

Kansainvälisen kouluyhteistyön ilot ja haasteet

Sari Muhonen

Helsingin yliopiston Viikin Normaalikoulu

Kansainvälisyyden koordinaatio- ja kehittämishankkeiden aloitus- ja
verkoistoitumistapaaminen 6.9.2023



unESCO
Associated Schools
Network

70th
ANNIVERSARY

Unesco ASPnet

Kenya & Finland collaboration
70 acts for good



Taustaa Kenia & Suomi -yhteistyölle

-Richard Iyaya, Sari Muhonen and Jussi Tomberg Pariisissa, UNESCO Change initiative planning meeting 26.-27.4.2019

-Sarin luokalla yhteisöllinen oppimisprojekti taustalla kenialaisen kouun kanssa -> oppilaat olivat hyvin innostuneita

- Kenialla ja Suomella on kompetenssipohjainen opetussuunnitelma, sama aikavyöhyke suurimman osan vuotta

-TOTEMK https://viikinnormaalikoulufi-my.sharepoint.com/:b:/g/personal/sari_muhonen_vii_kinnormaalikoulu_fi/EaEDnVd_2mpAnQm_hBmDGqoIBIXa0lcV1bfOoHHqA1mVFIA?e=9DRgDI



Collaborative UNESCO ASPnet TEI Change Project Kenya & Finland for GCED and ESD



AIMS:

- Fortifying GCED (global citizenship education) and ESD (education for sustainable development) competences in **teacher training** in theory and practice
- Building connections and changing ideas both in theory and in practice between **teacher trainers** in Finland and Kenya
- Engaging **teacher students** and **pupils** at Finnish and Kenyan schools in multidisciplinary learning projects that involve GCED and ESD
- Fortifying pupils' agency and participation*
- Utilizing suitable online platforms for collaborative, meaningful and joyful collaborative learning
- Interlacing research to the actual Change project that is planned in collaboration with Kenya and Finland, teacher trainers, teacher students and pupils



Competency Based Curriculum In Kenya

Rationale: Provides an opportunity to inculcate specific skills and competences that are deemed fit for the future. It inculcates dynamic values and instills virtues to help them flourish in their daily activities.

Kenyan CBC emphasizes the complex outcomes of learning process (knowledge, skills and attitudes to be applied by learners). It suits the learners well in learning and applying the ESD & GCED elements in the curriculum. It focuses on what learners can do more than what they can learn.

Core competences of CBC in Kenya: Communication and collaboration, Citizenship, learning to Learn, Digital literacy, imagination and creativity, critical thinking & problem solving.

Kenya Curriculum Levels Lower Primary (grade 1-3); Upper Primary (grade 4 - 6); Junior Secondary and Senior School (Arts & Sports Science, Social Sciences & STEM) then University, Tertiary Education & Training

