

UNIVERSITIES TOWARDS DIVERSITY

NATIONAL REPORT: LITHUANIA

Partners:

Πάντειον
Πανεπιστήμιο
Κοινωνικών & Πολιτικών Επιστημών



Panteion
University
of Social and Political Sciences



UNIVERSITÀ
DEGLI STUDI
DI BRESCIA



VYTAUTAS
MAGNUS
UNIVERSITY
MCHXXII



Rete Lenford
AVVOCATURA PER I DIRITTI LGBTI



DIVERSITY
DEVELOPMENT
GROUP



Funded by the Rights, Equality
and Citizenship (REC) Programme
of the European Union

UNIVERSITIES TOWARDS DIVERSITY

NATIONAL REPORT

LITHUANIA

www.university-project.eu

VYTAUTAS MAGNUS UNIVERSITY /
DIVERSITY DEVELOPMENT GROUP



Funded by the Rights, Equality
and Citizenship (REC) Programme
of the European Union

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Union. The European Commission does not accept any responsibility for use that may be made of the information it contains.

TABLE OF CONTENTS

Part A: Desk research results	4
1. The status of LGBTI+ people in the national academic environment	4
2. National legal framework and reporting	5
3. Policies and good practices	8
3.1 Policies	8
3.2 Good practices	9
4. Useful contacts	10
Part B: Online research results	11
1. Social/demographic profile of participants	11
2. Discriminatory attitudes, beliefs and behaviours, based on SOGISC in the academic environment	13
3. The level of visibility of LGBTI+ individuals, rights, issues and representation in the academic environment	15
4. Characteristics of discriminatory incidents	17
5. Identified training needs for each group of the academic community	22
Part C: General conclusions	26

LITHUANIA'S CASE

PART A: DESK RESEARCH RESULTS

1. *The status of LGBTI+¹ people in the national academic environment*

The Trust Line, which is a reporting mechanism established in Vilnius University, received only 1 complaint about disrespectful commentary about homosexual persons in Vilnius University in 2020² (in the years 2018–2019, Trust Line also received only 1 complaint³). In 2020, survey indicated that 2% male and 2% female personnel experienced discrimination and (or) bullying based on sexual orientation (hereinafter SO)⁴. As stipulated in the latest report, the small numbers of complaints received or respondents who faced discrimination/bullying because of their SO do not necessarily show the absence of discriminative attitudes, but rather presupposes low awareness about the reporting channels or a lack of courage and sensitivity to report it⁵.

Generally, there is no comprehensive statistics regarding the situation of LGBTI+ individuals in academic environments in Lithuania. Data from the Office of the Equal Opportunities Ombudsperson shows that the institution received 2 (male) complaints concerning discrimination on the grounds of sexual orientation in 2020⁶ (in 2019 – 4⁷). The (possible) discrimination acts for 2019 and 2020 were related to the area of employment and provision of services. The number of complaints due to discrimination on the grounds of SO received by the institution annually is about 3–5 (2019 – 4, 2018 – 5, 2017 – 3, 2016 – 3, 2015 – 5). As indicated in the 2019 report, “the relatively small number of complaints and appeals concerning discrimination for sexual orientation shows that it is still considered inappropriate to publicly talk about other sexual orientations perceived as non-traditional in the society”⁸.

Diverse social research data shows the dominating discrimination against LGBTI+ individuals in Lithuania. The 2019 Eurobarometer shows⁹ that half (53%) of the Lithuanian society agrees that ‘gay, lesbian and bisexual people should have the same rights as heterosexual people’ whereas 1 in 4 disagrees with this statement (EU average: agree – 76%, disagree – 20%). Even more discriminative views concern same sex marriages. Only a third (30%) of Lithuanian respondents agree that ‘same sex marriages should be allowed throughout Europe’ (EU average: 69%), while 63% disagree with such statement (EU average: 26%). With regard to this view, Lithuania ranks in the group of countries that most likely disagree with marriage equality for all. When asked if the government in the country combats effectively prejudices and intolerance against LGBTI people, only 14% of Lithuanian LGBTI

1 LGBTI is the official acronym for lesbian, gay, bisexual, trans and intersex people. Source: The International Lesbian, Gay, Bisexual, Transgender and Intersex Association (ILGA) website https://www.ilga-europe.org/resources/glossary/letter_l (accessed 15.10.2021). The project also uses the broader term LGBTI+. While different sources also use different formulations of this acronym, this document also uses terms such as LGBT, LGBT*, LGBTQ, LGBTQIA+, LGBT+ depending on the source in question;

2 Vilnius University (2021) Monitoring of Diversity and Equal Opportunities in Vilnius University, 2020 (accessed 18.05.2021);

3 Vilnius University (2019) The Analysis of Diversity and Equal Opportunities in Vilnius University, 2018–2019, available online: https://www.vu.lt/site_files/Apie_VU/Ivairoves_ir_lygiu_galimybiu_Vilniaus_universitete_2018-2019_m._analize.pdf (accessed 17.03.2021);

4 Vilnius University (2021) Monitoring of Diversity and Equal Opportunities in Vilnius University, 2020 (accessed 18.05.2021);

5 Ibid.

6 Office of the Equal Opportunities Ombudsperson (2021) Annual Report 2020, available online: https://www.lygybe.lt/data/public/uploads/2021/03/lr_lygiu_galimybiu_kontrolieriaus_2020_m._veiklos_ataskaita.pdf (accessed 29.03.2021);

7 Office of the Equal Opportunities Ombudsperson (2020) Annual Report 2019, available online: https://www.lygybe.lt/data/public/uploads/2020/03/lr_lygiu_galimybiu_kontrolieriaus_2019_m._veiklos_ataskaita.pdf (accessed 18.03.2021);

8 Ibid.;

9 Eurobarometer (2019) Special Eurobarometer 493. Discrimination in the European Union, available online: <https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/special/surveyky/2251> (accessed 18.03.2021);

individuals themselves agreed, while the significant majority (86%) stressed that ‘probably not’ and ‘definitely not’ (EU average is a third (33%) and two thirds (66%) respectively)¹⁰. 39% of Lithuanians tend to agree that ‘transgender persons should be able to change their civil documents to match their inner gender identity’. While almost half (47%) do not agree with this statement. EU average attitudes towards these issues are higher: almost two thirds (59%) agree whereas a third (29%) disagree¹¹.

Concerning LGBTI+ discrimination in academic environments exclusively, the national data is extremely scarce, or is mixed together with the discrimination in schools and does not allow for differentiation. 2019 Eurobarometer indicated¹² that more than half (58%) of respondents in Lithuania tend to agree that ‘school lessons and material should include information about diversity in terms of sexual orientation (being gay, lesbian, or bisexual)’, a third (35%) disagrees. On EU average agreement towards this statement is expressed by 71%, whereas disagreement – by a fourth (24%). Slightly fewer respondents agree that information about transgender persons should be available, too (in Lithuania, 55% agree and 38% disagree, while on EU average 65% agree and 28% disagree). Similar proportions of respondents think about the inclusion of information about intersex persons (in Lithuania, 57% agree whereas 36% disagree, and EU average 65% agree while 28% disagree).

The 2014 survey data showed¹³ that 31% of LGBTI+ individuals in Lithuania felt discriminated against by school or university personnel in the last 12 months because of being LGBT, whereas on EU average this was confirmed by 18% of respondents. Additionally, 81% expressed agreement that they ‘always’ or ‘often’ hide or disguise being LGBTI+ during schooling before the age of 18 (on EU average, 67% claimed so). Concerning these two questions, Lithuania ranked as the country with the highest proportions of LGBTI+ persons in the EU who perceived discrimination by school/academic staff and hide their identity during schooling years, though there is a need for a more up-to-date statistics.

2. National legal framework and reporting

Amendments to the Criminal Code were adopted in 2009 that criminalised incitement to hatred and established the motive of hatred as a criminal qualifying characteristic (Article 129(2) 13p., 135(2) 13p., 138(2) 13p. of the Criminal Code) and aggravating circumstance (Article 60(1) 12p. of the Criminal Code). Criminalisation was also established for the hatred-motivated jeer and contempt (Article 170 of the Criminal Code). In 2016, the composition of the offences for the incitement to hatred and hate crimes was supplemented by separate and independent forms of discrimination or hatred on the grounds of incitement, additionally providing grounds of disability and age (Article 170(1) (d) of the Criminal Code)¹⁴.

Article 170¹⁵ of the Criminal Code foresees that:

1. *A person who, for the purposes of distribution, produces, acquires, sends, transports or stores the items ridiculing, expressing contempt for, urging hatred of or inciting discrimination against a group of persons or a person belonging thereto on grounds of age, sex, sexual orientation, disability, race, nationality, language, descent, social status, religion, convictions or views or inciting violence, a physical violent*

¹⁰ Fundamental Rights Agency (2020) A Long Way to Go for LGBTI Equality, available online: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality-1_en.pdf (accessed 17.03.2021);

¹¹ Eurobarometer (2019) Special Eurobarometer 493. Discrimination in the European Union, available online: <https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/special/surveyky/2251> (accessed 18.03.2021);

¹² Ibid.;

¹³ Fundamental Rights Agency (FRA) (2014) European Union lesbian, gay, bisexual and transgender survey, available at: https://fra.europa.eu/sites/default/files/fra-eu-lgbt-survey-main-results_tk3113640enc_1.pdf (accessed 18.03.2021);

¹⁴ Seimas of the Republic of Lithuania (2000), Law on the Approval and Entry into force of the Criminal Code, 26 September 2000, no. VIII-1986, available at: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/28b18041843311e89188e16a6495e98c?jfwid=-g0zrz3g06> (accessed 17.03.2021)

¹⁵ Ibid.;

treatment of such a group of persons or the person belonging thereto or distributes them shall be punished by a fine or by restriction of liberty or by arrest or by a custodial sentence for a term of up to one year.

