

## The ESPOO Finland 2014 Conclusions on the Education of Global Citizens

**Inspired by** the current curriculum reform in Finland, where Global Education and the competencies of global citizens are among the key issues; and learning from other national and international initiatives in the field;

**Keeping in mind** forthcoming possibilities to further strengthen and promote Global Education policy learning, in the context of the **European Year for Development 2015**, the **post-2015 Agenda**, etc.;

**We, the participants of the Espoo, Finland International Symposium 2014:**

1. **Restate the 1<sup>st</sup>** of the **Espoo, Finland 2011 Conclusions**, that Education must put Global Education at the heart of learning, if it is to be considered quality education; and recognise the ways in which Finland and other countries are doing this;
2. **Commit ourselves** to further deepening the theoretical, conceptual and critical foundations of our work in the field, and of sharing the policy learning that emerges;
3. **Recognise** the need to critically reflect on an ethical stance in policy and practice, to develop a reflexive ethics, and to acknowledge complicity, complexity and uncertainty, in the journey towards a more critical Global Education;
4. **Commit ourselves to recognise, accredit and share** best practices and innovation of Global Education as these are introduced and implemented in schools and school partnerships;
5. **Returning** to the Maastricht definition, and recognising the strength and diversity of the varieties of Global Education, we again **affirm** that Global Education encompasses Development Education, Human Rights Education, Education for Sustainable Development, Intercultural and Multicultural Education, Peace Education, being the Global dimension of Citizenship Education. This variety as has emerged in differing traditions and in different countries, provides us with a rich source of understanding ;
6. While recognising that Espoo participants have been primarily focused on Global Education in European countries, **we recognise** the need to promote equality, reciprocity and mutuality more universally and hence, become more global in reach, to take greater understanding of interdependence and solidarity within the policy learning conversation; to continue to develop strategies for including Southern and Global voices; as well as to include Diaspora communities more strongly in the conversation;
7. **Acknowledging** the emerging dialogue on narrative approaches within the current curriculum reform in Finland, **we hope** to explore ways in which this narrative approach might provide a window to Global Education in other countries;
8. **Focusing** on the ethical aspect of all competencies of Global Citizens, we **emphasise** the need to put justice, equity and sustainability at the core of all that we do in Global Education; while we recognise the existence of conflicting power relations and the challenge of empowerment;
9. **Focusing** on the dimensions of civic competence, **we recognise** that within the process of Global Education and Global Citizenship Education there is a need to build on

understandings of the multiple perspectives present in local, national and global communities; and to give access to knowledge and practice in order to facilitate participation in decision-making and to encourage civil-society action.

10. **Focusing** on the intercultural competence of Global Citizens, **we recognize** that linguistic and cultural awareness, pluri-lingualism and valuing diversity are key learning goals in enabling sustainable identity-building, communication and actions at both individual, local and global levels;
11. **Reaffirm** that schools should be developed as learning communities where the glocal interrelations are acknowledged and learning experiences are constructed, so as to contribute to global learning;
12. **Recall** the Maastricht declaration commitment to access to quality Global Education for all people in Europe, we recognise that there are manifold strategies for ensuring quality Global Education at all levels of education, formal non-formal and informal. From the many strategies available, partnership and exchange programmes provide a strategy that can open up possibilities for better understanding of the world, if they are based on mutuality and form part of a broader learning process.
13. **Recall** that, in schools and other sites of global learning, we are “learning for our lives”; and at the heart of our endeavour is the hope of a decent life for all on our shared planet.