

**The report should not exceed 5 pages. Please answer ALL questions and follow the structure outlined below.**

### **I. Organizational details**

Project title:	<i>'No Identity Bullying in Schools'</i>
Reporting period:	January 2015 – December 2015
Implementing organization:	House of Diversity and Education
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Date of report submission to ILGA-Europe:	28 01 2016

Number of people working on the project (staff and volunteers): 5 main people throughout the project, plus volunteers during the final project conference and seminars for teachers.

Changes in the project leadership (if different from the application): None.

### **II. Narrative Report**

#### 1. What kind of information did you collect?

Empirical data via online survey/questionnaire was collected from teenagers enrolled in educational establishments (secondary schools in particular) to identify how people aged 15 to 19 experience/perceive/react to LGBTI bullying and their attitudes towards the bullying in such ways of others. Criteria for the sample was be: 1. teenagers between 15-19 years of age; 2. attending secondary education institutions; 3. residing in Lithuania/, 4. of any ethnic or national background (e.g., Russian, Polish, Roma, Jewish) but fluent enough in Lithuanian, and 5. willing to respond to the questionnaire. An attempt was made to cover teenagers from diverse levels of education and location of residence. Respondents were assured of the confidentiality of their responses.

#### 2. What methodology did you use to collect the information? If it differs from the methodology initially planned, please provide explanations.

Online questionnaire, designed and distributed via survey platform *Apklausa.lt* including open-ended questions to provide qualitative data alongside the statistical quantitative data, was used after pilot test for compatibility. To ensure we reach the target population, we were collaborating with *Lithuanian School Student Union*, which is an umbrella organization covering more than 200 hundreds school's councils from all over the Lithuania.

To assure a wide informational integrity, the UDC (Universal Decimal Classification system, which is used in Lithuanian libraries and information centres,) was used for data classification and organisation. To measure collected data, indicators below were used:

1. Age, location, gender identity, sexual orientation/identity, ethnicity; 2. The number of respondents who claimed to have personally experienced LGBTI bullying at school; 3. The number of respondents who claimed to be aware of LGBTI bullying at school; 4. The frequency of experienced LGBTI bullying at school; 5. Types of bullying at school; 6. Types of actions taken by bullied pupils to avoid bullying; 7. How often LGBT bullying at school are intervened, by whom; 8. Frequency of how often teachers are the initiators of LGBT related bullying; 9. Types of bullies; 10. Types of support to seek out; 11. Perception of how bullying have affected social behaviour of bullied pupils. 12. Perception of how bullying have affected school work of bullied pupils. 13 Perception of acceptance/inclusion/security at school. 14. Perception of how bullying affected further educational/professional aspirations.

Quantitative data, including nominal categories as well as ordinal and categorical variables, and qualitative statistical data via the open-ended questions was be collected. Graphical methods were used to reveal findings and results. Individual stories and experiences related to LGBTI bullying from pupils collected via the open-ended questions were used to illustrate the severity and consequences of LGBTI school bullying. Survey indicators, which represent the concentration of the subject matter, were used as key points for hypothesis formulation; and this assured that in-depth analysis of gathered data would be conducted and research questions would be answered.

Software package IBM SPSS Statistics and MS Excel were used for statistical analysis. For vocabulary, ILGA Glossary definitions and ‘LGBTI bullying’ definition (see 3.e) were used in survey, analysis and reports to guarantee effective inter-institutional and international communication and impact.

3. Please describe main success / challenges / difficulties of the project. How did you deal with them?

We are happy the report and its results have received so much media attention and increased discussions in society both – tackling issue of bullying in schools and „forbidden“ topic - sexuality itself.

The extra output we have added to the project was the development of the training programme for pedagogues followed by two seminars organized in different towns. Using non formal methods helped to increase awareness of teachers on gender, sexuality, heteronormativity and increased their capacities to recognise and to act on LGBT bullying.

We are very proud of the conference, that has brought stakeholders, teachers and NGO representatives and covered four main topics followed by active discussions: \*Importance of sexual education; \*Bullying in Lithuania - why it’s still acceptable?; \*What harm is hidden beyond gender stereotypes?;\*Good methods and practices recognising and challenging identity bullying in schools.

There were difficulties with reaching out the targeted survey audience (but we find the effective channels in the Lithuanian Student Union to reach the respondents, as we were targeting general populations – as opposed to LGBT students), as well as communicating the project findings to the mainstream, who are inclined to turn blind-eye on anything related to the LGBTI communities.

4. Did you have any partners in this project? If yes, please briefly describe the role of each partner.

Yes, we were cooperating with several different partners during this project. The Lithuanian Student Union helped us in reaching out the respondents by sharing the survey on their online spots, such as Facebook page, website, etc. We were also cooperating with the Lithuanian Gay League and Tolerant Youth Association, Social National Institute for Social Integration who contributed by sharing information and knowledge with us throughout the project, as well as actively participated at our final project conference on the 5<sup>th</sup> November 2015. The *Living Library* (<http://www.gyvojibiblioteka.lt/en/main.php>) among others were also active partners of the project, who enabled conference participants to get to meet lesbian, gay or transgender person and to have a conversation with them.

### III. Project impact

1. What product has come out of the project if any (e.g. report, CD ROM, survey)? Please, give a short description.

Detailed study report was published in print [in Lithuanian](#) and detailed study report [in English](#) published online, together with [infographic-flyers](#), and list with [recommendations](#) which were disseminated via online forums, such as Facebook, as well as House of Diversity and Education website to reach the widest possible audiences and will be used as tools to advocate and to increase awareness on LGBTI bullying.

