LAPAS

Global Education Roadmap

▾ Introduction

We have developed the LAPAS Global Education Roadmap to encourage individuals and organizations who are already practicing or wish to practice **Global Education** to deepen their understanding of our shared responsibility and actions in shaping a better future by joining the LAPAS Global Education community.
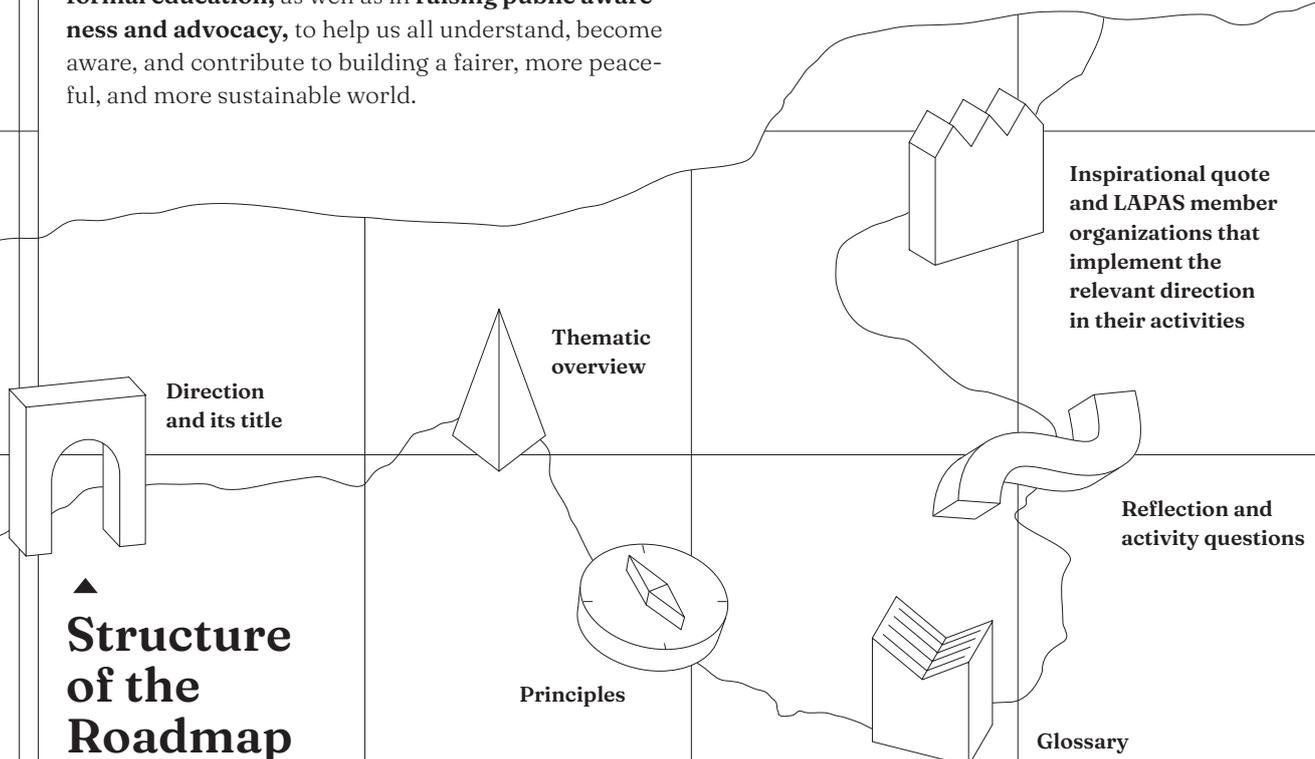
The aim of this Roadmap is to serve as a supporting tool, companion, and source of inspiration – both when planning and when reflecting on one's activities in the field of global education.
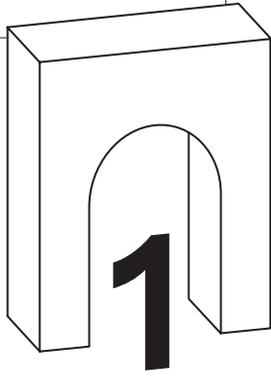
In this roadmap, the term Global Education is used in a broad sense. It encompasses a wide range of educational approaches – *intercultural education, civic education, human rights education, peace and justice education, transformative education, environmental education, education for sustainable development, climate (change) education, responsible consumption education, media literacy,* and others. The methods and techniques used in these approaches are aimed at cooperation and civic participation, and the scale of problem-solving is both global and local – glocal. These educational approaches largely overlap, which is why Global Education serves as an umbrella term for all of them. Their diversity shows that global education is not only about understanding and solving global issues but also about shaping a shared future with better living conditions for everyone.

