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EDUKACINIS ĮGALINIMAS INOVACIJOMS**

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**BATTERED WOMEN'S EDUCATIONAL EMPOWERMENT FOR  
INNOVATION**

Summary of Doctoral Dissertation  
Social Sciences, Education Science (07S)

2018, Kaunas

This doctoral dissertation was prepared at Kaunas University of Technology, Faculty of Faculty of Social Sciences, Arts and Humanities, Department of Educational Studies during the period of 2012–2018. The studies were supported by Research Council of Lithuania.

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## Introduction

Domestic violence is commonly referred to as a hidden phenomenon. Its prominent latency is manifested when violence victims are liable to suppress the experienced domestic violence and its harmful effects. Women suffer not only from physical injuries – in most cases, psychological consequences and traumas negatively influence the victim's life quality and working capacity. Even if women are ready to terminate the relationship with violent men, they consequently face economic difficulties, problems of residence and child care, broken social relations, public pressure as well as emotional difficulties due to the separation with the violent men. The outcomes of experiencing violence caused by a person with whom they were/are in close relationship resulted in suffering from fear in public spaces: they are unable to control their personal lives, they limit their public relations and communication because they trust themselves less and less. Women find themselves in social exclusion.

Thus comprehensive help and prevention must help women refuse the position of 'a victim' or avoid becoming victims. In this sense, women's emancipation comes into the foreground; it should be treated as the person's emancipation from different constrictions caused by public and social environment. It is possible to achieve emancipation in a number of different ways; one of them is help rendering. For battered women, in order to achieve positive changes in their private lives, social, legal and psychological help is not sufficient. Helping women to reject the position of a 'victim' and educational empowerment is needed as well (Berry, 2000).

A lot of attention in scholarly literature has been devoted to the analysis of reasons why after experiencing violence in intimate environment women still do not resolve to change their lives and leave the abuser; this issue has been covered by Griffing, Ragan, Sage, Mandry, Bingham, Primm (2002); Yamawaki, Ochoa-Shipp, Pulsipher, Harlos, Swindler (2012); Dugan, Hock (2006); Hamby (2014) and others. Browuton, Burman (2003); Song (2012) and Estrellado, Loh (2014) analyse how life changes for those women who have decided to change their violent environment, whereas Dugan and Hock (2006) study what kind of help should be provided to those women who have resolved to change their lives. Scientific literature (Berry, 2000; Jones, 2000; Gilligan, 2002; Dirisienè and Reikertienè, 2008, etc.) distinguish the following ways of help: social, legal, psychological and educational. If the first three aspects are analysed at length in terms of both theoretical and practical attitudes, sufficient attention has not been adequately paid to educational help.

Empowerment of women is analysed in scholarly literature in general (Johnson, Worell, Chandler (2005); Malhotra, Schulte, Patel, Petesch (2009); Manoranjan (2012); Mosedale (2014); Parpart, Rai, Shirin, Staudt, Kathleen (2002)) and by focusing on the empowerment of women who have suffered

violence in intimate environment as well (Cattaneo, Goodman (2015); Goodman, Thomas, Cattaneo, Heimel, Woulfe, Chong (2014); Herman, (2006); Kasturirangan (2008); Morgan, Coombes (2013) and Perez, Johnson, Wright (2012)). However, it is worth noting that the major part of research is focused towards the political and economic empowerment of women, whereas studies of educational intervention are rare and fragmented (Taghdisi, Estebarsari, Dastoorpour, Jamshidi, Jamalzadeh, Latifi (2014)).

As Kasturirangan (2008) points out, a wide range of institutional support means for battered women has been developed. Although developed social programmes mention the term *empowerment*, it is sometimes identified with the provision of social, legal and psychological support, actions taken for the benefit of the victim so that to ensure her security. The methods of support are standardised, the partnership between the specialist and the woman is replaced by a defined support model regardless of the unique characteristics of the victim, the environment and expectations (Goodman et al., 2014). The true meaning of empowerment is lost; to the contrary, the opposite process of the victim's disempowerment takes place (Kasturirangan, 2008).

Thus, although a substantial number of research studies conducted on violence in intimate environment has been conducted, these studies do not tend to analyse how the process of women's personal changes takes place when they have made a resolution to change their lives. We may wonder what decisions they take for the sake of limiting the manifestation of violence in their environment and how they change their attitude towards themselves and their close people. In order to assess the quality of help to battered women, it is necessary to assess their inner progress.

On the one hand, research literature basically discusses fragmented help for female victims related to the provision of information and knowledge instead of the educational environment or a system which would allow to educationally empower the battered women for innovation (i.e. for another kind of life in a status of 'not being a victim'). On the other hand, the development of such educational environment is highly contextualised and primarily depends on the context of the country because different traditions and attitudes towards violence against women are possible. The aspects outlined above comprise the research problem of this dissertation, which could be expressed by the following research question: how is it possible *to educationally empower battered women for innovation?*

**The aim of the research** is to outline the essence and peculiarities of educational empowerment of battered women for innovation.