2. *A person who publicly ridicules, expresses contempt for, urges hatred of or incites discrimination against a group of persons or a person belonging thereto on grounds of age, sex, **sexual orientation**, disability, race, nationality, language, descent, social status, religion, convictions or views shall be punished by a fine or by restriction of liberty or by arrest or by a custodial sentence for a term of up to two years.*
3. *A person who publicly incites violence or a physical violent treatment of a group of persons or a person belonging thereto on grounds of age, sex, **sexual orientation**, disability, race, nationality, language, descent, social status, religion, convictions or views or finances or otherwise supports such activities shall be punished by a fine or by restriction of liberty or by arrest or by a custodial sentence for a term of up to three years.*
4. *A legal entity shall also be held liable for the acts provided for in this Article.¹⁶*

From January to December of 2020, there were 50 registered hate crimes on the grounds race, ethnicity, nationality, sexual orientation, religion, and other characteristics, as foreseen in the Article 170 of the Criminal Code¹⁷. Half of the hate crimes were registered in the territory of Vilnius city¹⁸. Concerning sexual orientation, there were 24 registered cases (11 in 2019) under article 170, and 4 cases under Article 170(3) in 2020 (1 case in 2019). Since hate crimes are significantly under-reported, these numbers remain only official figures whereas the true extent of the crime is unknown. The data does not allow us to discern how many crimes have been committed in public space and online.

Moreover, the European Foundation for Human Rights regularly provides reports for the Prosecutor General concerning hate speech comments. In 2019, it provided 66 such reports, though was informed that 6 pre-trial investigations were initiated. In 2019 November–December, Lithuanian Gay League informed about 1000 inappropriate hatred-motivated Facebook comments out of which 942 were deleted¹⁹. The Office of the Inspector of Journalist Ethics is the institution in Lithuania that has appointed the national contact person responsible for monitoring contents in Facebook, Twitter and YouTube that are detrimental and hateful. As stated in the recent overview of hate crimes and hate speech in Lithuania, due to the insufficient human resources, local civil society organisations (CSO) are able to detect only a part of incitement to hatred occurring online²⁰.

Several projects concerning the fight against hate crimes and hate speech have also been initiated both by CSO and governmental institutions in the past several years. Moreover, in 2020, the special inter-institutional working group under the Ministry of the Interior was established in order to strengthen the response towards hate crimes and hate speech in Lithuania. The group is responsible for initiating various proposals, monitor the implementation of international commitments in the prevention of hate crimes and hate speech, also prepare and promote annual reports concerning the situation in the fights of these crimes in the country²¹.

¹⁶ Ibid.;

¹⁷ https://www.ird.lt/lt/reports/view_item_datasource?id=8928&datasource=55343;

¹⁸ https://www.ird.lt/lt/reports/view_item_datasource?id=8928&datasource=55344;

¹⁹ European Foundation for Human Rights (2020) Neapykantos nusikaltimai ir neapykantos kalba: situacijos Lietuvoje apžvalga, available online: <https://lt.efhr.eu/wp-content/uploads/2020/12/NEAPYKANTOS-NUSIKALTIMAI-IR-NEAPYKANTOS-KALBA-SITUACIJA-LIETUVOJE-AP%C5%BDVALGA.pdf> (accessed 17.03.2021)

²⁰ Ibid.;

²¹ Ibid.;

There are several reporting options concerning hate crimes and hate speech as well as discrimination in Lithuania.

The Equal Opportunities Ombudsperson is the State-funded institution which investigates complaints, carries out investigations on his/her own initiative, performs independent research related to discrimination, including discrimination for SO, provides conclusions and recommendations, implements preventive activities, etc. It is responsible for the supervision of two laws, namely, Law on Equal Opportunities for Women and Men²² and the Law on Equal Treatment²³. If the person believes that his or her rights have been violated based on the grounds stipulated in these laws, including the ground of SO, the person is encouraged to file a complaint for the Equal Opportunities Ombudsperson. A complaint shall be filed within three months from the date of the decision or action against which the complaint is filed. Before filing it, is essential to assess if the provided information is attributed to the competence of the Equal Opportunities Ombudsperson²⁴.

The following are the options to report hate crimes and hate speech in Lithuania:

- **112** general police emergency number as well as e-reporting through www.ePolicija.lt;
- A mobile app “**UNI-FORM**” and a website: <https://uni-form.eu/welcome?country=LT&locale=lt>. They provide an opportunity to inform both the police and a responsible CSO (Lithuanian Gay League) (or only one of them) about the act of hate crime/speech. Upon the following stages of pre-trial investigation, CSO might interfere and support the victim in case the individual needs it. If the person requests only NGO support, he is eligible to receive psychological or legal counselling. This project encompasses 10 countries in total²⁵;
- One of the largest CSO Lithuanian Centre for Human Rights, in cooperation with the Lithuanian Police, Human Rights Monitoring Institute and European Foundation for Human Rights, introduces an opportunity to report hate crimes and hate speech through www.manoteises.lt/pranesk/ by filling in the special form. The website differentiates between the crimes that occurred ‘online’ and ‘non-online’ and allows to inform both the CSO and the police about the crime²⁶.

There are also several options to report discrimination based on SO if it is faced in the academic environments:

- Vilnius University and the Trust Line. In the case sexual harassment as well as discrimination based on **sexual orientation** and other grounds experienced or witnessed, persons are encouraged to report it to the Trust Line by trust@cr.vu.lt. As stated, “each case will be investigated by experts in their field, guaranteeing complete confidentiality”²⁷;
- **Vytautas Magnus University** and the reporting mechanism for academic personnel and those seeking employment. If discriminated on the grounds of **sexual orientation** and other identity traits, employers are encouraged to report it (<https://www.vdu.lt/lt/kontaktai/praneskite-apie-diskriminacija/>)²⁸;
- Lithuanian Academy of Music and Theatre and the Trust Line. In the case of “manifestations of discrimination <...> including violence, abuse, or any other discrimination acts”, students and personnel are encouraged to report it to the Trust Line by pasitikejimolinija@lmta.lt. As stated, all reports will be an-

²² Seimas of the Republic of Lithuania (1998) The Law on Equal Opportunities for Women and Men, 1 December 1998, No. VIII-947. Available at: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/488fe061a7c611e59010bea026bdb259> (accessed: 17.03.2021);

²³ Seimas of the Republic of Lithuania (2003) The Law on Equal Treatment, 18 November 2003, No. 1826. Available at: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/77e54a933db211eabd71c05e81f09716> (accessed: 20.05.2021);

²⁴ More information: <https://www.lygybe.lt/en/make-a-complaint>;

²⁵ More information: <https://uni-form.eu/welcome?country=LT&locale=lt>;

²⁶ More information: <https://manoteises.lt/pranesk/>;

²⁷ More information: <https://www.vu.lt/en/about-vu/equal-opportunities>;

²⁸ More information: <https://www.vdu.lt/lt/kontaktai/praneskite-apie-diskriminacija/>;

alysed by maintaining confidentiality²⁹. Similar reporting mechanisms are established at the Lithuanian Sports university³⁰ and Kaunas University of Technology³¹. However, SOGISC³² grounds are not explicitly mentioned in these cases.

3. Policies and good practices

3.1 Policies

Article 23(2) of the Law on Education³³ foresees the objectives of education of the Republic of Lithuania, the principles of the education system, the structure of the educational system, the basis for educational activities, and the obligations of the state in the field of education. Amendments were incorporated into the Law in 2016 which stipulate that pupils have the right to report cyberbullying through the website www.draugiskasinternetas.lt if they feel discriminated against on the grounds of SO. The Law on Education states that the school shall ensure the implementation of the principles of inclusive education by providing an equitable access to all persons in full respect of any diversity. However, this law does not incorporate the grounds of gender identity and sex characteristics (hereinafter GI and SC) and does not address the issue of discrimination based on SOGISC in higher education institutions.

The Health, Sexuality and Preparation for the Family Life Education Programme³⁴ is a general programme for the development of family health and gender approved by the Minister of Education and Science that sets out the objectives and areas of implementation for this education. As noted, it is forbidden to discriminate against the person for his/her SO and GI, amongst other grounds. The provision 20.9 also forbids to “promote dissatisfaction with one’s body, appearance or sexual orientation, or promote non-acceptance of one’s body, appearance or sexual orientation. However, the following principles of inclusive education and how they should be incorporated into the school curricula are absent. It is also unknown whether monitoring of the implementation of this programme in Lithuanian schools is in place. Finally, the programme does not concern higher education.

Article 4 of the Law on the Protection of Minors Against the Detrimental Effect of Public Information³⁵ remains one of the greatest legal provisions of censorship of LGBTI related public information in Lithuania. The article states that “public information shall be attributed to information which has a detrimental effect on minors <...> which expresses contempt for family values, encourages the concept of entry into a marriage and creation of a family other than stipulated in the Constitution of the Republic of Lithuania and the Civil Code of the Republic of Lithuania”. This provision has been applied on, at least, three occasions with the view of interfering with the right to freedom of expression of LGBTI persons. Several promotional videos were banned from broadcasting on

29 More information: <https://lmta.lt/lt/lmta-pradeda-veikti-pasitikejimo-linija/>;

30 More information: <https://www.lsu.lt/bendruomenei/dokumentai-darbuotojams/pranesimas-apie-diskriminacija/>;

31 More information: <https://pranesk.ktu.edu/>;

32 Sexual orientation (SO) – ‘Sexual orientation is understood to refer to each person’s capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.’ Gender identity (GI) – ‘Gender identity is understood to refer to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.’ Sex characteristics (SC) – Include primary sex characteristics (eg, inner and outer genitalia and/or the chromosomal and hormonal structure) and secondary sex characteristics (eg, muscle mass, hair distribution and stature). Definitions are taken from the ARC International, the International Bar Association and the International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA): https://ilga.org/downloads/SOGIESC_at_UPR_report.pdf (accessed 18.03.2021);

33 Lietuvos Respublikos Aukščiausioji Taryba - Atkuriamasis Seimas (1991) Law on Education, 25 June 1991, no. I-1489, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480/asr> (accessed 18.03.2021);

34 Minister of Education, Science and Sports (2016) Order on the Approval of 16. The Health and sexuality and family life education programme, 25 October 2016, no. V-941, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/285853b09aee11e-68adca1bb2f432d1?jfwid=-wd7z8q07r> (accessed 18.03.2021);

35 Seimas of the Republic of Lithuania (2002) Law on the Protection of Minors Against the Detrimental Effect of Public Information, 10 September 2002, no. IX-1067, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.183129/asr> (accessed 17.03.2021);

the national television and the publisher terminated the dissemination of a book which contained two fairy tales portraying same-sex relationships³⁶.

