PRE-SCHOOL GLOBAL CITIZENSHIP EDUCATION: AN ETHNOGRAPHIC STUDY

Vaida Žegunienė[1]

Klaipėda University (Lithuania)

ABSTRACT

The aim of this article is to provide an overview of pre-school global citizenship education. Modern society is facing new challenges and social problems affecting all people. In order to tackle them successfully, it is advisable to talk with children about these issues from an early age. The pre-school age is described as the most appropriate time to develop global citizens who are able to recognise the problems of the modern world not only in their immediate environment, but also to understand the links between their immediate environment and the world. The paper presents some of the results of a micro-ethnographic study conducted at X pre-school. The observation of a group of pre-school children was carried out, and interviews with pre-school teachers were organised. The data gathered from the study revealed that global citizenship education is manifested in the formal activities of pre-school children. Global citizenship is manifested through children's construction of knowledge about their immediate environment and their home country, complemented by new knowledge about the world. Children are able to acknowledge themselves as global citizens, to recognise and talk about social problems in the context of the immediate environment and the world, propose solutions to global problems, and contribute actively to the creation of a clean, safe and sustainable environment.

KEY WORDS: *global citizenship education, pre-school children, formal educational activities*.

Introduction

It has to be acknowledged that 21st-century society is becoming global, with the specific characteristics of different nations. Unfortunately, culture is more often seen as a mixture of fear, anger and intolerance that affects negatively the world's citizens, and the goal is to reduce the manifestation of negativity and its impact on the citizen of any country, to create common collective responsibility, and to focus on humanity, dignity, human rights, etc. This situation is definitely taking education in a new direction, with the emergence of the concept of global education, which encompasses narrower spheres of the education system. At all ages, the focus is on citizenship and its development, with a view to extending the boundaries of knowledge from the immediate environment to a global level. The educational process emphasises the intercultural environment, learning about other countries, contributing to a safe and sustainable world, and active participation in civil activities, not only in the native country, but also in a global context.

Global citizenship education is emphasised in various Lithuanian and EU documents regulating education policy. The *Maastricht Declaration on Global Education* (2002), the *United Nations Economic Commission for Europe's Education Strategy for Sustainable Development* (2005), the resolution of the Government of the Republic of Lithuania 'On the Approval of the National Programme of Education for Sustainable Development 2007-2015' (2007), the *Draft of the Project of Global Citizenship Education* (2015), and the *Strategy for Innovations in Education and Training* (2018). The importance of global citizenship education is highlighted in the works of foreign scholars: A. Pudas (2015) explores global education in the context

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[1] Vaida Žegunienė – PhD student, lecturer, Klaipėda University
   Scientific field: global citizenship education at pre-primary school, pre-primary education, new teaching/learning methods
   E-mail: vaida.zeguniene@ku.lt

of primary education; Symeonidis (2015) examines the implementation of global citizenship education in primary education institutions; Pashby (2013), Reilly and Niens (2014), Chaput *et al.* (2010), and Jorgenson (2010) explore various aspects of global citizenship education in pre-school education; and Truong-White and McLean (2015) highlight the need for global citizenship education in the pre-school years.

Researchers (Jorgenson, 2010; Tarozzi, 2016; Hainsworth, 2017; Sy, 2017, Akkary, Maleq, 2020, Hancock, 2022, etc) have also paid close attention to global citizenship education. The concept of global citizenship education emphasises the need for an individual to understand his or her belonging to the global community, the interdependence and interconnectedness between local, national and global levels. Global citizenship education aims to equip each individual with a knowledge of the world, and the values and skills needed to live in a more open, just, safe and peaceful world.

According to the 2007 government resolution 'On the Approval of the National Programme of Education for Sustainable Development 2007–2015', one of the target groups of global education is pre-school children. Pre-school educational institutions are identified as a key area for the initiation and successful development of inter-cultural dialogue. This is where the foundations of openness to other cultures, empathy and respect for other races are laid, and children are encouraged to take an active part in civil activities, to contribute to the creation of a safe, clean and sustainable environment, and to realise that they are citizens not only of their own country, but also of the world: '... human rights-based education and the development of relevant skills and values must be integrated into formal and non-formal education as early as possible [...] Education for democratic citizenship must be included in the early childhood curriculum, as the younger generation needs to understand global diversity and its impact on quality of life and human rights. The education system has to help children to develop confidence in themselves and others, engage in meaningful intercultural dialogue and cooperation, and encourage them to contribute to the building of social capital' (Report on the State of Citizenship and Human Rights Education in Europe, 2017: 43–44).

The o b j e c t of the study is global citizenship education at pre-school age. The a i m of the study is to identify the manifestations of global citizenship education in the formal educational activities of pre-school children. The t a s k s: 1) to review the documents of European Union organisations and studies by various authors presenting the relevance of global citizenship education at pre-school age; and 2) to present the results of an ethnographic study of children's global citizenship education in the pre-school group. M e t h o d s: theoretical review of documents and studies, content analysis and synthesis of educational documents, ethnographic observation of a group of pre-school children and their formal educational activities, ethnographic interviews with pre-school teachers, ethnographic analysis, and generalisation of the research data.

1. Pre-school global citizenship education

There is growing concern today for human dignity in a safe environment, the preservation of the planet, the implementation of climate change measures, and global solidarity and peace. This encourages a search for ways to provide children and other learners with knowledge, values and skills to enable them to contribute to the well-being of global society at local, national and global levels (Unesco, 2017). Educational institutions in the 21st century have to deal with the internationalisation of curricula, they have to respond to the new needs of learners, and they have to revise and adapt their curricula to the changing situation. International organisations (Unesco, 2014; 2017; Oxfam, 2015; Unesco, 2018; OECD, 2018) define global citizenship education as the process of forming the new identity of a global citizen, aiming to provide learners with new knowledge about the wider global context, to shape new patterns of behaviour, and to strengthen the motivation to act in favour of a global society.