**The objectives of the research:**

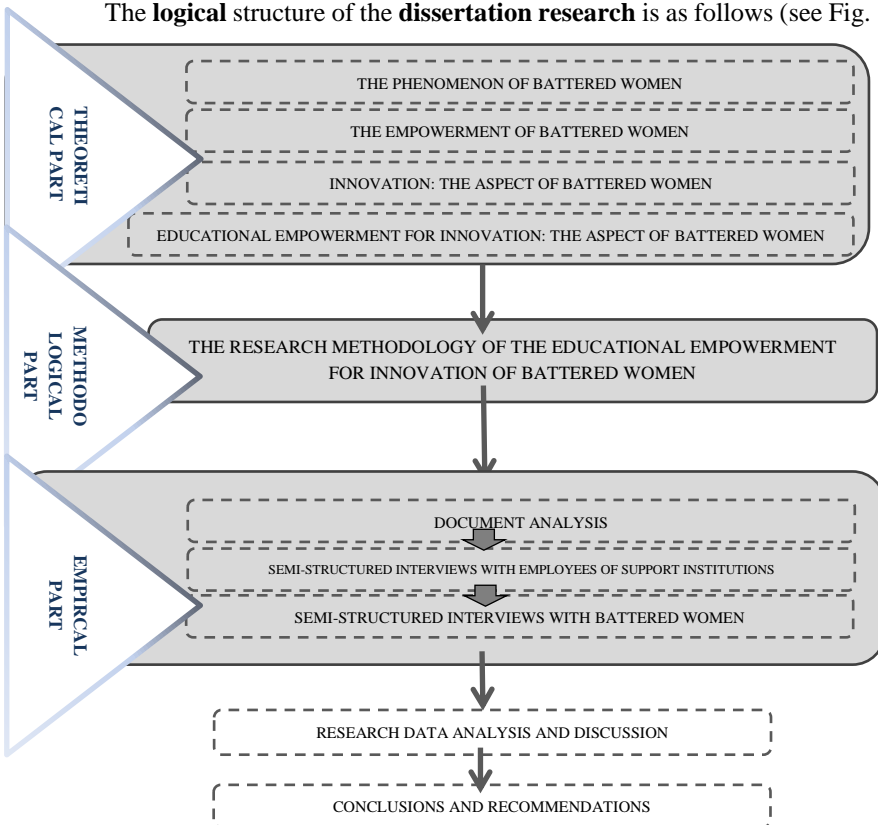
1. To define the phenomenon of battered women;
2. To outline the conditions and the process of the educational empowerment of battered women;

3. To justify the research methodology on the educational empowerment of battered women for innovation;
4. To outline the expression of the process and conditions of battered women’s educational empowerment for innovation.

**Conceptual approaches:**

- The feminist theory;
- The lifelong learning paradigm;
- The concept of empowerment;
- The concept of educational empowerment;
- The concept of empowering educational environment.

The **logical** structure of the **dissertation research** is as follows (see Fig. 1):



**Figure 1.** The logical structure of the dissertation research

### **Scientific novelty and theoretical relevance of the dissertation research:**

1. Characteristics of battered women as a separate group of social exclusion have been methodologically grounded;
2. A methodology for the research of battered women's educational empowerment for innovation was developed;
3. A case-based empowering educational environment model of battered women was drafted and justified.

### **The practical significance of the dissertation research:**

1. The application in practice of the produced case-based empowering educational environment model for battered women should help the staff of *specialised help centers* apply principles of case management based on educational empowerment; also, it should help manage the process of battered women's behaviour innovation acceptance.

2. Extensive data of content analysis should provide good practical experience to practitioners for organising provision of assistance to battered women.

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**Conclusions**

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**References**

**The structure and volume of the dissertation.** The dissertation consists of an introduction, four parts, conclusions, recommendations, a list of references, and a list of the author's publications. The volume of the dissertation is 174 pages. The dissertation text features 34 pictures and 6 tables. The list of references contains 190 sources.

**Review of the Dissertation's Content**

**1. The Phenomenon of Battered Women**

**1.1. Domestic Violence: Concept, Forms and Causes**

*Domestic violence* includes all intentional physical, psychological, economic and sexual actions directed against the person with whom the abuser is closely related (by family or partnership relationship), and these actions violate his/her constitutional rights and freedoms as a citizen and a person; also, it causes economic, physical or moral damage (Bowen, Gilchrist, Beech, 2005; Dirsienė and Reikertienė, 2008; Kurst-Swanger, Petcosky, 2003).

While evaluating the relevance of the problem of domestic violence against women, its frequency and damaging consequences, this dissertation analyses the violence of domestic intimate partners against women. A *woman who has experienced domestic violence in her intimate environment* could be defined as the one who has suffered abuse (psychological, physical, sexual, economic, or neglect-related abuse).

The causes of violence in the intimate environment are analysed by psychological and social theories (Ali and Naylor, 2013; Gustaitienė, 2005; Liobikienė, 2006; Dirsienė and Reikertienė, 2008; Kasnauskienė, Račkauskienė, 2008). The feminist approach views violence not only as an internal problem of a family but also as a deeply-rooted social problem. The sociological perspective tends to emphasise the influence of the family, the different education gained by men and women, their average job positions and income. The theory of divided ecological structure highlights a variety of factors and levels (the family, the community and the society) in order to explain the phenomenon of domestic violence.