One of the main legal instruments concerning principles of non-discrimination, including higher education institutions, is the **Article 6 of the Law on Equal Treatment**³⁷. It foresees that educational, science and academic institutions must ensure equal conditions for all persons regardless of, amongst other grounds, their sexual orientation (hereinafter SO). In particular, it reflects that the institutions and those carrying out the informal adult education programmes must, within the scope of their competence, ensure that there is no discrimination on grounds of SO in the curricula and learning materials. However, the law does not explicitly address discrimination on grounds of GI and SC in the educational system in Lithuania despite the efforts by CSOs to amend the law.

Therefore, while the Law on Equal Treatment obliges secondary and higher education institutions to guarantee equal opportunities for all students regardless of their SO, an article of the Law on the Protection of Minors against the Detrimental Effect of Public Information prohibits dissemination of information on concepts of marriage and family values that differ from those in the Constitution and Civil Code.

3.2 Good practices

Currently, there is no uniform anti-discrimination reporting or prevention mechanism in place which would apply to all higher education institutions in Lithuania. The majority of the Lithuanian universities have in place a code of academic ethics or ethical guidelines with the definition of discrimination from the Law on Equal Treatment which prohibits discrimination based on **sexual orientation** (further - SO), amongst other grounds. For example, **Vytautas Magnus University** adopted the **Equal Opportunities Policy and its Implementation Programme** in 2017³⁸. It forbids the discrimination on the grounds stipulated in the Law on Equal Treatment (including SO), and safeguards equal opportunities for all people. As mentioned, special reporting mechanism has been established for academic personnel and those seeking employment in cases of discrimination on various grounds, including SO.

The largest national higher education institution, **Vilnius University**, has adopted **Vilnius University Diversity and Equal Opportunities Strategy 2020–2025**³⁹ which is implemented in accordance with the strategy implementation plan for the periods 2020–2022 and 2023–2025. It is targeted at both students and personnel. The first strategy implementation plan for 2020–2022⁴⁰ seeks, amongst other objectives, to develop anti-discrimination measures to reduce discrimination on all the prohibited grounds of discrimination, enshrined in the legal acts of the Republic of Lithuania, and to foster an organizational culture which values diversity and respects each member of the academic community. The two activities under this objective include “Education of the community on diversity and equal opportunities issues and enhancement of awareness about the anti-discrimination measures” (trainings sessions, lectures, discussions) and “Preparation of guidelines for lecturers on how to work with a

³⁶ Lithuanian Gay League (2018) Additional Information on the List of Issues (CCPR/C/LTU/QPR/4) Question No. 8 – Rights of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) People Question No. 9 – Hate Crimes and Hate Speech, available online: https://tbinternet.ohchr.org/Treaties/CCPR/Shared%20Documents/LTU/INT_CCPR_NGO_LTU_31394_E.pdf (accessed 17.03.2021);

³⁷ Seimas of the Republic of Lithuania (2003) Law on Equal Treatment, 18 November 2003, no. IX-1826, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.222522> (accessed 18.03.2021);

³⁸ Rector of Vytautas Magnus University (2017) Order on the Approval of the Equal Opportunities Policy and Its Implementation Programme, 01 December 2017, No. 499, available online: <https://www.vdu.lt/wp-content/uploads/2018/02/Lygi%C5%B3-galimyb%C5%B3-politika-ir-jos-%C4%AFgyvendinimo-programa.pdf> (accessed: 20.03.2021)

³⁹ Vilnius University (2020) Vilnius University Diversity And Equal Opportunities Strategy 2020-2025, 18 February 2020, no. SPN-6, available online: https://www.vu.lt/site_files/Apie_VU/Vilnius_University_Diversity_and_Equal_Opportunities_Strategy_2020-2025_EN_v2.pdf.pdf (accessed 18.03.2021);

⁴⁰ Vilnius University (2020) Vilnius University Diversity And Equal Opportunities Strategy 2020-2025: Implementation Plan For The Period Of 2020-2022, 18 February 2020, no. SPN-6, available online: https://www.vu.lt/site_files/Apie_VU/Vilnius_University_Diversity_and_Equal_Opportunities_Strategy_2020-2025_Implementation_Plan_for_the_Period_of_2020-2022_v2.pdf (accessed 18.03.2021);

diverse classroom”⁴¹. Whilst these might be related to the fight against SOGISC based discrimination, they are not explicitly identified as such and no accessible data was found concerning the already implemented measures. The guidelines are foreseen to be prepared only for 2022. In September 2021 Vilnius University also adopted the “Guidelines for Gender Sensitive Language”⁴².

2018 saw an official establishment of the first and only organization in Lithuania which unites LGBT+ students, staff, alumni, and their supporters – **the University LGBT+ Group**. It aims to foster the culture of respect for people and their views, promote protection of human rights as well as tolerance towards the members of the LGBT+; unite LGBT+ people of Vilnius University and supporters of the organization for joint action, strengthen mutual cooperation and assistance and encourage the overall integration of the VU community and promote equality of all members. The organization undertakes educational activities, increases the visibility of LGBT+ persons and promotes the community spirit, as stipulated in its website⁴³. While there is a general lack of good practices concerning the fight against SOGISC based discrimination, it is evident that the University LGBT+ Group is one of the very few examples of a community united by the thrive to advocate LGBTI+ rights within academic environments.

4. Useful contacts

CSOs that work in the field of LGBT+ rights, advocacy, and representation in Lithuania (descriptions are taken from the organisations’ websites):

- **Lithuanian Gay League** / <https://www.lgl.lt/en/>
“LGL is one of the most stable and mature organizations within the civic sector in the country as it was founded on 3 December 1993. The main principle that characterizes the activities of the association is that of independence from any political or financial interests, with the aim of attaining effective social inclusion and integration of the local LGBT* community in Lithuania. Based on its expertise in the fields of advocacy, awareness raising and community building, accumulated during twenty years of organizational existence, LGL strives for the consistent progress in the field of human rights for LGBT* people.”
Contact: office@gay.lt;
- **Tolerant Youth Association** / <http://tja.lt/index.php/en/>
“Tolerant Youth Association operates actively in the field of human rights, also works upon the problems related with refugees, non EU, non EEA countries citizens, sexual minorities and other vulnerable social groups. During the 15 years of existence of the Association many activities have been and are being implemented: educational activities, trainings, related to LGBT, intercultural, human rights, diversity issues, for pupils, teachers, youth, LGBTI+ community, human rights activists; educational and cultural events for vulnerable groups (LGBT, TCN) and society; educational publications, researches; monitoring and advocating human rights, reporting certain cases of its abuse, informing law enforcement authorities of hate speech in public, preparing and proposing draft laws, organizing social and political awareness raising actions and campaigns addressing human rights related topicalities.” Contact: info@tja.lt;
- **The University LGBT+ Group** / <https://universiteto.lgbt/en/>
“We are a voluntary, non-profit, public youth organization that strives to bring together the VU LGBT+ community as well as the supporters of LGBT+. We also aspire to promote equality among the members of the VU community, and to help instill societal respect towards them. All students, auditors, alumni, exchange students and present or past staff members who agree with the goals of the University LGBT+ Group can become members of the association.” Contact: info@universiteto.lgbt.

⁴¹ Ibid.;

⁴² Vilnius University “Guidelines for Gender Sensitive Language” (2021), available online: https://www.kf.vu.lt/dokumentai/Ly%C4%8Di%C5%B3_lygyb%C4%97/VU_ly%C4%8Diai_jautrios_kalbos_gair%C4%97s.pdf (accessed 15.10.2021);

⁴³ More information: <https://universiteto.lgbt/en/>.

- **The platform “Išgirsti”.** “Išgirsti” is an information platform and a social space where people share their LGBT+ experiences and can find information relevant to their needs. The platform is developed by the association “In Corpore” www.in-co.lt. It provides information for LGBT+ persons and their family members, friends, teachers, psychologists, and other related parties as well as undertakes cultural/political action and provides space for various cultural events. “Išgirsti” in Lithuanian means “to hear” and “those who were heard”, and the meaning hinges on which part of the word is stressed. Contact: info@isgirsti.lt.

PART B: ONLINE RESEARCH RESULTS

The “UniDiversity – Universities towards diversity” online survey was addressed to members of the Lithuanian academic community (university teaching, research and administrative staff, also postgraduate, undergraduate and PhD students) as well as members of the civil society (activists and members/staff of organizations) in order to investigate:

- Discriminatory attitudes, beliefs, and behaviours based on SOGISC in the academic environment;
- Discrimination against LGBTI+ individuals in the academic environment;
- The levels of visibility of LGBTI+ individuals, rights, issues, and representation in the academic environment;
- The form, frequency, perpetrators and location of the discriminatory incidents that take place;
- Discrepancies in the perceptions of the different target groups, through a comparison analysis;
- Training needs of each group of the academic community in order to integrate inclusive practices in their everyday practice.

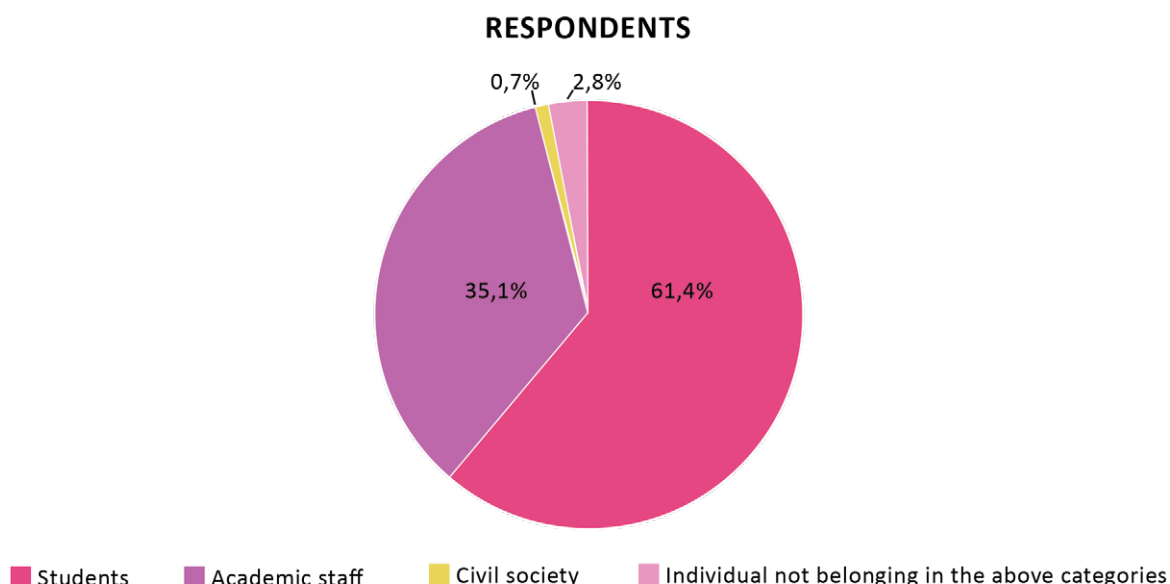
This anonymous online survey was shared to respondents using a random sampling approach. Lithuanian project partners - VMU and DDG - shared the online survey with the representatives of Lithuanian universities who were then asked to share it within the wider academic community, including students and teaching, research and administrative staff. Also, this online survey was shared in various LGBTI+ social media groups and was sent to organizations, which work on questions related to LGBTI+. This research was implemented in Lithuania in March and April 2021.

