

STAKEHOLDERS INTERVIEW REPORTING TEMPLATE

Safe Education

Identification code for Interview Country/In/No. (i.e. '1' or '2'):

EN/LT/3

Instructions:

Follow these steps to fill in the stakeholders/policy makers interview report templates.

- 1) Conduct the interview and then make notes in each thematic section of the interview report template. The notes should reflect the content of the stakeholders/policy makers speech as well as any salient observations on non-verbal behaviour.
- 2) Listen to the audio recordings of each interview and transcribe them.
- 3) Fill in this template based on the transcripts and integrate the notes you took into the interview report template after the interview took place.

When filling in the report templates, please:

- **Identify the key themes** and summarise the content of the speech in each section.
- **Provide (at the end of each section) common quotes from participants** to illustrate the results of each section, bearing in mind that:
 - All quotations should be **preceded by an introduction**, and should be an exemplary illustration of a research finding/statement.
 - Some **quotations** should also be included **that are useful** to reach an understanding of the research objectives: for example, to identify the factors that facilitate and hinder the development of safe teaching, what difficulties teachers have in establishing links with their students....
 - Each citation must be in both the **original language and in English**.
 - Direct quotes from informants are often not analysed grammatically, or not taken completely out of context. It is up to the researcher to **edit them for clarity**.
 - Please clarify **who is the author of each quote** (in case more than one person speaks during the interview).
- Please note the research objectives of:
 - 1) Identify factors that promote and facilitate safe schools/safe education.
 - 2) Identify barriers and difficulties to safe schools/safe education.
- In this regard, be sure to reflect these issues in the templates.
- Indicate whether the answers are mainly based on participants' direct experience (i.e. their own experience), indirect experience (stories/situations they know) or whether their answers are mainly opinions (not based on their own experiences or the experiences of others).
- Use as much space as you need to give a comprehensive response; do not limit yourself to the space provided in the template.

1. Introduction and professional background

Q1- Summarize the experience and professional trajectory.

For the past five years, he has spearheaded the NGO, overseeing its commitment to delivering impactful educational and cultural services.

NGO asociacijai vadovauja 5 metus. NGO vykdo edukacijos ir kultūros paslaugas.

Q2- Summarize the interviewee's role in the entity in relation to this area.

As a manager, and contingent upon the specific project requirements, he also

assumes the responsibilities of a project coordinator.

Vadovas, ir priklausomai nuo projekto, tenka turėti ir projekto koordinatoriaus rolę.

2. Approach to educational inclusion

A. NGOs/third sector/social intervention

Q1- State the main results on how the reality in the family affects the results at school in academic and relational terms.

The challenges faced by socially and economically disadvantaged families often manifest as decreased motivation, engagement, and attention span, significantly impacting academic performance. These effects vary across different age groups and are greatly influenced by the family environment. While the teacher plays a crucial role, the educational support within the family setting holds immense importance in shaping a child's academic journey.

Atsakymas yra labai kompleksinis. Socialiai /ekonomiškai remtinose šeimose jaučiasi jų sumažėjusi motyvacija, įsitraukimas, gebėjimas laikyti dėmesį ir tai paveikia akademinius rezultatus.

Dar priklauso ir nuo amžiaus. Šeimos aplinka turi lemiamą įtaką. Mokytojo vaidmuo svarbus, bet auklėjimas šeimoje yra labai svarbus.

Q2-State the main results on the impact of gender on the experiences and on school success or dropout.

The challenges that arise are not so much determined by gender as they are by a specific stage of maturity.

Ne tiek lytis lemia, kiek tam tikras brandos etapas.

Q3- Collect the initiatives that influence the teacher-student and center-family relationship. Outline the ways in which a good relationship between the parties is fostered.

- 1. In the student-teacher's classroom, our impact on relationship dynamics is somewhat limited through direct intervention. Our efforts are primarily channelled into setting a positive example, sharing ideas, demonstrating effective practices, and fostering the growth of the teachers we work with.***
- 2. Collaboration with district education centers is a key aspect of our approach. We actively engage with these centers to identify issues, analyze specific situations, and subsequently organize training sessions or develop tailored programs to address the unique needs of each center.***
- 3. The nature of our relationship is characterized by informality and friendliness, fostering an atmosphere conducive to open communication and shared growth.***

Mokinio mokytojo santykių dinamikai per savo veiklas mažai turime įtakos. Daugiau mūsų veiklos nukreiptos į pavyzdžio, idėjų, kultūros rodymą ir puoselėjimą mokytojams.