2. What are the main outcomes of the project? Give details here on:

- a) How you plan to use this information - for advocacy or other purposes (at local, national and/or European level)?

The empirical data will be used: firstly, to demonstrate the existence and severity of the LGBTI bullying in Lithuanian schools; and secondly, to raise awareness of the consequences of such bullying and the need for change; and thirdly, to provide robust empirical basis for the evidence –based policy- making and interventions on Lithuanian level, and more generally the EU.

The training programme for teachers will be offered for pedagogues, social pedagogues, aiming to reach audience in smaller towns as well.

- b) Who is your key target audience who needs to understand the collected information?

Project's key target audience is two-fold, and could be divided into external and internal levels. On the external level, key audience is policy-makers, experts, other stakeholders in the education sector. Particularly, the members of the parliament (e.g., Marija Aušrinė Pavilionienė, who is actively pushing for inclusion of sex education in school curricula), Lithuanian Ministry of

Education and Science and the National Centre for Special Needs Education and Psychology , which can make concrete suggestions in forming national education policy. Thus they are the key stakeholders, who can effectively include the LGBTI aspect into the national preventive programmes as well as address the issue in the policy-making level, in order to effectively combat LGBTI bullying in Lithuanian schools, for which a recognition of the problem and firm political commitment and national action plan to deal with it is needed (which does not exist now).

‘Internally’ projected is directed to other the civil society organizations, working on school bullying generally and LGBTI rights in Lithuania, Europe and internationally. We hope that it will also be of relevance to school boards and teachers by breaking the longstanding taboo of addressing the prevention LGBTI bullying schools in Lithuania (and in particular, we organized 2 seminars on the issue with the teachers).

- c) Provide a short description and concrete steps on how you plan to approach your target audience.

To ensure a higher potential impact and influence of research findings, throughout the project we have initiated collaborations with other NGOs aiming to advocate for mandatory science based sexual education in Lithuania, which is still neglected by our Government. We have brainstormed some ideas, how to bring more public discussion and to provide more information why sexual education is mandatory in schools.

Thus, we have been seeking out dialogue with the stakeholders by engaging the media and writing policy briefs for press releases, working with journalists to publish articles based on documentation activities and research findings.

- d) What impact will this have on legislative / decision-making level (e.g. change in laws/policies, new relations with policy makers etc.), if any.

The participation of the Lithuanian Ministry of Education at our project conference is already a very tangible first –step towards a long-term goal of policy change, because approaching such institutions and experts with a robust empirical data is not an easy task due to the sensitivity/stigmatization of LGBTI issues. While the consequences of bullying are generally understood and accepted, many policy makers have however, turned a blind eye to research about LGBTI identity bullying, and in Lithuania policy-makers will indeed be resistant to research findings, not least because of the well-known *Law on the Protection of Minors*. However, the project has a strategy for monitoring the evolving policy environment, cooperating with supportive politicians and seek to use entry points which are policy developments addressing bullying in educational settings generally that provide opportunities to bring the data on LGBTI bullying, and include it in the general bullying policies being developed. We have succeeded in bringing this data to the attention of Ministry of Education, who was willing to cooperate and participate at our conference on the 5<sup>th</sup> November 2015; and to achieve highest potential impact of the project and empirical data collected and analysed, concrete proposals for legal policy intervention will be made and registered with Lithuanian Parliament by cooperating with other mentioned organizations and politicians.

3. What impact (positive/negative) had the project on your organization?

The organization both increased its empirical data collection skills, analytical skills, as well as increased its networks and strengthened cooperation with Lithuanian Student Union, local politicians and other NGOs. House of Diversity and Education also gained a lot of visibility and strengthened its awareness-raising and advocacy role – both among other NGOs in Lithuania and, as well as national media – e.g., National Radio and Television, and local politicians, who all actively participated at the final project conference (see pictures on <https://www.facebook.com/>)

4. What are the lessons you have learned internally? What learning would you share with others undertaking similar projects?

We would like to share with others undertaking similar projects though that determination and wise persuasion based on empirical data are the most effective tools, and after discussions and talks during our final project conference, we believe that there is positive mode of starting a dialog with Lithuanian Ministry of Education, who for the first time seem to even acknowledge the problem of Identity-based bullying at schools in Lithuania.

Having good and reliable data – we have learned – is the effective tool and way to reach overcome the homophobic bias challenge and reach out to those, who usually would ignore the problem and turn the blind eye.

#### **IV. ILGA-Europe**

How satisfied you are with the quality of cooperation with ILGA-Europe? Please, give a maximum of three positive and three negative points / examples, preferably with suggestions on how the latter can be improved.

We were overall very satisfied with the cooperation and communications with ILGA-Europe:

- Clear additional questions in pre-selection procedure
- Smooth transfer of funds
- Good advice on local NGOs conducting similar data collection projects, including their contacts – that was very useful.

**PLEASE, INCLUDE A COPY OF THE PRODUCT THAT HAS COME OUT OF THE PROJECT (DOCUMENT, CD ROM etc) WITH THE ACTIVITY REPORT.**

We include the report versions – both in LT and ENG, to share with other ILGA-Europe members.

#### **V. Financial report**

Please, provide the financial report using the attached excel sheet. In case if deviations from the original budget occurred, please provide explanations. All expenditures need to be accompanied by certified copies of supporting financial documents (bills, invoices, pay slips, bank statements etc.)

We include the financial report with all the supporting documentation.