

# **YOUTH4YOUTH TRAINING REPORT**

**Lithuania**

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## **1. Introduction to Youth 4 Youth Programme**

### **1.1. Programme Objectives**

#### **Programme aims**

The main aim of the project is to contribute to the prevention and combating of gender-based violence affecting young people through awareness-raising and empowerment using a gender equality and rights based perspective.

#### **Programme objectives**

- To investigate and explore young people's attitudes towards gender-based violence (GBV) and the links between gender-stereotypes and GBV ;
- To raise awareness among young people on issues relating to gender stereotyping and gender-based violence;
- Empower young people to resist gender-based violence and develop attitudes of self-respect and self-value;
- Promote healthy relationship models via the development of critical thinking among young people towards important actors of youth gender socialization, particularly electronic and other media;
- Promote the active involvement of young people in the development of a safe and protective environment for themselves and their peers;
- Promote the role of schools and other formal and non-formal education centers in the prevention gender-based violence among young people and in the promotion of relationships based on tolerance, respect and equality;

## 2. Training Programme Structure

### 2.1. Set up and School Selection

#### **Preparation for the trainings:**

- *Consent from Lithuanian Ministry of education.* Formal letter presenting Youth4Yoth Programme was developed (Programme aims, objectives, activities and desirable outcomes presented) in order to get the consent to implement this Programme in schools in Vilnius.

- *Consent from school administration.* Letters presenting Youth4Yoth Programme was developed (Programme aims, objectives, activities and desirable outcomes presented) in order to see which schools would be interested in participating in the Programme. Not all selected schools expressed their interest to participate in the Programme due to several reasons: 1. They are already participating in numerous national or EU projects. 2. Had a lot of job and no free students due to exams (preparation for final exams for the last year students and exams of 10 grade students). Despite aforementioned reasons majority of schools thought this research and trainings is interesting. After getting the consent of school administration meetings with its members were arranged and schedule of doing the research and trainings for students were developed.

- *Parent consent forms was not used (administrations of schools explained that it is not necessary, especially for students that were 16 and 17 years old)*

- *Co – operation with social educators or teachers.*

#### **Selection of schools:**

First of all criteria for selecting the schools were developed:

- *School in capital city Vilnius.* WIIC chose to implement this Programme in capital city due to several reasons: 1. Vilnius has over 500 thousand inhabitants with various backgrounds and more diverse than in other cities of Lithuania. 2. There was not enough money for funding of constant travel to other cities that would be needed for implementation of Programme (fuel compensation and etc.)

- *Bigger schools and gymnasiums in Vilnius* in order to have more students participating in the Programme.

- For implementation of trainings 3 schools with a great variety of different students from different backgrounds in the capital city Vilnius were selected:

- Place of the research: 2 high schools and 1 young journalists club.

- Number of participants: 141 students.

- Age of the respondents: 15 – 17

## 2.2. Target Group and Participation

Students from 15 to 17 years old participated in the training Programme. Total – 141 participants (representation of gender: almost 50 % female and 50 %). Participants were selected from 2 schools and 1 gymnasium in which research was implemented. Participants were selected according to their interest in the subject and motivation to participate in the trainings. Also small group of participants (around 20 participants) were included from young journalist club (after school activity in youth center attended by students of 14 – 17 years old from different schools in Vilnius).

## 2.3. Training Methodology

In order to make training Programme as interactive for young people as possible trainings were named „Leaders of the future“. To assure great interest in the Programme all the theoretical material used in training sessions was combined with practical examples, interactive games and discussions were added. During the practical workshops young people connect more with the material that is given and are able to really reflect on the information.

### Structure of the training Programme „Leaders of the future“:

#### **I session „Sign of equality“**

Gender inequality is one of the reasons of violence in romantic relationship. Main goal of this session is to reveal and outline the problem on gender based discrimination in nowadays society, as well as to investigate reasons for this kind of discrimination and ways to abolish it.

In the theoretical part of the trainings facilitators introduced gender roles created by the society, definitions of biological and sociological sexes (sex and gender). Facilitators revealed connection between discrimination based on gender and violence in a romantic relationship by using practical exercises and examples. Two exercises were used: Gender in a box and target shooting, these exercises were adapted to meet needs of Lithuanian schools.

#### **II. Session and session III „What factors form our opinion about gender equality “and „Gender based violence“**

In this session facilitators presented forms of gender stereotypes as well as the GBV in romantic relationship. Main objective of this session – form critical point of view of youth towards GBV in romantic relationship, encourage them to fight against GBV and help to prevent it in their surroundings.

