

Challenge for the state's education system:

literacy as an important
integration precondition





Santa Claus read many letters from children and decided that the most suitable gift for them is a textbook of the Lithuanian language.

People with their children have started to return visibly to Lithuania





Government

Re-emigrants' Lithuanian language competences (literacy) differ wide in scale



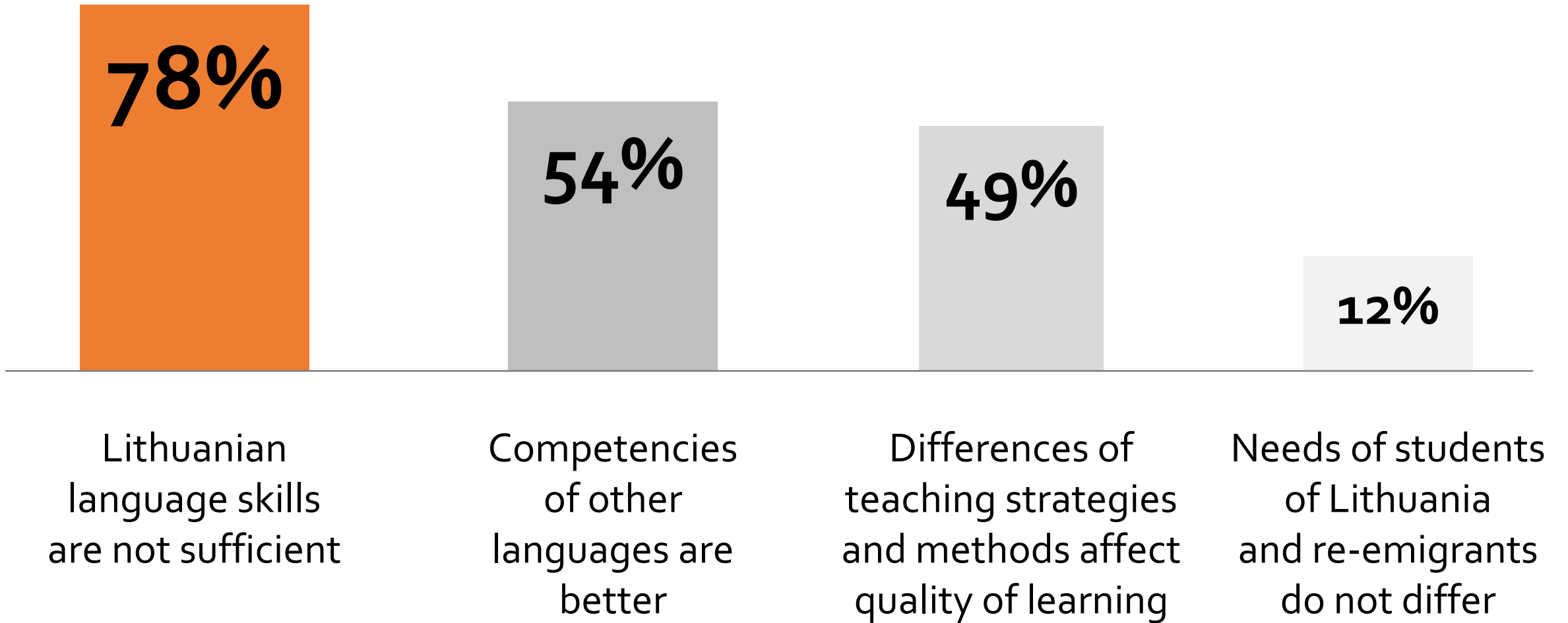
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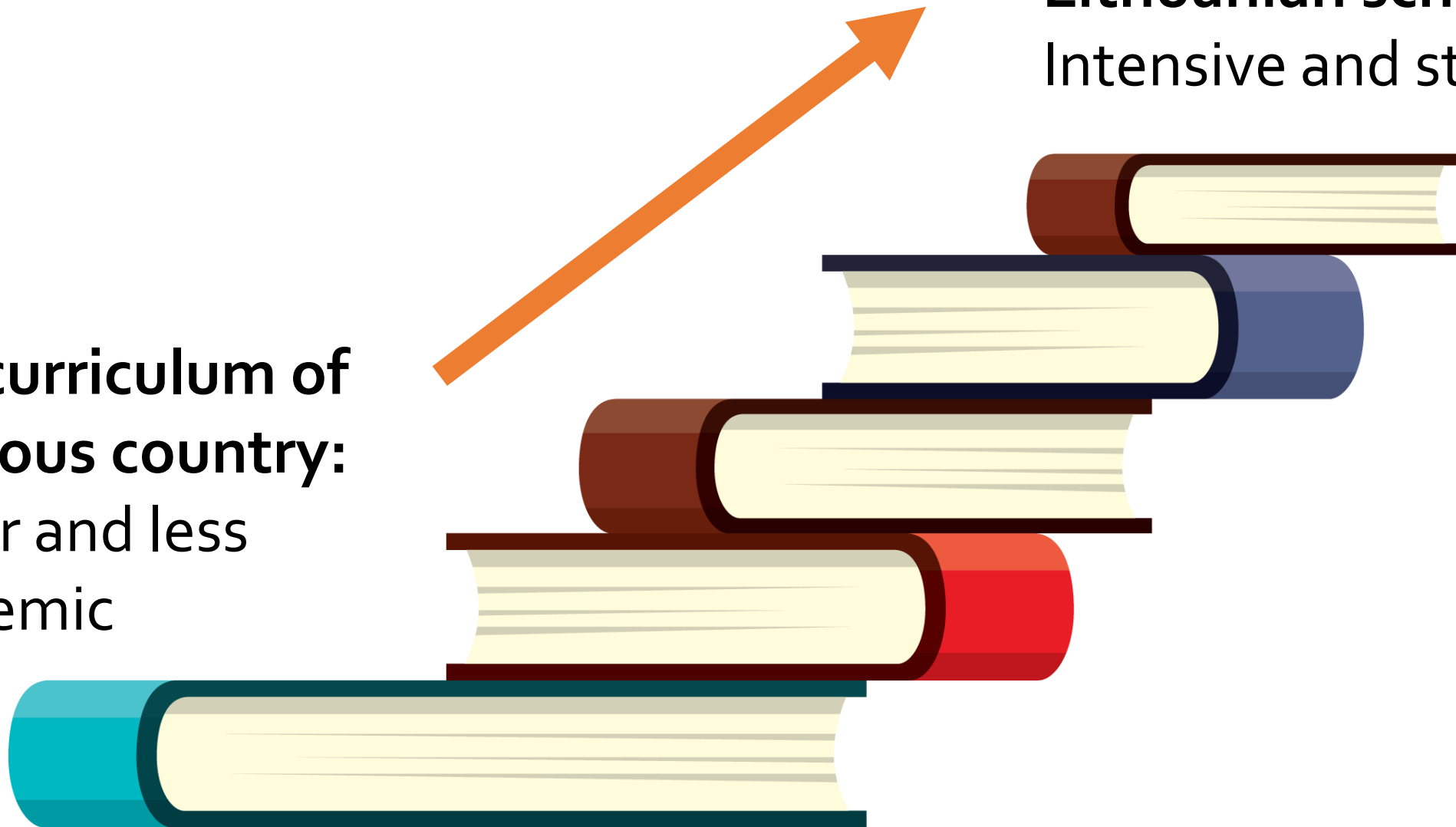
Goals of research on integration:

