

APPROVED

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CONCEPTION OF CULTURAL EDUCATION OF CHILDREN AND YOUNG PEOPLE

I. GENERAL PROVISIONS

1. The conception of cultural education of children and young people (hereinafter—Conception) addresses the interaction of cultural and artistic education of pupils, development and traditions of cultural education, approaches towards the development of cultural competences, and the organisation, opportunities and prospects of cultural education.

2. One of the main goals of the Conception is to encourage the integration of Lithuanian cultural heritage and artistic culture into education.

3. The definitions used in the Conception are as follows:

Cultural education refers to the formation of personal values and a broad cultural horizon, development of communication and artistic skills, creative self-expression, and the child's inherent culture.

Artistic education refers to cultural and aesthetic education, development of personal cultural expression and various artistic skills, inherent talents and abilities, and personal creative powers.

Educational cultural environment refers to the culture created by the school's community, the architectural entirety of buildings intended for harmonious development and learning, healthy, aesthetic, creativity-stimulating environment, creative laboratories, workshops, studios, other school spaces for creative, cultural and recreational activities: sports training fields, gardens, parks, etc.

Personal cultural competence is a personal ability to understand and make judgments about cultural realities, participate in cultural life, foster and develop cultural heritage, as well as to understand and make judgments about the various cultural forms and phenomena.

A creative laboratory, workshop or studio at school refers to offices, spaces and premises which are appropriately equipped for various artistic activities and creative experiments of pupils, and which can be used for hosting artistic projects, campaigns, concerts and exhibitions.

II. OVERVIEW OF CULTURAL AND ARTISTIC EDUCATION

4. In Lithuania, provisions concerning cultural and artistic education are integrated into the various educational programmes and instruments in the understanding that it is an important part of raising a full-fledged individual, which often determines a person's creativity, communication skills, and skills for developing competences possessed, and applying the acquired knowledge and experience in new life situations.

5. Taking into account the new challenges facing our society, the field of cultural and artistic education demands even more attention based on the results of analysis of contemporary cultural, technological and political trends. After Lithuania became a member of the European Union (hereinafter—EU), it has received an opportunity to contribute effectively to the cultural life of the EU, develop cultural and artistic education drawing upon the experience of EU countries (making cultural heritage a priority, multicultural aspects, creative industries, attention to practical

creative activities in studios, offices, laboratories, etc., introduction of new technologies and provision of instruments and equipment required for this purpose; comprehensive integration of artistic subjects into the teaching of other subjects and the cultural life of the school, e.g. social drama and cultural heritage protection projects).

In order to preserve the originality, identity and individuality of the country, special attention must be paid to its culture and cultural heritage, and a new attitude must be adopted towards cultural artistic education.

On the other hand, global co-operation challenges form the need to participate in the processes of the world culture. Global co-operation challenges increase competitiveness inevitably: success will accompany those countries which rely upon high-end technologies and creative people with good cultural education.

6. Cultural and artistic education is important as a field that may have not only a significant impact on comprehensive personal education and the development of personal cultural competence but also a positive influence on the processes of the education system.

7. The goal of lifelong learning may be successfully implemented and developed by enabling children, including national minority groups, disabled people and socially excluded groups, to participate actively in cultural and artistic activities.

III. TRADITION OF CULTURAL AND ARTISTIC EDUCATION

8. The history of pedagogy claims that through the ages cultural and artistic education has been perceived, first of all, as a guarantee for the preservation of cultural identity of the community and the nation. In many societies, cultural and artistic education is seen as an important field necessary for the development of personal culture, creativity and a full-fledged personality. Cultural and artistic education in the Lithuanian education system has old traditions going back to the origins of the Lithuanian school.

9. During the past century, cultural and artistic education in the Lithuanian education system was given comparatively much attention during the years of independence and much less during the periods of occupation. In 1918–1940, cultural and artistic education in Lithuania was developed by various organisations of pupils and young people (Lithuanian Catholic Organisation of Youth Education “Ateitininkai”, Lithuanian Catholic Youth Federation “Spring”, scouts, young farmers, etc.), and cultural projects were implemented at the public’s initiative.

10. As far as informal education is concerned, cultural and artistic education is developed in art schools, cultural institutions, centres, clubs and informal education activities. The current conditions of cultural and artistic education have also been expanded by new forms of informal education, activities of NGOs, broader opportunities for cultural relations, etc.

A significant influence on the dissemination of cultural and artistic education is made by traditional cultural and artistic projects involving most of the young people in the general education system. Those include pupils’ song festivals, the contest “Dainų dainelė”, children’s and youth’s theatre festivals, various art competitions for pupils.

11. The year 2007 was declared to be the Year of Children’s Culture in Lithuania. The artistic culture of children and young people is developed in formal and informal education, and in local communities. This process is organised by schools, other educational and cultural institutions, a variety of associations and by employees in the cultural and arts sector.

