"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States in the preparation of reports on the national implementation of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO's General Conference in 1974, the Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.[1] The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

- All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should report on legislative

[1] In 2010, the *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education* (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

measures that have been taken pursuant to the Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

- In accordance with **Article VIII of UNESCO's Constitution** *"Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."*

- Article17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

- Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.[2]

1. Information about the respondent

- Date: 15 February 2013

- Institution responsible for completing this questionnaire: Ministry of Education and Science of the Republic of Lithuania

- Responsible department: Lower and Upper Secondary Education Division, Department of General Education and Vocational Training

- Contact person: [redacted]

[redacted]Mailing address: [redacted]

[redacted]Telephone number: [redacted]

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- Webpage: www.smm.lt

2. Components of education for peace and human rights

[2] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

The national legal framework adopts the key principles, values and provisions of the Recommendation.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

The key principles, values and provisions of the Recommendation are promoted during various activities of non-governmental organisations.

It should be noted that most of the issues tackled in the UNESCO Recommendation are included in the citizenship general curriculum (it is a separate academic subject in the 9th and 10th forms) and integrated in other academic subjects via the integrated citizenship educational programme and other programmes.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

There are no main issues that need to be resolved in order to implement the key provisions of the Recommendation in Lithuania.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

- National plans for Education for All (EFA)
- National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
- National sectoral plans for basic education, higher education, etc.
- National human rights plans
- National poverty reduction strategies and other development plans
- Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

The key principles, values and provisions of the Recommendation are included in the Law on Education and in the Education Strategy.

The social education general education curricula within the framework of basic education include guidelines for education for and protection of human rights.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- **No**

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- Preschool, early childhood

- **Primary school x**
- **Secondary school x**
- **Higher education x**
- **Technical and Vocational Education and Training x**
- **Education for justice and security professionals x**
- **Teachers x**
- **Educational community x**
- Ministry of education staff and users of their services
- **Civil society, non-formal education x**
- **Public employees in general x**
- Media
- Other (please describe)

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)
- Is education for peace and human rights obligatory or optional?
- Is it subject-based or cross-curricular?
- In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

Education for human rights and peace is integrated in the following compulsory curricula within the framework of basic education:

- moral education (ethics and various religions),
- citizenship education;
- history; and
- geography.

A comprehensive study of human rights is provided for in the law curriculum within the framework of secondary education. Law is an elective among social education subjects.

Young pupils are introduced to human rights thanks to the cultural consciousness integrated programme (5^{th}-10^{th} forms), the purpose of which is to help pupils acquire cultural consciousness knowledge, develop skills and attitudes necessary to understand, accept, respect and take part in the dissemination of cultural values created by different individuals, groups, nations, races, and develop their own cultural expression skills.

(b) **Training of teachers and other educational personnel** (e.g. pre-service and in-service training) (Reference: §33-37)

- Is education for peace and human rights included in:
  - pre-service teacher training
  - in-service teacher training
  - head teacher training

- Is the participation voluntary or mandatory?

Answer:

Courses and seminars for teachers are held (e.g. the International Study Week Teachers against discrimination at the Faculty of Pedagogy Vilniaus Kolegija/University of Applied Sciences in April 2012).

(c) **Teaching and learning process and tools** (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer:

KOMPASAS – žmogaus teisių ugdymo vadovas darbui su jaunimu ['COMPASS. A Manual on Human Rights Education with Young People']. European Commission publication, Lithuanian edition.

Brander P., Cardenas C. et al. *Metodinis rinkinys Visi skirtingi – visi lygūs* ['All different – All equal. A compilation of methodological guidelines']. Lithuanian edition. Department of Youth Affairs, 2007.

Concept of Cultural Education of Children and Youth (approved by Order No. ISAK-43 of 9 January 2008 of the Minister of Education and Science of the Republic of Lithuania).

