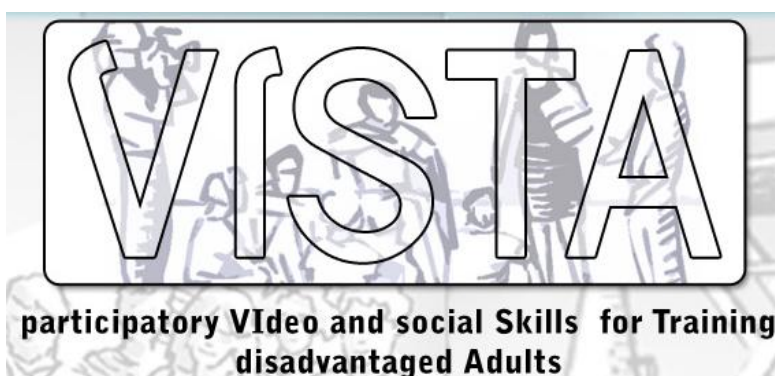




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Video-didactics in adult education and Participatory Video experiences in Lithuania

VISTA - participatory Video and social Skills for Training disadvantaged Adults
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Executive Summary

Current report presents the trends and experience in using video and participatory methods for education, inclusion and integration purposes in Lithuania. It will act as background information for the Participatory Video project, which will be carried out in Vilnius in the second semester of 2012. Unfortunately, Participatory Video methodology as such has not yet been applied in Lithuania and cannot be discussed in detail due to the lack of information on the subject.

Therefore, other relevant methodologies and approaches were identified, analysed and evaluated for the purposes of this report. These approaches are Video therapy, Film Therapy, Psychodrama, Story-telling therapy. In addition to these, educational television for young people and adults was discussed and the documentary film related to social inclusion and fighting discrimination against Roma minority in Lithuania presented. The purpose of reviewing these methods was to identify the main challenges and learning points, which can later be applied in Participatory Video project. What can be learned from a compilation of various methodologies, both application of video and participatory approaches, even though separately from each other, tend to bring very positive results. It is therefore likely that by bringing them together, the Participatory Video project would achieve even more success.

Practices and experiences realised in Lithuania

Video Therapy

So far only one clinic in Lithuania is using the method, and the practitioners were interviewed about their work, the outcomes and the reflections from the patients. The private clinic called Miramedas has headquarters situated in the capital, but its staff working in both Vilnius and Kaunas. Miramedas provides medical and preventative services. Currently there are two therapists using the video therapy methods in the work. One of them is psychiatrist G. Nauduziene, working in Vilnius and the second is psychologist L. Demjanovas, based in Kaunas, but also working in several regions of Lithuania. The therapists kindly agreed to tell more about their work, and the results of the interviews will follow the current report.

The video therapy is mostly applied to the people, suffering from a range of addiction – usually alcohol or drug addiction. This method is very new for Lithuania, which is also obvious from the fact that so far only one clinic started to apply it. The work done in Miramedas is based mostly on the research and studies done in Russia, mainly St. Petersburg, where this methodology was successfully applied for a longer period of time. The methodology is relying on the subliminal stimuli.

Video therapy does not substitute the usual work with the therapist, but more supplements it. The patient attends a film screening (a series of abstract images), which involves using subliminal stimuli, lasting up to one hour. The screenings are always individual, and are preceded and continued with the therapeutic sessions with the psychiatrist and/or psychologist. The use of the video is always adapted to the individual needs of the patient and there is no group work because of the obvious specifics of the persons involved.

Film Therapy

Film therapy is another method, applied by several psychologists and psychiatrists along with sociologists around Lithuania. Despite still being new and not so widely used, this method is quickly gaining popularity by combining what is usually perceived as entertainment - the cinema - with therapy. The universality of this method is another factor, contributing to the popularity of this method. Film therapy can be used working with groups and individuals of various ages, social and education levels, as well as appeal to the audiences with wide range of problems. The method is more often used in groups than with individuals, because of the importance and value of the discussion afterwards, however, can be also extremely effective when tackling individual problems.