12. The artistic culture of children and young people consists of:

12.1. Artistic culture created by adults for children: artistic creation—works of art, drama, literature, music, media, cinema and other works; creative works introduced through television, mass media, computer environment and advertising; cultural environment created by adults—

public institutions, churches, playgrounds and sports fields, various public spaces such as parks, green areas, etc.; products for children such as toys and clothes;

12.2. Artistic culture created by adults together with children: special leisure activities, sports and arts festivals, creative workshops, various cultural projects;

12.3. Various forms of artistic culture created by children: artistic culture created by children—arts, literature, music; game culture—traditional and authentic, telling fairy-tales, counting-out rhymes, songs, riddles, rhythmic sounds; communication culture of children: expression, mimicry, etc.

IV. POLICIES RELATING TO THE DEVELOPMENT OF CULTURAL AND ARTISTIC COMPETENCES

13. Cultural education takes place in the process of general education and is developed in the life of the school's community. Personal cultural competences are particularly important in developing integrated and project teaching: it allows to discover personal abilities and develop the cultural communication skills of an individual. Relating to cultural education and its achievements, cultural communication skills and cultural intelligence are extremely important for ensuring successful work of teachers, application of appropriate methodologies and successful learning of pupils, promoting learning motivation and developing integrating skills.

14. Cultural and artistic expression develops different personal communication skills, which in turn helps to grasp learning material easier and improves the process of learning and self-education.

15. Cultural and artistic creation skills provide more opportunities for the successful integration of young people into the society.

16. The conception and policies of cultural education are discussed in the textbooks of all subjects: the connection between the subject and cultural education on all levels, general cultural dimension of the specific subject and its influence on the educational process is revealed.

V. DEVELOPMENT OF CULTURAL AND ARTISTIC COMPETENCES OF TEACHERS

17. In the course of training of future teachers, higher education establishments and colleges training teachers give more attention to cultural and artistic activities not only when preparing the future teachers of artistic subjects.

18. Programmes of cultural studies are organised during the advanced training courses for teachers, conditions are created for the self-education of teachers, their cultural and educational activities within the community of the school.

19. Teachers are a community of people who engage in lifelong learning. This profession calls for a regular update of knowledge of the subject, participation in the cultural and political life of the society, activities of the local community and diverse expansion of one's horizon. The school should provide favourable conditions for this purpose. The teacher's ability to participate in cultural life enriches his or her competences and has direct influence on his or her professional activities. Teachers with broad cultural interests are able to discover contemporary pedagogical and cultural innovations and apply them in their work quicker, and employ integrated teaching methods. Pupils tend to notice such teachers and single them out, and this strengthens the authority of these teachers. A teacher with a broad cultural horizon acts as a role model for modern-thinking young people, and provides additional motivation for learning the subject taught by him or her. This kind of teacher demonstrates the benefits of lifelong learning by his or her personal example and develops the image of an active, civically- and patriotically-oriented personality among the pupils.

Cultural activity and a broad horizon are no less important for a teacher than his or her professional experience and knowledge of his or her subject.

VI. INTERACTION OF CULTURAL AND ARTISTIC EDUCATION AND INTEGRATION OF SUBJECTS

20. Schools that give more attention to cultural and artistic education, and intensive creative and practical activities of pupils, are notable for higher learning motivation, improvement of psychological learning environment and strengthening of community relationships. Pupils have a much better grasp of various subjects, the process of learning itself becomes more attractive, and additional points of connection between real life and cultural environment are discovered.

21. Integration of cultural and artistic education into general education.

Cultural and artistic education is not only implemented in the course of learning during the lessons of artistic education but is also integrated into other subjects on various levels:

By bringing to attention the cultural aspects of every subject and their interaction;

By integrating the contents of various subjects in the process of learning;

By implementing projects.

22. Cultural attitudes and competences are developed in the process of general education:

By teaching artistic subjects;

In the course of teaching all the other subjects;

By integrating the contents of various subjects;

In the course of project education;

By organising out-of-school activities;

By organising the cultural life of the school's community;

By organising educational activities.

23. Cultural and artistic education forms a positive approach towards the learning process, creates additional long-term learning motivation and encourages lifelong learning.

24. Cultural and artistic education also takes place in the educational process indirectly:

By teaching in a professionally equipped environment specifically intended for this purpose;

By forming a creative, culturally-oriented community;

By promoting the creativity and curiosity of pupils, encouraging the expansion of their horizons.