#### IV session and session V

Future peer trainers were recruited. Facilitators provided knowledge and necessary skills for implementation of peer trainings. Main objective of this session was to empower and encourage youngsters to be a part of school community, implement future trainings on GBV and violence in relationship themes to their peers.

During peer trainings youth implemented awareness raising activities and provided deeper knowledge about gender stereotypes, GBV to their peers. Youth also implemented key study with and together with their peers discussed about possible solutions. Facilitator's evaluated work of peer trainers, advised them how to improve their training process and encouraged them to carry on the work they have done.

#### Art activity,, Together we create“

Young people that actively participated in the training Programme had an ability to create social commercial for their school that would help to prevent GBV. Main objective of this session is to create social commercial.

#### 2.4. Outline of Training Sessions

‘Core’ activities provide the basic knowledge and understanding of the specific subject addressed in each Session. ‘Follow-up’ activities are designed not only to increase awareness, but also to motivate and empower young people to be active agents against the perpetration of gender-based violence and discrimination.

<b>Session 1</b>	<b>General theme of Activity</b>	<b>Activity Name</b>	<b>Time</b>
<b>Sign of equality</b>	Differences between gender and sex	<b>Gender and sex</b>	20 min
	Gender norms	<b>Gender in a Box and „Marsians“</b>	30 min
	Gender norms	<b>Target Shooting</b>	30 min

<b>Session 2. And Session 3  GBV in school environment</b>	<b>General theme of Activity</b>	<b>Activity</b>	<b>Time</b>
	Types of gender-based violence	<b>Types of Gender-based Violence</b>	30 min
	GBV in the school environment	<b>Scenarios of GBV in School</b>	30 min
	Myths and realities about GBV, GBV in romantic relationships	<b>Myths and realities about GBV, Role-play</b>	35 min
	Empowerment activity	<b>School Rules</b>	15 min

<b>Session 4  Training for trainers</b>	<b>General theme of Activity</b>	<b>Activity</b>	<b>Time</b>
	Introduction to peer education	<b>What is peer education and why is it effective</b>	20 min
	Qualities and skills of a peer educator	<b>Qualities and skills of peer educators</b>	20 min
	Group facilitation skills	<b>Peer educators in action- role-play</b>	30 min
	Peer educators training plan	<b>Planning and practicing a Peer Education Session</b>	1 hour +consultations

<b>Session 5  Peer education</b>	<b>General theme of Activity</b>	<b>Activity</b>	<b>Time</b>
	Introduction	<b>Short introduction about the training</b>	5 min
	Gender norms	<b>Introduction, Gender in a Box</b>	35 min
	GBV in the school environment	<b>Introduction Scenario of GBV in School</b>	40 min

	<b>General theme of Activity</b>	<b>Activity</b>	<b>Time</b>
<b>“Together we care”</b>	Students create artwork to communicate Youth4Youth Programme messages to their community	<b>Social advertisements creation</b>	50min.
	Artwork is showcased (either permanently or as a one-off exhibition)	<b>Exhibition</b>	15min

## **2.5. Facilitators' required knowledge and skills**

Facilitators of training sessions were WIIC staff that has expertise in the area of all forms of gender based violence (GBV) as well as gender equality issues. Facilitators gain their expertise and become sensitive to the subject while implementing different national and international projects aimed at combating gender based violence and working with victims of GBV. Facilitators are experienced trainers that had provided various trainings for different target groups.

Facilitators of youth4youth trainings must have these knowledge's:

- Expertise in GBV area;
- Expertise in gender equality ;
- Experience in working with youth or deep understanding about needs of target group;
- Experience in informal learning area, understanding about principles of informal learning;

### **2.5.1. Dealing with disclosures of violence or abuse**

Facilitators have expertise in implementing trainings about GBV for different target groups so they are trained to reveal this theme (to destroy myths about GBV, to reveal what contains GBV and etc.). During the trainings facilitators noticed that despite of the young age of participants basic myths about GBV still exist among young people in romantic relationships that is why disclosure of violence or abuse during the trainings is the main key to successful implementation of trainings.

How to best disclose violence or abuse:

- Ask questions what in participants opinion constitutes GBV
- Make examples of different situations of GBV and see if participants identify these situations as examples of GBV. Why/why not. (It is advised to use real life situations that would be close to youth).

