

Global Education in Lithuania

Challenges and opportunities

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Lithuanian
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The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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Introduction

Today we live in a constantly changing world which is bound by the spirit of relations between people, countries and cultures and which presents various challenges and opportunities. Every day we have to solve numerous economic, social and environmental issues connecting us with other countries, their cultures and citizens and providing an opportunity for all of us to become part of a global society.

In order to accept the opportunities provided by the globalisation processes and cope with the emerging challenges it is necessary to create the conditions for people to acquire the knowledge on global realities, emerging global development problems and to relate them with their own life. It is also important to provide the opportunities for people to acquire the skills and enhance own values facilitating active global citizenship and responsibility.

This document provides a review of the Global Education concept, prerequisites for its implementation and description of the current situation in Lithuania. It also includes the proposals for a successful development of Global Education activities in our country.

Global Education 1 for life skills development

Global problems increasingly impact on the lives of everybody throughout the world, therefore we must realise that we are part of the world with the still prevailing poverty, social inequality, climate change and global warming problems. In the current society it is especially important to ensure that different forms of education enhance people's understanding about the above challenges and their impact on personal, communal, national and global development. Global Education is directed toward formation and development of people's skills, knowledge and values facilitating understanding and response to the challenges of the 21st century.

There are several key concepts and frameworks of Global Education. The Council of Europe defines Global Education as education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.¹ Whereas the European umbrella organisation *CONCORD* uniting non-governmental organisations working in the field of Development Cooperation and Development Education, uses the concept of Development Education and defines it as „an active teaching/learning process, based on the values of solidarity, equity, fight against exclusion, and cooperation“.²

Recently a new concept – Global Citizenship Education - has emerged. Both, the *UNESCO*³ and *Oxfam*⁴ refer to the concept of global citizenship education as a framing paradigm which encapsulates how education can develop knowledge, skills and values learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable.

Evaluation of goals of the Global Education concepts leads to the conclusion that Global Education is directed toward the promotion of active citizenship of individuals. It is aimed to upgrade critical thinking skills and the ability to cope with inequality, injustice and stereotypes, as well as to enhance people's respect for diversity, human rights and environment in which they live. Global Education seeks to help individuals better understand global interdependencies among people, countries and cultures and empower them to take actions based on the values like solidarity, active participation and cooperation. It supports national and international policy based on the economic, social, cultural and environmental factors.

¹ Council of Europe, Maastricht Global Education Declaration, 2002, <http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf>

² CONCORD, Statement on Development Education and Awareness Raising, November 2004, http://www.deeep.org/index.php?option=com_content&view=article&id=55&Itemid=55

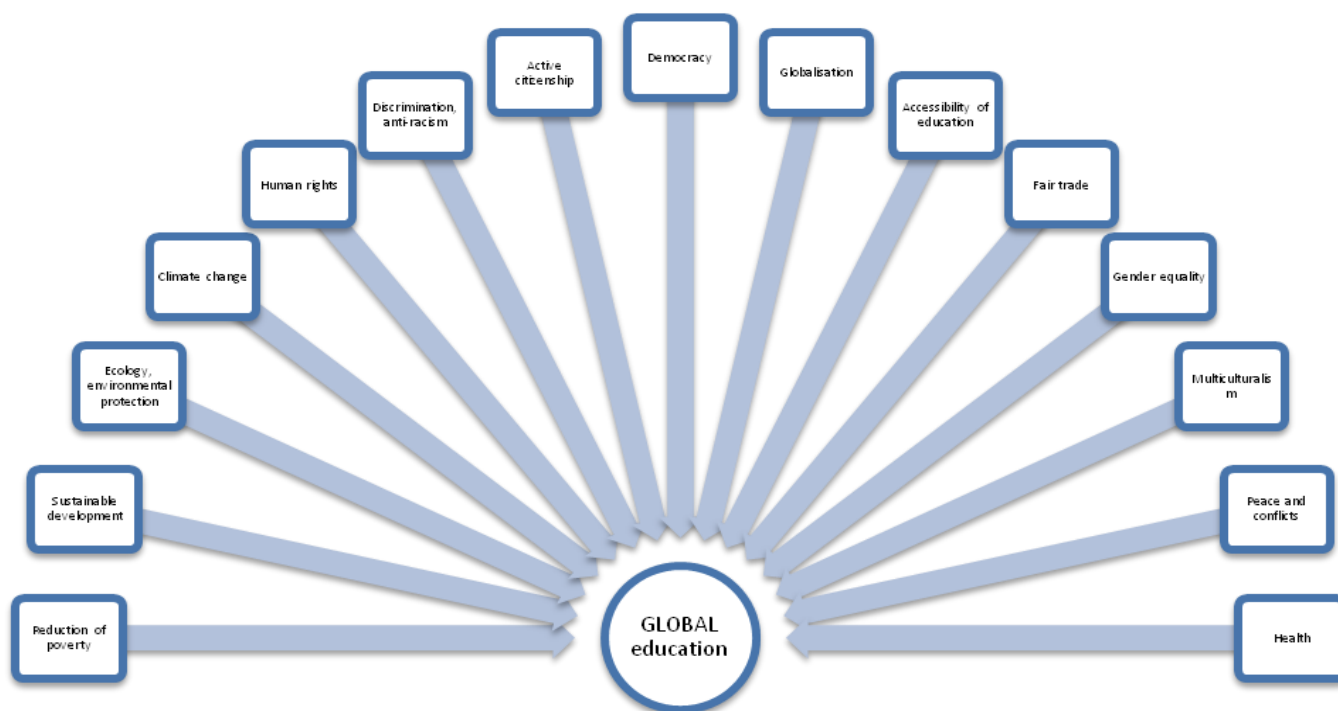
³ UNESCO, Global Citizenship Education – Preparing Learners for the Challenges of the Twenty-first Century, 2014, <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

⁴ Oxfam, Education for Global Citizenship. A Guide for schools, 2008, [http://www.oxfam.org.uk/~media/Files/Education/Global%](http://www.oxfam.org.uk/~media/Files/Education/Global%20Education%20for%20Global%20Citizenship.pdf)

Global Education is a multi-faceted concept of education including a number of thematic education areas and disciplines: Human Rights Education, Education for Sustainable Development (ESD), Education for Peace and Conflict Prevention, Intercultural Education and Citizenship Education. Global education seeks to embrace all the above disciplines in order to avoid repetition of the elements which are also directed toward the goal defining Global Education: to promote the development of peaceful, safe, truthful, tolerant, equal for everybody and sustainable world.⁵

Global education is a multi-faceted and multi-annual activity. The objects of this education concept are the topics like human rights, gender equality, sustainable development, ecology and environmental protection, climate change, social security and health protection, education, military conflicts and peacekeeping etc. An extensive list of thematic Global Education topics is provided in the Figure below:

Figure 1. Thematic topics of global education



Global Education activities are aimed to develop personal competences (knowledge, skills and values) mainly attributed to general or transferable/personal competences applicable in various life situations. Today they are necessary in order to successfully adjust to societal and labour market changes.