1. Social/demographic profile of participants

An online survey gathered in total 575 complete responses from university students, academic staff, civil society and individuals, who do not belong to any mentioned groups. As results show, the majority of the survey respondents are students (61,4%) and academic staff (35,1%). Respondents from civil society and respondents not belonging to any of mentioned groups cover 3,5% of the whole sample⁴⁴ (see Graph 1).

⁴⁴ The different unequal sample sizes might be a result of random sampling, which was chosen to ensure reliable results. Results in the next sections will mainly present opinions from just two groups – students and academic staff, because sample sizes of these two groups can show important and reliable results.

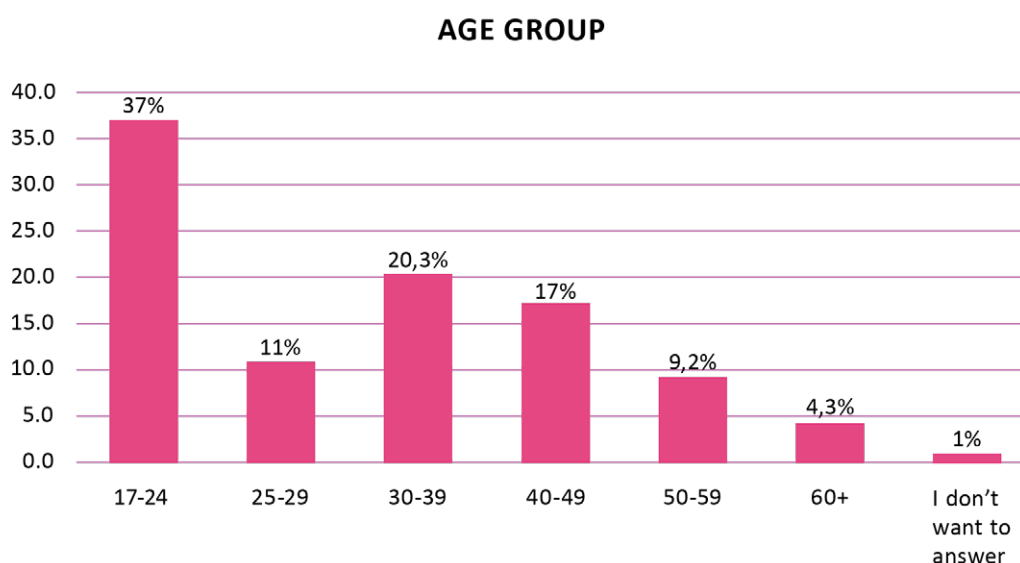
Graph 1. The distribution of respondents by target groups



According to the data, respondents are mostly women (72,5%); also 22,6% of responses came from man; 2,6% – from individuals with nonbinary gender identity; 0,2% – from individuals with other gender identity; and 2,1% did not want to answer this question. Majority of respondents from students' group are women (77,1%), and majority of respondents from academic staff are also women (64,9%). It is important to note, that 19,1% of respondents identify themselves as LGBTI+ (24,9% of students' group and 9,4% of academic staff group).

As survey results show, the majority of the respondents belong to the age group of 17-24 (37%) and to the age group of 30-39 (20,3%) (see Graph 2). If we analyse these results according to the main two target groups, we could state that the majority of respondents from students' group belong to the age group of 17-24 (59,2%), and the majority of respondents from academic staff – to the age group of 40-49 and 30-39 (56,5%).

Graph 2. The distribution of respondents by age groups



Majority of respondents from the students' group stated spending 8 or fewer hours (47,9%) and between 9 and 16 hours (31,2%) at the university before the Covid - 19 situation. However, answers from the academic staff group vary: 27,2% of the respondents expressed that they spend between 28 and 40 hours at the university; 21,3% - spend between 9 and 16 hours; 21,3% - spend more than 40 hours; and 19,3% of respondents spend 8 hours or less.

2. Discriminatory attitudes, beliefs and behaviours, based on SOGISC in the academic environment

One of the online survey objectives was to understand how often discriminatory attitudes, beliefs and behaviours based on SOGISC exist in the academic environment. Respondents were asked to indicate how frequently, in their belief, the following attitudes, beliefs and behaviours are expressed in the academic environments.

According to the results (see Table 1), the majority of respondents in students' and academic staff groups think that these attitudes and behaviours never or rarely happened in academic environments. When measuring differences, we could state that some opinions significantly differ between students' and academic staff groups⁴⁵. Students, unlike academic staff, think that more often:

- the use of the "dead" name of trans people happens in the academic surroundings⁴⁶.
- the misgendering of trans people happens in the academic surroundings⁴⁷.
- people's opinions are not being equally heard because of their SOGISC⁴⁸.
- people are being excluded from university events because of their SOGISC⁴⁹.
- people are being physically attacked because of their SOGISC⁵⁰.
- people being sexually attacked because of their SOGISC⁵¹.

Table 1. Frequency of discriminatory incidents in academic environments (universities) according to respondents' personal belief

	Group	Never	Rarely	Sometimes	Often	Always
Negative comments expressed against a person because they behave in a different manner than the one expected by their perceived gender	<i>Students</i>	47,6%	27,8%	14,4%	8,5%	1,7%
	<i>Academic staff</i>	50%	30,7%	15,8%	2,5%	1%
Negative stances expressed against a person because they behave in a different manner than the one expected by their perceived gender	<i>Students</i>	48,7%	26,1%	15%	7,4%	2,8%
	<i>Academic staff</i>	49,5%	33,2%	14,4%	2,5%	0,5%
Use of LGBTQIA+ terminology in a derogatory way against a person because they behave in a different manner than the one expected by their perceived gender	<i>Students</i>	58,9%	21,8%	11%	5,4%	2,8%

⁴⁵ According to the Kolmogorov-Smirnov test, all distributions of the students and academic staff groups are not normal, so the Mann-Whitney U test is used for the whole analysis of the survey results.

⁴⁶ The Mann-Whitney U test, $p = 0.028$. The mean of students is 1.67 (median – 1, grouped median – 1.43), the mean of staff – 1.45 (median – 1, grouped median – 1.3).

⁴⁷ The Mann-Whitney U test, $p = 0.006$. The mean of students is 1.72 (median – 1, grouped median – 1.46), the mean of staff – 1.43 (median – 1, grouped median – 1.3).

⁴⁸ The Mann-Whitney U test, $p = 0.005$. The mean of students is 1.82 (median – 1, grouped median – 1.59), the mean of staff – 1.53 (median – 1, grouped median – 1.4).

⁴⁹ The Mann-Whitney U test, $p = 0.001$. The mean of students is 1.38 (median – 1, grouped median – 1.22), the mean of staff – 1.18 (median – 1, grouped median – 1.12).

⁵⁰ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.38 (median – 1, grouped median – 1.26), the mean of staff – 1.14 (median – 1, grouped median – 1.11).

⁵¹ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.3 (median – 1, grouped median – 1.22), the mean of staff – 1.11 (median – 1, grouped median – 1.09).

	<i>Academic staff</i>	61,4%	25,2%	11,4%	1,5%	0,5%
Use of the “dead” name of trans people (using the name that a trans person used prior to his/her/their transition, without his/her/their consent).	<i>Students</i>	65,7%	14,2%	10,2%	6,8%	3,1%
	<i>Academic staff</i>	73,8%	12,9%	8,4%	4,5%	0,5%
Misgendering trans people	<i>Students</i>	64,3%	13%	12,5%	6,8%	3,4%
	<i>Academic staff</i>	73,8%	14,4%	7,9%	3,5%	0,5%
People being treated less favourably because they behave in a different manner than the one expected by their perceived gender	<i>Students</i>	53,3%	20,1%	14,2%	8,8%	3,7%
	<i>Academic staff</i>	54,5%	33,7%	6,9%	4,5%	0,5%
People facing prejudices because of their SOGISC	<i>Students</i>	45%	22,7%	14,2%	11%	7,1%
	<i>Academic staff</i>	46,5%	28,7%	14,9%	7,4%	2,5%
People’s opinions not being equally heard because of their SOGISC	<i>Students</i>	54,7%	22,4%	12,7%	6,8%	3,4%
	<i>Academic staff</i>	65,3%	20,3%	10,9%	2,5%	1%
People being excluded from university events because of their SOGISC	<i>Students</i>	79,6%	13%	5,4%	0,8%	1,1%
	<i>Academic staff</i>	88,1%	7,9%	3%	0%	1%
People being verbally harassed because of their SOGISC	<i>Students</i>	58,1%	20,7%	10,8%	7,1%	3,4%
	<i>Academic staff</i>	61,4%	27,7%	7,9%	3%	0%
People being physically attacked because of their SOGISC	<i>Students</i>	76,2%	14,4%	5,9%	2,3%	1,1%
	<i>Academic staff</i>	89,1%	8,9%	1,5%	0%	0,5%
People being sexually harassed because of their SOGISC	<i>Students</i>	75,4%	15,9%	5,7%	2,5%	0,6%
	<i>Academic staff</i>	81,2%	16,8%	1,5%	0,5%	0%
People being sexually attacked because of their SOGISC	<i>Students</i>	79,6%	13,6%	4,5%	1,4%	0,8%
	<i>Academic staff</i>	91,1%	7,4%	1%	0%	0,5%

To sum up, the majority of respondents from students’ and academic staff groups believe that there are very few discriminatory attitudes or behaviours based on SOGISC in the Lithuanian academic environments. Although, students, unlike academic staff, think that some behaviours based on SOGISC happen more often.