## **1.2. Peculiarities of Battered Women's Behaviour and Their Reaction to Violence**

Any healthy woman may get involved in a violent relationship, and, even after breaking free from it, she will never be the same because long-term domestic violence imposes irreparable psychological harm which develops as a response to a violent situation. The complex post-traumatic syndrome, the syndrome of a battered woman, the condition of acquired helplessness, the violence vicious circle and the Stockholm syndrome phenomena not only damage the mental health of women but also cause tight and complicated attachment of battered women to their abusers and to the abusive environment. Traumatic encounters make victims doubt the fundamental human relationships, encourage exclusion from the family, friends, love relations and community.

## **1.3. Characteristics of Battered Women as a Socially Excluded Group**

According to Boeckel, Blasco-Ros, Grassi-Oliveira, Martinez (2014); Yamawaki (2012); Dirsiene, Reikertiene (2008), a victim suffering abuse from a spouse or a partner develops the following characteristic features: loneliness, total isolation and separation, loss of self-confidence, doubts about her ability to control her own life, make the right decisions, suffer from blame, shame, fear and anxiety, tendency to suffer from a variety of stress-related illnesses, depression, and negative self-assessment. A woman victim faces the following cultural-psychological factors: stigmatisation, powerlessness, degrading and ignoring. Therefore, victims of domestic violence are afraid and embarrassed when facing publicity. Weak social links condition a woman's distancing from social values; she is scarcely involved in the community and social life. A very strong effect is produced not only by emotional dependency – a woman's helplessness develops due to economic factors as well (Adams, Greeson, Kennedy, Tolman, 2013). Violence against a woman also determines her economic status – it has an effect on her education as well as on her position in the labour market. Sometimes, the victim has (literally) nowhere to go and therefore stays with her abuser.

Thus a full complex of the outlined features demonstrates that the women who have experienced domestic violence could be distinguished as a social divide group. The fundamental strategy towards diminishing the social divide is social inclusion. Social inclusion is directly related to empowerment, especially educational empowerment.

## **2. Educational Empowerment for Innovation: the Aspect of Battered Women**

### **2.1. The Empowerment of Battered Women**

Empowerment of battered women – as well as any empowerment in general – can be understood as both a process and a result (Cattaneo, Chapman, 2010).

Kasturirangan (2008) notes that while seeking empowerment of battered women, firstly it is necessary to emphasise empowerment as a process in which the women themselves take part. Empowerment cannot be treated as a result of social, legal and other provided services. The process may differ depending on the individual features of each woman and the context. It is necessary that, during the process, access should be available to all the required resources.

Battered women do not constitute a homogeneous group. However, the institutions providing support to battered women operate according to a standard manual of services. The latter most frequently corresponds to the mission carried out by the organisation and does not meet the unique circumstances of the battered women and their future objectives. Thus, in the course of the process, the priority should be directed towards the needs of the victim rather than towards the services of the institution (Cattaneo, Goodman, 2015).

The empowerment process has to be supported by the three pillars of empowerment (Kasturirangan, 2008, Prilleltensky, Gonick, 1994): 1. Self-determination; 2. Distributive justice; 3. Collaborative and democratic participation.

## **2.2. Innovation in Terms of Battered Women**

Empowerment is related to changes and innovation. In terms of battered women, the basic change is related to the transition from the passive condition to the active one, i.e., from the position of a victim to the position of the active agent of one's life. These aspects are related to innovation in the woman's life.

When analysing definitions of social innovation, one may notice that, in addition to social problem-solving or social change initiation, they also emphasise the change of beliefs, attitudes and behaviour, as well as the improvement of life of groups and individuals (Urama, Acheampong, 2013; Neumeier, 2012; Pol, Ville, 2009; Sweeney, Imaretska, 2016). In other words, social innovation may also be treated as a new behaviour through the transformed inner segments of a person.

On the basis of the definitions analysed above, *innovation is a new behaviour in battered women, a new thinking, and a new interpretation of the reality, changed life habits, altered lifestyle, newly acquired competencies, and active participation in the social life related to the 'liberation' stemming from the situation of the victim of violence.*

Song (2012) with a reference to Tedeschi, Calhoun (1996) and Song, Shih (2010) identify the basic features of the battered women's personality development which could be treated as an innovation in terms of battered women:

1. The change in self-perception;
2. The changed relation to other people;

3. The change in life philosophy, which includes a higher level of perception of one's life values, new objectives and priorities, as well as need for self-realisation and life satisfaction.

### **2.3. Educational Empowerment of Battered Women**

*Educational empowerment* is the process which is performed by an individual who is entitled with power and shares it with others and also seeks to provide these others with opportunities to increase knowledge, abilities, and competence of lifelong learning and to participate in the decision making processes that relate to their current and future professional performance and to the control and creation of their own personal lives (Jucevičienė, Vizgirdaitė, 2012).

