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Global Education From a Teacher's Perspective

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Global Education From a Teacher's Perspective

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Abstract

Inka Linna, Niina Salminen

Global education from a teachers' perspective

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The purpose of this thesis was to study what kind of perceptions and experiences Finnish elementary school teachers have of global education. The research aimed to produce information for the Service Centre for Development Cooperation (KEPA ry) and other non-governmental organizations providing global education services. Global education can be defined in numerous ways, but generally it is thought as an activity guiding peoples joint responsibility worldwide.

The participants of this study consisted of nine basic education teachers teaching grades between one and nine from six different municipalities around Finland. Qualitative research methods were used for collecting the data. The participants were sent a link to a semi-structured e-form questionnaire, which consisted of open-ended questions built around the key themes of this thesis. The data was then analyzed by applying the methods of inductive content analysis.

The findings of this research showed that generally teachers perceive global education as an important and necessary part of education, but lack of interest, the level of teacher training and resources make it almost impossible for educators to reach global education targets set by the Finnish Ministry of Education. As globalization plays an increasingly important role in our everyday lives and cultural encounters and ethnic diversity becomes more visible in our society, global education should be in the center of education on all levels.

Key words, Global education, elementary school teacher, basic education, social pedagogy, Service Centre for Development Cooperation

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Tiivistelmä

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Tämän opinnäytetyön tarkoituksena oli tutkia millaisia näkemyksiä ja kokemuksia suomenkielisillä peruskoulun opettajilla on kansainvälisyyskasvatuksesta. Opinnäytetyö pyrki tuottamaan ajankohtaista tutkimustietoa Kehitysyhteistyön palvelukeskukselle (KEPA ry:lle) sekä muille kansainvälisyyskasvatusta tarjoaville kansalaisjärjestöille. Kansainvälisyyskasvatus voidaan määritellä usein eri tavoin, mutta yleisesti sen ajatellaan olevan toimintaa joka ohjaa ihmisten yhteisvastuuta maapallosta.

Tämän opinnäytetyön osallistajat koostuivat yhdeksästä ala- ja yläasteen peruskoulun opettajista kuudesta eri kunnasta eri puolilta Suomea. Tutkimus oli laadultaan kvalitatiivinen. Tutkimuksen osallistajat vastasivat e-lomakepohjaiseen kyselyyn, jonka kysymykset oli rakennettu opinnäytetyön teemojen ympärille. Tutkimustulokset analysoitiin käyttäen induktiivista sisällönanalyysia.

Tulokset osoittivat, että opettajien yleisen käsityksen mukaan kansainvälisyyskasvatus nähdään tärkeänä ja tarpeellisena osana koulutusta. Siitä huolimatta kiinnostuksen puute, opettajien koulutuksen taso ja puuttuvat resurssit tekevät Opetusministeriön asettamien kansainvälisyyskasvatuksen tavoitteiden saavuttamisen miltei mahdottomaksi. Globalisaation näytellessä yhä keskeisempää roolia jokapäiväisessä elämässämme ja kulttuurien kohtaamisen ja etnisen monimuotoisuuden tullessa yhä näkyvämmäksi osaksi yhteiskuntaamme, kansainvälisyyskasvatuksen tulisi olla koulutuksen keskiössä kaikilla tasoilla.

Avainsanat, Kansainvälisyyskasvatus, peruskoulun opettaja, perusopetus, sosiaalipedagogiikka, kehityspalvelukeskus

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1 INTRODUCTION

All human activity is guided by certain values, norms and attitudes. Globalization plays an important role in our everyday lives, as cultural encounters and ethnic diversity become more visible in our society. This phenomenon enforces us to critically examine our values and beliefs, which guide us towards global responsibility. The future does not formulate on its own, we are responsible for making it through the decisions we take. (Kivistö, J. 2008. 8)

Global education strives to promote cultural awareness, respect for human rights and understanding for global ethics. Its aim is to instill critical thinking about the world and a predisposition to take action for change. All citizens should have similar prerequisites for understanding the diversity of societies and acting as a critically thinking global citizen. The process of growing into global responsibility is a life-long learning process. It entails the recognition of the need for global responsibility and acting according to it.

Schools and educators play an important part in shaping our values and beliefs of the surrounding world. Their mission is to provide a variety of perspectives of the world and offer tools for confronting different cultures, customs and realities. Educators are responsible for teaching the skill of critical thinking and to encourage to question all given information and practices. (Kivistö, J. 2008. 11)

Global education has long-standing traditions in the Finnish education system. (Bergmueller, C., Helmich, H., O'Loughlin, E., and Wegimont, L. 2004. 25) The events that have taken place during the past decade, such as the New York terrorist attack in 2001, point out the need for raising global ethics around the world. The Ministry of Education has responded to this need by adopting a national policy programme for global education to be incorporated on all forms and levels of education. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4)

This Bachelor's thesis aimed to research the perceptions and experiences school teachers have of global education. Although, the national global education policy programme was adopted in 2006, there has been fairly little research made on the subject. There are numerous organizations and educators providing information, materials and training for global education and we were interested to find out if the supply and demand meets in this instance. The study will benefit the Service Centre for Development Cooperation (KEPA ry) and other organizations providing global education services.

Qualitative research methods were used to carry out this research, as we implemented a survey based questionnaire for collecting the data and inductive content analysis for analyzing it. According to Hirsjärvi, Remes and Sajavaara, these methods suit a research best when its purpose is to observe individual's personal perceptions and experiences and not providing statistical data. (Hirsjärvi, Remes & Sajavaara 2004)

In this work we look at the following key concepts: global education, basic education and elementary school teachers. The main research question is: "How do elementary school teachers perceive global education?" The thesis also aims to give answers to the following sub-questions: "How to improve global education services and materials offered to elementary schools?" and "What kind of resources do teachers have for implementing global education?"

2 BACKGROUND

This research was conducted in cooperation with KEPA's global education coordinator Sanna Rekola. KEPA is a Finnish umbrella network comprising from over 160 organizations. KEPA offers organizations trainings and interest supervision in global education affairs. It also encourages cooperation between organizations that work towards increasing global understanding and awareness in Finland. (KEPA 2013)

KEPA was a natural choice for this thesis' working life partner, as it is the most visible organization in Finland's global education sector. We contacted the organization's global education coordinator, Sanna Rekola, as soon as our idea for this thesis began formulating. She was excited of our ideas right from the beginning and we quickly set up our first meeting with her.

In the beginning we had a number of different ideas and approaches for researching global education and Sanna Rekola gave us the opportunity to present our research ideas freely. This is not always the case when students are searching for a working life partner for their Bachelor thesis'. In many cases working life partners have specific research ideas that serve their own interests and are ready-made for students. In this case we were incredibly lucky to have found a working life partner who's interests in terms of research approaches matched ours perfectly.

During the first couple of meetings with Sanna Rekola we discussed the need for this type of research and how it could benefit KEPA. Right from the beginning it became quite self evident that global education had undergone very little research. On one hand this factor gave us more freedom to choose our research approach, as all research was considered welcomed

from KEPA's point of view as long as it provided new information on global education. On the other hand it brought a major challenge, because it was quite difficult to find previous researches of global education to support our theoretical framework and to compare and relate our thesis' findings. However, Sanna Rekola has given us continuous support by sharing her time and knowledge in global education as well as granting us access to KEPA's library and global education trainings and seminars for entirely free of charge for the entire time of this thesis process.

Quite soon after our first discussions with Sanna Rekola we were able to set elementary school teachers as our target group. Schools and educators play an extremely important role in educating children in global affairs. Therefore researching the perceptions of elementary school teachers on global education benefits KEPA's interests and aspirations in increasing awareness on global education. The findings of our thesis benefits KEPA and its partner organizations by providing an insight of how elementary school teachers perceive global education as well as how global education trainings and materials that are being offered to school teachers can be improved.

3 GLOBAL EDUCATION

3.1. Defining Global Education

There are numerous ways to define the term "global education". In addition, the contents and translation of the term has regional variations. The term "global education" has originated from the United States of America, however the terms "international education", "education for international cooperation" and "education for world citizenship" derive mostly from Europe. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 52) In the Finnish context, the most commonly used form of the term is "global education" (see Finnish transl. kansainvälisyyskasvatus), which is also used in this Bachelor's thesis.

Despite of the multiple variations of the term, they all share the same ideology. In 2002, the North-South Centre of the Council of Europe defined global education as "education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all." (Bergmueller, C., Helmich, H., O'Loughlin, E., and Wegimont, L. 2004. 86) in the Maastricht Global Education Declaration. Thus global education is seen as a life-long learning process that leads to respect towards diversity and develops critical thinking as well as our capacity to act as active citizens in the globalizing world. It is not just a subject, but serves as a crosscutting theme in all dimensions of education.

Global education is categorized as education that opens our eyes and minds to the realities of the globalized world. It also awakens us to bring greater justice, equity and Human Rights for all of us. Global education contains different elements, which include Human Rights Education, Development Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship. (Cabezudo, A., Christidis, S., Carvalho da Silva, M., Demetriadou-Saltet, V., Halbartschlager, F., and Mihai, G. 2008)

Global education has many different aims for different purposes. One of its main goals is to guide citizens toward social justice and sustainable development. Global education also aims at opening a global dimension and a holistic perspective in education, in order to help people to understand the complex realities and processes of today's world. Developing values, knowledge, attitudes, and skills that will enable people to face the challenges of an interconnected world. Through global education people will understand some of the complicated processes leading to violence and conflict at individual, national and global levels and cause awareness of some of the ways in which these conflicts can be prevented or solved. Global education promotes an understanding of different cultures and enhances the role of humans as dynamic players for more equal world for all of us. It aims at developing new attitudes that will lead to more constructive and non-violent solution of conflicts.