3. The level of visibility of LGBTI+ individuals, rights, issues and representation in the academic environment

It was also important to analyse how the Lithuanian academic community evaluates the visibility of LGBTI+ individuals, their rights, issues and overall representation in the academic environment. The majority of respondents of this survey expressed that LGBTI+ individuals are generally accepted in the academic environment (77,4% of students and 87,6% of academic staff think that LGBTI+ individuals are accepted or maybe accepted). It is important to note that academic staff, unlike students, statistically is more likely to think that LGBTI+ individuals are accepted⁵².

Also, according to the results, more than a half of the respondents think there are openly LGBTI+ staff members (55,5% of respondents from the students' group and 61,8% of respondents from the academic staff group think that there are or maybe are openly LGBTI+ staff members in academic environments). The difference between the opinion of students and academic staff groups is statistically significant: academic staff, unlike students, is more likely to think, that there are openly LGBTI+ staff members in academic environments⁵³.

There was also a similar question about the students. According to the results, more than a half of the respondents think that there are openly LGBTI+ students (70,5% of respondents from the students' group and 68,3% of academic staff think that there are or maybe are openly LGBTI+ students in academic environments). However, there is no significant difference in opinion between students and academic staff groups.

This research was also interested in the opinion regarding LGBTI+ rights. As the results show, the majority of respondents think that LGBTI+ rights are promoted in academic environments: 68% of the students' group and 70,3% of the academic staff group answered "yes" or "maybe yes" to the question "Do you think LGBTI+ rights are promoted in academic environments?". Although, approximately a quarter of the respondents (22,9% from the students' group and 26,7% from the academic staff group) were not quite sure about this question and answered: "neither yes nor no". The difference between the opinions from students' and academic staff groups is statistically significant: academic staff, unlike students, is more likely to think, that LGBTI+ rights are promoted in academic environments⁵⁴.

However, according to the data, respondents do not have a certain opinion on whether or not LGBTI+ issues are discussed in academic environments. The majority of students' responses split into three categories: 24,9% said this topic is maybe discussed, 22,7% answered "neither yes nor no", and 24,9% think that this topic is maybe not discussed in academic environments. Also, 32,3% of academic staff answered "neither yes nor no" to this question and 25,7% of respondents from this group think that this topic is maybe discussed. It is important to state, that the difference between students and academic staff groups is statistically significant: academic staff, unlike students, is more likely to think that LGBTI+ issues are discussed in academic environments⁵⁵.

⁵² The Mann-Whitney U test, $p = 0.000$. The mean of students is 2.05 (median – 2, grouped median – 1.91), the mean of staff – 1.69 (median – 2, grouped median – 3.23).

⁵³ The Mann-Whitney U test, $p = 0.000$. The mean of students is 3.16 (median – 2, grouped median – 1.91), the mean of staff – 2.29 (median – 2, grouped median – 2.07).

⁵⁴ The Mann-Whitney U test, $p = 0.037$. The mean of students is 2.24 (median – 2, grouped median – 2.17), the mean of staff – 2.04 (median – 2, grouped median – 2.01).

⁵⁵ The Mann-Whitney U test, $p = 0.00$. The mean of students is 3.15 (median – 3, grouped median – 3.16), the mean of staff – 2.68 (median – 3, grouped median – 2.65).

Furthermore, as survey results show, the majority of respondents don't know openly LGBTI+ staff members in their academic environments (72% from students' group and 44,6% from academic staff). Although, 32,2% of respondents from academic staff said they know openly LGBTI+ staff members. The difference between students and academic staff groups' opinion is statistically significant – more members of academic staff than students know LGBTI+ staff members⁵⁶.

It is important to note that 76,6% of respondents from students and academic staff groups, who know openly LGBTI+ staff members, know 1-2 individuals and 20% of respondents expressed that they know 3-6 openly LGBTI+ individuals.

According to the survey, approximately half of respondents don't know any openly LGBTI+ students in their academic environments (55,5% of students' group and 47,5% of academic staff). Although, approximately a quarter of respondents (23,2% of respondents from the students' group and 22,3% from the academic staff) expressed, they know openly LGBTI+ students.

As data shows, 89% of respondents from students and academic staff groups, who know openly LGBTI+ students, know 1 to 5 individuals. However, there is no significant difference between the awareness of students and academic staff groups about openly LGBTI+ students in their academic environments.

The frequency of various classes and lectures on LGBTI+ topics in the academic environment is one of the aspects that is also of interest to this research. Results show that more than a half of respondents from the students' group (64,6%) and from the academic staff group (50,5%) think that there are not any or maybe any classes in their academic environments where LGBTI+ issues are discussed. The difference between students and academic staff groups' opinion is statistically significant – more students think that there aren't any classes where LGBTI+ issues are discussed⁵⁷.

In addition, the majority of students and academic staff (72,9%) have not or probably have not attended this kind of lectures and classes. The difference between students and academic staff groups' experience is not statistically significant.

Also, as survey results show, 43,6% of respondents (37,7% of respondents from the students' group and 54,5% from the academic staff), who have participated in such lessons, stated that LGBTI+ issues were presented positively. While 51,1% (54,1% from students' group and 45,5% from academic staff) said this topic was presented in a neutral way. The difference between students and academic staff groups' experience is not statistically significant.

Lastly, the majority of respondents think that any or maybe any actions regarding LGBTI+ issues have been taken in their academic environment recently. As results show, 71,4% of respondents from students' group and 61,8% from academic staff expressed that any actions or maybe any actions focused on LGBTI+ issues (such as seminars, info days, etc.) have been taken in their academic environment during the past year. The difference between students and academic staff groups' opinion is statistically significant – more students think that any actions have been taken in their academic environment⁵⁸.

56 The Mann-Whitney U test, $p = 0.00$. The mean of students is 4,37 (median – 5), the mean of staff – 3,27 (median - 4).

57 The Mann-Whitney U test, $p = 0.00$. The mean of students is 3,87 (median – 5), the mean of staff – 3,32 (median - 4).

58 The Mann-Whitney U test, $p = 0.001$. The mean of students is 4,08 (median – 5), the mean of staff – 3,78 (median - 4).

To sum up, it could be stated that respondents of this survey are more likely to think that LGBTI+ people are generally accepted and their rights are promoted in academic environments. Majority of respondents think that there are openly LGBTI+ students and academic staff members. However, the majority of respondents don't know any openly LGBTI+ individuals in their academic environments. In addition, the majority of respondents expressed that there are no classes where LGBTI+ issues are discussed, that they have not participated in such classes and that any actions focused on LGBTI+ issues have taken place in their academic environment during the past year. Also, it is important to note that members of academic staff, unlike students, are more likely to think that LGBTI+ individuals are accepted, their issues are discussed and rights are promoted in academic environments. Although, more students, unlike academic staff, think that there aren't any classes where LGBTI+ issues are discussed and that any actions regarding LGBTI+ issues have been taken in their academic environment.

4. Characteristics of discriminatory incidents

One of the goals of this online survey was to investigate various discriminatory incidents that have happened in respondents' academic environment. Respondents from students and academic staff groups were asked to specify how frequently they have experienced (heard or witnessed) the following in their academic environment⁵⁹.

The results indicate (see Table 2), that the vast majority of respondents have not experienced or heard discriminatory incidents in academic environments. When measuring differences, we could state that some opinions significantly differ between students' and academic staff groups. Students, unlike academic staff, more often have witnessed or heard:

- of trans people being misgendered⁶⁰.
- of people being treated less favourably because of their SOGISC⁶¹.
- of people being physically attacked because of their SOGISC⁶².
- of people being sexually abused because of their SOGISC⁶³.

Table 2. Frequency of discriminatory incidents which were experienced or heard by respondents in academic environments (universities)

	Group	Never	Rarely	Sometimes	Often	Always
I have witnessed or heard negative comments against a person because of their Sexual Orientation, Gender Identity, Sex Characteristics (SOGISC)	<i>Students</i>	62%	18,7%	9,3%	7,4%	2,5%
	<i>Academic staff</i>	59,4%	29,7%	7,4%	3%	0,5%
I have witnessed or heard people using LGBTI+ terms in an insulting way	<i>Students</i>	59,5%	20,7%	8,8%	7,1%	4%
	<i>Academic staff</i>	58,9%	28,7%	8,4%	3,5%	0,5%

⁵⁹ Never= not at all; Rarely= 2-5 times per year; Sometimes= 5-15 times per year; Often= 1-10 times per month; Always= 1-2 times per week.

⁶⁰ The Mann-Whitney U test, $p = 0.014$. The mean of students is 1,48 (median – 1, grouped median – 1,31), the mean of staff – 1,10 (median – 1, grouped median – 1,07).

⁶¹ The Mann-Whitney U test, $p = 0.013$. The mean of students is 1,26 (median – 1, grouped median – 1,15), the mean of staff – 1,27 (median – 1, grouped median – 1,19).

⁶² The Mann-Whitney U test, $p = 0.017$. The mean of students is 1,15 (median – 1, grouped median – 1,09), the mean of staff – 1,06 (median – 1, grouped median – 1,04).

⁶³ The Mann-Whitney U test, $p = 0.042$. The mean of students is 1,1 (median – 1, grouped median – 1,06), the mean of staff – 1,04 (median – 1, grouped median – 1,02).

