



## COLLEGE OF SOCIAL SCIENCES

### ***Direct and indirect work with marginalised groups***<sup>1</sup>

College of Social Science

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The main responsibilities of the College of Social Science are: establishment of strategic guidelines for development of College activities; initiation and implementation of new projects; analysis of achievements and preparation of reports; coordination of the activities of Career Centre, Project development Centre, Business and Science Centre.

#### **Who identifies the 'marginalised groups'?**

Our marginalised group is *Third countries nationals (students)*. The marginalised group was identified by the EU.

The project has been supported by the European Fund for the Integration of Third-country nationals. The general objective of the Fund is to support the efforts made by the Member States in enabling third-country nationals of different economic, social, cultural, religious, linguistic and ethnic backgrounds to fulfil the conditions of residence and to facilitate their integration into European societies.

#### **Do you have any issues with how these groups are defined?**

The College is not expecting to work exclusively with the one marginalised group. The work on the better integration of incoming third countries students was selected according to their needs. The better understanding and communication among national and incoming students helps to make more suitable environment for studies and the life during the studies.

#### **Is funding for your work linked to reaching some or all of these marginalised groups?**

Yes. The College for the projects on the work with the third countries nationals received funding of EU.

#### **Describe (simply) the different marginalised groups your organisation works with:**

Third countries nationals (students)

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<sup>1</sup> In the 3<sup>rd</sup> ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

**State what DIRECT activities your organisation undertakes with each marginalised group**

Developing intercultural communication skills during various forms of training (classroom sessions, camps, get-together) and using various methods and techniques.

**Explain what works successfully about this activity**

Development of intercultural communication skills helps to ensure suitable environment for successful studies.

**Say what evidence there is of this success**

Almost 80 per cent of trainings participants come back to other events.

**Does this activity promote intercultural dialogue? If so how?**

Yes – almost in all events are participating Lithuanian students too. They are working together in the groups, playing games, showing talents

**What evidence do you have of ICD success if any?**

The level of communication among Lithuanian and third countries students has increased; the participants of the events have created common community on "facebook" for exchange of information.

The evaluation of responses is not ready yet. But we are expecting of good results showing mutual understanding and tolerance both Lithuanian and third countries students

**Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?**

At the same project we have planned to provide trainings for representatives of organisations that work with immigrant from third countries

**If so, do you collect evidence of this INDIRECT work?**

We have trained more than 100 people who are working in international relations units/centres/departments of the educational institutions, migration offices, Red Cross organisations and police.

**Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?**

The project is not finished yet. However one example working with third countries nationals would be useful to share with others. We have organised a camp in "Apple Island" for third countries and Lithuanian students. During five days young people were encouraging to discuss intercultural communication issues, to organise various actions to support tolerance and mutual understanding (such as "free hugs day" and others), to create intercultural teams for the games and competitions.