Educators are encouraged to work cooperatively on global issues which global education aims at by developing learning communities. Global issues should be approached through innovative teaching and pedagogy because it will stimulate and motivate the new learners. By introducing its own content and methodology global education also aims at challenging formal and non-formal education programs and practices. Global education promotes participation in action, which means that it invites educators and learners to act together to assure the equivalent world. Accepting others' differences and interrelation, and creating the environments for others to express themselves and build the behavior of solidarity is an important goal of global education. (Cabezudo, A., Christidis, S., Carvalho da Silva, M., Demetriadou-Saltet, V., Halbartschlager, F., and Mihai, G. 2008)

Global education should be helpful for learners to approach issues with an open and critical mind, reflect on them and be willing to consider their opinions in entirely new light before making any rational arguments. Learners will have an opportunity to change perspectives and see situations from a different point of view. Empathy is also part of global education; it helps people to understand the feelings and viewpoints of others especially those from different groups, cultures and nations. Global Education will help people to learn more about teamwork and communication skills, which are important when working together with other

individuals and groups to reach common goals. (Cabezudo, A., Christidis, S., Carvalho da Silva, M., Demetriadou-Saltet, V., Halbartschlager, F., and Mihai, G. 2008, 22)

3.2. Historical Preview

The values behind global education lie in the Unesco charter. Founded in 1945, the organization's stated purpose is "to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedoms proclaimed in the UN Charter". (UNESCO 2004, 8) In addition, also other member organizations of the UN have emphasized the significance of education in their documents, declarations, recommendations, statements and agreements. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 51)

One of the most important Unesco global education documents is the recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974). The 1974 recommendation reflects the core values of global education, as its principle guidelines include aims such as: infusing global perspective in education at all levels, promoting understanding and respect for all people and their cultures and increasing awareness in global interdependence and solidarity. (UNESCO 1975, 148) Similar guidelines can also be found from more recent Unesco documents such as the Declaration on Education for Peace, Human Rights and Democracy (1995), Declaration of Principles on Tolerance (1995) and the Universal Declaration on Cultural Diversity (2001). The Millennium Declaration has in turn renewed the content development of global education. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 52) All of the declarations and recommendations mentioned above reflect on the following key concepts: development, poverty reduction, human rights, equality and non-discrimination, justice, peace and conflict resolution, cultural understanding, global sustainable development and global partnership.

The United Nation's Millennium Declaration defines the framework for Finland's global development and international cooperation. Finland, along with the 192 members states of the UN as well as other international organizations, has committed to achieve eight international development goals by the year 2015. These goals include: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and the empowerment of women, reducing child mortality rates, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability and developing global partnership for development. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 13,30)

But mere promises will not help anyone. In fact, with the current levels of international assistance, it is impossible to reach the development goals of reducing infant mortality and achieving universal education for all by the year 2015. The entire world community needs to take concrete actions to increase the amounts of development aid. According to the Finnish Ministry of Education, participatory and humane development cannot be achieved without education and raising awareness on global issues. In consequence, governments are encouraged to increase their funding for global education and to include national global education programme policies as part of their school curriculums. (Opetusministeriön työryhmämuis-tioita ja selvityksiä 2006:4, 30)

3.3 Global Awareness in the Finnish Context

Finland has long-standing traditions in the field of international cooperation. The roots of global awareness in Finland date back to Christian charity traditions and the missionary movement as well as the rise of the solidarity generation in 1960's and 70's. The Finnish development cooperation was initiated during that time period. These were also the years of political activism and development education and political advocacy was actively pursued. (Bergmueller et. al 2004, 25)

The concepts of solidarity, development cooperation and global responsibility were incorporated into the basic education curriculum in 1970's, when the new elementary school system was initiated. Global education was introduced as an integral value of the new educational curriculum. This was also the time, when images of Africa, Asia and Latin America began changing. Newspapers and television broadcasts began transferring shocking images of mal-nourished and diseased children into people's living rooms. Finns became quickly aware of the events taking place in developing countries, as aid campaigns introduced such concepts as famine, poverty and diseases. The period of time was filled with societal dialogue about development cooperation, solidarity and the one-percent movement. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 50)

The economic recession of the 1990's was a turning point for Finnish development cooperation. Development cooperation funds were reduced by half and public expenditure cuts in the social sector embarked the beginning of major structural changes in the welfare state. A whole new perspective for educational approaches had been born. It was time to view the Finnish society and its values critically and the societal dialogue at the time was influenced by ideas of a global civil society and social responsibility. (Opetusministeriön työryhmämuis-tioita ja selvityksiä 2006:4, 50)

Finland joined the Council of Europe in 1989 and became a member of the European Union in 1995. (Bergmueller et. al 2004, 25). This resulted in a change of perspective, and for almost a decade Finland was focused on the European Union and the changes brought by its membership. For a while, Europeanism was seen as the new form of internationalization. But soon Finland was also faced with another challenge, with the arrival of new ethnic communities through immigration. Cultural diversity became part of the Finnish society through daily encounters in the streets, schools, workplaces and the media. Very soon it became evident, that there was a growing need for fostering tolerance and preventing discrimination. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 50)

At the turn of the century, the general interest in global affairs began slowly rising. The Millennium Declaration, signed at the United Nations World Summit, gave a whole new perspective on global issues and how they should be addressed in schools. The parties, who were responsible for reaching the targeted goals, began to realize that the pursued development would be impossible to reach without the cooperation of citizens and NGO's from all over the world. The common goal could only be reached by raising awareness on global issues, which placed schools and educators in the center of the issue. Unfortunately, the challenges of global education multiplied after the New York terrorist attack in 2001. The global atmosphere and attitudes towards Islamic states and Muslims grew hostile. The dream of a common world was no longer self-evident. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 50)

In 2002, Finland took part in the Europe-wide Global Education Congress in Maastricht, the Netherlands. The pioneering event produced a final document - the Maastricht Declaration on Global Education -, which was adopted by governments, civil society organizations, local and regional authorities and parliamentarians. As part of the declaration, the North-South Centre of the Council of Europe (NSC) initiated a Peer Review process to increase and improve global education in the member states of the Council of Europe. Finland was among the first three countries to enter the Peer Review process in 2004. (Bergmueller et. al 2004, 9)

The national report on Global Education in Finland was undertaken in partnership with the Finnish Ministry for Foreign Affairs, the Finnish Ministry of Education, the National Board of Education in Finland as well as a number of Finnish non-governmental development organizations. The key recommendations of the Peer Review process included a recommendation of developing a national global education strategy. (Bergmueller et. al 2004, 9-11) In 2005, the Ministry of Education set up a global education committee, whose task was to prepare a proposal for the national global education policy programme. The proposal was introduced by the end of 2005 with a number of objectives. The national development programme included aims such as including global education perspective on all levels of education, increasing funding

and resources, intensifying the practical realization of global education and systematic monitoring and evaluation. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 15)

3.4. Broad Spectrum of Actors

Global education encompasses a variety of different types of educational and teaching methods that can be carried out in schools, workplaces and at various events. Volunteer work at organizations and international exchange programs also increase awareness of global issues. Growing into global responsibility is a lifelong learning process. Adults are just as important as a target group as children and young people. Along with organizations and other actors, the Finnish government, municipalities, schools, churches and companies encourage people into responsible and active citizenship. Public opinion is also largely shaped by the media. (KEPA ry 2012)

KEPA facilitates an umbrella network for over 160 organizations working in the global education field. KEPA's member organizations include church organizations, development organizations, organizations with political commitments, youth organizations, trade unions, educational institutions and organizations that focus only on specific sub-areas of global education. KEPA also offers materials and trainings for everyone who's interested in increasing global awareness.

KEPA is a politically non-aligned organization receiving its yearly funding from Finland's Ministry for Foreign Affairs. The organization was founded in 1985 to coordinate the Finnish Volunteer Service. For years dozens of professional volunteers were sent to work in developing countries through the organization, but the programme was scaled down after 1995. Today KEPA's work mainly involves strengthening civil society both in Finland and in developing countries. The organization's ultimate goal is to change the socioeconomic structures and processes that lead to impoverishment. KEPA believes that each and every one of us can make a difference and help to reduce global inequality. In addition to coordinating a global education network, KEPA also conducts development education by arranging and supporting the arrangement of events, producing publications and coordinating the ETVO southern volunteer programme. (KEPA 2013)

There are numerous ways to define global education, but according to KEPA "Global education is that process that enables us to understand difference and develop our ability to act in a globalizing world." and it "... is understood expansively as an activity guiding people's joint responsibility worldwide." (KEPA ry 2012) KEPA divides global education into seven sub-areas: human rights education, equality education, development education, cultural education,

peace and security education, communications and media education and environmental education.

3.5 Elements of Global Education

3.5.1 Human Rights Education

Global education documents, published by the United Nations (UN) and United Nations Educational, Scientific and Cultural Organization (Unesco), are based on human rights. (Myllymäki 2004, 14) The Universal Declaration of Human Rights (UDHR) was adopted in 1948 by the United Nation's General Assembly and it states, "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." (United Nations Universal Declaration of Human Rights 1948, 2). Human rights are universal and civil, political, economic, social and cultural rights belong to all human beings despite of race, ethnicity, national origin, economic status or sexual orientation. These rights can only be achieved through continued demand for freedom and protection.

Human rights education promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. The purpose of the education is for individuals to understand and realize the common responsibility for human rights to become a reality in each community. (The Office of the United Nations High Commissioner for Human Rights 2012) Human rights organizations, such as Amnesty International, believe that human rights education is fundamental for addressing the underlying causes of human rights violations, preventing human rights abuses, combating discrimination, promoting equality, and enhancing people's participation in democratic decision-making processes. (Amnesty International. Human rights education 2012) Human rights education can be seen as a long-term investment in the endeavour to achieve a just society in which all human rights of all persons are valued and respected.

The 1974 Global Education Declaration states that human rights can be achieved through cultural understanding and sustainable development. (Allahwerdi 2001, 30-31.) In 1994 the United Nation's General Assembly declared the years between 1995 - 2004 as the decade of human rights. Despite of the mutual agreement among the member states, only a few countries have taken serious measures to promote human rights education in their official government programmes. In 1997, Finland hosted a regional Unesco seminar, which concluded two concrete recommendations: human rights education should be included in school curriculums and teachers should receive sufficient human rights training. (Myllymäki 2004, 14) Nev-

ertheless, it was only until 2007 that Finland included human rights education as part of the national global education policy programme.

