

# Global education: development, concept and implementation

LAPAS



Latvian Platform  
for Development  
Cooperation

GLOBAL EDUCATION  
STRATEGIC GUIDELINES  
2021–2025

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# Table of contents

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*The Latvian Platform for Development Cooperation (hereinafter - LAPAS) is a network of national non-governmental organizations founded in 2004, which unites 30 organizations and operates in the field of sustainable and fair development, development cooperation, global education, community resilience and humanitarian aid.*

More information at [www.lapas.lv](http://www.lapas.lv)



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<b>Abbreviations</b>	<b>4</b>
<b>Summary</b>	<b>6</b>
<b>1. Development and topicality of Global Education Guidelines</b>	<b>8</b>
<b>2. Global education context</b>	<b>12</b>
2.1. Global education development in Latvia	13
2.2. Parties involved in global education	21
<b>3. Global education link to the global, EU and national planning documents</b>	<b>24</b>
<b>4. Global education concept</b>	<b>31</b>
4.1. Global education definition	32
4.2. Global competencies – strategic approach to global education	35
<b>5. Global education competences implementation</b>	<b>39</b>
5.1. Resources for the application of global competences	40
5.2. Measures to strengthen global education competences	40
5.3. Policy area development	41

# Abbreviations

<b>AGNA</b>	Affinity Group of National Associations
<b>ANGEL</b>	Academic Network on Global Education & Learning
<b>UN</b>	United Nations
<b>MFA</b>	Ministry of Foreign Affairs
<b>DEAR</b>	Development Education and Awareness Raising
<b>Agenda 2030</b>	Agenda 2030 for Sustainable Development
<b>CoE</b>	Council of Europe
<b>EU</b>	European Union
<b>GENE</b>	Global Education Network Europe
<b>IAC</b>	association “Izglitības attīstības centrs”
<b>SDG</b>	Sustainable Development Goal
<b>IIC</b>	association “Izglitības iniciatīvu centrs”
<b>MES</b>	Ministry of Science and Education
<b>LAPAS</b>	association “Latvijas Platforma attīstības sadarbībai”
<b>Latvia 2030</b>	Latvian Sustainable Development Strategy until 2030
<b>NDP2027</b>	National Development Plan 2021–2027
<b>NVO</b>	non-governmental organization
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PISA</b>	OECD Programme for International Student Assessment
<b>CSO</b>	civil society organization
<b>School2030</b>	project “Competence Approach to Curriculum”
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNESCO LNC</b>	Latvian National Commission for UNESCO
<b>Guidelines</b>	Global Education Guidelines 2021-2025
<b>NCE</b>	National Centre for Education

# Summary

Today's global challenges affect everyone and are interconnected, that is why coordinated and systematic cooperation between different stakeholders is required to address them. **Global education is an important tool in the field of information, awareness-raising, education and development**, as it develops an in-depth understanding of global, national, local processes and issues, their interactions and sustainability, as well as fosters global civic competences and global civic participation.

Global education is important both in formal education – at all levels of education (pre-school, primary, secondary and higher education) and in education forms (general, vocational and academic) – as well as in non-formal education – in activities outside organized formal education and demand-driven educational activities, both in raising public awareness and advocacy, working with specific target groups – decision-makers, public administration staff, media workers and opinion leaders, and building global education partnerships.

Global Education Guidelines 2021–2025 (hereinafter – the Guidelines) is a document that sets out the conceptual and contextual framework for global education. The guidelines aim to promote the successful integration and application of the global education approach in formal, non-formal education, public awareness raising, advocacy and the global education partnership.

The Guidelines are one of the documents for stakeholders implementing the Sustainable Development Goals (hereinafter – the SDGs) of the United Nations (UN) Sustainable Development Agenda 2030 (hereinafter – the Agenda 2030). It states that all 17 SDGs are the thematic priorities in the field of global education. Implementing the present Guidelines the 4th SDG “Quality Education” and the 17th SDG “Cooperation for the Implementation of Objectives” should be set as priorities.



According to the plans the global education field shall be based on competence approach, employing transversal approach and supporting the current perspectives of the Ministry of Education and Science of the Republic of Latvia (hereinafter – MES) and the National Centre for Education (hereinafter – NCE) project “Competence Approach to Curriculum” (hereinafter – School2030) in improving the quality of education.

According to the guidelines to achieve the strategic goal of global education in Latvia in the coming years, the following directions of action shall be set:

- to promote **the inclusion of global education in formal education** at all levels of education represented in all groups – pre-school education, primary education, secondary education and higher education, and in all types of education represented in all groups – general, vocational and academic education;
- to promote **the inclusion of global education in non-formal education**, that is, in activities outside organized formal education and demand-driven educational activities;
- to promote **the use of global education in raising public awareness** of global issues and civic action;
- to promote **advocacy and the global education partnership**.

These directions of action will be specified and developed in consultation with the Ministry of Education and Science, the NCE, the Ministry of Foreign Affairs of the Republic of Latvia (hereinafter – the MFA), the Latvian National Commission for UNESCO (hereinafter – the UNESCO LNC) and other interested parties.

# 1. Development and topicality of Global Education Guidelines

The Guidelines are a binding document for many international and national global education initiatives. The Guidelines provide important conceptual support and ensure a coherent approach to public information and global education activities as well as other activities carried out by public, non-governmental and private stakeholders.

Active discussions on common guidelines for global education between the main stakeholders in the field of global education were started on May 15 and 18, 2020, when MFA organized remote discussions of the Latvian Development Cooperation Community's experts with the experts of the Organization for Economic Co-operation and Development (OECD). The development of global education field was one of the five discussion questions "How to promote public awareness and support for development cooperation?", which was included in the document "Development Cooperation Policy after 2020" prepared by MFA. Reflection paper for expert discussions on Development Cooperation Policy Guidelines 2021–2025 ". During this discussion, LAPAS presented a report on LAPAS representation, cooperation and global education activities at the national and global level, on the current global education situation in the country, highlighting the advantages, achievements and suggestions for further development, as well as needs for further global education development in Latvia.

The first review seminar to assess the global education experience, outline further strategic action in Latvia and link it to the global education experience and priorities for action in Lithuania and Estonia was the Baltic Regional Expert Seminar on Global Education, held on 29 June 2020. This Baltic-level seminar was organized in co-operation with the North-South Centre of the Council of Europe in the framework of the Council of Europe (EP) and the European Union (EU) iLEGEND II program, which promotes global education in the new EU Member States and candidate countries through dialogue, networking, capacity building and exchange of experience. Latvia was represented at this seminar by participants from the UNESCO LNC, MFA, MES, LAPAS, the National Library, formal education institutions, universities and the sector of civil society organizations (hereinafter – CSOs). The main theme of the seminar was the strengthening of national partnerships in global education.

The second review seminar, which discussed the global education content priorities from the perspective of the most important global education stakeholders – LAPAS, UNESCO LNK, MES and MFA, and the strategic priorities of global education in Latvia until 2025, took place on 20 November 2020. These discussions were organized within the framework of the Global Education Week events, which for the seventh year in a row were coordinated by LAPAS in cooperation with the Faculty of Pedagogy, Psychology and Art of the University of Latvia, UNESCO LNC, MES, MFA, the Centre for Sustainable Education of Daugavpils University Institute of Humanities and Social Sciences, Liepāja University’s Faculty of Pedagogy and Social Work, and the association “Latvijas Augstskolu pedagogu sadarbības asociācija (Cooperation Association of Teachers of Latvian Higher Education Institutions)”. The main theme of the seminar was the common and different content of global competencies for various stakeholders in the current and future experience of global education.

In the framework of the Global Education Week 2021, the global competencies approach was used, applying it in the planning and evaluation of events and activities, thus providing practical implementation and improving the chosen strategic approach.

These four measures form the contextual basis for the development of the Guidelines, and due to that basis the Guidelines integrate the identification of various stakeholders with global education, the experience of global education and the vision for the further development of global education in Latvia until 2025. By participating in the organization of these discussions with various stakeholders and providing its assessment of the achievements and plans in the development of the global education field, **LAPAS confirms its leading role in the coordination of the global education field of in Latvia.**

To date, the most important activities that strengthen aligned action on public information and global education are the following: the implementation of the European Commission’s Development Education and Awareness Raising (hereinafter – DEAR) projects; global education activities coordinated by the CoE’s North-South Centre, including implementation of the annual Global Education Week activities; implementation of the Global Education Network’s Global Education Enhancement and Innovation Program activities, as well as inclusion of global education in formal, non-formal and teacher education.

