



ŠVIETIMO
IR MOKSLO
MINISTERIJA

2nd Baltic Inter-ministerial Round Table on Migrant Education Policy Partnership

*Thematic focus: Inclusive education policy
for children of returning nationals and
nationals living abroad*

3-4 November, 2014
Sirius Baltic Partnership Team

Background

- SIRIUS Network (<http://www.sirius-migrationeducation.org/>)



- 1st Inter-Ministerial Round Table
Riga, June 4th



GLOBĀLĀS
ATTĪSTĪBAS INSTITŪTS

**FRIEDRICH
EBERT
STIFTUNG**

Aim: bring together different policy makers dealing with integration of migrants in Latvia, Estonia and Lithuania to identify common challenges and solutions, while building strategic partnership in migrant education policy.

Background (cont.)

Questions asked in Riga:

- *What are your main concerns in the area of migrant education/inclusion in your country?*
- *What are the topics on which you hope to gain useful insight based on other countries' experience?*
- *Which concerns can the Baltic countries tackle together?*
- *What is your preferred format related to Baltic partnership and further communication?*



Background (cont.)

Major concerns identified in Riga:

- 1) *Integration of returnees;*
- 2) *Inter-institutional learning;*
- 3) *Integration of non-traditional groups of migrants;*
- 4) *Teacher preparedness;*
- 5) *Teacher-parent dialogue;*
- 6) *Educational counselling system for schools;*
- 7) *Making societies more welcoming, tolerant and inclusive*

Background (cont.)

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- 2) Inter-institutional learning;*
- 3) Integration of non-traditional groups of migrants;*
- 4) Teacher preparedness;*
- 5) Teacher-parent dialogue;*
- 6) *Educational counselling system for schools;***
- 7) Making societies more welcoming, tolerant and inclusive*

Background (cont.)

Preferred format for the future events:

- *Round table with presentations and discussions – for further learning;*
- *Workshops*