Global education is essential in **formal and non-formal education,** as well as in **raising public awareness and advocacy,** to help us all understand, become aware, and contribute to building a fairer, more peaceful, and more sustainable world.

The Roadmap outlines five directions of global education. The first four can be used in developing activities for individuals and organizations, while the fifth focuses on organizational work. Each direction has its own indicators that help to explore topics and challenges more deeply. When planning activities based on global education, you may choose to highlight one or more directions or indicators relevant to your context. However, LAPAS encourages you not to shy away from indicators that challenge your previous experience and practices – as reflection on development opportunities is one of the strongest tools for growth.

The directions and indicators presented in this Roadmap are not the only nor the permanent signposts of global education. Just as the present time — both locally and globally — is uncertain and rapidly changing, the roadmap represents the most accessible toolkit for a global education practitioner at this moment. Without altering its core ideas, it can be adapted to different needs, reordered, and linked with one's personal or organisational goals.

▴ Structure of the Roadmap

Direction and its title

Thematic overview

Principles

Inspirational quote and LAPAS member organizations that implement the relevant direction in their activities

**Reflection and activity questions**

Glossary

1

AWARENESS and UNDERSTANDING of the world and one's role in it

It is essential for each of us to understand how we fit into the broader pattern of the world. This is one of our basic social needs – to find belonging and purpose. This principle encourages us to explore ourselves and our communities, question existing paradigms, and understand connections, relationships, and contexts.

Every day decisions affect not only us personally but also our communities, municipalities, countries, and the world. Skills such as recognizing, understanding, and exploring form the foundation for informed action and responsible decision-making. **Information and awareness form one of the main directions of global education** – helping to avoid bias and build attitudes and actions based on understanding.

This direction draws attention to cultural differences, stereotypes, traditions, norms, and processes taking place in society, various social ruling systems, their interaction, and dominance that shape our understanding of the world and our role in it.
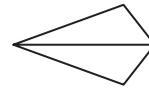
"One of the most successful ways to connect and network with the world is through culture and art. We give international students, representatives of different cultures, the opportunity to experience Latvia through music, art, and culture. So that when they leave, they can say – it is a very beautiful country in the middle of the world, and through interaction, they also open up and tell us about their culture, their heritage, and their challenges. This way, very productive, mutual learning takes place."

DZINTRA ILIŠKO,
Daugavpils University
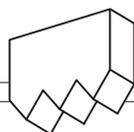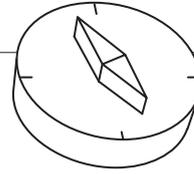
1.1 I explore **similarities and differences** in Latvia and the world.

1.1.1 I learn about the values, traditions, and worldviews of different cultures.

1.1.2 I develop empathy and solidarity by recognizing diverse experiences and histories.

1.2 **I recognize and reflect on my own and others' stereotypes,** biases, and privileges.

1.3 I am aware that my **individual and collective actions impact** other people, communities, municipalities, and events in Latvia and around the world.

1.4 I learn how global **economic, political, social, and environmental** systems work and interconnect.

1.5 When planning the content of my presentations, I am not afraid **to consider conflicting perspectives,** providing a comprehensive overview of the topic.

