



Daphne III – LOG IN: Laboratories on Gender Violence in New Media

LOCAL REPORT ON PILOT ACTIONS

TEMPLATE

By the Mediterranean Institute of Gender Studies

The Report on Pilot Actions, elaborated by MIGS using the local reports produced by each LOG IN pilot city, **aims to serve** as a descriptive report of the quantitative and qualitative impact of the implementation of the training sessions planned for the period October 2014 - March 2014. The synthesis of the local reports of the pilot actions, aims to serve as a description of the methodology of implementation of the pilot actions in the 4 pilot cities, focused on the numbers, the timetable, the differences and similarities among the local experiences.

Organization: Women's issues information center (WIIC)
Country: Lithuania
Description of the implementation of the pilot actions- the local experience
Pilot Action 1 Training Addressed to Adolescents
1. Schools and Participants
A. Total number of schools that participated: 11 schools and 1 foster care center. There is one training planned in children summer camp (estimated number of students – 30). Estimated date 8 th of July.
B. Number of urban schools that participated: 11 schools and 1 foster care center
C. Number of rural schools that participated: what can be defined as rural? Basically in only 1 school was from capital city in Vilnius others were in smaller cities of Lithuania.
D. Number of young people that participated in the face-to-face trainings/workshops: 284
E. Number of female students that participated: 158
F. Number of male students that participated: 126
G. Number of training sessions carried out: 36
H. Briefly describe the timetable and duration of the training sessions: In 11 schools and 1 foster care center 36 sessions were carried out by three lecturers. Themes were broke down to V sessions, each lecturer in one establishment had 4 acad. Hour long training so in total 12 acad. hour training (V sessions) in total in one school. Trainings started at February and ended in schools at beginning on June. WIIC will do one more training for youth at youth summer camp at 8 th of July. All results were presented in the final event, more than 200 students participated. http://lygus.lt/login/log-in-saugumas-man-patinka-baigiamasis-renginys-jaunimui/ http://www.krsc.lt/index.php?option=com_content&view=article&id=140:jaunimas-mokosi-buti-saugesniems-elektronineje-erdveje&catid=78&Itemid=860

<https://plus.google.com/photos/+Krsclt/albums/6018031075427592625>

I. Please describe the thematic areas covered in each training session:

No	Session	Themes covered	Duration	Lecturer
I - II	Gender based violence and discrimination among youngsters: myths and reality	VAW definition, types of VAW, gender stereotypes, how stereotypes effect aggressive behaviour. Gender equality effect on women in media, gender pay gap, women in science and politics, healthy images of women.	3-4 acad.hours	Rugile Butkevičiūtė
III - IV	Communication in media. Violence and bullying in social media	Different media channels, social media channels and how to be active and safe in them, how to safely administrate your Facebook profile, dangers of social media, difference between gender based violence in school and via internet	3-4 acad.hours	Kamile Butkevičiūtė
V	Gender based violence: analysis of situation, how to prevent bullying in schools	Discussion what is friendship in internet space how is it different from reality, what rules we could/should apply, what type of violence exist in the internet, assault and bullying in the internet how to react? How bullies feel.	3-4 acad.hours	Linas Slušnys

2. Peer education sessions

2.1. Face-to-Face peer education

- A. Describe the type of peer education activities implemented in your country (please include as many quantitative data as possible):
- Because of experience with youth training in past projects WIIC chose to do peer education online. But after youth training in Klaipeda city WIIC found some young enthusiastic trainers who wanted to become peer educators. So trainers spend some extra time in order to prepare young lecturers: gave them their material as source of information, talked about fares and how to manage a group, how to act if there are some aggressive teenagers, how to make session interesting. Then peer educators had one week of preparation after which they conducted peer trainings. All in all during May peer educators manage to train 307 peers. Each session lasted 3 lessons (1 lesson = 45 min.). Themes covered during peer sessions:
- I lesson: gender based violence and discrimination among youngsters: myths and