I have witnessed or heard people using the dead name of a trans person (using the name that a trans person used prior to his/her/their transition) without the latter's consent and/or with the purpose to ridicule this person	<i>Students</i>	88,7%	5,1%	2,8%	2,3%	1,1%
	<i>Academic staff</i>	93,6%	3,5%	2%	0,5%	0,5%
I have witnessed or heard of trans people being misgendered	<i>Students</i>	86,4%	5,7%	4,5%	2%	1,4%
	<i>Academic staff</i>	93,1%	4,5%	2%	0%	0,5%
I have witnessed or heard of people being treated less favourably because of their SOGISC	<i>Students</i>	73,7%	12,5%	8,2%	3,7%	2%
	<i>Academic staff</i>	82,2%	10,9%	5%	1,5%	0,5%
I have witnessed or heard people facing prejudices because of their SOGISC	<i>Students</i>	68,3%	13,9%	7,9%	6,2%	3,7%
	<i>Academic staff</i>	72,3%	18,3%	7,9%	1%	0,5%
I have witnessed or heard of people being excluded from university events because of their SOGISC	<i>Students</i>	92,9%	4,2%	2,3%	0,3%	0,3%
	<i>Academic staff</i>	96%	2%	1,5%	0%	0,5%
I have witnessed or heard of people being verbally harassed because of their SOGISC	<i>Students</i>	80,7%	7,9%	6,2%	3,4%	1,7%
	<i>Academic staff</i>	86,1%	9,4%	2,5%	1,5%	0,5%
I have witnessed or heard of people being physically attacked because of their SOGISC	<i>Students</i>	91,2%	5,7%	1,1%	0,8%	1,1%
	<i>Academic staff</i>	96,5%	2%	1%	0%	0,5%
I have witnessed or heard of people being sexually harassed because of their SOGISC	<i>Students</i>	92,6%	5,1%	1,4%	0%	0,8%
	<i>Academic staff</i>	96%	2,5%	1%	0%	0,5%
I have witnessed or heard of people being sexually abused because of their SOGISC	<i>Students</i>	94,3%	3,4%	1,4%	0%	0,8%
	<i>Academic staff</i>	98%	0,5%	1%	0%	0,5%

When discussing discriminatory incidents, it was also important to ask respondents who usually are the perpetrators of discriminatory incidents based on SOGISC in their academic environment. According to the results, none of the mentioned groups could be named as perpetrators in their academic environment:

- 89,9% of respondents expressed that research and permanent staff members are not usually the perpetrators.
- 96,4% of respondents expressed that administration staff are not usually the perpetrators.
- 96,2% of respondents expressed that other university staff members are not usually the perpetrators.

- 75,5% of respondents expressed that students are not usually the perpetrators.
- 61,4% of respondents were not sure or didn't know.

Although, academic staff, unlike students, is more likely to think, that other university staff members are usually the perpetrators of discriminatory incidents in their academic environment⁶⁴. However students, unlike academic staff, are more likely to think, that students are usually the perpetrators of discriminatory incidents in their academic environment⁶⁵.

It is important to analyse not only what are the discriminatory incidents based on SOGISC, who usually are perpetrators, but also where usually incidents take place. Respondents were asked to mark the area where the incidents (they have heard and/or witnessed) took place in their academic environments. Results show, that discriminatory incidents (that respondents have heard and/or witnessed) likely never took place in these areas in their academic environments:

- 84% of respondents expressed that university classrooms are never the area of discriminatory incidents.
- 69,9% of respondents expressed that university halls and yards are never the area of discriminatory incidents.
- 90,6% of respondents expressed that university cafeteria is never the area of discriminatory incidents.
- 94,1% of respondents expressed, that the library is never the area of discriminatory incidents
- 93,7% of respondents expressed that staff board meetings are never the area of discriminatory incidents.
- 88,6% of respondents expressed that staff board offices are never the area of discriminatory incidents.
- 85% of respondents expressed that online group work is never the area of discriminatory incidents.

Although, academic staff, unlike students, is more likely to notice discriminatory incidents in staff board offices⁶⁶. However, respondents from students' group, unlike academic staff, are more likely to notice discriminatory incidents in classrooms⁶⁷, cafeteria⁶⁸ or during online group work⁶⁹.

Furthermore, respondents of this survey were also asked to specify how frequently they think the following incidents occur in their university/academic environment during a twelve-month (year) period. Results show (look at Table 3), that the majority of respondents think that following discriminatory incidents never occur in their academic environment. Although, it is important to note, that incidents, when people make negative comments against LGBTI+ person because of his/her/theirs SOGISC and when people use LGBTI+ terms in an

⁶⁴ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.99 (median – 2, grouped median – 1.99), the mean of staff – 1.92 (median – 2, grouped median – 1.92).

⁶⁵ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.69 (median – 2, grouped median – 1.69), the mean of staff – 1.87 (median – 2, grouped median – 1.87).

⁶⁶ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.12 (median – 1, grouped median – 1.07), the mean of staff – 1.28 (median – 1, grouped median – 1.21).

⁶⁷ The Mann-Whitney U test, $p = 0.034$. The mean of students is 1.3 (median – 1, grouped median – 1.2), the mean of staff – 1.17 (median – 1, grouped median – 1.12).

⁶⁸ The Mann-Whitney U test, $p = 0.015$. The mean of students is 1.17 (median – 1, grouped median – 1.12), the mean of staff – 1.07 (median – 1, grouped median – 1.06).

⁶⁹ The Mann-Whitney U test, $p = 0.000$. The mean of students is 1.35 (median – 1, grouped median – 1.21), the mean of staff – 1.12 (median – 1, grouped median – 1.08).

insulting way against an LGBTI+ person, are described among many respondents as occurring one to three times in their academic environments (24,7% respondents from student group and 21,6% from academic staff group).

When measuring differences, we could state that some opinions significantly differ between students and academic staff groups. Students, unlike academic staff, think that more often these incidents occur in their academic environments during a twelve-month period:

- usage of an LGBTI+ person's dead name (using the name that a trans person used prior to his/her/their transition without his/her/their consent⁷⁰.
- misgendering of an LGBTI+ person⁷¹.
- mistreatment of an LGBTI+ person favourably because of his/her/theirs SOGISC⁷².
- exclusion of an LGBTI+ person from university events because of his/her/theirs SOGISC⁷³.
- verbally harassment against an LGBTI+ person because of his/her/theirs SOGISC⁷⁴.
- physical attack against an LGBTI+ person because of his/her/theirs SOGISC⁷⁵.
- sexual harassment of an LGBTI+ person because of his/her/theirs SOGISC⁷⁶.
- sexual abuse of an LGBTI+ person because of his/her/theirs SOGISC⁷⁷.

Table 3. Frequency of discriminatory incidents which have happened in academic environments (universities) during twelve months period according to respondents' personal belief

	Group	Never	One to three times	Four to seven times	Eight to twelve times	More than ten twelve times
People making negative comments against an LGBTI+ person because of his/her/theirs SOGISC	<i>Students</i>	59,2%	22,9%	9,9%	3,1%	4,8%
	<i>Academic staff</i>	61,4%	27,7%	7,4%	1%	2,5%
People using LGBTI+ terms in an insulting way against an LGBTI+ person	<i>Students</i>	64,6%	19,3%	8,8%	4,2%	3,1%
	<i>Academic staff</i>	64,9%	25,7%	5,4%	1,5%	2,5%
People using an LGBTI+ person's dead name*(using the name that a trans person used prior to his/her/their transition without his/her/their consent)	<i>Students</i>	80,5%	10,8%	5,1%	1,7%	2%
	<i>Academic staff</i>	89,1%	7,4%	2%	0%	1,5%

70 The Mann-Whitney U test, $p = 0.007$. The mean of students is 1,34 (median – 1, grouped median – 1,21), the mean of staff – 1,17 (median – 1, grouped median – 1,11).

71 The Mann-Whitney U test, $p = 0.005$. The mean of students is 1,37 (median – 1, grouped median – 1,23), the mean of staff – 1,18 (median – 1, grouped median – 1,12).

72 The Mann-Whitney U test, $p = 0.039$. The mean of students is 1,52 (median – 1, grouped median – 1,34), the mean of staff – 1,34 (median – 1, grouped median – 1,24).

73 The Mann-Whitney U test, $p = 0.037$. The mean of students is 1,15 (median – 1, grouped median – 1,11), the mean of staff – 1,10 (median – 1, grouped median – 1,06).

74 The Mann-Whitney U test, $p = 0.014$. The mean of students is 1,38 (median – 1, grouped median – 1,26), the mean of staff – 1,23 (median – 1, grouped median – 1,16).

75 The Mann-Whitney U test, $p = 0.015$. The mean of students is 1,15 (median – 1, grouped median – 1,10), the mean of staff – 1,07 (median – 1, grouped median – 1,04).

76 The Mann-Whitney U test, $p = 0.039$. The mean of students is 1,14 (median – 1, grouped median – 1,10), the mean of staff – 1,08 (median – 1, grouped median – 1,05).

77 The Mann-Whitney U test, $p = 0.049$. The mean of students is 1,11 (median – 1, grouped median – 1,08), the mean of staff – 1,06 (median – 1, grouped median – 1,04).

Misgendering of a LGBTI+ person	<i>Students</i>	79%	10,8%	6,5%	2%	1,7%
	<i>Academic staff</i>	88,1%	8,4%	2%	0%	1,5%
Mistreatment of a LGBTI+ person favourably because of his/her/theirs SOGISC	<i>Students</i>	70,5%	16,4%	6,8%	2,5%	3,7%
	<i>Academic staff</i>	77,7%	15,8%	3%	2%	1,5%
Commenting at/referring at LGBTI+ people because of their SOGISC	<i>Students</i>	70%	14,7%	9,9%	2,8%	2,5%
	<i>Academic staff</i>	71,3%	20,3%	3%	3,5%	2%
Exclusion of a LGBTI+ person from university events because of his/her/theirs SOGISC	<i>Students</i>	89,2%	7,4%	2,8%	0%	0,6%
	<i>Academic staff</i>	94,6%	3%	1,5%	0%	1%
Verbally harassment against a LGBTI+ person because of his/her/theirs SOGISC	<i>Students</i>	76,2%	14,7%	5,7%	1,4%	2%
	<i>Academic staff</i>	84,7%	11,4%	2%	0,5%	1,5%
Physical attack against a LGBTI+ person because of his/her/theirs SOGISC	<i>Students</i>	90,4%	6,8%	1,7%	0%	1,1%
	<i>Academic staff</i>	96%	3%	0%	0%	1%
Sexual harassment of a LGBTI+ person because of his/her/theirs SOGISC	<i>Students</i>	90,1%	7,4%	2%	0%	0,6%
	<i>Academic staff</i>	95%	4%	0%	0%	1%
Sexual abuse of a LGBTI+ person because of his/her/theirs SOGISC	<i>Students</i>	92,4%	5,4%	1,7%	0%	0,6%
	<i>Academic staff</i>	96,5%	2,5%	0%	0%	1%

It is important to note that 56,1% of respondents, who identify themselves as LGBTI+, expressed that the following incidents happened from time to time in a year:

- when people make negative comments against an LGBTI+ person because of his/her/theirs SOGISC.
- when people use LGBTI+ terms in an insulting way against an LGBTI+ person.