Non-governmental organizations (NGO's) play a key role in making human rights education visible in Finland. The most well-known human rights organizations in Finland are Amnesty International, The Finnish League for Human Rights (FLHR), and The Threshold Association. But according to statistics, there is still much work to be done in the human rights education sector to achieve the targets set by the national global education policy programme. From the member organizations of KEPA, less than half consider human rights education as part of their global education work and only nine of these organizations concentrate solely on global education in their field of work. (Myllymäki 2004, 14)

3.5.2 Equality Education

Equality and justice are an integral part of human rights. Previously equality was by large related to gender issues, but the concept should be viewed from a broader perspective. Equality can also be seen as an issue between the relationships of minorities or the relationships between minorities and the head population. (KEPA ry 2012)

Equality education focuses on issues related to gender, sexual orientation, ethnic origins, religion, age and disabilities. Discrimination, social diversity and just treatment of people are also important topics related to the education. The education strives to promote gender equality, best interests of ethnic minorities and the fulfillment of human rights. (KEPA ry 2012)

According to KEPA ry's statistics in 2004, there are 44 organizations in Finland, which consider themselves as equality educators. Kasvattajat Rauhan Puolesta ry (KRAPU) points out that bullying in schools and work places seem to be endemic in the Finnish society. Children adopt attitudes towards tolerance and equality from adults, which is why equality education should already start from the home environment. The formation of an open societal atmosphere, which values the diversity and difference of people, can only be achieved through strengthening the interaction and dialogue between different groups of people. (Myllymäki 2004, 15)

3.5.3 Cultural Education

Cultural education promotes multiculturalism, interaction between cultures and anti-oppressive practices against racism and discrimination. The education provides means to deal with issues related to justice, discrimination, equality and cultural differences. Most importantly, cultural education strives to find out the reasons, which lie behind discrimination, and offers tools and methods for encountering diversity. (KEPA ry 2012)

The foundation of an education, which values multiculturalism and aims at building a just and equal society, is based on interaction and experiences. Cultural education examines preconceptions, breaks down prejudices and strengthens solidarity. It also provides opportunities for people from different age groups and backgrounds to interact with each other at all sorts of events, such as school visits, workshops, theme nights, dance groups and festivals like the World Village Festival. (KEPA ry 2012)

Functional exercises that are frequently used in cultural education are designed to increase cultural awareness and the use of positive behavioral patterns through personal experiences. The goal is to not only familiarize people with other cultures, but also make them more aware of their own culture. Recognizing the diversity of people does not however mean the acceptance of inequality and discrimination. The starting point of this of approach is the idea that when people interact with a representative of another culture, prejudiced thoughts are reduced and tolerance towards other cultures increases. (Myllymäki 2004, 16)

Although, cultural education is an essential part of global education with long-standing traditions, there are still some growing concerns over the issue. Dealing with foreign cultures does not guarantee growth into internationalism. Fortunately, culture education is carried out by a large group of dedicated Finnish organizations and actors. Over two thirds of all global education organizations mention cultural education as part of their work. (Myllymäki 2004, 16)

3.5.4 Environmental Education

The core of environmental education is understanding the interaction between humans and the environment. We are all responsible for our surrounding environment since our lives depend on it. This is one of the main reasons why environmental education aims to increasing people's awareness of the environment and related issues as well as educating environmentally responsible citizens. (KEPA ry 2012) An individual must be able to see the connection between human activities and massive environmental problems that people experience daily all around the world. Understanding this connection requires basic knowledge of ecology. Environmental education includes education in sustainable development, knowledge of the world's natural and food resources as well as understanding the human relationship between nature in human history at various stages. (Myllymäki 2004, 17)

Environmental education promotes certain attitudes and values to guide people towards ethically responsible behavior to benefit the environment. Environmental education plays an important role in sustainable development and achieving the Millennium Development Goals. Environmental education has developed various means and procedures to draw attention to

the Earth's limited capacity and unequal distribution and consumption of the resources. (KEPA ry 12)

World Wildlife Fund (WWF) is an international environmental organization with experience in several educational projects. WWF Finland is an active environmental educator that works with children and youth, but also strives to make a difference in adults' attitudes and behavior. Finland hosts various different organizations that provide environmental education and maintain a network of environmental educators. Some organizations specialize in educating different target groups such as daycares, schools and educational institutions. Environmental education emphasizes child's and youths' individual responsibility. That being said, there is still plenty of work to be done in the field of environmental education. (Myllymäki 2004, 18)

3.5.5 Development Education

Development education is called an educational approach that is used to study international interdependencies and opportunities of global inequality. In 1995 UNICEF introduced a definition that described global education's goal to educate children and youth to embrace facts, skills, attitudes and values that would help control and understand development. One of the issues that development education contemplating on, is what development really is, which direction it should be guided as well as how to create development through sustainable methods. (Allahwerdi 2001, 35-36)

Development education is looking for sustainable lifestyles and examines the various possibilities of the future. It is all about action, change and participation. Development education aims to increase understanding of different development questions and the underlying causes of poverty and the consequences. Through development education individuals are encouraged and directed to act more responsibly and taking into account the principles of other sustainable developments. Development education also encourages people to participate in global forces to make our world a bit more righteous and equal place to live in. (KEPA ry 2012)

3.5.6 Communications and media education

Media arguably surrounds us daily. We read newspapers, listen to the radio, watch television, glance through the Internet, we walk right by all kinds of advertisements and communicate with other people. But in fact communication is not only receiving messages, but also to producing them. Media education helps us to understand how communications processes are produced, how to contribute to it and what happens when receiving it. Communication and media education are involved in almost all educational areas and they increase critical thinking. They can also be used to influence people's values, opinions and attitudes. (KEPA ry 2012)

Media education guides people to understand communication processes a little better. It is essential for global and development education to educate active, aware and critical information recipients, and on the other hand active and skilled communicators. Media education, which can be regarded as part of communication education, uses media as a tool to influence individual's values and attitudes. Media education can be considered as a learning process that helps an individual to observe what kind of a world the constant messaging of the surrounding media produces. A part of media education is group communication, which plays a big role since it can reach individuals who usually are not interested in messages sent by organizations. (Myllymäki 2004, 18)

The society also often points out how important it is for journalists to have the right attitude and objectivity. The Finnish Ministry of Education has developed in cooperation with the media certain rules and regulations to ensure that media education always includes ethnic relations and the history of ethnic minorities. (Myllymäki 2004, 20). It does not need a big organization to make significant difference in global education, as long as it will produce change.

3.5.7 Peace and security education

Peace education strives for every individual to be able to realize the universal values and practices, in which peace culture can be built upon. Interaction between people and groups is the central focus in peace education. Peace education also aims to create permanent peace in the world and searches for alternative methods to ensure safety. (KEPA ry 2012)

Peace education's guiding principles are strengthening world peace, non-violent conflict solution, conflict prevention and strengthening the foundation of peace culture. Peace education has slowly shifted from investigating the causes of war and prevents the outbreak of war to research of structural violence and conflict. Racism, environmental destruction, crime, ethnic and religious conflicts and violence are in the center of peace education's interests. (Myllymäki 2004, 20)

Security education is closely linked to peace education. At times politics plays a major role in peace education, however that does not concern safety education. In general, security refers to the fact that people and communities live in freedom, peace and security, they may participate in their own administration, enjoy the protection of fundamental rights and that they can meet their basic needs. In many instances, crises are developed internally and not between countries. The international community might have limited resources to intervene in the internal affairs of a state in crisis. This places even more importance on the fact that a society has to be built upon certain values, in which the prevention of peace is possible and the resources used for it are socially equitable. Looking from this perspective, it is obvious

that many other global education areas are closely related to peace and security education. It is essential to take keep these considerations in mind when thinking of the objectives of an organization practicing global education. (Myllymäki 2004, 20)

3.6 Previous Studies

Before and during the writing process of this thesis, the subject of global education had undergone very little research. At the turn of the century, global education began receiving international attention after the Europe-wide Global Education Congress was held in Maastricht in 2002. Governments and NGO's that had previously focused their attention largely to development issues, began producing documents and reports on what is global education and how it should be implemented. This was mainly due to the global education Peer Review Process that a number of countries, including Finland, took part in.

The National Report on Global Education in Finland (2004), facilitated by the North-South Centre of the Council of Europe, was part of the Peer Review Process. The report included research and interviews with key stakeholders and developed critical perspectives about the current state of and future prospects for global education in Finland. The report states that public opinion in Finland shows strong support for development cooperation and global solidarity, even though funding levels for development and global education have to date remained low. The report makes specific recommendations for reversing this unfortunate trend and demands for global education in the formal education sector to be improved and increased at all levels. (Bergmueller et. al 2004, 10)

Based on the recommendations of The National Report on Global Education in Finland, Finland assembled a committee to draft a proposal for an international education action programme. In 2006 the Ministry of Education published a report "Global Education 2010, proposal for an action programme". This report focuses on the challenges for teaching and learning arising from the UN Millennium Development Goals, the Maastricht Global Education Declaration, strategies and guidelines of Unesco, the Finnish development policy programme and other relevant commitments. It also looks into global development issues in terms of education and civic activity in the Finnish context. The report lists a number a number of measures needed to implement the national global education objectives including strengthening the practical aspects of global education in early education, schools and other educational institutions and teacher education as well as increasing resources and funding. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 6)

As stated previously, KEPA is one of the most visible agents in the global education sector. KEPA has produced a number of publications related to the subject area, but one of the most

notable ones is the “Pallo haltuun” publication published by Tiina Myllymäki in 2004. Myllymäki writes that the realization of human rights can be ensured through global education and peace education. Legislation and international agreements ensure the unequal treatment of different demographic populations in principle, but these agreements alone are not enough to secure unequal treatment of people. Myllymäki believes that attitudes can and have to be affected through reason as well as emotions. School children are generally thought as the main target group of global education, but global education should be enforced on all age groups. Finnish NGO’s have developed educational materials for all age groups ranging from early childhood education in day cares to courses for adult population. (Myllymäki 2004)

In 2009 Jokisalo, Jouko & Simola published a book called “Monikulttuurisuus luokanopettajankoulutuksessa - Monialaisten opintojen läpäisevä luonne”. The publication is part of a multicultural project ”Monikulttuurisuuden haasteet, opettajankoulutus ja koulu” and it was financed by the Ministry of Education. Jokisalo, Jouko & Simola believe that the central task of the school is to prepare children and youth into a multicultural society. The value base (human rights, equality, democracy, sustainable development and multiculturalism) of the current basic education curriculum offers a solid foundation for such education. In the future, teachers are required to become more competent to encounter diversity, cultural diversity and the challenges of changing societies. This places increasing importance to developing teachers’ multicultural competence, irrespective of subject or grade the teacher teaches. (Jokisalo, Jouko & Simola. 2009, 1)

Other interesting and relevant studies include Jari Kivistö’s article “Koulun arjen ja globaali-vastuun yhteensovittamisen haasteita” that was published in 2009. Jari Kivistö works as a Global Education Training Officer for the Ministry of Education and Culture and gives an interesting insight into the practical implementation of global education in schools. He mentions three main obstacles in the implementation of global education. Firstly, global education themes are too wide and overwhelming and the thematic is very fragmented and problem-oriented. Secondly, the curriculums are too full and thirdly, global education is generally thought as part of the hippie movement ideology. (Kivistö J. 2009)