In film therapy a video (usually a feature film) is screened to a person or a group of people, after which some exercises and/or discussions may follow. The film itself is chosen based on the topic, which may be important and relevant to the groups or individual, keeping in mind that the audience should be able to relate to the characters and the situation. The aim of the method is to encourage the viewer(s) to see the

situation from outside, to relate to it and in certain cases to find the way out of it.

After the screening, several follow-up methods are available. The screening can be followed by a group discussion, facilitated by the expert. The film can be shown until the end, after which the audience would be invited to comment on the ending. It can also be interrupted at a certain moment and the audience would be given the opportunity to speculate about the possible ending, provide its opinions and suggestions to the characters and on resolving the situation. In the cases, when discussion is not possible (lack of time, too big audience, etc), it can be substituted by other follow-up activities. For example, a group of primary school students after a film screening can be asked to express their opinion about the film ending or to suggest alternative ending for the film by drawing it, using the tools distributed by the expert in advance. Such input (as the discussion) would later be analysed by the expert.

While being rather different from Participatory Video, Film therapy is one of the closest methods to it applied in Lithuania. During the interview the psychologist L. Demjanovas suggested this method as a supplementary technique to use in the project, e.g. to add several documentary or feature film screenings on the topic which is relevant to the community, for example, concerning evictions, segregation, discrimination, or integration and successful co-existence of different communities. According to him, the combination of these two methods – the Participatory Video and Film Therapy could enhance the effects provided by each of them and bring more visible results.

Psychodrama

Psychodrama, similarly to the methods described above is relatively new in Lithuania. Practitioners of psychodrama in the country are united in the association established in 1999. Since 2002, the Lithuanian Psychodrama Association is a member of the Berlin-based Psychodrama Institute for Europe. On 10-13 September 2009, the Psychodrama Institute for Europe held its international congress in Vilnius.

The activities of psychodrama association in Lithuania are predominantly educational and training-oriented. They aim to introduce the psychodrama methods to a range of interested people, who can apply these methods later in various activities they undertake.

Currently there are nine certified therapists in the Lithuanian Association of Psychodrama.

Apart from them, there is larger circle of people who have taken training in psychodrama. Since 2005, Association was organising and carrying out courses under the supervision of experienced therapists.

Psychodrama in Lithuania is usually applied in educational field; however, there are individual psychologists who use it therapeutically. Still it is more common to use it in psychodynamic psychotherapy as one method among the others.

In 2010 the project of Psychodrama was carried out in the Roma settlement in Vilnius. The participants constituted a mixed group of social workers, Roma people from the settlement and NGO workers. This experience can be most useful for further projects, applying artistic and participatory approaches, such as Participatory Video; therefore it was decided to take interviews from two of the participants of the Psychodrama project. The interviews will be available soon after the report.

Therapy of story-telling

Therapy of story-telling is another technique, used by several psychologists in Lithuania and brought to the attention of researcher in contexts of Participatory Video project by the psychologists during interviews with them.

The method involves a group of people rather than individuals and can be adapted to extremely wide range of target groups. The expert starts or encourages a participant to start telling a story, which is told sentence by sentence, continued by other participants in decided order. The story-telling process is moderated by the expert and is followed by a discussion.

During the discussion, not only the expert, but also the participants can analyse their inputs and those of their fellows, which serves not only as an exercise for empathy, team-work in a number of senses, but also empowers the participants to take initiative.

Similarly to the methods described above, this therapy may seem to be very different from the Participatory Video, but certain elements of it, such as group discussion, can be successfully imported into the project. One of the elements could be peer-review: allowing the participants to take the lead in commenting and analysing each other's behaviour, and giving the expert more a role of observer-moderator.

The role of TV educative programs for the development of the local identity and social inclusion

Educational Television Programmes for Young People

As the television market in Lithuania is comparatively small, no separate channel of educational television actually exists. However, on the Lithuanian national television channel LTV there is a television programme called “Lietuvos Tūkstantmecio Vaikai” (“Lithuanian Students of the Millennium”). The programme comes out at 18.45 on Fridays and is running since 2008. The Lithuanian National TV channel (as the majority of Lithuanian channels) covers the whole country.