Jucevičienė et al. (2010) characterise empowering educational environment of this kind of learning by the following parameters:

1. Educational aim;
2. People's needs for the fulfillment of the educational aim;
3. Learning capacity of the learners;
4. Educational content relevant to the educational aim;
5. Educational content as presented information, methods of its communication and means (material and virtual);
6. Physical space and its objects corresponding to the educational aim and conditions of its fulfillment;
7. Unpredictable factors.

In the case of battered women, the educational aim could be as follows: to empower the battered women 'to live differently' by providing knowledge, meanings, capacities and competencies needed to 'break free' from the situation of the abused victim.

The educational content should correspond to the educational aim and be suitable for each participant of that environment. The educational content should be adjusted to the educational level of the battered women, their needs and the educational aim.

Thus one could maintain that, for the sake of successful learning of each battered woman, it is essential that the educational content is personalised with regard to each individual case. In general, personalisation becomes a key principle in the whole process of educational empowerment of battered women when seeking successful learning of each woman. Therefore, one could state that educational empowerment of battered women has to be case-based educational empowerment.

### **3. Research Methodology of Battered Women's Educational Empowerment for Innovation**

#### **3.1. Research Strategy and Logic**

In the course of the analysis of scholarly literature, the parameters and conditions of empowering educational environment for battered women were highlighted. The empirical research aimed at determining the expression of these parameters and conditions in real-life environment by answering the following questions: how does the empowerment of battered women take place in real-life environment: what initial conditions are provided for the educational empowerment of battered women, how does the process of educational empowerment take place, what life changes have been achieved, are there any aspects un-powering the battered women? The qualitative research involved three stages:

*I – document analysis;*

*II – semi-structured interviews with employees from support institutions (educators);*

*III – semi-structured interviews with battered women.*

#### **Research data collection methods and instruments:**

*Document analysis* was carried out in this dissertation in order to reveal some of the initial conditions determining the educational empowerment of battered women – legitimacy: we checked whether the statements defined in the documents do not conflict with the educational empowerment process. The governmental documents of the Republic of Lithuania were analysed.

*Individual semi-structured interview* was chosen to help investigate the research phenomenon as profoundly and thoroughly as possible. It was of crucial importance to the research to obtain data related to the context and specific experience of the research participants. The questions were based on parameters describing the empowering educational environment. The duration of interviews ranged from 19 minutes to one hour and 38 minutes.

#### **3.2. Methods of Research Data Analysis of Battered Women's Educational Empowerment for Innovation**

Documents and data collected during interviews were analysed by applying deductive content analysis and descriptive content analysis. Interview data analysis was carried out by using *MaxQDA* software.

## **Characteristics of the Research Sample**

The qualitative research study was conducted from March 2016 to January 2017 in five support institutions for battered women based in three Lithuanian cities: Vilnius, Kaunas and Klaipėda.

Semi-structured interviews were conducted with ten employees from these support institutions, five of whom were managers whereas the others were consultants, psychologists and social workers. The first six research participants were selected by the principle of convenience, improbability sampling, while the remaining four respondents were selected by using the *snow ball* method.

It was more difficult to choose the second group of respondents, namely, the battered women. Convenience selection was applied, when the respondents are selected on the basis of convenient accessibility; however, specific selection criteria were formed. Even while using this method of sample selection, an intermediary was needed – a person who has control over the availability to the entire potential sample of respondents important for the research (Saunders, 2006; Gaižauskaitė, Valavičienė, 2016) and who makes a decision whether to allow or not the researcher to carry out the research in his/her environment. Out of five heads of Specialised Help Centers participating in the research, only one agreed to be the intermediary determining the limitations of research. Based on these criteria, five research participants were selected (when the interviews started, one woman refused to participate in the interview).

### **3.3. Research Ethics**

While carrying out this research, the following research principles were applied:

- Interviews with Specialised Help Centers staff (educators): goodwill, respect to the person's dignity and confidentiality, volunteering/ free choice principles.
- Interviews with battered women: security of unprotected groups of respondents, goodwill, respect to the person's dignity and confidentiality, volunteering/ free choice principles.

## **4. Empirical Research of Battered Women's Educational Empowerment for Innovation**

### **4.1. Analysis of Governmental Documents Regulating the Protection from Violence In Intimate Environment, Its Prevention and Provision of Help to the Victims**

After having carried out the analysis of documents regulating the protection of battered women in the intimate environment, its prevention and provision of help to the victims in terms of educational empowerment in the context envisaged

in the research parameters, one may maintain that the main focus there is on legally anticipated timely help for battered women and on securing their protection. The legal acts and documents under investigation revealed that the legal safeguarding of educational help to the victim of violence is only mentioned fragmentally with the emphasis on the provision of basic information. More attention is devoted to the education of the society and the relevant specialists. One may state that the norms defined within the researched documents not only do not contradict but also actually provide for positive pre-conditions for the process of educational empowerment.

