

Universal Periodic Review
(26th session, October-November 2016)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Lithuania

I. BACKGROUND AND FRAMEWORK

Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Not state party to this Convention	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	State party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	31/03/1992 Acceptance	NA	N/A	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	21/01/2005 Ratification	NA	N/A	Right to take part in cultural life
Convention on the Protection and		NA		

Promotion of the Diversity of Cultural Expressions (2005)	18/12/2006 Accession		N/A	Right to take part in cultural life
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II. INPUT TO PART III. IMPLEMENTATION OF INTERNATIONAL HUMAN RIGHTS OBLIGATIONS, TAKING INTO ACCOUNT APPLICABLE INTERNATIONAL HUMANITARIAN LAW TO ITEMS F, J, K, AND P

Right to education

1. NORMATIVE FRAMEWORK

1.1 Constitutional Framework

1. According to **Article 41** of the Constitution of 1992¹, “Education shall be compulsory for persons under the age of 16. Education at State and municipal schools of general education, vocational schools and schools of further education shall be free of charge. Higher education shall be accessible to everyone according to his individual abilities. Citizens who are good at their studies shall be guaranteed education at State schools of higher education free of charge”.
2. Besides, **Article 40** states that “State and municipal establishments of teaching and education shall be secular. At the request of parents, they shall provide religious instruction. Non-state establishments of teaching and education may be founded according to the procedure established by law. Schools of higher education shall be granted autonomy. The State shall supervise the activities of establishments of teaching and education”.

1.2. Legislative Framework

3. In implementing the education policy and taking account of the changing political, economic and social situation, amendments to legal acts have been adopted and several new legal acts have been enacted. The Seimas of the Republic of Lithuania has passed the following laws and resolutions:
Law on the Amendment of the Law on Science and studies (2002); Law amending the Law on Education (2003); Provisions for the National Education Strategy 2003-2012 (2003); Long-term civic and citizenship education programmes (2006); Law Amending the Law on Vocational Education and Training (2007); law on Minimum and Medium Supervision of

¹ <http://www.unesco.org/education/edurights/media/docs/54153eef003357c85ec5d5609e9af4fa178f79ea.pdf>

the Child (2007); Concept of the State Policy on Child Welfare (2007) and other legal acts regulating various fields of education.²

4. The main framework for education is the **1991 Law on Education of the Republic of Lithuania** which was reformulated in **2003** and **amended in 2006**. UNESCO provided expert advice in the process of elaboration of this law. The Law reaffirms the right to education as a fundamental human right.
5. “In terms of the Law on Education of 1991 (as last amended on 13 June 2006)³, education is an activity intended to provide an individual with a basis for a worthy independent life and to assist him/her in the continuous cultivation of abilities. Every person has an inherent right to learn. Education is a means of shaping the future of the person, the society and the State. It is based on the acknowledgement of the indisputable value of the individual, his/her right of free choice and moral responsibility, as well as on democratic relationships and the country’s cultural traditions. Education protects and creates national identity. It guarantees continuity of the values that make a person’s life meaningful, that grant social life coherence and solidarity, and that promote development and security of the State. Education serves its purpose best when its advancement leads the overall development of society. Therefore education is a priority area of societal development that receives State support.
6. The amended Law on Education stipulates that the general goals of education are to:
 - i. develop a young person’s values enabling him/her to become an honest, knowledge-seeking, independent, responsible and patriotically-minded person; to cultivate the communication skills important in contemporary life; to assist in internalizing the information culture characteristic of the knowledge society, by providing for mastery of native and foreign languages, information literacy as well as social competence and the skills to shape life independently;
 - ii. identify a young person’s creative abilities and upon this basis to help him/her acquire a vocational qualification and competence conforming to contemporary culture and technology; to assist him/her to get established and successfully compete in the changing labour market; to convey the basics of modern technological, economic and business culture necessary to ensure the progress, competitiveness and sustainable development of the country’s economy; to create conditions for continually satisfying cognitive needs as well as improving oneself through lifelong education;
 - iii. reinforce the capability of society to ensure sustainable development of the country’s economic, environmental and human resources, internal and external economic competitiveness, national security and the advancement of a democratic State;
 - iv. convey to each person the basics of national and ethnic culture, the traditions and values of the humanistic culture of Europe and of the world, to foster the maturation of each person’s national identity, moral, aesthetic and scientific culture and personal outlook; to guarantee the continuity of ethnic and national culture, the preservation of