1. to estimate obstacles;
2. to estimate and share good practice by schools and teachers.





**The curriculum of
previous country:**
Easier and less
academic



**The curriculum of
Lithuanian school:**
Intensive and strict

Dispositions in the eradication of illiteracy

80%
of schools

teachers are ready to teach the Lithuanian language additionally and individually

35%
of schools

have organized or are ready to organize mobile groups to compensate the difference of level of literacy

40%
of schools

are ready to organize classes to compensate the difference

Lithuania's state supports Lithuanians' education abroad, especially those planning to return with school age children



195 Lithuanistic schools

in **35** countries

with **7500** pupils



330 thousand pupils

1100 general education schools in Lithuania

Measures applied in 2019

1. nationwide testing system of the Lithuanian language was established;
2. distance learning opportunities in Lithuanian schools were developed;
3. educational management information system was adjusted for persons returning to Lithuania and leaving for abroad;
4. new services for returning persons' integration to educational process at schools were tested;
5. maintaining foreign Lithuanian formal education schools continues;

Measures applied in 2019

6. Lithuanistic formal and non-formal educational institutions abroad were provided with necessary teaching/learning materials and tools;
7. educational assistance to schools was provided;
8. teachers' in-service training was organized;
9. children summer camps, educational as well as cultural activities in Lithuania and abroad were supported;
10. foreign Lithuanians non-formal Lithuanistic educational projects were supported.

There is not still a miracle
answer to the main challenge:
**equal quality and
equal competences
of the Lithuanian
language,
i.e. in literacy**