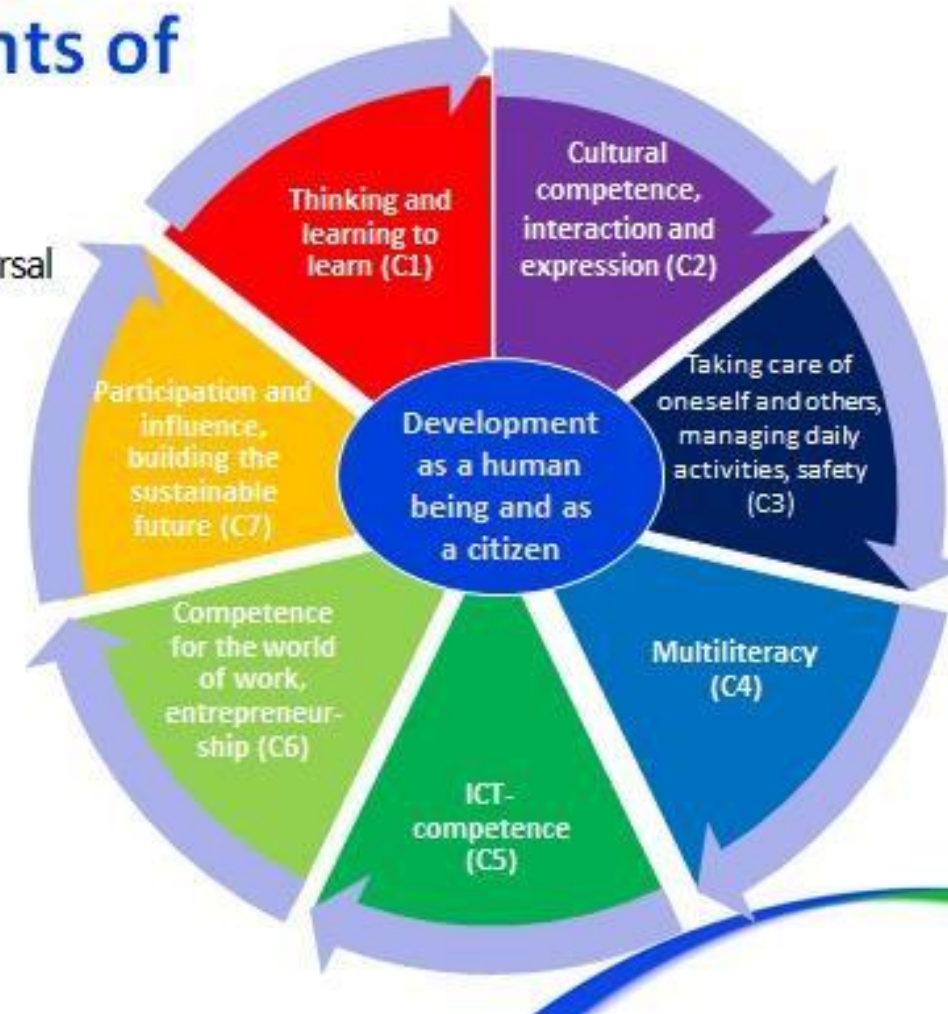
Projected collaboration learning areas: Language activities, Environmental activities, hygiene and nutrition activities, Peace activities, Art & cultural activities etc.



Core Competences in Finnish Curriculum

Transversal competences cover some key elements of global citizenship

- National goals for basic education /transversal competences
 - Knowledge
 - Skills
 - Values
 - Attitudes
 - Will





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ASPnet

ASPnet Change Initiative

UNESCO ASPnet- Teacher Training Institutions Change Initiative



satu.honkala@oph.fi -> jaakko.lindfors@oph.fi
sari.muhonen@helsinki.fi
n.njeri@unesco.co.ke
richard.iyaya@gmail.com



KEN & Fin Change Initiative Continuation 2021->2022->2023 onwards

UNESCO ASPnet



Collaborative UNESCO ASPnet TEI Change Project Kenya & Finland for GCED and ESD

Theme:

Creating the future together through GCED and ESD in Finland and Kenya by

Creating inclusive, peaceful, and sustainable futures in Finland and Kenya through collaborative learning activities for primary, secondary, college, university levels



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS



What kind of projects?

Teacher educators and teachers will decide following the curriculum, engaging teacher students and pupils to the process

Short ones, e.g. meeting once, twice, three times to examine an interesting issue (weather/climate, waste, environment, ideas of the future...)

Long ones, e.g. meeting once per month/once per week/meeting for one month several times working on an interesting issue (e.g. multidisciplinary theme worked on together)

What is important: leave time for children to communicate, to get to know each other, finding ways to communicate also through art, videos, photos, writings & comments, etc.

Kenya – Finland, Art project, GCED for ESD:

How to use trash for new (artistic) purposes?

Online meeting Meet & greet (40min):

- names, aims & working groups
- presenting problematic trash and giving an idea of what it might “become”