#### **4.2. Results of Semi-Structured Interviews with Employees from Support Institutions (Educators)**

The research has revealed that the staff of support institutions seeks for the independence of battered women, which is illustrated by the possibility for a woman to choose, to lead her life the way she wants and to take responsibility for her choices. The respondents indicated that their aim was to empower battered women, which is linked to becoming the master of her own life – thus it is linked to rebuilding independence, self-confidence and control of her own life; it is also related with a women's power to identify the phenomenon of domestic violence and to find sources of help. It is important that a woman should be able to take the decisions herself.

The case of each battered woman is different; therefore, one of the educator's aims is to find a suitable individual access to the victim.

When discussing the knowledge provided to battered women, the research showed that it has to be not only theoretical (including the understanding of the concept of violence and the dynamics of violence) but it also must emerge from the need of the real life situation of a battered woman – the woman has to be able to identify abuse taking place in her intimate environment and to know ways how to avoid it.

The research has demonstrated that, as a result of support, initially, internal changes undergone by battered women became visible: they were manifested by self-confidence, openness, activity, and a need for communication. The mentality of battered women changed as well – they no longer admitted blame for domestic violence. Battered women changed externally – they started taking care of their appearance. The environment of the women changed as well, as the kin of the battered women started to understand and support the victim. The sense of the battered women's power manifested itself – the women started to identify their feelings and to evaluate the situation realistically. They developed the wish as well as the ability to help other women. Empowered women tended to share their achievements and interests. The increase of a woman's power definitely depended on their individual abilities and uniqueness.

### **4.3. Results of Semi-Structured Interviews with Battered Women**

*Women's individual cases.* Research participants reflected on their feelings while seeking help with the aid organisation and on the reasons for getting help. Overall, despite the fact that the situations of all the battered women were different, they focused on the same aspects: a severe psychological and physical condition, substantial reasons for seeking help and living conditions with perpetrators.

*The relationship between the educator and the women.* The respondents mostly spoke about the psychological aspect of the relationship with the educator and the feeling of safety they experienced. All the respondents indicated that they felt safe while dwelling in the aid institution.

*Educational content.* Battered women claimed that they had acquired a lot of knowledge on domestic violence, learnt to collaborate and make decisions, gained certain practical skills as well as parenting skills. However, the respondents emphasised that the essence of all the gained knowledge was to their empowerment.

*Results of educational empowerment.* First of all, battered women distinguished between their internal changes and the changes in the relationships with the abusive partner. The internal changes included the sense of empowerment and the understanding that they can protect themselves and their children, the courage to make decisions and assume responsibility for their lives, gain self-confidence. The respondents emphasised the importance of the changes in the relationships with the perpetrator. It is essential to note that instead of blaming themselves, as they initially did, the battered women realised that they were not to blame for the violence that had occurred.

### **4.4. Discussion of the Research Results: Guidelines Of Battered Women's Educational Empowerment For Innovation**

The empirical research revealed that the equal relationships between the educator and female victims of domestic violence based on the individual attention to each woman and the uniqueness of their situation resulted in the creation of the conditions which enable women to learn. They allowed to achieve the aim to restore the battered women's power, autonomy, self-confidence, the commonality with other people and the control over their own lives in the context of life changes are the main 'axes' of the innovation-driven empowerment of battered women.