² Lithuanian Report on the Development of Education, National report submitted to the 48th session of the International Conference on Education, Ministry of Education and Science, 2008, p. 17,

http://www.ibe.unesco.org/National_Reports/ICE_2008/lithuania_NR08.pdf

³ <http://www.unesco.org/education/edurights/media/docs/9ff268e90fb329ad7930e6c80d392a7a47f87bce.pdf>

- its identity and continuous renewal of its values; to promote the nation's openness for interaction and dialogue with other cultures;
- v. ensure conditions enabling a person to acquire the basics of civic and political culture that embody democratic traditions, and to develop the abilities and experience needed by a person for competence as a citizen of Lithuania and a member of the European and global community as well as of a multi-cultural society.
7. The amended Law on Education also states that the education system is based on the following main principles:
 - i. Equal opportunities: the educational system is socially fair, it ensures equality for individuals irrespective of gender, race, nationality, language, origin, social position, religion, beliefs or convictions; it ensures access to education for each individual, opportunity for attainment of a general education level and a primary qualification and creates conditions for in- service education or gaining a new qualification.
 - ii. Contextuality: the educational system is closely linked to the context of national economic, social and cultural development; it renews itself as this context does and meets the continuously changing needs of society.
 - iii. Effectiveness: the educational system pursues high-quality results by rationally and economically using available resources; by continuously evaluating, analyzing and planning its activities; and by relying on effective management (i.e. proper and timely decision).
 - iv. Continuity: the educational system is flexible, open, based on interaction of various forms and institutions; it creates conditions for each individual to engage in lifelong learning.”⁴
 8. “The **Law on Vocational Education and Training (VET) No. VIII-450** of 14 October 1997, amended in 2007, regulates the organization of the vocational education and training system and its structure and administration, based upon the cooperation of state government institutions and social partners. The amended version of the Law, which came into force at the beginning of 2008, sets principles for the VET system management and quality assurance, defines the national qualifications framework, introduces the apprenticeship scheme, and creates legal preconditions to bridge initial and continuing VET.
 9. The **Law on Special Education** of 15 December 1998 determines the structure and management of the system of special education as well as the procedures for organizing educational services for students with special needs.
 10. The **Law on Higher Education of 21 March 2000**, amended in 2006 and 2009, determines the mission and structure of the higher education system in line with the Bologna process, establishes the principles of quality assurance in higher education and research and regulates the management of higher education and research institutions, organization and supervision

⁴ World Data on Education, IBE, Seventh Edition, 2010/11, pp. 2-3, accessible at:

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lithuania.pdf

of their activities. This Law also defines the main objectives of the Centre for Quality Assessment in Higher Education.”⁵

11. “In **2006 the Law on Social Assistance for Pupils** was passed with a view to improving accessibility of education for the children from disadvantaged and at-risk families. The Law legalizes provision of social assistance for school-age children from low-income families. Pursuant to the law, such children are entitled to free schools meals and free learning material.”⁶

1.3. Policy Framework

i) General information

12. The **National Education Strategy 2003-2012** approved in July 2003 set the following key goals for the development of education:
- i. Developing an efficient and consistent educational system which is based on the responsible management, targeted funding and rational use of resources;
 - ii. Developing an accessible system of continuing education that guarantees lifelong learning and social justice in education; and
 - iii. Ensuring a quality of education in line with the needs of an individual living in an open civil society under market economy conditions, and the universal needs of society of the modern world.”⁷
13. In recent years, Lithuania has made efforts to pro-actively re-orient the activities of not only educational establishments but also the entire system of education towards the implementation of life-long learning (LLL). This direction is established in the main strategic documents of education development: **Law on Education of the Republic of Lithuania (2011); Programme for Implementation of the National Education Strategy 2003–2012 (2005); Life-long Learning Strategy and its Action Plan (2004, 2008); National Education Strategy 2013–2022 (2013)** and the **Programme of the Sixteenth Government of the Republic of Lithuania**.⁸
14. The objectives of the *Sixteenth Government of the Republic of Lithuania 2012–2016* are the following:
- i. creating opportunities for each child to attend a pre-school and pre-primary educational establishment (by developing the infrastructure of pre-school education and establishing preschool and pre-primary groups in primary schools);

