

People to People programme

2016–2026



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Introduction from the Country Director

In a world that often feels fragmented and divided, fostering dialogue and building bridges between diverse communities has become increasingly crucial. Sociological research shows that communities, bound by strong relationships and shared activities are more resilient in times of crisis and better able to build trust. In this context, dialogue, cooperation, and the ability to truly listen to one another are no longer luxuries but necessities. This is precisely where the core of the British Council's mission lies – building long-term cultural connections and strengthening societal resilience through education, culture, and intercultural dialogue.

We strive to create opportunities for dialogue, collaboration, and learning that transcend geographical boundaries. Through our People to People programme, we have been working towards this goal in the Baltic states for the past ten years, implementing a range of projects and initiatives designed to create meaningful impact and social change. To achieve this, we bring together best practices from the United Kingdom and partner with local organisations in Lithuania. Through collaborative efforts and diverse approaches, including community training, youth activities, and social action, a number of unique initiatives have been implemented. The People to People programme has nurtured leadership and critical thinking skills, introduced innovative approaches to education, fostered youth activism and volunteering. By bringing different communities together, these projects have contributed to creating a more open and inclusive society.

With every People to People initiative, we aim to emphasise the importance of coming together, standing strong, and supporting one another. While each project has its own focus, all have shared the same principle: empowering people to drive change within their own communities. Acting together, grounded in empathy and openness, has helped build a stronger, more inclusive, and trust-based society.

Ona Marija Vyšniauskė



About the British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. Through education, culture, arts, and the English language, we create spaces for dialogue, collaboration, and mutual understanding between the UK and societies around the world.

We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.

A key focus of our work is empowering young people. By supporting the development of leadership, critical thinking, and collaboration skills, we contribute to building strong, inclusive, and civically engaged communities. We also provide opportunities to learn English, gain internationally recognised qualifications, and participate in international education and cultural exchange programmes.

The British Council combines UK expertise with local contexts across the globe, creating space for shared values to grow and thrive. These

connections help strengthen trust, encourage dialogue, and build societal resilience in an increasingly complex international environment.

The British Council has been active in the Baltic states since the early 1990s. Over the many years of activity, we have implemented a number of projects and initiatives to improve English language teaching, foster cultural cooperation and develop educational and artistic exchanges between the UK and the Baltic states.





About the People to People Programme

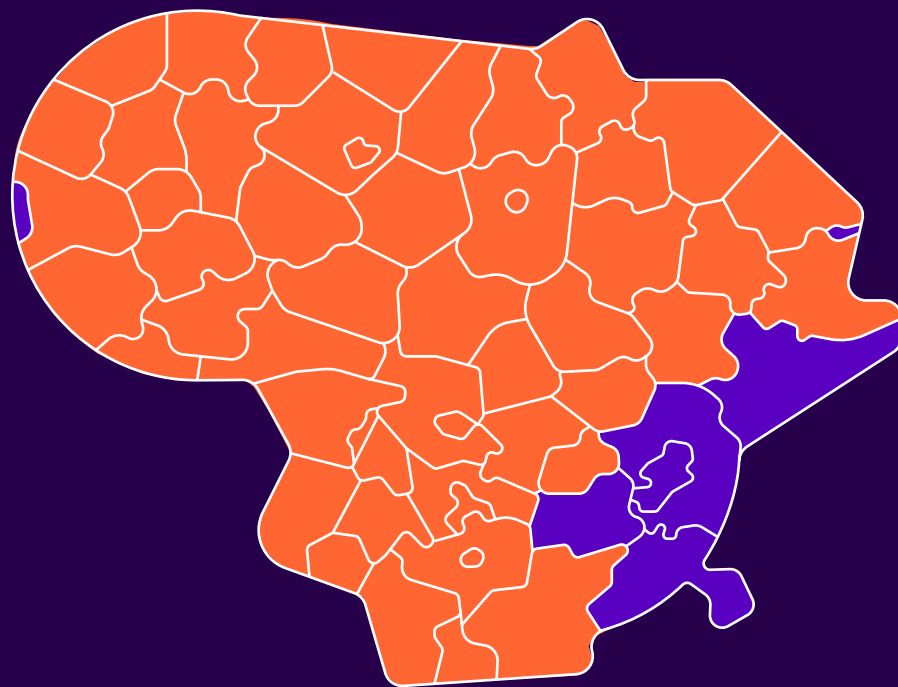
In 2016, the British Council initiated the People to People programme to strengthen social partnerships and cultural ties in Lithuania, Latvia and Estonia. The programme aimed to build cohesion between people from different communities, while enhancing their access to international networks and opportunities.

The programme became a platform for dialogue, co-creation, and social action. Its aim was to foster community engagement, tolerance, and intercultural understanding, while developing essential 21st-century skills such as creativity, critical thinking, media literacy, and civic responsibility. The programme brought together participants from different backgrounds, ages, social groups, and linguistic communities united by a shared aspiration to create positive change in their environments.

Over ten years, the British Council and its partners initiated 207 projects across Lithuania, engaging over 366 000 people. These initiatives were delivered in collaboration with civil society, cultural, and non-governmental organisations. Many of the projects continue today, contributing to long-term community development and the growth trust and cooperation.

Key results of the People to People programme in Lithuania 2016 – 2026

- 366,710 people engaged in project activities
- 207 projects delivered



- Municipalities where most of the People to People activities took place
- Municipalities where at least one People to People activity took place

People to People programme activities covered all Lithuanian municipalities. The majority of activities took place in linguistically diverse municipalities: Klaipėda, Šalčininkai, Švenčionys, Trakai, Vilnius district, Vilnius city and Visaginas.



National Student Film Festival “Aurora”

Since 2025
Partner – Lojoteka
Regions – Throughout Lithuania

The National Student Film Festival “Aurora” was the first event of its kind in Lithuania, designed to celebrate and elevate the voices of young filmmakers. Launched for the first time in 2025, the festival brought together over 700 participants, including students, teachers, artists, and media professionals from across the country, with strong representation from Russian and Polish-speaking communities.

During the two-day festival, audiences watched 38 student-produced short films presented in two competitive programmes: Discoveries and Cultural Connections. The films explored themes of identity, inclusion, and contemporary social challenges. In addition to film screenings, the festival programme featured hands-on workshops in animation, sound design, screenwriting, and photography, as well as networking events and panel discussions on various aspects of the film industry. Aurora was more than a film festival – it was an educational and social initiative. The festival’s outreach included visits to

schools in linguistically diverse communities and workshops in Šalčininkai and Didžiasalis. These activities encouraged young people to express themselves through filmmaking, develop media literacy and critical thinking skills and build connections through cultural participation. More than 90% of participants reported improved critical thinking skills and increased self-confidence following the project. The festival demonstrated that young people’s stories matter and that cinema is a powerful tool for dialogue, discovery, and social change.



Project Highlights:

- More than 700 participants took part in festival activities (students, teachers, film professionals, and community members), nearly half of them from linguistically diverse regions of Lithuania;
- 280 students participated in lectures and creative workshops delivered in schools;
- The festival received over 200 film submissions, including fiction, animation, documentary films and music videos;
- A total of 38 short films were selected and competed in two festival competition programmes – Discoveries and Cultural Connections.



Dialogue Communities

Since 2023

Partner – Kūrybinės Jungtys

Regions – Throughout Lithuania

Dialogue Communities was a long-term creative learning and capacity-building programme implemented by the British Council in partnership with the association Kūrybinės Jungtys. The project was designed for cultural organisations operating in linguistically and culturally diverse regions across Lithuania, with the aim of strengthening their capacity to initiate dialogue between different community groups, reduce social exclusion and create activities that brought local residents together.

Community leaders and cultural practitioners from local cultural centres, libraries, and small grassroots initiatives took part in the programme, developing skills to work with multilingual audiences, reach new groups, engage young people, and encourage activities that were both creative and responsive to local needs while fostering dialogue across social divides.

The training sessions were delivered by creators from various fields, including artists, actors, designers, and architects who supported

participating organisations in integrating creative and non-traditional approaches into their everyday practice.

Following the training, participating institutions implemented a wide range of initiatives for their local communities. Project activities included community meetings and discussions, as well as newly developed event formats such as festivals, camps, and cultural programmes for residents of different ages. According to local communities, the methods and ideas gained through the project helped people rediscover one another, expand the scope of cultural activities, and create spaces where individuals from different generations and linguistic backgrounds could meet and engage. Overall, the Dialogue Communities project strengthened interpersonal connections, encouraged active community participation, and helped reduce polarisation, contributing to the development of a more open, inclusive, and trust-based society.



Project Highlights:

- 129 representatives of local organisations (community leaders, staff of cultural centres, libraries, and museums) from 18 different cultural institutions participated in the project;
- More than 2 500 local community members took part in project activities and events;
- Nearly 100 cultural, educational institutions, public authorities, and NGOs were involved across different stages of the project.



Strong in Diversity

Since 2019

Partner – Jaunimo asmeninio tobulėjimo centras, Jaunieji Maltiečiai

Location – Throughout Lithuania

To encourage cooperation among youth from diverse ethnic backgrounds, the British Council and partners organised the Strong in Diversity project – a youth summer training developed and delivered with key governmental partners including ministries and defence agencies, amongst others. During the project, over 600 young people from different ethnic groups participated in training, through which they developed teamwork, democratic decision-making, reflection and critical information assessment skills. The training particularly contributed to drawing the participants closer together and inspiring them to contribute towards the creation of a modern Lithuanian state.