There are various Global Education competence models. The UNESCO⁶, the Council of Europe⁷ and Oxfam⁸ provide their own competence models developed via Global Education. It is important to note that they all have common features and seek to advance the same

⁵ UNESCO, Global Citizenship Education – Preparing Learners for the Challenges of the Twenty-first Century, 2014, <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

⁶ Idem

⁷ North-South Centre of the Council of Europe, Global Education Guidelines. A Handbook for Educators to Understand and Implement

⁸ Global Education, 2012, <http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf>

key competences relevant for all who want to be active and responsible global citizens. The summarized model of Global Education competences is provided in the Table:

Table 1. General model of Global Education competences

<i>Knowledge and understanding</i>	<i>Skills and abilities</i>	<i>Values</i>
<ul style="list-style-type: none"> -Understanding global interdependencies -Understanding the universal values of humanity: justice, respect, equity, dignity etc. -Knowledge of the above thematic global education areas. 	<ul style="list-style-type: none"> -Ability to work with new media and technologies -Ability to recognise negative stereotypes and prejudices -Cooperation and conflict management/resolution skills -Ability to interact effectively with people of different origins, social backgrounds and cultures -Ability to change attitude; multidimensional attitude -Critical thinking skills -Creative thinking -Systems thinking 	<ul style="list-style-type: none"> -Active participation in community life -Vision of the future world -Openness to new ideas, innovations and different views -Empathy and humanity -Respect for environment -Respect for diversity -Self-confidence -Perception of belonging to a global community -Self-respect and respect for others -Social responsibility -Solidarity -Belief that people can make a change

Global Education is based on lifelong learning principles. It is directed not only toward children and youth but also toward adults. A holistic approach in Global Education requires new teaching methodologies: formal and non-formal, integrated in the education programmes and applied in the extra-curricular activities; traditional and innovative fostering integrated education of an individual and his/her active citizenship in the global development processes. In order to reach global education goals and develop individual competences defined in this concept, diverse teaching methods and techniques could be applied (e.g. methods based on a dialogue, interrogation, cooperation, active participation of learners and their needs).

As indicated in the model of Global Education goals and competences, this is quite an extensive education concept providing a lot of opportunities for its integration in various public life areas: formal and non-formal education, social work, youth work etc. For instance, in formal education Global Education could be integrated in other teaching disciplines (e.g. history, geography, other social and natural science disciplines) or could be taught as a separate subject. Whereas non-formal education provides the possibility to engage learners who are outside the formal education system in Global Education by implementing its principles via practical and experiential learning activities and applying a big variety of teaching methods and techniques.

Prerequisites for Global Education in Lithuania

So far the concept of Global Education was not validated in any national documents. Today non-governmental organisations are actively discussing this issue with the academic society and with the Ministries of Foreign Affairs/and Education and Science representing the state in the above area. Besides, Lithuania has not developed a uniform Global Education strategy yet, but the dimension of Global Education is included in several specific national policy documents. In view of this, this article reviews the prerequisites for integration of global education set forth in the main legal acts defining Lithuania's sustainable development, development cooperation and education.

2.1. Global education in the context of Lithuania's Development Cooperation policy

Global Education is an integral part of the national Development Cooperation policy. Development of this concept and its integration both in the education system and other public policy areas is relevant and indispensable in order to increase public awareness on global development problems, development cooperation realities, and provide every person with a possibility to acquire knowledge and skills facilitating active citizenship and contributing to the reduction of inequality, peacekeeping and development of a sustainable global society.

In implementing the development cooperation policy, Lithuania refers to European Union's documents defining the common political guidelines of the EU as an institution and of its Member States. Pursuant to the European Consensus on Development the European Union will place particular emphasis on global education and raising awareness of its citizen.⁹ Besides, in 2012 the European Parliament announced a written declaration where it demon

⁹ European Parliament, Council, Commission, The European Consensus on Development, 2006

strated political will to enhance global education activities and called on the EU institutions and Member States to prepare and develop national global education strategies.¹⁰

Participants of the European conference „*Citizens for Global Education, Education for Global Citizenship*“¹¹ which took place on 24-25 June 2014 in Brussels, presented their proposal concerning a new direction for education which could replace the current Millennium Development goals and find new ways to reach, inspire, and engage learners to focus efforts on equitable, peaceful and ecological solutions to interconnected social, economic and ecological local/global challenges. Participants of the conference have also suggested developing of the global education concept which could integrate all similar education concepts which have existed so far: Education for Sustainable Development, Ecology and Environmental Education, Human Rights Education, Development Education etc.

Pursuant to the Law on Development Cooperation and Humanitarian Aid of the Republic of Lithuania of 2013, one of the goals of the Lithuanian development cooperation is „ [...] *to inform and educate Lithuanian society on the Development Cooperation policy trends, their goals and challenges and the achieved results by the UN, EU and Lithuania, and seek better public acceptance and support of this activity.* “¹²The Law also anticipates the role for a civil society in implementing development cooperation policy: to inform and educate society on development cooperation, i.e. develop a more positive public attitude toward this policy, and encourage contribution to its development and enhancement.¹³

Development Cooperation and Democracy Promotion Policies for 2014-2016 approved by the Government of the Republic of Lithuania stipulate further promotion of volunteering in development cooperation, awareness raising and education of the society and especially young people on the importance, objectives and advantages of development cooperation.¹⁴

It should be noted that current provisions of legal acts defining the policy of development cooperation and embedding the concept of Global Education, are rather narrow. These provisions are mainly related to the policy of development cooperation and to one of its goals: increased public awareness and acceptance of development cooperation activity. The elements of such an activity are more related to public relations rather than education. In order to ensure more effective integration of Global Education in the Lithuanian Development Cooperation Policy, it is necessary to develop its concept in the regulatory enactments of the development cooperation by anticipating not only the opportunities for the awareness raising but also for the development of individual competences and promotion of active citizenship.

