



This paper is taken from

*Europe's Future: Citizenship in a Changing World  
Proceedings of the thirteenth Conference of the  
Children's Identity and Citizenship in Europe  
Academic Network*

London: CiCe 2011

edited by Peter Cunningham and Nathan Fretwell, published in London by CiCe,  
ISBN 978-1-907675-02-7

Without explicit authorisation from CiCe (the copyright holder)

- only a single copy may be made by any individual or institution for the purposes of private study only
- multiple copies may be made only by
  - members of the CiCe Thematic Network Project or CiCe Association, or
  - a official of the European Commission
  - a member of the European parliament

If this paper is quoted or referred to it must always be acknowledged as  
Zuzeviciute, V. (2011) *Migrant education: The Lithuanian case*, in P. Cunningham & N. Fretwell (eds.)  
*Europe's Future: Citizenship in a Changing World*. London: CiCe, pp. 111 - 113

© CiCe 2011

CiCe  
Institute for Policy Studies in Education  
London Metropolitan University  
166 – 220 Holloway Road  
London N7 8DB  
UK

This paper does not necessarily represent the views of the CiCe Network.



Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

#### Acknowledgements:

This is taken from the book that is a collection of papers given at the annual CiCe Conference indicated. The CiCe Steering Group and the editor would like to thank

- All those who contributed to the Conference
- The CiCe administrative team at London Metropolitan University
- London Metropolitan University, for financial and other support for the programme, conference and publication
- The Lifelong Learning Programme and the personnel of the Education and Culture DG of the European Commission for their support and encouragement.

## **Migrant education: the Lithuanian case**

*Vaiva Zuzeviciute*  
*Vytautas Magnus University (Lithuania)*

Lithuania is small country (preliminary 2011 census: 3 million), with fewer than 1,000 immigrant children. Therefore only a few schools are directly involved in educational practices in the field. In Rukla and in Pabrade two schools have the main curriculum task of introducing the national language. If immigration was because of refugee status, these two schools (especially Rukla) will be the main actors. If the immigration was because of family re-unification, temporary work contracts or diplomatic work, then schools in Vilnius will be the main actors (such as Ozo high school).

Lithuanian teachers have to work to the State Curriculum Competences (1996, with newer editions, most recently February - May, 2011). Lithuanian teachers also have to have pedagogical education. They have to work towards learning standards that are the same for all students, and the teachers are (mostly, with a few exceptions) highly qualified and competent. With such general high quality of teachers' performance comes a focus on minimal research skills. The curriculum is normally individualised to an extent for each pupil (in primary and compulsory education), because of the variety of their prior learning experiences.

Teachers provide additional support for children, but this is common practice: teachers help all children. As the Decree of Minister of Education states (On the compulsory and High Curriculum for 2009 -2011, 15 May, 2009, No. ISAK 1027, Article 10.55 and No ISAK-1800), teachers should follow the specific explanation of the General curriculum. Teachers' work consists of 18 hours teaching, and an entitlement to two hours for additional education (which might provide consultations for pupils who need support), 3½ hours for preparing for teaching, and one hour for assessing homework.

As there are few immigrants, in practice there are few schools with educational provisions for them in place. This is not so in higher education, where students are either encouraged to take Lithuanian language course and then follow regular study programme, or, in some of universities, follow courses in English for immigrants who came to Lithuania specifically for learning purposes (especially, in medicine). Compulsory or primary education is provided mostly in the capital city in several schools which have the state language course, and where the teachers are experienced in helping children in the new situation. Parents of these children are expected to get involved into child's education, as are all parents. According to the Lithuanian Education Act (1991 and later editions) and the Guidelines for Educational Strategy (Valstybinis svietimo gaires 2003 - 2012) it is a parents' duty to ensure their child attends compulsory education, which means ten years of schooling to the age of 16 years. Class teachers thus have a responsibility to inform and consult parents on their child's learning. Immigrant families are also entitled to the support of social workers and/or immigrant officials who both provide necessary consultations. In the case of children of those seeking refugee status, usually for the whole family comes to school at first, and later the father monitors a child's/teenager's progress. In Lithuania children are provided with financial support (at

the modest level of 125 Lt: that is €36.3) at the beginning of the school year to acquire learning aids and books. Children with low levels of family income are also entitled to a free lunch. Almost all children of refugee seekers are entitled to such meals, because the level of their family income is so low.

As Lithuania does not have a specific legal act on the education of immigrants, activities are regulated through special decrees. Thus while on one hand educational provisions remain rather fragmented and dependant on teachers' and social workers' competence, on the other hand, in Lithuania, which is still not a major state for immigration, the more coherent regulation of the educational provision remains a task for the future.