⁵ World Data on Education, IBE, Seventh Edition, 2010/11, p. 4, accessible at:

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lithuania.pdf

⁶ Lithuanian Report on the Development of Education, National report submitted to the 48th session of the International Conference on Education, Ministry of Education and Science, 2008, p. 42,

http://www.ibe.unesco.org/National_Reports/ICE_2008/lithuania_NR08.pdf

⁷ World Data on Education, IBE, Seventh Edition, 2010/11, p. 4, accessible at:

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lithuania.pdf

⁸ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

- ii. seeking quality children care and education services (promoting preservation of small primary schools and setting up new educational establishments in rural areas, developing multifunctional centres providing for the implementation of pre-school, pre-primary, primary and other non-formal education curricula);
- iii. developing a methodology for financing of pre-school education ensuring that preparation for classes should be included in the paid workload of teachers. Priority measures of the sixteenth Government programme envisage the aim of having more children aged from four until the compulsory schooling age attend pre-school and pre-primary educational establishments. In 2012, this indicator accounted for 78 per cent and in 2016 it should be 84 per cent.”⁹

15. **Lithuania’s Progress Strategy 2030** - Changes will take place in the following areas:

- i. **Smart society:** happy society that is open [**openness**] to the ideas of each citizen [**creativity**], to innovations and challenges, demonstrating solidarity, self-governance and political maturity [**responsibility**].
- ii. **Smart economy:** economy that is flexible and able to compete globally [**openness**], generating high added value, based on knowledge, innovations entrepreneurship [**creativity**] and social responsibility as well as “green” growth [**responsibility**].
- iii. **Smart governance:** governance that is open and participatory [**openness**], delivering, meeting public demands and ensuring high quality services [**responsibility**], as well as competent government, able to take targeted strategic decisions [**creativity**]. (...)

16. The Smart Society is a happy society, which seeks greater personal and economic security and dynamism, as well as fairer income distribution, cleaner environment, better social and political inclusion, **better access to education and training**, skills improvement and good public health. (...)

17. **SMART SOCIETY – key initiatives for change:**

i. **Learning society**

- To create an effective system of lifelong learning, effectively adapting information communication technologies and ensuring acquisition and development of knowledge and skills required for an active society.
- To develop national programmes unlocking learners’ potential and talents, as well as systems for talent identification and development, and for academic mobility. To support non-formal academic, sporting and creative education of gifted children: to bring together the country's best teachers, science, culture and sports experts, to attract foreign professionals.
- To create environment favourable for science and research, ensuring Lithuania's appeal for top researchers and scientists.
- To create a world-class studies and research centre, with a view to strengthening the existing national infrastructure and mobilizing the best scientific and teaching potential. The centre would bring together study opportunities in the

⁹ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

interdisciplinary network, providing for interdisciplinary research and development, and opening up the research infrastructure for business-science interaction.

- To enable Lithuania's high school students to study at foreign universities for at least one semester, particularly focussing on Nordic-Baltic student exchanges.
- To develop a rich cultural environment through investments in the development and integration of public cultural establishments, and promotion of public participation in cultural developments. To facilitate cultural dynamism, particularly through international cultural exchanges and international artist mobility. To promote Lithuania's domestically and internationally, focussing on digitalization of the cultural heritage and contemporary cultural content."¹⁰

18. "One of the most important factors in social development is a well-developed and successfully operating life-long learning system. The number of the population involved in learning and competence development places Lithuania the 20th in the European Union. This clearly demonstrates the need to develop a lifelong learning system. For the development of personal creativity and civic awareness, it is particularly important to develop individual abilities. The current education system lacks flexibility, and underestimates the importance of critical thinking, creativity and pro-action. Often, training programmes are based on repetition and consolidation, failing to stimulate processes of thinking, analyses and creativeness. On the other hand, it should be noted that the number of 30-34 year-olds in Lithuania with a qualification degree or its equivalent is well above the European Union average⁴. This only confirms the desire of knowledge and higher education in the society"¹¹.