The project created an impact at several levels. First, the participants considerably increased their intercultural competences, reporting that post-training they had shifted their perception or become better acquainted with those from different ethnicities. Second, the participation of the Lithuanian armed forces made a strong impression on the young participants, whereby the close interactions with military officers impacted their perspectives on what it means to serve one's country, how the Lithuanian Army is organised, and why it represents such

a crucial pillar of the Lithuanian state. Third, the project helped to galvanise the youth's interest in and willingness to become active citizens and adopt an active role in their community through volunteering and social activism, amongst other activities.

Even after the programme concluded, participants continued to initiate change within their communities. In 2020, alumni developed the board game Social Prompter, which was successfully introduced in schools across Vilnius to encourage dialogue, trust, and community-building. In 2022, former participants went on to launch the social initiative Let's Get to Know Each Other, engaging diverse communities across Lithuania, including refugees from Ukraine, elderly and people with disabilities. Through free lectures, creative workshops, and educational activities delivered in different regions, these initiatives fostered active participation, mutual understanding, and a stronger sense of community.

Project Highlights:

- More than 600 young people from different regions of Lithuania participated in the summer training programmes, half of them being from linguistically diverse backgrounds;
- Programme participants organised a range of community events, exhibitions, and game sessions, engaging over 600 community members;
- Over 1 400 educational sessions were delivered during the programme, equipping young people with the skills and competences needed to initiate and lead projects focused on social responsibility and intercultural cooperation;
- Participants were empowered to take action utilising tools of social activism, resulting in further social initiatives and projects.



Travelling Architecture Workshops

Since 2022

Partner – Architektūros fondas

Location – Vilnius, Klaipėda, Šalčininkai and Šiauliai regions

The Travelling Architecture Workshops was a project that aimed to encourage young community members to be active in creating their own environment. The goal of the project was to build high-quality and aesthetic public spaces that would involve local communities and offer benefits as a communal setting in a particular town or village. Through this initiative, the project addressed key challenges faced in Lithuania's regions, including the lack of high-quality public spaces and limited opportunities for residents, especially young people to actively participate in improving and shaping their surroundings.

The project initiators sought to demonstrate that caring for one's environment could be an engaging and playful process, achievable through simple, accessible means that did not

require significant material or human resources. A volunteer team of architects, creative professionals, researchers, youth workers and local youth took part in five-day creative workshops, during which new public spaces were created or existing ones were improved for local communities. Across different towns, a range of small-scale architectural structures were built, including wooden relaxation platforms, piers, pedestrian bridges and amphitheatres designed for community gatherings and shared activities.

The Travelling Architecture Workshops also contributed to strengthening local communities by actively involving residents in collective activities and encouraging them to take ownership of their shared spaces using contemporary approaches to architecture, management, and education. The project enhanced participants' understanding of their environment, fostered creativity and a sense of personal responsibility, and inspired local residents to care for, develop, and sustain their public spaces collaboratively.



Project Highlights:

- Over 360 students, 320 adults from local communities as well as almost 130 volunteers from the architecture and design fields participated in the project;
- The implementation involved 18 towns from Vilnius, Klaipėda, Šalčininkai and Šiauliai regions;
- The activities directly involved 9 teachers from local schools, with the aim of passing on the project methods and equipping the participants with the skillset necessary to draw communities together and empower social action.





Team STEAM

Since 2024

Partner – Žinių ekonomikos forumas

Location – Vilnius and Klaipėda regions

Team STEAM was a leadership programme designed for girls aged 13 – 16. The programme aimed not only to spark girls' interest in science, technology, engineering, arts, and mathematics (STEAM), but also to encourage them to challenge stereotypes and confidently explore career paths in engineering and technology — fields that have long been perceived as male-dominated.

The initiative hosted four day-camps, offering hands-on workshops in fields like physics, robotics, chemistry, and programming, along with creative group challenges and visits to academic institutions. Co-created with local partners, the camps focused on fostering curiosity, critical thinking, collaboration, and self-confidence.

A key component of the project was the mentorship programme that followed the camps. Female scientists, engineers, and STEAM professionals shared their professional experience and provided guidance to the participants. These mentoring relationships helped girls better envision their future opportunities and question deeply rooted gender stereotypes. As one participant shared, “I started to see my future more clearly, and the mentorship helped me understand who I want to be.”

Team STEAM also strengthened connections between schools, national minority communities, universities, and the broader scientific ecosystem, encouraging girls to see themselves as future creators, researchers, and leaders.

Evaluation results demonstrated a significant impact. Participants reported increased self-confidence and greater interest in STEAM fields: 30% chose STEAM subjects at school more frequently, while the majority of girls confirmed higher levels of motivation and confidence following the programme.

Project Highlights:

- 93 young female students (13 – 16) participated in the programme, nearly half of them being from linguistically diverse regions;
- 21 participants continued their engagement by joining the extended mentorship programme;
- 18 mentors — female scientists, engineers, and STEAM professionals were involved in delivering the project.



Amare Džiipena. Stories of Vilnius' Roma

Since 2025

Partner – Vilniaus miesto muziejus

Location – Vilnius

In 2025, the Vilnius City Museum and NGO “Padėk pritapti” unveiled “Amare Džiipena. Stories of Vilnius' Roma” – a groundbreaking exhibition co-created with Roma youth to highlight the underrepresented histories of Roma communities in Vilnius, particularly those from the former Kirtimai settlement. The project empowered 29 young Roma participants to take the lead in shaping and telling their community's stories through collaborative workshops, field research, storytelling sessions, and hands-on curatorial work.

Through a year-long exhibition development process involving over 20 creative and planning workshops, Roma youth strengthened their skills in organising information, coordinating projects, documenting memories, and critically engaging with public discourse. They actively contributed to the exhibition's visual layout and the collection of archival materials. Participants also recorded audio guides in Lithuanian Romani and the Kotliari dialects, marking the first time Roma languages and dialects were presented in an exhibition at a Lithuanian museum. The exhibition was running for six months and attracted thousands of visitors. Guided tours led by Roma youth created spaces for authentic

dialogue, fostering empathy and deeper public understanding.

The project extended beyond the presentation of community histories by building bridges between generations, cultures, and institutions. It demonstrated that, when provided with trust and the right tools, Roma youth can reclaim their cultural heritage and take on leadership roles in civic dialogue. “Amare Džiipena. Stories of Vilnius' Roma” became a symbol of resilience, cultural pride, and a new chapter of inclusion in Lithuanian public life.



Project Highlights:

- More than 150 people participated directly in project activities of setting up an exhibition, including 35 Roma youth;
- The exhibition was visited by nearly 7 000 visitors;
- Almost 50 guided tours were organized;
- Over 20 educational activities and workshops were delivered, including creative and artistic workshops, teacher training sessions on Roma history, culture, and inclusive education, public discussions, and family day activities;
- Educational activities engaged more than 1 400 museum visitors.



Building Resilient and Inclusive Communities through Participatory Budgeting

Since 2021

Partner – Transparency International Lithuanian Chapter

Location – Klaipėda, Šalčininkai, Vilnius, Visaginas

The project “Building Resilient and Inclusive Communities through Participatory Budgeting” aimed to promote inclusive and transparent democratic participation from an early age, strengthen civic education and key citizenship skills, and develop the ability to recognise disinformation and critically assess information, ultimately contributing to more cohesive communities and societies.

Through this project, students were able to actively participate in the decision-making process of allocating public funds – to propose and decide on the public spending priorities, leading to transparent, inclusive and accountable governance.

The project’s main objectives were to support schools and their community members to implement participatory budgets; engage students with interactive workshops and trainings; involve students and teachers from the Network of Schools for Integrity and present them with model participatory budgeting examples;

engage teachers and school administration members in practical training on how to integrate participatory budgeting activities into day-to-day learning; and present the main findings and experience of participatory budgeting in schools to national and municipal level decision-makers during advocacy meetings. Through the participatory budgeting activities, the dedicated budgets across schools were spent on various initiatives such as building bicycle stands, installing a drinking water station and introducing additional benches in a school park, amongst many others.

By participating in the participatory budgeting process, students strengthened their civic engagement, leadership, and teamwork competences, as well as their public speaking and financial literacy skills. School administrators and teachers gained a deeper understanding of how to encourage and implement civic initiatives among students. Overall, the engagement resulted in the fostering of social cohesion and mutual trust within the school communities, enabling them to collaborate on common agendas while developing trust, positive perspectives and inclusive narratives.

Project Highlights:

- More than 5 700 students and over 150 teachers and school administrators from 123 schools directly participated in implementing participatory budgets;
- 33 participatory budgeting initiatives were implemented;
- Nearly 18 200 students from more than 30 different schools took part in participatory budgeting seminars focused on public speaking, civic engagement, and financial literacy;
- The project was recognised by the Government of the Republic of Lithuania and is to be implemented in all schools under the Ministry of Education, Science and Sport.



Big Small Screens

Since 2016
Partner – Meno avilys
Location – Throughout Lithuania

The Big Small Screens project aimed to develop media literacy skills amongst students and teachers at secondary schools in Lithuania, facilitating the discovery and exploration of their community while nurturing dialogue with other communities by utilising creative and analytical media literacy activities. Through collaboration with media experts and partners, workshops were organised for the participants who developed skills and awareness in terms of the various media sources and types. The primary focus was directed towards audio-visual media and media products of particular interest to students such as films, advertisements, computer games, social networks and television.

