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GENDER MOBILE YOUTH CLUB PRACTICAL MANUAL

Gender mobile youth clubs for the new good neighbourly
social initiatives between Serbia and Kosovo*

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SIT - Centre for counselling, social services and research, 33 Bedri Pejani, 10000, Prishtina

EDITOR:

Violeta Stankovic

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1. INTRODUCTION TO CZOR and SIT

CZOR - CENTRE FOR YOUTH WORK

Center for Youth Work (hereinafter: **CZOR**) is a former Swedish CSO that started operating in Serbia and the Western Balkans in 2001 as PRONI Institute for social education/Forum Syd Balkans program that has been localised in 2006. Since its inception, CZOR has been committed to improving the position of young people through: a) advocacy for youth related public policies; b) education of actors in youth work and youth policy; c) direct work with young people. The main expertise of CZOR is youth work, especially the implementation of formal and nonformal education for youth workers, as well as advocacy for the professionalization of youth work and recognition of profession. During its work, CZOR introduced innovative practices and models of youth work that gained national and international recognition. One of those models is a **MOBILE YOUTH CLUB** that is focused on reaching underprivileged youth by using

outreach and detach methodology. CZOR is strongly advocating for the introduction of integrated youth services addressing various topics such as *employment, prevention of social exclusion, youth health, prevention of violence, etc.*

As a resource organization, CZOR operates at the local, provincial, national, regional and European levels, and also participates in certain global movements and initiatives. CZOR has achieved significant strategic partnerships with relevant state institutions, associations and the academic community in Serbia, the region and at the European level. Believing in the quality of services and the paramount importance of **Child and youth health and safety policy**; our specificity is that most of the employees and associates of CZOR have a university degree or different levels of certificates in the field of youth work in the community.

SIT – CENTER FOR COUNSELING, SOCIAL SERVICES AND RESEARCH

SIT is an NGO whose mission is to promote and create an equal society for all. Hence, we tackle some of the most challenging human rights issues in our society that prevent us from achieving equality, peace, and development, including Domestic Violence and Gender-Based Violence. We aim to achieve this by involving people of all backgrounds, regardless of their gender, sexual orientation, and any other categories of identity.

SIT has been working with youth on gender equality projects extensively since 2018 and has implemented more than 15 projects with youth as a main target, addressing issues such as gender equality, gender-based discrimination, domestic violence, and gender-based violence, promoting peace and inclusion, Sexual and Reproductive Health and Rights, and helping them embrace healthy living lifestyles.

This publication has been developed by joint efforts of CZOR and SIT. CZOR has been responsible for Youth Work and Mobile Youth Work concept inputs, while SIT has been responsible for gender equality issues.

2. GENDER EQUALITY IN THEORY AND PRACTICE

In legal terms, both Serbia and Kosovo*¹ hold laws and regulations that have quite improved and treat gender equality quite thoroughly and properly.

SERBIA	KOSOVO*
<p>The legal framework and policies of gender equality, which represent a key component of universal human rights, are guided by the international framework and obligations assumed by the Republic of Serbia through the ratification of relevant international conventions. Among the most important international documents are the International Covenant on Civil and Political Rights (1966), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the UN Convention on the Political Rights of Women (1953), the International Covenant on Economic, Social and Cultural Rights. (1966), UN Resolution 1325 "Women, peace and security" (2000), Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention), and others. The Convention on the Rights of Persons with Disabilities (2006) is of particular importance for equal opportunities and elimination of discrimination against women with disabilities.</p> <p>The national legal framework for gender equality was established by the Constitution of the Republic of Serbia (Article 15), the Law on Gender Equality ("Official Gazette of the RS", No. 52/21), which is the umbrella legal act for achieving and improving gender equality, as well as two by-laws for the implementation of this law, namely: Rulebook on keeping records and reporting on the achievement of gender equality, as well as the Rulebook on the development and implementation of the Risk Management Plan for violations of the principle of gender equality, which were published in the "Official Gazette of the RS", no. 67/22, then the Law on the Prohibition of Discrimination ("Official Gazette of the RS", no. 22/09 and 52/21), which also includes the prohibition of discrimination based on gender and any personal characteristic, including gender identity, and the Law on preventing discrimination of persons with disabilities ("Official Gazette of RS", no. 33/06 and 13/16)².</p>	<p>The Constitution of the Republic of Kosovo*³ adopted in 2008, guarantees equality before the law and prohibits discrimination on various grounds, including gender. The Law on Gender Equality⁴ follows the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); Directive on Establishing a General Framework for Equal Treatment in Employment and Occupation (Directive 2000/78/EC); Directive on the Implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (Directive 2006/54/EC); The Directive on the progressive implementation of the principle of equal treatment for men and women on issues of social security (Council Directive 79/7/EEC, of 19 December 1978); Directive on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive 86/613/EEC (Directive 2010/41/EU, of 7 July 2010); Directive on implementing the principle of equal treatment between men and women in the access to and supply of goods and services (Directive 2004/113/EC).</p> <p>Kosovo has anti-discrimination laws⁵ that prohibit discrimination based on gender. These laws encompass various areas, such as employment, access to goods and services, and education.</p> <p>Kosovo has developed a National Gender Equality Program⁶ and Action Plan, which outlines specific measures and actions to promote gender equality in the country. Kosovo is a party to international agreements and conventions related to gender equality, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)⁷.</p> <p>In September 2020, Kosovo integrated the Istanbul Convention into its Constitution⁸.</p>

¹ This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo declaration of independence.

² <https://www.minijmpdd.gov.rs/doc/podzakonski-akti/Smernice-za-primenu-Zakona-o-rodnoj-ravnopravnosti.pdf>

³ The Constitution of the Republic of Kosovo- Retrieved from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=3702>

⁴ Law on Gender Equality- Retrieved from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10923>

⁵ Law on the Protection from Discrimination- Retrieved from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10924>

⁶ Kosovo Program for Gender Equality 2020-2024- Retrieved from: <https://abgj.rks-gov.net/assets/cms/uploads/files/AGE%20Kosovo%20Program%20for%20Gender%20Equality%202020-2024.pdf>

⁷ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)- Retrieved from: <https://www.ohchr.org/sites/default/files/cedaw.pdf>

⁸ Constitution of the Republic of Kosovo- Retrieved from: https://mapl.rks-gov.net/wp-content/uploads/2017/10/1.CONSTITUTION_OF_THE_REPUBLIC_OF_KOSOVO.pdf

However, when it comes to practice, only some things correspond to the written word. Despite legal provisions, gender disparities persist both in Serbia and Kosovo, particularly in the labour market, where women often face wage gaps and limited opportunities for career advancement.

