

Irena Zaleskene

Citizenship Education: Lithuanian Mapping

Some theoretical concepts of globalisation and citizenship are discussed in the article as well as changing role of citizenship education in transforming Lithuanian Society. The author points out that many problems in contemporary Lithuanian society arise from the fact that the relationship between individuals and the state is changing fundamentally. The state should broaden “positive” choices and support an individual by ensuring principles of equality in basic human rights and access to opportunities. On the other hand, an individual has to take the responsibility for his/her own life becoming a decisive factor in choosing personal life style and in building up civic community. In this respect, it is expected that *Citizenship Education* would lay an important role in educating competence and attitudes towards own responsibilities, in educating mental and practical skills for positive civic participation. Current status and new approaches of citizenship education in Lithuania are presented in the light of international developments. The article concludes that changing role of citizenship education has significant implications for professional development of teachers and for the national teacher training system as a whole.

Keywords

exclusion, citizenship education, teacher training

Introduction

The phenomena of globalization is considered as the most widespread trend on the eve of twenty – first century and it has resulted from the worldwide integration of economic and financial sector (Hallak, Poisson, 2000, 10). Globalization could be understood “as a socio – economic phenomenon that has profound political and cultural implications (Jarvis, 2001, 10). Among the main implications of globalization, researchers name such as: a) the *emergence of learning societies* due to multiplication of sources of information and communication; b) the *transformation of the nature of work* with the need for more flexibility and mobility, the importance of communication skills, the necessity of team work, the increasing use of technologies, etc; c) the *progression of social exclusion* – a large part of world’s population does not participate in this process. Globalization causes changing role of education; implementation of new trends in education (the need to keep up with changes taking place in society). Some of the characteristics of this new trend may be identified (Daswani, 2003, 19):

- The increasing incorporation of global and interdisciplinary topics into curriculum;
- Vocational education and lifelong learning (to prepare students for the world of work in adequate way);
- Citizenship education (to prepare students to assume their responsibilities as citizens and to develop competencies for active civic participation);
- Basic knowledge versus “up-to-date” contents (students must be taught the skills of research, inquiry and interpretation so that they may continue learning beyond the school and find adequate place in society).

Researchers from different research fields in different countries look for responds to the important ques-

tions such as: what does these characteristics of the trend mentioned above mean for education as whole? How do they change the role of education and particularly role and content of civic education? Taking into account the assumption that civic education can help to solve some of the challenges of globalized world, we try to analyse some of the possible answers to these questions.

1. Role of Education and Main Goals for Civic Education

Education during the ages have been seen as a social institution having functions such as *socialisation* (Broom 1992); *personal development* (Rodgers 1995); *political and social change* (Leithwood 1992); *transferee of culture* (Hodges 1974); *social stability and order* (Selfe, Burke, 1998); *social integration* (Fend 1980). The latest developments of philosophical and sociological mind show that integration of society is becoming one of the most important functions of education. That’s why education is seen as a main factor in extenuating social exclusion in the modern societies. Education fulfils the role of social integration through *curriculum*, through *infrastructure* of educational institutions and through creating *equal start possibilities* for everyone.

Reformation of educational system and inclusion of civic education into compulsory curriculum could be seen as an important way for strengthening social cohesion. Furthermore, we will pay some attention to the Lithuanian situation related to social cohesion and developments of civic education.

1.1 Some Remarks on Social Exclusion in Lithuania

In 1990, when Lithuanian citizens demonstrated their intention to build a free and open society based on the supremacy of law and democratic principles, they simultaneously undertook the responsibility for both their personal lives and strengthening the statehood.



People were ready to overcome the legal, political and social legacy of totalitarian society and face difficulties of transition. Nevertheless, it has now become clear that social process are developing at much more rapid pace than the human mentality is able to adjust itself to new values and lifestyles. Many problems in contemporary Lithuanian society arise from the fact that the relationship between individuals and the state is changing fundamentally. It's important to recognize that the way in which people build their lives depends on many circumstances over which they may have no control. For example, children who are not attending school and who are not taught any skills are deprived of many choices and opportunities for their future lives. And those people who have no access to information have no possibilities to make decisions. The state should broaden "positive" choices and support an individual by ensuring principles of equality in basic human rights and access to opportunities. The Lithuanian Constitution ensures equal right for everyone, but at the same time the state is not always capable of providing the necessary conditions for exercising these rights. For example, the rise in crime threatens individual right to personal security, the volatility of the economy and labor market causes unemployment, a low standard of living often undermines the right to education, a quality health service, adequate housing, freedom to travel and the choice of place of residence. On the other hand, an individual has to take the responsibility for many aspects of his own life becoming a decisive factor in choosing life style. In this respect, it is expected that *Civic Education plays an important role in educating competence and attitudes toward own responsibilities, in educating mental and practical skills for positive civic participation.*