19. **The National Education Strategy 2013–2022** highlights the importance of development of alternatives in the system of education that would be accessible, attractive and valuable to social groups that are not currently engaged in learning. One of the groups is children of pre-school age.¹²

ii) Inclusive Education

20. "*The Programme for Development of Pre-school and Pre-primary Education of 2011–2013* was adopted and implemented on the national level the purpose of which was to reduce social exclusion and gaps between municipalities in order to increase accessibility and variety of preschool and pre-primary education (particularly in rural areas), by taking into account individual educational needs of children, ensuring flexible and high quality pre-school and pre-primary education and education assistance."¹³

¹⁰ Lithuania's Progress Strategy – 2030 p.20 accessible at: <http://www.unesco.org/education/edurights/media/docs/2953897c103c13043bfabea84b716ae2f8c82f47.pdf>

¹¹ Lithuania's Progress Strategy – 2030 p.20 accessible at: <http://www.unesco.org/education/edurights/media/docs/2953897c103c13043bfabea84b716ae2f8c82f47.pdf>

¹² EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>. Official text only available in Lithuanian accessible at:

<http://www.unesco.org/education/edurights/media/docs/3d6a4b40284111da13ec1459c50af8a7d4775f35.pdf>

¹³ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

iii) Teachers

21. Teachers trained include the following categories: teachers for pre-school education, teachers for primary, basic and secondary education, teachers for non-formal children education, vocational teachers, social teachers, special education teachers, typhlopedagogues, surdopedagogues, andragogues and education management specialists.
22. The objective of teacher training is to create conditions for individuals to acquire professional competences necessary for successful work at school and develop personalities guided by the values of humanism, democracy, contemporary national identity and renewal who will help their pupils achieve the competence necessary for members of modern society.
23. The conditions of service of teachers are regulated by the Labour Code of the Republic of Lithuania, Government resolutions and other legal acts. The responsibility for teachers' conditions of service lies with the Government, the Ministry of Education and Science, municipalities and management of educational institutions.
24. Teachers are provided conditions for continuing professional development. As specified in the **Law on Education (2011)**, teachers must upgrade their professional qualifications and are entitled to at least five days a year for attending in-service training (professional development) events. In addition, participation in continuing professional development leads to the increase of salary or career benefits.”¹⁴
25. One of the direction of the **National Education Strategy 2003-2012** is provision of new jobs for teachers and offering them opportunities to gain new qualifications¹⁵
26. The reform of education changed the role of a teacher in education. There were “still teachers who avoided working with children who had no motivation or abilities to study and preferred focussing on more gifted students. Educators were not sufficiently prepared to work with children who had special education needs, although the majority of such children attended mainstream secondary schools. The share of subject specialists as compared to all educators accounted for less than 70 per cent. The content of pedagogical studies changed less rapidly than the reform of general education schools and hence it did not fully correspond to the actual needs of school.
 - i. Since some teachers were not sufficiently prepared to fulfil a new role, serious challenges remained in training teachers.
27. The process of globalisation and development of knowledge society called for new competences that teachers did not obtain at higher educational establishments. The existing system of qualifications remained insufficiently effective. After attending refresher courses educators often failed to test their knowledge in practice. As seen from the experience of other countries, better educator training results could be achieved when qualifications are raised in teams, studying together with the teachers of the same school. Most educators were still unable to use computer technologies effectively.

¹⁴ Lithuania: Teachers and Education Staff, Eurydice, European Commission, accessible at:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Teachers_and_Education_Staff

¹⁵ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>.

- i. An important role in ensuring quality of education was played by raising qualifications of teachers who were already working at school;
- ii. In raising qualification, more attention had to be paid to increasing computer literacy of teachers and developing their ability to apply computer technologies in learning and teaching. »¹⁶