<p>reality;</p> <ul style="list-style-type: none"> - II lesson: how to safely administrate your Facebook profile, dangers of social media; - III lesson: difference between gender based violence in school and via internet. <p>The most popular theme according to peer educators was bullying on social networks and how to be safe on Facebook.</p> <p>After implementation of the trainings peer educators felt empowered and happy that they dared to be courageous and provide these trainings for so many people.</p> <p>Results of peer education was presented in the final youth event by peer educators for more than 200 participants: https://plus.google.com/photos/+Krsclt/albums/6018031075427592625</p>
<p>B. Please indicate the number of peer education session(s)/workshop(s) that took place: 14</p>
<p>C. Please indicate the duration (academic hours) of each session/workshop: 3 lessons (135 minutes)</p>
<p>D. Number of peer educators (in total): 6</p>
<p>E. Number of peer educators (How many female?, How many male?): 4 female, 2 men</p>
<p>F. Number of students reached through face-to-face peer education sessions (How many female?, How many male?): 151 female, 156 male.</p>
<p>2.2. Online peer education</p>
<p>A. Please describe the online peer education as implemented in your country (please include as many quantitative information as possible):</p> <p>Peer education online was implemented by creating national project Facebook page called “ I like safety” https://www.facebook.com/saugumaspatina.lt?fref=ts</p> <p>In this page WIIC is administrator, currently page is administrated by one of lecturers of youth trainings Rugile Butkeviciute. Participants of the trainings also are encouraged to post material and thoughts about GBV in new media. Main themes are the same as in youth trainings sessions (table of question I). WIIC LOG IN Facebook page at the moment has 1797 fans, so every post is seen by 1797 youngsters age 14 – 18, that is target group of the project.</p> <p>Fan engagement activities:</p> <ul style="list-style-type: none"> - Videos and social commercials about GBV and bullying in social networks - Fun brief tips how to be safe on Facebook and in the internet - Competitions (slogan competition, most recent competition is give us an example “How your school” is dealing with bullying”). WIIC advised social media experts in creating this peer education platform and found out that youth can be best engaged during online competitions, so every other month we come up with a prize and give it away for some good experience sharing. - Powerful photos; - Good articles about bullying that are raising discussion among teenagers (for example article about envious boyfriend creating Facebook page just to bully his ex – girlfriend who is now dating other boy and other powerful stories that are obvious case of GBV or bullying online.

- B. Briefly describe the works/outputs produced by the youths and the debates developed through the FB page.
 Youth are usually debating and arguing if there is some kind of controversial article of competition that most of them would like to win. Recently we had good discussion in competition “How you fight bullying” in your school.

2.3. Local Methodology

- A. Considering that we defined a common methodology, was the methodology implemented without any adaptations? If not, what kinds of adjustments in the methodology were necessary to fit the local context?
 At the beginning WIIC had several meeting discussing on methodology with gender equality experts, social media experts and children psychologist. After WIIC had informal conversations with several school administration and students and was advised that teachers and youth are in need of methodology that they could take and use immediately in lessons. That is why WIIC decided to design structure of session accordingly: brief (1 – 2 pages description of the theme of the session for example GBV (definition, types, why important and etc.), then followed by program provided by methodology adapted to local context (added more themes of GBV and safety in social media). After program of the session came detail explanation of each item in the program: what is the duration of subtheme, what themes are covered, what exercise’s are implemented and what material do teacher of peer educator needs in order to provided the methodology. Some exercises were taken from methodology of previous EC DAPHNE project “Youth4Youth” http://www.medinstgenderstudies.org/wp-content/uploads/ManualY4Y_LT.pdf
 So we adapted the methodology adding more information on safe behaviuos on social networks and internet and more detail description of the session. Each session methodology was adapted by GBV expert and expert on children psychology. Also we added description of digital stories creation training called “Cretive workshop: creation of social commertial”.
 WIIC added 26 pages to the provided methodology.
- B. All workshops were developed in the same way? If not, which are the more significant differences you can underline?
 Workshops in session I and IV were developed using the same structure and methodology: presentation, many practical activities and assignments. In session III and IV many information was added on safe behavior on Facebook (as it is No. 1 social network in Lithuania). Session V was done by child psychiatrist Linas Slušnys that implemened way of working in groups and discussing, he as well did some bullying prevention in groups while spotted bullying during sessions, after sessions he taled to class teacher and gave advise how to stop bullying in classroom.
 Most significant difference which must be underline was creative workshop: movie creation.
 WIIC did this creative worshop in Klaipeda’s city. 14 most active students participated. Trainings were done on the basis of DIGITAL STORYTELLING METHODOLOGY (methodology guide: http://www.digem.eu/images/guide/01_Methodology_en.pdf ; technical guide: http://www.digem.eu/images/guide/04_Technical_guide_en.pdf) adopted by two trainers in LOG IN who are also qualified as digital storytelling trainers.
 Description:
 - During the trainings lecturers spotted students that wanted to be peer educators or were