EMPLOYMENT AND EARNINGS- According to the Labour Force Survey, Serbia, in 2022 the employment rate of women was 43.2%, which was 14.7 p.p. less than the employment rate of men (57.9%). The activity rate of women with tertiary education was somewhat higher than the activity rate of men with the same educational attainment (74.5% vs. 74.1%). However, the activity rate of women without education and with low-level education equals 28.1%, which was even 33.0 p.p. less than the activity rate of men with the same level of education⁹. An Agency for Gender Equality (AGE) report for Kosovo¹⁰ shows that women despite being offered fewer opportunities to get involved in the labour market, also get paid less than men with a difference of 34 Euro, while in Serbia the gender pay gap for 2018 equalled 8.8%. This means that women were paid 8.8% less than men. Furthermore, if earnings are observed according to educational attainment or occupations, the difference in earnings between women and men is significantly higher than the average gender pay gap, most often in favour of men.

EDUCATION - Traditional gender roles and stereotypes continue to influence these disparities. In Kosovo, the AGE report shows the overrepresentation of women in the traditionally female occupations and sectors of the economy, which are characterized by lower wages than the traditionally male occupations and sectors can persist due to both workers' preferences and labour market discrimination. There has been progress in increasing girls' access to education in Kosovo, but challenges related to gender stereotypes and early marriages still exist, particularly in rural areas

and minority communities. Reports show that women outnumber men in higher education, yet they still enrol in the studies that correspond more to traditional 'women' occupations.¹¹ A similar situation is in Serbia, with the total number of women that attain high or higher education exceeding the percentage of men (24%female and 20% male), while on the other side inclusive education in primary schools covers significantly more boys than girls (2:1). Among graduate students', women are predominant in the field of education, while men in ICT (66%) and Engineering Manufacturing and construction (55%). In 2022, 59% of women and 41% of men become holders of PhD, while 90% of men are members of the Serbian Academy of Science and Art (SASA).

GENDER-BASED VIOLENCE, including domestic violence and sexual harassment, remains a concern in Kosovo and Serbia. Efforts have been made to address this issue by establishing shelters and support services for survivors. Data for 2022 in Serbia show that victims of domestic violence are mainly women (79%), where 147 women and 1874 men were convicted of the criminal offence of domestic violence. Also, in the same year, 90.2 % of all juveniles who were convicted of criminal offenses were boys.

WOMEN'S REPRESENTATION IN POLITICAL AND DECISION-MAKING POSITIONS is still relatively low, although there have been some improvements. Quotas have been implemented to increase women's participation in local and national governments. In Kosovo the Law on Local Elections¹², article 7.2, and the Law on General Elections¹³, article 28 require that "each candidate list shall comprise at least 30% certified candidates of the other gender." In Serbia women account for only 13.3% of the presidents of municipalities/mayors, and for 37.6% of the members of the assemblies of the municipalities and towns/cities.

⁹ Women and men in the Republic of Serbia, Statistical office of the Republic of Serbia, Belgrade, 2024 – retrieved from <https://publikacije.stat.gov.rs/G2024/PdfE/G20246004.pdf>

¹⁰ Gender Pay Gap in Kosovo- Retrieved from: https://abgi.rks-gov.net/assets/cms/uploads/files/AGE%20Gender%20Pay%20Gap%20RKS%20_compressed.pdf

¹¹ Gender Gap in Kosovo's Public Universities, Retrieved from: <https://opendatakosovo.medium.com/the-gender-gap-in-kosovos-public-universities-8256c00c30fb>

¹² LAW No. 03/L-072 ON LOCAL ELECTIONS IN THE REPUBLIC OF KOSOVO, Retrieved from: <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2549>

¹³ LAW NO. 08/L-228 ON GENERAL ELECTIONS IN THE REPUBLIC OF KOSOVO, Retrieved from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=77074>


Civil society organizations and women's rights activists in Kosovo and Serbia are crucial in advocating for gender equality and raising awareness about gender-related issues. With support of international organizations and

An overview of gender roles

Both Serbia and Kosovo* hold similar cultural backgrounds where patriarchal gender patterns are predominant. Discriminatory stereotypes regarding the roles and responsibilities of women and men in the family and society persist. Historically, Kosovo and Serbia like many other societies, had a traditional division of labour where men were primarily responsible for income-generating activities, such as agriculture and paid work, while women were responsible for household chores and caregiving. In urban areas, there has been a shift away from strictly traditional gender roles. Many women actively work in paid employment and contribute significantly to the household income. In rural areas, traditional gender roles are often more deeply ingrained. Women in rural settings may still primarily engage in domestic activities and agricultural work, while men take on the role of breadwinners. Gender disparities in education have been a concern, with efforts to increase girls' access to education. However, traditional beliefs and early marriages can limit educational and career opportunities for women, particularly in rural areas and in minority communities since statistics have changed and more girls attend University than boys. Women often bear the primary responsibility for household chores and caregiving, including raising children. This "double burden" can limit their opportunities for paid employment and career advancement.

When comparing urban and rural communities, it can be noticed that ***gender inequality is much higher in closed, rural and deprived communities.*** Due to limited access to resources, services and opportunities for personal development (e.g. access to digitalisation, healthcare, non-formal education), women, particularly young ones, face multiple forms of discrimination and even stronger patriarchal and gender norms in comparison to their peers of mainstream population. Child

donor agencies these organizations work on various projects and programs aimed at empowering women and addressing gender disparities.



marriage remains prevalent among Roma, Ashkali, and Egyptians in both IPA economies. Young women are still more likely to drop out of basic education and often have negative experiences with social institutions.

To achieve equity, it is important to work both with young men and women. In terms of long-term changes, women's rights activists and organizations have played a role in challenging traditional gender norms and promoting gender equality, yet investing in ***young people as a generation that shapes the future*** is seen as a priority. Attitudes towards gender roles are evolving, especially among the younger generation in urban areas.