1.6 I critically examine **power relations,** exploring who benefits and who loses. By exploring the **causes and consequences of inequality** and its significance on an individual, local, national, and global scale, I identify aspects of justice and examples of good practice in the local community, municipality, country, Europe, and the world.
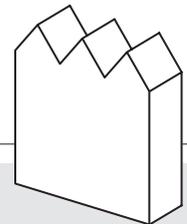
▶ Centrs "Marta"
▶ Domnīca "Providus"
▶ "DIA+LOGS", atbalsta centrs visiem, kurus skar HIV/AIDS
▶ "Papardes Zieds"
▶ Latvijas Zemnieku federācija
▶ "Passive House Latvija"
▶ "Sievietēm 50+"
▶ Biedrība "TEV"
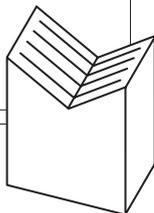
|	
EMPATHY	The ability to understand and share another person's feelings.
SOLIDARITY	Unanimity, common interests, rights and responsibilities, shared beliefs, shared responsibility.
ECONOMIC SYSTEM	The framework of economic life within a country or a specific society. It includes laws, traditions, information, values, as well as organizations that deal with economic issues.
POLITICAL SYSTEM	The structure and mechanisms through which political power and governance are exercised in a given society or country. The political system determines how political decisions are made, how governance is organised, how political and civic participation takes place, and how relations between the state and its citizens are regulated.
SOCIAL SYSTEM	Coordinated networks of relationships between individuals, groups, and organisations based on values and norms.
ENVIRONMENTAL	Cosystem services affect the well-being of society; therefore, the impact of human activities on ecosystems is significant.
POWER RELATIONS	Relationships in which one person (group) has socially determined power over another, and the former can make the latter do what they want.
INEQUALITY	Unequal access to resources and opportunities among members of society.
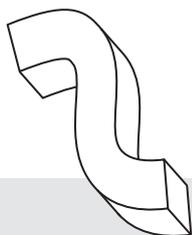
1

What impact does civic engagement have?

2

Why is it important to follow decision-making in our community, municipality, or country?

3

How do you personally follow decision-making at different levels?

4

What is the difference between *citizenship* and *civic participation*?
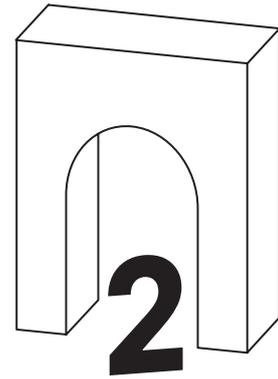
5

What power relations do you observe in your community or in Latvia, and how do they affect your life?

6

What stereotypes or biases do you notice in yourself or your environment?

INTERACTION, ATTITUDE, and COOPERATION in Building Local and Global Partnerships

2

The great added value of global education lies in the fact that it not only SPEAKS and EDUCATES theoretically about our interconnectedness, but also creates purposeful opportunities for interaction and cooperation, because only by practicing the knowledge we acquire can real change take place. This direction invites us to explore how theory can be turned into practice – not talking ABOUT others, but talking and acting TOGETHER WITH others.

Learning that is based on interaction and cooperation helps us understand how collaboration processes work in the world, thereby promoting participation and engagement in solving local and global challenges. We encourage seeing interaction as a process that helps us form and reach common goals and to better understand the world around us.

Successful cooperation requires a **respectful culture of collaboration** – one that is safe, open, and emphasizes equality. It also needs a space that is accessible and suitable for all partners involved. A particularly important part of interaction and cooperation is reflection (both individual and collective) on shared experiences – because reflection is the bridge that connects experience with learning.
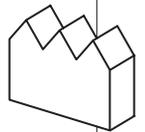
ANDA ŠARKOVSKA,
Latvian Rural Forum
▼

"In our daily work, we see that successful collaborations are where we treat our partners with respect, where we are able to hear each other, where we feel safe to talk about how we really feel, not just about things that are generally known and accepted. We wish everyone to learn to talk, to listen to each other, because that is where strong communities and strong and sustainable collaborations are formed on a local and global scale."
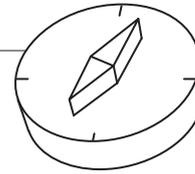
2.1 I design activities that are relevant and suitable for the target audience, developing and using materials that communicate meaningful, up-to-date content.