Trash & Art

KENYA - FINLAND COLLABORATION
Repurposing disposable cups and plates

Finland Project

- Flower pots
- Mesh garden
- Roof Hangings

Kenya Project

Collage Mural at Rusinga Schools

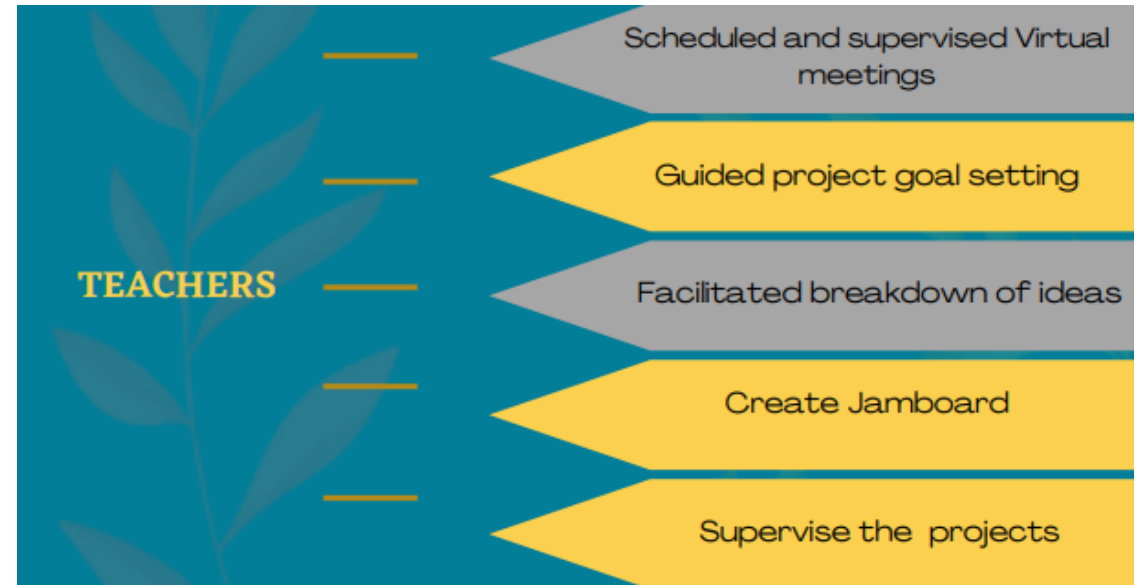
Collaborated on Jamboard

Working period in each country

- working & putting pictures of proceedings to groups on Jamboard
- commenting, feeding forward in Jamboard

Online meeting

- having aims in mind, brainstorming and giving feedback/feed forward in small groups



Online meeting: final presenting, sharing, evaluating, collaborative brainstorming for the next school year

- [Trash and Art \(5\).pdf](#)

Students benefit

COLLABORATION

- Make friends
- Build community
- Planning together
- Working together



Address recycling and environment care

CREATE ART TREASURE FROM TRASH



Preconceptions - Kenya

we can use it for art supplies - wambui

we can make jewelry out of plastics - D -Malia

Create Art

we uses electric cars

We can make bracelets with the bottle lids - Maya

we can make a picture - Asher :)

We should make toys from bottles and give them to the poor - Lee

we can create a fence of bottles - NJAMA

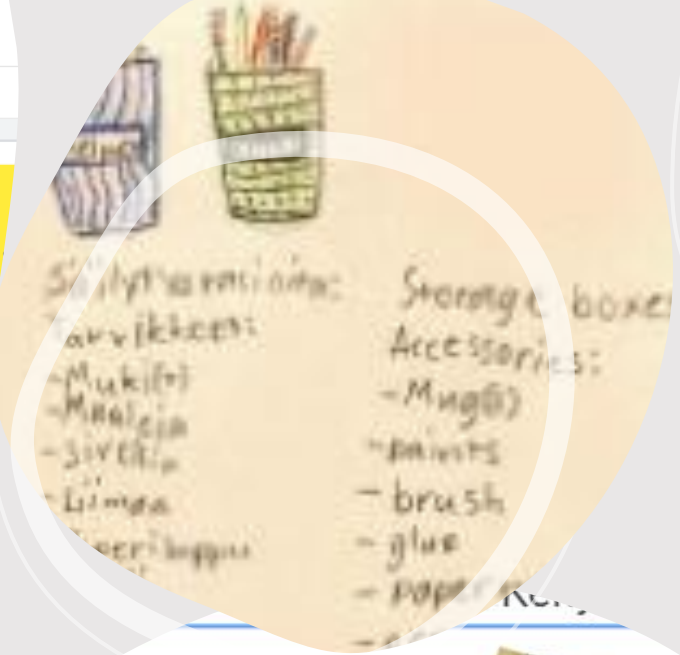
We can make machines to recycle the plastic waste - Ngigi

We can create a small sculpture each of something or someone it's the bottles

We can use it to make art By Lwanga

WE CAN RECYCLE THEM AND TREAT THEM TO BE REUSED - NATHAN

we can create toy cars - jim



our classroom looks very big and nice!