1.2 Civic Education and Competencies

Researchers (Fulan 2001; Ozmon, Craver 1996; Jarvis 2001) analysing changing global world point out features of post modernity such as *social* (complexity and fragmentation of social structure), *cultural* (the fragmentation of cultural identity which changes between different social settings); *economical* (competitive relations in the market are demanding multi-skilled workers); *political* (promotion of the virtues of self-reliance, self-confident, self- decision-making). Person leaving in such complex related society has to be enabled to manage his or her life. And civic education can play an important role in such circumstances especially when democracy is seen as a form of government and as a practice, in which participation and involvement are key points. Very often form of government is being understood in the light of the historical development. However, for most nations democracy is an ideal which is superior to the democratic practice in real life. Thus, democracy is a concept in continuous development and

a topic for discussion without definitive answers. Nonetheless, there is a broad recognition of the possibilities for democracy to contribute to the learning to live together. It is obvious that democratic practice at local level can turn out in ways that resembles more those of old socio-cultural traditions than the modern – western oriented – conception of democracy. Active citizenship is more a democratic practice and to the large extent is culturally and politically based. So, *"education must lead to the acquisition of...the knowledge, values and abilities that are needed for individual development, and for the exercise of participatory and responsible citizenship in a democracy"* (The Dakar Framework for Action 2000).

It is pointed out by the researchers (Perrenoud 2000) that active citizen could be described through developing "citizen" competencies which are needed to every individual in order to participate in the management of personal and social life in the harmonious society. These competencies are:

- being able to vote and assume one's responsibilities in a democratic political system and in community life, trade unions, etc.
- in order to survive in a society of free competition, being able to find accommodation, start a family and conclude and abide by contracts (relating to marriage, work, rental, insurance, ect.);
- being able to invest and spend intelligently one's resources in a free and transparent market, using in a rational manner information about products and services;
- being able to find one's way about in the educational system, receiving training, and learn and use available information;
- being able to access culture and media by making an informed choices of recreational and cultural activities;
- being able to look after one's health by preventative and responsible use of the medical and hospital system;
- being able to defend one's rights and interests by asking for police protection and making use of legal procedures and the courts.

In general, competencies are described as specialised system of abilities, proficiencies or skills that are necessary or sufficient to reach a specific goal (Weinert 2001) having four dimensions:

- political and legal dimension covers rights and duties with respect to the political system and law. It requires knowledge concerning the law, democratic attitudes and capacity to participate, exercise responsibilities at all levels of public life;
- social dimension covers relations between individuals and requires knowledge of what these relations are based on and how they function in the society. Social competencies are paramount here. This dimension is connected to others (solidarity);



- economical dimension concerns the world of production and consumption of goods and services;
- cultural dimension refers to collective representation and imagination and to shared values, it implies recognition of common goods and common heritage.

To understand better the changing role of civic education we will pay some attention to the concept of „Citizenship“ and to the main competencies which have to be obtained during the civic education process.

1.3 Concepts of Citizenship and the Changing Role of Civic Education

There are a lot of ideas about what it means “citizen” or “citizenship”. We did search and classified some of them:

1. Anderson, Avery, Pederson, Smith and Sullivan (1997) identified citizenship concepts among sample of teachers. Almost half of students have been taught to be questioning citizen, about one-quarter focused on teaching from culturally pluralistic perspective and only few stressed learning about government.
2. Davies, Gregory and Riley (1999) in England found that social concern and tolerance for diversity received the greatest support between teachers; Theiss-Morse (1993) model for four concepts of citizenship among adults in US: representative democracy (responsibility to be an informed voter); political enthusiast (advocacy through protest and little trust in elected officials); pursued interest (joining groups to pursue issues); and indifferent (trusting leaders and placing a low priority on trying to influence them);
3. Prior (2007) in Australia found that social concern, social justice and participation in school/community affairs were important for teachers;
4. Vontz, Metcalf and Patric (2000) in a study of effectiveness of a civic curriculum in Latvia, Lithuania and US found a positive impact on students' knowledge and skills but not their sense of citizen responsibility.
5. In the IEA (International Association for Evaluation of Educational Achievements) Civic Education Study (Torney-Purta, Lehmann, Oswald, Schulz, 2001) was used mainly two concepts of citizenship: Conventional Citizenship (obeying the law, voting, participation in political parties, etc.) and Social-Movements related citizenship (participates in activities to protect the environment, participates in activities to benefit people in the community, work hard, etc).

As far as we can observe differences in the concepts of citizenship, we can agree that there are some basic elements according which the role of civic education is changing. These are:

A. Cognitive competencies:

- competence of a legal and political nature

- knowledge of the present world
- competence of a procedural nature
- knowledge of the principal and value choices

B. Ethical competences and value choices: freedom equality and solidarity.

C. Capacities for action (as social competences):

- capacity to live together with others, to cooperate, to construct and implement joint projects and so on;
- capacity to resolve conflicts in accordance with the principals of democratic law;
- capacity to take part in public debate, to argue and choose in real life situation.

The Concept of Democratic citizenship has different meanings and connotations because of huge changes in the cultural, political and social life. But a lot of different researchers (Carr 1999; Wringe 2000; MacLaughlin 1997 etc.), having very different views on it agree, that citizen in our days life has to have four main indications in order to have possibilities for positive socialisation into society. These indications are:

1. Political activity. This indication did change during different periods of developments in the societies. The first one dominated for a long time. At the beginning of XX century the Values component did become important.
2. Values. After 1960 politicians and researchers were looking for reasons why political activity is not always transferred in the behaviours of citizens. And the identity was one of the aspects to be added to the concept of citizen.
3. Identity. Finally, the developments of the last decades in the directions of modernisation of societies (“networking” society, integration of different societies, stress on importance of social capital for human development, etc.) added the fourth component for the concept of “democratic citizenship” – social competencies.
4. Social competencies. They are essential in nowadays civic life, so, they are key point in changing role of Civic Education.

Having in mind all the aspects mentioned above, the main role of civic education can be named as a education of skills and competences related to execution of active citizenship in globalized world (“Citizenship education: Learning at School and in Society”, 2001).

2. Current Status of Civic Education in Lithuania

2.1 Short History of Implementing Civic Education into National Curriculum.

- A. The mission of Civic Education in Lithuania was described in the first Law on Education (1991) which was legislated after restoration of Lithuanian statehood: Civic Education is *considered to be one of the*



essential goals of the educational system: to foster citizenship, the understanding of a person's duties toward family, nation, society, and the State of Lithuania, as well as the need to participate in the cultural, social, economic and political life of the Republic (The Law on Education in the Republic of Lithuania, 1991; 2003).

- B. Concrete goals and tasks for Citizenship Education in Schools are formulated in the "General Concept of Education in Lithuania" (1994), "Curriculum Framework for Primary and Basic (lower secondary) Education" (1996, 2004, 2008), and National Standards of Students achievements (1997, 2004, 2008). *The whole educational process is supposed to lead to an understanding of both the principles of life in a democratic society and also the problems in creating democracy (and ways to approach their solution)*. It was suggested that course entitled "Basics of Citizenship" has to be introduced as a obligatory subject at the basic school level (it did start in 1998).
- C. Starting from 1992 teaching and learning materials are under developmental process, in-service teacher training courses (regional, national as well as an international) are held in different regions in Lithuania.
- D. The processes of developing individual syllabus, school based curriculum, teaching and learning materials, pre-service and in-service teacher training courses are going on in Lithuania. It is expected that different schools, teachers will select the content for their civic lessons, will choose the teaching styles.
- F. Citizenship education courses are implemented into pre-service teacher training institutions since 2000.