2.2 When planning and/or implementing my activities, I collaborate with other organisations, movements, local businesses, neighbourhoods, and communities that face the same challenges and/or work on similar issues – both locally and globally.

2.3 In my activities, I practice a culture of cooperation and solidarity where all partners are regarded and act as equals, avoiding a "culture of helping" approach.

2.4 I promote change processes without telling participants what they should think or do, creating an environment in which different opinions can be analyzed and challenged, and where open, equal, and respectful dialogue is encouraged, giving everyone the opportunity to express themselves and be heard.

2.5 I reflect on my activities, highlighting what has been learned through collaboration and interaction, sharing successes, challenges, and lessons learned with others – thus building a community that learns and grows together.
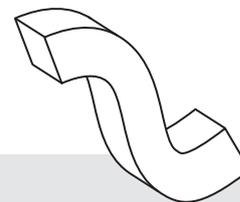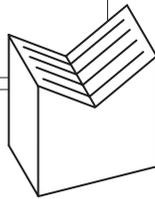
1

Who are the hard-to-reach people in your community – those who experience unfair or unequal treatment?

2

What examples of a "culture of helping" do you observe in your community or in Latvia? What risks or limitations could such an approach create?

|	
COOPERATION	The opportunity to consciously learn from one another, finding creative solutions to problems and satisfaction in shared accomplishments..
PARTNERSHIP	A situation in which people or groups are in a relationship. In the context of the LAPAS Roadmap, partnerships refer to relationships between communities, informal groups, and organisations.
INTERACTION	Mutual influence or effect on one another. In the LAPAS Roadmap context, interaction refers to the influence that arises as a result of cooperation.
SOLIDARITY	A human value expressed through selfless help to another person, without expecting anything in return. In the context of the LAPAS Roadmap, we wish to draw attention to the concept of a "culture of helping," where activities are designed to provide help or support based on our own assumptions about what others need, rather than through joint action, shared learning, and responsibility-taking based on the true needs of the other side.

- ▶ **Latvijas Sociālās uzņēmējdarbības asociācija**
- ▶ **Latvijas Tirgotāju asociācija**
- ▶ **Latvijas Augstskolu pedagogu sadarbības asociācija**
- ▶ **Latvijas Sieviešu nevalstisko organizāciju sadarbības tīkls**
- ▶ **Latvijas Korporatīvās sociālās atbildības platforma**
- ▶ **Latvijas Pieaugušo izglītības apvienība**
- ▶ **Kurzemes NVO centrs**
- ▶ **Vides iniciatīvu centrs**
- ▶ **"Pasaules Kultūru telpa" Tukumā**
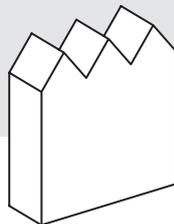
3

What kinds of support do you use in your daily work when creating content or activities for your target audiences?

4

Do you reflect on your own approach when developing activities or content? Why is this important?

5

How could you apply indicator 2.3 in your current and future activities?

6

What is the difference between a mentor and a teacher?

GLOBAL CITIZENSHIP and CIVIC PARTICIPATION in Addressing Local and Global Challenges

In order to address global challenges and find the best ways to sustain peace and support the sustainability of our societies, we must change our attitude towards one another and toward the planet we live on. Global education enables such change through two perspectives: **global citizenship** and **civic participation.** As global citizens, we feel a sense of belonging not only to our local community and country, but also to a broader society that transcends national borders. It emphasizes our shared values – human rights, equality, justice, dignity, and diversity – and the connections that unite people. Therefore, it is essential to develop the ability to contextualize – to recognize the relationships between global processes and challenges, and their reflection at the local level. Civic participation, in turn, is the **willingness and ability of citizens to engage in solving issues of public importance.** In the LAPAS Roadmap, we connect it with resilience – meaning not only knowing what civic participation opportunities exist for individuals and communities, but also developing the skills to care for ourselves and others, to adapt to rapidly changing circumstances and environments.