¹⁰ European Parliament, Written Declaration on Development Education and Active Global Citizenship, 2012

¹¹ The Brussels Proposal: Towards a new direction for Education. European Conference Citizens for Global Education, Education for Global Citizenship, Brussels, June 24-25, 2014

¹² The Law on Development Cooperation and Humanitarian Aid of the Republic of Lithuania, No XII-311, 26/05/2013, Official Gazette, No 57-2850

¹³ Idem

¹⁴ On the Approval of Policy Trends for Development Cooperation for 2014-2046 of the Republic of Lithuania, Resolution of the Government of the Republic of Lithuania, No 41, 2014-01-15, TAR, 2014, No 2014-00286

It is also important to note that current legal acts embed the cross-sectoral cooperation opportunities in implementing the policy of development cooperation, including Global Education. The Law on Development Cooperation and Humanitarian Aid of the Republic of Lithuania stipulates establishment of a National Commission for Development Cooperation. Regulations of this Commission¹⁵ providing for the establishment of acting and permanent commissions for development cooperation issues provide perfect opportunities for a successful and effective planning, coordination and implementation of Global Education activities by engaging in this process all the stakeholders: public and local authorities (self-governance institutions), non-governmental organisations etc. In order to ensure effective coordination of Global Education activities, it is necessary to properly use the above mechanisms; moreover, all stakeholders related to global education should also pursue this activity.

2.2. Global education in the context of Lithuania's Sustainable Development and Education Policy

Pursuant to the provisions of the Lithuanian Progress Strategy „Lithuania 2030“, it is necessary to develop creativity of the society and of all its members, and to put particular emphasis on the ideas which could help Lithuania become a modern, dynamic and open state.¹⁶ The Strategy is being developed pursuant to the provisions of solidarity with different social groups (ethnic, etc.) as well as tolerance, compassion, social responsibility and responsible consumption. The Strategy sets the objective to raise public environmental awareness, to promote sustainable consumption and responsible approach to economic development.

The National Progress Strategy sets the task for education to strengthen historical self-awareness and self-esteem by promoting different cultural and artistic expression, by reviewing educational programmes as well as by ensuring reasonable application of national heritage objects for education needs. It is also important to retain Lithuania's educational ties with Lithuanians from all over the world, and preserve Lithuanian language teaching and inter-cultural literacy.¹⁷

The provisions of the national sustainable development strategy demonstrate that Lithuania seeks to educate active and responsible citizens able to build the future of Lithuania and of the entire world. This provides for the development of Global Education in Lithuania contributing to the sustainable progress of Lithuania and of the world.

¹⁵ On the Establishment of the National Commission for Development Cooperation and Approval of its Regulations, Resolution of the Government of the Republic of Lithuania, No 42, 2014-01-15, TAR, 2014, No 2014-00285

¹⁶ Government of the Republic of Lithuania, Lithuania's Progress Strategy „Lithuania 2030“, <http://lietuva2030.lt/images/stories/2030.pdf>

¹⁷ Idem

In a world that is increasingly interconnected education encounters new challenges: organisation of the educational process reflecting changes in modern society, development of global perspective in teaching, evaluation of social, economic and environmental problems in the global context and contribution to the development of a more just, peaceful and sustainable world. Conveying the knowledge on global processes and development of a global society education also becomes global.

One of the objectives of the Law on Education of the Republic of Lithuania is „[...] to ensure conditions enabling a person to acquire the basics of civic and political culture that embody democratic traditions, and to develop the abilities and experience needed by a person for competence as a citizen of Lithuania and a member of the European and global community as well as of a multi-cultural society.“¹⁸ Lithuania’s educational system is also aimed to develop a young person’s values enabling him/her to become an honest, knowledge-seeking, independent, responsible and patriotically-minded person; to cultivate the communication skills important in contemporary life; to reinforce the capability of society to ensure sustainable development of the country’s economic, environmental and human resources, internal and external economic competitiveness, national security and the advancement of a democratic State; to convey to each person the traditions and values of the humanistic culture of Europe and of the world.¹⁹ The provisions of the Law are complemented by the National Education Strategy for 2013-2022. The strategic goal of this document is „to make Lithuania’s education a sustainable basis for the enhancement of the state’s wellbeing and education of a dynamic and independent personality responsible for the creation of own, country’s and world’s future“.²⁰ The Strategy highlights that in the age of globalisation it is important to reconsider own national identity and understand what unites us (including the ones leaving and arriving to Lithuania) and relates with the State of Lithuania. One of the Strategy’s tasks is to educate, via development of relevant competences, full-fledged citizens of a rapidly changing society; improve learning and practical application environment in schools; expand the range of non-formal education schools and foster diverse activity in all schools, especially cultural self-expression, leadership and creativity, support to voluntary initiatives and cross-cultural education. The Strategy commits schools to implement substantive systemic changes.

It is obvious that provisions of legal acts indirectly embed the need to disseminate the concept and ideas of Global Education which could help foster active citizenship and educate personalities creating the future of Lithuania and of the world. In order to enhance dissemination of Global Education ideas it is necessary to develop a uniform strategy of Global Education. Until 2011 such a strategy was pursued in the National Sustainable Development Education Programme for 2007-2015 approved by the Government of the Republic of Lithuania with the objective „[...] to improve educational activity of various public institutions and

¹⁸ Law on Education of the Republic of Lithuania, No XI-1281, 2011-03-17, Official Gazette, 2011, No 38-1804

¹⁹ Idem

²⁰ On the Approval of the National Education Strategy for 2013–2022, Resolution of the Seimas of the Republic of Lithuania No XII-745, Official Gazette, 2013, No 140-7095

*agencies so as to help the citizens, organisations, enterprises, agencies, communities and the society better understand the concept of Sustainable Development and its importance; to develop the abilities of all members of the society, as well as their values and incentives for democratic and responsible activity; to contribute to the implementation of Sustainable Development objectives; to enhance abilities of institutional structures to take active part in the sustainable development processes.*²¹ This programme was more oriented toward local initiatives ensuring implementation of the Sustainable Development principles, and didn't have a strong global dimension; yet it was a good beginning in initiating global education activities and integrating them in various education and other public areas. Unfortunately, in 2011 the Sustainable Development Education Programme was repealed. In order to ensure better planning, coordination and implementation of global education activity and public awareness on development aspects, as well as better inter-institutional and cross-sectoral cooperation, such a document is very important.