Various global education projects, events and campaigns are implemented in Latvia every year. Latvia’s experience in the field of non-governmental education within global education has also been praised internationally. However, for many years, strategic development has not been ensured for global education, as authorities do not see a significant affiliation with this area. The present Guidelines were developed to strengthen various stakeholders’ sense of belonging to global education field, to assess experiences and to identify priorities for cooperation. The Guidelines were developed in an open and inclusive process involving representatives of formal, non-formal and everyday education, researchers, experts and policy makers from the public and non-governmental sectors. During 2020 and 2021, a number of cross-sectoral and CSO meetings were held to develop the Guidelines, maintaining communication with European and global networks.

The guidelines were developed at a time when the world, including Latvia, was affected by the global Covid-19 pandemic, which has created significant challenges not only for social and economic stability, but also for the ecological situation. Then Russia’s aggressive attack on Ukraine was launched. The Covid-19 pandemic and regional security challenges demonstrate the interconnection between countries, groups of people and individuals, as well as between events and phenomena, demonstrating the importance and potential of global education in overcoming global challenges.

The developed **Guidelines is a practical tool in the field of global education**, which helps to understand and practice global education in the context of formal and non-formal education and public awareness, and to shape the further development of global education by integrating it into events, advocacy and other activities in Latvia, organized by various sectors.



What is the future of global education in Europe? Why is global education important in education, domestic and foreign policy? These issues were discussed by 250 participants from all over the world on 14.06.2021 at the GENE high-level political event launching the Maastricht + 20 preparations for a new European Declaration on Global Education 2050. Latvia was represented at the important event by Inga Belousa, Deputy Chairman of the LAPAS Council. Photo: LAPAS archive

## 2. Global education context



### 2.1. Global education development in Latvia

Although the practical experience of global education is closely related to formal education, the non-governmental sector – CSOs operating in the field of development cooperation, global development, sustainable development and education for sustainable development – play a crucial role in the development of global education in Latvia and informing Latvian society about global issues.

The portrait of these organizations is formed by their LAPAS membership and participation in the global education working group coordinated by LAPAS. The CSOs, which are also members of LAPAS, operate in the field of global education in various ways:

- organizing training seminars and classes to raise the awareness of children, young people, teachers, journalists, municipal leaders, households and other groups regarding the connection between global issues and everyday decisions as well as to develop global civic competence;
- organizing campaigns and other public events to raise public awareness of global and development cooperation issues;
- developing global education teaching materials;
- cooperating with other global education stakeholders in the implementation of joint activities;
- implementing advocacy for decision-making related to global education policies and practices;
- representing Latvian civil society in international networks related to global education.

↘LAPAS has been coordinating the field of global education in Latvia since the foundation of the association in 2004, still the year 2007 can be considered to be the legal beginning of the field of global education in Latvia, when the document ↘“Guidelines for Development Education 2008–2015”<sup>1</sup> was

<sup>1</sup> LAPAS. (2007). Guidelines for Development Education 2008–2015 (Attīstības izglītības pamatnostādnes 2008.–2015. gadam). ↘ [https://lapas.lv/works/darbibas-virzieni/globala-izglitiba/assets/AI\\_pamatn\\_2008-2015\\_FINAL\\_latv.pdf](https://lapas.lv/works/darbibas-virzieni/globala-izglitiba/assets/AI_pamatn_2008-2015_FINAL_latv.pdf)



Over the years, a wide range of topics and forms of global education activities have been provided for various target groups in cooperation between organizations. For several years, the asylum seekers' "Living Library" at the LAMPA festival updated the understanding of the topic of migration, providing the opportunity to meet, listen and talk to refugees from Iraq, Eritrea, Syria and other countries. The activity in cooperation with the association "Gribu palīdzēt bēgļiem (I want to help refugees)" attracted a lot of visitors.  
Photo: LAPAS archive

developed. The purpose of the Guidelines was to ensure that the people of Latvia have the necessary set of knowledge, skills and attitudes:

- (1) to be aware of the impact of their actions on the development of the world and the local community, and to take active steps to promote development,
- (2) to ensure that Latvian citizens, as decision-makers in international and national bodies, take development-friendly political decisions.

The aim of these Guidelines is to create synergy between global education initiatives in the formal and non-formal education sector. To make this happen, in 2009 LAPAS, with the support of the CoE's North-South Centre, organized the first nationwide ↘ global education conference for various stakeholders. This conference provided an opportunity to assess the country's priorities, achievements and challenges in the field of global education and gave hope that the field of global education in Latvia would be integrated into the policy, still the relevant ministries did not officially approve the document "Development Education Guidelines 2008–2015", elaborated by LAPAS. Nevertheless, this document has conceptually supported the work of civil society organizations in the field of global education.

An important initiative in the development of the field of global education is the 2008 study on global development issues in educational standards and curricula<sup>2</sup>, carried out by the association ↘ "Izglītības attīstības centrs (Education Development Centre)" (hereinafter – IAC). This study highlighted the fact that although global education topics are integrated into curricula, educators lack teaching methodologies and tools to better update them in the learning process. The most widely used approach in mainstream education

2 LAPAS. (2008). Development education issues in the content of Latvian primary and general secondary education subjects (Attīstības izglītības jautājumi Latvijas pamatizglītības un vispārējās vidējās izglītības mācību priekšmetu saturā).  
↘ [https://lapas.lv/resources/petijumi-viedokli-zinojumi/petijumi/petijums-attistibas-izglitiba-vispareja-izglitiba-2008/LAPAS\\_petijums\\_AI\\_izglitiba\\_sistema\\_2008.pdf](https://lapas.lv/resources/petijumi-viedokli-zinojumi/petijumi/petijums-attistibas-izglitiba-vispareja-izglitiba-2008/LAPAS_petijums_AI_izglitiba_sistema_2008.pdf)

programs was awareness-raising, with less focus on attitude formation and almost no involvement and participation. A few years later, in 2013, the IAC conducted an in-depth study examining the presence of a global dimension in the social sciences, as well as the challenges and opportunities for implementing global education<sup>3</sup>. These IAC studies were developed as part of international projects.

Another important initiative was the development of two documents in 2013 – "Strategy for Strengthening the Capacity of NGOs in the Fields of Development Cooperation and Development Education"<sup>4</sup> and "Roadmap for Strengthening the Capacity of NGOs in the Fields of Development Cooperation and Development Education"<sup>5</sup>. These materials were developed to strengthen the participation of non-governmental organizations (NGOs) in global education and development cooperation in decision-making, the provision of public services, the implementation of the EU policy instruments and co-financed international projects. Although there is no information on whether these materials were widely used, the next seven years in Latvia in the field of global education can be assessed as particularly active in the implementation of significant international projects.



A rich range of materials: a handbook for further educators, a simulation game, interactive tests, info graphics and video animations on the topic of food waste reduction have been developed within the DEAR project "With respect for food: Global learning approach to food waste in non-formal education". ↘ [Find out more.](#)

The implementation of DEAR projects has made a significant contribution to the development of the global education experience. The most significant are the projects coordinated by the IAC ↘ "Schools as Satellites in Development Education" (2009–2011) and ↘ "Global Dimension in Social Sciences' Subjects" (2013–2015), association's ↘ "Izglītības iniciatīvu centrs (Education Initiative Centre)" (hereinafter – IIC) project ↘ "Global Civic Development –

3 IAC. (2013). Report on Development / Global Education Aspects in Social Sciences Subjects (Ziņojums par attīstības/globālās izglītības aspektu izpēti sociālo zinātņu mācību priekšmetos). ↘ <http://www.globalizglitiba.lv/assets/GlobalaIzglitiba/materiali/Global-Dimension-A4-gramataLV2.pdf>