Abramavičiūtė I., Andriulienė A., Leončikas T., Žiobienė E. *Tarpusavio supratimas: tarpetninė tolerancija* ['Mutual understanding: interethnic tolerance']. – Vilnius: Lithuanian Centre for Human Rights, 2004.

Beresnevičiūtė V. *Etninių grupių socialinės integracijos dimensijos šiuolaikinėje Lietuvos visuomenėje. Etniškumo studijos* ['Dimensions of social integration of ethnic groups in contemporary Lithuanian society. Ethnic studies']. Vilnius: Eugrimas, 2005.

Pasaulio paveldas – jaunimo rankose. Pažinti, puoselėti ir dirbti. Mokymo vadovas pedagogams ['The global heritage – in the hands of youth. To learn, cherish and work. A teaching guide for teachers']. Adapted version edited by A. Kasparavičienė, G. Raščius, A. Dirmaitė, L. Baugailiškytė. Lithuanian National Commission for UNESCO. Vilnius, 2005.

(d) **The learning environment** (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

The learning environment reflects the key values, principles and provisions of the Recommendation.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination: *Ministry of Education and Science*
- Curriculum: *Education Development Centre*
- Teacher training: *Lithuanian University of Educational Sciences (studies), educational centres, Education Supply Centre (qualification development)*
- Teaching materials: *Education Supply Centre*
- Learning environment: *Education Supply Centre*

9. Is a specific budget allocated to the implementation of the policies?

- **Yes**

If yes, please specify the percentage of State budget.

The Ministry of Social Security and Labour has the National Anti-Discrimination Programme, which among other things covers education on human rights.

The European Social Fund (ESF) has the Anti-Discrimination Programme: LTL 1,200,000 was allocated and another LTL 2,400,000 will be spent on various programmes, which cover education on human rights among others.

No individual items for education on human rights are provided for in the State budget. Funds reach education for human rights via educational programmes in general.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- **Yes**

Although there are individual organisations working in this area, we cannot call it a systemic mechanism.

If yes, please specify the members/institutions being part of this mechanism.

State:

Seimas Committee on Human Rights (http://www3.lrs.lt/pls/inter/w5_show?p_r=8945&p_k=1)

Office of Equal Opportunities Ombudsperson (http://www.lygybe.lt/)

Non-governmental organisations:

Human Rights Monitoring Institute (http://www.hrmi.lt/)

Lithuanian Centre for Human Rights (http://www.lchr.lt/)

National Institute for Social Integration (www.zmogui.lt)

Lithuanian Human Rights League (http://www.lhrl.lt/)

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

Most of the issues tackled in the UNESCO Recommendations are included in the citizenship general curriculum (it is a separate academic subject in the 9th and 10th forms) and integrated in other academic subjects via the integrated citizenship educational programme and other programmes.

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

By order of the Ministry of Education and Science, the Tolerant Youth Association, in cooperation with 12 partners from all over Lithuania, has been implementing the project '**Development of intercultural skills of teachers, pupils, parents and NGOs**' of the European Social Fund Operational Programme 2007–2013 Human Resources Development since December 2010. The project is aimed at making intercultural learning a constituent part of the educational process. With a view to developing the intercultural competences and skills of Lithuanian pupils, the project involved updating the educational curricula and the promotion of the flexibility and variety of educational programmes as well as novelties. The intercultural competence development model prepared by experts is being implemented in general education school communities, thanks to which teachers of various academic subjects in the 5th -10th and 11th-12th forms will independently integrate the various methods proposed by the model in their academic subjects.

The National Institute for Social Integration (www.zmogui.lt) is implementing the following programmes:

'All Different – All Equal' is a programme which enables young people to participate actively in the creation of peaceful communities that are based on diversity, social inclusion, and mutual understanding. 'All Different – All Equal' refers to non-formal education methods and invokes a network of peer educators.

The Living Library is an informal education method that promotes mutual understanding, tolerance, and respect for human rights. The Living Library consists of Living Books, librarians, and readers. Living Books are people from vulnerable social groups who fall victim

to discrimination or prejudices.