The non-profit organisation Oxfam (2015) has provided a detailed definition of the identity of a global citizen:
- a person who is familiar with the local and global environment and knows his/her personal place and role;
- a person who is aware of how the world is structured and how certain areas (culture, technology) are organised and managed;

- a person who is responsive to global issues such as social injustice, poverty, inequality, etc;
- a person who is deeply intrinsically motivated and willing to make and keep the world a better and safer place;
- a person who is socially engaged, demonstrating positive behaviours to build a better local, regional, national and global community (*Oxfam, Education for Global Citizenship. A Guide for Schools*, 2015: 5).

The construction of a global identity makes a person loyal to his or her nation, culture, values, etc. A person who feels he/she is a citizen of his/her own home country subsequently expands his/her sphere of knowledge, from the immediate environment to the global level, and consequently forms a sense of belonging to a global society, the humanity of the world. This is the so-called 'overlapping of citizenship' (Morkūnienė, 2003: 36). As the author argues, the individual's identity and roles change with the changing socio-cultural reality.

Global citizenship education is linked to the development of a global society, and aims to help children understand and solve problems in the world. Therefore, in an educational institution, pre-school children can construct knowledge about the global world and develop patterns of civil behaviour that will be important for lifelong learning. The development of global citizenship includes the formation of civil competences, civil values (responsibility for one's actions, volunteering, benevolence, honesty, tolerance, responsibility, respect for human rights), and the child's contribution to the creation of a secure and peaceful world. This includes volunteering, participation in charity, participation in civil activities, the responsible use of resources, etc.

In order for intercultural dialogue to emerge, it is important to encourage children from an early age to develop their own identity, to explore their own and other cultures, to broaden their world-view, to think critically and creatively about their role in the world, to be able to establish and maintain relationships with peers and adults, to be tolerant, etc. The Lithuanian 'Pre-school Curriculum' (Priešmokyklinio ugdymo programa, 2014) identifies the competences to be developed, but in the context of developing global citizenship it is appropriate to discuss communicative, social and cognitive competences. Communicative competences include the ability to express oneself and understand others, to know and use the mother tongue, to understand and use non-verbal language, to be interested in books and to understand their practical usefulness, to strengthen the need and ability to learn about the world and about other cultures, and to talk about differences and similarities. Social competence is developed primarily by learning to build relationships with oneself, with peers, with adults, and with the natural, social and cultural environments. This is also related to the ability to follow rules and act responsibly, the ability to form the national and cultural identity, to express citizenship, and to respect other cultures. Cognitive competence includes the ability to be curious about the immediate and the global environment, and the ability to explore unknown phenomena locally and globally.

Global citizenship education creates wider opportunities for a broader knowledge of the world and intercultural dialogue, which helps to shape world-views and values, and fosters a sense of identity as a global citizen (Anderson, 2019; Abe, Shapiro, 2021). The key factors of global citizenship education are presented below (Fig. 1).

Today's pre-school children need to be aware of the emerging social, environmental and other issues in the global world, and be prepared to address them. *Education for global citizenship. A Guide for Schools* (Oxfam, 2015) focuses on the development of global citizenship, which is knowledge of other cultures, respectful thinking, feeling and acting in ethnically diverse socio-cultural and linguistic environments, and the skills needed to communicate with others in their mother tongue and in a foreign language to build and sustain successful intercultural cooperation. Additionally, it is recommended to develop moral values and behavioural patterns based on them, and the motivation to be proactive citizens, creating a safe and sustainable enviroment locally and globally.
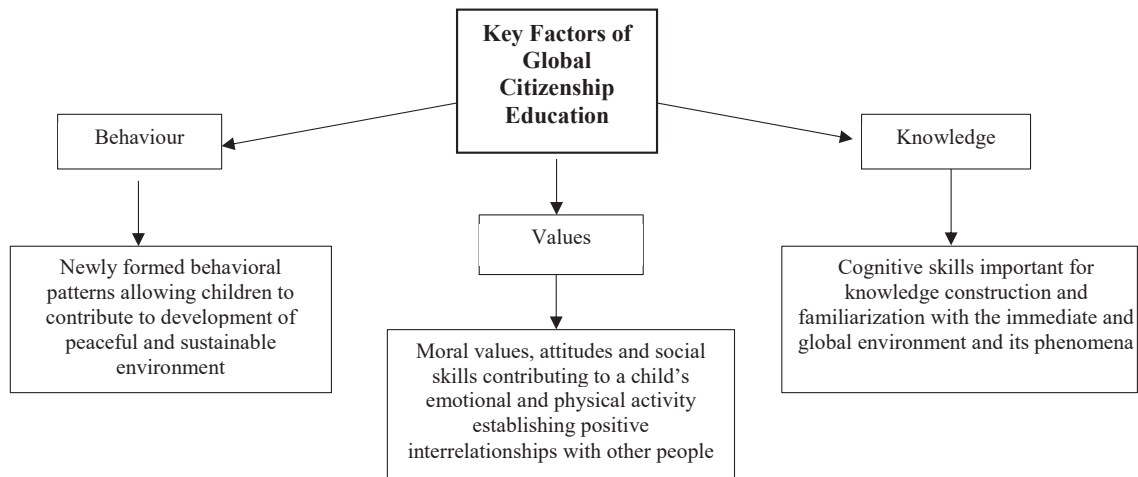
Figure 1. Key factors of global citizenship education

2. Study design

The study takes the view that global citizenship education is the process of learning about the complex social reality that encompasses various spheres of life in a global society. In order to know and understand global phenomena, it is necessary to acquire the relevant knowledge, develop skills and competences, and cultivate the intrinsic motivation and desire to be a citizen of and participate in a global society. The conceptual basis for the study of global citizenship education is based on the ideas of Berger and Luckmann (1999), Vygotsky (1978), and Dewey (1997; 2011) about the interaction between thinking and experience as a prerequisite for the construction of new knowledge, new behavioural patterns, and moral values.