2.2 The Ways of Organising Citizenship Education in Lithuania.

A. Through formal curriculum:

- a) Citizenship Education is taught as a cross-curriculum. It means that civic ideas, concepts, topics are integrated in the new developed curricular, textbooks, teaching and learning materials for whole variety of subjects and are already taught in the different grades, starting from 1st ending with 12th grades. For example, the course "Me and the World" is implemented in the primary school (grades 1-4); the History, Geography, Technology, Native Language and Literature, Political Science, Economics, Philosophy, Moral Education and etc. These courses are very interrelated when it concerns educating the conscious and active citizens of Lithuanian State.
- b) the separate obligatory subject "Basics of Citizenship" is introduced to the 9 and 10 grades (one hour per week).

B. Through extra - curriculum activities, the ways on which the school community and school relations with the local communities are organized.

One of the most important factors helping students to understand democracy in everyday life, to exercise the decision making skills and the skills of participation is the way on which school life is organized: does dialogue exist between students, between students and teachers, between teachers and parents, between teachers; does the teachers use democratic methods of teaching; does the students are encouraged to be responsible for the whole school community; does self-government of students exists, etc. In cooperation with local governmental and social institutions students have possibilities to learn about functions of social and political institution in real life; they can obtain necessary knowledge and skill for applying to these institution; they can identify problems their families are facing with; they can study how problems are solved, etc. Extra curriculum activities help students to improve their knowledge, skills and habits which are learned during formal educational process.

D. Through extending relations between students, school, Local, Regional, National, European and World communities.

Social environment play an important role in the Civic Education and creates a good possibilities for applying the democratic skills, which are learned during the educational process. On the other hand, such kind of relations can help for further development Civic habits and responsibilities for the People future.

3. New Trends in the Development of Citizenship Education

Researchers, educators look for new approaches and new trends in teaching young people to take responsibility not only for their personal lives, but for the local, nation and world communities.

3.1 Service Learning

In recent years it has been a movement towards strengthening schools based civic education that emphasizes instruction in the fundamental processes and instruments of democracy and government. Lithuanian developers of Citizenship Education look for new approaches reflecting needs of the contemporary global world. One of such approaches is Service-learning which could be described as an approach that combines a community service experience with classroom instruction and reflection, has been suggested as an opportunity to bring to life important political and social issues and thereby encourage youth activism and engagement (Gibson 2001, 8). Specifically, service-learning emphasizes the experimental component of civic education by providing opportunities for young people to engage in community-based ac-



tivities that integrate and put in context what they learn in the classroom.

It's important to understand the difference between service-learning and community service or volunteer. Community service is the volunteer work which isn't connected with school course work (Hepburn 2001), but the service-learning is a particular form of community service that is curriculum based. It means that service experience is related to objectives in the curriculum and is connected to classroom studies by written activities and discussions. There are identified four general components or criteria for effective service oriented, school based programs:

1. They integrate service into the content and activities of school courses because students gain more from the experience when it is carefully tied to courses in the school curriculum;
2. They provide periods of reflection (journal writing, group discussions, essays, etc.) on the service experience to allow students to contemplate their service experience and their implication;
3. They require service throughout the school years because very short periods of service have been shown to have little or no effects on students;
4. They involve students, teachers, administrators and community agencies in design of the curriculum.

We adopted service learning materials „Take a charge/ Youth Guide to Community Change“ developed by Constitutional Rights Foundation, LA (USA). And we try to implement it into school curricula and teacher training courses.

3.2 Education for Consumer Citizenship.

During last years it appears new approach on the European civic developments – education for *Consumer citizenship*. It has been conducted some EU projects according this approach and Department of Social Pedagogy at Vilnius Pedagogical University is a part of it.

Activities dealing with issues related to consumer citizenship have been and are being carried out most notably in Canada and Australia. While citizenship education has gained ground in schools throughout Europe, consumer education in general, and consumer citizenship education in particular, has progressed slowly. As the research shows Citizenship education has, to a great extent, concentrated on representative, participatory and judicial civic training for many years. Consumer education has been regarded as a minor aspect of daily life skills connected to home activities. Environmental education has generally focused on pollution and basic tenets of natural ecology. As far as a global citizenship refers to understanding one's responsibilities to others, to society and to environment, education has to take a role for

combining this three components of education. That's how concept of consumer citizenship appears. Consumer citizenship can be described as a situation *“when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global scale when securing one's own personal needs and well-being.”*(McGregor 2002, 40).