²¹ On the Approval of the National Sustainable Development Education Programme for 2007–2015, Resolution of the Government of the Republic of Lithuania, No 1062, 2007-10-02, Official Gazette, 2007, No 106-4348

Global education in formal education sector

The Ministry of Education and Science of the Republic of Lithuania develops state policy in the area of formal education and qualification system; it organises, coordinates and supervises implementation of the policy, approves national education/teaching curricula in formal education, all level (except higher education) national education standards, criteria for accreditation of education programmes and implementation procedures. The Ministry is also responsible for integration of global education in various levels of formal education. In view of this, this chapter will deal with the situation of global education and opportunities for its integration in various formal education sectors.

3.1. Global Education in general education schools

Educational work in general education schools is pursued according to the General Curriculum Framework for Primary, Basic and Secondary Education approved by the Ministry of Education and Science of the Republic of Lithuania²² and regulating the curriculum content in general education schools. The purpose of the national school curricula is to ensure coherent implementation, continuity and high quality of education in all schools of the country. The national school curricula stipulate the trends of education, its objectives and tasks, as well as the content and methods enabling the learners to acquire relevant knowledge, understand and develop key skills and values.

The analysis of the current National School Curricula reveals that separate global education topics are integrated in the formal education process during the primary education and are further pursued in basic and secondary education stages.

The curriculum of ethics and religion in primary education deal with the topics like social relations and relationship with the world where particular emphasis should be given to the

²² Education portal, National School Curricula, <http://portalas.emokykla.lt/bup/Puslapiai/default.aspx>

global dimension. The teachers should understand and be able to integrate global topics in the curricula of the smallest school pupils.

The Ethnic Culture curriculum in basic education is an integral part of general education contributing to the achievement of educational goals of cultural consciousness. These goals are to develop personal competences expressed via the ability to recognise, respect and preserve cultural diversity and participate in the socially valuable cultural expression activity. Ethno-cultural education also facilitates development of the sustainable development, i.e. it teaches tolerance and respect for other cultures, solidarity with own community, participation in its life and contribution to its development.

During the stage of secondary education global education could be smoothly integrated in the Ethics, Religion and Sustainable Development Education Programmes aimed to develop skills and values of pupils contributing to the sustainable development of society: individually and in the community, at local and global level by analysing the topics like peace and conflicts, human rights, cultural diversity, socially responsible business, environmental protection, its quality, the related human health aspects, and climate change.

The educators can successfully use integrated programmes of generic competences and life skills development programmes defining new curriculum content important for school pupils and for the society. Their main task is to make the curriculum content more relevant. The relevance of the subjects of the curriculum content is enhanced toward the following global education directions:

- orientation to the development of competences relevant for social integration, i.e. learning to learn, communication, sustainable development, cultural consciousness or the competences providing a possibility to take active part in the public life, develop professional skills and contribute efficiently to the progressive societal changes;

- assistance to pupils in preserving health and developing/promoting healthy life style;

- pupils with negative social experience are involved in the activity which helps to develop resistance to negative life phenomena. The implemented integrated programmes take considerlocal problems and initiatives and their links with the national, European Union's and global development tendencies.

The national school curricula are updated on a regular basis considering the changing pupils' needs, their expectations, the increasing diversity of education opportunities, strategic trends of the national and municipal sociocultural and economic development, international education trends, scientific and technological innovations. A new draft of the General Curriculum Framework for Primary, Basic and Secondary Education highlights that in the 21st cen-

ture life of the society is changing due to rapidly developing information infrastructure and high level technologies, as well as due to the effectively applied and created new knowledge and innovations. General education shall respond to the challenges of modern technologies and globalisation and create conditions for pupils to develop individual, civic, national and cultural identity and acquire competences relevant for the 21st century.²³

Legal acts regulating general education are directed toward the development of pupils' competences, active learning via communication, cognition of their needs, adjustment of the curriculum content and equal education opportunities etc. Yet, the documents also highlight that in practice general education is often perceived as teaching and conveyance of knowledge. Relationship among the stakeholders of education process and their cooperation is fragmented. The curriculum content still lacks integrity, contextuality and learning-by-doing. Insufficient attention is given to pupils' learning needs, their diverse talents and learning difficulties. The draft Curriculum Framework anticipates relevant trends for the improvement of general education quality which are especially important in the context of global education and active citizenship:

- to build general education on the dialogue among pupils and teachers during the learning process; and to make the school a welcoming place for learning, cooperation and creativity of all pupils;

- in order to link theoretical and practical learning, education should be based on the analysis of real situations, problem solution, application of practical knowledge, interpretation of information and the interaction with social and cultural environment;

- to recognise all the achievements in formal, non-formal and informal education;

- to ground implementation of the national school curricula on the sustainable joint activity, mutual trust and cooperation culture for the sake of future of people and of the state.²⁴

The new document sets forth the principles for the development and implementation of the national education curricula complying with the current global challenges:

- fostering pupils' deeper learning in acquiring competences relevant for life and learning. Relation of theoretical and practical knowledge provides opportunities to develop pupils' values and attitudes. Competences acquired through deep learning determine pupils' choices, dialogue skills, responsible behaviour preserving nature and sociocultural environment, tolerance and social sensitivity;

- commitments and activity. Pupils are encouraged to responsibly participate, express themselves and take the leader's position in the activity of a group, class, school and community

²³ General Curriculum Framework for Primary, Basic and Secondary Education (draft), <http://www.smm.lt/web/lt/teisesaktai/teisesaktuprojektai>

²⁴ Idem

and in the civil initiatives integrating life in and beyond schools.²⁵

The national education curricula provides the possibility for pupils to successfully achieve education goals in the changing social, cultural and economic life, cope with global cultural diversity challenges, acquire the competences relevant for learning, work and creation and personal contribution to the sustainable development of the unique Lithuanian, European and global community and to the sustainable development of progressive economy.

Due to its diverse nature and to the important task it plays in the educational process, Global Education needs to be an integral part of the education process. Global Education has to be embedded in the school culture and be transversally included in all relevant subjects. As Global Education is a participatory process it also requires time and space for student-led initiatives.