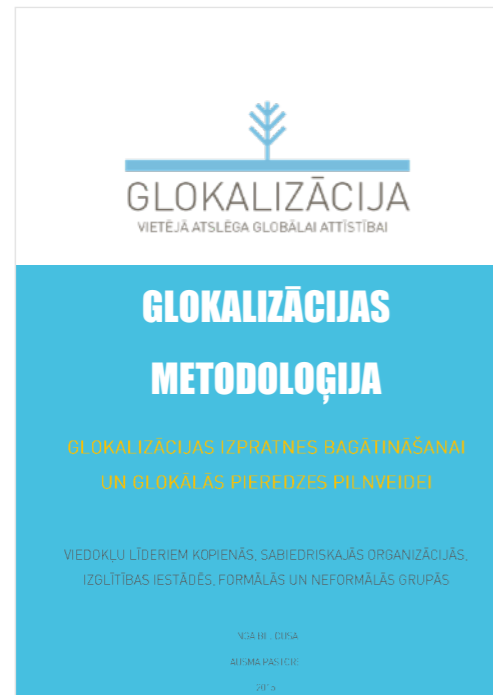
4 IAC. (2013). Strategy for Strengthening the Capacity of NGOs in the Fields of Development Cooperation and Development Education (Stratēģija NVO kapacitātes stiprināšanai attīstības sadarbības un attīstības izglītības jomās).  
↘ <http://arhive.iac.edu.lv/assets/Uploads/Materiali/STRATEGIJAmaketsjauns.pdf>

5 IAC. (2013). Roadmap for Strengthening the Capacity of NGOs in the Fields of Development Cooperation and Development Education Ceļvedis (NVO kapacitātes stiprināšanai attīstības sadarbības un attīstības izglītības jomās).  
↘ <http://arhive.iac.edu.lv/assets/Uploads/Materiali/CELVEDIS09.09.2013.pdf>



a Bridge to Sustainable Development” (2017–2021), association’s “Zaļā brīvība (Green Freedom)” project “Ar cieņu par pārtiku: Globālā pieeja pārtikas atkritumu mazināšanai neformālā izglītībā (With respect for Food: Global learning approach to food waste in non-formal education)” (2017–2019).

Global education projects in cooperation with partners from other EU member states have also been implemented by several municipalities: e.g. Gulbene municipality “Globālās izglītības sabiedrības veidošana (Building a Global Education Society)” (2013–2016), Rēzekne municipality – “Globālās skolas: EYD 2015 tilts uz cerīgu nākotni pirmsskolā un sākumskolā (Global Schools: EYD 2015 Bridge to a Hopeful Future in Pre-school and Primary Schools)” (2016–2018). The teaching materials developed in these projects provide practical support to formal and non-formal education teachers, civil society experts and other activists in raising public awareness of the connection between global issues and everyday decisions and in developing global competences.



“The glocalization methodology aims to promote change in understanding, experience and attitudes by exploring the world and oneself as the part of it, fostering participation.”  
 ↳ LAPAS glocalization methodology.



In Latvia many associations have supplemented the range of materials helping to talk about global education and SDGs. For example, a valuable collection of various sources on how to talk about SDGs is the informative and methodological material developed by the association “homo ecos:” in the framework of the project “Esi pirmais, kur citi būs rīt! (Be the first where others will be tomorrow!)”.  
 ↳ Find out more.

With the aim to better share their specific pedagogical experience on how to link current and local contexts, as well as to connect global issues with everyday decisions, LAPAS developed “glocalization methodology”, which has been welcomed by international partners.

The Global Education Working Group, chaired by LAPAS, uniting global education stakeholders from state institutions and organizations, has become a global education cooperation partnership, which has been jointly launching various initiatives since 2014. The most sustainable one of these is the Global Education Week, organized by LAPAS for eight years in a row in cooperation with UNESCO LNC and universities implementing teacher education programs. Each year an appropriate theme was addressed:



Global Education Weeks have become traditional and long-awaited events involving youth centres, educational institutions, including kindergartens, cultural centres, museums, libraries, local NGOs, universities and others. Every year, addressing key topics such as food safety, migration, fashion,

6 Belousa, I., & Pastore, A. (2015). Glocalization methodology for enriching the understanding of glocalization and improving the glocal experience (Glokalizācijas metodoloģija glokalizācijas izpratnes bagātināšanai un glokālās pieredzes pilnveidei). Rīga: LAPAS.  
 ↳ [https://lapas.lv/resources/metodikas-un-rokasgramatas/60\\_glokalizācijas\\_metodoloģija/assets/LV/GlokalizācijasMetodoloģija\\_2015.pdf](https://lapas.lv/resources/metodikas-un-rokasgramatas/60_glokalizācijas_metodoloģija/assets/LV/GlokalizācijasMetodoloģija_2015.pdf).



Daugavpils University students have gathered for a discussion on sustainable and fair development during the Global Education Week “What you sow, you will reap!” (2016). Young people together with journalist Sandijs Semjonovs and Zuargus watch and discuss the video performance “Awkward Society (for now)”, which provides thought-provoking interpretation of one of the most important sustainable development topics – fair international tax policy.  
Photo: LAPAS archive

fair taxation, various social groups take part in discussions, workshops, film screenings and public events. Activities usually take place in at least 30 places in Latvia, directly reaching at least 1000 participants. Depending on the popularity of the topic, there have been about 80 events within one campaign throughout Latvia. It is estimated that around 5,500 people have been involved during these years, and that at least 100,000 people have been reached each year through related social campaigns. Local activities play a key role in raising local awareness, reaching a wide range of target groups, such as children and young people, the less socially active people, farmers and small businesses. Methodology and provided support materials are useful tools for youth workers, educators and civic activists in their future activities.

In cooperation with UNESCO LNC, the global campaign “The World’s Largest Lesson”<sup>7</sup>, has been implemented involving about 50 educational institutions every year. In cooperation with the Ministry of Foreign Affairs – the global campaign “The world is getting better” has been implemented, while in cooperation with the MES LAPAS participates in the planning and implementation of the Global Education Enhancement and Innovation Program of the Global Education Network for Europe (hereinafter – GENE).

The situation of global education in Latvia is often characterized in comparison with other EU countries, emphasizing that the experience of global education in Latvia is rich and diverse. This experience is based on national and international activities, research-based activities and public education events such as conferences, exhibitions and campaigns. As relevant measures such activities as the campaign to raise awareness of the clothing industry “Fashion and the environment – how does it affect me?”, environment installation “Fed up”, addressing the problem of the growing amount of waste in natural environment, as well as “Strive for development!” campaign on SDGs implementation in everyone’s daily life, community, organization, might be mentioned.

<sup>7</sup> Materials are available at [www.skolas.unesco.lv](http://www.skolas.unesco.lv)



Every autumn from 2015 to 2019, LAPAS has published the newspaper “World’s Best News”, talking about various current events in global education, choosing a central topic every year – development cooperation, fast fashion, humanitarian aid, fair taxes, migration. During the autumn thematic campaign and global education week, the newspaper was distributed in libraries, local governments and within thematic events organized by regional partners in educational institutions throughout Latvia. Photo: LAPAS archive



Various methods and images have been used to update the old ones and talk about new topics that are less known and understood by society. The actors of the improvisational theatre on the photo disseminate news about fair tax issues in the streets of Riga during the LAPAS campaign “What you sow you will reap”. Well, we may never see one of the world’s 8 richest people who owns as much as 3.5 billion people in the world, perhaps he looks like this. Photo: LAPAS archive

Global education seminars and courses compensate for and complement what is lacking in formal - pre-school, school and teacher education. International comparative studies<sup>8</sup> have highlighted that the global education partnership, coordinated by LAPAS, provides a strategic approach to global education policy.

<sup>8</sup> Tarozzi, M., & Inguaggiato, C. (Eds.). (2018). Teachers’ Education in GCE: Emerging Issues from a Comparative Perspective. Research deliverable published within the European project “Global Schools”, Trento, Italy: Provincia Autonoma di Trento.  
<http://www.globalschools.education/Activities/Research/Research-report-2>

In the summer of 2018, in Cēsis, Raunas Street 9, LAPAS and a street artist Dainis Rudens created a wall painting “The Power of the Word”. In the autumn of the same year, the volunteers of Cēsis City Secondary School invited people to take part in the campaign “The world is getting better” coordinated by LAPAS in Latvia.  
Photo: LAPAS archive



DEAR project of the Latvian Fund for Nature “Game On: Let’s not let climate change win!” addressed the people of Latvia and especially young people urging to educate their peers about climate-friendly behaviour and invited young people to participate in hiking, board games and other activities, and in the framework of campaign “Greetings from Climate Change!” challenged viewers with provocative, viral video to focus on climate. ↘ [Learn more.](#)  
Photo: LFN archive

## 2.2. Parties involved in global education

Global education initiatives are more successful if there is cooperation between different stakeholders, which is based on the principle of quadrilogue<sup>9</sup> and promotes dialogue and structured cooperation between representatives of at least four stakeholders: ministries, municipalities, state and civil society organizations. This is the CoE’s approach to strengthening policy development and the implementation of global education.