In order to identify manifestations of global citizenship education in the formal environment of the chosen pre-school X, micro-ethnography was chosen, which, according to Bloome *et al.* (2005), provides an insight into group life, the understanding that learning is not just about constructing knowledge and skills, but about being together, belonging to the same social group, learning to feel part of a group, and learning to act together (Bloome *et al.* 2005, p. 20). The methodological approach chosen (Spradley, 1979; 1980) allows us to look at the reality of pre-school childrens education from the perspective of global citizenship education, and to gather information on the studied phenomenon. The micro-ethnographic observation of pre-school children's educational activities helps us see how children acquire knowledge of the world, how teachers organise and implement activities related to global citizenship education, how children are encouraged to be citizens not only of their own country but also of the world, and how they are motivated to contribute to the creation of a peaceful and sustainable environment through social activities. An *ethnographic interview* was used to collect data for the micro-ethnographic study (Spradley, 1979: 233). When interviewing teachers of a group of pre-school children (formulating ethnographic interview questions, *broadly descriptive*, *structural* and *contrasting*), the aim was to gather information for the study of manifestations of global citizenship education at pre-school age.

The micro-ethnographic study took place in the pre-school institution X in Klaipėda. It is a modern educational institution, open to innovation. The educational activity combines values of democracy and mutual relations. Priority is given to artistic activities, children's self-expression, and the promotion of a healthy lifestyle. Education in the institution is organised according to the forms and methods established by the minister of education, science and sport of the Republic of Lithuania. Two groups of pre-school children were observed, with 19 pre-school children in each group. Several children come from bilingual families where languages other than Lithuanian are spoken. Each group has two teachers and an assistant working with the children. Each pre-school group has its own Facebook account, where parents can find information about their children's adaptation in the group, their activities and achievements. Parents have access to the kin-

dergarten's website and an electronic diary, which contains curricula, assessments, competency profiles and achievement information. Parents and teachers have a shared Messenger group which facilitates and speeds up communication. The pre-school groups use modern technology (computers, filming devices, interactive whiteboards) to improve the quality of the educational process and make it more attractive to children.

The domain analysis of the data obtained from the study starts with the search for a main theme. The researcher's main goal is to collect specific words (cover terms) that the participants use in their speech. After the cover terms have been identified, the included terms are searched for. They have to be semantically related to the cover term, and structural questions are formulated about the cover term and the included terms, and their semantic relationships and connection to global citizenship education.

3. Global citizenship education in formal educational activities of pre-school children

Forming the identity of a global citizen

This study presents only part of the results of a study on global citizenship education in a pre-school institution. A review of the definition of global citizenship in documents issued by Concord, Oxfam and Unesco (Global Citizenship Education. Preparing Learners for the Challenges of the Twenty-First Century, 2014; ESD and GCED in National Curriculum Frameworks, 2017; Report on the State of Citizenship and Human Rights Education in Europe, 2017; Global Citizenship Education in Europe: How much do We Care?, 2018), states that the main goal of global citizenship education is to develop a civilly responsible individual who is aware of his/her identity in the local and global context. The Lithuanian 'Pre-School Curriculum' (2014) stipulates that a child should be able to talk about himself or herself, and to understand himself or herself as a member of a family, a group and a citizen of his or her home country. In *Global Citizenship Education. Topics and Learning Objectives* (2015), the order is almost identical, i.e. starting with self-awareness, and expanding the awareness of one's immediate environment and identity to the world and the global community.

The transcribed material from observations and interviews identified a cover term related to the development of global citizenship and the perception of identity: the global citizen. The interviews with the pre-primary school teacher sought to find out how children construct their perception of identity, and how self-perception is extended to the global level.

> **Researcher**: A child's sense of belonging to a global community is important in developing global citizenship. What topics do you explore with children in order to develop their sense of being part of the world, citizens of the world?
> **M1**: It's interesting for children to realise that they are **inhabitants of a very big earth**, a very big **world**, in other words being **a global citizen**. We explore the theme of space, the planets, our Earth. It is one of the most interesting topics for children to perceive that they are **global citizens**, a small **part of the world and the Universe**. We make very big drawings to show the children how big the universe is, how big the Earth is, and we are just a **small part of this Universe** (extract from a transcribed interview with teacher M1, 27 October 2021).

The interviews focus on children's perceptions of identity, and how the boundaries of the citizen's identity are expanded in terms of the world and being part of it. For pre-school children, the themes of space, the Universe, the planets and the Earth are identified as some of the favourite themes in their educational activities, as they construct new knowledge about the Universe and the world while at the same time expanding the boundaries of their perception of identity. These activities focus on the fact that the Earth is home to many people, all of whom are members of the global community, and by working together it is possible to create a safe and sustainable environment. These topics are of great interest to children, and six-year-olds readily accept the information and willingly share new knowledge with their peers, and are able to talk about countries they have visited, their cultures and the people who live there, as well as their activities and characteristics.