Pursuant to the concept of global vision of the European Youth Forum²⁶ and to the recommendations of the European Parliament and Council²⁷, the formal education can mainstream Global Education in the following ways:

- Through the transversal inclusion of global education in all relevant subjects, thus bringing an intercultural perspective into history, languages, geography, etc.
- Through the inclusion of specific citizenship courses as a vital part of the curriculum. Such courses could provide a background and framework for the work done in other courses or projects;
- by using, during the entire education process, interactive teaching methods and measures providing the possibility for pupils to act independently. Schools should especially promote the projects in which students go out and educate others in society, including projects through which students can act as peer-educators and multipliers. This fosters a sense of initiative and entrepreneurship and so directly contributes to the development of general competences;
- The work of school and student councils is also an important part in developing and enhancing Global Education within formal education, especially through individual empowerment, and the promotion of participation and critical thinking. This is essential for raising awareness and reflective decision-making.
- Through the first hand experience of another culture. One of the most important intercultural learning experiences is spending time abroad and being immersed in a different culture. All young people should be provided the possibility to take part in an exchange while being in education, as this can be a defining or very enriching experience in one's lifetime.

²⁵ Idem

²⁶ Policy Paper on Global Education: a global vision on education - an education for global citizenship, Catalonia-Spain, 2008

²⁷ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

-By approaching the learner as a whole person. Formal education too often puts a lot of emphasis on the importance of academic knowledge and developing the rational side of people. Development of social, cultural and civil competences would help young persons to better understand themselves and enable them to improve or even change own values, attitudes and notions, and at the same time change the society;

-Sensitivity to the diversity of our own societies. Global Education aims to make people aware of different cultural realities, both in other parts of the world and in our own societies. This should not only help students become aware of their multicultural societies but also should adapt schools systems to new realities of diversity. *“Classrooms must be perceived as unique spaces for day-to-day intercultural learning. Students from another country or of another religion are more likely to remain low achievers as the educational system is not adequately adapted to their needs or does not reflect their background sufficiently.”*²⁸ Developers of new curricula need to pay attention to the growing diversity in society and support/ensure inclusion.

The first Global Education initiatives have been implemented recently by integrating this education concept in formal education. The main activities have been related to preparation and publishing of methodological tools on Global Education, integration of global education activities in the education process and development of a school culture etc. The main initiatives included:

-Youth Career & Advising Centre, implementing the projects „Accessing Development Education“ and „Teach MDGs“ funded by the European Commission, prepared methodological tools for integration of Global Education in the education process. Methodological tools like „Get Global!“, „Go Banana“, „Change the World in Eight Steps“ have been translated from English into Lithuanian, adapted and published. Methodological tools „Teach MDGs. Development Education Lessons“ and „Development Education Lessons. Experience of Lithuanian Teachers“ have also been published. Their aim was to present the methodology of global education and provide best practice examples of Lithuanian teachers by integrating global education in the educational process.

-Teachers of Kaunas Jonas and Petras Vileišiai Basic School and of the Youth and Adult Training Centre in Kaišiadorys participated in the project „Teach MDGs“ and implemented school partnership projects on topics „Clean Water and Sanitation“ and „Discrimination and Prejudices“.

-Teachers of Kaunas Jonas and Petras Vileišiai Basic School have been consistently organising global education lessons based on non-traditional methods;²⁹

²⁸ European Commission Staff Working Paper „Schools for the 21st Century“, SEC (2007)

²⁹ Kaunas Jonas and Petras Vileišis Basic School organises Development Education lessons, 2013, <http://vileisis.kaunas.lm.lt/index.php/projektai/340-ugdomas-svietimas>

-Together with partners Lithuanian Children & Youth Centre initiated Sustainable Development Skills Formation programme „Sustainable School“. Its objective is to raise public awareness by providing the knowledge and skills necessary for the development of sustainable institutional communities able to efficiently manage and use resources, and coordinate environmental protection with social justice and economic development. All Lithuania’s schools are invited to join the programme.³⁰

3.2. Role of teachers in the globalisation process

Teachers play the key role in integrating Global Education in formal education; they convey the knowledge, they are members of the learning team, active participants of various projects and initiatives, assistants and sometimes even judges. Most importantly, teachers act as role models and strong examples of global citizens with clear values and attitudes.

In order to successfully integrate Global Education in school, teachers need solid initial training in Global Education, they have to be inquisitive and acquire new knowledge and skills which can be further developed throughout their careers, by way of international mobility programmes and further training within the framework of Erasmus+ Programme (since 2014). Teachers integrating Global Education and civic education topics shall work in cooperation with school teams.

Association of Lithuanian non-governmental organisations LITDEA refers to Global Education in formal education as an active learning process where the educator plays a very important role. The goal of an educator in the educational process is:

- to teach young people recognise the connection between their personal life and lives of people throughout the globe;
- to deepen understanding of economic, social, political and environmental factors affecting human lives;
- to develop skills, attitudes and values enabling people to work together toward positive global changes and be responsible for their personal lives;
- to use the acquired skills for personal, school community and societal changes;
- to contribute to a more just and sustainable development of the world where all powers and resources are distributed equally.

³⁰ Lithuanian Children & Youth Centre, Sustainable Development Skills Formation Programme „Sustainable School“, 2014, <http://www.lvjc.lt/index.php?page=darni-mokykla-2014&hl=lt> LT

Teacher training and qualification development for Global Education is quite problematic in the education strategy. The absence of the national global education strategy (in 2012 the European Parliament has adopted an official resolution for its development and implementation) means absence of well-defined guidelines and a coordination mechanism for training the educators of global education programmes and for their qualification upgrading. Teacher training is a very important function of the state preparing the educators for their demanding professional activity in educating responsible and critically thinking creators of future able to make informed decisions. Teacher training systems have been rapidly changing across the globe in order to comply with new life challenges like globalisation, climate change, and sustainable development, and to create a better world.

Lithuanian University of Educational Sciences is the major teacher training institution. The University does not have an extensive programme for future global education teachers, but integrates separate topics into the curricula of other programmes, e.g. a Bachelor's degree study programme „Social Pedagogics“³¹ educating a personality able to find creative ways to respond to current challenges or find the purpose of life in contradictory life conditions. The programme offers the integrated subjects like protection of children's rights, civil society and participation, social communication, equal opportunities in education, personal social integration which serve as the basis for integration of Global Education in teacher training programmes. Other Lithuanian higher education institutions cannot offer any courses of the global education programme for educators. Teachers can choose only the studies of subjects integrating separate global education topics in Lithuanian universities. Thus so far the best way to upgrade qualification skills is non-formal education programmes or informal education.