The students developed their creativity through meetings with audio-visual media industry professionals and engaging in creative workshops to improve technical skills like filming, coding and editing, while enhancing their communication competency through public speaking and discussions. They also learned how various media channels function, improved their critical thinking and analytical skills, and developed their resilience to false narratives and disinformation.

The final outcome of the training process was an independently created audiovisual work, through which each participant completed all stages of the creative process. During this journey, participants collaborated with inspirational mentors from the creative industries, experimented with newly acquired techniques, and explored the social impact of different media products.

Many participants reported that, inspired by the Big Small Screens, they began considering further studies or careers in the creative industries. The project also delivered clear benefits for teachers, who gained knowledge and competencies enabling them to integrate media literacy into school curricula. After completing training focused on the critical analysis of media content, teachers felt well prepared to embed media literacy education into their subjects and to confidently introduce different forms of media in their classrooms.

Project Highlights:

- Nearly 24 400 teachers, students, and school community members participated in project activities;
- 2 070 teachers took part in training sessions and creative workshops facilitated by media literacy experts from the United Kingdom and Lithuania;
- Creative workshops for students were delivered with media industry professionals, engaging more than 8 300 participants;
- Seven annual media festivals were organised, each attracting over 2 000 participants;
- In 2023 – 2024 a series of media literacy lessons was broadcast on LRT Television's YouTube channel;
- A 60-hour accredited professional development programme on media literacy for teachers was developed and delivered.



Model NATO

2023–2025 m.
Partner – Baltic Institute of Advanced Technology
Regions – Throughout Lithuania

Model NATO was an educational project implemented by the British Council, the Embassy of the United Kingdom in Lithuania, and the Baltic Institute of Advanced Technology. The initiative aimed to strengthen young people’s civic awareness, deepen their understanding of security issues, and develop democratic dialogue skills. Through the project, students gained hands-on experience exploring NATO as an organisation, its decision-making processes, and the principles of international cooperation.

The core activity of the project was a NATO Summit simulation held at the Seimas of the Republic of Lithuania. During the three simulations, held each year, 478 students from Lithuanian schools, as well as from other NATO member states, temporarily assumed the roles of Allied leaders. Moderated by international experts and defence policy specialists, participants engaged in realistic security, defence, and geopolitical scenarios, learning to articulate their positions, negotiate with counterparts, and build consensus in a way that closely mirrored real NATO summit processes.

The simulation was complemented by preparatory and educational activities that enabled participants to deepen their knowledge of NATO, international security, the functioning of democratic institutions, and civic participation. Meetings with diplomats, policymakers, and defence experts provided young people with direct insight into the work of decision-makers and encouraged greater interest in international affairs and public service. Through its activities, Model NATO fostered critical thinking, public speaking, and collaboration skills, strengthened participants’ self-confidence, and demonstrated that the strength of democracy depends on the active engagement of informed and involved citizens.



Teenagers' Club

Since 2019
Partner – Vilnius Social Club
Location – Vilnius

The Vilnius Social Club has been active since 2019 in the Naujininkai district of Vilnius, which has a high incidence of social and economic issues including poverty, youth unemployment and social exclusion. In response to these challenges, the Teenagers' Club project was initiated by a group of volunteers from the Vilnius Social Club team to provide a safe space for young people aged 12 to 15 years who face social exclusion and challenges at school or at home, while lacking basic literacy or social skills.

The Teenagers' Club met three times per week for three-hour sessions, where over the period one year social workers engaged with a group of around ten young people. By participating in common activities such as the preparation of meals, organising trips and playing games, the young people learned to communicate with one another, build relationships, resolve conflicts, respect rules and stay within established boundaries. Young people were provided with a safe space to spend time together, become acquainted and, since often hailing from different ethnic and linguistic backgrounds, discover the commonalities they share rather than focusing on their differences.

Additionally, a football club was established by Vilnius Social Club in Naujininkai district as an additional tool to keep young people from the streets. To further support socially

vulnerable families in the area, the teenagers from Vilnius Social Club have also participated in Food Bank activities since 2021, where they packed and delivered food packages to those in need. The Teenagers' Club project has received funding from Vilnius City Municipality, thus enabling the project to continue providing essential services for young people.



Project Highlights:

- Over 880 teenagers from socially and economically vulnerable backgrounds took part in various activities, that strengthened their self-confidence and social engagement, as well as their relationship-building and conflict management skills;
- 415 teenagers participated in football club activities, training sessions, and tournaments;
- 6 social workers were actively engaged in street-based work in the Naujininkai neighbourhood, encouraging young people to join the project's activities.



Exchange of Visual Thinking in Art

Since 2021
Partner – MO Museum
Location – Throughout Lithuania

The project Exchange of Visual Thinking in Art aimed to strengthen critical thinking, dialogue, and intercultural understanding among members of the education community through contemporary art and the Visual Thinking Strategy (VTS) methodology. This internationally recognised educational approach encouraged participants to analyse artworks from multiple perspectives, articulate and justify their opinions, distinguish facts from interpretations, and critically assess context.

The project began with participants visiting the exhibitions “Why Is It So Hard to Love?” and “The Meeting That Never Happened,” which invited reflection on themes of inequality, otherness, and empathy, and explored how cultural and social contexts shape our perceptions and attitudes.

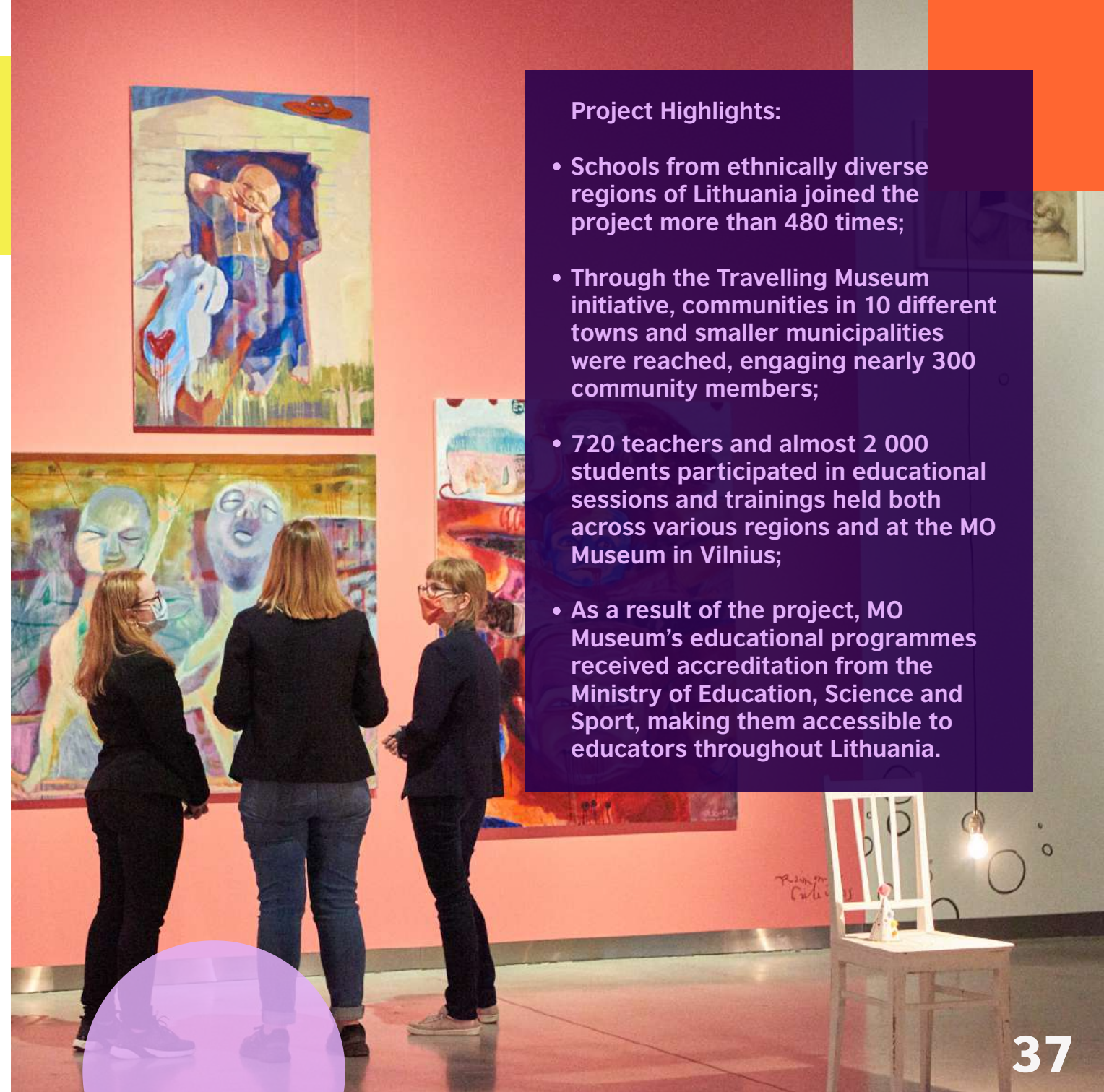
A strong focus of the project was placed on strengthening teachers’ professional competencies. Educators were trained to apply the Visual Thinking Strategy across different school subjects, not only in arts education. These trainings supported teachers in developing students’ critical thinking, argumentation, listening, and discussion skills, as well as in facilitating classroom dialogue around sensitive and complex topics.