4 BASIC EDUCATION IN FINLAND

4.1 Values and Aims Behind Basic Education

Basic education’s value base includes human rights, equality, democracy, the natural diversity of the environment and the viability of retention and acceptance of multiculturalism. Basic education promotes community, responsibility and individual rights and freedoms. Teaching supports the student’s own cultural identity as well as the construction of his in-

volvement in the Finnish society and the globalized world. It will also promote tolerance and intercultural understanding as well as the equality of regional and individual is increased. Educators have to take into account the different kinds of learners and to promote gender equality between boys and girls by providing the capacity to act with equal rights and obligations in society as well as at work and family life. In local curriculum's basic education needs to define the values of its basics and they must be able to transmit to the objectives and content of education and daily activities. (Opetushallitus 2004, 14)

Basic education is part of the security net and it has both educational and teaching tasks. Its role is to provide individuals the opportunity to acquire general knowledge and to carry out compulsory education and to enable the society as a means of developing the cultural capital and to increase the sense of community and equality. Basic education must give the opportunity to diverse growth, learning and the development of healthy self-esteem, so that the student can acquire the information and skills they need in life and to be prepared for further learning and participating as a citizen to develop a democratic society. To ensure the continuity of society and the future of the construction of basic education it is necessary to move the cultural heritage from generation to generation, to accumulate the necessary knowledge and skills as well as raise the awareness of the base values and practices of our society. (Opetushallitus 2004, 14-15)

The most essential aim of schools is to see pupils' growth into individual humans; teach the purpose of life, learn to know yourself and respect for yourself, environment and other people. School's mission is to support the child's' and youths' identity as a learner and human being. Central parts of growing up are ethical and social ideals that regulate humans interaction which will effect on relationships and organizing social reality. Honesty, trust, justice, independence, empathy, ecology, tolerance and separation of right and wrong are the ones given little higher meaning. (Opetus- ja kulttuuriministeriön työryhmämuistioita ja selvityksiä 2010, 47)

4.2 The education system in Finland

In Finland education is compulsory for all children above the age of seven and they must complete nine years of basic education. The Ministry of Education is responsible for the public education in Finland and the parents of the children are responsible for children to complete the basic education. Basic education is free of charge for all the pupils and it includes the textbooks and other materials and tools. The students are also offered a free warm meal every day. Basic education also covers free health care and other welfare services for students (Opetushallitus 2004, 12-15).

The goal for basic education is to support students' growth to humanity and make them ethically responsible in our society and also give them the necessary life skills and knowledge. Moreover, pre-school education as part of early childhood education aims to improve children's learning conditions for the future studies. Basic education should promote civilization and equality in society as well as students' ability to take part in education and otherwise develop themselves during their lives. (Bergmueller et. al 2004, 47) Government makes the decisions of the national goals in basic education as well as the division of time being used between different subjects. Each municipality and/or school creates their own curriculum which needs to be based on national syllabus. Curriculum are made to guide and to improve the practical teaching in schools. (Opetushallitus 2004, 12-15)

4.3 Global Education in Finnish School Curricula

Global educators all over Europe have worked for years to attempt to integrate global education perspectives into the national curriculum or curricular frameworks. Finland is one of the European countries that is ahead of its counterparts. Recently Finland developed a new curricular framework, which includes the values of human rights, global citizenship, sustainability and multiculturalism. Global education is part of students' curriculum from the pre-school year and nearly all six-year-old's participate in it even though it is voluntary. Pre-school education is also in the national framework curriculum and according to its goals it aims to strengthen children's linguistic and cultural identity and promote and understanding of their own cultural inheritance and the multi-faceted nature of other cultures. (Bergmueller et. al 2004, 48)

As it was said earlier, education is compulsory for all the children in Finland and it is the general education provided for free of charge. Elementary schools provide the majority of basic education services in Finland. Mostly the education system has stayed unchanged; however there has been some new legislations, which have increased the independent decision-making powers of the local authorities as well as other education providers and schools. (Bergmueller et. al 2004, 49)

National Board of Education is responsible for the national core curriculum. In the newest curriculum for basic education the values are in keeping with global education foundations and provide not only space but also the compunction, for stronger global education provision. Many issues need to be taken to consideration when making the new curriculum framework for basic education. Nordic and European cultures are strongly involved in the curriculum since education must take into account national and regional features, national languages, the two national churches, Sami people as the indigenous people in Finland and national minorities. (Bergmueller et. al 2004, 50)

In Finnish national curriculum for basic education, it is strongly specified that children of all minority groups have the right to grow up to be active members of both their own cultural community as well as of Finnish society. Additional main goal of basic education is to develop attitudes and capabilities in students, which will make it easier for them to function as active, responsible and critical members of a society of citizens. KEPA has outlined seven key areas among the basic education principles of the curriculum and those seven points are specified as cross-curriculum objectives. The seven cross-curriculum objectives are implemented in different ways at different stages of education, of course depending on the subject and the children's level of development. These seven points are: personal growth; cultural identity and internationalism; communication and media skills; participatory citizenship and entrepreneurship; responsibility for the environment, well-being and sustainable future; safety and transportation; and last man and technology. Each of these cross-curriculum perspectives are equally important and they provide opportunities for strengthening the global dimension in each of these domains. (Bergmueller et. al 2004, 52)

5 ELEMENTARY SCHOOL TEACHERS AND SOCIAL PEDAGOGY

5.1 Teachers' Role as a Global Educator

There is a common misconception among teachers that teaching global education requires extensive knowledge of the subject, various forms of materials and specialists of the subject area. In most cases this misconception leads to negligence of global education objectives in elementary school curriculums. However, teachers have a pedagogical responsibility of teaching global education to their students as it is pointed out in the national curriculum of global education. Tiililä and Väätäinen (1995) have made a pro gradu study where they research teachers' perceptions of global education. Most of the participants in the study agreed that global education is important and they would be ready to increase it in curriculum's, nevertheless educators rarely use global education in their class environment. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 39)

The teacher it self needs to be committed to the values and objectives of global education, since the educators personal beliefs will have an effect on the students. Besides traditional pedagogical knowledge and skills, global education teachers must have a certain level of skills, attitudes and knowledge about intercultural competence. Elementary schools are pedagogically extremely important educational environments because they consists of children from different backgrounds and life situations. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 39)

Through the years educators' work has become more diverse on all educational levels. The development of pedagogical work can be clearly noticed from the changes that have made classrooms more electronic and turned them into global learning environments. Many researchers have noticed the educators' preparedness in to address multiculturalism and global education related issues. There are five elements that classify teachers as global educators. Firstly, the educator must know his or her personal background and culture well enough to be able understand that every individual looks at things from personal point of view. Secondly, the knowledge of other cultures and different languages, dress codes, habits, beliefs, values and taboos are also important and plays big role in global education.

Thirdly, the global educator must have the right approaches and skills to endorse good communication. Discovering mutual language and non-verbal communication skills between individuals are priceless in teaching. The fourth element is to have knowledge, recognition and responsibility of the society. The last one is to have pedagogical skills to manage global education. The educator must have sufficient amount of knowledge of the subject areas of global education. In addition, the educator needs to be pedagogically prepared to work with different age groups, finding the right learning materials and partners as well as creating the curriculum. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 40)

5.2 Stages of Social Pedagogy

The educational methods schools use to strengthen global responsibility could be called as the pedagogy of perceiving the world. It offers students tools to build and expand their own perception of the world. At the heart of the pedagogy is trust in dialogue, which needs to be learned and strengthened. This process can be divided into three phases, which according to Paulo Freire, are called researching, understanding and acting. (Kivistö J. 2008, 12)

In the researching stage, social reality is critically analyzed and viewed from different perspectives. (Kivistö J. 2008, 12) One can think about questions such as: What is poverty? What does poverty mean for people living in Finland and what does it mean for those in developing countries? How can we promote justice? Why cultural interaction is sometimes difficult?

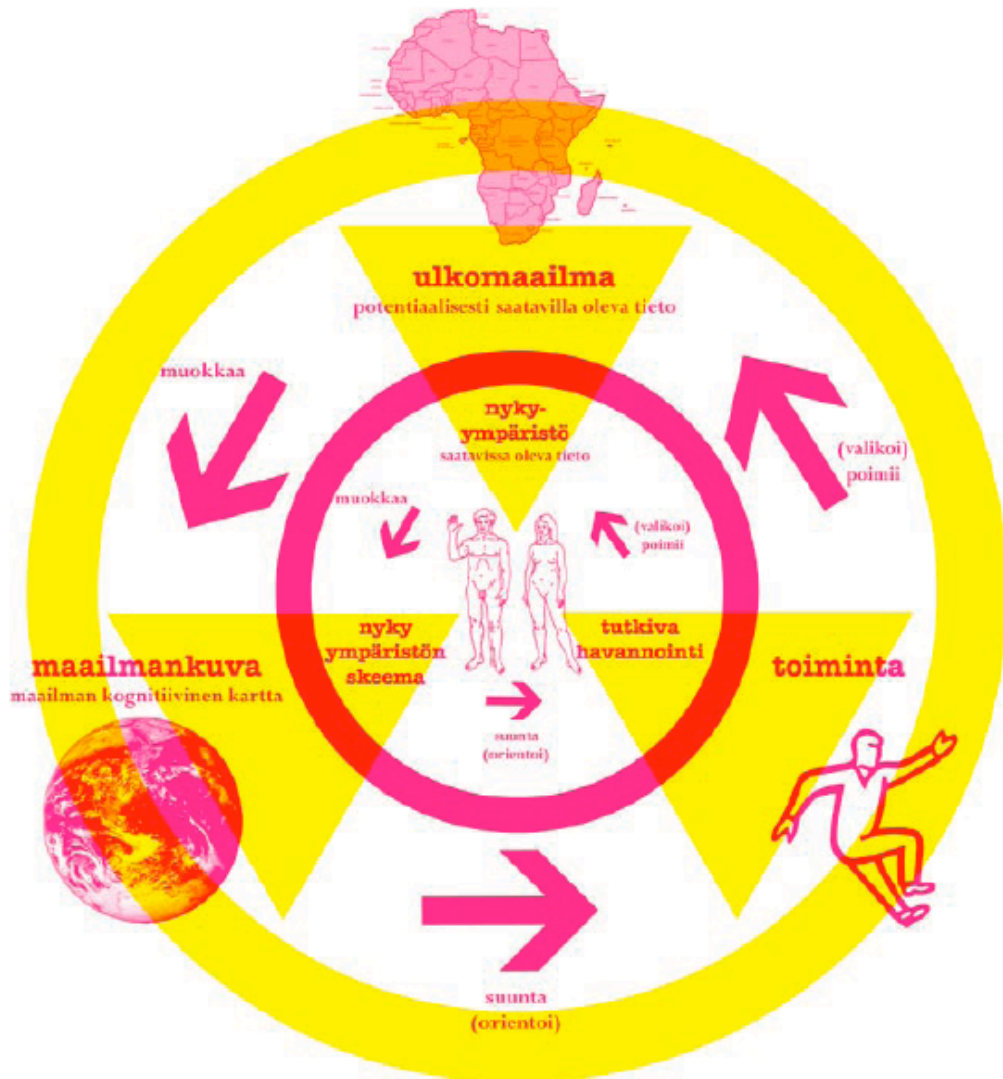
The second, hermeneutic phase, refers to the realization of the analyzed reality. At the same time one learns to identify personal attitudes and prejudices. The process of forming own opinions and points of views sets about and one starts thinking about how the problems could be solved. What can I do to stop global warming? How can we change global economy fair for everybody? (Kivistö J. 2008, 12)

The third, acting phase, is about creating the means for change and acting according to the newly formed beliefs. In a school environment, it is fairly easy to find tools for such activities. For example a class can participate in a Fair Trade campaign, share the responsibility of sponsoring a godchild or collect money by participating to the Operation's Day Work (Taksvärkki). Possibilities for taking action are endless. Students can volunteer in a local NGO, write about important topics to the local newspaper, or campaign for a school project in Africa. The most important thing is to find practical and meaningful ways to carry out global responsibility. (Kivistö J. 2008, 12) This process is also explained in the diagram by Jari Kivistö on page 27.