25. Cultural and artistic education takes place both after lessons, and in social and cultural activities of pupils:

During out-of-school activities, various subjects are integrated traditionally and on a broader scale, account is taken of the pupil's additional cultural interests and abilities. This promotes learning motivation and provides additional skills and knowledge;

Social and cultural activities of pupils at school integrate cultural and artistic expression naturally. The goal of creating better conditions for these activities at schools should be pursued;

Creators of art participate in the process of informal education during out-of-school activities.

26. Cultural and artistic education in informal education:

In informal education, schools and studios, and other means of providing cultural and artistic education are particularly important: the pupils' parents wish to give extra education to their children in these areas at their own initiative.

The sectors of formal and informal education work together—this is implemented by drawing upon the experience and teaching materials of informal educators and hosting joint artistic events.

27. Cultural and artistic education is implemented by organising summer recreational activities and cultural-educational tourism for pupils. All opportunities are used to familiarise pupils with the cultural heritage of the country; creative camps, plain-air workshops, educational trips and other activities are organised both for pupils and their teachers.

VII. CO-OPERATION IN CULTURAL EDUCATION

28. Young people are culturally educated and their attitudes are shaped not only by formal and informal education but also by public life, traditions, environment and the processes of cultural interaction in the world. Cultural education and formation of cultural attitudes takes place in all areas of cultural expression in the society and the country. Family, school as a cultural community, professional artists or their teams, public organisations, religious communities, political organisations and other actors all contribute to these processes.

29. Co-operation in cultural and artistic education is possible on different levels and in different areas of the cultural life of the country. Carrying out of joint educational projects with cultural institutions and professional arts groups should be encouraged.

30. Areas for co-operation:

30.1. Mass media:

Periodical press;

Radio and television;

Advertising.

30.2. Public cultural life:

Activities of religious communities;

Cultural events organised by public organisations;

Public space, public places (squares, parks, green areas, sculptural objects, etc.);

Cultural and educational tourism in Lithuania;

Book publishing.

30. 3. Family life:

Traditions and skills of an education-oriented family;

Cultural attitudes and motivation;

Living environment, daily life.

30.4. International cultural interaction:

International cultural organisations and foundations;

Cultural exchange;

Purposefully disseminated experience of other countries;

Cultural and educational tourism in foreign countries.

30.5. The current rapidly changing economic and cultural situation has impact on the social and cultural exclusion of children and young people. Diverse cultural experience permeating our society also influences the development of traditional culture. In order to ensure the cohesion of cultural interaction in education, it is crucial to examine the ongoing changes and improve the management.

VIII. FINAL PROVISIONS

31. It is likely that upon the implementation of the Conception, the development of cultural and artistic education under the new conditions will have a positive impact on:

31.1. Current pressing educational issues such as learning motivation, attendance, participation of family and community in the educational process;

31.2. Cultural and artistic education will help solve the problems of social cohesion, and have a positive impact on civic and national education;

31.3. Cultural and artistic education will have an impact on the personal life of pupils and help solve the problems arising in the family;

31.4. Cultural and artistic education will help pupils understand the diverse contemporary culture and form their personal values;

31.5. Cultural and artistic education will help strengthen the community of the school, promote creative innovation in teaching, application of creative methods in education, raise the prestige of learning and teaching in the society, and encourage the constant renewal of educational processes at school;

31.6. A system of cultural education for children and young people will be created by state and municipal cultural and educational institutions, and will encompass the regions and rural areas of Lithuania;

31.7. Favourable conditions will be created for the active participation of state and municipal cultural and educational institutions, NGOs, and creators of culture and art in the cultural and artistic education of children and young people;

31.8. A map of good practice in cultural and artistic education will be prepared and the dissemination of that practice will be carried out;

31.9. The cultural and artistic activities of children and young people will improve, especially in the regions and rural areas as a result of strengthening the co-operation between the areas of formal and informal education and cultural institutions, and drawing upon the experience and teaching materials of informal educators and cultural workers.

32. The implementation of the Conception is associated with the programmes of formal and informal education, sustainable development and lifelong learning.

33. The stages of implementation of the Conception are projected as follows:

33.1. Preparation of a long-term plan of measures for the implementation of the conception of cultural education of children and young people, which would provide for:

33.2. Conducting the dissemination of the Conception in order to promote a wide-scale discourse on the issues of cultural and artistic education on different levels of education;

33.3. Formation of a regular Council of Experts on the Development of Cultural and Artistic Education of Children;

33.4. Initiation of advanced training programmes for teachers necessary for the implementation of the purpose provided for in the Conception;

33.5. Pursuing to create a mechanism for the competences acquired in the course of informal education to be recognised;

33.6. Pursuing to enable the artists who have knowledge of artistic subjects and creative work experience to become educators after finishing the course of pedagogical and psychological knowledge;

33.7. Providing the conditions for and pursuing to enable private businesses and foundations to support cultural and artistic education in formal and informal education, and to find additional sources of support.