By implementing the indicators in this direction, we strengthen our ability **to connect and understand** global events around us, **respond** to immediate challenges, and remain resilient and adaptable in times of uncertainty and crisis.

3
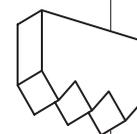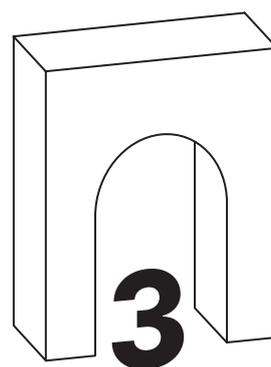
"It is through civic participation, dialogue, cooperation and volunteer work we become civically active, see what problems we see in society, see how we can solve them and make someone else's dream come true, turning from dreamers into doers."

▲

OSKARS MUCENIEKS,
The National Youth Council of Latvia

3.1 I plan and lead activities where participants see their connection to global challenges as citizens of their local community, their country, and the world.
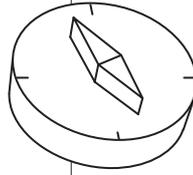
3.2 I base my activities on the values of global citizenship and civic participation, which include:

→ Respect for the diversity of worldviews, values, experiences, and opinions
→ Human rights and equality
→ Honesty
→ Care for oneself, others, and the environment.
→ Belonging to both local and global communities
→ Social, economic, environmental, and climate justice
→ Solidarity in implementing sustainable change
→ Responsibility toward current and future generations

3.3 I act sustainably and support participants in envisioning a better future, planning together how to achieve it in the local community, municipality, country, Europe, and the world.

3.4 I explore my own resilience and ability to cope during crises, while strengthening participants' capacity to respond, engage, and provide support in times of crisis.

3.5 Through action, I build understanding of different forms of civic participation – at local, national, and global levels – fostering the belief that each of us can influence change through our actions.

1

**What are, in your opinion, the most relevant "inequality" topics to discuss – in Latvia and in your local community?
(e.g., regional inequality, access to education, healthcare, etc.)**

2

How can we, as individuals, strengthen the resilience of our communities? Why is this important?
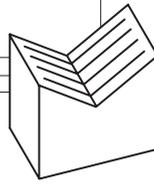
3

Why is it important to maintain a *vision of a better future* in our global citizenship and SDG-related activities?

4

What is the difference between *equity* and *equality?*

|	
RESILIENCE (HUMAN SECURITABILITY)	An internationally recognized concept that describes a person's ability to adapt in a rapidly changing environment; the ability to maintain and restore a sense of security during crises.
CIVIC PARTICIPATION	The involvement of citizens, groups, and non-governmental organizations in addressing socially important issues through various means (elections, public consultations, participation in non-governmental organisations and political parties, demonstrations and strikes, voluntary work, etc.).
SDGS (SUSTAINABLE DEVELOPMENT GOALS)	17 global goals and 169 targets set to reduce poverty and ensure sustainable development worldwide (Latvian Cabinet of Ministers).
VISIONING A BETTER FUTURE	An attitude and approach that views global education processes through the lens of hope and belief in a better future.
EQUITY VS. EQUALITY	*Equality* ensures that everyone receives the same resources and opportunities, while *equity* offers resources and opportunities according to individual needs, ensuring fair outcomes.
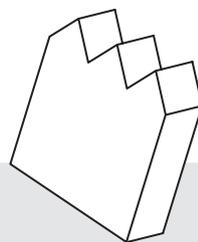
- ▶ "Ar Pasaules pieredzi Latvijā"
- ▶ "Riga Tech Girls"
- ▶ "Gribu palīdzēt bēgļiem"
- ▶ Biedrība "Laiks jauniešiem"
- ▶ "ADRA Latvia"
- ▶ "Seiba – atbalsts Gvatemalas bērniem"
- ▶ Patvērums "Droša māja"