Youth are seen both as a potential and as a problem and threat. Youth can be heroes as well as victims, saviours during crisis, as well as offenders in the shantytowns. The path which youth choose depends strongly on their formative experience, thus, supporting youth's positive development is crucial where they can reach their potential to become carriers of ***democratic changes*** and ***gender equality***.

Youth work CSOs as ***professionals working with youth*** can facilitate young people's development, to address ***gender equality by using street, outreach, and mobile youth work as well as a holistic*** and multidimensional approach to the empowerment of young men and women providing "eye-opening" experiences. This is based on a theory of change of addressing multiple risk factors for social exclusion and gender inequality and replacing them with protective ones (*transferable and digital skills, gender norms, cross-border experience*). With this holistic approach, young men and women gain additional competencies and formative experience which could be ***game changers*** in their lives to ***break transgenerational patterns of behaviour***.

3. THE NATURE, PURPOSE AND THE ROLE OF YOUTH WORK

Due to rapid and intense social changes, the task of preparing adolescents to become functional and equal citizens of a democratic society becomes notably complex. This process is equally demanding for young men and women as it is for youth care actors (*parents, guardians, professors, teachers, psychologists, pedagogues, social workers, and youth workers*) as they strive to find adequate support measures for *organized adolescents* in such hectic environment.

Adolescence is a specific developmental phase that is accompanied by stormy psychological, emotional, and moral crises, turmoil, and wanderings. Young men and women are at the turning point from childhood to adulthood, and this process brings complex changes and a number of developmental tasks to be fulfilled to reach independence and adulthood. During this period, reorganization of the entire experience is taking place, including relationships with others, gaining economic independence, (re)construction of a personal identity, value system, self-image, as well as gender roles. Adoption of gender roles starts from the earliest period through interaction with parents, peers, professors, and other persons who are important to the child. This is a process during which an individual learns through social interactions what roles and behaviours society expects from women and what from men (Lindsey 2016)¹⁴. Just as they question

Evolving youth work

Over the years, youth work has advocated for its formal recognition and recognition of its role in the systemic youth care network. Its status of recognition varies from country to country, but lately, its usefulness and necessity in supporting young people has become more obvious and clearer

everything else, adolescents question gender roles as well. They become more aware of the limitations and inequalities that social norms and gender roles impose on them regarding social expectations, emotional and sexual relationships, career choices, dress codes, etc.

Equally important is to understand that challenges and opportunities faced by young people are mutually correlated; *education can affect employment opportunities, mental health can affect academic performance, gender inequality can affect access to education, career choices, economic independence, health, and reproductive rights*. Consequently, youth represent a multi-sectorial issue and cannot be seen one-dimensionally from the perspective of individual topics. The approach must be holistic, hence joint action and inter-sectoral cooperation become imperative to design models of comprehensive support to young people. A multi-sectoral approach maximizes the impact of interventions and provides a holistic and more sustainable response to the challenges faced by young people. It is important to notice that every actor in the systemic youth care network plays an important and irreplaceable role, while new social trends show the need for innovative approaches and new vocations/professions such as youth work.

in different fields. In reviewing the field of youth development, of which youth workers are a part, it is clear it has had a long and complex history that is intertwined with other disciplines.

¹⁴ Stefanović, J.; Glamočak, S.; (2019): "Priručnik za uvođenje rodne perspektive u nastavu srpskog jezika za prvi ciklus obrazovanja"; Tim za socijalno uključivanje i smanjenje siromaštva Vlade Republike Srbije, Beograd

More recently, youth workers have experienced a transformation of sorts, with youth programs in the past being seen exclusively as a place to play and have fun, whereas today's expectations include a much broader focus on the overall positive development of young people.

This evolution has been heavily influenced by a number of societal changes that have placed increasing demands on youth programs¹⁵. Today's youth workers are faced with the responsibility to promote a young person's development which often includes **reducing drop-out, reducing risk-taking behaviours, preventing social exclusion, reaching NEET youth, increasing employment, increasing positive health attitudes, promoting gender equality**, and more. Youth workers have seen their role change dramatically over the past 20 years with greater demands and increased accountability¹⁶.

In the context of inter-sectoral cooperation, youth work represents the **FIRST CONTACT POINT** between young people and institutions. Due to the specific nature of relations with young people and flexible approaches, Youth Work reaches those young people who are under the radar of state institutions. If there is a need for support that exceeds the professional competencies of Youth Work, the duty of youth workers is to provide support to young people in establishing further contact with competent state institutions and professions (*centres for social work, psychologists, pedagogues, police, national employment service, school*).

The current state of play is that Youth work is mostly implemented by CSOs for youth, rather than state institutions. With a multisectoral approach respecting merged resources and expertise, CSOs "*compensate the state services gaps*" all with the aim and joint efforts to provide adequate support to young people.

One such example is working with young people in "*remote communities*". Due to limited and often non-existent resources, these young men and

women are faced with unequal support in developmental opportunities (*when compared to their peers in the cities*). Most existing services are placed in cities, while state institutions point out that they do not have the capacity for fieldwork of this sort. This puts young people from "*remote communities*" at risk of social exclusion, especially due to inadequate transportation possibilities or disadvantaged economic situation.

On the other hand, fieldwork is a well-established youth work practice. As Kalaba (2008)¹⁷ points out, the advantage of youth work is its flexibility and adaptability to different contexts with the intention of responding to the needs of young people and local community in the best possible manner. Youth work can swiftly transform in terms of applied methods, location of program implementation, as well as in relation to the topics it covers (*gender equality, unemployment, social exclusion, health, discrimination, human rights, interculturality, free time, ecology, etc*).

This publication will present an innovative model of working with young men and women from "*remote communities*" in addressing and promoting gender equality. The model primarily uses *street youth work* potential that brings services to young people in their environment. It creates a safe and inclusive environment to question social norms and gender roles, as well as empowers young men and women with transferable skills to remain consistent with their beliefs.

The publication will provide a basic understanding of youth work, its purpose, and principles, but also challenges and opportunities in addressing one of the biggest problems- reaching young people who live on the margins of society. It will also provide practical steps as well as some examples of concrete sessions and activities that can serve as an inspiration to youth workers when implementing the Mobile Youth Club for Gender Equality.