<p>very dedicated and enthusiastic and invited them to participate in 1 day 8 acad. hour training and created digital story against bullying and GBV in school or via internet.</p> <ul style="list-style-type: none"> - Students have to give motivation and register for trainings, WIIC elected 14 most active and motivated students and gave homework to create script for digital story about bullying and GBV as well as collect photos videos and other things necessary for the production of movie. - Trainers implanted workshop during which 4 videos was created. Students learned not only how to right script but also how to make good photos , film and how to actually edit the movie, this session was described as the best of all workshops because students with the help of trainers can create movies against bullying that could be shown in schools or shared on social networks. - 4 movies that were created were posted on LOG IN Facebook page as well as in the national LOG IN project page. <p>http://lygus.lt/login/paskutiniame-log-in-renginyje-buvo-sukurti-4-filmukai/</p>
<p>C. Which topics better encouraged the debate among the participants?</p> <ul style="list-style-type: none"> Bullying and GBV in Facebook How to manage your safety settings on Facebook What to post and what not to post on Facebook Gender stereotypes How to react if someone is being bullied How to trust teachers and parents in helping fight bullying (most students said that the last person they would go if being bullied is teacher that was very worrying for trainers).
<p>Pilot Action 2 Training Addressed to Adults</p>
<p>1. Parents' Training</p>
<p>A. Number of parents that participated: unknown</p> <p>WIIC planned to organize parents training in several schools, made nice presentation inviting parents, school administration and teachers said that it would be very useful to involve parents, unfortunately risks that WIIC recognized came true. Very few parents come to parents meetings in school, unless their child has some kind of problem, if not they are too busy and do not want to come. So WIIC although tried to do it in several urban schools we did not succeed as it is one of the hardest target group to reached.</p> <p>Parents did not come nevertheless WIIC was prepared to to trainings after work hours. It's important to stress that some teachers and youth educators were parents too, but we did not know the exact number.</p>
<p>B. Number of women that participated: unknown</p>
<p>C. Number of men that participated: unknown</p>
<p>D. Briefly describe the parents training sessions as implemented in your country (please include as many quantitative information as possible, such as duration/timetable, thematic areas covered etc):</p>

E. Which topics better encouraged the debate among the participants?

2. Teachers' Training

A. Number of teachers/educators that participated: 62 (face to face training in classrooms); 194 participated in national level LOG IN conference "Good school; myth of reality" on GBV and bullying in schools and via internet; 183 were engaged during webinars.
Total number: 439 adults.

B. Number of women that participated: 399

C. Number of men that participated: 40
In Lithuania there are more teachers women than men, usually because teachers are not paid very well, nevertheless heads of schools and education institutions are mostly men, also men tend not to want to participate in gender equality or GBV sessions because they think those are subjects more targeted at women, and despite long talks with school administration men still unfortunately do not want to come. This is worrying for WIIC staff and we are trying to change this attitude.

