



## Toward sustainable bilingual language education in Finland through world-centred education

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Finnish education has a world-famous reputation for decades. The background of the development of curriculum design has played a pivotal role in the Finnish education system. Recent critiques of the Finnish curriculum have indicated the lack of pedagogical methods (Kalalahti & Varjo, 2023) manifested in the current phenomenon-based approach and arguably also lack in the curriculum of bilingual education. In addition to that, recent international reports (OECD, 2023) have indicated that Finnish educational performance has fallen in most OECD countries and critiques about the equity and discrimination in bilingual education have been widely discussed (Nikula et. al., 2022).

This study uses Gert Biesta's (2022) notion of world-centred education as a critical lens for carefully examining phenomenon-based approach present in Finnish bilingual curriculum. Moreover, this study seeks to establish how world-centred education can strengthen the current bilingual-CLIL curriculum. Based on a thematic analysis of current Finnish basic education curriculum documentation, the expected findings should offer insights that phenomenon-based approach can be strengthened and expanded through the key notions outlined in world-centred education. This study lays a pedagogical foundation for sustainable bilingual language education in Finland.

**Keywords:** Sustainable bilingual education, World-centred education, Phenomenon-based approach

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