### **2.5.2. Supporting Young People with Experience of Gender Based Violence**

In order to support young people with experience of gender based violence these basic topics addressing GBV were introduced during training sessions.

- Basic knowledge of GBV;
- How to recognize GBV in different environments;
- How to deal with GBV cases;
- Were to report GBV cases, basic knowledge about institutions dealing with GBV and services that they provide.

### **3. Reflections on the Training Sessions**

#### **3.1. Session 1**

##### **3.1.1. Session Objectives and Key Messages**

During the first session facilitators, using the training manual had main goal to clearly state the difference between biological sex and the social construction of gender. In order to achieve this goal these measures were taken:

- Presentation and discussions on gender norms and stereotypes that are created and enforced by society, as well as the media (TV, social media, journals);
- Discuss on what it means to be a boy and a girl as well as negative effects of stereotypes and how these stereotypes limit the choices of men and women;
- Create an understanding of how the enforcement of gender norms contributes to gender-based violence.

During first session students explore what impact gender stereotypes have on their own lives. Students acknowledge that no matter how much pressure they are under to conform, they and their peers have the right to ‘live outside the box’ without fear of violence or abuse.

##### **3.1.2. Students’ Participation and Key learning’s**

During the session different training methods were used and combined:

1. Theoretical material prepared by famous sociologists.
2. Presentation on the outcomes of Youth4Youth projects qualitative and quantitative research results.

3. Teaching through social commercials.
4. Applying practical exercises (e.g. practical exercise „Marsians“).

**1) Theoretical material** – students were provided with gender roles examples in real life, definition of biological and sociological sex. Theoretical material is combined with statistical data. Theoretical material were presented in colourful presentations, students were encouraged to engage into discussion while listening to the presentations and express their opinion. Discussion forms used in trainings:

1. *Questions-answers* – facilitators while doing presentation pass questions about gender equality to participants in order to find their attitude towards this question.

2. *Agree – Disagree*. Facilitators provided participants statements about gender equality and participants must chose weather they disagree or agree with the statement, they also have to express their arguments.

3. *Simulation of different situations* – Facilitators provides participants with different situations that embrace inequality of possibilities of men and women. Participants are asked to name the main reason for inequality, consequence of it.

In this session the most important task of the facilitators is for young people to get to know theoretical side of the problem.

**2) Presentation on the outcomes of Youth4Youth projects qualitative and quantitative research results.**

During the presentation of the research several things were outlined: that young people’s attitudes towards what is appropriate behaviour for men and women shifted significant in comparison with older generation, although some young people are still thinking stereotypically. Despite the fact that most young people during 1st session claimed that their peers are very tolerant and do not discriminate based on gender, the results of the research showed clearly that this kind of discrimination is still a common thing between youth. Presentation of the results encouraged discussion after which young people expressed wish to somehow battle discrimination in their surroundings.

Formats for discussions used:

1. *True stories* – facilitators provide the audience with one or several true stories connected with violence in teenagers’ relationships and then participants are discussing around them.

2. *Share* – this format of the discussion is based on stories of participants and analysis of them. This format can be used if some stories are shared voluntarily, no pressure can be used.

3) **Social commercials and educational short video materials** are essential elements that helped to gain attention of students throughout the whole training sessions. Different TV commercials helped to show young people differences between sociological and biological sex as well as gender stereotypes in media and their effects on society view to men and women. Different forms of social commercial were used: posters, short movies, national and international social commercials. (E.g. gender differences.<sup>1</sup> This method also helped to prepare students for the 5th session – art activity, where they chose to create social commercials for their peers and school community.

4) **Practical exercise – „ Marsians** “aimed at revealing youth attitude towards social roles and stereotypes. Several groups of 4 – 8 students in each group were participating in the exercise.

Formulating the task „ *Imagine that Marsian had landed in the planet earth. They explore the planet and see two kinds of people living they are called men and women. Marsians see they are different but are not sure how. Your task today using different tools provided by facilitators (pens, pencils, journals, cizors, glue, sticky notes) explain to marsians differences between men and women* “.

*Time to do the exercise – 20 minutes.*

*After this time all members or one member of each team presents their view on differences between men and women. These differences are represented in colourful posters that they create. After presentation participants are asked to think weather they put men and women in some kind of gender frame, if yes, in what way it is limiting their possibilities in different area (family, work, social life and etc.).Discussion ends in presentation of another training module „Violence in a relationship* “.