- ▶ Biedrība "Solis tuvāk"
- ▶ Radošā apvienība jauniešiem "Trepes"
- ▶ Biedrība "Esi labs!" Iļģuciema Daudzbērnu ģimeņu biedrība "IB PĒRLE"
- ▶ Biedrība "Jasma"
- ▶ Labdarības biedrība "Tavi draugi"
- ▶ Biedrība "Delve"

MATERIALS and METHODS Based on the Global Education Approach

4
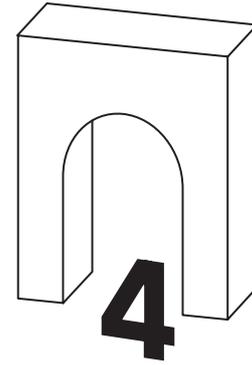
In global education, it is essential to use high-quality materials and methods that reflect its core values. This involves not only the critical ability to assess whether materials and methods are suitable for a given activity, but also dedicating adequate time to their development, evaluation, and adaptation.
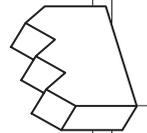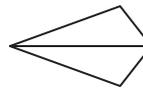
This direction emphasizes the importance of asking ourselves guiding questions:

→ Where does the information we use come from, and what is it based on?
→ Are we inclusive, relying on the testimonies and case stories of people directly affected by the issues we address, thereby showing how these problems impact individuals and communities?
→ Are we ethical in our communication?

ILZE DALBIŅA-SARMA,
Latvian National
Commission for UNESCO
▼

"Why is it important to choose the best and most appropriate materials? – because by choosing such materials, we can make learning an experience in which we not only gain interesting and new knowledge, but it can also change ourselves and the world around us."

|	
GLOCALISATION	The interconnection between global and local processes, focusing on how global economic and sociocultural developments influence local realities, and vice versa.
PILOTING / TESTING	The process of testing, evaluating, modifying, and validating materials and methods.
CRITICAL THINKING	A purposeful and reflective form of reasoning used to make informed decisions, for example, deciding which viewpoint to support or how to act. It involves analyzing arguments, context, and criteria for sound judgment (*Wikipedia.org*).
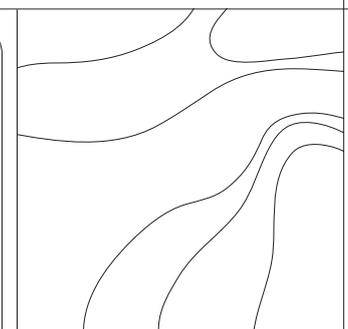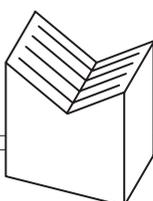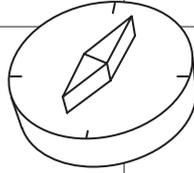
4.1 I base the choice of materials and methods on the **glocalisation approach,** selecting resources that reflect both global and local contexts, in order to connect issues with global processes and everyday life in the local community.

4.2 I use materials that are relevant, diverse, and from reliable sources. I include references and teach participants a responsible attitude toward intellectual property.

4.3 **I critically evaluate** the information presented in materials, **identifying and eliminating lack of objectivity, biases, and stereotypes** about people, situations, cultures, and places.

4.4 **I monitor and assess** the proper use of materials and methods to better understand participants' engagement and comprehension of the topic.
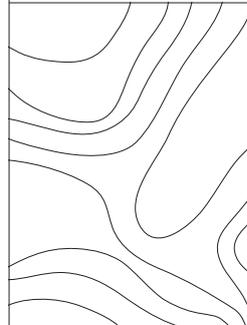
4.5 When developing new materials, I **ensure their piloting (testing)** and evaluation in collaboration with the target group, taking into account their feedback and perspectives.

