

WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION, 4TH PHASE

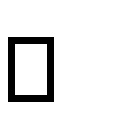
(2020 -2024)  
Responses by the Government institutions of the Republic of Lithuania

Midterm Checklist

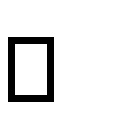
This checklist, based on the plan of action for the fourth phase (2020-2024) of the World Programme for Human Rights Education, aims to support States to:

* **assess progress** in the implementation of human rights education for youth, and
* **prepare their midterm reports** on the fourth phase, in accordance with UN Human Rights Council resolution 42/7. The midterm progress report should cover action undertaken nationally since January 2020, highlighting and documenting good practices.

**HUMAN RIGHTS EDUCATION FOR YOUTH**

Has the assessment of progress and preparation of the midterm report taken place as a **cooperative effort** between governments, national human rights institutions and civil society, including youth groups and youth-led organizations?

Yes.

Have steps been taken in your country in the following areas:

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| **Policies and related implementation measures** |  |
| a. Have policies, curricula and legislation been developed to ensure the inclusion of human rights and human rights education in formal education for young people (secondary, higher education and vocational training)? | The Programme of the XVIII Government of the Republic of Lithuania (2020-2024) stipulates the priority of strengthening human rights and anti-corruption education. In this sphere efforts will be made to integrate human rights education into the general education curricula; to promote non-formal education and public initiatives, including raising awareness of the protection of human rights, anti-corruption, and the promotion of legal literacy and citizenship; and to implement human rights education programmes based on the best examples from other countries and the recommendations of international organizations in the school system.  Formal education curricula for primary, basic and secondary education enshrine key human rights provisions – it stresses the importance to recognize, respect and uphold the fundamental values and principles of democracy: individual and national rights, freedoms, justice, equality, solidarity, responsibility. It also names skills to be developed. It stresses importance to  explain the essence of fundamental human rights and freedoms (speech, press, assembly, conscience), their importance in the |

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|  | life of the individual and the political community. Curriculum encourages to identify and analyze various cases of violations of children's and human rights. (Citizenship Education Program, Grades 9-10).  The renewed curricula of social education subjects in primary, basic and secondary education programs consistently and from various angles look at the concept of human rights, its development, the principles of human rights documents and their significance in a democratic, civil society. These issues are revealed through the General Programs on Citizenship Fundamentals, Life Skills, Moral Education, Social Education, and History. The general secondary education program discusses the fundamental problems of natural human rights and freedoms, the circumstances of their emergence, and examines human rights as the value foundations of liberal  democracy in the Western world. |
| b. Have **policies and related measures** been developed to facilitate and support the work of civil society – including youth groups and youth-led organizations – in conducting human rights education outside the formal education system (**non-formal education**)? | National Agency for Youth [Affairs](https://jra.lt/) has developed recommendations for youth and youth organisations on working with young people in the context of the war in Ukraine. The [guidance](https://jra.lt/dirbantiems/suzinok-daugiau/rekomendacijos) is designed to support youth workers, youth leaders and other youth organisations during this crisis. The latter includes such topics as teamwork, support and inclusion of Ukrainians, and important things in the daily work of youth work. |
| c. Have those policies, legislation and related measures been developed in collaboration with youth as  key partners? | Recommendations were developed in collaboration with youth workers. |
| d. Are those policies and legislation accompanied by implementation and monitoring measures (coordination mechanisms, allocation of responsibilities  and resources, etc.)? | No. It is applied to other policies and legislation. |
| e. Have other relevant national initiatives been undertaken – including on youth, education, human rights, including gender equality, rights of indigenous peoples, global citizenship, sustainable development, peace, security, crime prevention, criminal justice, preventing violent extremism,  fighting corruption and combating racism, racial | Yes. Most of the topics were covered by existing projects such as JUDAM (which includes NEETs and unemployed young people) and programs such as Youth voluntary service. Projects and programs are mainly focused on volunteering which allows young people to improve their knowledge in different areas. |