iv) Quality education

28. “The objective set in *the Regulations of the National Education Strategy for 2003–2012* was to ensure the quality of education corresponding to the needs of a person living in an open civil society and market economy, as well as the needs of a universal modern world society. *The National Education Strategy for 2013–2022* also sets an objective to improve the quality of education services, but the definition of the quality of education is not given in the mentioned strategies.”¹⁷
29. “On 24 November 2008, the Minister of Education and Science approved the Concept for Quality Assurance in Formal Education. The purpose of the Concept is to provide a conceptual framework for political and social arrangements regarding the understanding of education quality and methods for quality assurance in formal education, as well as to create preconditions for harmonisation of the quality assurance policy in education.
30. Quality assurance in formal education is understood as an analysis of the overall education system, its components and interrelations to determine to what extent the fields under evaluation comply with the quality requirements or conceptual understanding of quality assurance in formal education. It also includes collection of relevant data necessary for undertaking other functions of evaluation: revealing, understanding and explaining the formal education processes, encouraging and teaching providers of formal education to work better, providing arguments for the new goals of formal education and improvement of its quality, gathering information about the activities of formal education providers, creating conditions for the transparency of these activities, and reporting on the work carried out.
31. In Lithuanian institutions of early childhood and school education and also formal adult education, evaluation processes are undertaken at the level of the evaluation of educational institutions (external evaluation and self-evaluation of their quality assurance) and at the level of the individual teacher evaluation (appraisal of teachers and school heads).
32. In higher education institutions, evaluation processes cover the external evaluation of higher education institutions’ activities, evaluation of study programmes and evaluation of research and artistic production (activities).”¹⁸
33. “By 2010 in Lithuania, 17% of grade 12 students were receiving tutoring from their own teachers, 22% from another teacher at their school and 41% from a teacher from another school (Bray, 2011).”¹⁹

¹⁶ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>.

¹⁷ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

¹⁸ Lithuania: Quality Assurance, Eurydice, European Commission, accessible at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Quality_Assurance

¹⁹ EFA GMR 2013-14, p 271 <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

34. “With a view to ensuring quality of education and a more rational use of education funds Lithuania carried out a reform of the network of general education establishments. The reform was based on the principles of accessibility and universality of education. The restructuring of the network of schools revealed a number of different problems: lack of flexibility of a historically built network of educational establishments; extremely uneven population density and a variety of demographical trends; socio-cultural and economic gaps among regions; ineffective and insufficient funding of education; possible increase of unemployment among teachers; unwillingness of local communities to lose their cultural centre, the role of which was performed by the school. Therefore, it was not always possible to make optimum decisions, from the point of view of the quality of education and its accessibility, of reforming the network. In sparsely populated areas it is not always economic to sustain educational establishments. However, their closure makes it more difficult for students to attend school. As a result, the decision was taken to transport students by school buses. During the school year of 2000–2001, more than 84,000 students were transported to school by various means of transportation.”²⁰
35. “In order to improve the capable and talented students’ learning outcomes, *the Action plan for the development of a search and identification system of gifted and talented children and increasing the availability of schools to these children was developed and approved in 2013.*
36. In 2013, Lithuania developed and approved *the Plan for the improvement of the Lithuanian language and cultural literacy teaching aids for 2013–2016*, and developed and is currently deliberating *the drafts of the General programmes for primary education of the Lithuanian language and basic education of the Lithuanian language and literature targeted to higher reading and literacy achievements*²¹.
37. In 2014, *the Action plan for integrating information and communication technologies in general education and vocational training for 2014–2016* was developed and approved. The plan is intended to ensure the development of integrated digital literacy skills in studying all subjects and to enable deeper, purposeful, flexible, individualized information technology learning; to develop and integrate the management information systems and infrastructure servicing the reflection of the quality of activities of educational establishments, decision-making, assessment of learning outcomes, self-assessment and recognition; to develop e-opportunities for professional development of teachers, co-operation and exchange of experience.”²²

v) Curriculum

38. “The **General Curriculum Framework and Educational Standards** for the pre-primary preparatory year and grades 1–10 were approved in 2003, thus completing an

²⁰ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

²¹ <http://www.upc.smm.lt/ugdymas/dokumentai/svarstomi/>

²² EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

important stage in the process of restructuring educational content in general education schools that started in 1994 when the project of General Curriculum Framework for general education schools was launched. [...]