LAPAS, which since its establishment in 2004 has gathered about 30 member organizations, has taken a leading role in coordinating global education in Latvia.

Global education stakeholders represent the public, non-governmental and private sectors. These are public authorities, non-governmental or civil society organizations, action or think tanks, and experts or stakeholders involved in global education activities and implementing the UN SDGs. The thematic priorities in the field of global education are all seventeen SDGs, but the priority in the implementation of global education is SDG 4 “Quality Education”.



The field of global education in Latvia is supported by several international organizations and programs in which LAPAS represents the field of global education in Latvia. The most important of them are:

- **The European Commission’s EuropeAid DEAR program** ↘, which, together with partners enables various target groups, including teachers, journalists, municipalities, households, to take part in the implementation of global education projects, and to participate in international commissions and working groups<sup>10</sup>;
- **The Council of Europe North-South Global Education Network** ↘, which coordinates a number of global education initiatives, including the annual Global Education Week and organization of the Baltic Global Education seminars<sup>11</sup>;

9 The Quadrilogue principle is a criterion for national partnerships in global education set by the Council of Europe’s North-South Centre, which is essential for the implementation of the CoE’s global education support program iLEGEND II 2019-2022 “Intercultural Learning Exchange through Global Education, Networking and Dialogue”.

10 More about the European Commission’s DEAR program’s available resources:  
↘ <https://europa.eu/capacity4dev/dear>

11 More about the North-South Centre work, resources and collaboration opportunities:  
↘ <https://www.coe.int/en/web/north-south-centre>



As part of the international project “Bridge 47”, the IIC inspired a group of like-minded people to form the Latvian Multidisciplinary SDG Coalition, which includes representatives of various sectors with the aim to coordinate cooperation in the implementation and monitoring of global goals. LAPAS plays an important role in coordinating activities of this group. ↘ [Learn more](#). Photo: LAPAS archive



The association “Risinājumu darbnīca” practices cooperation with various stakeholders – entrepreneurs, municipalities and decision-makers, which can be efficient and help to implement activities more successfully. ↘ [Learn more](#). Photo: LAPAS archive

- **GENE** ↘, which in cooperation with the Ministry of Education and Science implements the Global Education Enhancement and Innovation Program, promoting civic responsibility, understanding of global processes and active participation in building a fair, inclusive and sustainable society in Latvia. This program supports the development of global education materials and the implementation of measures to improve the professional competence of teachers;
- **European Confederation of Relief and Development NGOs CONCORD** ↘ Global Citizenship Education Working Group Hub<sup>412</sup>;
- **Academic Network on Global Education & Learning** ↘ (hereinafter – ANGEL);
- **“Bridge 47, an international global education network** ↘;
- **CIVICUS** ↘, a global alliance of civil society organizations and activists;
- **Affinity Group of National Associations** ↘ (hereinafter – AGNA).

<sup>12</sup> More about CONCORD work in the field of global civic education and resources: ↘ <https://concordeurope.org/cross-cutting-priorities/global-citizenship-education/>



Cooperation aims at strength and growth. The objective of the Baltic Regional Seminar “Out of the Box: Global Education in Holistic Everyday Realities” (2014) was to encourage experts from global education civil society organizations to “step out” of their usual thinking by inspiring innovative and bold ideas. Participants in a panel discussion from LAPAS partner organizations in Europe planted seeds for future development of global education in a flower box, indicating their organization’s name. Photo: LAPAS archive

At the national level global education is not just a priority for one organization or one stakeholder. The field of global education involves a number of stakeholders:

- MFA, where global education is included in the field of development cooperation;
- School2030 project implemented by MES and especially NCE;
- UNESCO LNC.

The understanding of global education by all these global education stakeholders is based on the SDGs and is complementary. No doubt that the global education partnership in Latvia has a common conceptual basis, which is also confirmed by the present Guidelines.

As the number of people interested in sustainable development and the SDGs grows, so does the number of other parties interested in the range and methodology of global education topics, for example, the association ↘ “Latvijas Korporatīvās sociālās atbildības platforma” is implementing the initiative “Responsible Business Messengers” as a training cycle for the private sector representatives, the association ↘ “Zaļā brīvība” is organizing educational seminars for companies interested in the fair trade topic, while universities and state capital companies integrate the SDG approach into their strategies and activities, and local governments - in their strategic development plans. With each passing year, the localization of the global context becomes increasingly important to a wider range of stakeholders.

### 3. Global education link to the global, EU and national planning documents

The Global Education Guidelines are in line with the overarching goals and mission of the leading international organizations in the field of education and development – UN, UNESCO, CoE, OECD – and have been developed in compliance with current international development and policy planning documents.

The Global Education Guidelines are based on the second paragraph of Article 26 of the **UN Universal Declaration of Human Rights**<sup>15</sup>:

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”

and on the **SDGs described in the UN 2030 Agenda**, in particular SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and sub-goal 4.7 of the said goal:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”,

which highlights the special role of global education in promoting public awareness, understanding and competence development, which are essential for achieving all other SDGs.

<sup>15</sup> UN Universal Declaration of Human Rights ↘ <https://www.tiesibsargs.lv/lv/pages/tiesibu-akti/ano-dokumenti/ano-vispareja-cilvektiesibu-deklaracija>

The Global Education Guidelines strengthen their link with the **international guidelines and standards developed by the OECD** for the development of education as one of the OECD's areas of activity, where global competence is recognized as a criterion for success in an inclusive and sustainable world:

“Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action towards sustainability and collective well-being.”<sup>14</sup>

Confirming this, the **OECD Programme for International Student Assessment (PISA)** identified global citizenship education as a priority for 2018, and a study of the global competences of 15-year-olds was conducted in 27 countries. 5985 students from 308 schools participated in the assessment in Latvia. Global competence is an innovative area of assessment in this PISA survey that enables us to understand regional, global and intercultural issues, to understand and value other people's worldviews and perspectives, to engage in open, free and effective dialogue with people from different cultures and to act for the common good and sustainable development.

**According to UNESCO, global citizenship education is part of the so-called transformative education and should be addressed in close connection with education for sustainable development.** It is precisely the education of global citizenship that UNESCO considers essential for achieving the 2030 Agenda, as this approach to education leads to a peaceful and sustainable world, calls for the development of knowledge and skills, and strengthens the values and attitudes that enable everyone to become an active citizen, to make informed decisions and to participate in building a fair, peaceful, tolerant, inclusive and sustainable world. According to UNESCO, the goal of global citizenship education is to engage students in activities that build a peaceful, tolerant and inclusive society. It strengthens the sense of belonging to a global community and common human values and promotes respect for the universal values of human rights, democracy, non-discrimination and diversity. Global citizenship education focuses on the following topics: peace and human rights, intercultural understanding, civic education, respect for and tolerance of diversity, and an inclusive society. The Global Education Guidelines reflect the substantive priorities of UNESCO.