Wow! That's amazing! Looks fantastic! Good idea!

We started yesterday by painting the containers and



Plastic waste used for beautification of the environment

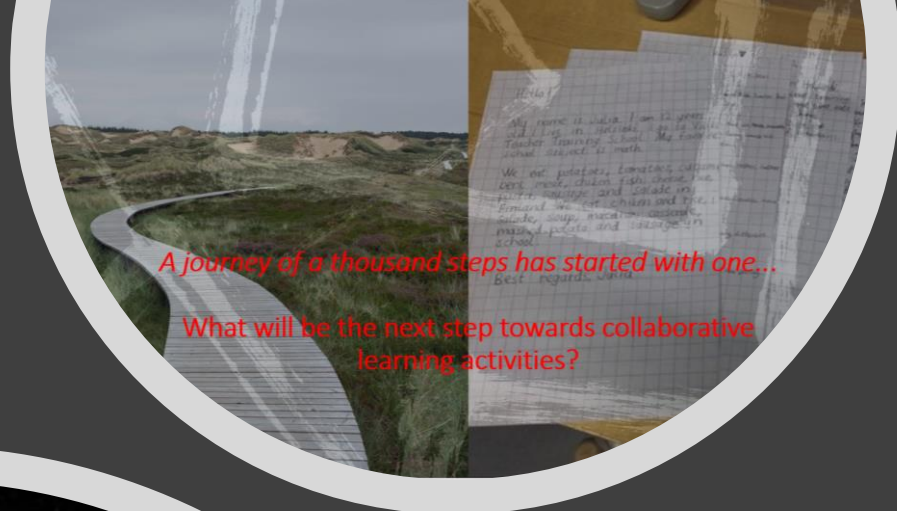
and – Kenya collaboration

Örningskolan /
Akademi University
and
Örnare Teachers
Training College

Climate Change Initiative



Collaborations

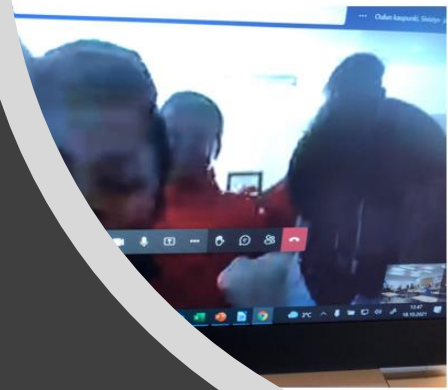


A journey of a thousand steps has started with one...
What will be the next step towards collaborative learning activities?



IS A GOOD TOOL!

ams-meeting



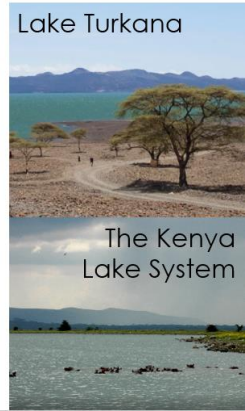
Letters on the



and learn about Nature
Finland and Kenya?



Selago (Finland's only
Heritage Site on the
Heritage List)