Work with mixed and multicultural communities became another key component of the project. Teachers were equipped with diverse skills and qualifications necessary for working with students from different linguistic backgrounds and with varied cultural

and social experiences. The Visual Thinking Strategy proved to be a universal tool connecting art and education, helping to create inclusive, dialogue-based learning environments where every voice was heard and learning was grounded in respect and collaboration.

Project Highlights:

- Schools from ethnically diverse regions of Lithuania joined the project more than 480 times;
- Through the Travelling Museum initiative, communities in 10 different towns and smaller municipalities were reached, engaging nearly 300 community members;
- 720 teachers and almost 2 000 students participated in educational sessions and trainings held both across various regions and at the MO Museum in Vilnius;
- As a result of the project, MO Museum’s educational programmes received accreditation from the Ministry of Education, Science and Sport, making them accessible to educators throughout Lithuania.





Language Bridging Culture

Since 2025

Partner – The Sapieha Palace

Location – Vilnius

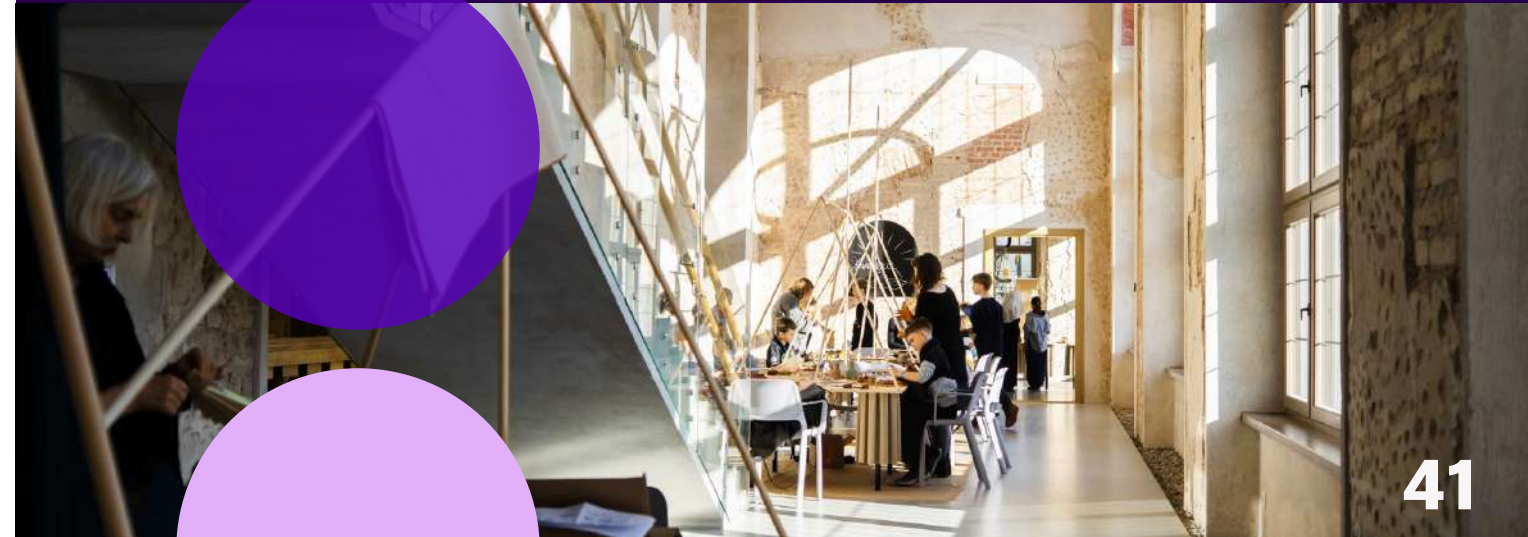
Language Bridging Cultures was a cultural education initiative aimed at reducing language barriers and increasing access to cultural education for people living in Lithuania whose first language was not Lithuanian. The project created opportunities for linguistic minorities, migrants and refugee communities to participate more actively in the country's cultural life. Educational activities included in-person sessions for school students and seniors, online programmes and initiatives that brought cultural content beyond museum walls. Museum education sessions and exhibition tours were delivered in simplified, plain Lithuanian (A2–B1 level), enabling museum visitors to engage meaningfully even without advanced language skills. As a result, cultural experiences became more accessible and fostered dialogue, self-expression, and confidence.

A key component of the project focused on strengthening educators' competencies. More than 40 educators from museums, galleries, and non-governmental organisations took part in training sessions and consultations led by plain language specialists from Vilnius University. These sessions explored how to simplify communication without compromising content quality or depth. The outcome of this process was a set of practical plain language guidelines, which were integrated into the ongoing staff training programmes at the Sapieha Palace and made publicly available.

Language Bridging Cultures not only enhanced linguistic inclusion within the cultural sector but also helped build more sustainable relationships between cultural institutions and linguistically diverse communities. By equipping educators with new tools and creating safe, open learning environments for visitors, the project contributed to the development of more empathetic, inclusive, and accessible cultural education practices in Lithuania.

Project Highlights:

- Over 170 participants (museum, gallery, cultural institution workers, community consultants, school students) took part in the project activities;
- The project delivered educational activities in multiple formats, including online, in-person, mobile, and outreach workshops, tailored to different audiences and age groups (children, young people, students, and adults);
- Three training seminars for educators and eight educational sessions for children and seniors were organized;
- Educators who participated in the training reported a significant improvement in their ability to communicate effectively with visitors whose first language was not Lithuanian.



The Discussion Festival Būtent!

Since 2017

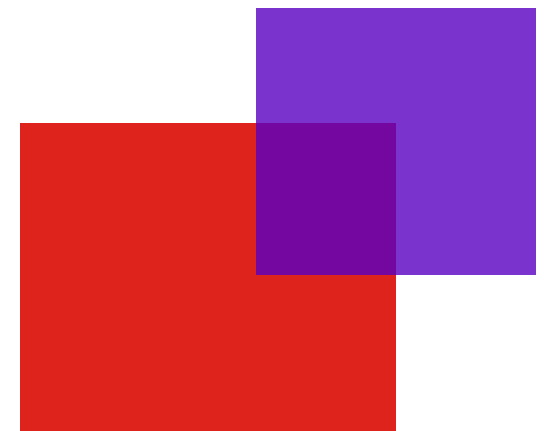
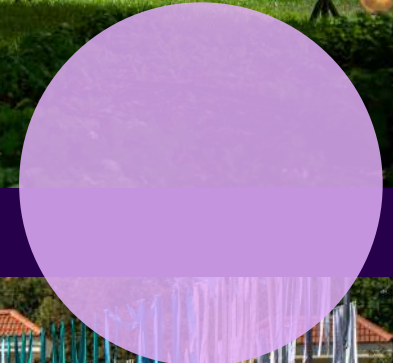
Partner – Visos idėjos, Confinn

Location – Birštonas, Vilnius

Būtent (Eng. “Exactly”) is an annual, open, non-political discussion festival that brought together thinkers, creators, innovators, and decision-makers from various fields to engage in meaningful dialogue on contemporary social, cultural and political issues. The festival aimed to strengthen a culture of discussion and to provide a platform for open and constructive dialogue where the participants can exchange ideas, challenge assumptions and explore innovative solutions to contemporary challenges.

In the summer of 2025 alone, the festival welcomed approximately 15,000 visitors from across Lithuania, becoming an open space for the exchange of ideas and the co-creation of a shared vision for the country. The programme addressed a wide range of topics, including technology, innovation, social justice, gender equality, culture, and human rights. Alongside discussions and lectures, the festival featured a rich cultural programme, including creative workshops, exhibitions, artistic installations, and concerts.

The British Council was one of the festival’s key partners, initiating and moderating discussions on youth empowerment, cultural integration, gender equality, critical thinking, and resilience to disinformation. Inspired by democracy festivals in the Nordic and Baltic countries, “Būtent!” became a unique platform for fostering trust, dialogue, and active participation in a democratic society.



Digital Citizenship: Bright Style to Navigate the Digital World

Since 2025

Partner – Skaitmeninės etikos centras

Location – Vilnius region

The project Digital Citizenship: Bright Style to Navigate the Digital World aimed to strengthen digital citizenship skills among students, teachers, and parents, particularly in linguistically diverse and vulnerable communities. Implemented by the Digital Ethics Centre in partnership with the British Council in Lithuania and LRT, the initiative successfully reached over 560 participants across eleven schools. Combining digital literacy education with body movement and dance-based therapy, it offered a unique, engaging, and emotionally supportive environment for learning.

During the lessons, students explored key aspects of digital citizenship, including responsible online behavior, critical thinking, digital identity, and the recognition of hate speech and disinformation. They learned how to maintain a healthy balance in digital media use, protect their privacy, and identify reliable sources of information. The lessons also fostered empathy, respect for diversity, and the confidence to engage in digital spaces thoughtfully and safely.