Experiences which differ from the ordinary day to day routines, tend stay in our memory for longer periods. Therefore the pedagogy of perceiving the world values the importance of these kinds of experiences, as they leave a lasting impact on our minds. They also improve our ability to understand and adopt new information. The effects of global education can be seen on mental, operational and emotional levels. The level of awareness increases, the ability to view the world from different perspectives becomes more easier and the skill of projecting oneself into some other persons part develops. This is often associated with courage to act according to beliefs and values. (Kivistö J.2008, 14)

In-depth learning processes can be created by a single but powerful experience, which results in an insight or a new way of perceiving the world. Teachers and educators should more often think about ways to create experimental learning environments. Experiences also provide tools for young people to expand their worldview beyond everyday routines. The purpose of school launched projects and a process is to offer students the possibility to immerse into information and resources they would not normally come across. (Kivistö J. 2008, 14)

The following diagram depicts the five stages of perceiving the world through social pedagogy.



(Kivistö, J. 2008)

5.3 Critical Pedagogy in Global Education

The Brazilian educator, Paulo Freire (1921-1997), became known as the father of critical pedagogy. Perhaps he is best known from his attack against the traditional form of learning, which he called “the banking model”. (Sanna Rekola 2010, 13) According to this concept, a student is viewed as an empty account to be filled by the teacher. Freire challenged the role of a teacher as the “transmitter of information” and the role of the student as a “passive receiver” and developed the concept of an active learner. (Paulo Freire 2005)

Critical pedagogy emphasizes the students’ role as an active learner. The relationship between a teacher and a student should not be hierarchical. Instead, it should encourage and

facilitate dialogue. According to Freire (2005), the purpose of teaching is to facilitate critical thinking, action and change. The process of learning signifies the understanding of the problem by searching solutions for it. The objective of a learning process is to not only attain new information, but to change the world to become a better place. Freire's theoretical thinking model challenges the traditional thought of perceiving education as a necessary coping method against the changing world. Instead of adapting to the changing environment, Freire believes the environment itself can be changed. (Freire P. 2005)

The starting point of global education is the growth and development of critical thinking. Instead of serving people truth as a matter of course, global education encourages them to self-reflect on the surrounding world and to challenge their role as part of the global society. According to the foundations of critical pedagogy, global education encourages to question all given information and practices. The aim is to understand the reasons which lie behind certain norms, values and practices. By identifying the actions and factors which guide our thinking processes, we are able to find tools to promote equality and global justice. (Rekola S. 2010, 12)

The foundations of global education have been laid down by the views of critical pedagogy. Although, methods, resources, target groups and learning environments of global education might be far from traditional ones, it's goal is to challenge people into critical thinking. Global education provides new perspectives and information gateways, but still manages to leave the challenge of making choices to people themselves. (Rekola S. 2010, 12)

6 CONDUCTING THE STUDY

6.1 The Purpose of the Study and Research Questions

The aim of this Bachelor's thesis is to research elementary school teachers' experiences and perceptions on global education. The research focuses to provide information on practical implementation of global education in classroom situations, the sufficiency of resources and the support of global education organizations, as well as the usefulness of materials provided to teachers. In addition, the thesis aims to find out teachers' opinions and views of the global education curriculum, to point out possible flaws and to give out suggestions on how global education could be promoted in elementary schools.

The purpose of this study is to understand the teachers' experiences in the light of our theoretical framework. This study is aimed to benefit KEPA and other organizations providing global education services in Finland. The outcome of this thesis will benefit KEPA, in terms of providing information on how the services and materials of global education can be improved.

The member organizations of KEPA, which provide e.g. school visits, educational teaching methods and teacher training, can also utilize the research results to develop their services to suit better the needs of teachers. The practical implementation of global education in schools has received fairly little attention after the Ministry of Education included national objectives for global education to be included into the core curricula of all forms and levels of education by the year 2010. Therefore, the thesis will also shed light on the current situation of the subject area.

Our main research questions is: “How do elementary school teachers perceive global education?”. The findings of the thesis aim to reveal some of the underlying problems and give answers to the following sub-questions: “How to improve global education services and materials offered to elementary schools?” and “What kind of resources do teachers have for implementing global education?”

6.2 Research Methodology

This thesis was conducted through qualitative research methods. The main purpose of the thesis was to present teachers’ perceptions and experiences, which is why the qualitative research approach suited our study better than quantitative. We were not seeking for statistical repetition or saturation, but studying the individual experiences of teachers.

Research material was gathered through a survey based questionnaire. According to the book *Tutki ja kirjoita*, Hirsjärvi, Remes and Sajavaara (2004, 182), the term survey stands for the types of questionnaires, interviews and observations, in which data is collected in a standardized manner and the participants represent a sample of a group or a population. A survey based questionnaire has its advantages and limitations, but from our point of view, this type of data collection suited our thesis’ purposes for two reasons: a survey based questionnaire allowed us to collect a larger sample of data and it also saved time, as we didn’t have to interview each participant individually.

The questionnaire was sent out via emails, which contained a link to an e-form, to nine elementary school teachers. Before sending out the questionnaire, we ensured that we achieved a sufficient response rate, by contacting the selected schools beforehand. The questionnaire was only sent to those schoolteachers who were willing to take time to participate in the survey and give out detailed answers to our questions. Research results were then analyzed according to qualitative research methods.

We decided to use inductive content analysis to analyze the research data. Inductive content analysis focuses directly at communication through texts or the transcribed data, and for that

reason gets at the central aspect of social interaction. According Hirsjärvi et. al (2004, 155), inductive content analysis can be used when the researcher aims to reveal unexpected data. Therefore, the starting point of the research is not testing theories or hypotheses, but to observe the data in much detail and from as many perspectives as possible. The researcher does not define what is important, the data does. This is also another reason why we chose to use inductive content analysis. It is impossible to know beforehand what kind of experiences and perceptions the teachers have about global education.

According to David R. Thomas (2003) the primary purpose of the inductive approach is to allow research findings to emerge from frequent or significant themes inherent in raw data, which would otherwise be restrained by structured methodologies. Preconceptions in the data collection and data analysis procedures imposed by deductive data analysis may often leave key themes obscured, reframed or even invisible. The general inductive approach provides a simple yet convenient way of analyzing qualitative data, which is one of the reasons why it is frequently reported in health and social science research. Many researchers find inductive content analysis more straightforward than some of the other traditional approaches to qualitative data analysis. (Thomas D. 2003)

Miles and Huberman (1994) describe the inductive content analysis as a three-stage process. First the raw text data is condensed into a brief, summary format. Then clear links between the research objectives and the summary findings derived from the raw data are established. Finally a model or theory about the underlying structures of experiences or processes evident in the data is developed. Like other forms of qualitative analysis, this is often considered as a time-consuming process because it requires in-depth reading and rereading of material. How the inductive content analysis was used to analyze the data in this thesis will be explained in depth in the following sections.

6.3 Participants

The participants of this study consisted of nine basic education teachers from several different municipalities around Finland. The amount of respondents accounted for nine responses from teachers teaching grades between 1-9. The respondents participated anonymously to the study, but gave out information of their gender, the grade they were teaching and the name of the school. Three of the respondents were men, the remaining six being women. Six of the respondents were teaching in schools located in the metropolitan area; three teachers were from Helsinki, two from Espoo and one from Vantaa. The other three respondents were from Kyyjärvi, Jyväskylä and Salo. The age of the respondents was not inquired in this study, because it would not have given any relevant information in relation to our study questions.

The respondents were given the opportunity to participate in the study anonymously. The only piece of information we asked for was the name of the school and the grade they were teaching. This information was crucial to us, as there was no other way for us to know which schools had participated in the study as promised. This was also an important part in terms of the reliability of this study. The participated schools could be traced down, if necessary.

The aim of this study was to select participants randomly by contacting schools by phone in the metropolitan area. The teachers who were willing to participate in the study were then sent an email explaining the purpose of the study and it contained a link to the e-form questionnaire. This, however, was easier said than done, as from numerous amounts of phone call, emails, and discussions with school staff and principals, we received only 5 responses from anonymous participants. The rest of the participants were then found through personal contacts. The majority of the contacted people thought the study was interesting and sounded as beneficial, but the amount of responses we received was in contradiction with these thoughts.

21 principals expressed their school's willingness to participate in the study and they promised to recruit teachers to fill in the questionnaire. This approach resulted in only 3 responses. Two responses were then received by randomly sending emails to teachers and the rest through personal contacts as stated earlier. When asked for the reason of the low amount of responses, principals and teachers plead as an excuse that they were too busy or that they were not able to give out reasonable answers to the questions. The given excuses seemed surprising, as the questionnaire was fairly short and straightforward and they had already given their consent to participate in the study. As we did not send emails to those principals who declined our request, this left us with questions about the purpose and need for this kind of study.

On the other hand the respondents, who were through personal contacts, commented that filling in the questionnaire took them approximately 10 minutes and they were able to complete it during their work hours. This was the exact reason why this method for data collection was chosen; it was simple and easy and teachers were able to fill in the questionnaire when it suited them the best. The real reasons for the lack of interest and the teachers' unwillingness to participate in this study reflects from the data we received from those who did participate.