(b) Bilingual and multilingual education

Answer:

Article 30(2) of the Law of the Republic of Lithuania on Education. General education and non-formal education schools provide pupils belonging to national minorities with an opportunity to foster their national, ethnic and language identity and learn their native language, history and culture. All these general education and non-formal education schools, the by-laws of which (respecting the requests of parents (guardians, carers) and learners) provide for teaching the language of an ethnic minority or teaching in a language of an ethnic minority, the teaching process may be conducted or certain subjects may be taught in the language of the ethnic minority. In these schools, the Lithuanian language is a constituent part of the curriculum and the amount of time allocated to its teaching equals the amount of time allocated to native language teaching.

International Baccalaureate (IB) is an international general education programme intended for children and young people from 3 years of age up to 18 years of age. The language of instruction is English. A key element of the programme is that it includes the fostering of universal human values such as empathy, tolerance, care, environmental protection, etc. In Lithuania, there are 3 accredited schools offering IB programmes (http://www.bakalaureatas.lt/).

(c) Promotion of the gender-sensitive education systems

Answer:

The principles of gender equality are promoted in schools and pre-school education institutions. These principles are also followed when developing and evaluating methodological materials.

Assistance to sexual minorities is also provided and their integration is ensured by the Tolerant Youth Association that implements various projects supported by the Ministry of Education and Science.

(d) Prevention of racism, discrimination and violence

Answer:

The International Commission for Evaluation of the Crimes of the Nazi and Soviet Occupation Regimes in Lithuania established by presidential decree and supported by the government has been operating in Lithuania since 1998. One of the main objectives of the commission is to educate society—publish and disseminate the collected information and inform the population of the country, in particular the youth, about the crimes of the Nazi and Soviet occupations and about the consequences of these crimes for Lithuanian society and for the international community. The commission signed cooperation agreements with Lithuanian general education schools, NGOs and museums and established 86 tolerance education centres, whose purpose is to educate and foster a human rights culture. The tolerance education centres organise both formal and non-formal education for schools and

local communities.

Starting from 1 January 2012, the Tolerant Youth Association, in cooperation with Mykolas Romeris University and the African community of Vilnius, has been implementing the project '**The multicultural volunteering centre: Lithuanian society and third country nationals for mutual coherence**'. The purpose of the project is to strengthen the ability of Lithuanian society to adapt to diversity, to encourage cooperation between Lithuanian society and third country nationals, and to reduce social tension and stereotypes connected with third country nationals. The centre provides an opportunity to take part in various activities such as language learning, educational and reflection-aimed discussions, experience-based lectures, sports competitions, various culture fairs, and summer camps intended to enhance intercultural cooperation skills. The project is implemented using funds allocated by the European Fund for the Integration of Third Country Nationals.

The Lithuanian Centre for Human Rights, which is one of the oldest organisations of education on human rights in Lithuania, has been organising the highly popular human rights film festival **AD Hoc: Inconvenient Cinem**a for 6 consecutive years. The festival is aimed at informing a wide audience about local and global human rights issues. This is an educational cultural project that involves showing non-commercial documentary films in Vilnius and other Lithuanian cities, holding various documentary film programmes, and organising meetings with film authors and discussions with human rights activists and experts.

(e) Civic engagement of youth

Answer:

The social activities of pupils form a compulsory part of the basic educational process that is intended to develop the practical civic skills of pupils. Every pupil from the 5^{th}-10^{th} forms must spend at least 5 hours per year on a chosen social activity.

The civic engagement of pupils is also ensured by pupil self-governments that must be formed in every school.

Pupil representatives must be involved in the school's highest management body, the council, on an equal basis. This is provided for by the Law on Education.

Various youth organisations operate at regional and local level; these provide opportunities for civic activity and volunteering. The national-level organisations representing the interests of pupils are the following:

The Lithuanian School Student Union is an association that unites pupil self-governments and represents pupils when influencing educational and youth policies, educating people on issues of relevance to them, uniting pupils for joint activities, and cooperating with State and non-governmental organisations.