During educational activities, when talking about the Universe, the Earth and different countries, teachers emphasise that children and all people are part of the Universe or the Earth. The cover term *global citizen* is linked to the included term with the semantic link of *strict inclusion* (see Fig. 1).
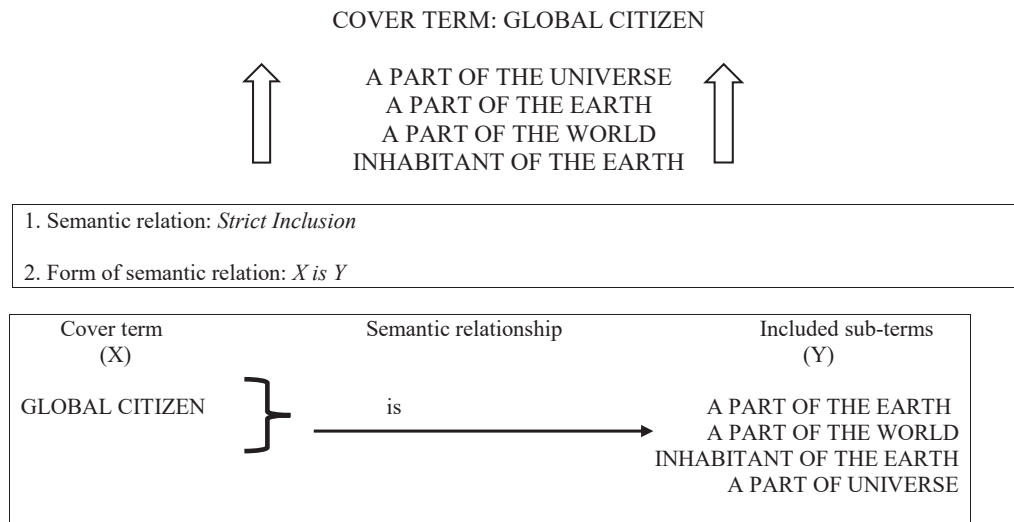
COVER TERM: GLOBAL CITIZEN

A PART OF THE UNIVERSE
A PART OF THE EARTH
A PART OF THE WORLD
INHABITANT OF THE EARTH

1. Semantic relation: *Strict Inclusion*

2. Form of semantic relation: *X is Y*

Cover term (X)	Semantic relationship	Included sub-terms (Y)
GLOBAL CITIZEN	is	A PART OF THE EARTH A PART OF THE WORLD INHABITANT OF THE EARTH A PART OF UNIVERSE

Figure 2. The perception of the identity of a global citizen

Pre-school children expand their sense of identity, from being a part of their immediate environment (family, kindergarten group and citizen of their country) to understanding that not only he/she, but also other people are part of the universe. This encourages children to feel a sense of commonality with other people, and to talk about common characteristics, activities, lifestyles, etc, of people around the world. A sense of commonality or community is an important part of global citizenship education. Newly constructed knowledge about the Universe and the Earth influences the development of moral values and socially responsible behaviour relevant to the global community.

Given that pre-school children are able to identify with a part of the Universe, a number of included terms can be identified. They are related to the cover term 'global citizen' *in a spatial* semantic relationship (see Fig. 2).

When talking to pre-school children about the environment and the world around us, the focus should be on the immediate environment (family, kindergarten group, home country), and the boundaries of cognition should be extended. Children should be aware that they are a part of the world, the Universe, the Earth, etc.

During educational activities about the Universe, children construct knowledge about the qualities and socially responsible behaviour necessary for citizens of the world. They learn that all the world's inhabitants are responsible for their relationship with the rest of the world's inhabitants, for the safety and cleanliness of the environment around them, and for solving global problems. The terms included in the cover term *global citizen* have been identified and linked by a semantic relationship *attribution* (see Fig. 3).
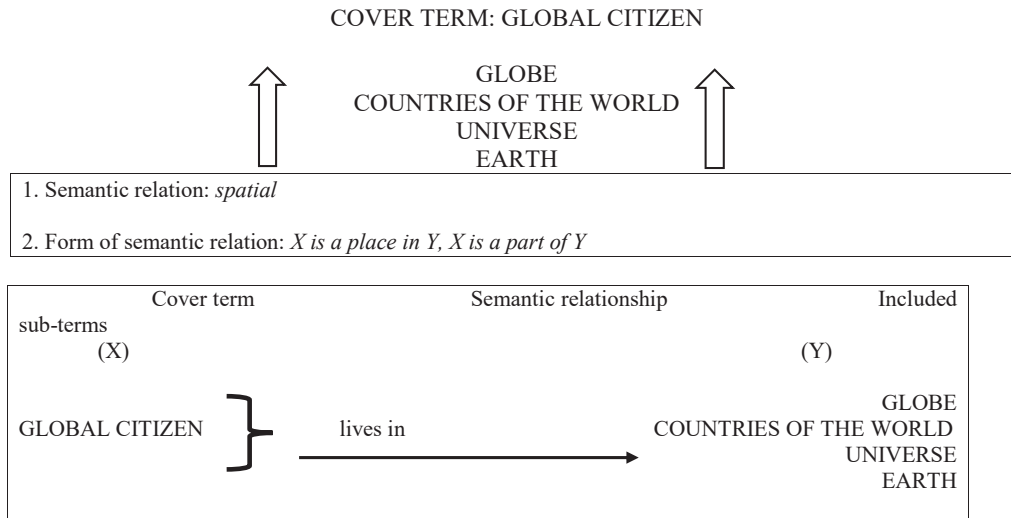
COVER TERM: GLOBAL CITIZEN

GLOBE
COUNTRIES OF THE WORLD
UNIVERSE
EARTH

1. Semantic relation: *spatial*

2. Form of semantic relation: *X is a place in Y, X is a part of Y*

Cover term   Semantic relationship   Included
sub-terms
(X)   (Y)