¹⁵ Scholmer, G.L.; Borden, L.M.; Wigs, C.B.; (2011); "The Evolving Role of Youth Workers"; Journal of youth development bridging, research and practice (Vol 6, No. 3; Article: 110603FA008); University at Albany, State University of New York

¹⁶ Ibid

¹⁷ Kalaba. V. (2008): "Kako razumeti omladinski rad u zajednici"; Forum Syd Balkans Programme, Beograd

3.1. His Majesty YOUTH WORK...

To understand the full potential of youth work, we must understand its broader picture, core principles, fundamentals, and purpose. The starting point is understanding that youth workers are purposefully involved in the lives of young people, not because of the belief that young people are problematic, but because they are in a specific developmental period - adolescence. The primary focus is developing young people's potential, broadening their horizons as well as guiding them to grow up into the person they want to be.

Youth work supports young people in developing their own value systems and social skills. Young people are supported *to make informed decisions, accept responsibility for their own actions, avoid risky behaviours, shape their identity, and contribute constructively to the development of the society they are a part of.*

Due to its diversity and flexibility, with the aim to respond to the specific needs of young people and society, the definition of youth work varies across countries. However, the general **DEFINITION OF YOUTH WORK** can be presented as;

...professional, pedagogical work with young people that takes place outside the formal education system, i.e. within the leisure time with voluntary participation of young people. Youth work is complementary to formal education. It represents a planned (and continuous) educational process, created with the purpose of providing support to young people in the process of becoming independent.

Youth work activities are organized with young people and for young people by using non-formal education methods and informing young people. With improvement of public policies, youth work strives to improve conditions for young people personal and social development in line with their needs and the needs of society...

Kalaba;2008; "How to understand community youth work"

Youth work high responsiveness and flexibility lies in the fact that youth work holds **two levels of learning outcomes**:

1. **TOPIC RELATED LEARNING OUTCOMES**; are considered as being *variable* depending on the topic that a program covers (*gender equality, unemployment, social exclusion, health, discrimination, human rights, youth mobility, interculturality, free time, ecology*)
2. **INTERDISCIPLINARY LEARNING OUTCOMES** are considered constant regardless of the topic that a program covers and are acquired due to the use of a youth work methodology (*transferable skills, values and beliefs, identity, etc.*)

While in formal education the priority is given to the subject/topic competencies, and interdisciplinary competencies are (unfortunately) secondary, in youth work it is the other way around. Priority is given to "interdisciplinary competencies" while topics vary according to needs and interests. This is another reason why youth work is complementary to formal education.

3.2 Environment for Testing Values, Beliefs and Identity

When explaining "*Interdisciplinary learning outcomes*", it can be said that youth work "*stands on two legs*"; and the first of them are **VALUES, BELIEFS, AND IDENTITY**. It relates to creating a safe environment where young people can question their behaviour, ideas, attitudes, and beliefs and thus develop their moral and ethical standards. Youth work deals with the personal and social development of young people, which includes various aspects of emotional, mental, physical, and spiritual development, where the basis is the questioning of one's identity:

Who am I?

What kind of person do I want to become?

Values influence our interests, desires, preferences, approvals, disapprovals, what we strive for, what makes us receptive to some things and not to others; in other words, values define our actions and behaviour. Values are therefore the basis of what a person is. If a person stops valuing something, he/she changes behaviour, it means that the person is no longer the same as it used to be.

When we change our values, we change ourselves¹⁸.

It is important to note that youth work does not impose a specific set of values, but equips young people for rational and moral judgment, based on

which they create their own value system¹⁹. This does not necessarily mean that young people will change their values, but that they will learn and become aware of why they believe in them, as well as accept responsibility for their point of view. When faced with controversial issues, the strategy of youth work is to recognize prejudices among young people and provide other alternative information and legal frameworks so that young people can reconsider their values and attitudes. Through this process, young people begin to understand that their values and behaviour can violate the rights and freedoms of others, and vice versa.

Among other things, gender equality is also a matter of values, beliefs and adopted norms. The starting point is differentiating terms sex and gender; gender refers to the socially constructed norms of women and men. During socialization, children/young people learn how to behave as girls/women and boys/men by adopting the norms and values that society considers to be appropriate for their gender group²⁰ (*boys don't cry, girls don't play football, participation in political life is more suitable for men than women, educational professions are more suitable for women than for men, etc.*). Gender norms put us in boxes and limit our free will to act in line with our interests and desires, as well as they put us in discriminatory vulnerable positions.

Youth work deconstructs the challenges of masculinity and femininity that young men and women face in adolescence. The position of youth work is to create an environment where young people question their attitudes and beliefs, and thus their identity. The intention is that young men and woman freed from gender roles find answers to the questions: Who am I, who do I want to be, which profession do I choose, in what kind of society do I want to live in and stand for, and more?

¹⁸ Kalaba, V. (2008); "Kako razumeti omladinski rad u zajednici"; Forum Syd Balkans Programme, Beograd

¹⁹ Kerry Young: Art of Youth Work; Russell House Publishing Ltd (1999)

²⁰ Stefanović, J.; Glamočak, S.; (2019): "Priručnik za uvođenje rodne perspektive u nastavu srpskog jezika za prvi ciklus obrazovanja"; Tim za socijalno uključivanje i smanjenje siromaštva Vlade Republike Srbije, Beograd

3.3. Empowering Youth with Transferable Skills

The "SECOND LEG" of "INTERDISCIPLINARY LEARNING OUTCOMES" is creating an enabling environment to empower young men and women with **TRANSFERABLE SKILLS**. In addition to value systems, young people must be equipped with transferable skills to stay true to their beliefs. In terms of gender equality, it is important to build the skills that will enable young men and women to develop healthy relationships based on equality, to understand their physical, sexual and emotional development and to prevent all forms of violence.

Peers play an important role in the social and emotional development of children and adolescents. Their influence begins at an early age and increases through the teenage years. It is natural, healthy and important to rely on friends as they grow and mature.