39. A strategy for developing, evaluating, renewing, and implementing the curriculum of general was approved by a ministerial order on 23 May 2007. It was developed by a working group set up by the Education Development Centre and sets forth the priorities, aims and principles of the curriculum process, the functions of educational levels, the responsibilities in this process, and the implementation steps until 2012. The strategy provides for the upgrade of the curriculum on the basis of the development of key competencies. Following the strategy, the general education content has been revised and programmes for primary and lower secondary education have been developed and approved. The new content of general education is targeted at developing the key competencies of the knowledge society. The revision of general education programmes and standards involves balancing the volume of contents and reducing the learning loads. The revision of the content of general education programmes is geared to the differentiation and individualization of learning with the main focus on learning outcomes and the relationship between the educational content and life.
40. The strategy also sets out the principles of management of the educational content and provides for the municipalities to take decisions on the adjustment of the state level education content to the demands of the local communities, for schools to adapt the education content to the needs of the pupils and the school community, and for teachers to decide on adjusting the education content to the needs of the class and individual pupils. The strategy does not provide for decentralization of the general education content, rather it defines more precisely the principle of the interpretation and adaptation of the education content, and the rights of the education providers to do so. Following the Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning, competences are defined as a combination of knowledge, skills, attitudes in a certain field, and proven ability to fulfill tasks and actions according to agreed requirements. Key competences are the competences necessary for personal fulfillment and development, active citizenship, social cohesion, and employability: communication in the mother tongue, communication in foreign languages, mathematical competence, and basic competences in science and technology, digital competence, learning to learn, social and civic skills, sense of initiative and entrepreneurship, and cultural awareness and expression. One of the main priorities for the period 2007-2012 will be to orient the curriculum towards the acquisition of key personal competences, in particular learning to learn, citizenship, entrepreneurship, and digital literacy, so that a student graduating from a basic education school is prepared to live, learn, and work in contemporary society.”²³
41. “National Curriculum Framework for Primary and Basic Education have been **renewed in 2008** and National Curriculum Framework for Secondary education – **in 2011** bringing to the central place competence-based approach.”²⁴

²³ World Data on Education, IBE, Seventh Edition, 2010/11, pp. 10-11, accessible at:

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lithuania.pdf

²⁴ Country Overview Lithuania 2014, European Union p.3 accessible at:

https://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEMQFjAEahUKEwibmKyBpNPIAhUTgxokHfd3DaI&url=http%3A%2F%2Fkeyconet.eun.org%2F%2Fdocument_library%2Fget_file%3Fuuid%3Ddbf82072-8fd4-42ce-90c5-2037c3d63e92%26groupId%3D11028&usq=AFQjCNGpk6UfnxsrS4sZlYIslvMY581PLw&cad=rja

vi) Financing of education

42. “In Lithuania, educational institutions are funded on the principle ‘money follows the pupil’. The ‘pupil’s basket’ methodology was introduced in 2001. In pre-primary education and vocational education and training, the principle of ‘money follows the pupil’ started to be applied from 2004, in higher education from 2009 and in pre-school education (early childhood education and care) from 2011. The ‘pupil’s basket’ which consists of funds for education is provided to both state and private educational institutions. In state schools, the remaining funds needed are provided by the founder, and private schools can raise the money by charging tuition fees, receiving it through private sponsorship, etc. Because of economic and financial crisis, Lithuanian government made cuts in one or more educational categories expenditure in 2010 and 2012.”²⁵
43. “In order to improve the accessibility of pre-school education during the period the state introduced a “pre-schooler’s basket” to finance four hours of education per day as well as increased the number of places in public educational establishments. The introduction of the pre-schooler’s basket, which is allocated irrespective of which school, private or public, is attended, stabilised the situation of financing and created economic incentives for private kindergartens to be set up: their number increased from 4 kindergartens in 2010 to 61 kindergartens in 2013. This initiative contributed to addressing the issue of a shortage of places in urban kindergartens. From 2010 until the spring of 2013, the number of children going to pre-school educational establishments increased by 13,000 children (according to the data of the Ministry of Education and Science). From 2010 to 2012, the enrolment rate of children below three years of age increased from 22.6 per cent to 31.4 per cent and the enrolment rate of children aged from three to six increased from 79.3 per cent to 82 per cent (according to the data of the Lithuanian Statistics Department). As a result, the application of the “basket” principle proved effective.”²⁶
44. “The new draft *Law on Non-formal Education of Adults of the Republic of Lithuania of 2012* clearly states the elements of the system of non-formal education of adults and defines the organisation of the system of non-formal adult education. The draft law highlights the importance of ensuring high quality of non-formal adult education. Proposals are made to conduct self-assessment of non-formal education providers, external assessment and self-assessment of progress and achievements of participants. The systemic financing on non-formal education of adults is envisaged along with the basket of non-formal adult education. It is suggested that workers should be offered five additional days of paid vacation to take part in non-formal education curricula and projects. It is also envisaged to increase the role of municipalities in implementing non-formal education of adults.”²⁷

vii) Gender equality

²⁵ Lithuania: Funding in Education, Eurydice, European Commission, accessible at:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Funding_in_Education