Lake Turkana

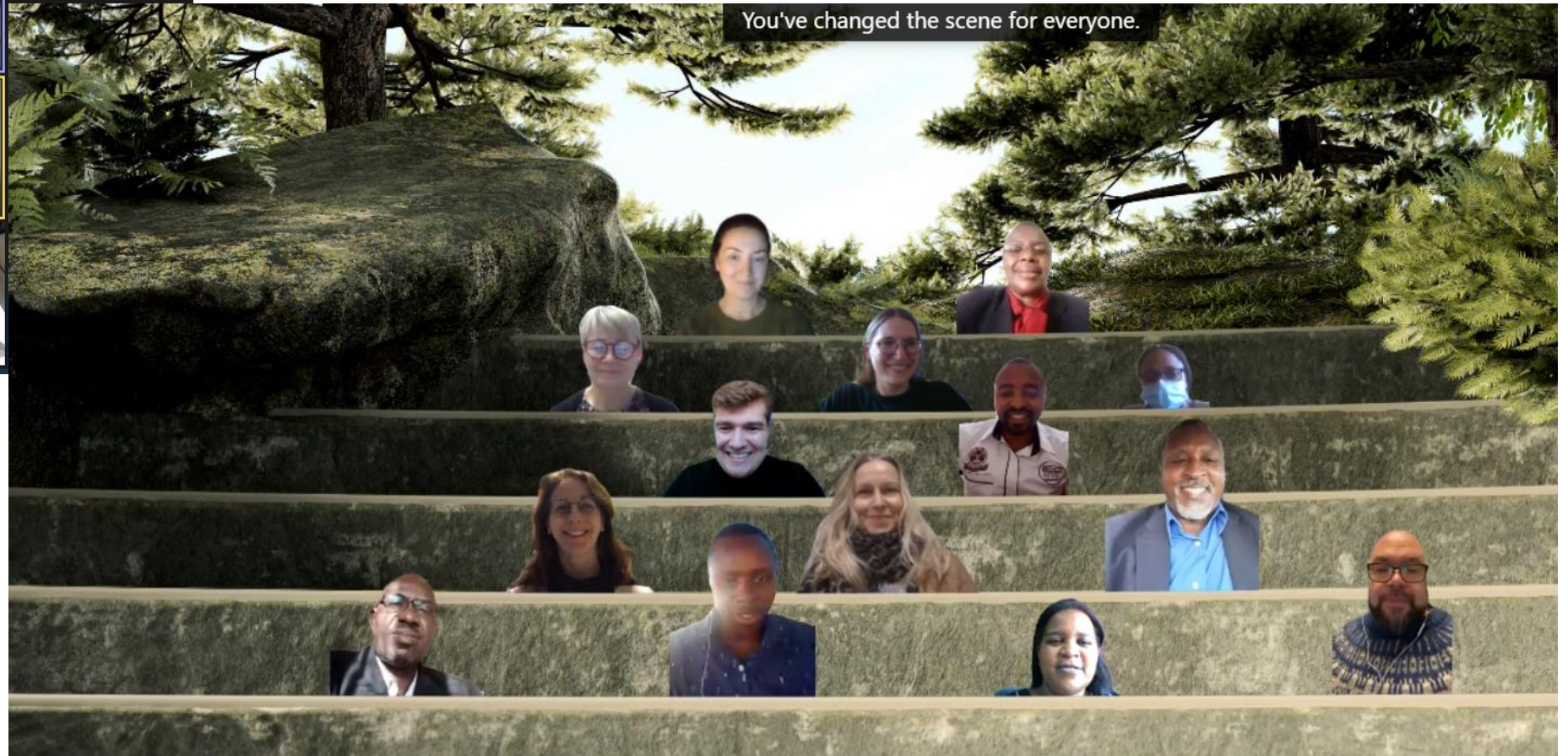
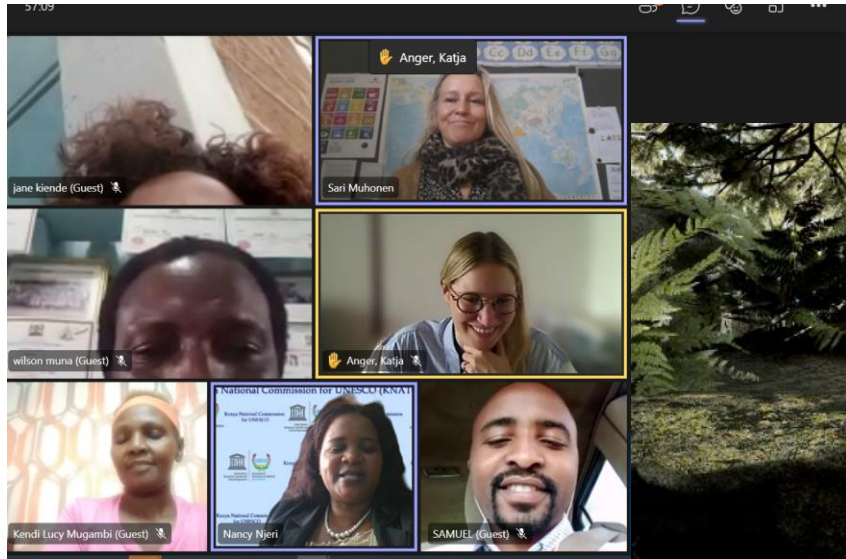
The Kenya
Lake System