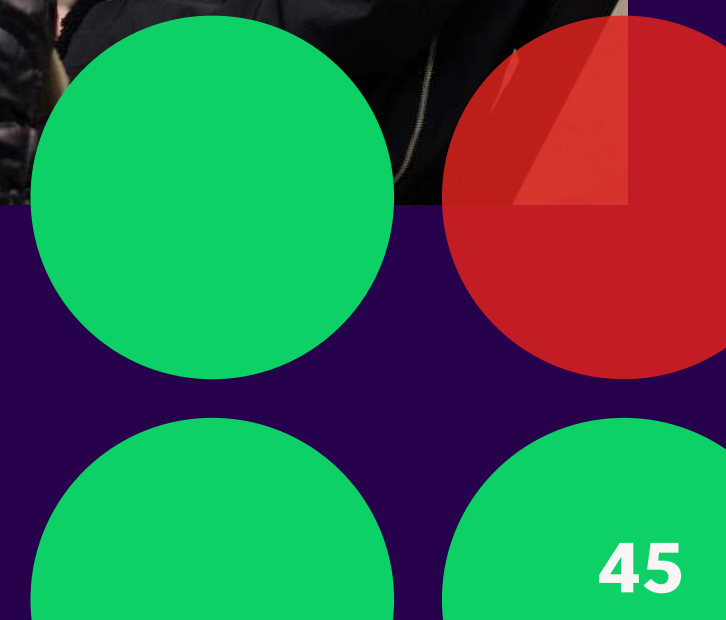
After the lessons, students took on the role of peer educators by designing and delivering digital citizenship lessons to other classes. These sessions fostered leadership, reinforced learning, and created stronger social connections within and between school communities.

The initiative also engaged over 200 teachers and more than 200 parents through expert-led workshops and training sessions, which highlighted the impact of digital world on children and teens, digital safety and responsibility and community cohesion.

The project culmination was a final event, where all participating schools came together to share insights, presentations, and creative outcomes. A dedicated digital platform was launched to provide open-access materials developed by professionals and students alike, ensuring the project's long-term impact and accessibility for schools across Lithuania. The project proved that blending education with movement can unlock empathy, resilience, and civic engagement in both digital and real-life communities.

Project Highlights:

- A total of 1 025 participants took part in the project activities, including students, parents, and members of school communities;
- More than 560 students from 11 schools in the city of Vilnius and Vilnius District were directly involved in the activities;
- The majority of participants came from linguistically diverse communities or from recently arrived migrant backgrounds;
- 88% of students and 99% of teachers rated the training as very useful and reported gaining new digital skills.



Unity Paths

Since 2023
Partner — Ukrainian Centre
Regions — Vilnius

Unity Paths is an initiative implemented by the British Council in partnership with the Ukrainian Centre, aimed at strengthening connections between Lithuanian residents and people displaced from Ukraine due to the war. The project sought to support the integration of Ukrainians, particularly children and young people into Lithuanian society, while fostering trust-based dialogue and intercultural understanding.

One of the core components of the project was a series of children's summer camps, which created a safe and supportive environment for Ukrainian and Lithuanian children to connect. Through creative, educational, and team-based activities participants built friendships, strengthened social and emotional skills, and reduced feelings of isolation during a challenging period.

The project also included a career orientation week for older students, introducing them to a wide range of professional fields — from information technology and creative industries to the public sector and diplomacy. Visits to companies and institutions, meetings with professionals, and career guidance sessions helped young people broaden their horizons and make more informed decisions about their future pathways.

In addition, Unity Paths featured a Youth Think Tank discussion series, bringing together Lithuanian and Ukrainian young people and experts to explore topics such as civic engagement, leadership, education, culture, and international security. These discussions encouraged critical thinking, self-expression, and active participation in societal processes.

Overall, Unity Paths contributed to the development of positive intercommunity relationships and demonstrated how education, dialogue, and shared experiences can build meaningful bridges between different communities united by democratic values.



Project Highlights:

- 264 children participated in the youth camp, strengthening their self-confidence, leadership, teamwork, and intercultural cooperation skills;
- 26 young people took part in career orientation events, meetings with employers, mentoring, and informational sessions;
- More than 530 young people participated in the Youth Think Tank discussion series.

Together

Since 2020

Partners – Judesio ir minties teatras, Actors' ensemble "Degam"

Location – Šalčininkai

Together was an eight-day summer camp–festival held in Šalčininkai, designed to foster young people's creativity, artistic development, and engagement in social and cultural life, while encouraging dialogue between different linguistic communities. The project also addressed challenges related to access to culture in south-eastern Lithuania and supported the visibility of emerging young Lithuanian artists.

During the camp, participants took part in acting, improvisation, and theatre-making workshops, and created artistic performances, exhibitions, and poetry readings that attracted hundreds of visitors. By bringing together young people from

different villages and towns in the region and actively involving local communities, the project aimed to build a strong sense of togetherness through creativity and the arts.

Creativity was explored in multiple contexts throughout the camp. Facilitators, including artists, actors, and theatre practitioners led sessions based on diverse theatre methodologies that supported artistic growth and encouraged initiative and self-expression. Through performance creation, training sessions, and creative workshops, young people also strengthened their critical thinking and intercultural collaboration skills.

Artists leading the sessions and teachers accompanying the participants observed a significant positive impact on young people's cultural competencies. Teamwork and reflection sessions encouraged participants to step out of their comfort zones, become more open, take creative risks, and show greater initiative. Overall, the experiences gained during the camp helped young people develop empathy, openness, curiosity, problem-solving, and collaboration skills, while fostering a strong sense of purpose and belonging.



Project Highlights:

- Nearly 180 young people participated in the camps;
- Performances created by camp participants attracted almost 1 200 audience members from surrounding communities;
- All the children and youth who participated in the camp/festival agreed that the non-formal learning methods and techniques helped them to become more creative, empathetic and trusting among their peers and the wider community.



Civic Engagement Project in Visaginas

2023 – 2025

Partner – Visaginas Economic Development Agency

Location – Visaginas

The Civic Engagement Project in Visaginas is an integrated initiative implemented by the British Council in partnership with the Visaginas Economic Development Agency, aimed at strengthening youth empowerment, civic participation and dialogue in Visaginas — a multilingual and culturally diverse city. The project consisted of two parts: the youth programme “Come On” and the Visaginas School of Journalism, which together created a coherent model for youth engagement in political and social issues as well as the development of critical thinking skills.

The “Come On” programme focused on strengthening young people’s civic participation and confidence in their own voice. Through meetings, discussions, and creative activities, young people from different linguistic and cultural backgrounds explored issues relevant to their lives, learned to collaborate, articulate their opinions, and engage actively in the city’s social and political life.

The Visaginas School of Journalism aimed to develop young people’s media literacy and communication skills. Participants took part in practical workshops led by professional journalists, where they learned content creation, interviewing

techniques, and the principles of media ethics and responsibility. Working in mixed teams, participants produced journalistic content on topics important to Visaginas, which was published in a bilingual format and reached the local community.

Together, these two components reinforced one another: “Come On” encouraged youth activism and dialogue, while the Visaginas School of Journalism provided practical tools to express young people’s voices responsibly and professionally through media channels. The project contributed to strengthening positive intercommunity relations and demonstrated how youth empowerment can foster a more inclusive and civically engaged local community.



Project Highlights:

- Nearly 230 students and 13 teachers and educators participated in the “Come On” programme;
- 15 young people took part in the Visaginas School of Journalism, with an additional 65 students and youth organisation members from other schools involved in related activities.



Dreams & Teams

Since 2017

Partner – The National Olympic Committee of Lithuania

Location – Klaipėda, Šalčininkai and Visaginas

Sport is a unique tool through which to transform and develop personal skills, facilitating the forging of ties between different social and cultural groups, while bringing joy into people's lives and providing social and cultural value to communities. The Dreams & Teams project was developed in the United Kingdom by the Youth Sport Trust and the British Council, with the aim of facilitating change and closer cooperation in multicultural community settings by employing sport to develop the essential 21st century skills of critical thinking, problem-solving, communication and collaboration, creativity, leadership, personal growth and teamwork.

In Lithuania, this project brought together teachers and students from different schools. During the training and teamwork activities, the participants were introduced to the contemporary skills necessary for sports leadership. Following the completion of the courses and participation in various sports activities that encourage teamwork, the students planned and delivered educational

workshops for their school communities, covering topics such as diversity and inclusion, Olympic and democratic values, and healthy living. The final Dreams & Teams events were organised by the participants and united the schools, as well as the wider communities of the regions involved.

The project participants reported that the sports-based activities helped to improve their communication skills, value the opinions of others and solve emerging challenges. Most importantly, through the shared activities and experiences, the project drew different school communities closer together and fostered long-term collaborations. Throughout the various project activities that included sports and a range of trainings, the young people demonstrated increased leadership, cooperation, teamwork and mutual respect.



Project Highlights:

- **Almost 4 400 school community members engaged in project activities to develop their networks and the cooperation between teachers, young leaders and communities;**
- **Nearly 5 800 young leaders (aged 13 – 16 years) developed their confidence, leadership and creativity skills, and consequently became more active within the school environment;**
- **Over 270 teachers gained new skills in youth empowerment and mentoring.**

English Through Media Literacy

Since 2022

Partner — Lithuanian Association of Teachers of English as a Foreign Language

Location — Throughout Lithuania

The English Through Media Literacy project aimed to design and present an English language course to high-school subject teachers in culturally diverse regions of Lithuania. The goal was to equip the participants not only with English language skills, but also the tools and knowledge to develop media literacy and resilience-to-disinformation skills.

