

# Lituanistic model of education and challenges of its implementation

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# The aim of Lituanistic model

- To help teachers working in Lithuania and abroad to teach Lithuanian emigrants' children, returnee pupils and pupils of other nationalities such subjects as Lithuanian language, history, geography, ethnic culture as part of lituanistic education.

# Lituanistic model

- The model developed in 2012-2013 by the group of researchers and practitioners.
- Financed by the EU Structural funds project „Development and piloting of the integrated lituanistic model for Lithuanian children living abroad, for returnee and imigrants children and for teachers, working with these children, qualification development (Lituanistic model)“, project No. VP1-2.2-ŠMM-03-V-01-006
- **Project co-ordinator** – Vytautas Magnus University
- **Project partners:**
- Šiauliai Didždvaris gymnasium
- Vilnius Lithuanians' House
- Vilnius Vytautas Magnus gymnasium
- Institute of the Lithuanian Language
- Public organisation „Global Lithuanian Leaders“

# The three pillars of Lituianistic model

- The model is based on three main requirements for lituanistic education:
- 1) development of the adequate education and integration conditions for Lithuanian children living abroad, returnee pupils and imigrants children living in Lithuania;
- 2) methododology of innovative lituanistic education curriculum;
- 3) methodology of teachers' competence and qualification improvement programmes.

# Research results

- The main lituanistic education problems and challenges related to Lithuanian children living abroad were identified during the survey of lituanistic education in different countries (JK, USA, Canada, Iceland, Norway, Ireland, etc.) In total 65 lituanistic schools teachers participated in the survey.
- In addition an open discussion was organised with total 42 teachers from JK, Germany, Ireland.

# Main challenges identified

- Validation (formal recognition) of lituanistic schools teachers' experience (as part of their continuous teaching experience abroad).
- Develop guidelines and practical recommendations on how to launch a lituanistic school abroad.
- Initiate documents and agreements which would allow legalizing Lithuanian language as a second foreign language status and develop recommendations to include Lithuanian language into the final examinations systems in foreign countries.

# Main challenges for lituanistic education

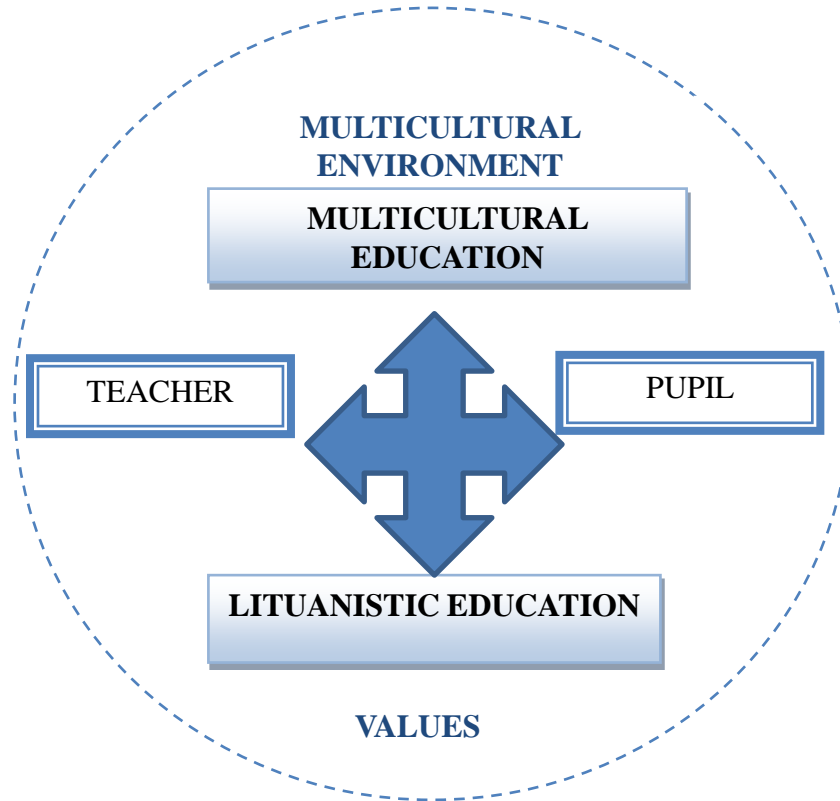
- Widely disseminate information on entrance requirements to Lithuanian universities and colleges (information about study programmes, levels, etc.).
- Develop a catalogue of qualification upgrading programmes for lituanistic school teachers.
- Adapt (or develop a new one) a pedagogical minimum programme for lituanistic school teachers.
- Develop a distance learning programme Pedagogy for lituanistic schools teachers.

# Main challenges for lituanistic education

- Develop and/or update methodical guidebooks for lituanistic school teachers and books for pupils.
- Develop and/or update methodical guidebooks for Lithuanian schools teachers working with returnee pupils and imigrants' pupils.
- Develop a virtual platform on lituanistic education, virtual library, interactive platform to share, to learn and to communicate.
- Develop special cources and seminars for parents living in multicultural environments (pedagogical, psychological aspects, socialization, integration into multicultural communities, etc.)
- Develop recommendations on lituanistic education for multilingual families' children education.
- Develop multicultural education, Lithuanian language, history, ethnic culture education programme as part of teachers' qualification improvement programme.



# Lituanistic model



# Lituanistic model

- Identity (relates to motivation),
- Multiculturalism (lituanistic education strategies, methodologies, methods, etc.)
- Environment (family, school, etc. ).

# What we also discovered

- ***Lituanistic education in the current context of globalization and knowledge society is understood as person's ethnic identity development through integration of multicultural education and technology enhanced learning possibilities (new environments, new instruments and new approaches).***