4.6 **I share my own materials,** methods, and experiences within my field of work and professional community.

4.7 **I invest time** in updating my knowledge in areas such as critical thinking, artificial intelligence, and digital security.

> ▸ **"Zaļā brīvība"**
> ▸ **"Baltic Human Rights"**
> ▸ **Baltijas Reģionālais fonds**
> ▸ **Izglītības attīstības centrs**
> ▸ **Izglītības iniciatīvas centrs**
> ▸ **"Risinājumu darbnīca"**

1

When designing activities on any topic, what has been your experience so far in finding, obtaining, and using resources?
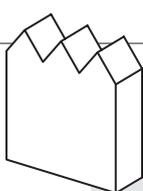
2

What types of materials would you need when developing activities related to global citizenship education (GCE) and the Sustainable Development Goals (SDGs)? (e.g., online or printed materials, quizzes, games, etc.)

3

What kinds of experiences or challenges would you like to see reflected in educational materials?

4

What would be an effective way to create meaningful feedback loops with your target groups about the methods used and how well participants understand the content? Why is this important?
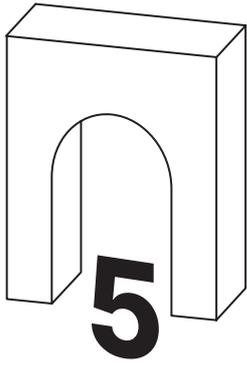
5

Given the abundance of information today, on what needs should we base our decision to create new materials?

6

Where do you share – or would you like to share – methods and materials that are useful in your work?

Core VALUES of global education in the activities of ORGANISATION OR INSTITUTION

5

Global competence is a skill that permeates not only everyday life but also professional activities and the culture of an organisation or institution, thereby increasing public trust in the organisation itself.

Organisations (non-governmental organisations, state and local government institutions, cultural and educational organisations, youth organisations, as well as organised local communities and neighbourhoods) working in the field of global education are **themselves examples of global education.** The aim of this roadmap direction is to encourage reflection and evaluation: Do the organisation's work planning processes, daily activities, and decision-making reflect the values that the organisation promotes through its activities? For a more comprehensive assessment of your organisation, we invite you to use one of the international standards, such as the Global NGO Dynamic Accountability Standard.

The work of organisations must be constantly improved and adapted to the changing internal and external environment. However, it also has important core elements – accountability to target groups, funders (donors, foundations, etc.), meaningful involvement of all parties, and the creation of positive change in society. Values such as transparency, openness, accountability, participation and equality, learning, and efficiency are not only topics for discussion but also guiding principles for the organisation's own actions.
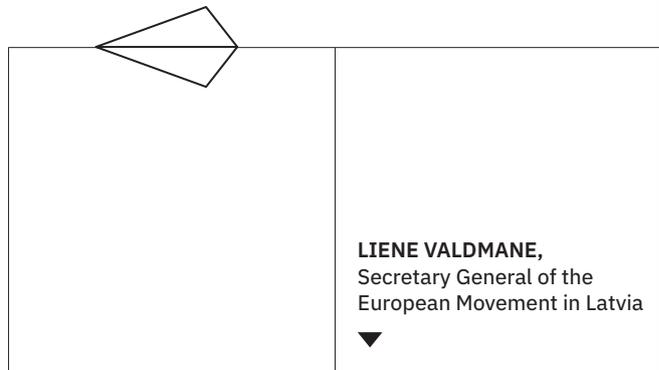
LIENE VALDMANE,
Secretary General of the European Movement in Latvia
▼