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| discrimination, xenophobia and related intolerance? |  |
| f. If so, were such other relevant initiatives developed taking into account those specific to human rights education for youth, to ensure coherence and synergy? | Two meetings were organized in order to promote non- discrimination, respect for human beings, implement equal opportunities policy, prevent gender based and domestic violence. These meetings were organized by the National Agency of Youth Affairs and took place on May 27-28 and June 16-17, 2021. The target group of these meetings were representatives of organizations working with young people. |
| g. Have any efforts been undertaken to engage with United Nations and other processes and mechanisms in relation to human rights  education for youth? | No, in this quarter this action did not take place. |
| **Teaching and learning processes and tools** | |
| a. Have programmes focussed on developing young people’s  competencies (in the areas of knowledge, skills and attitudes) to exercise their rights and respect and uphold the rights of others, particularly for youth in situations of exclusion or  vulnerability? | Yes. Volunteering programs develop young people’s competencies in the field of human rights. |
| b. Have learner-centred, gender-sensitive and participatory methodologies been applied in human rights education for youth? Is peer-  to-peer learning fostered? | No, however research methodology on “Gender based violence against young people aged 15-19” was initiated. |
| c. Have human rights teaching and learning materials, specific and relevant to youth and their contexts, been developed? Are they accessible and engaging for young people, particularly youth in situations of exclusion or vulnerability? | Ministry of Justice of the Republic of Lithuania carried out various legal and human rights education initiatives, including the Constitution exam. It is a traditional once-a-year public legal knowledge test, attracting around 20 000 participants each year, mostly schoolchildren and youth. Participation in the Constitution exam encourages the public to take an interest in the legal foundations of the Lithuanian state, including the protection of human rights and freedoms guaranteed by the Constitution. |
| d. Are there any training or resource centres or other facilities that promote and implement sustainable human rights training  programmes for youth? | The trainings took place on the end of May 2022. These trainings are continuous and being organized regularly by the National [Agency](https://jra.lt/) of Youth Affairs. Main topic is sexuality education. The target group is youth workers. |

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| e. Has technology been used to increase access to human rights education for youth? | In 2020, the Ministry of Justice of the Republic of Lithuania implemented a public legal education project - "I Know My Rights", which developed an innovative legal education tool - an educational app for smart mobile devices. The app presents seven legal education topics to young people in an attractive format in everyday situations. Seven legal education topics are presented to young people: 1) consumer rights; 2) protection of personal data; 3) intellectual property; 4) notaries, bailiffs, and debts; 5) criminal liability; 6) administrative liability; 7) the Constitution. |
| **Training of teachers and other educators** | |
| a. Have policies and legislation regarding training in human rights and human rights education methodologies for teachers and other educators, in both  formal and non-formal education, been adopted? | - |
| b. Have any other measures or strategies been adopted to ensure adequate training in human rights and human rights education methodologies for teachers and educators working in  formal and nonformal education? | Yes. [Recommendations](https://jra.lt/dirbantiems/suzinok-daugiau/rekomendacijos) for youth workers were prepared by the National Agency of Youth Affairs. |
| c. Have human rights training curricula for teachers and other educators working in both formal and non-  formal education been developed? What are the  learning objectives? | - |
| d. Have learner-centred, participatory, experiential and action-oriented methodologies been applied in human rights training for teachers and other  educators? | - |
| e. Have human rights training materials for teachers and other educators been  developed? | The National Youth Agency is preparing a sexuality education guide. Moreover, the training on the same topic is being held (the last exercise was held in May 2022). |
| f. Has particular attention been given to young educators and educators from groups in situations of  exclusion or vulnerability? | No, since January 2020 this action did not take place. This action will be implemented in the second quarter of 2022. |

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| g. Have any efforts been undertaken to ensure youth participation in designing, implementing and evaluating  training of youth educators? | Yes, a sociological survey of young people on civic participation was conducted. |
| **An enabling environment** | |
| a. Have measures been put in place to encourage the organization of human rights education activities for young people, and to facilitate their participation? | Yes, funding competitions were announced. As an example, the Ministry of Justice of the Republic of Lithuania plans to select and fund NGO projects in 2022 aimed at increasing public respect for human rights, the principles of equal treatment and the rule of law, as well as to address the problem of hate speech that disseminates, incites, promotes or justifies hatred against a person or group of persons on the grounds of nationality or  sexual orientation. The State budget allocated to finance these projects is EUR 70 000. |
| b. Have measures been taken to increase the protection and realization of young people’s human rights? | Yes. Emotional support services providing telephone emotional support services were funded. The services are provided by the Lithuanian Association of Emotional Support Services (LEPTA) and funded by the Ministry of Social Security and Labour of the Republic of Lithuania.  Important to highlight that in 2017, the Seimas Ombudsmen's Office of the Republic of Lithuania was internationally accredited as a National Human Rights Institution and, in accordance with Article 192(2)(2) of the Law on the Seimas Ombudsmen, it is also responsible for the dissemination of information on human rights  and education of the public in human rights issues. |