6.4 Data collection

The data for this research was collected by a semi-structured questionnaire suitable for a qualitative research. A qualitative questionnaire can be used to gain an understanding about

people's beliefs, experiences, feelings or underlying reasons or motivation. This method for collecting data was considered as most suitable for this research because questionnaires are a convenient and inexpensive way of gathering information from people from a large geographical area. Questionnaires can also be sent to large numbers of people, although response rates might turn out low. (Tuomi & Sarajärvi 2009, 74-75).

Another advantage point of a questionnaire is that it is a sure way to reduce interviewer bias because there are no verbal or visual clues that could influence a participant to respond in a certain way. In a semi-structured questionnaire, questions are open ended to allow the respondents to express their views freely in relation to the question without any influence or clues from the interviewer. Also wording and the order of the questions are the same for each respondent. This is based on the idea that the questions have the same meaning for each respondent. (Eskola & Suoranta 1998, 86)

The questionnaire was created in an E-form, which is a browser based application used for surveys and to handle various electronic processes in the Internet. The questionnaire contained fifteen questions, which were created around the four themes of the thesis, including a couple of background questions. The link to the E-form was then sent to the participants in an e-mail explaining the purpose of the study and it's aims. The questionnaire was designed to be as simple, clear and easy as possible for the participants to fill in. It also contained our contact details in case there was a need to contact us.

The raw data received from the E-form was then transformed into a Word-document. This was also one of the biggest advantages of this type of data collection. Since all of the raw data was documented in a digital format from the beginning, there was no need for the often lengthy and time-consuming process of transcribing data. The questionnaire can be found from the appendix of this thesis on page 49.

6.5 Data analysis

The data in this study refers to the questionnaires filled in by elementary school teachers. All data was received from questionnaires, which the participants filled in the internet. Afterwards all data was collected and saved in an Excel-form, it was analyzed by applying the methods of inductive content analysis.

According to David R. Thomas, the process of inductive analysis begins with the preparation of raw data files by formatting the data in a common format. Once the text has been prepared, the researcher should read the text closely to become familiar with the content and gain an understanding of the "themes" and details in the text. The researcher then identifies and defines categories or themes from the collected data. (Thomas D. 2003)

The aims of the research are likely to derive upper level or general categories from the data. The lower level or specific categories will be derived only after multiple readings of the data. One segment of text may be coded into more than one category. Also, a considerable amount of text may not be assigned to any category, as it might not be relevant to the research objectives. (Thomas D. 2003)

The categorized data should be revised and refined continuously. Within each category, sub-topics emerge, including contradictory points of views and new insights. Appropriate quotes may be selected that convey the core essence of a certain category or theme. The process of inductive content analysis intends to the outcome of creating three to eight categories, which capture the key aspects of the themes in the raw data and are assessed as relevant to the research objectives. (Thomas D. 2003)

The data for this study was collected during the spring of 2012. Soon after all the data had been collected, we started the analyzing process. First the data was formatted into a Word-document and read through a number of times. Once we had become familiar with the data and internalized it as a whole, we began collecting expressions that we mutually agreed to be valuable in terms of the research questions. At first, we both collected the simplified expressions individually and later we compared the results and overlapping ones were taken out. These expressions were then inserted into an Excel-file.

After collecting the simplified expressions into one document, we began creating sub-groups from the data of what we both agreed to be the most common issues the interviewees talked about. In the end we decided upon four general sub-groups: "Global education in classroom teaching", "Teacher as a global educator", "School's role as a global educator" and "Materials and services improving global education". The three first sub-groups fall under the first sub-question of "What kind of resources teachers have for implementing global education?" the last sub-group "Materials and services improving global education" belonging to the second sub-question "How to improve global education services and materials offered to elementary schools?". In the end it became clear to us that these two categories correlate with our main research question "How basic education teachers perceive global education?" which is also the topic of this thesis. A table explaining how the data of this thesis was analyzed can be found in the appendix on page 50.

According to David R. Thomas (2003) the outcome from an inductive analysis is the development of categories into a framework that summarizes the raw data and conveys key themes and processes. The key themes that arose from the raw data in this research reveal how

teachers perceive global education in elementary schools as it is presented in the findings. As stated before, one of the most important features of a qualitative research is, that it aims at finding out something expected instead of testing a theory or a hypothesis. (Hirsjärvi et. al 2004, 155) The findings represent the teachers' perceptions, not exact facts or "truths" of the subject.

7 FINDINGS

7.1 Global Education in Classroom Teaching

One third of the respondents had familiarized themselves with the guidelines of global education set by the Ministry of Education in 2007. The respondents agreed mutually that global education is an important subject matter in basic education. But despite its great objectives, the respondents feel that the practical implementation of global education into everyday teaching to meet these objectives is almost non-existent.

"Hienot tavoitteet, mutta epäilen opettajien muistavan kaikkien tarpeellisten ja hyvien näkökulmien mukana kuljettamisen jokapäiväisessä opetuksessa. Peruskoulu perustuu oppiainejakoisuudelle, joten läpäisevät sisällöt jäävät turhan usein unohtuksiin."

"Great objectives, but I doubt teachers remember to transfer all the necessary and important perspectives into day-to-day teaching. Primary school is based on all-round general education, which is why the previous subject matters may often be forgotten."

The respondents bring forth three integral examples on how they have integrated the principles of global education into everyday teaching. The most common example is integrating global education principles into general subjects such as geography, history and religion. Respondents have also actively participated with their pupils into events organized by non-governmental organizations such as the "Operation a Day's Work" (Taksvärkki) and many schools also practice child sponsorship. Teachers also actively utilize students' personal experiences and different cultural backgrounds as a resource to lead discussions on global issues.

"Lasten oikeuksien toteutuminen, ihmisten välinen tasa-arvo, kasvu ympäristö vastuuseen"

"Realisation of Children's Rights, equality among people, growing into environmental responsibility."

"Maantieteen opinnoissa yritän esitellä mahdollisimman paljon esimerkkejä opiskelutavasta maasta, mahdollisimman useiden tietolähteiden kautta - pyrin siis välttämään stereotyyppisen kuvan antamista jostain maasta ja sen kansasta. Usein myös muissakin oppiaineissa sivutaan kansainvälisyyskasvatusta, erityisesti uskonnossa."

"In geography studies I try to present as many examples of the studied country from numerous different sources - I try to avoid giving out a stereotypical image of a certain country and its population. Often other subjects also glance over global education, especially religious studies."

7.2 Teachers Role as a Global Educator

All of the respondents agree that the university level teacher-training programme has not provided them with adequate training and knowledge to implement global education on a level that would meet the current requirements and guidelines set by the Ministry of Education. How strongly the respondents relate to this statement depends on when the respondent has completed his or her teacher qualification. Clearly, those respondents who have received their qualifications over a decade ago feel more strongly that the teacher-training programme gave them little or no education in global education matters. Nevertheless, the respondents point out that the structure of the teacher-training programme has changed and developed during the years and there has been some improvement in relation to the needs of global education training.

The structure and contents of the teacher-training programme also varies between universities. One of the respondents, who at the time being had not yet graduated from the teacher training programme, states that for example optional elective studies in multicultural education provides a fairly good foundation for implementing global education into teaching practices. Much depends on personal interest on global education and taking initiative to find information and training possibilities on your own. The best resources for teachers on global education can be attained by participating in supplementary courses provided by different global education organizations.

"Kohdallani tutkinto on sen verran vanha, että silloin ei minkäänlaisia!"

"In my case my degree is so old, that in those days there was none!"

”Omasta opiskelusta jo niin kauan, että tämän päivän tilanteesta en tiedä. pääkaupunkiseudulla on saatavissa paljon täydennyskoulutusta, myös ilmaista opetusviraston järjestämää.”

”It has been so long since my studies, that I don’t know how the situation is during these days. There is a lot of supplementary education and training possibilities in the metropolitan area, also free of charge organized by the Ministry of Education.”

When asked about supplementary global education trainings and seminars, two of the respondents replied that they have voluntarily participated in such events due to personal interest on the subject. The topics of these trainings and seminars ranged from teaching Finnish language to immigrants, Russian children in Finnish schools, Asian cultures, special education of Somali children, adjusting to new cultures, bilingualism and global education in general. The events were organized either by the Ministry of Education, the University of Helsinki or non-governmental organizations. Most of the events were free of charge and the kind of events that had a fee were paid by the respondents’ employers.

7.3 School’s Role as a Global Educator

The respondents feel that curriculum’s are already too full and that there is no time left for global education. They also mentioned that global education programme and the materials should be clearer and easier to implement in classroom. Teachers hope that a specific person should be named or assigned to be responsible for global education in their school. Time, materials and actors are the big three obstacles in global education. Finding solutions to these problems would allow teachers to concentrate more on implementing global education in classrooms.

”OPSit ovat jo perin täynnä eli miten löytää aikaa toteutukselle. Eri ikäisille kohdenetut eriaiheiset opetuspaketit olisivat tarpeen. Pitäisi päästä katsomusaineiden opetuksessa samalle oppitunnille eli jättää oman uskonnon opetus uskonnollisten yhdyskuntien tehtäväksi ja koota eri katsomusta edustavien perheiden lapset koulussa yhteiselle etiikka ja maailmankatsomukset-oppitunneille.”

”Curriculum’s are already extremely full so how to find time for implementation. Different teaching materials for different age groups would be necessarily. Ethics studies should be all in same classroom and leave the study of own religion to be taught by the religious community. Children with different ethnic backgrounds should be all in same class for ethnics.

*"Pitäisi olla nimetty hyvin aktiivinen ja innostunut vetäjä-vastuuhenkilö!...
...Haasteita: tekijät, aika, materiaali!!!!"*

"There should be someone very active and enthusiastic person to named as a leader!...Challenges: doers, time, materials!"

Two out of nine respondents said that global education is part of their school's curriculum. One of the two respondents mentioned that the school is an eTwinning- school, which is a community for schools in Europe. ETwinning is a safe and free platform for teachers to connect, develop collaborative projects and share ideas with other colleagues in Europe. The respondent also mentioned taking part in a Comenius project, The European Union's exchange and cooperation program for schools.

The schools in question are also involved in organizational campaigns as Red Cross Hunger Day, UNICEF walk and projects organized by the Centre for International Mobility (CIMO). Other methods that schools are using as part of global education are different types of cultural celebrations, language diversity, international students, foreign visitors and friendship schools. The respondents also mention school visitors invited by the church.

"Koulussa käy vierailijoita, usein seurakuntien kutsumia esim. Yhteisvastuun nimissä. Koululla on ystävyyskunta Virossa, johon on pidetty hyvin aktiivisestikin yhteyttä. Koulu on ollut mukana Cimo-projektissa: yhteistyökumppanikoulu Ranskassa."