In Latvia, UNESCO activities are coordinated by **UNESCO LNC**, which ensures Latvia's involvement in the implementation of the global education “Education for All” and the global action program “Education for Sustainable

14 Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework.  
↗ <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>



For several years in a row the Faculty of Social Sciences of the University of Latvia has been organizing the “School of Young Professionals”, where students from Ukraine acquire both theoretical knowledge of public administration and practical experience by going on study visits and participating in discussions with professionals. Learn more. Photo: LAPAS archive

Development” with the aim to promote quality, inclusive and accessible education in Latvia. Schools are invited to join the UNESCO Associated Schools Project Network. UNESCO LNC has also created an informative video material on its global education initiatives

Global education is one of the priorities of the **North-South Centre of the Council of Europe**, which is being implemented to strengthen cooperation and solidarity between North and South and to improve the education and awareness of the world's population on independence. The present Guidelines are largely based on the understanding of global education described in the CoE's North-South Global Guidelines for Education.<sup>15</sup>

The Global Education Guidelines have been developed within the framework of **EU development cooperation policy**. The goal of Latvia's development cooperation policy is to contribute to the implementation of the UN Agenda 2030, therefore global education is one of Latvia's priority areas in the framework of bilateral and multilateral development cooperation, which is related to SDG 4 “Quality Education”. Therefore, the present Guidelines are in line with the goal of Latvia's development cooperation policy - to con-

15 Global education guidelines: Concepts and methodologies on global education for educators and policy makers (2019)  
↗ <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>

tribute to the implementation of the 2030 Agenda in developing countries, especially in Latvia's priority partner countries, by promoting sustainable development and poverty eradication, the rule of law and good governance.

Global education is included in the **“Guidelines for Development Cooperation Policy” of the Ministry of Foreign Affairs of the Republic of Latvia for 2021–2027**, i.e. into Axis 5 “Promoting public awareness of sustainable development and development cooperation, participation and support for policy implementation”, stipulating the following tasks:

- 1) to strengthen public awareness of sustainable development and global goals, and Latvia's role in addressing global challenges,
- 2) to integrate aspects of sustainable development and global education into education for all age groups,
- 3) to ensure the availability of up-to-date and user-friendly data and information on Latvia's development cooperation policy, activities, results and the implementing body.

Thus, the Guidelines complement the Development Cooperation Policy Guidelines 2021-2027 and enrich the implementation of the development cooperation policy in Latvia, which has been developed for more than 15 years, by identifying the priorities and tasks of raising public awareness in formal, non - formal and informal education.



Riga Graduate School of Law implements several development cooperation projects, introducing students to various topics, including the prevention of corruption, good governance, European law and economics. Since the first session in autumn 2014, 205 participants from 16 countries have completed the in-depth program. ↘ [Learn more](#). Photo: LAPAS archive



Activists of the association “Preiļi Izglītotai Latvija” have established a school on their own and believe that quality education is needed 24 hours a day, 7 days a week and the education system should be approached holistically, thinking of the child as the most important actor and changing the usual structure, as well as highlighting the skills of “how to apply knowledge”. ↘ [Learn more](#). Photo: LAPAS archive

The guidelines for global education are based on the Latvian National Development Plan 2021–2027 (hereinafter – NDP2027) and the national development vision and priorities included in the Latvian Sustainable Development Strategy until 2030 “Latvia 2030” (hereinafter – Latvia 2030).

There is a direct connection between the field of global education and the future development trends and achievable development goals of Latvia specified in **NDP2027**, and especially with the priorities “Knowledge and skills for personal and national growth”, “Unified, secure and open society” and goals and directions of action stipulated therein, which are complementary and focused on the development of modern, high-quality and inclusive education.

To ensure the sustainable development of Latvia, **Latvia 2030** stipulates the following long-term directions: access to quality education and childcare, ensuring access to education and making changes in the organization of the educational process, creating schools as social networking centres, changing the role of the teaching profession and linking the educational process to the professional and social environment, the more extensive use of technologies at all levels of education, as well as lifelong learning. The Global Education Guidelines take into account the settings included in these lines of action for the development of the education system and the provision of access, quality and technological solutions for education.

The Global Education Guidelines do not contradict the Education Law, the General Education Law, the Vocational Education Law and the Law on Higher Education Institutions. In addition, the Guidelines are based on the development visions and documents of the School2030 project implemented by MES and NCE.

In the content developed by School2030, global education takes the form of transversal skills in civic participation. By developing civic participation

transversal skills, the student creates an active life position and strengthens his / her belief in each individual's ability to influence and change the environment and the situation in which he / she lives, connecting sustainability of society and the environment with the daily actions of the individual, sees it both locally and globally, empathically explores diverse views, acts in solidarity and responsibly, seeks and implements solutions to conflicting situations through negotiations.

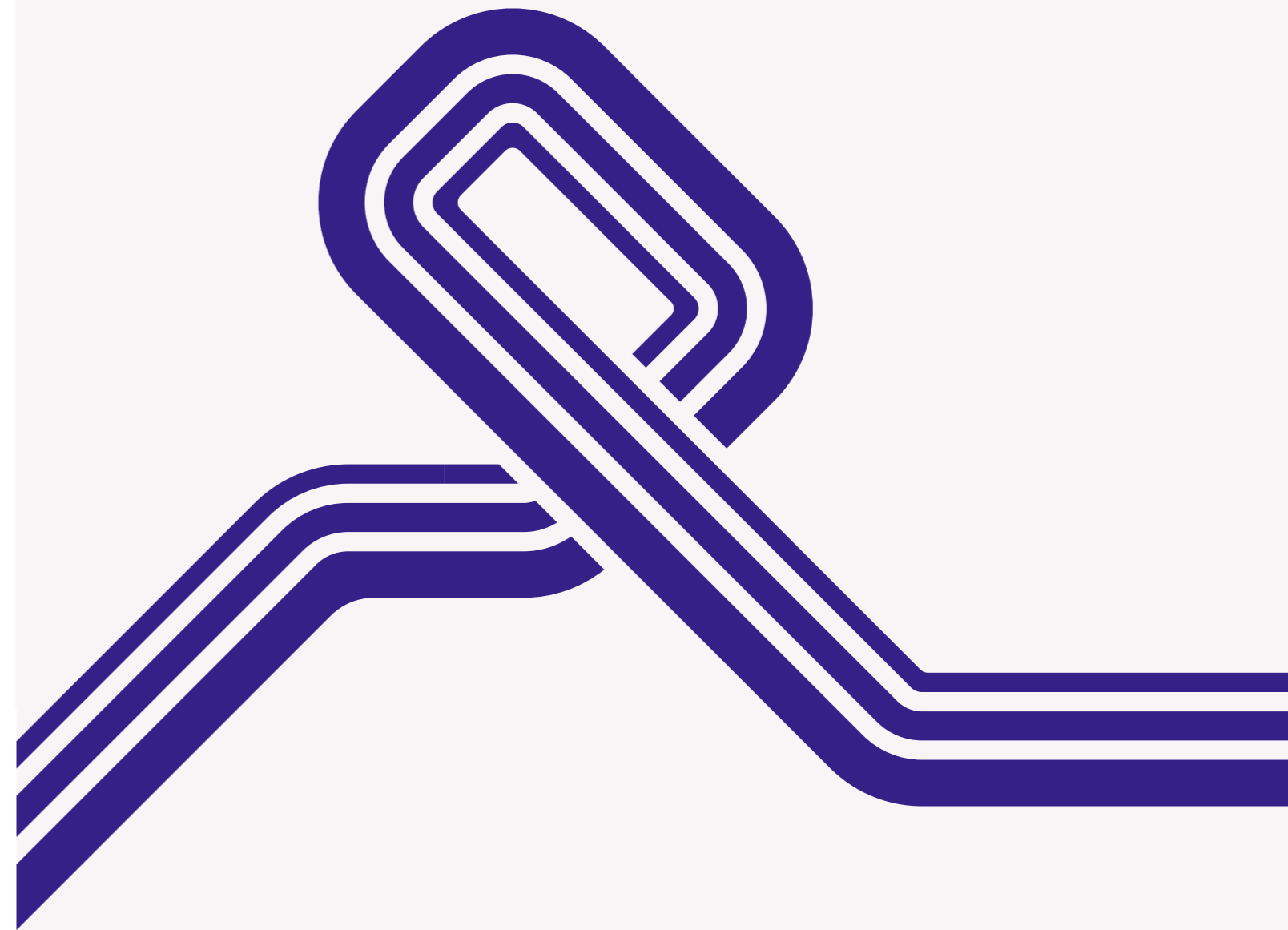
The guidelines are also related to the draft development planning document **“Guidelines for the Development of Education 2021–2027. “Future skills for the society of the future”**”<sup>16</sup>, submitted for public consultation. The document states:

“The context of the society of the future and the educational space of the 21st century are characterized by the changes brought about by globalization and technological development, as well as by the increasing volatility and complexity of the future. Given the key role of education in the development of the individual and society, as well as the rapid processes of change at local and global level, expectations regarding the performance of educators are also growing. In addition, **the key role of education in democracy, civil society, culture and the sustainability of the planet shall be taken into account**, so the development of social skills is also important for the future: respectful communication and cooperation, civic participation, empathy, openness to different views and cultures, conflict resolution, flexibility and ability to change. In addition to the set of skills required to perform specific professions, a modern and high-quality educational offer ensures the development of 21st century skills or transversal skills - critical thinking and problem solving, creativity and entrepreneurship, self-directed learning, collaboration, civic participation, digital literacy (School2030).”