Results of the training module:

- 1) Youth understood and identified differences between social and biological sexes, understood how gender stereotypes are formed in our society.
- 2) Youth recognizes problem of gender based discrimination.
- 3) Youth recognizes negative impact of gender stereotypes and gender based discrimination to society, behaviors and choices of women and men.

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<sup>1</sup> Gender differences:

[http://www.youtube.com/results?search\\_query=cicles+and+squares+gender&oq=cicles+and+squares+gender&gs\\_l=youtube.3...293.7676.0.8141.22.21.1.0.0.0.222.1848.16j4j1.21.0...0.0...1ac.u9bS38VTtAw](http://www.youtube.com/results?search_query=cicles+and+squares+gender&oq=cicles+and+squares+gender&gs_l=youtube.3...293.7676.0.8141.22.21.1.0.0.0.222.1848.16j4j1.21.0...0.0...1ac.u9bS38VTtAw)

## **i. Things to think about**

It is very important to use real examples about negative impact of gender stereotypes and show youth how they affect our life. Also it is good idea to highlight direct links between their own negative experience and gender stereotypes. Also provide some national and international data for them to gain deeper knowledge about the problems caused by gender stereotypes (gender pay gap and etc.). It is better not to extent time of theoretical part of the session, it is advised to implement this part no longer than 15 min. at one time other parts must be practical (discussions, different exercises and etc.)

## **Session 2 and session 3**

### **ii. Session Objectives and Key Messages**

In session 2 and 3 these key objectives were addressed:

- Definition as well as importance of physical abuse. Illustrating physical abuse with real life situations.
- Develop student's empathy for those who experience GBV.
- Develop students understanding of power, hierarchies of power and that abuse of power is a choice (i.e. abuse is the perpetrator's choice, not the responsibility of the victim).
- Knowledge about GBV in romantic relationships.

During these sessions students identify specific techniques for challenging peers' attitudes and behaviors that support GBV in the school environment.

- Students identified possible barriers preventing young people from reacting to gender-based violence.
- Students explored different ways of reacting to incidents of gender-based violence.
- Students identified things that they themselves can do to take a stand up against GBV in romantic relationships and in t school environment. Teaching students how to identify common myths about gender-based violence, the barriers that people often experience in challenging GBV (lack of awareness, fear or belief that it is a 'private matter') as well as the warning signs of GBV in romantic relationships

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- Students were encouraged to explore their own reactions to GBV in intimate relationships and identify the barriers people often experience in challenging GBV (lack of awareness, fear, belief that it is a ‘private matter’).
- Teach students to understand how they can protect themselves and others from GBV in intimate relationships.
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- Students identify things that the school (e.g. teachers) can do to support pupils take a stand against GBV.

### **iii. Students’ Participation and Key learning’s**

In order to achieve aforementioned objectives during the session these measures were taken:

1) *Theoretical material* – facilitators revealed the influence of teaching institutions, famous people and media in forming GBV prevention in school activities. In the second part of the 2nd session facilitators presented forms of GBV in relationships and how they are spread in Lithuania and other parts of world.

2) *Social commercials* – was shown in between presentation in order to better illustrate theoretical material with practical examples as well as show how can GBV and violence in romantic relationships can be prevented.

3) *Short movies about GBV in the relationships* – after watching each movie facilitators initiated discussions about real life situations shown in the movie and what is youth attitude towards them. During discussions youth expressed their opinion on what they think are the most common reasons for GBV.

### **iv. Things to think about**

Illustrating theoretical material with social commercials seemed to be very successful measure. According to participants it was very interesting to see how GBV can be prevented by using social commercials. Youth find social commercials a creative way to fight GBV. Watching video materials encourage participants to try and create social commercials in the art activity. As this method of learning seemed to be very effective it is recommended to use it in the future trainings in bigger extent.

## **Session 4**

### **v. Session Objectives and Key Messages**

The main objective of this session was to transfer knowledge of facilitators to future peer trainers and encourage them to continue implementing youth4youth training sessions in their school. For this purpose few objectives were selected:

1. Encourage all youths especially ones that showed potential in previous sessions to attend peer trainers training;
2. Find a way to transfer knowledge and basic exercise to future peer trainings as informative and as simple as possible;
3. Implement one session of peer trainings in order to test trainer's abilities and encourage them to work with their peers.
4. Encourage future trainers to create toolkit for further training sessions.