Asociacijos bendradarbiauja su rajono švietimo centrais – aiškinamės problemines situacijas ir organizuojame mokymus, arba kuriame programas, kurios atlieptų centro poreikius.

Santykis yra neformalus, draugiškas.

T3.3. Interviews with policy makers and stakeholders_Qualitative and collaborative data collection with policy makers and stakeholders

Q4- List programs and measures that encourage children's participation in school and those that manage diversity by promoting accessibility.

Our focus lies in the development and dissemination of professional products within the region. This encompasses the creation of educational programs tailored to meet specific needs. Additionally, we are dedicated to crafting original children's day programs in collaboration with artists, with a notable emphasis on contemporary cultural products.

Through these initiatives, we aim to not only enhance the educational landscape but also contribute to the cultural enrichment of the community by incorporating innovative and current elements into our programs.

Profesionalių produktų kūrimas ir sklaida regione.

Edukacines programas

Kuriamos autorinės vaiku dienos programos su menininkais (akcentuojasi į šiuolaikinės kultūros produktus)

Q5- State the impact of the activities or programs carried out on educational success.

No statistics. The best indication of the bond is when children start communicating informally, through social media, willingly join other activities etc.

Matavimų statistikos neturi. Grįžtamasis ryšys – kai vaikais pradeda bendrauti neformaliai, per socialines medijas, grįžta noriai į kitas veiklas ir pan.

Q6- Summarize the improvements reported in terms of educational success.

Enhancing the analysis of registration and documentation indicators is crucial for a comprehensive understanding of the educational landscape. Additionally, conducting a qualitative analysis of the factors influencing children's attendance or absence from school provides valuable insights into the underlying determinants.

Addressing funding is pivotal, including securing support from NGOs and establishing funding mechanisms to foster stronger relationships between institutions. This financial support can significantly contribute to the improvement of educational initiatives and overall effectiveness.

Furthermore, transparency and publicity play a vital role in promoting collaboration. Ensuring that information about the activities of various entities is widely accessible fosters a more informed community. This transparency not only builds trust but also encourages collaboration by providing a clearer understanding of each organization's contributions and goals.

Svarbu tobulinti registravimo/dokumentavimo rodiklių analizę.

*Daryti kokybinę analizę vaikų lankymo/nelankymo mokykloje faktorius lemiančius
Finansavimas - NGO skiriamos lėšos, skiriamos lėšos kurti santykiams tarp institucijų.*

Skaidrumas/viešumas – kad daugiau žinotų vieni apie kitus ką daro.

4 - Describe the expectations in relation to children's academic future

Professional and empathetic teachers play a pivotal role, contributing not only to children's academic excellence but also to their overall well-being.

T3.3. Interviews with policy makers and stakeholders_Qualitative and collaborative data collection with policy makers and stakeholders

Profesionalūs, empatiški mokytojai lemia ne tik puikius akademinius vaikų pasiekimus, bet bendrą vaikų gerovę.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English)

“Our approach prioritizes fostering a supportive and inclusive environment over a narrow focus on academic achievement. We actively engage students in diverse activities, aiming to create a sense of belonging, safety, and acceptance. Our goal is to cultivate an atmosphere where students feel genuinely welcome, enabling them to thrive not only academically but also personally and socially. By emphasizing holistic well-being, we believe we can contribute to the overall development and happiness of each student in our care.”

„Mes stengiames neatsižvelgti į akademinius pasiekimus, o įtraukti į veiklas ir norisi, kad jie jaustųsi saugūs ir priimti ir laukiami.“

3. Cross-sectoral collaboration

COMMON QUESTION-Explain the measures observed that favor the integration of families in the local/educational community.

Establishing clear and high-quality communication channels with service users, including parents and students, is paramount. Effective communication ensures that everyone is well-informed, fostering transparency and trust. Engaging with stakeholders who are familiar with regional dynamics is key. By actively involving individuals who understand local circumstances, there is an opportunity to generate interest, highlight the value of the services, and encourage collaborative efforts. Additionally, assessing and enhancing the competencies of teachers and volunteers is crucial. This involves determining what constitutes quality in their roles, distinguishing relevant skills and knowledge from those that are not, and continually refining their capabilities to meet evolving needs. Clear guidelines on what is considered effective and valuable in their contributions can contribute to the overall success of the educational initiatives.