**2nd Baltic Inter-Ministerial
Round Table**



Agenda for the meeting

Day 1 – November 3

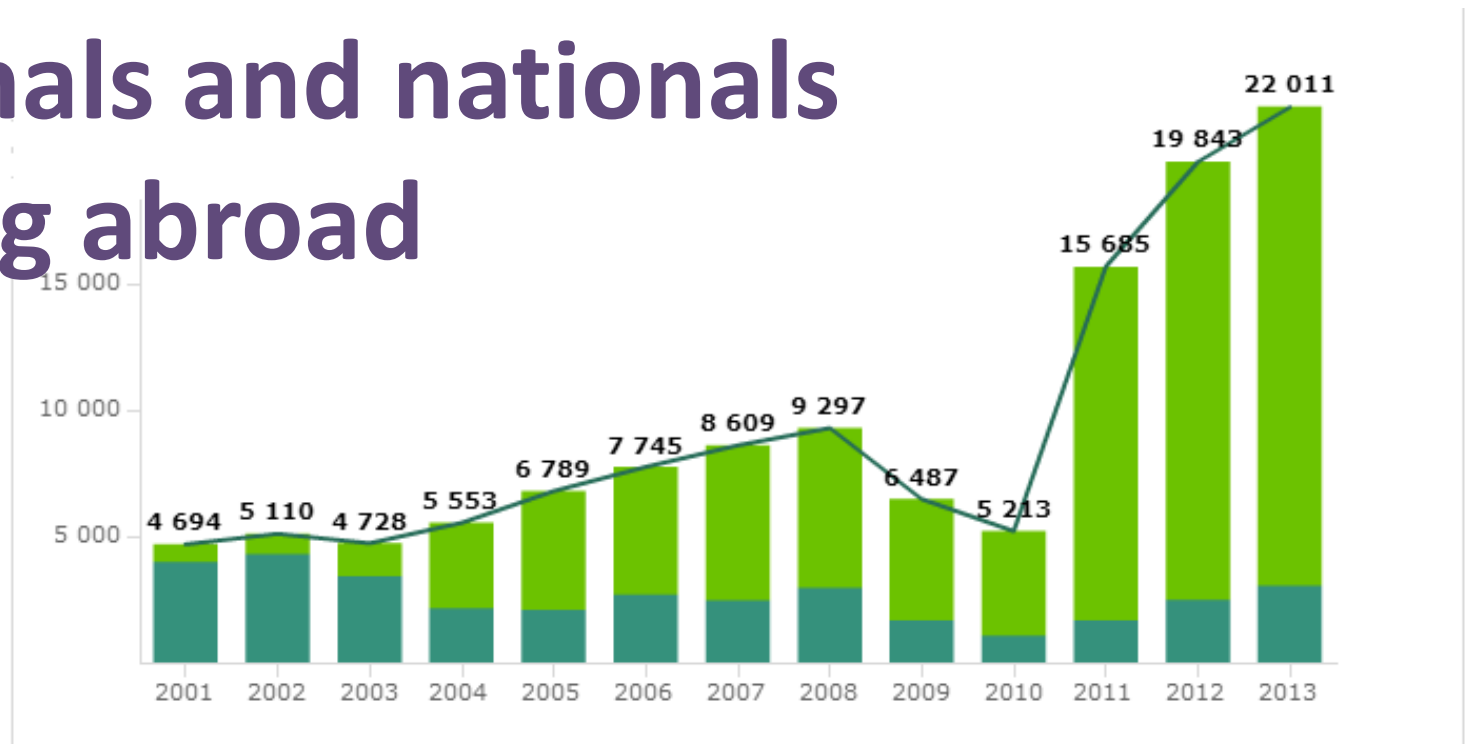
14.00 – 15.30	Session 1: Introduction to Lithuanian approach towards education of returning nationals and nationals leaving abroad
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13.30 – 15.00	Session 2: Discussions and reflections
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Day 2 – November 4

9.00 – 12.30	Session 3: Action: Towards an inclusive policy approach in education of returning nationals (with examples of good practices)
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Session 1: Introduction to Lithuanian approach towards education of returning nationals and nationals leaving abroad



Return migration of Lithuanian citizens and immigration of foreigners by country of last residence (annual data)

■ Foreigners ■ Lithuanian citizens

Source: Statistics Lithuania

Session 2: Discussions and reflections



Session 2: Reflective presentations from Latvia and Estonia

What are the current approaches in Latvia and Estonia towards integration of returning nationals: strengths, weaknesses and challenges?