TRANSFERABLE SKILLS, also known as *soft or transversal skills*, are multipurpose skills that can be applied and used in various situations, both professionally and in everyday life. These skills are acquired throughout life-*from early childhood, via formal and informal education, reading, hobbies, sports, social activities, professional activities and life in general*. Youth workers intentionally support young people to develop these skills by using different methods and techniques, as well as real-life experiences. Sometimes, young people are not even aware of this process, since youth workers (*among other things*) in their work apply the so-called "**PROGRESSIVE MODEL OF YOUTH INCLUSION**" (Huskins J.1996, Please see page 37). Following this model, young people are progressively empowered to take an active autonomous role in initiatives and by it systematically gain a set of transferable skills. In interaction and socialization with other peer group members, they experience diverse life-challenging situations that they overcome through experiential learning. Using a safe environment and reflective practice, young people are given the opportunity

Peers can be positive and supportive but can also have a negative influence. To be accepted and valued, young men and women under peer pressure often **choose to do something that they would not otherwise do**.

This involves various experimentations and risky behaviours, such as consumption of alcohol and other psychoactive substances, sexual relations and experiences of violence, either as a victim or a perpetrator (*which is often connected with femineity and masculinity*). Adolescents are trying to figure out what type of man or woman they want to be. They often go against their will and values due to a lack of competencies to deal with these experiences, which expose them to risk. Building self-confidence and skills equips young people to remain true to themselves, resist influence (if necessary) and implement their own goals and intentions.

to analyse their actions, acquire new skills, and learn from mistakes as well as successes. Thus, in youth work, it said that the **PROCESS IS MORE IMPORTANT THAN THE PRODUCT**. An example of it can be that young people decided to organize a campaign for gender equality. This process will bring conflict of ideas, division of tasks and roles, and debates over gender roles and norms. By participating in *reflective and experiential exercises*, a connection is created between **HOW** and **WHY** we do something, while **inconsistencies** and **assumptions** are revealed²¹. Young people develop *functional literacy, critical thinking, they become aware of their own competencies, learn how to make decisions and bear responsibility, how to communicate with others, stand up for themselves, communicate with decision-makers, gain organizational and digital skills, problem-solving skills, conflict transformation, leadership skills*, etc. Transferable skills help young people to gain confidence, stay true to themselves and shape their personality regardless of gender roles.

²¹ Kalaba, V. (2008); "Kako razumeti omladinski rad u zajednici"; Forum Syd Balkans Programme, Beograd

3.4. Preparing Youth for Active Participation

The task of youth workers to prepare young people for active participation does not only refer to the aspect of outreaching and participation in programs, but also to the given opportunity to participate in meaningful decision-making processes²². Young people must be equipped with the necessary competencies to independently carry out activities and learn through this experience.

Although Youth Work falls under the umbrella of non-formal education (as a broader concept), in non-formal education (*e.g. learning foreign languages, attending various courses*), young people are mostly **PASSIVE USERS**, while in youth work young people are **ACTIVE PARTICIPANTS**. In Youth Centres, both Youth Work and non-formal education activities are implemented. The employees of the Centres often point out that young people are passive and do not take the initiative. In such cases, usually by analysing the program, it is concluded that non-formal education took precedence in the program, while Youth Work programs were put aside. In non-formal education, young people come to acquire specific competency

(*e.g. attend a course in digital marketing*) and the course will be considered successful if the young people acquire the skills needed for digital marketing.

In Youth Work, digital marketing is used as a tool, topic and interest around which young people have gathered. The program will not be seen as successful if youth gain only digital marketing competencies, youth work goes a few steps beyond. Young people will be motivated to take a proactive role in using this competency for community development (*e.g. gender equality campaign, or to motivate young people to vote in elections*), while this process will be used for learning. Youth Work values young people's voices and contributions, and provides opportunities for them to express their opinions, get involved in planning activities and contribute to the development and evaluation of programs. Youth work with skilful facilitation, reflective exercises and experiential learning uses this process for learning, testing values and beliefs and gaining transferable skills.

3.5. The Relationship Between a Youth Worker and a Young Person

The relationship between a youth worker and young people is a fundamental aspect and the most important tool of effective youth work practice. This relationship is built on a genuine commitment to the welfare and development of young people, acceptance and valuing, honesty, respect, confidentiality, trust and reciprocity²³. Youth workers initiate,

develop and maintain long-term professional relationships with young people, which proves that a relationship with adults with these characteristics is possible, as in most cases they have had the experience to develop such similar relationships only with peers.

The success of Youth Work flexibility and adaptability lies in the fact, that the relationship of youth worker and young person is the most important tool of youth work which is achievable in different environments.

²² Kalaba, V. (2008); "Kako razumeti omladinski rad u zajednici"; Forum Syd Balkans Programme, Beograd

²³ Young, K. (1999); Art of Youth Work; Russell House Publishing Ltd. UK

When it comes to **PRECONDITIONS** for young people's personal and social development, if we put different methods for their empowerment as well as a multitude of topics on one side, and relationships on the other, the side with **RELATIONSHIPS WILL PREVAIL**. The relationship represents a base and safe environment where young people can question themselves and others, their identity, values, and personal relationships with others. Also, this does not mean fitting young people into a specific set of values or behaviours, but empowering young people to develop into authentic individuals.

Youth workers support young people from starting point of their current burning issues and problems, while accepting and not judging their past. Therefore, YOUTH WORK DOES NOT HAVE STRICTLY DEFINED PROGRAMS, but is based on an INDIVIDUAL HOLISTIC APPROACH that is FLEXIBLE and adapted to each young person.

This relationship is built gradually and requires time and patience (*with some young people more and with some less*). The youth worker initiates the establishment of a significant relationship, while letting young people know that they are there for them. Youth workers also respect the boundaries as well as the (un)readiness of the young person for reciprocity. Initially, young people do not get involved in youth work because they consciously want to build a relationship. They are attracted to fun and different activities that match their interests. Soon, young people realize that there is much more to it than they first thought; *they acquire new skills, get to know themselves and others from a different angle, they perceive the youth worker as a significant adult to whom they trust and allow them to have a certain influence on their development*.