Over 270 subject teachers attended English classes during the project, which covered both general and media literacy-related topics for a total of more than 100 contact hours. The lessons included a number of general topics such as travel, culture and arts; however, the main focus was placed on media literacy themes including the analysis of media messages, recognising fake news, developing critical thinking and resilience to disinformation.

These competencies not only rendered the participants more resilient to disinformation and propaganda, which often has a significant presence in non-Lithuanian-speaking regions of the country, but also raised awareness regarding equality, human rights and justice as key issues of modern society, underscoring their potential as positive forces of change in such communities.

This integrated English language course enabled the participants to develop English and media literacy skills, thus facilitating their meaningful participation in democratic society and collaborating on common agendas, while building trust and positive perspectives.



Project Highlights:

- 273 teachers participated in the English language classes, which comprised of more than 100 contact hours;
- The participants significantly improved their English language skills and enhanced their confidence in its use for both personal and professional purposes;
- Improved media literacy skills were demonstrated by the participants, with the expressed intention of including these into their curricula and disseminating the new knowledge with their fellow teachers.



Escape Disinfo!

2021 – 2023

Partner – Žinių ekonomikos forumas

Location – Visaginas, Vilnius and Vilnius regions

The Escape Disinfo project aimed to improve media and information literacy among school students and to equip teachers with the necessary tools and support through engaging youth-oriented formats to strengthen students' critical thinking and teamworking skills. The project targeted students and teachers from different schools, with half of the students being drawn from ethnically diverse and linguistic backgrounds.

The programme was designed for students in grades 7 – 11 and consisted of six thematic lessons. During these sessions, students solved puzzles and riddles and completed practical tasks focused on resilience to disinformation, media literacy, the evaluation of digital information, and the identification of fake news, manipulative

visuals, and propaganda. Through interactive games, students developed the ability to critically analyse information, recognise misleading narratives, and respond to disinformation in a responsible and informed way.

This project also had a goal of integrating media literacy and critical thinking-related content into the general school curriculum and providing the students with the necessary skills to identify, analyse and respond to (un) intentionally misleading information. Since teachers in Lithuania currently lack adequate training in media and information literacy, the Escape Disinfo project addressed this issue by providing relevant materials and different formats of trainings, during which the teachers gained advanced knowledge of media information literacy and developed the necessary skills to effectively teach students about media literacy and resilience to disinformation.

Project Highlights:

- 58 Escape Disinfo sessions were organised in various schools across different regions of Lithuania;
- More than 1 300 students (grade 7 – 11) participated in the sessions;
- 130 teachers participated in the trainings, acquiring media literacy

and digital information management skills;

- 85% of the students and 98% of the teachers indicated that they had gained new skills and knowledge in media literacy, which they will apply in the future.



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Future Heroes

Since 2021
Partner – WOW University
Location – Throughout Lithuania

The Future Heroes project was a growth mindset-driven leadership and business accelerator programme for 13 – 17-year-old girls in Lithuania, designed to help them unlock their potential and create a positive impact. The project was comprised of skills workshops that were all held in English and were free of charge. Over four months, the female teenagers were able to test their strengths and enhance their skills, while engaging in a unique opportunity to develop and present their first business ideas. The project aimed to provide the participants with access to opportunities in leadership and entrepreneurship, as well as to empower self-growth. A further goal was to strengthen social cohesion – the girls were selected from different regions across Lithuania, from large as well as small towns, while equal opportunity to participate was promoted due to the absence of any application fees.

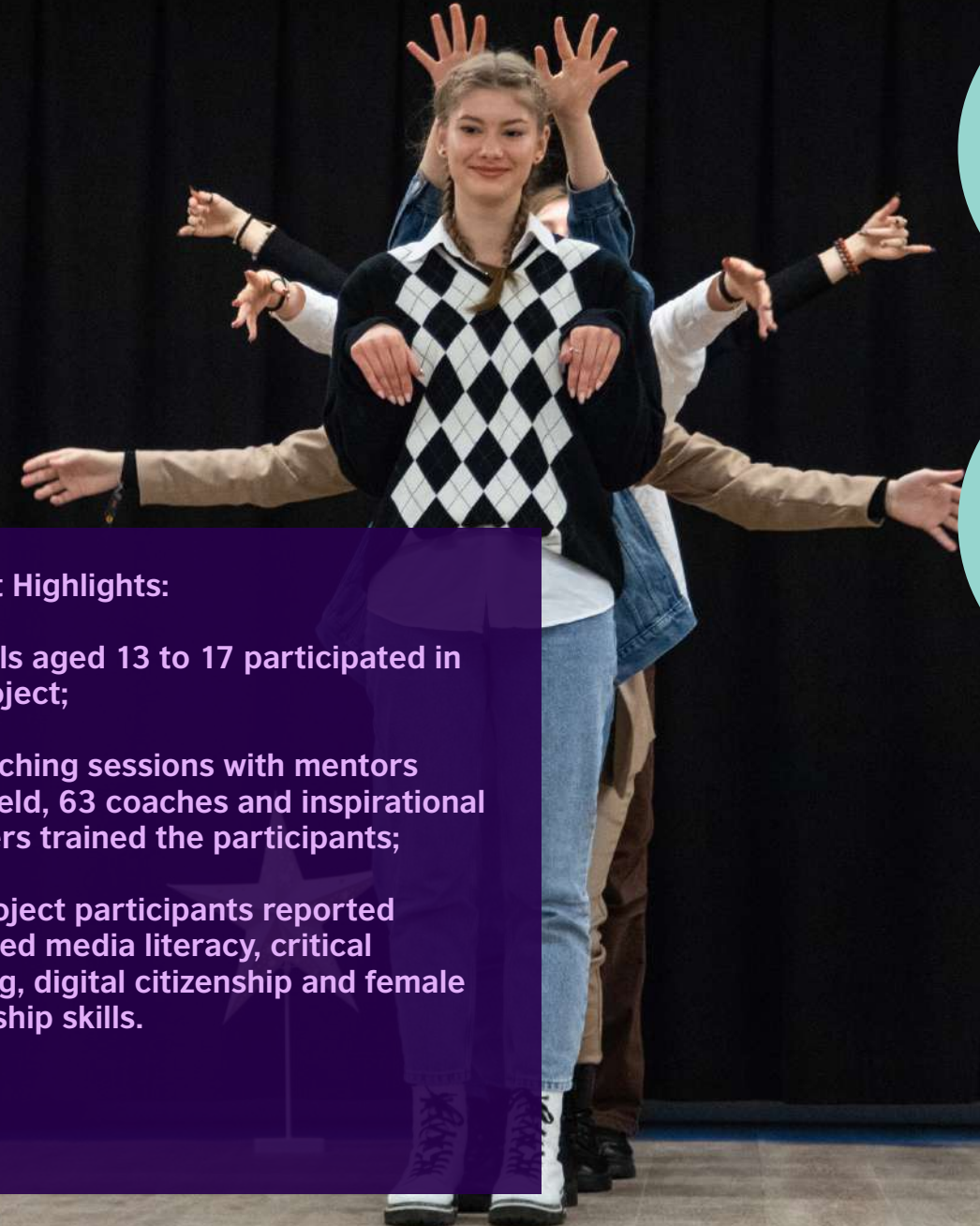
By training teenage girls in leadership and entrepreneurship, the Future Heroes project intended to unlock their potential and therefore create a positive impact by contributing to gender equality in the professional domain and increase the number of women in decision-making positions, business start-ups and innovations. The project consisted of eight

workshops, mentorship sessions and discussions with inspirational leaders on the topics of problem-solving, financial literacy, fundraising, digital impact and media literacy – all focused on providing the girls with an opportunity to experience entrepreneurship and the steps necessary for founding a business with a strong cause. A mentor was provided for each team of girls in order to help develop a business idea or a social initiative that had a particular emphasis on the UN Sustainability Goals such as well-being, reduced inequalities and climate action, which would then be pitched at the final event.

By training teenage girls, the Future Heroes project made an impact on strengthening social cohesion, reducing gender inequality and empowering young women to take on decision-making roles in the future. This project helped the participants create bonds of sisterhood and experience the power and opportunities that come from developing strong and diverse teams, while providing them with the required tools to pursue a career as a change leader in their chosen fields.

Project Highlights:

- 215 girls aged 13 to 17 participated in the project;
- 32 coaching sessions with mentors were held, 63 coaches and inspirational speakers trained the participants;
- The project participants reported improved media literacy, critical thinking, digital citizenship and female leadership skills.



Super Citizen

Since 2022

Partner – The Three Cubes

Location – Vilnius

Super Citizen was a civic education and media literacy project that aimed to foster change in the teaching and learning practices prevalent in Lithuanian secondary schools. The project employed technology and computer games to teach students resilience to disinformation, as well as active citizenship. A teacher-led sequence of six lessons was included, where the students connected to the Minecraft computer game platform and performed collaborative activities and tasks on the topics of disinformation resilience and civic action.

Studies have found that the contemporary teenager spends around seven hours each day using computers/mobile phones, which has increased two-fold since 2015. Moreover, concerns are frequently voiced that technology is involving even younger children, and that such extensive screen time is non-productive or even harmful. Therefore, the Super Citizen project aimed to challenge this popular belief and demonstrate that time spent playing computer games may indeed be useful, because it provides students with an opportunity to solve various real-life challenges through play. The major topics covered during the project were civil rights and responsibilities, disinformation, recognising

fake news and the investigation of information sources. The project also involved an event and panel discussion exploring the question, “How do computer games in schools help fight disinformation?”, which was broadcast live on Lithuanian news platforms.