D. Briefly describe the teachers' training sessions as implemented in your country (please include as many quantitative information as possible, such as duration/timetable, thematic areas covered etc):

No	Session	Themes covered	Duration	Lecturer
I - II	Gender based violence and discrimination among youngsters: myths and reality	VAW definition, types of VAW, gender stereotypes, how stereotypes effect aggressive behaviour. Gender equality effect on women in media, gender pay gap, women in science and politics, healthy images of women. GBV prevention in your classroom and school.	2 acad.hours	Rugile Butkevičiūtė
III - IV	Communication in media. Violence and bullying in social media	Different media channels, social media channels and how to be active and safe in them, how to safely administrate your Facebook profile, dangers of social media, difference between gender based violence in school and via internet. How teacher should react to online bullying, what students do on Facebook.	2 acad.hours	Kamile Butkevičiūtė

V	Gender based violence: analysis of situation, how to prevent bullying in schools	Discussion what is friendship in internet space how is it different from reality, what rules we could/should apply, what type of violence exist in the internet, assault and bullying in the internet how to react? How bullies feel. How can teacher react in the act of GBV and bullying. How to get confidence of your students in confidently taclink bullying in your class and school	2 acad.hours	Linus Slušnys
<p>Seminars for adults were broken into several methods: trainings in schools, conference and webinars.</p> <ul style="list-style-type: none"> - <i>Trainings for teachers in smaller groups in schools</i> : themes for adults were broke down to V sessions, each lecturer in one establishment had 2 acad. hour long training so in total 6 acad. hour training (V sessions) in total. Trainings started at February and ended in schools at beginning on June. - <i>Conference for adults</i>: themes of V sessions were covered in smaller groups in the sessions in the conference 9each session 6 acad.hours), 2 acad. hours joined discussion with all participants.Total duration of conference: 8 academic hous. http://lygus.lt/login/log-in-konferencija-gera-mokykla-mitas-ar-realybe/ - <i>Webinars for teachers</i>. Themes for adults were broke down to V sessions, each lecturer had 3 acad. hour long training so in total 6 acad. hour training (V sessions) in total, two lecturers. https://ac.liedm.net/p1ec1xukdpw/ 				
<p>E. Which topics better encouraged the debate among the participants? Gender stereotypes GBV Bullying in classroom how teacher should react.</p>				
<p>3. Local Methodology</p>				
<p>D. Considering that we defined a common methodology, was the methodology implemented without any adaptations? If not, what kinds of adjustments in the methodology were necessary to fit the local context? WIIC included more information about social networks and added more detail description of activities, but those changes were not big.</p>				
<p>E. All workshops were developed in the same way? If not, which are the more significant differences you can underline? WIIC applied several innovative measures in order to attract attention of adults.</p> <ul style="list-style-type: none"> - Interactive national conference, 194 participants from different schools in Lithuania broken down to smaller groups according to the theme they chosen: GBV, bullying in schools, social networks, GBV free school and etc. After working groups all participants were given joined 				



lecturer on LOG IN project themes. Duration 8 acad.hours. <http://lygus.lt/login/log-in-konferencija-gera-mokykla-mitas-ar-realybe/>

- Webinars for teachers, innovative method applied by one very active Klaipeda district education center in Gargzdai city <http://www.krsc.lt/> . They created online platform for webinars and teacher all over Lithuania can registered and participate in the webinars. So WIIC made e- questionnaires instead of printed ones, tried the platform and manage to do 6 acad. hour trainings for teachers. <https://ac.liedm.net/p1ec1xukdpw/>
This form is very attractive to adults because they can watch webinar from their home after working hours. It is also useful, because it was recorded and links were send to schools so more adults can learn from it.

Please send your local reports completed at christina@medinstgenderstudies.org by May 31st, 2014.