Consequently, global education is significantly related to the future vision of Latvia's education and the most important issues to be addressed.

16 Guidelines for the Development of Education 2021–2027. “Future skills for the society of the future” (Izglītības attīstības pamatnostādnes 2021.-2027.gadam “Nākotnes prasmes nākotnes sabiedrībai”) ↗ <https://www.izm.gov.lv/lv/izglitibas-attistibas-pamatnostadnes-2021-2027gadam>

## 4. Global education concept





The understanding of global education is formed by its definition and implementation through the global competencies approach, developing the understanding of a certain field of education via a transversal approach.

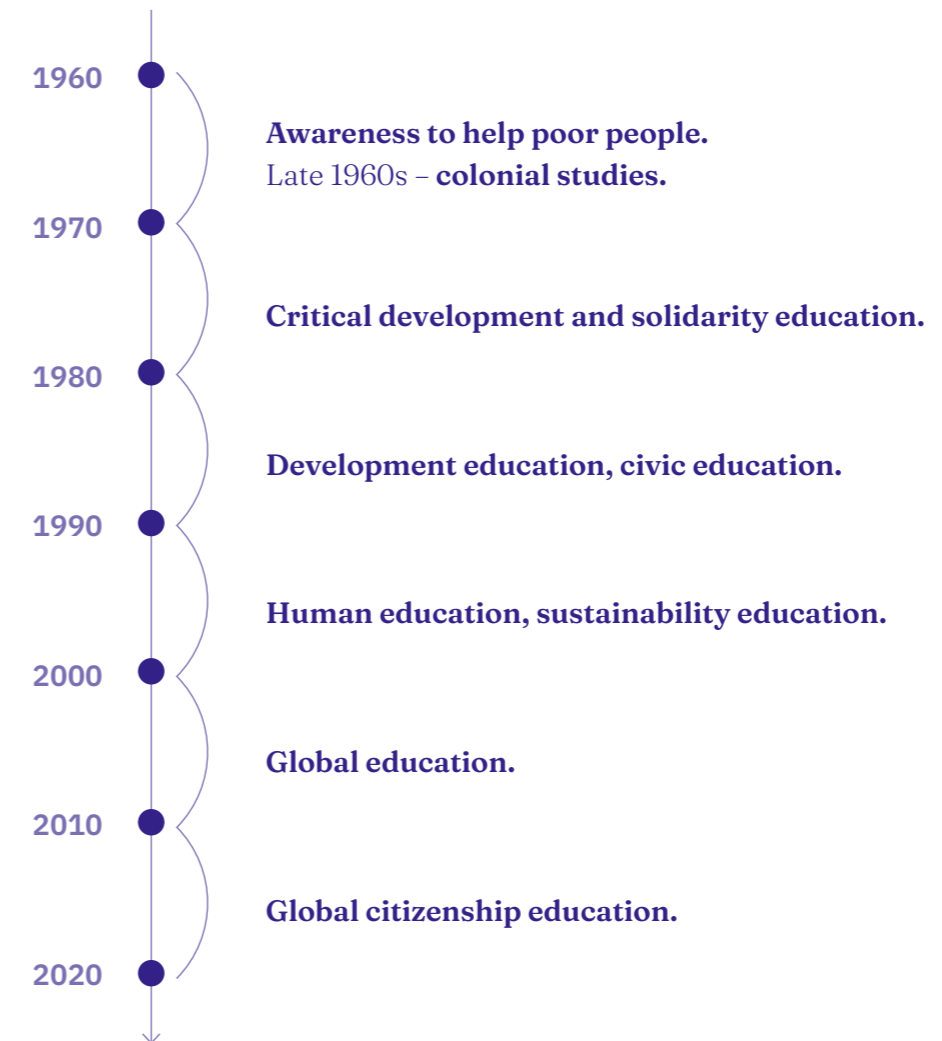
## 4.1. Global education definition

Global education is an interactive learning process, based on the principles of solidarity, equality, inclusion and cooperation. It forms public awareness of global development processes and promotes the participation of individuals and organizations in addressing current local and global issues. Global education provides an understanding of the world situation and encourages it to be fair and responsible.

Global education, as both a concept and a practice, is multidimensional. It has been developed hand in hand with development cooperation, which implies provision of assistance to least developed countries in order to promote the long-term social and economic development of such countries and their societies.<sup>17</sup> Global education has changed over time and adapted to different development cooperation priorities.

<sup>17</sup> In compliance with the Law on International Assistance (2008). At the same time, Latvia uses in practice a set of definitions of international organizations, especially the OECD. The role of development cooperation is to enhance the capacity of developing countries to participate in the world economy and to strengthen their capacity to lift people out of poverty and to participate fully in society. Development cooperation shall promote sustainable development in all three dimensions: social, economic and environmental. The intended impact of development cooperation is a physical, institutional, social, environmental or other positive contribution to the society, community or a group of people in the partner country through one or more development cooperation instruments. Development cooperation instruments strengthen a country's or territory's ability to use its human, financial and natural resources capital sustainably, efficiently and productively.

Seven historical perspectives on global education can be seen in different time periods:



The understanding and practice of global education can be compared to a number of other educational approaches, the content of which is interdisciplinary, teaching methods and techniques are based on cooperation and civic participation, and the scale of problem solving is global. Educational approaches that are largely comparable and even overlap with global education are:

- education for sustainable development;
- intercultural education;
- inclusive education;
- human rights education;
- education for peace and justice;
- education for transition or transformative education;

- environmental education;
- climate change education;
- consumerism education;
- media education and others.

The overlap of these educational approaches and the implementation of global education in Latvia in comparison with the experience of other European countries is reviewed in the **publications of various international studies:**

- *Global Citizenship Education in Europe. A Comparative Study on Education Policies across 10 EU*<sup>18</sup>,
- *The State of Global Education in Europe*<sup>19</sup>,
- *Global Education in Europe – Concepts, Definitions and Aims in the Context of the SDGs and the New European Consensus on Development*<sup>20</sup>,
- UNESCO publication *Global Citizenship Education Preparing learners for the challenges of the 21st century*<sup>21</sup>,
- *The ABCs of global citizenship education*<sup>22</sup>,
- *Global citizenship education: taking it local*<sup>23</sup>,
- UNESCO LNK translated publication *Global Citizenship Education: Themes and Learning Objectives (Globālā pilsoniskuma izglītība: Tēmas un mācību mērķi)*<sup>24</sup>,
- Publication of the *North-South Centre of the Council of Europe and the Global Education Network Global education guidelines: Concepts and methodologies on global education for educators and policy makers*<sup>25</sup>.

- 18 Global Citizenship Education in Europe. A Comparative Study on Education Policies across 10 EU (2016). ↘ <https://www.gcedclearinghouse.org/resources/global-citizenship-education-europe-comparative-study-education-policies-across-10-eu?language=en>
- 19 The State of Global Education in Europe (2018). ↘ <https://www.gene.eu/wp-content/uploads/State-of-Global-Education-2018.pdf>
- 20 Global Education in Europe – Concepts, Definitions and Aims in the Context of the SDGs and the New European Consensus on Development (2019). ↘ <https://www.gene.eu/wp-content/uploads/GENE-policy-briefing-Concepts-Definitions-for-web.pdf>
- 21 Global Citizenship Education Preparing learners for the challenges of the 21st century (2014). ↘ <https://unesdoc.unesco.org/ark:/48223/pf0000265456?locale=en>
- 22 The ABCs of global citizenship education (2017). ↘ <https://unesdoc.unesco.org/ark:/48223/pf0000248232?locale=en>
- 23 Global citizenship education: taking it local (2018). ↘ <https://unesdoc.unesco.org/ark:/48223/pf0000265456?locale=en>
- 24 Global Citizenship Education: Themes and Learning Objectives (Globālā pilsoniskuma izglītība: Tēmas un mācību mērķi) (2015). ↘ <https://drive.google.com/file/d/1Rb6e84UmAT9KCROjDxlcft7z-V3HQ8zE/view>
- 25 Global education guidelines: Concepts and methodologies on global education for educators and policy makers (2019) ↘ <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>

This diversity of related approaches to global education indicates that global education is not just about global issues, global challenges and solutions, but also about building **a common future with better living conditions for all**. This applies both to formal and non-formal global education and to informing and raising public awareness of global issues and their connection to everyone's daily lives. Thus, global education **is a pedagogical approach based on a global view of global problems and solutions, which applies a globalization methodology**<sup>26</sup> to link global issues to everyday life in the local community and to link everyday life decisions and actions to global issues and global development.

