



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Associated
Schools

UNESCO Associated Schools Network ASPnet

ASPnet Change Initiative

UNESCO ASPnet- Teacher Training Institutions Change Initiative



sari.muhoenen@helsinki.fi
jussi.tomberg@ouka.fi
sanna.heinonen@eduouka.fi
n.njeri@unesco.co.ke
richard.iyaya@gmail.com



Change Initiative Webinar 4.6.2021
UNESCO, Paris

Base for Kenya & Finland TTI collaboration

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

-Sari and her class had made a collaborative learning project with a Kenyan school before – > children were very enthusiastic

- Kenya and Finland have competence based curricula to base on and they are at the same time zone most of the year, having many differences, but also similarities, in their environment.

-TOTEMK collaboration https://viikinnormaalikoulufi-my.sharepoint.com/:b:/g/personal/sari_muhonen_vii_kinnormaalikoulu_fi/EaEDnVd_2mpAnQm





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

*Creating inclusive, peaceful, and sustainable futures in Finland and Kenya
-> collaborative learning activities for primary, secondary, college, university*



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

AIMS:

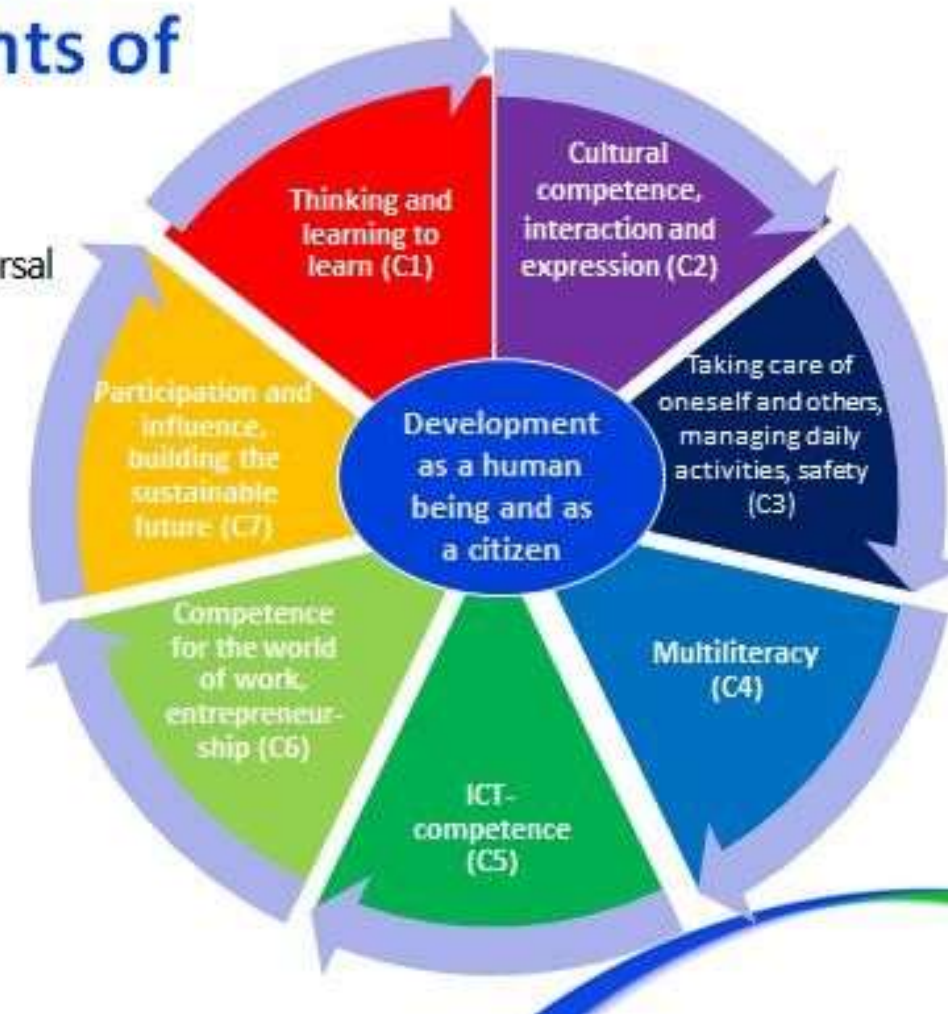
- Fortifying GCED (global citizenship education) and ESD (education for sustainable development) competences in **teacher training** in theory and practice
- Building connections and changing ideas both in theory and in practice between **teacher trainers** in Finland and Kenya
- Engaging **teacher students** 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



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





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.

Project steps, spring 2021

- several meetings online (Teams) facilitated by UNESCO, Paris
 - getting to know the contexts, curricula, and each other
 - finding common understanding, needs for change, and planning for the future
 - finding actors for primary, secondary, and upper secondary schools as well as at the university teacher training
 - innovating in groups based on Kenyan and Finnish curricula and on GCED for ESD
 - "pairing" Kenyan & Finnish teacher educators/teachers, teacher students & pupils
 - 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 primary (age 7-12), secondary (age 12-15), upper secondary (age15-18)
- Starting actual planning, agreeing on planning ways and timetables, on actual length of the collaborative learning projects, on how to engage student teachers and pupils, which technical devices and collaborative platforms will be used, etc.

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.

Collaboration with schools

Agenda for Hope is a set of educational activities for pre-primary, primary and secondary schools. The combining theme for all the activities are the Agenda2030 goals.

- Schools and themselves organized program, they could order workshops or attend seminars online.
- Activities are collaborative, they give voice to the children and raise questions for our better future.
- Collaboration with Kenyan schools during the event.

See what children think about the SDGs

<https://youtu.be/SQmqztNyums>



September/October 2021 -> -> ->

- Several learning projects are going on across the countries in all teacher training and teaching levels to investigate the issue
- Collaborative platforms are being used for **meeting, collaborating, working, sharing, and documenting**
- Using suitable tools, e.g., Teams, Zoom, Google meet, Jamboard, Padlet, OneDrive, PowerPoint, Mentimeter, chats, emails...

Documentation, sharing, and evaluation

Experiences of collaborative learning will be documented throughout the process by each participant. Possibilities for making research and/or smaller questionnaires is planned. Planned sharing platforms, e.g.,

- UNESCO ASPnet TTI Change Initiative publication
- Kenyan New Education System – national publication(s)
- Finnish National Teacher Training Institutions eNorssi network webpage:
<https://enorssi.fi/unesco-koulutoiminta/>

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!