In the frame of this session one of the most important things was to encourage youngsters to think and act as trainees themselves. Facilitators provided needed knowledge and skills for peer trainers, but encouraged them to create their own rules of trainings. Also a lot of attention was given to encouragement of future trainers and building up their confidence. Also facilitators provided basic tips about behavior of trainings participants.

### **vi. Students' Participation and Key learning's**

During trainings for trainers facilitators provided basic knowledge for deeper understanding on GBV issue and encourage them to find most comfortable way to talk about this issue with their peers. All trainings were developed in form of hand to hand work with youth. There were no theoretical lectures, all presentations and peer training materials were prepared from scratch. Work was organized in following scheme:

1. Basic theoretical information about gender stereotypes, GBV forms, prevention and raising awareness were presented in short power point presentation. Also facilitators provided list of information sources from where future trainers can pick materials for their presentations.

2. Facilitators presented ground rules of training implementation: working with audience, confidence building, managing crisis situations, encouraging dialogue with participants etc.

3. Facilitators presented collection of possible ice breakers, exercises for practical part of trainings. Youth trainers developed their own version of games and plan of trainings implementation.

Main goals of peer training were for young people to:

1. Understand the role and responsibilities of a peer educator;
2. Developing skills as peer educators;
3. Planning and preparing Sessions.

## **b. Training the Peer Educators**

One of the most important things in preparing peer educators:

1. Give them concentrate and clear theoretical material on GBV in order to help them understand the problem and have the materials for their presentations.
2. To talk to them and find out their fears, give them confidence, show supportiveness.
3. Give concentrated information on how facilitators must react to the audience and etc.

Facilitators encouraged future trainees to be actively involved in dialogue and shape their training Programmes in a way their thought in is appropriate. Peer trainers were very excited and worked on their presentations and practical assignment more than one week. Facilitators provided them with support on day-to day basis via email, Skype or in person. After one week of preparation facilitators implemented test peer trainings. In this simulation youth were tested, they were faced with various challenges and were advised how to deal with different situations during trainings. In the end facilitators had one to one interviews with future trainers answered all their questions and motivated them, during trainings for trainer's facilitators and peers formatted bond for this propose it was really interesting and easy to help future trainees to develop their own training Programme.

## **c. Peer Trainings**

Total of 49 persons attended peer trainings. Three peer trainers were responsible for implementation process. Facilitators were just passive listeners and watched trainings from distance. Peer trainers implemented session by themselves using materials prepared during trainings for trainers.

Main topic covered during peer trainings:

At the beginning peer trainers presented short sum up of youth4youth research implemented in their schools.

“Gender stereotypes - things we don’t see” - presentation were based on real examples of gender stereotypes in school environment, main theoretical questions were covered (definition of gender and sex, etc.). After short introduction peers trainers’ implemented gender in a box exercise.

“GBV in school, why is it important and why we should care?” - trainers introduced situation of GBV in school environment, types of GBV, key prevention mechanisms. After short introduction they introduced real situation of GBV in school (this situation took place in particular school and most students were aware of it) and asked their peers to identify key actions what should have been done by teachers, parents and peers themselves in order to help victim of violence. Afterwards they discussed what prevention measures should be implemented in order to prevent this situation from happening in the future.

All participants evaluated peer trainings as very useful for them and expressed opinion that this form of trainings should be involved in their studying process more often.

#### **d. Teachers’ Training**

Teachers training in Lithuania were organized according to the ‘GEAR against IPV’ Booklet III: Teacher’s Manual ([www.gear-ipv.eu](http://www.gear-ipv.eu)).

For 1 day teachers training seminar this Programme was developed:

- Presentation of youth4youth Project and why it is relevant to schools as well as importance of its implementation.
- How can we express what GBV is? Forms of GBV in romantic relationship between youth.
- Stereotypical view of genders (Myths and reality).
- Importance of primary prevention of gender-based violence, dating violence
- And IPV. Where to apply if experienced GBV (local support agencies or help-lines that have expert knowledge on gender-based violence).
- Practical activities aimed at building sensitivity for the issue of GBV in romantic relationships (mostly done by simulating various situations in school environment and learn how teachers

deal with issue of GBV when it's reported. Also Gender in a box exercise was implemented during the trainings).