*“Unesco platform”
kokeilussa 5/2023*

Iloja --- haasteita

- meetings online (Teams) facilitated by UNESCO, Paris (authorities)
 - getting to know the contexts, curricula, and each other (time)
 - finding common understanding, needs for change, and planning for the future (trust)
-
- finding actors for primary, secondary, and upper secondary schools as well as at the university teacher training, "pairing" Kenyan & Finnish teacher educators/teachers, teacher students & pupils (mutual understanding, commitment)
 - innovating in groups based on Kenyan and Finnish curricula and on GCED for ESD (collaboration & creativity)
 - making practical steps for realizing projects in pairs, documenting all what will be ahead in a collaborative platform so everyone may get inspired of others' ideas (sharing, commitment)
-
- searching for suitable tools, e.g., Teams, Zoom, Google meet, Jamboard, Padlet, OneDrive, Google Drive, PowerPoint, Mentimeter, chats, emails, WhatsApp...
 - korona lock downs, internet issues , understanding & keeping schedules...

Planning session & collaborations



Hopes and needs for continuation

- **REGULAR MEETINGS**

- Regular coordinated online meetings for sharing and dialogue
- Keeping up the constant communication, planning ahead, setting goals early and sharing what has been done.

- **IDEAS FOR DESIGN**

- To share collaboration experiences
- Share key lessons and recommendations from the collaborations
- Joint action on international days (e.g. World Water Day)
- Lobby for institution administrators participation upscale.