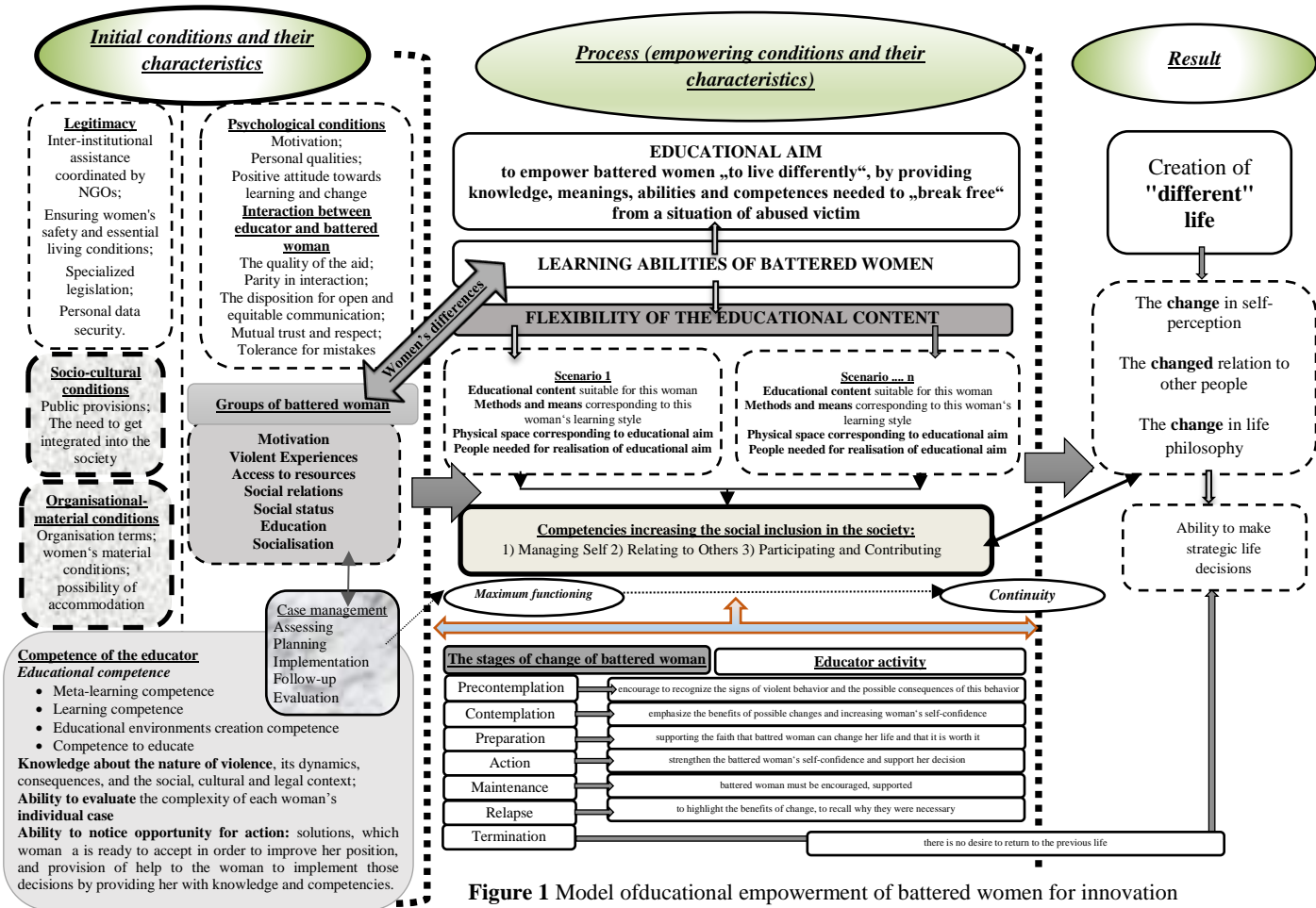
Certain elements of the educational content may be common, but each unique case of a battered woman is bound to bring changes in the content – it will have to be individualised depending on the typology of the battered woman and her educational abilities. Certainly, the difference will likely lie not in the provided knowledge, but in the ways and methods of presenting the knowledge.



In order to evaluate the process of empowerment of battered women, one should respond to the following questions: is there any direct influence made on the psychological condition of women? Does the woman really feel safer afterwards? Does she have more control over her own life? Have the conditions changed in her family, community, culture or country in a way to ensure the woman's security? It is not easy to answer these questions, but these aspects in particular may be the key indicators of the efficiency of the empowerment process (Kasturirangan, 2008).

Thus, when estimating such characteristics of developed educational environment by educational institutions as the educational objectives (the independence of battered women, their self-awareness, responsibility for their own lives, independence, encouragement of the quality of life), content (personalising the educational content, knowledge, application of forms and methods to present the knowledge with regard to the personality of the battered woman, educational abilities, the nature of the experienced violence) and the results (an increase in the self-confidence of battered women, the need to communicate and participate, a change in mentality, a developed sense of personal power), one could argue that the educational environment created in these institutions is empowering. The research results did not reveal the applied standardised models; priorities were given to the institutional needs and their standard guidelines; in addition, the dependence of battered women on encouragement from the organisation, juxtaposition of personal opinion on solutions of the educator to that one of the victim's, which in turn would condition the disempowerment of domestic violence victims, or even secondary victimisation. The methods of the provided support are not standardised; a partnership between the specialist and the woman is encouraged, and the attention is paid to the unique characteristics of the victim, her environment and expectations. Those women who have experienced violence in their intimate environment are empowered to live 'differently' by being provided with knowledge, meanings, abilities and competencies needed to break out of the situation of the victim of violence.

The research results and the outlined insights allowed supplementing the theoretical model with the missing components (see Fig. 2):



**Figure 1** Model of educational empowerment of battered women for innovation

## Conclusions

1. The analysed complex of characteristics and features demonstrates that battered women can be distinguished as a group of social exclusion: violence experienced in the intimate environment causes long-term psychological consequences; in the cases of violence in the intimate environment, the basic human rights of the battered women are violated; battered women face such cultural-psychological factors as stigmatisation, helplessness, derogation and ignoring; weakness of social bonds causes alienation from social values; battered women insufficiently participate in the community and social life; violence against women in the intimate environment exerts a negative impact on their economic status – it influences their education and position in the labour market.

2. After having carried out a theoretical analysis of the educational empowerment of battered women in terms of innovation conditions and processes, the key aspects of educational empowerment of battered women for innovation have been identified. They became the foundation of the model of the empirical research:

- the process of battered women's empowerment has to be built on the three pillars of empowerment: personal determination, shared justice and collaborative and democratic participation;
- innovation in terms of battered women is treated as transformed self-perception, transformed relation to other people, a transformed philosophy of life; it is essentially a new behaviour of battered women, a new interpretation of their reality featuring changed life habits, lifestyle, new competencies, active participation in the social life linked to 'liberation' from the situation of a victim of violence;
- the process of educational empowerment differs with regard to the individual characteristics and specific context of every woman; the personalisation of the educational content becomes a key principle throughout the entire process of educational empowerment of battered women so that each woman could learn successfully.