The programme brings the voice of school students on the main TV and is to attract other school children of similar age to informal education. For the purpose of the programme, a class from a school in any Lithuanian city, town or village is invited to the studio to take a discussion on a certain issue. The students are invited to share their views and to engage in an active conversation with a host and with each other.

The diversity of participants certainly contributes to the originality of the programme. As different schools from different geographic locations and social levels are invited to participate, the students who come to the programme are from varied backgrounds.

Moreover, as the whole class is usually invited, the programme can potentially appeal to a very wide audience. In any class, different types of children can be found and certain behavioural models can be identified: be it an excellent student, a lazy student, a troublemaker, a shy student, etc. By actually involving everyone and not limiting itself to any kind of intellectual elite, the programme tends to be very inclusive.

Website of the programme: <http://www.tukstantmeciovaikai.lt/>

Educational Television Programmes for Adults

No specific educational television for adults was identified as such, however, similarly to other countries; there is a wide range of programmes with educational elements, concerning various subjects. As the range of these programmes can be extremely broad and would not be specific for Lithuania, for the purposes of the report it was decided not to review them in detail.

Documentaries

Even though the film production on the subject of national minorities and especially the Roma community was not as active mostly because of the size of the country and budget, several films focused on the issue and managed to attract attention of the public to it. One of these films is “Vilnius Ghetto 2009”, produced by director Audrius Lelkaitis with the support of European Commission funding through PROGRESS programme. The subject of the film was the Roma community living in Kirtimai settlement in South of Vilnius. Even though in the beginning the community was opposed to the idea of the

creation of such a film, not having any trust in the media after numerous negative experiences with it, after the screening the film received the special gratitude certificate from the non-governmental Roma “Cigonu Lauzas” (“Gypsy Fire”).

Conclusions

To summarise, as it can be seen from the report, the Participatory Video as such was not practiced. However, there is a number of other practices and methodologies, giving much experience to learn from and good practices to be adopted.

The elements of film therapy, story-telling therapy and psychodrama can be exceptionally valuable applied in Participatory video to enhance the learning experiences.

During the interviews and informal conversation, several useful contacts were identified (mostly psychologists), who are willing to share their knowledge during the project itself, and we hope that it will bring added value to it.

SOURCE(S):**(1). TITLE OF Method: Video Therapy****NAME of the interviewee/project leader: Leonijus Demjanovas, psychologist at “Miramedas”**

| Abstract | | | Aims | |
|---|--|---|--|---|
| Videotherapy is a method, which was started to be applied in Lithuania very recently – over a couple of years ago. This method is used mostly when working with harmful addictions, such as alcohol and drugs, and also with psychological problems, for example, eating disorders. The method video shown to the patients. | | | Videotherapy method is used in combination with other methods to help an individual to fight a harmful addiction. | |
| Population/social categories/disabilities | Design/Method | Results/Outcomes Assessed | INSTITUTIONAL CONTEXT | CONCLUSION |
| The method is mainly used to help the patient get rid of an addiction. | The patient is watching a 50-60 minutes video, usually a series of abstract views, which is specially design to conquer one's addiction. The method is supplemented with other techniques. | The method proved effective in this field, and is applied as a complimentary method to discussions and other forms of treatment. However, as it was only applied for a brief period of time, it is not possible yet to assess its sustainability. | The clients of “Miramedas” are usually happy to try the method of video therapy, as it seems very user-friendly to most of them. | Elements of the Videotherapy method are not really compatible with the Participatory video method, as this procedure is strictly individual. However, it is useful for the research, as it shows a good response from the general public to using video technology. |

SWOT ANALYSIS: Factors to assess the usefulness of the Video therapy method

| Strengths | Weaknesses |
|--|--|
| <ul style="list-style-type: none"> - The method proved to be very useful in its own field | <ul style="list-style-type: none"> - The main weakness of the method in relation to the participatory video project is that it is generally incompatible with the purposes of the project. |
| Opportunities | Threats |
| <ul style="list-style-type: none"> - the experience of applying the method could bring useful insights on general reaction of people to using video techniques in their work and personal life. | <ul style="list-style-type: none"> - The method can be seen by a patient as a “miraculous cure” for the addiction, due to its novelty, while in reality it is a supplement for a more work done by the patient and psychologist/psychiatrist. |