### **Art activity**

#### **i. Session Objectives and Key Messages**

In session 3 these key objectives were addressed:

- Encourage youth to take a stand against GBV in their school.
- Empower youth and provide knowledge and skills necessary for creation of social advertisement
- Create social advertisements that will be used in school.
- Encourage youth creativity

#### **ii. Students' Participation and Key learning's**

During this session facilitators were no longer providers of the session, and became advisors for participants that expressed their attitudes towards GBV in doing various art activities. In previous sessions participants chose to do social commercials aimed at preventing gender based discrimination, GBV and violence in school. Main objective of these commercials was – to encourage youth to fight gender based discrimination and GBV. During this session participants were discussing about main reasons for GBV and created scenarios for social commercials.

During the session these results were achieved:

1. Participants better understood theoretical material while using knowledge gained in the first sessions for creating social commercial.
2. Different forms of social commercials were created: short clips, posters, articles.
3. Youth expressed their attitude towards prevention of raised social problems (GBV, gender based discrimination and etc.).

Example of one girls article which she made during art activity:

*„Regular Monday morning in the family of two people men and women that work as commercial managers in different agencies. She wakes up at 6 o'clock. She makes breakfast for her husband and son. She wakes them up. Later she gives an hour for herself, goes to the shower dresses and etc. After her husband reads newspapers she takes his dirty cup of coffee and gives him his suite that she nicely ironed. She helps her son to get dressed. On her way to work she takes their son to school. After coming back from all day in work she kick off her stilettos and starts preparing dinner for her family. And although the meat that she baked smells amazing, she chose to eat salad, because of course she must take care of her figure! After dinner her husband shuts the doors and finally it is silence at home. But them son starts to make nose, she asks him to give her some space and time for herself but he disobeyed, he listens only when his father asks him the same thing strictly. She asked her husband many times not to speak with their son in so high raised voice but he always said the same thing: - you can have your rules around house when you will start to earn enough money.*

*But it is very unlikely that she would ever earn the same amount of money as he does, even if she will work ten times better“.*

***Author: Kamilè Kambynaitè 16 years.***

### **iii. Things to think about**

Main problem that facilitators faced during the workshop is lack of time. Even though this session was longer than others, all students agreed to give more time to workshop, they still did not had enough time. It is important to mark that best idea is to combine this part of trainings with art or theatre lessons based on topic covered.

Also it is very important to encourage team work. For this reason it is advised to split all participants into 5-6 groups according to size of group. Provide 2-3 small step-by step assignments which will lead to the result of art activity. It is very important to encourage youth to share results of each exercise with all groups and improve final result all together.

## 5. Programme Outcomes Shifts in knowledge, attitudes and Perceptions, Empowerment

### i. PRE and POST questionnaires

#### Demographic data summary

With regard to the study of Daphne-III pre/post-questionnaire about gender roles and relationships and pre-tertiary education students' opinions about them 120 participants who voluntarily agreed to give responses to the pre and post workshop questions we analysed. In total there were indicated 78 girls and 42 boys aged 15 to 17. According to the responses, 112 of them lived in a town and 8 responses we found missing.

With regard to a question on *'have you ever had a romantic relationship?'* and *'are you currently involved in a romantic relationship?'* majority of participating respondents agreed on having a romantic relationship in the past (85% had and 15% haven't had yet). Nonetheless, only 38% of students were involved in a romantic relationship at the moment when a pre-workshop survey was carried on with majority of them being in a relationship for less than a couple of months. These figures were found relatively stable after the post-questionnaire was administered.

Summarising the obtained data, demographics of the pre and post-questionnaire statistics remained relatively unchanged despite a gap in time while two surveys were carried out. A slight disproportion of both genders could be explained by a voluntary option when asked to answer the survey questions with boys found more reluctant to participate in a research and express their own opinion.

#### Part I – Characteristics

According to the data obtained during the pre and post-questionnaire sessions interrupted by the educational lectures, Part I measurement concentrated on personal traits of both genders changed in most of the cases. As an illustration of this, a question of which gender being more adaptable and aggressive may be considered. Figures obtained before the educational seminars for children show that only 83% of

children regarded both genders being able to adapt with the same capacity. Nonetheless, post-questionnaire shows this figure reaching 93%. Furthermore, the figure for both males and females seen as both being ambitious doubled after the lectures were conducted, as post-questionnaire data suggests.

As further analysis reveals, most of the character traits considered by teenagers as strictly feminine or masculine become less gender specific after the series of lectures being given. For instance, such features as aggression, arrogance, or dynamism firstly attributed to male characters shift to both male and female characteristics after a period of time interrupted by an educational seminar. On the other hand, traits such as shyness, politeness, care and nurture primarily paired with girl's character change slightly and start being considered both male and female.