Consumer citizenship education is a cross-curricular, interdisciplinary approach to promote attitudes, transfer knowledge and develop skills that combine consumer education, environmental education and civic training. It deals with empowering students to develop and evaluate alternative visions of a sustainable future and motivates them to turn these visions into reality.

4. Challenges for Civic Education and for Teacher Training

Rapid changes in the society and in the educational system influences the quality of citizenship education.

- A. The content of citizenship education is described only as a broad outline in the core-curriculum Curriculum and syllabi as well as teaching and learning materials are under process of development. The new methodology of assessment and evaluation of students achievements aren't developed yet. Teachers has to develop programmes according their own understanding, obligated core-curriculum, national standards and students needs, according the new challenges in the world community. This is very difficult task for teachers who were trained in older more traditional ways. The teacher training systems itself need be reformed. The content of civic education is not the subject of enough public discussion. *Teachers have consequently adapt their way of thinking and methods of teaching to a new educational objectives and to a new social and political circumstances in globalised sodiety.*
- B. Students present more diversity in terms of their social skills, social and cultural backgrounds, ambitions and behaviour. A lot of students are from excluded families. Teachers have to look for how to include them. *It has to take some time and efforts to prepare teachers for this changed situation.*
- C. The local communities are relatively underdeveloped in Lithuanian society. They are not prepared to take an active part in civic education or in developing the sense of belonging to a community. In some places, the only important institutions are thought to be the family and the national state, with no intermediate organisations to which young people might develop a sense of loyalty. *Teachers need some ideas and methodology*



how to include local institutions, NGO (which are sometimes very strong) to educational process.

D. Living in global society we do need people, but at first, teachers trained in the certain way: a) becoming citizens with strong social competencies by themselves; b) being able to help students to accumulate social capital and to develop “networking society”; c) being able to fulfil new function (*being one of the most important agents for social inclusion*) in education.

References

- Anderson, Christopher; Avery, Patricia G.; Pederson, Patricia V.; Smith, Elizabeth S.; Sullivan, John L. 1997. Divergent Perspectives on Citizenship Education: A Q method Study and Survey of Social Studies Teachers. In: American Educational Research Journal, 34(2), 333–364. (<http://www.jstor.org/pss/1163361>).
- Broom, Leonardo; Bonjean, Charles M.; Broom, Dorothy H. 1992. Sociologija: esminiai tekstai ir pavyzdžiai. Kaunas: Littera Universitatis Vytauti Magni
- Carr, Margaret. 1999. Being a Learner: Five Learning Dispositions for Early Childhood. In: Early Childhood Practice, 81–99.
- Citizenship Education: Learning at School and in Society. 2001. (<http://www.ibe.unesco.org/International/ICE/46english/46ws1e.htm>)
- Curriculum Framework for Primary and Basic (lower secondary) Education/Pradinio ir pagrindinio ugdymo bendrosios programos, 1996, 2004, 2008. (<http://www.pedagogika.lt/index.php?>).
- Daswani, Johnny. 2003. Citizenship Education: Learning at School and in Society. The Relevance of New Trends in the Teaching of Science, Social Science and Humanities to the Challenge of Globalisation and the Principles of Learning to Live Together. In: Globalisation and Living together. UNESCO: International Bureau of Education.
- Davies, Ian; Gregory Ian; Riley, Shirley. 1999. Good Citizenship and Educational Provision. Palmer Press, London and New York.
- Fend, Helmut. 1980. Theorie der Schule. München, Wien, Baltimore: Urban & Schwarzenberg.
- Fulan, Michael. 2001. Leading in a Culture of Change. San Francisco: Jossey-Bass.
- E. From one side the need to have „citizens with social competencies” and from another side, the changing role of education, coming from the developments of societies, *do help to move from traditional* understanding of civic education to more contemporary direction, reflecting on the needs of the society. So, building up and renovating the system of civic education in general and particularly in teacher training curriculum we do need to change our ideas about the role of civic education.
- General Concept of Education in Lithuania. 1994. Vilnius: leidybos centras. (http://www.smm.lt/en/legislation/docs/General_concept_of_education_in_Lithuania_1992.pdf).
- Hallak, Jacques; Poison, Muriel. 2000. Education and Globalisation: Learning to Live Together. In: Globalisation and Living Together: Challenges for Educational Content in Asia. Final report of the sub-regional course on curriculum development, New Delhi, India, 9–17 March 1999, organized by the International Bureau of Education and the Indian Ministry of Human Resources Development. UNESCO: International Bureau of Education. Central Board Of Secondary Education, India, 10-16. (http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/regworkshops/finrep_pdf/finrep_newdelhi_99.pdf).
- Hepburn, Mary. 2001. Service-Learning and Civic Education in Schools. In: Mann, Patrick, eds. Education for Civic Engagement in Democracy: Service-Learning and Other Promising Practices. Indiana University; Bloomington.
- Hodges, Donald, 1974. Socialist Humanism: The Outcome of Classical European Morality. Warren H Green.
- Hutmacher, Walo. 2002. Education Systems, Social Integration and Inequality. In.: Curriculum Change and Social Cohesion. UNESCO: International Bureau of Education.
- Jarvis, Peter. 2001. Mokymosi paradoksai. Kaunas: Vytauto Didžiojo universiteto Svetimo studiju centras.
- Leithwood, Kenneth. 1992. Transformational Leadership: Where Does It Stand? Educational Leadership, 49, 8–12. (http://www.nipissingu.ca/csle/journal_article_resources.htm).
- Law on Education of the Republic of Lithuania 1991, 2003. (http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=281043).
- MacLaughlin, Terence. 1997. Siuolaikine ugdymo filosofija. Kaunas: Technologija.