GLOBAL CITIZEN   lives in   GLOBE
COUNTRIES OF THE WORLD
UNIVERSE
EARTH

Figure 3. Places where a global citizen lives

Pre-school children understand that the world's inhabitants live on the Earth, and the well-being of the Earth depends on all its inhabitants. Relationships between global citizens are important in terms of socially responsible behaviour and the development of values that are relevant to today's global community. Children are able to talk about helping others, compassion and respect. It emphasises that good deeds are rewarded, and that it is necessary to help not only one's neighbour but also anyone in the world. It encourages children to realise that people living together on the Earth have to develop common values (kindness, help, compassion, love and respect for others), the understanding that good deeds are rewarded by good. During the educational activities, children learn to talk about the emotions that everyone in the world 'has'. They distinguish between positive and negative emotions, talk about their own emotions, and learn how to cope with anger and frustration, and how not to show negative emotions to others. Teachers emphasise that only showing positive emotions encourages responsible behaviour towards the rest of the world. Responsible and friendly behaviour influences human relations, children learn to be friends, to show compassion, to show respect, and to be tolerant towards their neighbours and other people. This is one way of contributing to solving global problems and creating a sustainable environment.
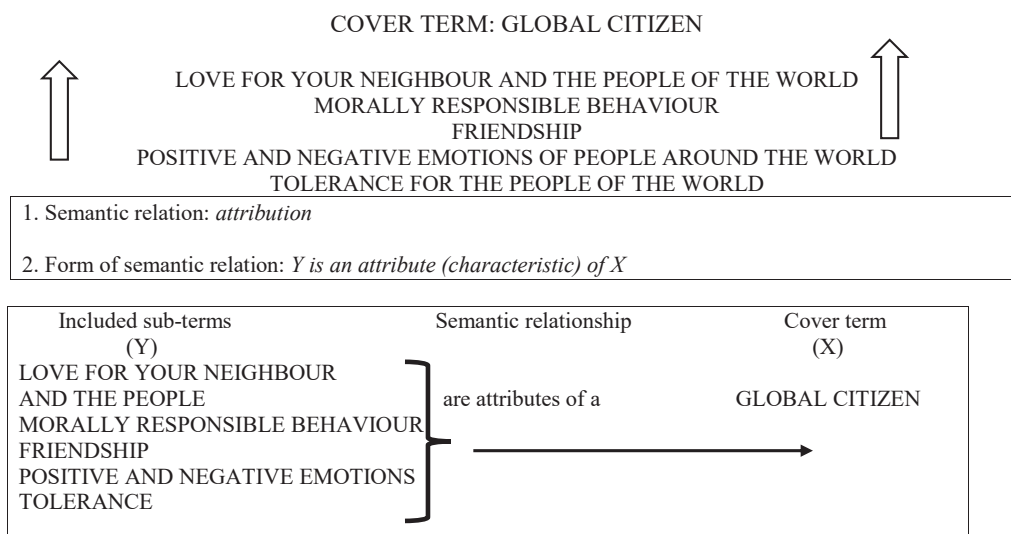
COVER TERM: GLOBAL CITIZEN

LOVE FOR YOUR NEIGHBOUR AND THE PEOPLE OF THE WORLD
MORALLY RESPONSIBLE BEHAVIOUR
FRIENDSHIP
POSITIVE AND NEGATIVE EMOTIONS OF PEOPLE AROUND THE WORLD
TOLERANCE FOR THE PEOPLE OF THE WORLD

1. Semantic relation: *attribution*

2. Form of semantic relation: *Y is an attribute (characteristic) of X*

Included sub-terms   Semantic relationship   Cover term
(Y)   (X)
LOVE FOR YOUR NEIGHBOUR
AND THE PEOPLE
MORALLY RESPONSIBLE BEHAVIOUR   are attributes of a   GLOBAL CITIZEN
FRIENDSHIP
POSITIVE AND NEGATIVE EMOTIONS
TOLERANCE

Figure 4. Characteristics (attributes) of a global citizen

4. Perception of global issues and actions taken

The education of pre-school children cannot be limited to learning about their immediate environment. Observations and interviews with teachers of pre-primary school children aim to investigate how children are provided with knowledge about their immediate environment, how they construct knowledge, apply it in different activities, and in what ways they extend their knowledge. The Lithuanian 'Pre-School Curriculum' (2014) aims to provide children with knowledge about countries of the world and their cultures. *Global Citizenship Education. Topics and Learning Objectives* (2015) emphasises the broader knowledge of the world, focusing on the creation and protection of a sustainable environment, human rights, involvement in civil activities for the well-being of people, and the use of information technology and new methods of presenting educational material.

The analysis of the transcribed observation and interview material identified a cover term related to global citizenship education: global issues. The cover term global issues emerged from an interview with a pre-school teacher in relation to the need to educate today's children as global citizens.

> **Researcher**: The modern child is educated as a citizen of his/her own country and the world, and needs to be aware of current issues not only in the child's immediate environment but also in the modern world. What problems do you talk about with pre-schoolchildren?
> **M1**: We talk about **global issues such as** global warming, protecting nature, environmental management, and sorting rubbish. Well, we actually start with the immediate environment, and then we touch on the **wider global context**. We talk to children about the need for **everyone on the planet** to do this [...] that tolerance has to be developed. A child has to be tolerant, friendly towards other people (extract from a transcribed interview with M1, 24/10/2021).

The interview with teacher M1 focused on the importance of educational activities on global issues, children's activities in learning about contemporary societal issues, children's ability to talk about the impact of their actions on creating a clean and safe environment, and how they contribute to a clean, safe and sustainable environment. Pre-primary school children learn about their immediate environment, and are able to construct knowledge not only about it but also about the wider world and its problems. During the interview, the teacher names global issues that are relevant to the whole world, and discusses them with the children during the educational activities in group.

Global issues is a broad topic, encompassing more focused issues of specific areas of life: environmental protection, climate change, migration, etc. During the interview, it was mentioned that pre-schoolers discuss *climate change* (global warming), *nature conservation*, *environmental protection* and *sorting waste*. The topic of *foreigners* is not avoided, as it is relevant for the *development of* children's *tolerance*, the ability to show respect for people with a different skin colour, to reduce exclusion, and to act together with foreigners in their immediate environment.

Educational activities about social issues in contemporary society introduce pre-school children to global issues, and ask them to identify which ones they see in their immediate environment and which ones are relevant worldwide. The included terms were related to the cover term with the semantic relationship of *strict inclusion*. The included terms that emerged were *homeless people* and *animals*, *nature protection*, *tolerance of people with a different skin colour* (see Fig. 4).