In Lithuania in-service teacher training in the sphere of global education is taking the first steps. These are the best practice examples in the field of qualification development of teachers:

- Youth Career & Advising Centre implementing the project „Teach MDGs“ funded by the European Commission organised several in-service teacher training events³²;
- International Summer School for Teachers “MDG-School-Partnership” where teachers from European and African schools not only deepened their knowledge on global education topics, but also planned joint school projects in the area of global education;
- In-service trainings for teachers aimed to introduce the concept of Global Education, as well as methodology and opportunities for its integration in the education process;
- Discussions with the representatives of higher education institutions aimed to promote integration of global education in the teacher training programmes.

³¹ Lithuanian University of Educational Sciences, Study Programmes. Social Pedagogics, 2014, http://www.leu.lt/lt/studijos/leu_studiju_programos/leu_bakalauro_studiju_programos/leu_baksp2014/programs/100123/1.html

³² Teach MDGs, 2010-2013, <http://www.teachmdgs.net>

-Youth Career & Advising Centre as an accredited in-service teacher training institution integrated the elements of methodology and curriculum of Global Education in the teacher qualification development programmes in order to disseminate this concept in all Lithuanian schools;

-In implementing the project “Solidarity Schools”, Humana People to People Baltic, together with the Education Development Centre, organised in-service training workshops for teachers in the education centres of some towns and districts;³³

-Lithuanian teachers take part in the international in-service training programmes (e.g. Pestalozzi Programme coordinated by the Council of Europe) offering training on Global Education topics;³⁴

3.3 Global Education in higher education institutions

Universities are autonomic studies and science institutions which are free to choose what study programmes to offer to the society. It is declared that higher education institutions are sensitive to global changes and public needs.

In response to global challenges, many universities deliver subjects presenting global dimension from the political, social, cultural and economic perspective which are integrated in different study programmes; whereas Vytautas Magnus University and Vilnius University accomplish complete study programmes analysing global development phenomena.

Vytautas Magnus University realises the Bachelor’s degree study programme of *International Politics and Development Studies*. Its objective is to prepare highly qualified BA graduates of political sciences and professional analysts able to explain, analyse, compare and evaluate political, economic and social processes of the developing states and regions; to explain and evaluate the trends and strategies of the international support to the developing states; to independently pursue research, develop and implement practical and the applied projects³⁵. The study programme is designed for Lithuanian and foreign students interested in the subjects like theory of political sciences, public policy, state development, studies of developing regions and countries, international processes, human rights, studies of economic and social development, regional studies, orientalistcs, international donor and development strategies, migration, project preparation and implementation etc.

³³ Education Development Centre. Invitation to take part in the workshops „Global Education in Practice“, 2014, <http://www.upc.smm.lt/nauijenos/neformalus/globalus.php>

³⁴ Jurgita Urbė, Find Diversity and Global Education Via School Cooperation, 2013, <http://www.upc.smm.lt/tobulinimas/programos/tarptautines/pestalozzi/patirtis/atrask.php>

³⁵ Vytautas Magnus University, International Policy and Development Studies (in English), 2014, <http://www.vdu.lt/lt/study/program/>

Vilnius University offers the Master's degree study programme of „Communication for Sustainable Development“. The aims of the study programme are *„to develop communication and information specialists' understanding of the need for a sustainable development oriented change through the acquisition of knowledge and skills necessary to make communication decisions favourable for the development of sustainability; to respectively affect organisations which engage in communication activities; to be able to identify and support sustainable development oriented decisions and activities of individuals representing the area of communication and information as well as other areas“*.³⁶ The graduates of this study programme will have the knowledge of sustainable development, its context and meaning, as well as the peculiarities of the development of this process; they will be able to critically analyse and evaluate environmental and social trends of the sustainable development and economic implementation of the sustainable development policy; effectively and constructively apply the acquired theoretical knowledge for the analysis and solution of specific sustainable development problems; identify and evaluate peculiarities of communication for sustainable development, develop a wider approach toward formation of sustainable development communication policy and planning of mass communication projects; have the competences and skills to consult and create sustainable development communication strategies and implement them; critically and creatively assess sustainable development communication features and peculiarities of their application.³⁷

³⁶ Vilnius University, Communication for Sustainable Development, 2014, <http://www.vu.lt/kviecia/rinkis-studijas/ka-studijuoti/2-pakopos-studiju-programos/item/319#studiju-programos-tikslas>

³⁷ Idem

Global Education in non-formal education sector

Non-formal education serves to provide lifelong learning opportunities for all and meet informal education and world cognition needs, as well as develop generic competences necessary in personal life and for public and professional activity. By target groups non-formal education can be divided into three main categories:

1. Non-formal education of children;
2. Non-formal education of youth (or youth work);
3. Non-formal education of adults.

Below there is the analysis of opportunities for integrating Global Education in the three non-formal education categories, the description of the current situation and problems.

4.1. Global Education and non-formal education of children

Pursuant to the concept of Non-Formal Education of Children, one of its goals is „[...] to develop respect for human rights, dignity, citizenship and nationality, and democratic approach toward different worldviews and life styles“.³⁸ Non-formal education is also aimed to develop children’s critical thinking and decision-making skills and the ability to find place in the dynamic society.³⁹ These goals are in line with the goals of global education for they are directed toward the development of the same individual values and life skills necessary for every responsible citizen of the world.

It should be noted that in Lithuania Global Education in non-formal education of children has already taken the first steps. Every year the Lithuanian Children & Youth Centre organises *Global Education Week*, which at European level is coordinated by the North-South Centre of the Council of Europe. During this week global education events are organised nearly in all

³⁸ On the amendment of the Order No ISAK-2695 of the Minister of Education and Science of the Republic of Lithuania of 30 December 2005 „On the Approval of the Concept of Non-Formal Education of Children“, the Order No V-554 of the Minister of Education and Science of 29 March 2012, Official Gazette, 2012, No 42-2102

³⁹ Idem

European countries. These events cover many various initiatives and organisation of creative competitions, information campaigns, workshops and training courses, lectures, discussions, film reviews, conferences etc. Various educative events during the Global Education Week are also organised by different formal and non-formal education institutions.⁴⁰

The analysis of educational tools of Global Education designed for non-formal education of children revealed that Lithuania still lacks special measures in this field. On the other hand, the analysis of methodological measures available in the database of educational publications on Global Education developed by the National Non-Governmental Development Cooperation Organisations' Platform (NGDO) demonstrated that there is number of publications for children and for work with children. Yet, it is important to highlight that the majority of them are of general character and could be applied in both formal and non-formal education. The majority of these publications foster children's understanding of the world's structure and global problems, and critical thinking skills. There is still lack of educational tools related to the specific nature of non-formal education of Lithuanian children and to the needs of non-formal education system; there is also lack of the methods which could help children not only get acquainted with the global development problems but also develop global citizenship competences (e.g. cooperation, active participation, decision-making and other skills) and contribute to the solution of global problems. Pursuant to the recent research data⁴¹, today children are mainly interested in the additional lessons of sports, dance, music and arts. In view of this, it is necessary to analyse the needs of the above areas of non-formal education of children and opportunities for integrating Global Education, as well as to increase motivation of specialists working in the above fields, including development of their qualification skills in Global Education. Development of global education methodological tools and qualification upgrading services for non-formal education teachers would help to more effectively seek the intended outcomes defined in the concept of non-formal education. It is expected that they would not only be useful for an individual but for the entire society seeking more active citizenship and participation in public and community life.