3. The research methodology of educational empowerment of battered women for innovation is based on the theoretical model built on the grounds of analysis of research literature.

4. The results of the empirical research have revealed that equal relations between the educator and the battered woman, attention to the uniqueness of every woman and her life situation, provision of conditions for learning to every woman, rebuilding the power, autonomy, self-confidence, connection with other people and control over her life within the context of life changes are the key 'axes' of the educational empowerment of battered women for innovation:

- document analysis has demonstrated that governmental documents regulating protection in the intimate environment, its prevention and provision of help to victims in terms of the defined norms not only do not contradict but

also provide positive initial conditions for the process of educational empowerment

- it was possible to divide battered women into groups; however, for the successful learning of each battered woman, it is important that the educational content should be personalised with regard to the individual and unique case; it may be claimed that the educational empowerment of battered women is case-based educational empowerment;
- internal changes in battered women become evident, among which, self-confidence, openness, activeness, participation, and a new need for communication can be mentioned. The mindset of battered women changes as well – they no longer accept blame for the violence in their intimate environment. Battered women change from the outside as well – they start taking care of their appearance again;
- by assessing the parameters of the created educational environment by assistance providing institutions participating in the research, one can maintain that the educational environment developed in these institutions is empowering.

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## **The Research Results Have Been Published in the Following Articles:**

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**2012 – 2017** Doctoral studies in social sciences (Educational Science, 07S), Department of Educational Studies, Faculty of Social Sciences, Arts and Humanities, Kaunas University of Technology.  
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- 1999 – 2003** Bachelor in Management, Study programme of Business Management; specialisation of advertising management, Kauno kolegija/Kaunas University of Applied Sciences

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- 2012 – 2018** Lecturer's assistant in courses;  
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- 2014** Internship program at the Faculty of Education of University of Hradec Králové, the Czech Republic.
- 2016** Erasmus internship program at the Institute of Education, Research and Development Unit in Education and Training (UIDEF), University of Lisbon, Portugal.
- 2012 – 2018** Attended over 20 international conferences, workshops and other scholar events.

**REZIUMĖ**

Smurtas prieš moteris yra labiausiai paplitusi ir tuo pat metu mažiausiai pripažinta žmogaus teisių pažeidimo forma. Vyro smurtas prieš moterį artimoje aplinkoje sudaro antrąjį labiausiai paplitusį netinkamo elgesio šeimoje tipą (po smurto šeimoje prieš mažus vaikus) (Giddens, 2005). Suvokiant, kokia sudėtinga ir jautri yra smurto artimoje aplinkoje problema, kokia komplikuota intervencija į šeimos gyvenimą ir jos konfliktus, svarbu pastebėti, jog mokslininkų ir praktikų požiūris dažnai labai skiriasi (Michailovič, 2012). To priežastis – didelis smurto latentškumas, kuris pasireiškia tuo, kad smurto aukos linkusios nutylėti apie patiriamą smurtą šeimoje ir jo žalą. Smurtas prieš moterį lemia ir jos ekonominį statusą – jis daro poveikį tiek moters išsilavinimui, tiek jos padėčiai darbo rinkoje (Adams, Greeson, Kennedy, Tolman, 2013). Net ir pasiryžusi nutraukti santykius su smurtaujančiu vyru, moteris susiduria gyvenamosios vietos, vaikų globos problemomis, nutrūkusiais socialiniais ryšiais, visuomenės spaudimu bei



emociniais sunkumais dėl išsiskyrimo su ją skriaudusiu vyru (Griffing, et al., 2002). Moteris atsiduria socialinėje atskirtyje.

Mokslinėje literatūroje išskiriami šie pagalbos būdai moterims, patyrusioms smurtą artimoje aplinkoje: socialinė, teisinė, psichologinė, edukacinė (Kaur, Garg, 2008; Bell, Goodman, 2001; Dirsienė, Reikertienė, 2008 ir kt.). Jeigu pirmieji trys aspektai yra išsamiai analizuojami tiek teoriniu tiek praktiniu požiūriu, nepakankamai dėmesio skiriama edukacinei pagalbai, ypač moters edukaciniam įgalinimui, kurio metu vyksta sprendimo priėmimas „gyventi kitaip“, taip vedantis į emancipacinius procesus. Pati smurto auka gali tapti savo gyvenimo pokyčių agentu Mears (2003). Šiuo atveju ypatingą rolę vaidina įgalinimas ir edukacija.