- McGregor, Susan. 2002. Consumer Citizenship: A Pathway to Sustainable Development?. In: Thoresen, Victoria, ed. *Developing Consumer Citizenship*. Hedmark University College, Norway.
- National Standards of Students Achievements/Bendrojo lavinimo pagrindines ir vidurines mokyklos mokinių išsilavinimo standartai, 1997, 2004, 2008. (<http://www.pedagogika.lt/index.php?>).
- Ozmon, Howard A., Craver, Samuel M. 1996. *Filosofiniai ugdymo pagrindai*. Vilnius: Leidybos centras.
- Perrenoud, Philippe. 2000. The Key Competencies to Social Fields: Competencies of an Autonomous Actor. In: Rychen, Dominique Simone; Salganik, Laura Hersh, eds. *Defining and Selecting Key Competencies*. Seattle, Toronto, Bern, Grottingen, 121–149.
- Prior Markus. 2007. *Post-Broadcast Democracy: How Media Choice Increases Inequality in Political Involvement and Polarizes Elections*. Cambridge University Press.
- Rodgers, Carl. R. 1995. *A Way of Being*. Houghton Mifflin Company, Boston, New York.
- Selfe, David, Burke, Vincent. 1998. *Perspectives on Sex, Crime and Society*. Cavendish publishing Limited.
- The Dakar Framework for Action. *Education for All: Meeting Our Collective Commitments*. Adopted by the World Education Forum. 2000. Dakar, Senegal, 26–28 April 2000, 2001. (<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>).
- Theiss-Morse, Elizabeth. 1993. Conceptualizations of Good Citizenship and Political Participation. *Political Behavior*, 355–380. (<https://springerlink3.metapress.com/content/wkm7264143556m00/resourcesecured/?target=fulltext>).
- Torney-Purta, Judith; Lehmann, Rainer, Oswald, Hans, Schulz, Wolfram. 2001. *Citizenship and Education in Twenty – Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam IEA. (http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/CIVED_Phase2_Age_Fourteen.pdf).
- Vontz, Thomas S.; Metcalf, Kim K.; Patric, John J. 2000. *Project Citizen and the Civic Development of Adolescent Students in Indiana, Latvia, and Lithuania*. Bloomington: Eric Clearinghouse for Social Studies/Social Science Education. (http://www.civiced.org/papers/research_latvia.html).
- Weinert, Franz E. 2001. *Concept of Competence: A Conceptual Clarification*. *Defining and Selecting Key Competencies*. In: Rychen, Dominique Simone; Salganik, Laura Hersh, eds. *Defining and Selecting Key Competencies*. Seattle, Toronto, Bern, 45–65.
- Wringe, Colin. 2000. Diversity of Moral Education. In: *Journal of Philosophy of Education* 34 (4), 659–672. (<http://onlinelibrary.wiley.com/doi/10.1111/1467-9752.00194>).