4.2. Global Education and non-formal education of youth

Youth are viewed as one of the most active social groups able to determine changes in the society. This group plays an important role in the process of creation of a sustainable world, thus, young people inevitably become objects of global education.

⁴⁰ Markevičienė J., Global Education Week. Presentation in the conference „Ten Years in the EU: Progress in Lithuania's Development Cooperation, Challenges and Perspectives“, 2014, Vilnius

⁴¹ Leader Group. Ltd, Research „Access to Extra-Curricula Activities for Children“ (2013) ordered by the Centre of Education Development

Pursuant to the Law on Youth Policy Framework of the Republic of Lithuania, the purpose of youth non-formal education is „[...] to educate an intelligent person, capable of responsible and creative resolution of his problems and active participation in public life as well as to develop social competencies of young people“.⁴² Youth non-formal education is carried out by youth organisations, youth leaders and youth workers. It should be noted that global education is one of the ways of assisting the above organisations and persons seeking the youth work goals, especially the ones promoting active participation of young people in public life. The purpose of global youth work⁴³ is to increase young people’s ability to critically analyse local and global issues, make informed decisions and become responsible global citizens.⁴⁴

In 2013 the Youth Career & Advising Centre (YCAC) carried out the research „ The Attitudes of Lithuanian Youth Organisations Towards Global Issues and Global Learning in Lithuania“. The research aimed to explore the attitudes of youth organizations in Lithuania on global development issues and the role of youth organizations in coping with problems. The research was also dedicated to explore the motivation, willingness and preparation of youth organisations to implement global learning and awareness raising activities for youth. According to the research, more than 3/5 of youth organisations in Lithuania recognise connections between their daily activities and the issues existing in international context; this shows a huge potential of youth organisations to pursue various global activities.

Unfortunately, so far these organisations face difficulties in integrating global education aspects in their activity. According to the research, activities of many organisations are to some extent connected with the issues existing across the globe, but majority of the activities are based only on the realities of local communities (e.g. the right to education in Lithuania). The research also revealed that though some youth organisations in Lithuania are motivated to integrate global education activities in their work, quite a many of them still do not have a vision of introducing global dimension as an aspect of their daily activities and organisational culture.⁴⁵

Pursuant to the research, it is very important to emphasise and help youth organisations realise the importance of global education and everyone’s role as a global citizen in today’s society. The research findings also showed that it is important to provide learning and in-service training opportunities to youth leaders and youth workers empowering them to connect the current competence development activity with the key local education aspects, methods and content.

It is important to note that in order to fill gaps in global education related to youth work, a number of steps have already been taken, including implementation of the initiatives promoting development of global education in the sector of youth non-formal education, name-

⁴² Law on Youth Policy Framework, No IX-1871, 4 December 2003, Official Gazette, 2003, No 119-5406 (amendments to the Law were approved on 22 November 2005, came into force on 1 January 2006)

⁴³ In English „global youth work“

⁴⁴ Development Education Association, Global Youth Work – Training and Practise Manual, 2007, <http://think-global.org.uk/resources/item/894>

⁴⁵ Youth Career & Advising Centre, The Attitudes of Lithuanian Youth Organisations to Global Problems, their Solution and Development Education. Research report, 2013, Kaunas

Pursuant to the research, it is very important to emphasise and help youth organisations realise the importance of global education and everyone's role as a global citizen in today's society. The research findings also showed that it is important to provide learning and and in-service training opportunities to youth leaders and youth workers empowering them to connect the current competence development activity with the key local education aspects, methods and content.

It is important to note that in order to fill gaps in global education related to youth work, a number of steps have already been taken, including implementation of the initiatives promoting development of global education in the sector of youth non-formal education, namely:

- In implementing the project „Youth of the World! Mainstreaming Global Awareness in Youth Work“ supported by the European Commission, the Youth Career & Advising Centre pursues the activities related to the development of skills of youth leaders and youth workers in the sphere of global education. A methodological tool for better integration of global education in the youth work has been prepared during the project.
- Association LITDEA and Kolping University of Applied Sciences pursued training programmes for multipliers in Global Education and engaged youth representatives in this activity.
- Young people, youth leaders and youth workers have the possibility to participate in the international qualification upgrading, training and youth exchange activities organised by the North-South Centre of the Council of Europe and non-governmental organisations operating in various European countries.
- Various non-governmental organisations pursue youth volunteer programmes supported by the European Union and other institutions. Taking part in the volunteer activity abroad young people have a possibility to develop their life skills and values and contribute to sustainable development.

In reviewing the opportunities of youth and youth workers to develop global education competences, it is important to highlight the opportunities provided by the European Union and Council of Europe to youth to participate in various international global education events. For instance, every year the North-South Centre of the Council of Europe organises international training courses for lecturers intending to pursue youth global education activity. Several times per year this centre also organises distance training courses for global education practitioners. These training courses can be attended by youth leaders and youth workers from Lithuania.

It is also important to note the opportunities provided by the ERASMUS+ Programme of the

competences, understand socially relevant topics and thematic areas, new cultures, habits and lifestyles by learning from each other, and develop the values like solidarity, democracy, friendship etc. Moreover, the programme gives the possibility for young people to participate in volunteer activity both in European and neighbouring countries and in the daily work of various organisations (personal and social education of young people, participation in civil life, social care, inclusion of people with fewer opportunities, environmental protection, non-formal education programmes, development cooperation etc.).⁴⁶ Programme requirements and supported activities are in tune with the main global education principles. This is a perfect opportunity for youth organisations and youth workers to develop global education activities and join global education initiatives implemented by other European organisations.