When talking to children about global issues, teachers touch not only on the child's immediate environment, but also on the global context, emphasising that all people in the world face similar problems. They talk about homeless people and animals, rubbish, foreigners, etc, in their *immediate environment* (*kindergarten grounds, neighbourhood* and *backyard*). Children talk about how they contribute to solving global problems, and how problems can be solved *around the world*. Two further included terms within the cover term *global issues* have been identified (see Fig. 5).
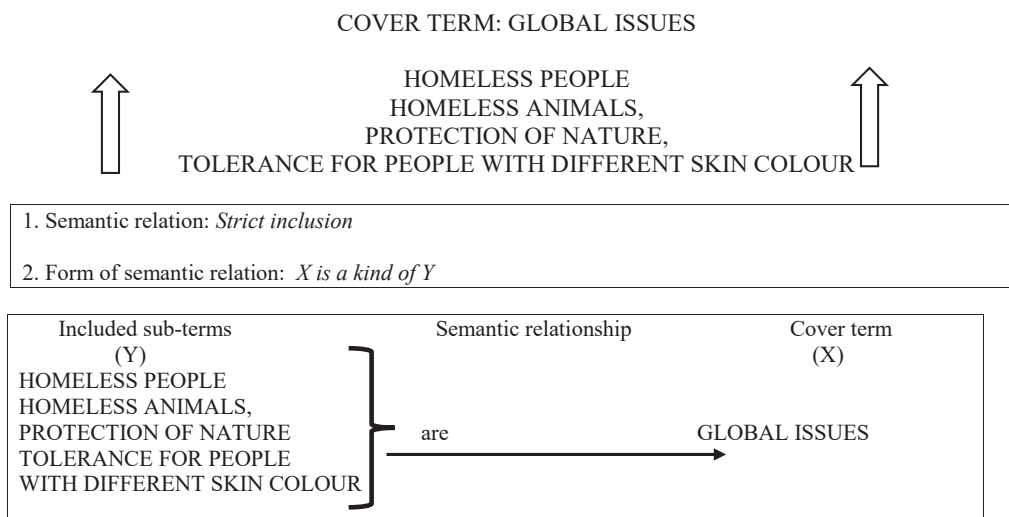
COVER TERM: GLOBAL ISSUES

HOMELESS PEOPLE
HOMELESS ANIMALS,
PROTECTION OF NATURE,
TOLERANCE FOR PEOPLE WITH DIFFERENT SKIN COLOUR

1. Semantic relation: *Strict inclusion*

2. Form of semantic relation: *X is a kind of Y*

Included sub-terms (Y)	Semantic relationship	Cover term (X)
HOMELESS PEOPLE HOMELESS ANIMALS, PROTECTION OF NATURE TOLERANCE FOR PEOPLE WITH DIFFERENT SKIN COLOUR	are	GLOBAL ISSUES

Figure 5. Types of global issues

COVER TERM: GLOBAL ISSUES

IMMEDIATE ENVIRONMENT
WORLD

1. Semantic relation: *Location for action*

2. Form of semantic relation: *Y is a place for doing X*

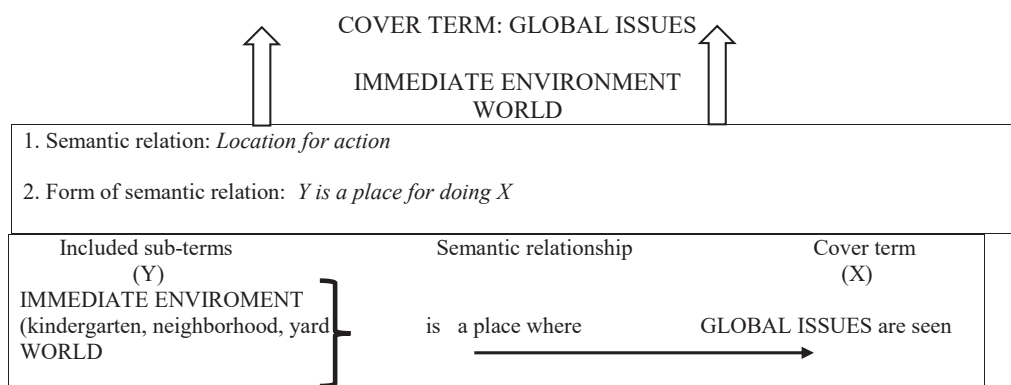| Included sub-terms (Y)	Semantic relationship	Cover term (X)
IMMEDIATE ENVIROMENT (kindergarten, neighborhood, yard WORLD	is a place where	GLOBAL ISSUES are seen

Figure 6. Places where global issues can be seen

Children are aware that in their immediate environment (kindergarten, neighbourhood, yard), and in the world, all people need to take care of nature, pick up litter, and sort it. The children talk about work they have done collecting and sorting rubbish. They talk about how they use various things to make new things. The group organises educational activities in which children make various items from old things they bring in.

Children express their concern for the homeless, the poor and the sick, and for homeless animals. Children share their own experiences of their immediate environment, talk about poor people they see in their everyday life in their neighbourhood (neighbourhood, shop, yard) asking for money and help. The pupils say that they and their relatives help such people by giving them food or money. The children realise that help is needed not only by humans but also by animals. Children notice the foreigners (people with a different skin colour) in their immediate environment, and talk about the need to show them respect and tolerance. The actions mentioned by pupils in contributing to solving global issues help to identify a number of included terms of the cover term *global issues* that are linked by a *cause-effect* semantic relationship (see Fig. 6).