Summarising I Part of the questionnaire it is agreed that given lectures influence student's perception of gender and traits one may attribute to male or female. Furthermore, the change made might be regarded as strongly positive as the outcome of lectures is demolishing commonly acceptable gender stereotypes. Nonetheless, one thing ought to be kept in mind – a further study is required in order to examine the changes caused to girl's and boy's gender perception in Lithuania due to too small number of male participants in a study.

## **Part II – Behaviours, General Perceptions and Relationships**

When analysing three further parts of the pre and post-questionnaire statistical comparison of the answers suggests major differences (when Behaviours are analysed) when asked about women's employment, natural sciences education or responsibility when family is considered. As analysis suggests, students' post-questionnaire answers when such statements as *'Women who have children should not work'*, *'Boys are usually better than girls in science'*, *'Sports cars appeal mostly to men'*, *'Men should be primarily responsible for financially supporting their family'* or *'Girls do not get physically aggressive'* are considered tend to show less stereotypical approach. This also indicates that after receiving more information children are willing to attribute traditionally regarded male behaviour to girls and vice versa.

The above discussed trait is also observed when General Perceptions of gender are analysed. For example, an issue of a constant shouting at your partner and a question of this being acceptable if s/he doesn't respect you is regarded as being inappropriate neither for boys nor for girls. The effect of

educational seminars become especially vivid when compared with the pre-questionnaire answers. Furthermore, a question of making fun and mocking someone about their appearance via Facebook becomes especially disagreeable point after the lecture on gender roles and violence against girls are given. This also remains true when a section of Relationships and attitudes towards them are considered with a special attention and opposition to such statements as *'It's ok to push or hit your partner if s/he does not treat you with respect'* and *'Sometimes constant shouting, nagging, and frequent arguing help maintain the right boundaries in a relationship'*.

### **Part III – Boys and Girls, General Attitudes to Violence, Actions**

Both boys and girls show resistance and quite deep understanding to whether another part is exposed to violence or not. This is particularly true when such statements (both by boys and girls) are considered: continuous shouting, checking whom another person spends his/her time with or making offensive jokes about the partner in a presence of other persons. Post-questionnaire shows exceptional understanding of physical violence and strong disagreement with it. This is visible both for boys and girls when such questions as slapping him or her, threatening to physically hurt another person or pressing to have sex is considered.

Analysis of further pre/post-questionnaire statements reveals greater disagreement with such statements as *'Sometimes girls provoke sexual aggression by boys because of the way they are dressed'* and *'Victims of violence are usually people who are weak characters'*. Post-questionnaire analysis shows also stronger disagreement with the statement's as *'Violence appears mostly in grown-up relationships and rarely in adolescent relationships'* and *'People who don't report on-going abuse by others must want the situation to continue'*. This remains true both for girls and boys.

As regard to the final section talking about violence in general, the greatest differences in attitudes are observed when such statements as *'If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it'*, *'I'm able to recognize the warning signs of an unhealthy romantic relationship'* and *'If I experience any sort of abusive behaviour in my relationship I would immediately talk to my friends about it'* are analysed. In consideration with this pupils show a great support with regard to the questions of violence and dealing with it in their nearest circle of environment.

## **ii. Findings from the Focus Group Discussions**

Focus group was very useful for evaluation of all trainings in general because during this session facilitators were able to look at the whole picture and evaluate impact to all youth in general. Focus group was organized in informal atmosphere, pupils were encouraged to express their opinions and attitude to training Programme, make some suggestions about future improvements. Facilitators analysed comments of all students separately and all together, also a big part of session was aimed to encourage peer trainers to speak about their experience during trainings they implemented. Main aim was to encourage and motivate youth to organize these types of trainings in their school every year to different target group. Participants were representatives of student's boards in their school and were very active not just in discussion about already implemented trainings but also in planning of future sessions.

Main remarks from students:

“Pre-post questioners were too long considering the fact that majority of questions could be summarized into few categories and fewer questions. It was agreed to shorten the questioner to up to 2 pages long.”

“Peer trainers agreed that in order to keep attention of participants it is necessary to prepare 2 to 5 active games-assignments per session, because in this way youth attention is occupied and they have no time to disturb others.”

