

## Plurilingual identities in educational and societal contexts

Plurilingual identities are shaped across educational, social, and institutional contexts, influencing how people learn, participate, and position themselves in society. The increasing global interconnectedness of Lithuania along with its maturing welfare system has recently fostered immigration by attracting people for employment and study purposes as well as encouraging the return migration of Lithuanians from the global Lithuanian community. In addition to these socio-economic developments, the sociolinguistic landscape of Lithuania has been profoundly affected by the actions of the neighbouring authoritarian regime and the brutal ongoing Russia's war in Ukraine. These factors have simultaneously contributed to the expansion of multilingual communities across the country, thereby intensifying the need for the corresponding services, plurilingual schooling and an increased institutional attention to how diverse linguistic repertoires could be mobilised as valuable resources for societal harmony and inclusion. The present paper discusses the sustainability of plurilingual identities through the implementation of language policy in higher and general education ecosystems, focusing on the application of the plurilingual approach and the creation of inclusive learning environments (cf. Mačianskienė & Bijeikienė, 2025; Kamandulytė-Merfeldienė et al., 2024). It also considers a broader context of the communicative needs and plurilingual practices of Ukrainian communities spread across the region of Lithuania (cf. Bijeikienė et al., 2023). Exploring plurilingual identities invites us to rethink traditional understanding of language learning and to reflect on how education and society can better respond to linguistic and cultural diversity.

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