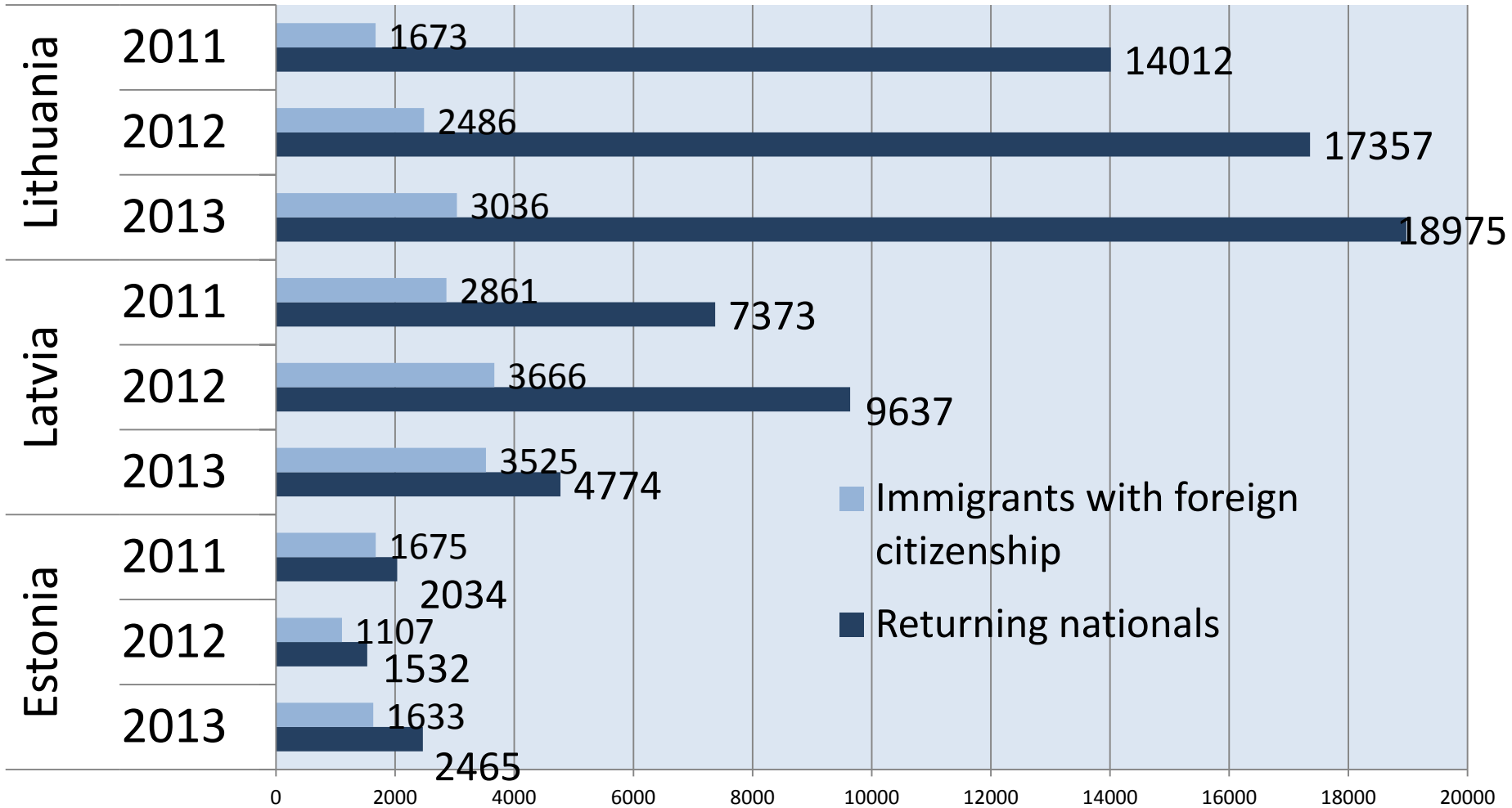
Session 2: Round table with teachers
'Experiences and good practices of practitioners
working with returning nationals'

- *What are your experiences on working with children of returning Lithuanians?*
- *What difficulties/opportunities do you encounter?*
- *What kind of support would you like to have in order to better address the needs of these children?*
- *Would you like additional training opportunities? What skills/competences would be the most important to address during these trainings?*

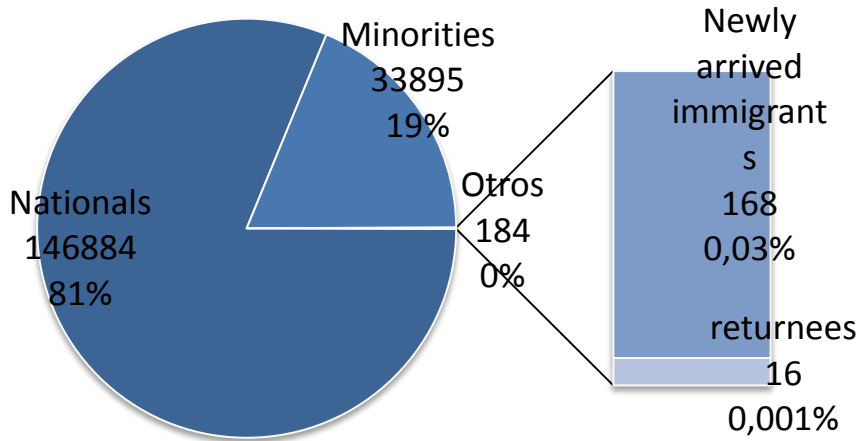
Summary of the 1st day

- Number of returning nationals is growing
- Compatriots programme (EE); Action plan for cooperation with Diaspora (LV); Global Lithuania (LT) – the content is different
- Return migration support plan (2013-2016) – LV
- Support at home is not systematic