Atlikta daug tyrimų analizuojančių smurtą artimoje aplinkoje, tačiau tyrimai neanalizuoja kaip vyksta moters asmeninių pokyčių procesas kuomet ji nusprendžia keisti savo gyvenimą. Kokius sprendimus ji priima, kad ribotų smurto apraiškas savo aplinkoje, kaip ji keičia požiūrį į save, artimus žmones. Tačiau tam, kad įvertinti pagalbos moterims, patyrusioms smurtą artimoje aplinkoje kokybę, reikalinga visų pirma vertinti moters vidinį progresą. Viena vertus, mokslinėje literatūroje esmės kalbama apie fragmentuotą pagalbą moteriai, aukai, labiau susijusiai su informacijos, žinių suteikimu, bet ne edukacinę aplinką ar sistemą, kuri leistų edukaciškai įgalinti moterį, patyrusią smurtą artimoje aplinkoje, inovacijoms jos esaties aspektu (t.y. kitokiam gyvenimui – ne „aukos“ statuse). Kita vertus tokios edukacinės aplinkos sukūrimas yra labai kontekstualizuotas ir visų pirma labai priklausantis nuo šalies konteksto, kadangi galimos skirtingos tradicijos, požiūris į smurtą prieš moteris. Šioje disertacijoje edukacinis įgalinimas kontekstualizuojamas Lietuvos atveju, kurioje nėra ilgamečių tradicijų, susijusių su moterų, patyrusių smurtą artimoje aplinkoje, edukaciniu įgalinimu.

Minėti aspektai sudaro disertacijos mokslinį problemišumą, kurį galima išreikšti probleminiu klausimu: kaip edukaciškai inovacijoms įgalinti moteris, patiriančias smurtą artimoje aplinkoje?

**Darbo tikslas:** atskleisti moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms esmę ir ypatumus.

**Darbo uždaviniai:**

1. Pagrįsti moterų, patyrusių smurtą artimoje aplinkoje, fenomeną;
2. Atskleisti MPSAA edukacinio įgalinimo inovacijoms sąlygas ir procesą;
3. Pagrįsti moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms tyrimo metodologiją;
4. Atskleisti moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms proceso parametrų ir sąlygų raišką.

Įgyvendinant šiuos uždavinius remiamasi šiomis **teorinėmis konceptualiosiomis pozicijomis:**

- Feminizmo teorija;

- Mokymosi visą gyvenimą paradigma;
- Įgalinimo koncepcija;
- Edukacinio įgalinimo koncepcija;
- Įgalinančios edukacinės aplinkos koncepcija.

### **Disertacijos turinys**

Pirmojoje disertacijos dalyje analizuojamos smurto, smurto artimoje aplinkoje sampratos, formos, teorijos, moterų, patyrusių smurtą artimoje aplinkoje, elgesio ir reakcijos į smurtą ypatumai. Išryškinamos esminės moters, kaip smurto artimoje aplinkoje aukos, charakteristikos; moterys, patyrusios smurtą artimoje aplinkoje, priskiriamos socialinės atskirties grupei.

Antrojoje disertacijos dalyje analizuojami moterų įgalinimo aspektai, išskiriama smurtą artimoje aplinkoje patyrusių moterų įgalinimo specifika. Išryškinamas inovacijų vaidmuo sprendžiant smurto artimoje aplinkoje problemą, atskleidžiama, kas tai yra inovacija moterims, patyrusioms smurtą artimoje aplinkoje. Analizuojami įgalinančios edukacinės aplinkos parametrai, iškeliami edukacinio turinio kūrimo moterims, patyrusioms smurtą artimoje aplinkoje, problematika. Teorinė dalis baigiama teoriškai pagrįstu moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms modeliu.

Trečiojoje disertacijos dalyje pagrindžiama moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms tyrimo metodologija; pagrindžiama tyrimo strategija ir logika, tyrimo duomenų rinkimo metodai, tyrimo instrumentas, tyrimo duomenų analizės metodai, tyrimo imtis, atskleidžiami etikos principai ir tyrimo ribotumai.

Ketvirtojoje disertacijos dalyje atskleidžiamas moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms tyrimo kontekstas, dokumentų, iš dalies struktūruotų interviu duomenų analizė. Gauti rezultatai diskutuojami kitų mokslo darbų kontekste, numatant MPSAA edukacinio įgalinimo inovacijoms gaires.

### **Darbo mokslinis naujumas ir teorinis reikšmingumas**

1. Pagrįstos, moterų, patiriančios smurtą artimoje aplinkoje, kaip atskiros socialinės atskirties grupės charakteristikos;

2. Sukurta ir pagrįsta moterų, patyrusių smurtą artimoje aplinkoje, edukacinio įgalinimo inovacijoms tyrimo metodologija;

3. Sudarytas ir pagrįstas moterų, patyrusių smurtą artimoje aplinkoje, atveju grįstas įgalinančios edukacinės aplinkos modelis.

### **Darbo praktinis reikšmingumas**

1. Sudaryto moterų, patyrusių smurtą artimoje aplinkoje, atveju grįsto įgalinančios edukacinės aplinkos modelio taikymas praktikoje turėtų padėti Specializuotų pagalbos centrų darbuotojams taikyti atvejo vadybos, pagrįstos

edukaciniu įgalinimu, principus; taip pat padėti valdyti MPSAA elgesio inovacijų priėmimo procesą.

2. Gausūs kokybinio tyrimo duomenys turėti suteikti praktikams gerosios patirties organizuojant pagalbą moterims, patyrusioms smurtą artimoje aplinkoje.

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