²⁶ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

²⁷ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

45. “(...) [G]ender equality policy in the Lithuanian education is implemented in accordance with *the National Programme on Equal Opportunities for Women and Men for 2010–2014*, in which one of the tasks in the field of education and science is “to ensure the monitoring of application of the principle of equal opportunities for women and men in educational and research institutions”. One of the objectives of the earlier *National Programme on Equal Opportunities for Women and Men for 2005–2009* was “to include gender equality in formal and non-formal education”. The programme provided for integrating gender issues into the content of formal and non-formal education programmes, organizing qualification improvement courses for teachers and social educators on gender equality issues and developing educational materials for them.”²⁸
46. Equal distribution of persons in various levels of education shows the assurance of equal opportunities for women and men in the field of education: in 2013, girls in pre-school education accounted for 48.8 per cent, in primary education – 48.8 per cent, in basic education – 47.5 per cent, in secondary education – 47.7 per cent (in 2013, the proportion of 3–18 year-old girls was 48.7 per cent in Lithuania). From 2000 to 2013 the proportion of girls in pre-primary, primary and basic education varied slightly, but the proportion of girls in secondary education decreased by 3.3 percentage points. The proportion of boys in secondary education increased in the periods of 2000–2003 and 2008–2011. This resulted from the increase in the gross enrolment rate for men in secondary education.²⁹

vii) Other (as appropriate)

2. COOPERATION

47. Lithuania is **not party** to the 1960 UNESCO Convention against Discrimination in Education.
48. Lithuania did **not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the:
- i. **Sixth Consultation** of Member States (covering the period 1994-1999)
 - ii. **Seventh Consultation** of Member States (covering the period 2000-2005)
 - iii. **Eighth Consultation** of Member States (covering the period 2006-2011)
49. Lithuania **reported** to UNESCO the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the:
- i. **Fourth Consultation** of Member States (covering the period 2005-2008)
 - ii. **Fifth Consultation** of Member States (covering the period 2009-2012)

²⁸ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

²⁹ EFA National Review 2015 Lithuania accessible at: <http://unesdoc.unesco.org/images/0022/002299/229934e.pdf>

50. Lithuania is **party** to the 1989 UNESCO Convention on Technical and Vocational Education since 28/01/1993.

Freedom of opinion and expression

1. Constitutional and Legislative Framework:

51. Article 25 of the Constitution guarantees freedom of expression and information with the exception for necessary protection of the constitutional system, a person's health, honor, dignity, private life and morality. Freedom to express convictions and to impart information is described as incompatible with actions such as incitement of national, racial, religious, or social hatred, violence and discrimination, with slander and disinformation. Article 44 explicitly prohibits the censorship of mass information, and the monopolization of the mass media.³⁰

52. The Law on Electronic Communications regulates social electronic communications activities.³¹ The Law on the Provision of Information to the Public provides detailed procedures, rights, duties, and liability for relevant actors in regard to dissemination of public information.³² The new amendment of 1 October 2015 establishes a fine amounting to 3% of a broadcaster's annual income for publishing propaganda for war and incitement to violence or hatred.

53. Defamation continues to be regarded as a criminal offense though it was partly decriminalized. In 2015 Lithuanian Parliament approved amendments to remove two provisions in its Criminal Code that criminalizes insult. The amendments will go into effect on 1 April 2016. It is noteworthy that the initial proposal to remove imprisonment for libel was not approved.³³

2. Media Self-Regulation:

54. The Ethics Association of Journalists and Publishers constitutes the main media self-regulation mechanism. It comprises 7 members, with one delegate from each affiliated

³⁰ See the Constitution of the Republic of Lithuania on the government's website:
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_e?p_id=275302&p_tr2=2

³¹ See Law on Electronic Communications of the Republic of Lithuania:
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_e?p_id=491335&p_tr2=2

³² See the Law on the Provision of Information to the Public of the Republic of Lithuania:
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_e?p_id=458157&p_tr2=2

³³ See the Criminal Code of the Republic of Lithuania:
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_e?p_id=1093031&p_tr2=2

media association. As an independent self-regulated body, it mainly contributes to the work related to the development, supervision, and violation of professional ethics of its members.

55. The Association acts in accordance with the Code of Ethics of Lithuanian Journalists and publishers adopted by its members in 2005.