Another specificity of this relationship is its voluntary and equal basis. Youth workers approach young people as young people, not as students, clients or patients. Young people cannot choose their parents or teachers at school,

but in youth work they choose to be involved and invest in this relationship (*as well as with friends*). As this relationship is different from other previous experiences with adults, young people are sometimes confused by its nature. In the absence of an exact definition, they can say that *youth workers*

"We must keep in mind that youth workers are not perfect beings, but also that we have voluntarily chosen youth work profession, as well as that in the essence of our "imperfection" we choose those values that we promote and truly live."

*are like friends, but they are not friends*²⁴. To be accurate, youth workers have a friendly approach, but a professional relationship that respects the ethics and principles of this profession. Youth workers may have different roles such as role models, mentors and educators, but young people are never part of the private life of youth workers.

As role models, youth workers carry a huge responsibility and often point out that this is one of the most challenging parts of the youth work profession. The function of *role models* is based on **BANDURA'S SOCIO-COGNITIVE THEORY OR SOCIAL LEARNING THEORY** (1974)²⁵, which states that youth and children learn by imitating models, and that this learning is based on internal motivation. The effect of model learning is enhanced with a voluntary relationship - young people choose to invest in this relationship and recognize youth workers as significant adults. To gain moral authority, youth workers must be consistent in what they say and what they do. Although it was said that young people are not part of youth workers' private life, meeting in private life is inevitable. It can be a chance encounter in a coffee shop or young people can see the youth worker's (private) social network content. This would mean that if we deal with the topic of gender equality or promotion of healthy lifestyles, we show with our actions what gender equality and healthy lifestyles mean both in private and professional life.

²⁴ Kalaba, V. (2008); "Kako razumeti omladinski rad u zajednici"; Forum Syd Balkans Programme, Beograd

²⁵ Adolescence (Seventh edition); John W Santrock; (1999) Publisher: McGraw-Hill International

3.6. Inclusivity

Inclusivity in Youth Work refers to a deliberate and proactive effort to create an environment that respects and values the diversity of all young people and fosters a sense of belonging, regardless of their background, identity, abilities or experiences. It uses diversity as an opportunity to learn about interculturality, accepting others who are different from us, empathy, conflict transformation, human rights, and testing one's values and beliefs.

However, the key function of inclusivity is seen in creating inclusive and safe environments, addressing discrimination, and ensuring that programs and activities are accessible to all young people. This principle is of particular importance when referring to young men and women living in remote and rural communities. Respecting this principle, the Gender Mobile Youth Club has been developed.

3.7. Flexible, Responsive and Agile

Flexibility, responsiveness, and agility are one of the most important characteristics and merits that make Youth Work increasingly recognized today. State institutions, due to complex administrative structures are slow in responding to prompt changes and needs of young people and society, while Youth Work quickly and efficiently fills the gaps that other actors are not able to.

To ensure *voluntary participation* of young people, the imperative of Youth Work is to directly respond to the needs and interests of young people. Thus, Youth Work must be flexible and adaptive.

What constitutes Youth Work is its *purpose, ethics, principles, transferable skills and values, and the relationship with the young person*, while **activities, topics and places of implementation are subject to continuous innovation.**

Therefore, when we speak of Youth Work typology, the list cannot be concluded; as types, methods and subjects are constantly changing in line with the newest trends and youth workers' innovative ability to respond to them.



4. OUTREACH AND STREET YOUTH WORK

One of the Youth Work creative solutions to respond to the needs of young men and women who are (*due to different reasons*) under the radar of state institutions and do not use existing supporting measures is **STREET YOUTH WORK**.

Young people are a very heterogeneous group consisting of various groups and subgroups with different interests, needs, degrees of vulnerability and

One of the possible classifications of young people is:

- A. **ACTIVE YOUNG MEN AND WOMAN** who are part of and actively participate/use supporting measures of state institutions and other actors (*formal education, non-formal programs for youth employment, social care measures, youth work programs, etc.*);
- B. **INACTIVE YOUNG MEN AND WOMAN** who are not part of any system and programs. In this group, we can classify NEET youth (not in education, employment or training), but also from the perspective of youth work, we can also classify youth who are in formal education but are not active in other supporting measures and programs (*due to multiple discrimination, social exclusion, living in remote communities, or lack of information*).

OUTREACH is a broad concept with no common definition, although it is recognized as an important set of activities in public policies as the most adequate approach of reaching young people who are inactive, demotivated, uninformed, who do not turn to institutions for support, and

discrimination. The heterogeneity of young people represents one of the biggest challenges for creating equal opportunities and young people's inclusion in existing supporting measures. This problem is most often highlighted by state institutions when referring to **REACHING VULNERABLE YOUTH GROUPS**.

who are most often members of various groups living on margins of society. Outreach does not only include a receptive approach and distribution of relevant information on existing services, but also refers to "*activation of young people*" - encouraging, motivating and equipping youth with competencies to help them to access needed services²⁶.

As said, youth work methods, activities and different approaches are highly variable depending on the context and needs, which leads to a different typology.

- **ACCORDING TO THE TOPICS/SUBJECT**, youth work can include; *prevention of social exclusion, leisure time, gender equality, promotion of healthy lifestyles, social education, employability, conflict prevention*, etc. Topics vary from what is currently assessed as needed by young people.
- **ACCORDING TO THE APPROACH AND LOCALITY** where youth work is carried out, we can classify youth work implemented in Youth spaces (youth clubs, youth centres), as well as Street or field youth work.

²⁶ Kalaba, V., i dr. (2021). Priručnik za doseganje i aktivaciju teže zapošljivih mladih lica (NEET mladih) kroz omladinski rad. Centar za omladinski rad. Novi Sad

STREET YOUTH WORK is guided by the belief that programs must be present where young people are and that the duty of youth workers is to reach young people in their primary environment (*parks, cafes, beaches, skateparks, etc.*). However, as we recognize *active and inactive young people*, likewise in youth work we have an **active** and **passive approach to reaching out and including young people in programs**.