This research also aimed to find out who is/are usually the perpetrator/s of the discriminatory incidents students and academic staff have experienced in their academic environment. According to the results, none of the mentioned groups could be named as perpetrators in respondents' academic environment:

- 91,9% of respondents stated that research and permanent staff members are not usually the perpetrators.
- 95,7% of respondents stated that other university staff members are not usually the perpetrators.
- 79,8% of respondents stated that students are not usually the perpetrators.
- 64,5% of respondents were not sure or didn't know.

Although, academic staff, unlike students, is more likely to think, that other university staff members are usually the perpetrators of discriminatory incidents in their academic environment⁷⁸. However, students, unlike academic staff, are more likely to think, that students are usually the perpetrators of discriminatory incidents in their academic environment⁷⁹.

Respondents were asked to mark the area where the incidents they have experienced took place in their academic environments. Results show, that likely never discriminatory incidents (that respondents have experienced) took place in these areas in their academic environments:

- 84,1% of respondents state that university classrooms are never the area of discriminatory incidents.
- 74,2% of respondents state that university halls and yards are never the area of discriminatory incidents.
- 91,9% of respondents state that university cafeteria is never the area of discriminatory incidents.
- 93,9% of respondents state, that the library is never the area of discriminatory incidents
- 92,8% of respondents state that staff board meetings are never the area of discriminatory incidents.
- 87,9% of respondents say that staff board offices are never the area of discriminatory incidents.
- 85,4% of respondents state that online group work is never the area of discriminatory incidents.

It is important to note, that academic staff group, unlike students, is more likely to experience discriminatory incidents in staff board offices⁸⁰. However, respondents from students' group, unlike academic staff, are more likely to experience discriminatory incidents in classrooms⁸¹, cafeteria,⁸² library,⁸³ and during online group work⁸⁴.

To sum up, the majority of respondents 1) have not experienced, heard or witnessed any discriminatory incidents in academic environments; 2) could not name any group of the academic community as perpetrators; 3) think that likely never discriminatory incidents took place in various areas in their academic environments. However, students, unlike academic staff, more often have witnessed or heard various discriminatory incidents that have happened in their academic environment. Also, students, unlike academic staff, think that more often these incidents occur in their academic environments during a twelve-month period.

5. Identified training needs for each group of the academic community

According to the survey data, the experience of participating in training regarding LGBTI+ issues is similar in students' and academic staff groups in Lithuania. 77,3% of respondents from the students' group and 75,7% respondents from the academic staff group have not participated in any training on this topic in the last five years.

Those, who have participated in this kind of training (6,7%), said the topics were on:

- tolerance;
- how to communicate with LGBTI+ people without insults;

78 The Mann-Whitney U test, $p = 0.002$. The mean of students is 1.98 (median – 2, grouped median – 1.98), the mean of staff – 1.92 (median – 2, grouped median – 1.92).

79 The Mann-Whitney U test, $p = 0.005$. The mean of students is 1.76 (median – 2, grouped median – 1.76), the mean of staff – 1.87 (median – 2, grouped median – 1.87).

80 The Mann-Whitney U test, $p = 0.009$. The mean of students is 1.14 (median – 1, grouped median – 1.10), the mean of staff – 1.25 (median – 1, grouped median – 1.18).

81 The Mann-Whitney U test, $p = 0.001$. The mean of students is 1.31 (median – 1, grouped median – 1.22), the mean of staff – 1.15 (median – 1, grouped median – 1.09).

82 The Mann-Whitney U test, $p = 0.002$. The mean of students is 1.17 (median – 1, grouped median – 1.11), the mean of staff – 1.05 (median – 1, grouped median – 1.04).

83 The Mann-Whitney U test, $p = 0.007$. The mean of students is 1.11 (median – 1, grouped median – 1.08), the mean of staff – 1.04 (median – 1, grouped median – 1.03).

84 The Mann-Whitney U test, $p = 0.000$. The mean of students is 1.32 (median – 1, grouped median – 1.21), the mean of staff – 1.06 (median – 1, grouped median – 1.09).

- how to work with LGBTI+ clients and their family members, how to consult them (from the perspectives of psychologists and social workers);
- how to come out;
- LGBTI+ issues, terms, rights, discrimination, important contacts;
- discussion of biological sex and gender;
- prevention and consequences of dissenting comments;
- emotional support for LGBTI+ people;
- gender stereotypes and sexuality education; sexuality education in Waldorf pedagogy;
- “Baltic pride” event;
- Christianity and LGBTI.

15 respondents said these trainings were held at the university and 22 respondents attended training held in their school or in other organizations.

Also, survey results showed, that students (51,8% answered yes or maybe yes) would be more interested in participating in a training for the integration of inclusive practices than the academic staff (31,2% answered yes or maybe yes)⁸⁵. The Table 4 presents students’ and academic staff opinion of which topics would be interesting for them and should be included in the training (they were able to choose more than one topic). According to the results, the majority of the respondents from the students’ group would like to learn about:

- the good practices implemented in other countries (58,6%);
- terminology and general information on SOGISC (53,3%);
- and the ways to integrate inclusive practices in everyday practices (51%).
- The majority of academic staff would like to have the following topics included in the training:
- the good practices implemented in other countries (46,5%);
- terminology and general information on SOGISC (37,6%);
- legal framework (34,2%).

In conclusion, the topics about the good practices implemented in other countries and terminology were the most commonly chosen answers among these two groups. Regarding all these topics, it is important to note that students, more than academic staff, would like to have all these topics included in the training. Except for the legal framework – there is no statistical significance between the opinion of students’ and academic staff groups.

Table 4. Training topics needed according to respondents

<i>Topic</i>	<i>Students who agree on this topic</i>	<i>Academic staff who agrees on this topic</i>
Legal framework	32,5%	34,2%
Terminology and general information on SOGISC ⁸⁶	53,3%	37,6%
National situation of LGBTI+ rights ⁸⁷	47%	27,2%

⁸⁵ The Mann-Whitney U test, $p = 0.00$. The mean of students is 2.81 (median – 2, grouped median - 2.54), the mean of staff - 3.47 (median - 4, grouped median - 3.64).

⁸⁶ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.47 (grouped median – 1.47, median - 1), the mean of staff – 1.62 (grouped median – 1.62, median - 2).

⁸⁷ The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.53 (grouped median – 1.53, median - 2), the mean of staff – 1.73 (grouped median – 1.73, median - 2).

National situation of LGBTI+ discrimination in academic environments ⁸⁸	36,8%	19,8%
Ways to integrate inclusive practices in everyday practices ⁸⁹	51%	32,2%
Teaching strategies to have a more inclusive approach ⁹⁰	39,1%	26,7%
Good practices implemented in other countries ⁹¹	58,6%	46,5%
Psychological effects of SOGISC-based LGBTI+ discrimination ⁹²	45,9%	19,8%
The various forms of discrimination of LGBTI+ based on SOGISC ⁹³	34%	17,8%

Respondents of the survey were also asked to name other topics that would be interesting and useful for them. According to the respondents, the following topics could be included in the training:

- explanation of LGBTI+ and other basic terms;
- training as a discussion without judgement between different groups;
- how to get integrated into the society, how to feel equal (for LGBTI+ people);
- differences and similarities of a human – how transgendered individual is special;
- self-development and self-awareness, self-esteem, dignity;
- sexual education programs and questions;
- how to create a supportive and safe learning environment for LGBTI+ students and academic staff;
- systemic myth demolition about LGBTI+ community;
- LGBTI+ as a sensitive social group;
- how to change the negative attitude towards LGBTI+, what psychological, managerial measures to apply in order to reduce the number of homophobic individuals in the scientific/work environment;
- what is intolerance, hate speech and discrimination, what are the reasons, and how to reduce it;
- experiences from LGBTI+ people about their issues and struggles;
- tolerance, respect and acceptance of each other;
- how LGBTI+ is different from zoophilia, pedophilia, necrophilia;
- tolerant Christian approach to homosexuality;
- scientific, psychological, philosophical approach to homosexuality;
- analysis of human rights and common good concepts.

88 The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.63 (grouped median – 1.63, median - 2), the mean of staff – 1.80 (grouped median – 1.80, median - 2).

89 The Mann-Whitney U test, $p = 0.000$. The mean of students is 1.49 (grouped median – 1.49, median - 1), the mean of staff – 1.68 (grouped median – 1.68, median - 2).

90 The Mann-Whitney U test, $p = 0.003$. The mean of students is 1.61 (grouped median – 1.61, median - 2), the mean of staff – 1.73 (grouped median – 1.73, median - 2).

91 The Mann-Whitney U test, $p = 0.006$. The mean of students is 1.41 (grouped median – 1.41, median - 1), the mean of staff – 1.53 (grouped median – 1.53, median - 2).

92 The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.54 (grouped median – 1.54, median - 2), the mean of staff – 1.80 (grouped median – 1.80, median - 2).

93 The Mann-Whitney U test, $p = 0.00$. The mean of students is 1.66 (grouped median – 1.66, median - 2), the mean of staff – 1.82 (grouped median – 1.82, median - 2).

To sum up, survey respondents would be interested to learn about basic LGBTI+ terms and to hear various suggestions, tools, methods, which could help to create a tolerant, supportive and safe learning environment for everyone.

Although, there were many answers, which expressed a negative approach against training on LGBTI+ topics. Respondents believe:

- that there is no need for this kind of training;
- that LGBTI+ community is against nature and should be treated as a disease;
- and that there are no crucial issues regarding LGBTI+ in academic environments – researchers waste their time analysing it and that there are other topics, which are more important.

Therefore, these suggestions from survey respondents, who are a part of the academic community, raise many questions about Lithuania's academic community openness and acceptance to diversity and especially LGBTI+ students and staff members.