SOURCE(S):**(1). TITLE OF Method: Film Therapy****NAME of the interviewee/project leader: Leonijus Demjanovas, psychologist at “Miramedas”**

| Abstract | | Aims | | |
|--|---|---|--|---|
| Film therapy is a relatively new method, now applied in a various fields in Lithuania. Film therapy is successfully used in working with individuals, families and larger groups, such as for example classes of students in school. | | The aim of the method is to address a certain problem or situation, by allowing the individual to see it “from the outside” perspective. This allows the individual to distance him-/herself from the issue and find another way to solve it. In cases of the groups, it also allows the group to see the roles in a different light. | | |
| Population/social categories/disabilities | Design/Method | Results/Outcomes Assessed | INSTITUTIONAL CONTEXT | CONCLUSION |
| It is used in very wide context. Film therapy was applied working with business people, professionals, students, families and individuals, as well as disadvantaged groups. | During it an individual or (usually) a group of people are presented with a fiction or documentary film, which is relevant to their situation. The screening is followed by the discussion, an invitation to change the ending of the film or other activities. | The method proved effective in this field. | The psychologist is very satisfied with the method, as it enables successful group-work and cooperation between individuals and usually results in better relationships and improved group dynamics. | The method is strongly recommended by the psychologist to be added as a complimentary method to the participatory video activities. |

SWOT ANALYSIS: Factors to assess the usefulness of the Film therapy method

| Strengths | Weaknesses |
|--|---|
| <ul style="list-style-type: none"> - The method proved to be very useful in its field - Is well applicable to working in groups - There are a lot of resources (fiction and documentary films), which could be used for the purposes of the project | <ul style="list-style-type: none"> - Adding the extra elements to the project would require additional resources. |
| Opportunities | Threats |
| <ul style="list-style-type: none"> - the method can bring a new dimension to the project by enhancing the experience of being in someone else's shoes and understanding the roles within the community and the group dynamics. | <ul style="list-style-type: none"> - The discussion after the film can potentially become too personal and thus difficult to handle, therefore an experienced facilitators is needed to manage it. |

SOURCE(S):**(1). TITLE OF Method: Story-telling Therapy****NAME of the interviewee/project leader: Leonijus Demjanovas, psychologist at “Miramedas”**

| Abstract | | Aims | | |
|--|---|---|--|---|
| The method involves a group of people rather than individuals and can be adapted to extremely wide range of target groups. It consists of lengthy discussions/communication exercises, where the group participants have the lead. | | The aim of the method is to facilitate the group dynamics and encourage the constructive dialogue within the group. | | |
| Population/social categories/disabilities | Design/Method | Results/Outcomes Assessed | INSTITUTIONAL CONTEXT | CONCLUSION |
| It is used in various contexts. Story-telling therapy is applied working with professionals, students, families and disadvantaged groups. | The expert starts or encourages a participant to start telling a story, which is told sentence by sentence, continued by other participants in decided order. The story-telling process is moderated by the expert and is followed by a discussion. | The method proved effective in bringing the participants to speak to each other and improving relationships and understanding between them. | The psychologist is very satisfied with the method, as it enables successful group-work and cooperation between individuals and usually results in better relationships and improved group dynamics. | The method is strongly recommended by the psychologist to be added as a complimentary method to the participatory video activities. |

SWOT ANALYSIS: Factors to assess the usefulness of the Story-telling therapy method

| Strengths | Weaknesses |
|--|--|
| <ul style="list-style-type: none"> - The method proved to be very useful in its field - Is well applicable to working in groups - Allows the participants to be proactive and take the lead on the discussion | <ul style="list-style-type: none"> - Adding the extra elements to the project would require additional resources. |
| OPPORTUNITIES | THREATS |
| <ul style="list-style-type: none"> - the method can bring an added value, by allowing the participants to engage in a kind of “peer review”, which would potentially empower them more compared to using just one method. | <ul style="list-style-type: none"> - The discussions may be very personal and thus difficult to handle, therefore an experienced facilitators is needed to manage it. |