The Lithuanian Pupils' Parliament is an organisation comprising 95 pupils who are elected in a democratic manner every 2 years; it defends the opinions, rights and interests of Lithuanian pupils.

The Council of Lithuanian Youth Organisations is the largest non-governmental youth organisation in Lithuania, which unites national youth organisations and regional unions of youth organisation.

The Lithuanian National Union of Students is an association that unites the self-

governments of Lithuanian higher education institutions.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer:

Since 1997, Lithuania has been taking an active part in the UNESCO Associated Schools Project. The **23 Lithuanian schools** that are UNESCO Associated Schools implement various project connected with cultural heritage, environmental protection, education, research, cultural diversity, and tolerance promotion; these are areas closely related to the activities of UNESCO. These schools are also actively involved in various international projects.

(b) Non-formal education (Reference: §30-31)

Answer:

The human rights education provided by schools is enriched by projects implemented in cooperation with the following partners providing non-formal education:

- The EU programme 'Youth in Action' administered by the Agency of International Youth Cooperation supports pupil projects that contribute to the promotion of creativity, tolerance and citizenship in schools. Detailed information can be found in a special publication.

- The In Actio culture centre, which implements the objectives of education on human rights, implements initiatives aimed at promoting pupil volunteering (e.g. **'Effect' training courses intended for effective work with youth on the international level; '**Stick up a message' initiative and distribution of stickers promoting human rights and creativity; 'For tolerance' initiative and creation of open letters promoting tolerance in Lithuania).

- The National Institute for Social Integration develops and implements social novelties that help people from vulnerable social groups to integrate in multifaceted society. The 'Living Library' implemented by the institute helps to break stereotypes about vulnerable social groups and to implement human rights in practice. Another project of the institute, 'Citizen's alarm clock', which is implemented in 144 educational institutions, educates the civic and social competences of pupils and promotes tolerance among them.

- Within the framework of financing non-formal educational programmes, the project 'BECOME' intended to develop children's non-formal education opportunities in individual municipalities was implemented in 2010–2012.

- With a view to ensuring equal rights to participate in non-formal education of all Lithuanian children regardless of their social situation or geographical location, the model of non-formal education funding per child is being tried within the framework of the project 'Development of elective children's education funding model and its testing in Lithuanian municipalities.'

(c) Higher education institutions

Answer:

Higher education institutions also implement various initiatives connected with the values, principles and provisions of the Recommendation. The main topics of the Recommendation are included in the curricula of the relevant academic disciplines.

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

The Law on Education and the Ministry of Education and Science encourage the cooperation of various institutions and civil society in this field. Various projects and events are organised.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

The Education Exchanges Support Foundation administers the Lifelong Learning Programme and other initiatives financed by the European Commission and the Lithuanian Government in the field of education and vocational training. The programmes administered by the foundation (e.g. Comenius, Erasmus, Leonardo da Vinci, Grundtvig, etc.) provide opportunities for qualification development abroad, exchanges, joint projects and events of schools, universities and organisations. These programmes also support the networking of the participants.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer:

In 2010, the Office of Equal Opportunities Ombudsperson, in cooperation with the Tolerant Youth Association, conducted the study 'Tolerance and multicultural education in general education schools'. The study was aimed at finding how the learning content and the organisaiton of the teaching and learning process encourage pupils' understanding of tolerance and multicultural learning as well as how human rights are revealed.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer:

The Civil Society Institute conducts regular **Civil Empowerment Index** studies, in which the pupils group is distinguished. The index reports show how pupils use their civil rights.

Starting from 2002, the Ministry of Education and Science has been undertaking regular national studies of pupils' achievements, which measure changes in the academic results achieved by pupils.

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

Both pupils and teachers sometimes erroneously identify human rights with anarchy and fear that rights may overweigh duties.

The information will be analysed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.