56. There are two journalists associations in the Republic of Lithuania: Lithuanian Union of Journalists (LUJ)³⁴, and Journalists' Society of Lithuania.

3. Safety of journalists:

57. UNESCO recorded no killing of journalists in the Republic of Lithuania. Journalists operate in a safe environment.

III. RECOMMENDATIONS

Right to education

58. **Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following web site: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**

59. Latest observations reported on December 2011 - [view](#)

60. The recommendations listed below enjoy the support of Lithuania:

- i. 88.22. Reject non-tolerant attitudes and consider a strategy on balanced and objective information to the population through the education system, attitude campaigns and political statements (Norway);
- ii. 88.35. Facilitate access to social and health services as well as to education for children belonging to more vulnerable groups (Uruguay);
- iii. 88.36. Address the problem of Roma children dropping out of school, and promote the Roma language in the school system (Iran);
- iv. 88.38. Establish emergency measures aimed at integrating Roma children in regular schools and solve the problem of the drop-out rate of these children (Uruguay);
- v. 88.39. Support and develop educational programs and institutions for national minorities (Russia);
- vi. 88.41. Develop a close dialogue with all minorities regarding language education issues (Norway);

³⁴ Official website of Lithuanian Union of Journalists:

http://translate.googleusercontent.com/translate_c?depth=1&hl=lt&prev=hp&rurl=translate.google.com&sl=lt&tl=en&u=http://www.lzs.lt/lt/titulinis_puslapis.html&usg=ALkJrhjVTWZd7A6O6x6SjQ_SIZIa39x8FA

61. The following recommendations enjoy the support of Lithuania which considers that they are already implemented or in the process of implementation:

- i. 89.22. Implement policies and actions aimed at the effective integration of the Roma community which would include the employment, education, security, social and health sectors, emphasis on the promotion of the Roma language, and the regularization of their identity documents (Mexico);
- ii. 89.25. Continue to implement specific measures to raise awareness of human rights standards, particularly as regards antidiscrimination, and educate the society and train professionals working in this field (Republic of Moldova);
- iii. 89.51. Provide mandatory sexual education in schools and increase knowledge and awareness about family planning among women and men (Finland);

62. Analysis:

Lithuania has taken steps toward highlighting the importance of equal access in education notably through **National Education Strategy 2013–2022 (2013)**, the **Programme of the Sixteenth Government of the Republic of Lithuania** and Lithuania's progress strategy 2030. Nevertheless, to the extent of our knowledge, Lithuania has not yet taken further steps toward including human rights and sexual health education in its curriculums.

63. Specific Recommendations:

- i. Lithuania should be strongly encouraged to ratify the UNESCO Convention against Discrimination in Education.
- ii. Lithuania should be strongly encouraged to further submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments.
- iii. Lithuania could be encouraged to continue the development of their educational system through the implementation of national strategies in line with UNESCO standard setting instruments.
- iv. Lithuania could be encouraged to continue strengthening the implementation of inclusive education in regards to gender equality especially in rural areas, national minorities and the Roma population.
- v. Lithuania could be encouraged to further include human rights education in its curriculums.

Culture rights

64. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972)³⁵, the Convention for the Safeguarding of the Intangible Cultural

³⁵ Periodic Report available at: whc.unesco.org/documents/publi_wh_papers_20_en.pdf.

Heritage (2003)³⁶, and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)³⁷, Lithuania is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Lithuania is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

Freedom of opinion and expression

65. The Republic of Lithuania is recommended to continue decriminalizing defamation and place it within a civil code that is in accordance with international standards.³⁸

Freedom of scientific research and the right to benefit from scientific progress and its applications

66. Lithuania, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on any legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974. Lithuania did not submit its 2011-2012 report on the implementation of the 1974 Recommendation. In providing its report in 2015-2017 on this matter, Lithuania is kindly invited to pay a particular attention to the legal provisions and regulatory frameworks which ensure that scientific researchers have the responsibility and the right to work in the spirit of the principles enshrined in the 1974 Recommendation.

³⁶ Periodic Report available at: <http://www.unesco.org/culture/ich/en/6-periodic-reporting-00485>.

³⁷ Periodic Report available at: <http://www.unesco.org/culture/cultural-diversity/2005convention/en/periodicreport/list/>.

³⁸ See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87th Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.