"Emotions - yes, we very rarely look at values through the prism of emotions, but in fact, emotions are what distinguish any non-governmental organization from the rest of society. We get angry - then we go on a picket; we get afraid - we create projects to overcome this fear and teach others to do the same; we get happy, we are sometimes worried. We have emotions because we react to what is happening in the world. And these emotions we convey to the rest of society through stories."
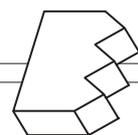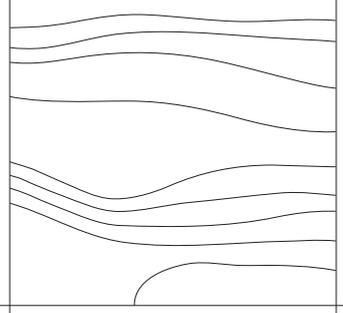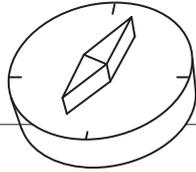
5.1 We define the values of our organisation that are consistent with the values of global education, especially justice and the reduction of inequality, and we know how to implement them, from the daily actions of our employees to the planning and implementation of our organisational strategy.

5.2 When developing our organisation's **strategy and work plans,** we take into account the global context and current challenges and determine our organisation's local role within them. We are aware of how we contribute to strengthening national and global civil society and democracy.

5.3 In our work with **our team and volunteers,** we rely on a people-centred approach and diversity management principles. We create an organisational culture in which there is no place for racism or neocolonialism, and we prevent all forms of discrimination. We promote gender equality and a family-friendly environment.

5.4 We support **the learning environment** by conducting regular employee evaluations and building their capacity, especially in the areas of global education and sustainable development. We collaborate with experienced organisations.

5.5 We ensure **the evaluation and monitoring of the quality** of the organisation's activities, using the experience gained to improve processes and consolidate the implementation of sustainable, positive change. We communicate openly about our organisation's work and funding, as well as stories of positive change.

5.6 We participate in local, national, and international **decision-making processes,** addressing the causes of global challenges and advocating for global education and public awareness of global issues, including by creating opportunities for different groups in society to represent their views.

5.7 We build **strong and responsible partnerships,** eliminating duplication of effort and implementing more comprehensive and effective actions towards common goals. We conduct preliminary visits to global partners where this better reflects their needs in further joint activities. When accepting funding or donations, we assess the profile of the organisation or donor and its compatibility with our organisation's values.

SUSTAINABILITY	A holistic approach to social, economic, and environmental sustainability. The Brundtland Report (1987) defines it as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. To support its implementation, the UN Sustainable Development Goals, or Global Goals, have been adopted.
A PEOPLE-CENTRED APPROACH	Inclusive and active action that involves people in organisational decision-making to ensure that decisions and activities reflect the needs of those they affect. People themselves play a key role in the development of the organisation. When implementing activities, target groups, including global partners, should also be given a voice, for example through preliminary visits.
DIVERSITY MANAGEMENT	A strategy and practice that consciously promotes, supports, and utilises differences among employees (e.g. age, gender, ethnic origin, religion, disability, sexual orientation, education, and experience) for the benefit of the organisation's goals.
NEOCOLONIALISM	An unequal system of economic and political relations that develops between more and less developed countries. By providing economic, technical, military, or other assistance to less developed countries, developed countries can influence their domestic policies and create dependence on donor countries.
GLOBAL NGO DYNAMIC ACCOUNTABILITY STANDARD	A globally developed self-assessment tool for organisations that helps them learn and improve their performance, and for which extensive implementation support materials are available (see: *csostandard.org*)

1

What are our organisation's values, and how do we implement them in our daily lives, both at work and outside it? How consistent are they with the values of global education that we implement in our activities?

Example: LAPAS Ethics Guidelines
lapas.lv/about/organizacija/
etikas-vadlinijas

2

How do we involve the "unheard voices" in our organisation's work – both employees and our target groups and partners?

3

How do we measure our organisation's impact and the changes we bring about? Do we inform the public about this and publish informative annual reports?

4

What are we doing to strengthen global education at the local and national levels? Do we collaborate with other organisations that implement global education initiatives?

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