A **PASSIVE OUTREACH** approach occurs due to the absence of a real need for a different approach (*young people are well-acquainted and informed with services, and join programs on their own initiative*), but also in situations where youth workers (*due to limited resources and lack of capacity are reluctant to change own practice*), apply a passive approach even when an active approach is needed. The most common example is that youth workers just share information via social media about specific activities. As a result, we face situations where youth work programs reach already active youth, while inactive young men and women with multiple vulnerabilities, remain unreached. According to research conducted by the *Centre for Youth Work* (2020)²⁷, only 11% of youth CSOs in the Republic of Serbia implement Furthermore, Street youth work is further branched into:

measures to **ACTIVELY REACH** young people. This declares the need to raise youth work CSOs capacities to reach and activate inactive youth as this is one of the greatest youth work potentials, that could lead to its greatest recognition. Within Street youth work, youth workers actively reach out to young people by going directly to targeted gathering youth places, where they activate and work (developmentally) with young people in an environment where young people feel comfortable. Street youth work is applicable in contexts where young people *do not want to or due to other obstacles (inadequate traffic structure, social vulnerability, family obligations)* are not able to come to Youth clubs and Youth Centres.

1. **OUTREACH YOUTH WORK**- The purpose of outreach is that after information sharing and a short adaptive and preparatory period, young people get involved in existing measures and programs that are implemented within youth spaces, CSOs or state institutions. This method is particularly suitable for changing the status of inactive young people *who need a slightly lower level of support* for activation.
2. **DETACHED YOUTH WORK**- unlike the outreach method that aims to inform and include young people in existing programs in youth spaces, the *detached approach* works directly with young people where they are, both in relation to **locations of their gatherings** (*parks, streets, skateparks, cafes*) as well as in relation to their **developmental needs**²⁸. Detached youth work brings programs directly to young people and their communities. Examples can be: *information sharing and counselling programs in cafes, promotion of healthy lifestyles by organizing leisure time e.g. sport, music activities, implementation of programs in local communities to increase self-confidence, transferable skills etc.*
3. **MOBILE UNITS OR MOBILE YOUTH WORK**- represents a mixture of youth work in youth centres, detached youth work and outreach. Basically, this type of work takes place in specially equipped caravans, buses or vans, making the so-called **MOBILE YOUTH CLUBS**. As with the previous two types, the essence is to reach young people in their own environments outside of traditional youth clubs/centres and formal institutions. It represents a proactive approach to involve young people in Youth Work and is especially suitable for youth without access to services or who face obstacles to participation, such as youth in remote communities. An additional feature of this work is that after the outreach phase, young people get involved in the long-term programs offered by this Mobile youth club. This is distinguishing line compared to *Detached youth work* which may or may not have long-term involvement of young people (e.g. *information and counselling in a cafe involve a number of young people but their long-term involvement is not expected*).

²⁷ Đukić, M., Pavlović, D.; (2020) "Istraživanje o potrebama aktera za sprovođenje integrisanih usluga za zapošljivost mladih sa fokusom na 4.0 industrijsku revoluciju"; Centar za omladinski rad, Novi Sad

²⁸ Mobile youth provision-Method and resource handbook for Youth Work practitioners in Wales

4.1. CHALLENGES IN OUTREACH AND ACTIVATION

4.1.1. The Concept of Relatability and Why Young People "Swipe" Our Programs

Prior to concrete and practical steps for implementation of the Mobile youth work in addressing gender equality, we will look more closely at the most common challenges in reaching young people.

The first of them is the concept of "RELATABILITY". The concept refers to creating and sharing content and offer that resonate with the target audience, creating a connection at a personal or emotional level. It presents

content and an offer to which the target group can identify and connect because it is familiar or similar to their own experience, and it increases the possibility of achieving the ultimate goal.

Today, this concept is used in various industries and sectors from marketing, entertainment industry, education, social media, technological development, health, fashion, and in the non-profit sector and Youth Work.

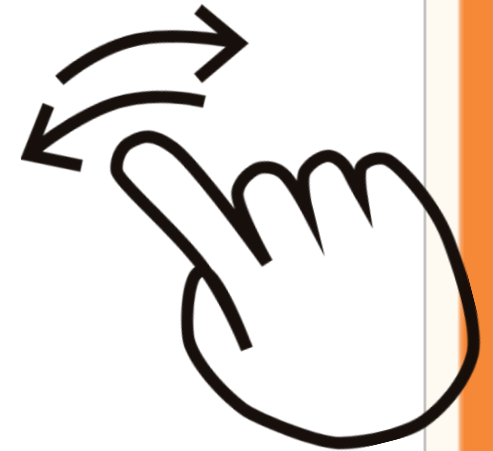
ENTERTAINMENT INDUSTRY	Comedian Ellen DeGeneres recognizes this concept as key to creating quality stand-up comedy content. In cooperation with Netflix, she produced a stand-up special called "Relatable" (2018) ²⁹ . In the show, DeGeneres in a humorous way questions if she is still capable (now that she has gained wealth, fame and the status of a celebrity) to create comedy content that the general public and the average citizen can relate to (to be humorous).
SALES SECTOR	The sales strategy is to convince potential buyers that they need a particular product and that it solves their specific problem or improves their quality of life. As the degree of buyer identification and relatability increases (over a product or problem), sales also increase.
DIGITAL MARKETING SOCIAL NETWORKS	An example of the relatability concept, can be found in social media marketing tutorials; " <i>How to create relatable content?</i> " These tutorials give us tips and tricks on how to increase the number of followers and increase interaction with the target group. A famous phrase that calls for identification and relatability is: " <i>That awkward moment when.. you realize...</i> ", etc.). The posts that we identify with, we like and interact with, while the posts that did not create a feeling of relatability, we just <i>SWIPE</i> and <i>SCROLL</i> .

The same is true in youth work, the degree of young people's identification/relatability with the content and offer (program/approach) is directly proportional to the number of young people we reach, involve and interact with.

In Youth Work, the goal is to relate the program content with the everyday experiences, interests and perspectives of young people, and create a more attractive and influential environment for learning and interaction. This concept emphasizes the necessity of harmonizing the program content with the lives and interests of young people. As relatability increases, the interest in participation, motivation, and a deeper understanding of the educational content increases as well.

²⁹ <https://www.imdb.com/title/tt7157574/>

As in other industries and sectors, creating content and approaches in youth work that young people can identify with, is directly related to the degree of program success (*number of young people reached, their participation, competencies learned*). If young people cannot relate to the program, they will just "SWIPE" the offer and they will not be motivated for participation



**Under the influence of digitalization, for the purposes of this manual, the term "swipe" is used in a figurative sense for situations when we fail to motivate young people to participate both online and directly in the physical environment.*

To avoid these situations and successfully incorporate the concept of relatability into programs and approaches, there are several challenges to overcome.