## 4.2. Global competencies – strategic approach to global education

**Global education** is an approach that develops awareness, action and citizenship, and promotes participation in addressing local and global challenges and building a bright future. The global education approach is essential in formal education – at all levels and in all forms of education, in non-formal and informal learning.

**Global competence** is the set of results to be achieved by global education. Global competence is based on understanding, acting and a civic position related to the global or world context.



Human stories inspire us to continue and start new things. Parliamentary Secretary of MFA Zanda Lukašēvica-Kalniņa in the LAPAS tent at the LAMPA talk festival (2015) shares her personal perspective, revealing how to participate in developing important national and global processes on a daily basis. An episode of LAPAS campaign on food security ↘ “**Stop playing food circus (Beidz spēlēt pārtikas cirku)**” is being presented 30 large-format “National Geographic” photographers’ photos depicting the development of food products in various developing countries are presented in the framework of the traveling exhibition “The Invisible Side of Food”. Photo: LAPAS archive

26 Belousa, I., Pastore, A. (2015). ↘ [https://lapas.lv/resources/metodikas-un-rokasgramatas/60\\_globalizacijas\\_metodologija/assets/LV/GLokalizacijasMetodologija\\_2015.pdf](https://lapas.lv/resources/metodikas-un-rokasgramatas/60_globalizacijas_metodologija/assets/LV/GLokalizacijasMetodologija_2015.pdf). Rīga: LAPAS.

## 1 Understanding

- the interrelationship and sustainability of social, environmental and economic processes and challenges,
- the link between social, environmental and economic processes and problems in everyday life, the local community, the country, Europe and the world as a whole,
- the impact of day-to-day decisions and actions on local community, national, European and global development.

## 2 Skills-based action:

- interacting with representatives of different cultures,
- participating in the sustainable development of the local community, national, European and global society.

## 3 Civic position characterized by values:

- responsibility to oneself and future generations,
- respect for the diversity of worldviews, values and opinions,
- honesty with oneself and others
- belonging to a global community,
- caring for oneself, others and the environment,
- social, environmental and climate justice,
- solidarity in implementing sustainable change.

These three basic features are interlinked and complementary. **Global competences can best be developed by engaging in or contributing to** processes based on inclusion, cooperation, solidarity and equality. Global competence is essential for addressing challenges, overcoming causes and building a more promising future.

**Global competence characterizes proficiency** and permeates both professional activities and daily life. Global competence determines action in situations related to the global or world context and helps to understand it. That is why global competence is essential to live a dignified life in times of uncertainty, challenge and change.

**Global competence is practically manifested** as the action of a global citizen or **global citizenship**, which can be described as active participation in the local community and belonging to a wider - global or world community. The diversity of global citizenship is defined by the **UN SDGs**. Global citizenship is achievable outcome of global education.



The association “Zero Waste Latvija” has been participating in the international audit of waste brands for several years, inviting everyone to get involved in the audit, to pay attention to the types of waste and their producers. The data obtained is used to develop a global pollution brand audit, which gathers information from more than 55 countries. [Learn more.](#)

Photo: Zero Waste Latvija



The Marta Centre reaches out to victims of domestic violence, women, and provides psychological, hygienic and legal assistance. Its employee Madara Mazjāne works with young people to help them distinguish between healthy and unhealthy relationships, so that not only the lives of these young people are better, but also the world as a whole is more sensitive and better educated on such issues.

[Learn more.](#)

Photo: LAPAS archive



The association “For Smiltene and Latvia” is a place where the local meets the international. The farm in Lejas Varicēni invites you to learn alternative ways to be self-sufficient and live in the countryside, without forgetting the global world. Workshops, training in various skills, such as permaculture, how to build a solar panel and wind turbines, etc. are being organized here. ↘ [Learn more](#).  
Photo: LAPAS archive

Global competence is described in the **publications of several international organizations**. The three most important of them are:

- description of the competences of the United Nations Economic Commission for Europe (UNECE) in the field of ESD *Learning for the future: Competences in Education for Sustainable Development*<sup>27</sup>,
- description of UNESCO’s global core competences *Education for sustainable development goals. Learning objectives*<sup>28</sup>,
- description of the global competences of the Council of Europe’s North-South Centre and the Global Education Network *Global education guidelines: Concepts and methodologies on global education for educators and policy makers*<sup>29</sup>, in which the understanding of competences is based on the Council of Europe’s *Reference Framework of Competences for Democratic Culture*<sup>30</sup> (RFCDC).

Although the understanding of global competences in these sources differs slightly, the unifying motive is the **skills for a successful life in a rapidly changing, complex global world**.

Global education not only builds public awareness, but also reduces society’s psychological, social and political vulnerability, increases its ability to respond to immediate challenges and systemic problems, ability to recover and resilience in times of uncertainty and crisis. Therefore, global education has an important role to play in changing the direction of society’s recovery, with the priority not to return to the usual status that was causing the problem, but to **build back better** on the basis of more sustainable initiatives.

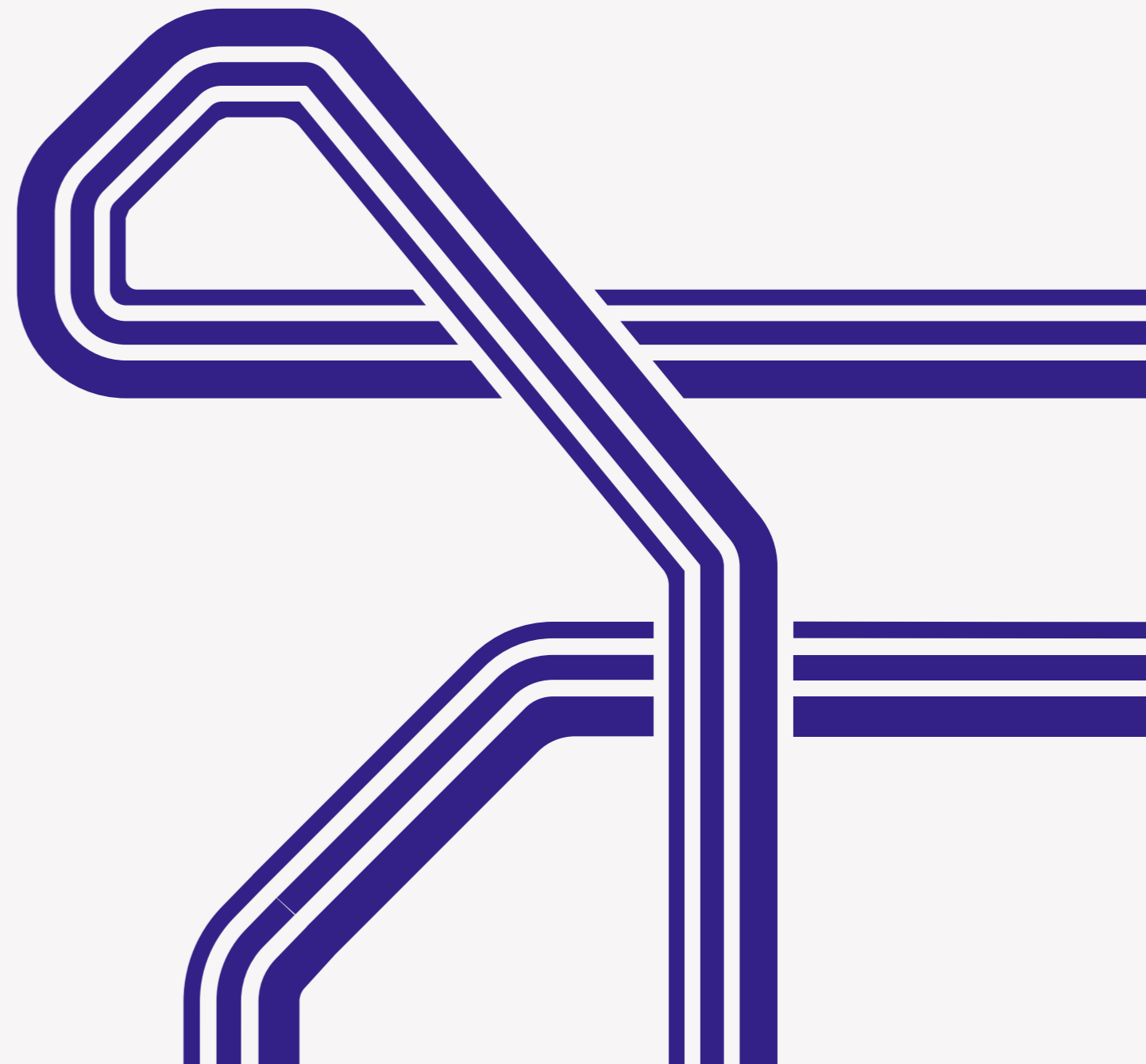
27 Learning for the future: Competences in Education for Sustainable Development (2010).  
↘ [https://unece.org/fileadmin/DAM/env/esd/ESD\\_Publications/Competences\\_Publication.pdf](https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf)