This initiative offered valuable examples of learning and teaching through play. In the growing meta environment, the aim of such projects is to support the implementation of new educational technologies and incorporate them not only into non-formal settings, but also into the formal education environment. Through using computer games to simulate real-world issues covering a range of topics related to disinformation, critical thinking and democratic participation, the students developed essential skills to make informed decisions and advocate their beliefs and opinions in their communities.

Project Highlights:

- 2 350 students aged 13 – 17 years from 54 schools and 113 classes participated in the project;
- An 86% approval rate was received by the participating students, who indicated that during the lessons they increased their knowledge about resilience to disinformation and strengthened their collaboration, critical thinking, leadership and problem-solving skills;
- A positive impact was reported by the teachers, who all increased their competences in digital literacy and expressed a intention to use these skills in other lessons and/or daily life;
- The majority of the students showed strong interest in the lessons and rated the content at an average of 9 out of 10, while 92% of the students indicated an interest in learning through game-based methods in other school subjects.



More History of Diversity in Focus

Since 2023

Partner – The House of Signatories, National Museum of Lithuania

Regions – Šalčininkai, Telšiai, Vilnius

The More History Diversity in Focus project aimed to contextualise, interpret and represent the multi-ethnic and multi-cultural history of Lithuania, while promoting a mature and harmonious civil society that is resistant to inter-ethnic strife, political manipulation and propaganda. It also critically explored the concept of “otherness” and developed practical methodological tools for history teachers and museum educators.

The project consisted of four interconnected components. The first was a conference marking the 160th anniversary of Stanislovas Narutavičius, a signatory of the 1918 Act of Independence of Lithuania. The second component involved a research study conducted in multilingual schools across different regions of Lithuania, analysing how students in grades 10 – 11 perceived multiethnicity and multiculturalism within the context of Lithuanian history. The third component included educational camps, during which students designed and presented multicultural tourist routes and participated in study visits to cultural heritage sites. The project concluded with an academic seminar, where a practical methodological framework for history teachers and museum educators was developed and presented.

Through these activities, Lithuanian history was examined from a broader multicultural perspective, integrating diverse historical narratives into formal school curricula and museum education programmes. In doing so, the project contributed to fostering a more inclusive understanding of history and strengthening long-term civic awareness.



Project Highlights:

- More than 1 400 students (grades 10 – 11) from schools in Telšiai, Šalčininkai and the Vilnius district participated in various project activities;
- A series of training sessions was organised for history teachers and museum educators to support the development of methodological materials;
- The research study on perceptions of Lithuania’s multicultural history analysed which historical narratives students recognised and through which historical figures and events they understood their place within Lithuania’s history.

Innovative Teacher Training for Diverse Communities to Enforce Communication and Media Literacy

2016 – 2025

Partner – Public Service Language Centre

Location – Klaipėda, Šalčininkai, Trakai and Vilnius

The Innovative Teacher Training for Diverse Communities to Enforce Communication and Media Literacy Competences project aimed to train teachers in the English language, communication and the use of technology and media. The project's objective was to teach the subject teachers both the English language and how to use technology and AI tools in the classroom.

The project consisted of two complementary courses: English Language and Communication and Technology and the Classroom. Through these courses, teachers strengthened their English language proficiency while also learning how to creatively integrate digital technologies, educational platforms, and artificial intelligence tools into their teaching practice. The programme focused on making the learning process more dynamic, engaging, and relevant for students.

During the training, teachers developed practical skills to foster student collaboration and teamwork, personalise learning at home, and effectively integrate remote and hybrid teaching formats. They were encouraged to approach lesson planning creatively and to explore innovative

methods for developing students' speaking, listening, reading, and writing competencies. The programme also provided educators with practical guidance on designing more interactive group activities using smart devices, applications, and digital tools, as well as on monitoring and assessing student progress more effectively. After the trainings, teachers engaged in reflection sessions where they were able to share their learning experiences, interact with others and build connections, while developing trust in and sharing the acquired knowledge.

At the end of the project, the majority of the teachers demonstrated increased self-confidence, which helped them to make presentations in English and to participate in international conferences where the lingua franca is English. Moreover, the participants demonstrated improved leadership and communication skills, which helped them to initiate further cross-community projects, establish new programmes for their school communities and participate in international Erasmus+ projects.

Project Highlights:

- 1 185 teachers from various regions across Lithuania participated in the programme;
- The teachers reported becoming more student-oriented, while engaging with contemporary tools and discovering more interactive and creative opportunities to teach in the classroom.



Building Connections

2020 – 2021

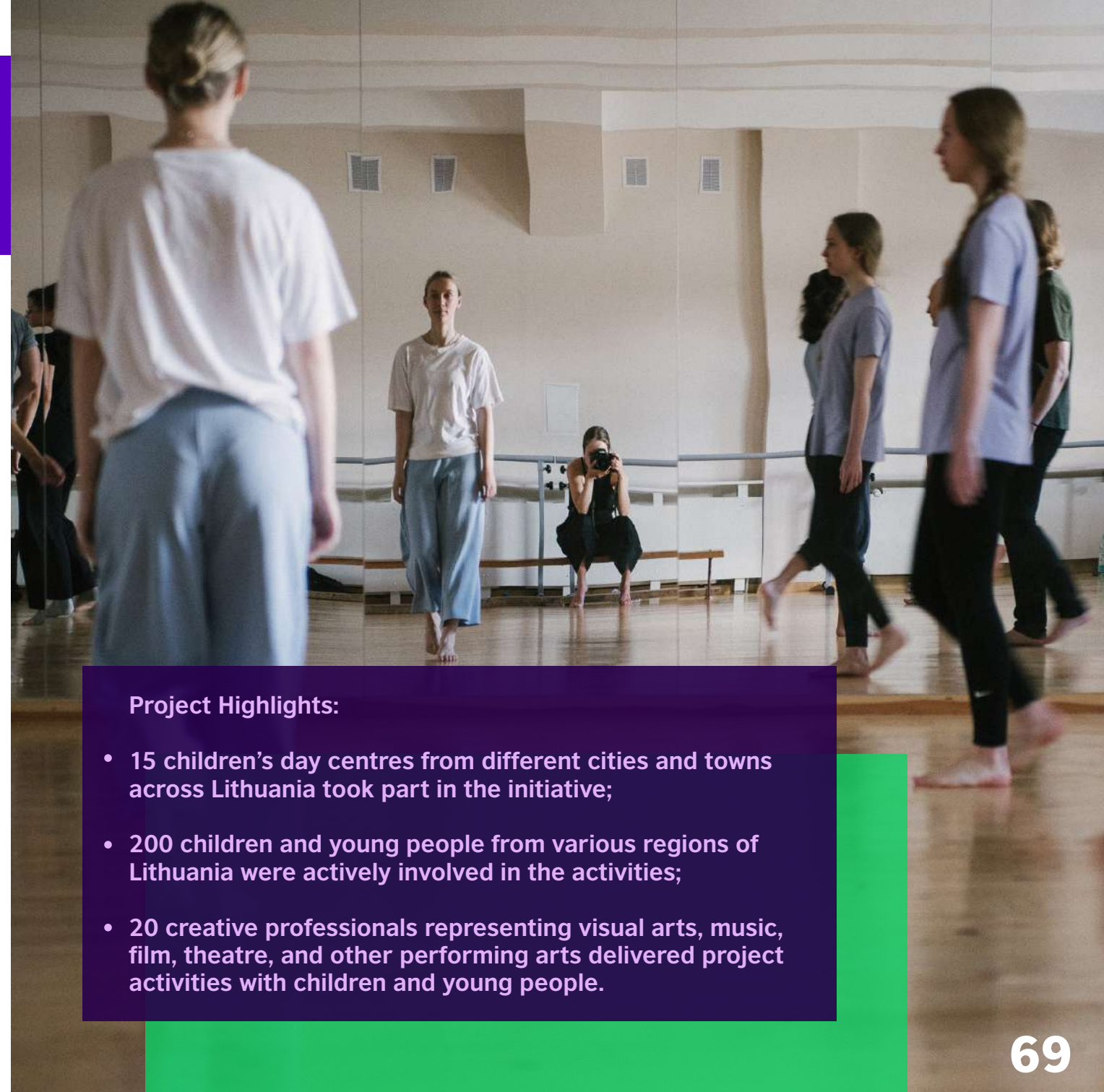
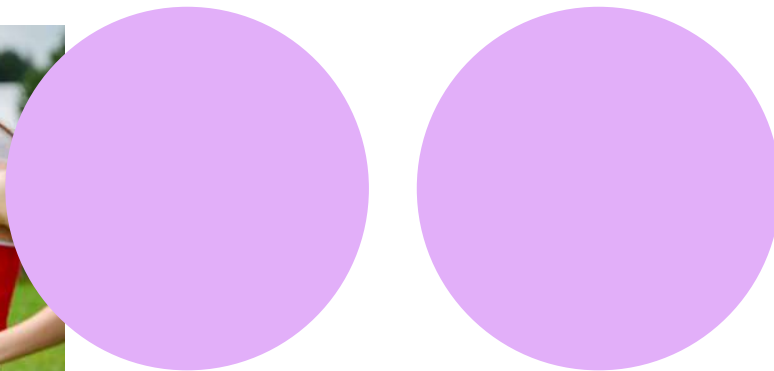
Partner – Kūrybinės jungtys

Regions – Kaunas, Klaipėda, Vilnius, Visaginas, Šalčininkai and Trakai

Children’s day centres in Lithuania provide safe spaces where children receive warm meals after school, do their homework, and spend their free time in a meaningful way. However, staff in these centres often face limited time, human resources, and specialised competences when it comes to nurturing children’s creativity and self-expression, as much of their effort is dedicated to meeting everyday operational needs.