When reviewing the methodological framework for youth workers and youth leaders on the development of global citizenship competences it is worth mentioning that a number of publications in Lithuanian are related to the development of intercultural personal competences, education on human rights, tolerance, discrimination and racism, gender equality problems and spread of democratic and solidarity values among youth. Many of the above publications have been prepared by the Council of Europe and translated into Lithuanian. There is still lack of specific measures for youth which could bring global issues closer to Lithuanian realities, help better understand the connection between (including reasons and consequences) local and global problems and initiate active citizenship in solving these problems.

4.3. Global Education and non-formal adult education

Non-formal adult education is a wide area of education providing the possibility for all persons over 18 years of age to pursue lifelong learning, satisfy the needs of informal education, develop own cultural interests and individual creative powers and skills, acquire knowledge and skills relevant for professional activity and upgrade qualification skills. Besides, non-formal education helps every adult become an active citizen of the democratic society.⁴⁷

It should be noted that the model and methodology of global education competences is in line with the goals of non-formal adult education. In fact, global education, as well as adult education is based on the basic lifelong learning principles. It includes the development of various generic competences contributing to the improvement of an individual's life quality and development of the position of an active member of democratic society.

Lithuania pursues a number of various Global Education initiatives for adults. During the recent five years the country implemented various global Education Projects directed toward informal adult education on global education. These initiatives include exhibitions presenting

⁴⁶ European Commission, Erasmus+ Programme Manual, 2014.

⁴⁷ Law on Non-Formal Adult Education, No, VIII-822, 1998-06-30, Official Gazette, 1998, No 66-1909 (valid until 31 December 2014)

other cultures and promoting tolerance to other races, documentaries about other countries, cultures and their life realities, film festivals on human rights etc. Moreover, during the recent years non-governmental organisations (Association LITDEA and National Platform for Non-Governmental Development Cooperation Organisations, Association of Lithuanian Municipalities and others) pursued a series of training courses for active members of rural communities, the elders, NGO representatives, specialists and politicians of local self-governance institutions in order to develop their knowledge and skills in initiating, planning and implementing global education initiatives in their communities.⁴⁸ The Lithuanian Association of Adult Education prepared a methodological measure on global education for andragogues.⁴⁹

Majority of the accomplished global education activities in the sphere of non-formal adult education were initiated by non-governmental organisations. So far the role of the adult training institutions in implementing global education activities is insignificant. Besides, the purpose of the majority of activities is to deepen the knowledge and understanding of sustainable development topics, whereas the activities related to promotion of active citizenship are mainly designed for qualification upgrading of members of various institutions and organisations, and for the enhancement of their abilities in pursuing Global Education and development cooperation activities. There is lack of educational measures developing individual civil position on global development issues and promoting initiative-driven activity. Moreover, Lithuania does not have special educational publications for integration of global education in adult training. There is also lack of in-service training programmes on global education for andragogues; the European Union's educational and learning programmes for adults are not fully used, although they could serve as a perfect tool in sharing the experience and promoting global education development in adult education

⁴⁸ Lithuanian Development Cooperation; Development Cooperation and Support for Democracy Projects, 2014, <http://www.orangeprojects.lt/site/?page=11>

⁴⁹ National Non-Governmental Organisations Development Cooperation Organisations' Platform, Informative dossier „Development Education“, 2010

Development of global education in Lithuania. Proposals and recommendations

The current age of globalisation changes our societies, provides new opportunities and poses new challenges to citizens. In order to solve the emerging problems and effectively use new opportunities, societies not only need more knowledge but also new education forms.

Global Education is especially relevant area of education in the context of current global realities. Political events, economic and social problems, and consequences of natural phenomena demonstrate that it is necessary to raise public awareness on the realities of current global developments, develop the skills and values encouraging every member of the society to contribute to the sustainable development of the world. Global Education is a perfect tool promoting societal changes, therefore its development in Lithuania is especially important.

Lithuania has already achieved considerable progress in the area of Global Education, including the first practice examples and experience gained in various sectors. Different organisations implement projects designed for the development of Global Education. Despite that, there is still lack of a systematic approach, strategic planning and coordination of actions between different actors working in the above area. In order to enhance the role of Global Education in the Lithuanian public policy, it is necessary to take the following actions:

- To expand the concept of Global Education in the legal acts regulating development cooperation and Global Education activities;
- To strengthen the role of Global Education within the framework of the Development Cooperation and Support for Democracy Programme;
- To develop Global Education strategy defining general goals of the state in implementing Global Education activities, ensuring coordination of actions of various stakeholders, and in sharing responsibilities;
- To establish a cross-sectoral working group on global education issues in order to de-

velop a uniform Global Education concept, ensure information/experience exchange among all stakeholders and empower them to plan and implement global education initiatives.

In Lithuania development of Global Education requires a systematic approach for its integration in various state's life spheres. Besides it is also important to ensure that various institutions and organisations (formal and non-formal education institutions, youth centres, non-governmental organisations etc.) have the possibility and relevant competence to develop global education activities. In pursuing this goal it is necessary to take the following actions:

- Inform various stakeholders on the importance and use of Global Education and its connection with the daily stakeholders' activities;
- Develop skills of future educators on Global Education. So far the lack of Global Education programmes in higher education institutions prevents from implementing major changes in education declared in the national documents;
- Global Education enriches the current education content by providing the knowledge on global processes and development of the global society. In view of this, it is necessary to ensure the supply of services for the development of special skills and qualification upgrading in the area of Global Education both for workers of formal and non-formal education institutions and for other persons taking active part in Global Education: youth workers, representatives of non-governmental organisations etc.
- To develop a methodological framework of Global Education for various sectors; it could facilitate implementation of Global Education activities and initiatives directed toward different groups of society;
- Inform various stakeholders, organisations and persons on the connection of Global Education with goals and priorities of various EU and national programmes and encourage their participation in the activities like mobility, international cooperation and experience exchange within the context of global education;
- To give more attention to active citizenship of young people and youth organisations, promote their leadership in developing a peaceful, just and sustainable future. All the above requires a new approach to education where all the three forms – formal, non-formal and informal education – shall be given equal consideration and benefit from each other.
- To create the tools facilitating the assessment of change, complying with the globally agreed assessment parameters, and providing the possibility to measure the change in public knowledge, skills, values and attitudes acquired via formal-non-formal and informal education.