



## Kasvatus 2019 Vol. 50 No 5 The Finnish Journal of Education

Castillo, Katja – Kukkola, Jani. 2019. Deconstructing the colonial subject through ethical processes of subjectification. *The Finnish Journal of Education* 50 (5), 430–445.

One of the central aims of education is subjectification, and related educational research examines what kind of subjectivity is produced in education. Subjectification is influenced not only by individual characteristics but also by the aims of cultural realities surrounding education. Postcolonialism criticises the modern western subjectivity for its coloniality. In this article, we compare from modern and postcolonial points of view how coloniality affects the processes of subjectification in education. We argue that postcolonialist theory is an insufficient tool to solve the problem produced by modern Western thinking. Postcolonialism provides a basis for criticising colonialist subjectification and opens perspectives on the plurality of ways of life. Nevertheless, postcolonialism is positioned as a counterforce to coloniality, as a negative totality mirroring that of coloniality. This evolutionary antithetical relationship might help explain why we can still find traces of colonialist views on self and knowledge in the core of postcolonialist thinking as well. These traces show some of the fundamental flaws of postcolonialism. For this reason, we present a view of *ethical subjectification processes*, which allow the reformulation of the pedagogical relationship. The manifold subject negotiations become possible when the educator takes a position to encounter a heterogeneous group of others within the pedagogical relationship. Ethics becomes the primary element of contextual encounters, creating responsible attitudes toward others.

*Descriptors:* subjectification, postcolonialism, postcolonial thinking, colonial subject, otherness, ethical education

Henriksson, Heidi. 2019. A typology of global citizenships within NGO-school cooperation. *The Finnish Journal of Education* 50 (5), 446–460.

The article explores what kind of global citizenships NGOs promote through their school cooperation. The material consists of educational material for secondary schools. The studied NGOs included Amnesty International, Pro Ethical Trade Finland, Friends of the Earth Finland, Red Cross, Unicef Finland, UN Association of Finland, and Operation a Day's Work. Additionally, I use ethnographic material consisting of interviews with NGO workers and students as well as participant observation. Theoretically, I focus on the varying meanings of citizenship and conceptualisations of global citizenship, drawing on debates in sociology, youth studies and critical global education. An analytical tool of global citizenship as a combination of identification and agency is presented. The research yielded a typology of four global citizenships: *the fundraiser*, *the negotiator*, *the consumer* and *the activist*. These citizenship types partly challenge and partly overlap each other. The interconnectedness of identification and agency is discussed for each type. Finally, I reflect on the tensions of critical global education in terms of the different types of global citizenship.

*Descriptors:* global education, global citizenship, NGOs, identification, agency

Malama, Mia. 2019. A case study of a school linking partnership in the UK. *The Finnish Journal of Education* 50 (5), 461–473.

This article focuses on school linking partnerships between North and South as a tool for human rights education and global education in the UK context. The case study data were gathered in the

context of an evaluation project of one linking organisation, a small charity. The data consist of focus group interviews with three teachers and nine pupils in one primary school. The research questions are: How do the teachers and students perceive the linking partnership? How is school linking used as a tool for global education in school? The data were analysed using qualitative content analysis. The teachers and pupils were positive towards linking partnership. The teachers wanted to use linking as a tool for global education. Prejudice and stereotyping were seen as a challenge, and guidance and training is needed to develop linking partnerships as a tool for human rights based global education.

*Descriptors:* global education, human rights education, school linking partnerships, primary school, UK.

**Kaukko, Mervi – Kielinen, Marko – Alasutari, Hanna. 2019. From nest to flight. The praxis of preparatory education as told by teachers. The Finnish Journal of Education 50 (5), 474–488.**

This article sheds light on the praxis of immigrant students' preparatory education in Finland. Drawing on the definitions of Aristotle and Marx, praxis is seen, on the one hand, as morally committed action influenced by the traditions in the field, and on the other hand, as history-making action. This article is based on a qualitative research project conducted in 2015, in which 20 teachers working in immigrant students' preparatory education were interviewed. In this article, the interviews were analysed within the theoretical framework of praxis, considering praxis from the point of view of the individual, school and society, and discussing its conditions. Based on the findings, praxis in preparatory education requires skills, knowledge and will from the teachers, and support from the school community and leadership. The impact of preparatory education extends beyond the classroom and the present moment: when successful, it can give the immigrant students the best possible start in the new school system and society, while also making the prevailing attitudes in society more appreciative for diversity.

*Descriptors:* global education, migrant students, praxis, preparatory education for immigrant students.

**Särkelä, Elina. 2019. Reflecting on assumptions about the Global South with the help of photographs taken by students. The Finnish Journal of Education 50 (5), 489–502.**

This article explores what kinds of meanings lower secondary school students attached to photographs they took about their lives, what kinds of assumptions they had about young people's lives in the Global South, and how they considered the meaning of the photographs in supporting their reflection regarding these assumptions. The material consisted of photographs, interpretations, reflection tasks and student feedback. The role of the photographs in this analysis was similar to photo-elicitation interviewing, where the participants' meaning making is guiding the researcher's interpretations. Texts were analysed using thematic analysis. The results showed how the meanings attached to photographs and assumptions about the Global South were related to different spheres of students' lives and perceptions of social institutions and social systems. The assumptions were partly stereotypical; however, students also recognised this, which enables the deconstruction of global hierarchies. The use of photographs supported reflection but was not a precondition for critical thinking. The results cannot be generalised but provide potential directions for the development of global education.

*Descriptors:* geography, global education, lifeworld, photography