### References<sup>1</sup>

- Ajegbo, K. (2007). *Diversity and Citizenship: Curriculum Review*. London, DfEs.
- de Tocqueville, Chapter 15, Book 1, *Democracy in America*
- European Commission (2008) *Migration and mobility: challenges and opportunities for EU education systems* (Green Paper COM(2008) 423 final) (3 July 2008 SEC(2008) 2173). Brussels: European Commission
- Finnish National Board for Education (2008) *Maahanmuuttajien ammatilliseen peruskoulutukseen valmistava koulutus*.
- Finnish National Board for Education (2009) *Perusopetukseen valmistavan opetuksen opetussuunnitelman perusteet*.
- Finnish National Board of Education (2003) *National core curriculum for general upper secondary education 2003*.
- Finnish National Board of Education (2004) *National core curriculum for basic education 2004*.
- Finnish National Board of Education (2006) *Perusopetuksen muiden uskontojen opetussuunnitelman perusteet*.
- Finnish National Board of Education (2010) *Esiopetuksen opetussuunnitelman perusteet 2010*, Opetushallitus, Määräykset ja ohjeet 27.
- Finnish National Board of Education (2011) *Maahanmuuttajien koulutus Suomessa – tilannekatsaus*, Opetushallitus, Raportit ja selvitykset 3.
- Finnish National Board of Education (n.d.) *Immigrant education in Finland*.
- Government of Finland (2006) *Government migration policy programme: Government resolution 19.10.2006*, Työvoimahallinnon julkaisu 371.
- Graeffe, L and Lestinen, L. (2011) Towards multicultural education within pressures of late and rapid immigration in Finland, in Berg, W., Spithourakis, J. A. and Lalor, J. (eds.) *Cultural diversity in the classroom*. Wiesbaden: Verlag für Sozialwissenschaften (forthcoming).

---

<sup>1</sup> The references provided here pertain to the symposium as a whole rather than to the individual paper.

- Ikonen, K. (ed.) (2005) *Maahanmuuttajaoppilaiden opetus perusopetuksessa: Opetussuunnitelmatyöstä käytäntöön*, Helsinki, Opetushallitus.
- Keating, A., Kerr, D., Lopes, J. (2009). *Embedding Citizenship education in secondary schools in England (2002-2008). CELS 7th annual report. DCSF research report 712*. London: DCSF.
- Kilpinen, J. (2009) *Maahanmuuttajien ammatillisen koulutuksen keskeyttämismittaus*, Opetushallitus, Moniste 9.
- Kilpinen, J. and Salminen, M. (2011) *Maahanmuuttajien ammatillisen peruskoulutuksen tila lukuvuonna 2009–2010*, Opetushallitus, Koulutuksen seurantaraportti 3.
- Kiwan, D. (2008). *Education for Inclusive Citizenship*. Abingdon, Routledge.
- Kuusela, J., Etelälahti, A., Hagman, Å., Hievanen, R., Karppinen, K., Nissilä, L., Rönnerberg, U. and Siniharju, M. (2008) *Maahanmuuttajaoppilait ja koulutus: Tutkimus oppimistuloksista, koulutusvalinnoista ja työllistämisestä*, Opetushallitus, Helsinki: Edita.
- Migrant Integration Policy Index, T. Huddleston and others; British Council and Migration Policy Group; [www.mipex.eu](http://www.mipex.eu)
- Ministry of Education (2009) *Strategy for the internationalisation of higher education institutions in Finland 2009-2015*, Ministry of Education, Department for Education and Science Policy, Publications 23.
- OECD (2009) *Report of Migrant Education, Ireland*. OECD, Paris.
- Ofsted (2010). *Citizenship Established*. DCSF, London.
- Pinson, H., Arnot, M., and Candappa, M. (2010) *Education, Asylum and the 'non-citizen' child: the politics of compassion and belonging*. Basingstoke, Palgrave Macmillan.
- Pires, Rui Pena (coord.) (2010). *Portugal: Atlas das Migrações Internacionais*. Lisboa: Fundação Calouste Gulbenkian
- UK (Home Office) (1999) *The Stephen Lawrence Inquiry: Report of an inquiry by Sir William Macpherson*. Cm 4262-I. London: The Stationary Office
- [www.oi.acidi.gov.pt/docs/Estudos\\_OI/OI\\_30.pdf](http://www.oi.acidi.gov.pt/docs/Estudos_OI/OI_30.pdf)