"We have visitors in our school, most are invited by church etc. The Common Responsibility Campaign. The school has friendship municipality in Estonia, which we have been in touch actively. School has also been a part of Cimo project: partner school."

7.4 Materials and Services Improving Global Education

Many of the respondents have used global education methods in their lesson plans. Most of the teachers were familiar with them and have used Red Cross, UNICEF, Finn Church Aid and Educa- fair materials. However, some of the respondents did not even know about the existence of the global education materials. Those teachers who were aware of global education materials stated that they don't have time to implement any extra activities during lessons, because the curriculum is already too full. Some also added that they have been too busy to even search for such materials during the semester.

"En henkilökohtaisesti. Viime lukukausi on ollut niin kiireinen, että vaikka materiaalia löytyisi, niin toteutukselle ei ole aikaa."

"Not personally. Last semester has been so busy, that even if there were materials, there's no time for practice it."

The respondents were unanimous that global education materials can be found, if you have time and willingness to search for them. Essential problem for teachers seems to be the lack of time.

"Netistä löytää, jos ehtii etsiä. Materiaali pitäisi aina ensin käydä itse huolellisesti läpi ja miettiä sen soveltuvuus."

"Can be found in Internet, if you have time to search. Material should always be looked through carefully and think through its applicability."

"Uskoisin niitä löytyvän pdf:nä ynnä muuna jos vain jaksaa hieman googlettaa."

"I believe you can find them (materials) in pdf format etc. if you have time to google it."

Teachers wish for clearer, more diverse materials that are specified for certain age groups. Global education materials also have to be free of charge. Teachers also wish for materials that address development questions from a larger perspective instead of depicting only a one-sided picture. The marketing of the materials should also be improved, in order for teachers to find them more easily and stay on top of current issues regarding global education.

"Kehitystyö on varmastikin hyvää. Aktiiviset opettajat löytävät tällaiset jutut aina. Kaavoihin kangistuneille pitää yleensä työntää uudet jutun naamalle ennen kuin he huomaavat niiden tarpeellisuuden. Toisin sanoen materiaaleja pitää markkinoida hyvin."

"Development is surely good. Active teachers will always find these things. Teachers who are stuck in their old methods need new things to be pushed in their face until they realize the necessity. In other words materials should be market well."

8 DISCUSSION

The aim of this thesis was to explore the perceptions and experiences of Finnish basic education teachers on global education. The participants of this study were nine teachers teaching grades between 1 and nine from six different municipalities around Finland. The participants filled in an Internet based questionnaire in the spring of 2012, designed to find out answers for our research questions. Qualitative research methods were used for collecting the data. The data was then analyzed by using inductive content analysis. The main research question of this study was “How do elementary school teachers perceive global education?” Sub-questions included were “What kind of resources do teachers have for implementing global education?” and “How to improve global education services and materials offered to elementary schools?”.

As most researchers do, we as well encountered unpredictable challenges during the research of this thesis. The most surprising challenge this research faced seemed to be the definition of global education. When asked from people what is the first thing that comes up to their mind when thinking of the concept of global education, the most usual answers include: multiculturalism, development aid agencies such as the Unicef and Red Cross, fund raisers and African children. It is clear that global education is a broad concept, but it seems like its core values are either hard to grasp or easily forgotten.

The need for this type of research stemmed from this exact dilemma. The word “global education” can be seen in many instances in the educational sector, but how well do educators actually understand the concept? The concepts of solidarity, development cooperation and global responsibility were incorporated into the basic education curriculum already in the 1970’s, when the new Finnish elementary school system was initiated. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 15) The idea of global education as such has long standing traditions in the Finnish national curriculum, although it has been referred with other names over the course of time.

Before we started this research we had not thought that the definition of global education could be seen as an issue during this research process. In the beginning our research was more focused on the actual implementation process of global education in elementary schools. As the research process evolved, we gradually shifted our focus more towards how teachers perceive global education in elementary schools. It became evident that there is a clear gap between the global education targets set by the Ministry of Education and its implementation in elementary schools.

Albeit the core values of global education were rooted into the Finnish national curriculum over 40 years ago, the concept of global education is a fairly new one. The Ministry of Education defines global education as “...action which guides towards individual global responsibility and towards communal global responsibility: the ethics of a world citizen, which in turn are based on fairness and respect of human rights. Global education supports young people's growth into critically thinking and media-critical citizens who have the knowledge and skills for acting as part of their own community in a globalizing world.” (Kansainvälisyyskasvatus 2010 - ehdotus kansalliseksi kansainvälisyyskasvatuksen toimenpideohjelmaksi) The definition of global education given by the Ministry of Education reflects the five core values of basic education: human rights, equality, democracy, preserving the natural diversity of the environment and acceptance of multiculturalism. (Perusopetuksen opetussuunnitelman perusteet 2004, 14) These values are incorporated into all subjects taught in elementary schools by the Finnish national basic education curriculum.

Although Finland is known to be one of the top countries in the world in terms of providing a high level of basic education for Finnish students, more drastic measures are needed to bring up critically thinking citizens of the world. Pressure for change regarding global education began at the turn of the century as the Millennium Declaration gave a whole new perspective on global issues and how they should be addressed in schools. Schools and educators were placed in the center of the issue to reach the common goals. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 50) In 2002 Finland adopted the Declaration of Global Education and began the process of developing a national global education strategy. (Bergmueller et. al 2004, 9-11)

The new national development programme introduced in 2005 includes aims such as including global education perspective on all levels of education, increasing funding and resources, intensifying the practical realization of global education and systematic monitoring and evaluation. (Opetusministeriön työryhmämuistioita ja selvityksiä 2006:4, 15) The Ministry of Education, as well as a number of non-governmental organizations, produced handbooks, trainings and materials for educators to implement the new global education guidelines. This was made to ensure that all educators ranging from early childhood educators to university level teachers would acquire equal level of knowledge of global education despite of their educational backgrounds.

The findings of our small-scale Bachelor's thesis reveal some of the type of issues elementary school teachers are struggling with in regards of global education. Only one third of the respondents in this research replied that they had familiarized themselves with the new global education guidelines set by the Ministry of Education. The reason for this for most teachers was lack of time and/or interest in the subject. Teachers also felt that even though they

would be interested in the subject area, they had no time to incorporate global education principles and activities into classroom teaching.

Global education objectives are generally perceived as positive and necessary to be dealt with, but all of the respondents agreed that the practical implementation of global education into everyday teaching to meet these objectives is almost non-existent. Teachers also felt that the concept of global education is too broad, complex and cumbersome to understand. When asked how the teachers incorporate global education principles into the subjects they teach, the most common answer was that they are already incorporated into general subjects such as geography, history and religion. Surprisingly, all of the respondents mentioned that their schools have participated in several different kinds of activities promoting global education organized by non-governmental organizations.

The responses that we received from the respondents raise questions as there seems to be a contradiction between the teachers' opinions of the non-existent level of global education practices in schools and the number of global education related activities actually implemented by the teachers. This indicates that, because the concept of global education is unclear to most of the teachers, they are unable to identify certain educational tasks or practices as part of global education. Nevertheless, the data reveals that global education targets set by the Ministry of Education are not met on the current level of education provided in elementary schools. However, it seems that global education is actually practiced on a higher level than the teachers believe.

One of the central issues in increasing the level of global education in elementary schools are the resources given to teachers. All of the respondents agree that global education should be incorporated into the teacher-training programme as an individual subject in order to increase the level of global education. Most of the respondents felt that the teacher-training programme gave them little or no education related to global education. Even though the teacher training programmes have been developed during the years to increase knowledge of global education, the level of training provided to students varies greatly between institutes. The situation has improved from the turn of the century, but education and training still depends greatly on the individual's personal interest and time to invest in the subject matter.

Although many teachers are aware that they lack sufficient training to implement global education practices in their classrooms, only two out of nine respondents had participated in any kind of supplementary education regarding global education. Teachers are generally aware that education on global education is provided by a number of organizations even free of charge. However, lack of time and interest was used as a reason for not participating into any

kind of training. Also, most respondents were aware of the fact that global education materials for classroom teachings and full lesson plans could be found free of charge from the internet if one is willing and has the time and interest to do so. Only two respondents stated that they didn't have the slightest clue of these kinds of materials and where they could be found. Finding these materials and incorporating them into lesson plans was thought to be difficult, mostly due to the fact that teachers were required to use their personal time to do so.

Another reason for not using ready-made materials is that teachers feel that the basic education curriculum is too full for any kinds of extra activities. Teachers are already struggling to cover all the required subjects required by the curriculum, not to mention any extra activities on top. The materials are also seen as too complex and difficult to utilize for different age groups. Thus, teachers wish for more simple and clearer materials for different age groups that can be easily found. The respondents also revealed an important suggestion, as a number of them wished for their school to have a specific person to be assigned to become responsible for implementing global education practices in their school. Teachers seem to be confused about how global education should be implemented and who is responsible for it?

There are a number of reasons for this view. First of all, most teachers feel that they have received no training for implementing global education on a level that is required by the Ministry of Education. Secondly, the objectives of global education are viewed as too complex and fragmented for teachers to fully understand the relationship between global education principles, basic education curriculum and practical implementation. Thirdly, materials offered for teachers are viewed as too difficult to incorporate into practice. Fourthly, most teachers lack time and overall interest in global education.

These types of issues could be easily resolved by teacher training programmes and the management of schools, by placing more interest in global educational issues. The Finnish National Board of Education (FNBE) funds teachers' supplementary training by approximately ten million euros annually. (The Finnish National Board of Education 2012) Each year FNBE offers numerous courses related to global educations that are free of charge. For the school year of 2012-2013, there are almost thirty different trainings and seminars offered by the FNBE teachers could participate in. (The Finnish National Board of Education 2012) On top of this, there are over 160 non-governmental organizations offering a wide range of global education trainings and materials.

In other words, lack of time and resources cannot be used as an excuse for teachers not receiving additional training. Part of the problem might lie in the schools' management and how the schools allocate their funds. Especially schools in small municipalities might not have

sufficient resources to hire substitutes for the time it's staff is away for training. Also, a contributing fact in this matter might be that global education is not viewed as the most important issue in the basic education curriculum. It seems reasonable, that a school that has little resources for training teachers would spend them on more important issues at hand.

The respondents also gave some important points on how to improve global education services and materials offered to elementary schools. Most importantly teachers wished for materials that were more clearer and easier to comprehend and that they would be easily incorporated into lesson plans and would not require time consuming modifying. From the teachers' perspectives, global education materials are not marketed enough for schools, which is one of the reasons teachers are not using them.