Trends

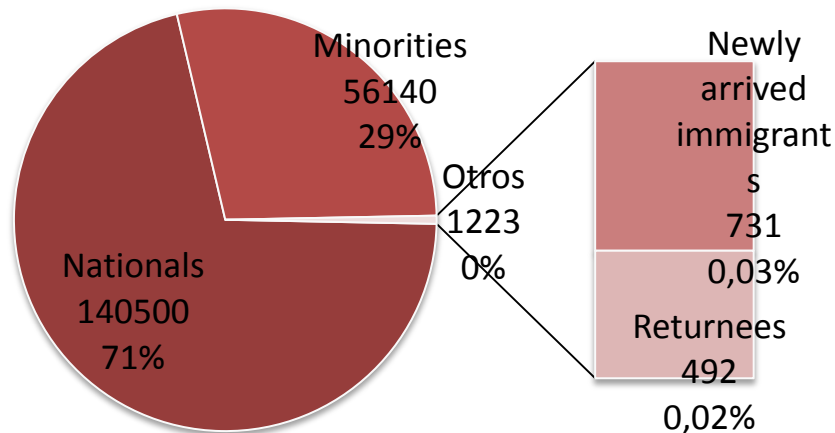


Pupils composition in Estonia, 2013/2014

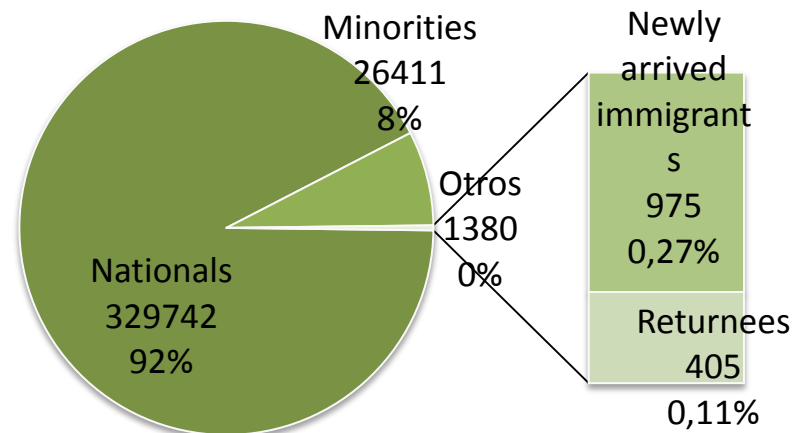


Target groups

Pupils composition in Latvia, 2013/2014



Pupils composition in Lithuania, 2013/2014



Current challenges

1. **Lack of clear definitions** of target groups
2. **Insufficient data** on returnees
3. **Uneven level of preparedness among schools** to educate pupils, while addressing diversity and individual differences
4. Teacher **pre-service training model does not include systematic preparation** for working with diverse pupils
5. Teachers' **in-service training is incoherent**
6. **Cooperation** within and between various levels of education **is unsystematic**

Session 3: Action: Towards an inclusive policy approach in education of returning nationals (with examples of good practices)



Session 3: Action: Towards an inclusive policy approach in education of returning nationals

How would you modify/improve your country's approach towards integration of returning nationals?

What parties and levels should be involved? What would be their role?

Can we introduce joint Baltic approach? What would be the first steps for joint Baltic action? What would be the advantages and risks?

Thank you!