“It is good idea to keep at least 1 to 2 years difference between peer trainer and his trainees because if peers are forming same age group they do not treat trainer serious.”

“We would like to involve more social advertisements in our trainings also invest more time in creation of social advertisements for our school, because we think it is a best way to learn by doing.”

“It is good idea to involve teachers into peer training organization process but they should not attend peer training themselves, because if they do some students will be afraid to express their attitudes and opinions.”

## **iii. Participant Evaluations**

There was no time for evaluation questioners during trainings because of following reasons:

1. Time of last session was limited due to intensive schedules of youth.
2. Filling up post questioners took approximately 15-20minutes.

3. All participants agreed to work more on their social-commercial pieces.

For those above mentioned reasons facilitators decided that main impact of trainings will be visible in pre-post questioner's analysis and decided to implement shirt - emotion and main impression scale.

All participants were asked to fill two gaps, one with the mood barometer after trainings and one mark for quality and necessity of the trainings.

Average result of quality and necessity of training session was 8, 9 -9 (according to sessions).

1 session was evaluated 8 points; 2 session - 8; 3 session- 10 pints, 4 session - 8, 6 points and peer trainings 10, art activity 10 points.

Some students expressed their feeling about training sessions: "interesting concept of learning"; "I learned a lot of new things"; "exiting"; "awesome, I didn't expected to be able to create a movie in one day"; "shocking, because I understood the mass of violence in family"; "a good way to spend your free time"; "these sessions encourage me to contribute more to school life".

## **6. The Peer Education Approach**

a. **Young people as Peer Educators** (observations by facilitators, evaluation of peer participants, self-assessment of peer educators)

Overall experience of peer education method in Lithuanian schools is very positive.

*Views of peer participants:*

- "It is better when you hear a person that is also a student to talk about problems in school, I feel that they know it better than adults, that sometimes do not believe us, or say that one or the other problem is minor"

- "I really liked the way that peer educators presented the subject about GBV it was interactive and knowledge were very concentrated, not boring, I learned a lot in the session about what GBV is and how can we prevent it, I will definitely try to look more carefully at violence in school and try not to be a part of it".

*Self – assessment of peer educators:*

- “At first I was petrified to talk in front of my peers, I was always considered as not popular among my classmates so I was scared. But after doing the training I feel better, I manage to get the attention of the audience and everyone said that they really enjoyed the training, so I fell empowered now that I can really change something in order to make my school violence free.”

- “I felt like I had helped my peers to understand what is GVB, after discussing of some real life examples I saw opinions on GVB changing, and that was a great accomplishment for me, I felt empowered. I even though that I would like to continue doing such social seminars later in my school”.

b. **Empowerment through Peer Education** (why does it work and what are the tangible benefits observed)

The peer education approach is empowering because:

- Opinions of peer educators are listened to and that they matter;
- Peer educators have the ability to feel like role models, it builds their confidence a lot;
- Peer educators develop some new skills: presentation making, leadership, facilitation and etc.;
- Peer educators have shared cultural references and speak the same language as the participants in their Sessions and can better understand their feelings, thoughts and experiences;
- Peer educators are far better equipped than adult facilitators to help make these issues relevant to young people’s lives.

## 7. Conclusion and recommendations

### Conclusions:

- Total of 141 student had participated in the Programme
- Youth4youth training sessions contributed to schools education process and youth raising awareness about gender equality and GBV.
- Trainings empowered youth to be more sensitive on gender and GBV issues.
- Sessions encouraged youth to be more active in social school life, participate in GBV prevention.
- Peer trainings provided necessary knowledge to youth trainers and gave them opportunity to carry on youth4youth trainings in their own schools.
- Close contacts with school administration and youth themselves will let trainers to follow up the further Programme of the trainings.

### Recommendations:

- Communicating with schools takes a lot of time, so it is recommended to start communication as soon as possible, be aware of holiday and exams schedule
- One session cannot usually last more than a time of a lesson, so sessions needs to be planned to last no longer than 1 lesson (45 minutes in Lithuania) or 2 lessons (90 minutes in Lithuania).
- Take more time to plan and do the art activity, because in this activity students have biggest chances to express their attitude towards GBV, work in groups to create final product. In order to create best final product is advised to introduce art activity in the first sessions, possible forms of doing it and let students to prepare for it during the whole training Programme.
- In choosing participants for the training communicates with school council of students and school administration; they know which students are the most motivated and active, also their strong and weak points. This way you will make sure you have the most engaged group.