On the other hand highly visible NGO's such as the Red Cross, Plan International, Taksvärkki and Unicef have extremely good web pages with clear, visible and easily accessible links for free global education materials. These materials are available for everybody and can be used by all kinds of educators. Finding these materials requires only a couple of clicks in the Internet and anyone interested in global education can find them. The organizations mentioned earlier also provide weekly updates in global education issues, seminars, trainings and offer specialized global educators to visit any school, day care or learning center entirely free of charge. There can only be one reason for teachers not being able to find these materials, which is lack of interest.

The findings of this research supported our initial assumptions of the underlying problems of global education in elementary schools. In general, teachers perceive global education as an important and necessary part of education, but lack of interest, training and resources make it almost impossible for educators to reach global education targets set by the Ministry of Education. Our findings also support Jari Kivistö's (2009) research on the challenges of global education in elementary schools, which is discussed in more detail in the previous studies chapter of this thesis. The data we received answered our research questions just as we expected, although the level of teachers' interest in global education issues came as a shock. As globalization plays an increasingly important role in our everyday lives and cultural encounters and ethnic diversity becomes more visible in our society, global education should be in the center of education on all levels.

Recommendations for future studies would include studying students' experiences and interest in global education issues. It might be useful for educators to acknowledge how students perceive global education. The results could inspire teachers to pay more attention to global education if they knew how students responded to such education. Another interesting branch

of study would be to research how specific global education activities implemented by teachers or specialized global educators affect or change the students' perception of the world.

9 ETHICAL CONSIDERATIONS AND TRUSTWORTHINESS

According to Tuomi and Sarajärvi, the overall credibility of a qualitative research is based on the principle that researchers follow good scientific practice. This includes among other things, that researchers and scientific experts follow the principles of action acknowledged by the scientific community, apply ethically sustainable research methods in data collection, research and evaluation, acknowledge and respect other researchers and previous studies as well as work according to the principles of transparency and openness. The researcher is responsible for following good scientific practice as well as honesty and openness of the research. (Tuomi & Sarajärvi 2009, 132-133)

The starting point of a qualitative research is the subjectivity of the researcher and acknowledging that the researcher is a central tool in the research. (Eskola & Suoranta 2008, 210) In qualitative research, the central criteria for evaluating trustworthiness are the researcher itself and therefore evaluating reliability applies to the entire research process. (Eskola & Suoranta 2008, 210) Reliability of the research means that if the research is repeated, similar outcomes would be found.

The reliability and trustworthiness of a research can be evaluated through the following points: the object and the purpose of the study, personal commitment as a researcher, data collection, the informants of the study, the relationship between the researcher and the informant, the duration of the study, the reliability of the study, the data analysis and reporting of the research. (Tuomi & Sarajärvi 2009, 140-141) In other words, the researcher should give the reader adequate amount of information of how the research has been carried out, for the reader to be able to evaluate the outcome of the research. (Tuomi & Sarajärvi 2009, 141)

The trustworthiness of this study is evaluated by using the methods mentioned earlier. As Tuomi & Sarajärvi (2002, 135-138) recommend, the various aspects of this study are evaluated individually at first and then the entire study is looked as a whole. The aspects of ethics and trustworthiness have been constantly present during the entire research process in order for us, the researchers, to be able to transmit an objective point of view and reliable research results.

This study is only a small-scale Bachelor's thesis and thus it is not aiming for results that can be generalized or thought as a universal view of the issue at hand. As said before, the purpose of this thesis was to study teachers' experiences and perceptions of global education. According to the social cognitive theory, human beliefs, ideas and cognitive competencies are modified through extrinsic and intrinsic factors, such making each individual's experiences unique. (Sincero 2011) Thus, the experiences and perceptions of teachers represented in this study cannot be generalized into common knowledge.

Also, the sample used in this research was so small, being only nine respondents, that the received data limited the amount of research results. One can argue that the number of respondents could have been larger, but given the difficulties we encountered in gathering the research data, it seemed unreasonably troublesome to recruit more respondents. With the resources of only 15 European study credits for this Bachelor's thesis, the nine respondents seemed to produce a sufficient amount of data for conducting the research. Although, it would have been extremely interesting to carry out a wider study on the subject on a national level for example.

Another factor contributing to the amount of the research sample was the nature of the research method chosen for this study. In qualitative research methods, the size of the sample is unimportant in ensuring the adequacy of a sampling strategy. A small number of respondents may be too small to achieve informational redundancy or theoretical saturation. On the other hand, a too large sample size may not permit deep, case oriented analysis of the data. Determining adequate sample size for a reliable and trustworthy qualitative research study is ultimately a matter of judgment of the researcher. (Sandelowski, 1995) Therefore the number of our respondents is unimportant as after we had received nine responses we decided that we have enough data for our research purposes in relation to the size of the study.

A part of the participants of this study were recruited randomly and some were through personal contacts. All of the participants received an informative letter through e-mail explaining the purpose of the study and that participation would be voluntary. This information was thorough and provided in an understandable language. Due to the nature of the chosen method for data collection, we did not ask for a separate written consent from the participants. This was a decision we made because the e-mail sent to the respondents explained thoroughly the fact that filling in the e-form questionnaire would automatically be considered as consent for participation. Because the respondents filled in the questionnaire in the Internet during their own time, we had no possibilities of ensuring the respondents were not for example intoxicated or coerced by others into the study. This is just a fact that we have to accept due to the nature of the study, but in our opinion it does not jeopardize its reliability.

The respondents were also ensured that their confidentiality and anonymity would be secured throughout the research. One could criticize this aspect of our study, but we hoped that giving the respondents the opportunity to participate in the study anonymously would increase their willingness for participation. If ever the need for tracing the respondents would occur, we have collected the names of the schools that did take part in the study. Each of these schools' principals were aware of the research and would be able to contact the teachers concerned. Of course those participants who were our personal contacts would be very easy to trace. The participants were also given our personal contact details, as well as our work life supervisor Sanna Rekola's, if they had a need to contact us for more details. The data we collected exists only with us two and will be destroyed after a year's time. Analyzing these ethical aspects of data collection, it can be concluded that no harm was inflicted on the participants due to participation in this study.

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APPENDIX 1

Opettajien näkemyksiä kansainvälisyyskasvatuksesta

Taustatiedot

Nimi

Koulu

Opettamasi vuosiluokka

Kansainvälisyyskasvatus opetuksessa

- Oletko tutustunut Opetusministeriön asettamiin kansainvälisyyskasvatuksen uusiin tavoitteisiin, jotka perustuvat Kansainvälisyyskasvatus 2010-ohjelmaan? Jos vastasit kyllä, niin millaisia ajatuksia ne herättää sinussa?

- Miten tunnetuksi kansainvälisyyskasvatus on tullut omassa luokkahuoneessasi?

- Miten tuot kansainvälisyyskasvatuksen periaatteita esille opetussuunnitelmassasi? Anna kolme käytännön esimerkkiä.

Opettaja kansainvälisyyskasvattajana

- Millaiset valmiudet opettajakoulutus antaa kansainvälisyyskasvatuksen toteuttamiselle alasteen opetuksessa?

- Oletko osallistunut kansainvälisyyskasvatusta käsitteleviin koulutuksiin? Jos vastasit kyllä, niin millaisiin?

- Millaisia haasteita näet kansainvälisyyskasvatuksen toteuttamisessa Opetusministeriön asettamien tavoitteiden mukaisesti?

Koulu kansainvälistäjänä

- Onko koululle laadittu kansainvälisyyskasvatuksen käytännön toteuttamissuunnitelma? Jos vastasit kyllä, niin millainen?

- Millaiset resurssit koululla on kansainvälisyyskasvatuksen toteuttamiseen?

- Miten kansainvälisyyskasvatus näkyy koulun toimintakulttuurissa?

Kansainvälisyyskasvatusta edistävät materiaalit ja palvelut

- Oletko käyttänyt kansainvälisyyskasvatusjärjestöjen tuottamia materiaaleja tai palveluja? Jos vastasit kyllä, niin millaisia?

- Miten koet kansainvälisyyskasvatusta edistävien materiaalien ja palveluiden saatavuuden?

- Millaisia toiveita sinulla on kansainvälisyyskasvatus materiaalien tai palveluiden kehittämisen suhteen?

APPENDIX 2

Alkuperäisilmaukset	Pelkistetty ilmaus	Alaluokka	Yläluokka
”Selkeät nettisivustot ja linkkejä.”	Selkeyttä materiaali-tarjontaan.	Selkeyttäminen	Materiaalien kehittäminen
”Materiaali ei saisi välittää pelkästään avutonta kuvaa vaikkapa kehittyvien maiden lapsista. Pari vuotta sitten koulumme afrikkalaisperäiset lapset eivät pitäneet siitä, että Unicef-kävelyn videomateriaaleissa näytettiin vain sitä, kuinka köyhää ja surkeata Afrikan maissa on ja kuinka siellä kannetaan vesisankoja pään päällä. Sekin on tietysti monelle todellisuutta, joka pitää täälläkin tiedostaa, mutta onhan siellä paljon ihan nykyaikaistakin, kuten nämä isosta afrikkalaisesta kaupungista kotoisin olevat lapset sanoivat.”	Materiaalit välittävät liian yksipuolista kuvaa kehitysmaista.	Materiaalien monipuolistaminen	Materiaalien kehittäminen
”Kehitystyö on varmastiikin hyvää. Aktiiviset opettajat löytävät tällaiset jutut aina. Kaavoihin kangistuneille pitää yleensä työntää uudet jutut naamalle ennen kuin he huomaavat niiden tarpeellisuuden. Toisin sanoen materiaaleja pitää markkinoida hyvin.”	Materiaaleja tulisi markkinoida paremmin opettajille.	Markkinoinnin tehostaminen	Materiaalien kehittäminen

English translation of the previous table:

Original expression	Simplified expression	Lower category	Upper category
"Clearer websites and links"	Clearer materials.	Clarity	Development of materials
"The materials should not only depict a helpless image, lets say for example from children in developing countries. A couple of years ago our school's African children didn't like the video material related to the Unicef walk, because it only showed how poor and miserable people are in Africa and that people carry water buckets on top of their heads. Of course that is also the reality for many people, which we have to acknowledge, but there are also a lot of modern things, as these children who are from big African cities expressed. "	The materials depict only a one-sided picture of developing countries.	Diversifying of materials	Development of materials
"Development is surely a good thing. Active teachers always find these types of things. New things have to be pushed into people's faces, at least for those who have set in their ways, before they realize their necessity. In other words the materials have to be marketed well. "	The materials should be well marketed for teachers.	Intensifying marketing	Development of materials