28 Education for sustainable development goals. Learning objectives (2017).  
↘ <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

29 Global education guidelines: Concepts and methodologies on global education for educators and policy makers (2019).  
↘ <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>

30 Reference Framework of Competences for Democratic Culture (RFCDC).  
↘ <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/>

## 5. Global education competences implementation



Global education competences are implemented within a common framework of competence education. As transversal skills, competences can be integrated into different subjects and other initiatives, such as students' social projects. They can also be integrated into non-formal education processes, localizing global events and developments.

## 5.1. Resources for the application of global competences

Resources for the application of global competences have been summarized in the section of the LAPAS website dedicated to [global development](#) and in the section ["Resources"](#), where one-stop electronic research, methodologies, manuals and a variety of LAPAS campaign materials and publications are available.

## 5.2. Measures to strengthen global education competences

Using the available resources or creating new ones, it is possible to implement various activities to strengthen global competences:

- social projects for children and young people, selecting a local problem and contextualising it at national, European and global level;
- specific measures for the implementation and promotion of SDGs;
- participating in the annual Global Education Weeks – implementing local activities;
- cooperating with organizations and institutions in this field – universities, the private sector, local governments and others.

It is best to follow the [LAPAS social networks](#) for global education activities and [subscribe to the monthly news page](#), as well as the [North-South Centre's website and social networks](#), where various free training courses, methodological materials and other resources are available.

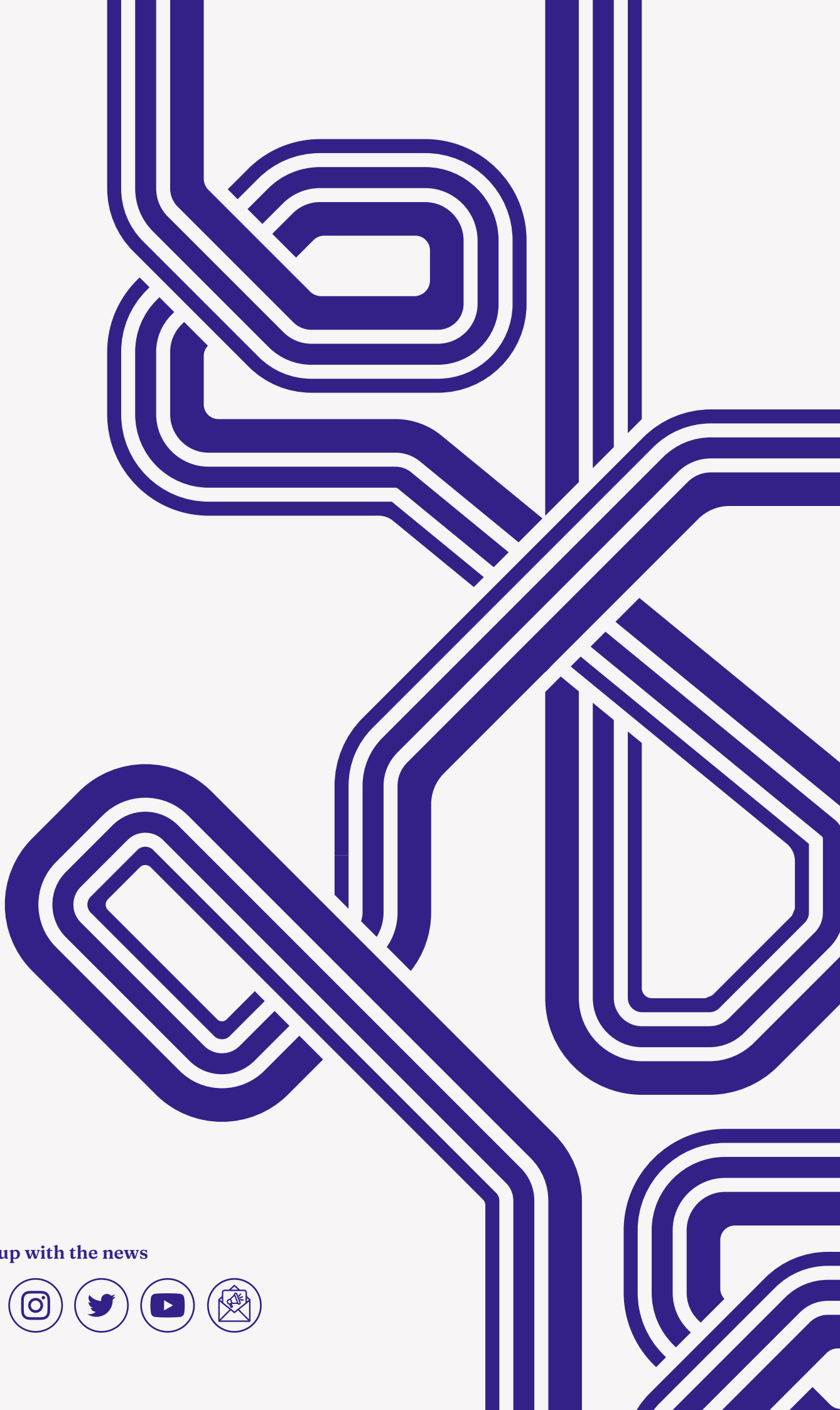
Latvian Multistakeholder SDG Coalition has been established to coordinate the implementation of the SDGs and to establish cooperation. Anyone or an organization can get involved in these activities. The work of the coalition takes place in two directions – in the field of politics and in the field of communication. More about the coalition is provided at [LAPAS webpage](#).

## 5.3. Policy area development

The current situation in the field of global education in Latvia can be assessed as rich in experience, initiative, extensive learning resources, with considerable cooperation between the state, non-governmental sector and the private sector. However, **the most important need for the further development of global education is to ensure continuity at the policy level:**

- **to strengthen the global education partnership** by ensuring the exchange of information and resources between different sectors;
- **to ensure greater participation of different stakeholders** in decision-making related to global education;
- **to organize joint global education events and campaigns** with the aim to strengthen the participation of all stakeholders;
- **to ensure greater integration of global good practice in teacher education;**
- **to provide an evaluation of the global education experience** (*Peer Review of Global Education*) in cooperation with GENE;
- **to provide greater support for global education activities** to raise public awareness and build the capacity of global education experts or opinion leaders;
- **to increase the availability of financial resources** for the implementation of global competencies.

Joint monitoring of the global education policy area is carried out by the LAPAS Global Education Working Group, in which all stakeholders are invited to participate. Based on capacity opportunities and available resources, additional activities will be implemented for different target groups.



Keep up with the news