Pre-schoolers can talk about problems in their immediate environment (e.g. my yard, my neighbourhood, the shop, the kindergarten) that are also global (homeless people, homeless animals, environmental pollution, foreigners), and they are aware that these and/or similar problems (environmental pollution, exclusion, intolerance, etc) exist not only in their immediate environment but also in the world.
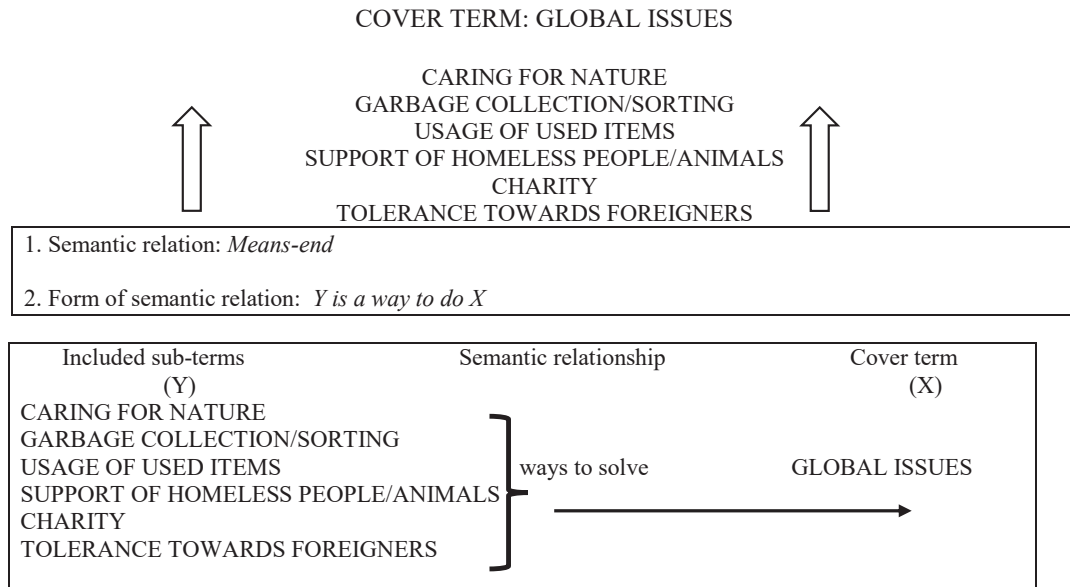
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COVER TERM: GLOBAL ISSUES

CARING FOR NATURE
GARBAGE COLLECTION/SORTING
USAGE OF USED ITEMS
SUPPORT OF HOMELESS PEOPLE/ANIMALS
CHARITY
TOLERANCE TOWARDS FOREIGNERS

1. Semantic relation: *Means-end*

2. Form of semantic relation: *Y is a way to do X*

Included sub-terms (Y)	Semantic relationship	Cover term (X)
CARING FOR NATURE GARBAGE COLLECTION/SORTING USAGE OF USED ITEMS SUPPORT OF HOMELESS PEOPLE/ANIMALS CHARITY TOLERANCE TOWARDS FOREIGNERS	ways to solve	GLOBAL ISSUES

Figure 7. Solutions to global problems

Pre-school children talk about problems in their immediate environment and in the world, and look for solutions. During the educational activities, the children's development as citizens of their own country and the world is revealed: awareness of the common good, care for other members of the community, responsibility for nature, the country, the world, fostering a safe environment, respect for foreigners, activity, responsibility, tolerance, etc. During a year of pre-school education, children form the ability to act respectfully in social and cultural diversity, to construct knowledge about the immediate and global environment, and to reflect on their own experiences and to share them with others. Through educational activities, children as global citizens learn how to contribute to a clean, safe and peaceful world.

Conclusions

Due to globalisation and growing interconnectedness in areas such as the environment, technology, international engagement and human relations, our world is getting more and more similar. We are becoming global citizens, not just citizens of our country. By learning about Lithuania's history and nurturing its culture, we form a national identity and citizenship. The increasing reference to global citizenship and its development encourages educators and children to look at the wider world context. Global citizenship is an extremely important area of holistic education, which aims to develop from an early age. A child who is a critical thinker is able to talk about his/her immediate environment and the world, and to understand the links between the local and the global, to recognise global issues, and to understand his/her own identity and personal role in participating in global processes. A knowledge and understanding of global phenomena and events not only develop children's critical thinking but also strengthen their citizenship. They also build social responsibility for our everyday choices, starting with the smallest things, such as what we buy and how we consume, and what we think and say about others.

Reviewing part of the analysis of the ethnographic research data, it can be stated that global citizenship is developed at pre-school age in pre-primary education. The analysis of the collected material has highlighted a number of cover terms related to the development of global citizenship. The cover term *global citizen* and the included terms related to it in various semantic relationships (*inclusion, spatial* and *attribute*) were identified. In conclusion, pre-school children form a sense of their identity. The boundaries of identity perception are expanded in terms of a child's immediate environment. The child is a member of a family, a

kindergarten group, a resident/citizen of a country. The boundaries of the immediate environment are extended to the global level, the topics *space* and the *Universe* allow children to perceive themselves as part of the Universe, the world. Pre-schoolers realise that they are inhabitants of the world, and that there are other inhabitants of the world around them with the same characteristics/attributes. All inhabitants of this world have to form the same moral values and behave responsibly towards each other. Friendly behaviour, helping, mutual understanding, positive emotions, love for one's neighbour and for other inhabitants of the world, respect, tolerance, help and support are necessary qualities for creating a safe and clean environment and a solution to global problems.

Global issues is another cover term identified, with the included terms related with semantic relationships *inclusivity*, *place for action* and *cause-effect*. Pre-school children are able to identify and talk about contemporary global issues: homeless people and animals, pollution and protection of nature, tolerance of foreigners. They see these problems in their immediate environment (yard, neighbourhood, country) and relate their immediate environment to the world (other countries) where people also face the same problems. They not only recognise global problems but also talk actively about them. Most talk about how they contribute to solving these problems, i.e. picking up litter, sorting waste, not polluting the environment, caring for homeless animals, giving food to the homeless, the poor and the sick, and noticing the increasing number of foreigners in their neighbourhood and talking about them respectfully. This cover term and its included terms support the notion that pre-primary school children are aware of and able to talk about the contribution of all the world's inhabitants to a safe, sustainable and peaceful environment.