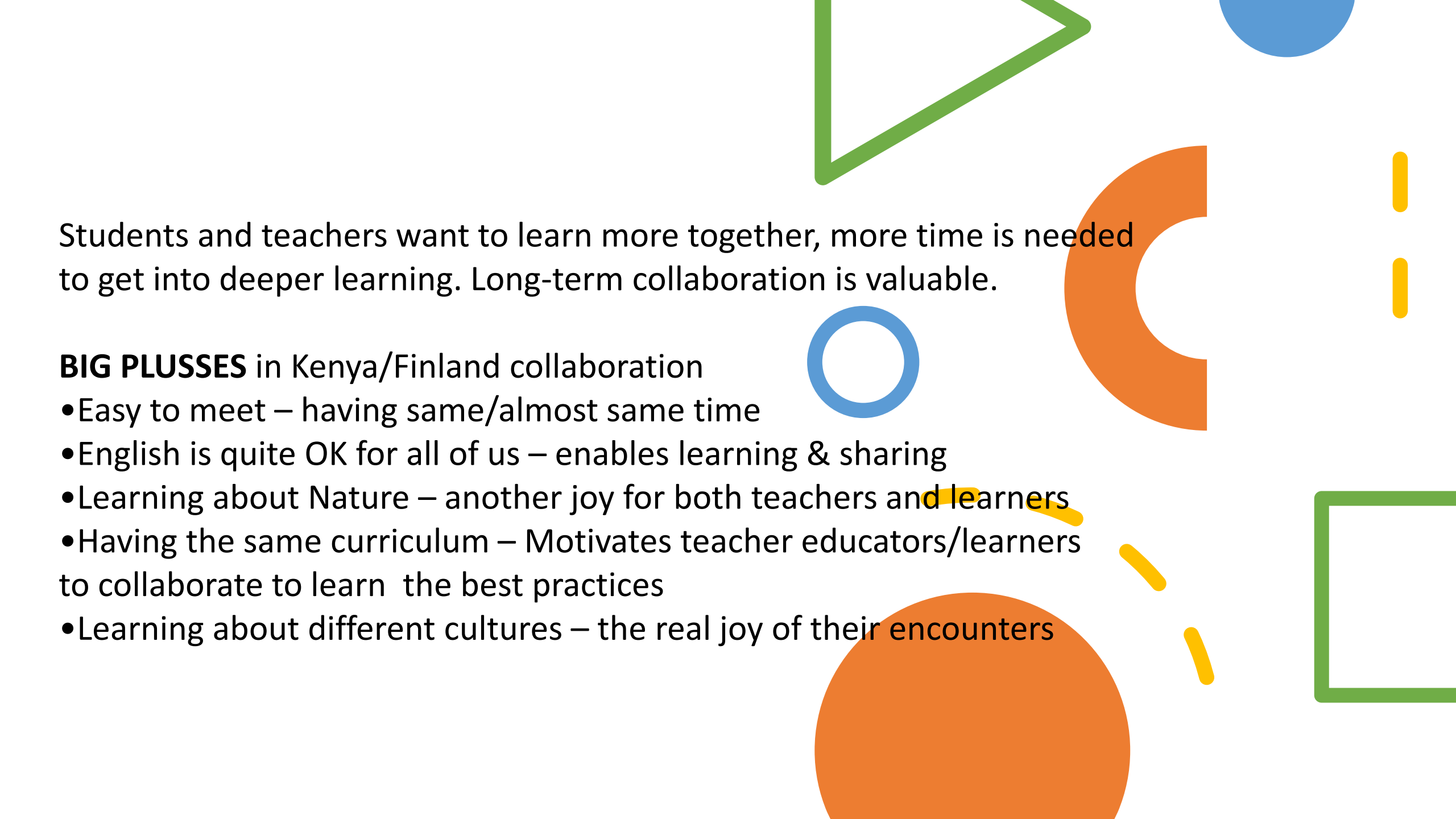


Hopes and needs for continuation

SUPPORT & DEVELOP

- support for better internet connections (vouchers)
- -having funding for teachers' extra efforts in developing teaching and learning practices
- finding ways of supporting projects financially (materials, network) and through expertise
- -seeking support from the National officials to mobilize and support the teachers implementing the collaboration initiatives.
- -Enhancing national collaborations through the national coordinators' office.
- organize physical exchange programs between collaborating institutions in future
- - Encourage collaboration teams to participate in national activities of other counties when invited to foster GCED goal e.g. Vaasa College Competence Week





Students and teachers want to learn more together, more time is needed to get into deeper learning. Long-term collaboration is valuable.

BIG PLUSSES in Kenya/Finland collaboration

- Easy to meet – having same/almost same time
- English is quite OK for all of us – enables learning & sharing
- Learning about Nature – another joy for both teachers and learners
- Having the same curriculum – Motivates teacher educators/learners to collaborate to learn the best practices
- Learning about different cultures – the real joy of their encounters

THEME 2023: “Using hands for good” / “The future in our hands” Agenda 2030

- what good can be done with hands for future (caring, art, recycling, acts...)
- what can be done together for the future (thinking, acting, speaking...)
- “telling” with cartoons, photos, picture, hands

[KEN FIN 70 acts for 70 celebration 2023.pptx](#)



Information

Finnish School System and Finnish National Core Curriculum

- [Finnish education in a nutshell | Finnish National Agency for Education \(oph.fi\) and Education is one of the cornerstones of the Finnish welfare society. We pride ourselves on an educational system that offers equal opportunities for education for all. - OKM - Ministry of Education and Culture, Finland \(minedu.fi\)](#)
- Global Citizenship in Finnish core curricula by Tiina Sarisalmi: <https://www2.slideshare.net/tiinsari/global-citizenship-education-in-the-core-curricula-in-finland>
- Finnish National Teacher Training Institutions eNorssi network webpage (in Finnish only at the moment): <https://enorssi.fi/unesco-koulutoiminta/>

Kenyan Education System (New 2- 6- 3- 3- 3)

<https://education.go.ke/index.php/media-center/speeches1/file/830-speech-by-h-e-hon-uhuru-kenyatta-c-g-h-president-of-the-republic-of-kenya-and-commander-in-chief-of-the-kenya-defence-forces-during-the-official-launch-of-the-competency-based-curriculum-cbc-taskforce-report-on-9th-of-february-2021>

<https://kicd.ac.ke/cbc-materials/>

https://kicd.ac.ke/in_the_press/new-syllabus-to-be-offered-in-teacher-colleges/

<https://www.the-star.co.ke/news/2017-12-25-new-2-6-3-3-3-curriculum-how-different-is-it-from-the-former-8-4-4-system/>

*The same sun rises and sets in Finland and
in Kenya...*

Kiitos!



Asante!



Thank you!