PART C: GENERAL CONCLUSIONS

The aim of this desk and empirical research was to analyse the occurrence of discriminatory incidents and behaviour based on SOGISC against LGBTI+ individuals in Lithuania's academic environment. Also, this research aimed to comprehend the visibility of LGBTI+ individuals, their human rights, and the challenges they face in Lithuania's academic environment.

As the desk research results show, there are not many reported incidents based on SO in the Lithuanian academic environment⁹⁴. Also, there are no comprehensive statistics regarding the situation of LGBTI+ individuals in the academic environment of Lithuania. Presumably, the true scope of the incidents is unknown.

According to the Eurobarometer data, results of the Fundamental Rights Agency (FRA) survey and also Lithuanian Gay League's statistics, Lithuania lacks tolerance for LGBTI+ individuals: negative reaction, intolerance, discriminatory incidents, and hate speech towards LGBTI+ individuals prevail in Lithuania's society⁹⁵.

Analysis of documents, which monitors the rights of LGBTI+ people in Lithuania, has shown that the discrimination grounded by sexual orientation is discussed, but the definitions of gender identity and sex characteristics are not mentioned⁹⁶.

A similar situation could be found in Lithuanian policies. The Law on Education⁹⁷ and the Health and sexuality and family life education programme⁹⁸ do not concern higher education. It is important to note, that one of the main legal instruments concerning principles of non-discrimination, including higher education institutions, is the Article 6 of the Law on Equal Treatment⁹⁹. Still, the law does not address discrimination on grounds of GI and SC in the educational system in Lithuania despite the efforts by CSOs to amend the law. It can be noted, that policies in Lithuania lack specificity regarding the discrimination on the grounds of SOGIC in the higher education system.

Also, in terms of the academic regulations and policies, the majority of the Lithuanian universities have placed in their ethical codes or guidelines a definition of a discrimination from the Law on Equal Treatment which prohibits discrimination based on sexual orientation. Only Vilnius University has adopted its own strategy, has guidelines for gender-sensitive language and the University LGBTI+ Group, the first and only organization in Lithuania which unites LGBT+ students, staff, alumni, and their supporters.

The online survey results showed that the majority of respondents believe there are very few discriminatory attitudes or behaviours based on SOGISC in the academic environment. Also, the majority of respondents have not experienced, witnessed or heard any discriminatory incidents in academic environments. When measuring differences, we could state that students, unlike academic staff, 1) think that some behaviours based on SOGISC

⁹⁴ Vilnius University (2021) Monitoring of Diversity and Equal Opportunities in Vilnius University, 2020 (accessed 18.05.2021); Vilnius University (2019) The Analysis of Diversity and Equal Opportunities in Vilnius University, 2018–2019, available online: https://www.vu.lt/site_files/Apie_VU/Ivairoves_ir_lygiu_galimybiu_Vilniaus_universitete_2018-2019_m._analize.pdf (accessed 17.03.2021);

⁹⁵ Eurobarometer (2019) Special Eurobarometer 493. Discrimination in the European Union, available online: <https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/special/surveyky/2251> (accessed 18.03.2021); Fundamental Rights Agency (FRA) (2014) European Union lesbian, gay, bisexual and transgender survey, available at: https://fra.europa.eu/sites/default/files/fra-eu-lgbt-survey-main-results_tk3113640enc_1.pdf (accessed 18.03.2021);

⁹⁶ Seimas of the Republic of Lithuania (2000), Law on the Approval and Entry into force of the Criminal Code, 26 September 2000, no. VIII-1986, available at: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/28b18041843311e89188e16a6495e98c?jfwid=-g0zrz3g06> (accessed 17.03.2021)

⁹⁷ Lietuvos Respublikos Aukščiausioji Taryba - Atkuriamasis Seimas (1991) Law on Education, 25 June 1991, no. I-1489, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480/asr> (accessed 18.03.2021);

⁹⁸ Minister of Education, Science and Sports (2016) Order on the Approval of 16. The Health and sexuality and family life education programme, 25 October 2016, no. V-941, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/285853b09aee11e-68adcda1bb2f432d1?jfwid=-wd7z8q07r> (accessed 18.03.2021);

⁹⁹ Seimas of the Republic of Lithuania (2003) Law on Equal Treatment, 18 November 2003, no. IX-1826, available online: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.222522> (accessed 18.03.2021);

happen more often; 2) more often have witnessed or heard some discriminatory incidents; 3) think that more often some incidents occur in their academic environments during a twelve-month period.

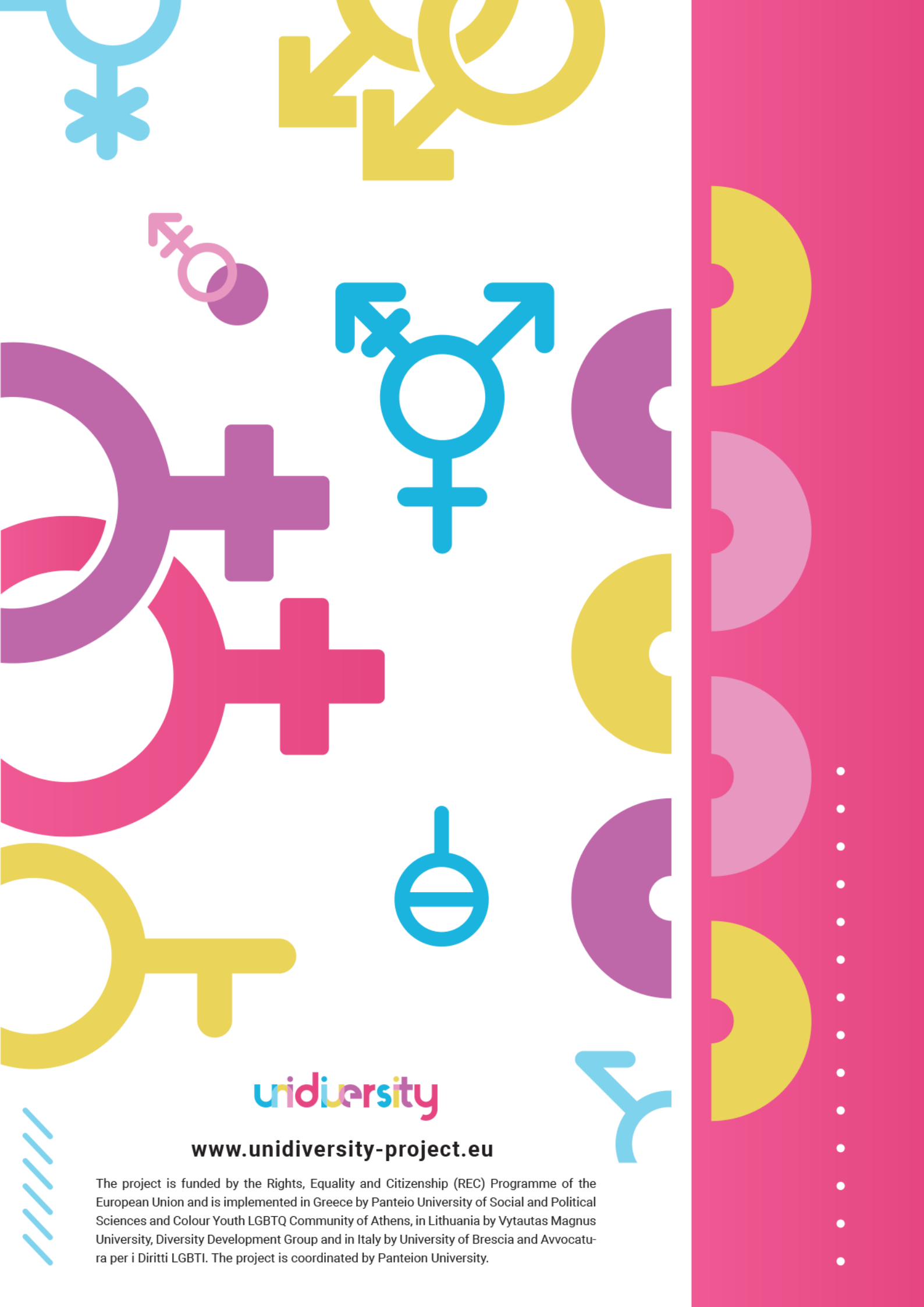
Also, it could be stated that respondents of this survey are more likely to think that LGBTI+ people are generally accepted and their rights are promoted in academic environments. The majority of respondents think that there are openly LGBTI+ students and academic staff members. However, the majority of respondents don't know any open LGBTI+ individuals in their academic environments. By studying these results, it could be concluded that respondents think that LGBTI+ rights are generally accepted and promoted, but at the same time respondents expressed that they don't know many LGBTI+ people in their academic surroundings.

The other important aspect is how different universities promote LGBTI+ rights and tolerance towards diversity. As desk research showed, different universities have included discrimination on the ground of sexual orientation, but the additional actions towards diversity are not visible. As the majority of respondents also expressed, there are no classes where LGBTI+ issues are discussed and any actions focused on LGBTI+ issues have taken place in their academic environment during the past year.

According to the results, the majority of respondents would be interested to learn about basic LGBTI+ terms and to hear various suggestions, tools, methods, which could help to create a tolerant, supportive, and learning environment safe for everyone. Although, as pointed before, there were many answers, which expressed a negative view on training and on LGBTI+ in general.

To sum up, the LGBTI+ topic in Lithuania is still very sensitive and usually creates a lot of tensions among different groups in society. It could be the reason why there is a small number of discriminatory incidents reported. As desk research showed, some specific Lithuania's legal policies present discrimination grounded on sexual orientation (not on gender identity and sex characteristics), also Lithuanian universities incorporate this type of discrimination in their ethic guidelines. However, it could be stated, that there is still a gap in monitoring discrimination based on SOGIC in Lithuania's academic environment and a general lack of good practices in creating a tolerant environment for LGBTI+ individuals.

The results of desk and empirical research raise further discussions and questions about the openness of the Lithuanian academic community to LGBTI+ issues and about the safety of being openly LGBTI+ individual in academic environment.



university

www.university-project.eu

The project is funded by the Rights, Equality and Citizenship (REC) Programme of the European Union and is implemented in Greece by Panteio University of Social and Political Sciences and Colour Youth LGBTQ Community of Athens, in Lithuania by Vytautas Magnus University, Diversity Development Group and in Italy by University of Brescia and Avvocatura per i Diritti LGBTI. The project is coordinated by Panteion University.