Aiški ir kokybiška komunikacija su žmonėmis, kurie naudosis tomis paslaugomis, tėvai ir mokiniai, su įstaigomis ką žinotų, kas vyksta regione, kviestų, domėtųsi, matytų vertę ir skatintų bendradarbiavimą. Mokytojų ir bendruomenės kompetencijos - kas yra kokybiška ir kas ne. Kas aktualu, o kas ne.

A) NGOs/third sector/social intervention

Q1- Explain the relationship and activities carried out by the entity with the families.

While official communication may be limited, we prioritize building sustainable connections unofficially, particularly through academia. Strategic organization of events at opportune times and locations becomes a conduit for fostering relationships. Our approach involves storytelling as a powerful means to convey messages, share experiences, and create a narrative that resonates with the audience, contributing to the establishment of enduring and meaningful connections.

T3.3. Interviews with policy makers and stakeholders_Qualitative and collaborative data collection with policy makers and stakeholders

*Oficialiai tai nepalaikom jokio ryšio.
Bet neoficialiai – mes sukuriame tvarius ryšius per akademines bendruomenes.
Organizuojame renginius tinkamu laiku ir vietoje. Stengiamės daug pasakoti.*

Q2- Explain the activities you carry out with schools related to the issues discussed and your experience.

We have project-based activities in place. Project-based learning can be a highly effective way to engage students, encourage collaboration, and develop critical skills. Additionally, engaging in the purchase and sale of services for schools indicates a proactive approach to meeting educational needs. This can include offering valuable services or resources to schools, contributing to the overall improvement of the education system.

Turime. Projektinės veiklos. Paslaugų pirkimas-pardavimas mokykloms.

4. Proposals and vision for the future

Q1- Essential steps to achieve a vision of an ideal future in education in your community or country.

Improving teacher motivation is a multifaceted challenge, and considering alternative motivational measures employed in other countries can offer valuable insights. It's essential to explore innovative services grounded in research and quality standards to enhance the educational experience.

The integrated implementation of changes ensures that modifications are cohesive and well-coordinated, preventing fragmentation and facilitating a smooth transition. Developing informal cultural education programs adds richness to the learning environment, contributing to a well-rounded educational experience.

Sound financial management is crucial for sustaining educational initiatives, and prioritizing the enhancement of teachers' competencies is fundamental for both individual professional growth and the overall quality of education.

*Mokytoju motyvacijos didinimas
Pati ugdymo programa – kitokios motyvacinės priemonės yra taikomos kitose šalyse.
Teikti naujoviškas paslaugas grįstas tyrimais, kokybiškas.
Pokyčių kompleksinis įgyvendinimas
Neformaliojo kultūrinio švietimo programų kūrimas
Finansų valdymas
Mokytojų kompetencijų tobulinimas.*

5. Closing

Summarise any additional comments by participants.

It's important to acknowledge that financial security is a valid concern, and seeking improvement in this regard is understandable. However, it's crucial to align these efforts with the genuine needs of the educational community and prioritize

T3.3. Interviews with policy makers and stakeholders_Qualitative and collaborative data collection with policy makers and stakeholders

sustainability for long-term success.

The issue of teachers not feeling safe is significant and requires attention. Creating a safe and supportive environment is essential for fostering teacher well-being and, by extension, a positive learning atmosphere for students.

Developing a long-term welcoming strategy is key to establishing a stable and inclusive educational community. This involves planning and implementing measures that go beyond immediate needs, ensuring a sustained and positive environment for both educators and learners.

Darom a ne dėl švietimo, bet tam kad jaustųsi saugiai finansiškai. T.y., geriname, bet nebūtinai kas iš tikrųjų yra reikalinga, kas yra tvaru.

Pedagogai nesijaučia saugiai.

Ilgalaikės švietimo strategijos nebuvimas.

Information about interview facilitator and setting

Please fill in the information about the interviewer. Tick all boxes that apply.

Date: 20 October, 2023

Country: Lithuania

City/area: Vilnius

Location of interview: MS Teams

On-site or online? Online

Language of interview: Lithuanian

Interview recorded? Yes

Name of interviewer: Inga Zilinskiene

Organisation: PRSC

Comments on the interview, taking into account atmosphere, level of trust and openness, interruptions, etc.:

The interview went smoothly, nor interruptions or unexpected behaviour appeared.

T3.3. Interviews with policy makers and stakeholders_ Qualitative and collaborative data collection with policy makers and stakeholders

Interviewee 1		
Name of the interviewee	Vilius Vaitiekunas	
Profession	Art educator	
Current place of employment and working position	Asociation "Tell me more" president	
Gender of participant	Male	x
	Female	
	Not reported	
	Other	