The project Building Connections was designed to strengthen the creativity of children attending day centres and to encourage positive collaboration and relationship-building through art. At its core was a partnership between children, young people, and specially trained creative professionals, including film directors, visual artists, and musicians. Through joint activities, participants developed exploratory creative projects, such as artistic installations, which were later presented at the National Gallery of Art in Vilnius.

Engaging in a wide range of artistic activities – from street art, photography, filmmaking, and screen printing to music workshops and visits to museums and galleries – children expanded their creative skills, deepened their cultural awareness, and developed critical thinking. Art became an inclusive and safe space where children could freely express their ideas, build self-confidence, and discover new forms of self-expression.



Project Highlights:

- 15 children’s day centres from different cities and towns across Lithuania took part in the initiative;
- 200 children and young people from various regions of Lithuania were actively involved in the activities;
- 20 creative professionals representing visual arts, music, film, theatre, and other performing arts delivered project activities with children and young people.



Active Citizens

2017–2021

Partner – Institute for Policy Research and Analysis

Regions – Klaipėda district, Šalčininkai, Švenčionys, Trakai, Vilnius and Visaginas

The British Council's global Active Citizens programme connected around 80 countries worldwide and has provided hundreds of thousands of people with social leadership skills. This programme in Lithuania aimed to promote social change that benefited individuals, communities and the public by bringing together those hailing from different ethnic backgrounds, beliefs and perspectives.

The main target group of Active Citizens programme consisted of community leaders from different regions of Lithuania. Participants developed skills to work with diverse social

and ethnic groups, strengthening their competencies in dialogue, facilitation, and project implementation. Following the training, programme facilitators, together with local residents organised community meetings to identify key local needs and co-create new social initiatives. These initiatives were implemented collaboratively, with the aim of fostering mutual trust and constructive dialogue within communities.

The Active Citizens programme contributed to improving relationships across regions, promoting inter-institutional cooperation, and encouraging greater engagement of young people and national minority communities in civic life. It also supported more open dialogue between local authorities and communities, while strengthening cooperation across generations and social groups. Each year of implementation included community meetings, practical workshops, and social action projects carried out across 13 municipalities in Lithuania.

Project Highlights:

- 103 facilitator training sessions were delivered, benefiting 10 300 active citizens;
- 103 community workshops were organised, engaging 2 633 participants;
- 111 social action projects were funded and implemented across 13 municipalities.



Home

2018 – 2020

Partner – Artscape

Regions – Vilnius, Klaipėda, Radviliškis and Šalčininkai

Home was an applied theatre project that engaged professional artists, school children and the wider community as spectators. Through applied theatre techniques, the project created a safe space for young people to express their opinions and share their perceived significance of the concept of 'home'. Each school group was facilitated by an artist originally from that particular area, providing the young participants with a relatable, trustworthy and credible role model.

In each participating town, students from two different schools collaborated in theatre workshops and research. Groups were formed to discover more about their home towns, which necessitated visits to the local community and libraries, searching archives and conducting interviews with community leaders. Finally, the students breathed life into their learnings through various performances carried out in their communities.

The participants highlighted that during the project, they became more confident in expressing their opinions in public. Furthermore,

they became more receptive and understanding of the importance of building and maintaining relationships with every member of their community. Through the applied theatre techniques, the students were empowered to harness the medium of drama and body language to communicate, resulting in enhanced self-confidence.

In total, the project trained eight artists who engaged with 13 schools and 168 students. Each school created eight theatre performances, which were attended by both the school members and the wider community.

Project Highlights:

- 8 specially trained artists worked with 168 students from 13 schools across the country;
- Student groups from each school created 8 theatre performances, developing their artistic expression and strengthening self-confidence;
- The performances were attended by members and representatives of both school communities and the wider local communities.





Partnerships with The Duke of Edinburgh's International Award

2016 – 2021

Partner – The Duke of Edinburgh's International Award, Lietuva
Regions – Throughout Lithuania

From 2016, the British Council Lithuania and The Duke of Edinburgh's International Award (DofE) collaborated in organising two projects for 14 – 19-year-olds studying in Lithuanian schools.

The first project, 3D Youth: Do It Bravely Now, aimed at encouraging young people to identify social problems existing in their surroundings (e.g. libraries, nurseries, orphanages and old people's homes, or city parks, forests and lakes) and to develop effective solutions. These young participants were encouraged to work in small teams with the supervision of professionals, collectively implementing social action projects. They practised team-work, decision-making, time-planning skills and identifying the reasons for social challenges.

The second project, Public Speaking Training for the Youth of Lithuania, focused on building young peoples' confidence in public speaking and encouraging critical thinking. Through a range of tasks and games, young people studied themes relevant to society such as volunteering, digitisation and robotics, social exclusion, multilingualism, urbanisation and cultural diversity. The young participants not only worked individually on their chosen theme, but also collaborated in teams comprised of students from different geographical regions of Lithuania.



Project Highlights:

- 100 young people developed communication, problem-solving, critical thinking, creativity, and collaboration skills;
- Participants organised TED-Talks-style events in their communities, which engaged more than 3 000 attendees;
- The young people implemented as many as 30 different social initiatives, involving over 260 members of local communities.



The Art of Curiosity

2016 – 2021

Partner – Kūrybinės jungtys

Regions – Klaipėda, Šalčininkai, Trakai, Vilnius and Visaginas

The Art of Curiosity project was built upon the principles and experience gained through Creative Partnerships, the UK's large-scale education programme focused on identifying creative approaches to learning in schools. The project engaged students, teachers and the wider school community in continuous partnerships with creative professionals from a broad range of artistic, cultural and scientific domains.

In Lithuania, the project introduced innovative teaching approaches while increasing school-to-school collaborations. Each participating school developed a unique creative learning project that responded to a real challenge and harnessed the active potential of the school community. The activities were immersed in daily classroom practice, and were premised on the principles of experiential, all-inclusive and creative learning.

The project participants acquired experience in addressing specific learning challenges by engaging with developed and tested educational

methods based on cross-disciplinary approaches, as well as the synergy of art and education. As a result, the project improved the students' critical and creative thinking, collaboration, communication, leadership and problem-solving skills. Furthermore, teachers were supported in the shift away from more directive forms of teaching and lesson planning towards a more creative, engaging and student-centred approach.

It is important to note that The Art of Curiosity received recognition from outside the People to People programme via funding from Vilnius City Municipality, which was implemented in Vilnius secondary schools from September 2020.



Project Highlights:

- The project activities influenced more than 10 000 people from school communities in Lithuania, involving students, teachers, parents and school administrators;
- The project was implemented in 54 schools across Lithuania, involving over 3 000 students, who increased their critical thinking and problem-solving skills by working intensively with the creative practitioners and their teachers;
- Around 2 000 teachers benefited from professional development opportunities by engaging in Teachers' Clubs within schools;
- 50 creative practitioners were trained to deliver educational workshops to students and teachers on 21st century skills.



Bridging Generations

2020 – 2021

Partner – Maltos ordino pagalbos tarnyba, Jaunieji maltiesiai

Regions – Throughout Lithuania

From the early spring of 2020, quarantine restrictions were implemented in Lithuania. The scarcity of face-to-face communication and associated social isolation had a powerful impact on everybody, particularly the elderly who live alone and lack reliable information on Covid-19, as well as vital emotional support.

In this context, the Bridging Generations project was initiated, representing an intergenerational initiative based on Age UK (one of the country's leading charities) community social cohesion projects. Its core goals were to strengthen intergenerational dialogue by developing long-term volunteering opportunities for young people to engage with senior citizens.

Bridging Generations also addressed pandemic-related concerns among older adults. Through the project, participants received clear and reliable information that helped dispel widespread myths and rumours circulating across media platforms about Covid-19, vaccines, and related issues, while simultaneously

strengthening their overall media literacy. At the same time, the initiative offered vital emotional support during prolonged periods of social isolation and helped elderly people in remote areas feel more connected and included.

The project involved seven volunteer groups — 80 young people in total from different regions of Lithuania. To ensure they could carry out this responsible role effectively, the young participants received thorough preparation. They took part in training programmes led by experts in media literacy, journalism, and psychological support, as well as in three reflection sessions designed for sharing experiences and receiving emotional support.

In addition to providing practical assistance with information technology issues, the project's greatest value became the human connection it fostered: sincere conversations, personal attention, and the reassurance that, even during a difficult period, elderly people were not left alone.

Project Highlights:

- Seven volunteer groups consisting of 80 young people from different regions of Lithuania participated in the activities and were specially trained to provide emotional support;
- Beyond offering practical assistance with information technology issues, the project's greatest value lay in the human connection it created: sincere conversations, personal attention, and the reassurance that even during a difficult period, elderly people were not left alone.







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