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GLOBALUS PILIETYBĖS UGDYMAS IKIMOKYKLINIO UGDYMO ĮSTAIGOSE: ETNOGRAFINIS TYRIMAS

Vaida Žegunienė

Klaipėdos universitetas (Lietuva)

Santrauka

Pripažįstama, kad visuomenė tampa globalia, perimdama įvairių tautų savitumą. Tai kreipia švietimą nauja kryptimi, formuojasi *globalaus švietimo* sąvoka, apimanti siauresnes švietimo sistemos sritis. Vis dažniau orientuojamasi į globalų ugdytinių pilietiškumą, jo ugdymą, siekiant plėsti pažinimo ribas nuo artimiausios aplinkos iki pasaulio lygmens. Ugdymo procese akcentuojama tarpkultūrinė aplinka, kitų šalių pažinimas, dalyvavimas kuriant saugų ir tvarų pasaulį, aktyviai dalyvaujant pilietinėje veikloje – ne tik gimtoje šalyje, bet ir pasaulio kontekste.

Ikimokyklinio ugdymo institucijos nurodomos kaip pagrindinės pradedant tarpkultūrinį dialogą ir sėkmingai jį plėtojant. Čia dedami atvirumo kitoms kultūroms, empatijos, pagarbos kitoms rasėms pagrindai, ugdytiniai skatinami aktyviai dalyvauti pilietinėse veiklose, prisidėti prie saugios, švarios ir tvarios aplinkos kūrimo, kad suvoktų, jog jie yra ne tik savo gimtosios šalies, bet ir pasaulio gyventojai.

Tyrimo objektas – globalaus pilietiškumo ugdymas priešmokyklinėje vaikų grupėje. Tyrimu siekiama atsakyti į klausimą, kaip ugdomas globalus pilietiškumas priešmokyklinio amžiaus vaikų grupėje. Formuluojamas tyrimo tikslas – formalioje ugdomojoje veikloje atpažinti priešmokyklinio amžiaus vaikų globalaus pilietiškumo ugdymo apraiškas. Uždaviniai: 1) apžvelgti Europos Sąjungos organizacijų dokumentus ir įvairių autorių studijas, kuriose pristatomas globaliojo pilietiškumo ugdymo aktualumas priešmokykliniame amžiuje; 2) pristatyti vaikų globaliojo pilietiškumo ugdymo priešmokyklinėje grupėje mikroetnografinio tyrimo rezultatus. Metodai: teorinė dokumentų ir tyrimų apžvalga, švietimo dokumentų turinio analizė ir sintezė, mikroetnografinis priešmokyklinio amžiaus vaikų grupės bei jų formaliojo ugdymo veiklos stebėjimas, etnografinis interviu su priešmokyklinio ugdymo pedagogais, etnografinė tyrimo duomenų analizė ir apibendrinimas.

Pateikiant dalį etnografinio tyrimo duomenų analizės galima teigti, kad globalus pilietiškumas ugdomas priešmokykliniame amžiuje ikimokyklinėje įstaigoje. Analizuojant surinktą medžiagą išskirtos kelios su globalaus pilietiškumo ugdymu susijusios temos. Tai *pasaulio gyventojo* tema ir su ja įvairiais semantiniais ryšiais (įtrauktis, erdvinis požymis) susijusios potemės. Apibendrinant galima teigti, kad priešmokyklinio amžiaus vaikai formuojasi savo pasaulio piliečio tapatybės suvokimą. Artimiausios aplinkos ribos plečiamos iki pasaulio, kosmoso ir visatos lygmens, tai leidžia ugdytiniams suvokti save kaip visatos, pasaulio dalį. Priešmokyklinukai suvokia, kad jie yra pasaulio gyventojai ir juos supa kiti pasaulio gyventojai, pasižymintys tomis pačiomis savybėmis (požymiais). Draugiškas elgesys, pagalba, savitarpio supratimas, teigiamos emocijos, meilė artimui, pagarba, tolerancija, pagalba – būtinos savybės, kuriant saugią ir švarią aplinką bei vienas iš globalių problemų sprendimų.

Globalios problemos, dalyvavimas jas sprendžiant – tai kita išskirta tema, kuriai priskirtos potemės, susijusios šiais semantiniais ryšiais: įtrauktis, veiksmo atlikimo vieta, priežastis ir pasekmė. Priešmokyklinio amžiaus vaikai geba atpažinti ir kalbėti apie globalias šiuolaikinės visuomenės problemas: benamiai žmonės, beglobiai gyvūnai, gamtos tarša ir saugojimas, tolerancija kitataučiams. Ugdytiniai mato šias problemas savo artimiausioje aplinkoje (kieme, rajone, šalyje) ir sieja artimą aplinką su pasauliu (kitomis šalimis), kur žmonėms kyla tų pačių problemų. Ugdytiniai ne tik atpažįsta globalias problemas, bet ir aktyviai apie jas kalba. Daugelis jų pasakoja, kaip patys prisideda prie šių problemų sprendimo, t. y. renka šiukšles, rūšiuoja atliekas, neteršia gamtos, rūpinasi benamiais gyvūnais, šelpia benamius, vargšus ir sergančiuosius maistu, artimoje aplinkoje pastebi vis daugiau kitataučių ir pagarbiai apie juos kalba. Pagrindžiama nuomonė, kad vaikai priešmokykliniame amžiuje žino ir geba kalbėti apie visų pasaulio gyventojų indėlį kuriant saugią, tvarią ir taikią aplinką.