Challenge 1: Who Is Passive?

When referring to today's youth, one of the frequent statements of the youth care actors is that:

"Young people are passive, disinterested and it is hard to get them involved to do anything³⁰."

If we add the generation gap to it, we also get the following statement:

"My generation was not like this³¹."

There are accuracies and inaccuracies in these statements. It is true that generations change, and each generation, whether Baby Boomers, Generation X, Millennials, Generation Z or the upcoming Alpha generation,

hold its own characteristics and peculiarities that are caused by different formative experiences (*geopolitical, economic, technological, sociological*) to which every generation is exposed.

³⁰ Participant (Youth office coordinator) on the training conducted by CZOR on how to outreach young people, 2023

³¹ Ibid

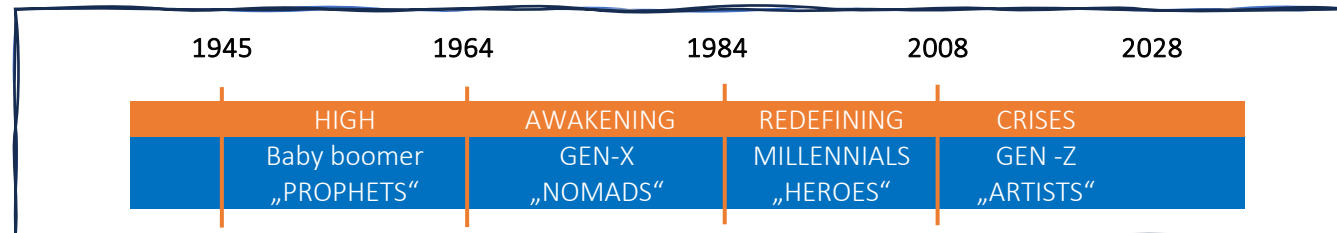
An attempt to explain the difference in generations due to different formative experiences is also seen in the famous quote:

*"Hard times create strong men, strong men create good times,
good times create weak men, and weak men create hard times."*

G. Michael Hopf³²

The similar hypothesis can be seen in Strauss and Howe (1997) **GENERATIONAL THEORY**³³, which has been also criticized by some historians and sociologists as theory that generalizes without sufficient evidence. Yet, this theory can serve as a *theoretical lever* with the attempt to explain generation shift and its characteristics. For the purposes of this manual, we will not go into the complexity of the theory, but it will extract

what is relevant for this context. Strauss and Howe point out that there are 4 archetypes of generations (*prophets, nomads, heroes and artists*) that alternate cyclically like the weather seasons - each generation lasts for 20 years in a total block of 80 years. Each generation shift is caused by social, economic, and political events cycle (*at one end is the awakening and at the other is the crisis, while the two remaining cycles are transitional*).



Furthermore, the **GENERATIONAL THEORY** divides generations into two groups:

- 1) **DOMINANT GENERATIONS** that include *prophet* and *hero* archetypes
- 2) **RECESSIVE GENERATIONS** that include the *nomad* and *artist* archetypes

According to this theory, **GENERATION Z** (*today's young people*) belong to the **artist archetype** (recessive generation) whose generalized characteristics are that they are *adaptive, less active, live on the achievements of the previous generation, grow up overprotected from adults who are preoccupied with the crisis, come of age as socialized and*

conformist young adults. On the other hand, the previous generation of **MILLENNIALS** belongs to the hero archetype (dominant generation) with the generalized characteristics of being *active, oriented towards social and civic events, optimistic and team players, sometimes with too much self-confidence*.

³² The quote is often attributed to G. Michael Hopf in his book titled "Those Who Remain," It's important to note that attributions for quotes can sometimes be challenging to verify definitively, but G. Michael Hopf is widely associated with this particular quote


³³ Strauss, William; Howe, Neil (1997). [The Fourth Turning: An American Prophecy](#) (1 ed.). New York

We can argue over the exactness of this theory, especially considering that it is more focused on the society of United States of America, which greatly differs regarding historical and geopolitical events comparing to Western Balkans that has been exposed to more frequent wars and crises.

However, other research shows that generation Z, in addition to growing up with digitalization, is more socially responsible and engaged in activism and social justice, the most educated generation yet, the most ethnically diverse, aware of mental health and less resilient³⁴.

Still, the theory offers the possibility to understand differences in generations, as well as socio-political-economic formative experiences that each generation has been exposed to, which shaped its characteristics.

Question to consider: *"Is Generation Z truly passive and disinterested or programs and approaches are not relatable?"*



The passivity of young people can be more of an indication that inadequate (*unrelatable*) approaches are used, rather than characteristics of the generation itself. Young people may have come across the information and the program offer, but they "SWIPED" it because they could not relate to it. Arguments about the passivity of young people cannot be used as an excuse for the passivity of actors in not making additional efforts for their activation.

Question to consider; *Who is truly passive? Young people or youth care actors in finding new approaches that suit the new generation of young people?*

Swift social changes bring a hastier change in young people's interests and needs. To remain competitive in relation to the sense of relatability, youth work must continuously follow the trends, interests and needs of young people, as well as to use adaptability, responsiveness, and flexibility to their full potential.

Shifting responsibility to young people's passivity and lack of interest is not in line with the principles and values of youth work. The responsibility to know the target group, needs and violated rights and to find approaches and topics of interest for new generations of young people lies exclusively with youth workers, not vice versa.

³⁴ <https://www.pewresearch.org/social-trends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far-2/>

Challenge 2: Competitiveness With Leisure Time

Within the ultimate challenge of reaching out to young people, youth workers must understand that youth work programs are “*competing*” with young people’s leisure time activities.

Youth Work programs and methods must motivate and interest young people to spend part of their free time participating in Youth Work programs instead of *watching movies, hanging out in cafes, consuming alcohol and fooling around in front of stores, spending time in the virtual world, etc.*


To do so, youth work programs must surpass the quality of already existing young people’s free time activities, but also match young people’s

Youth work does not “*compete*” with formal education (where young people are obliged to attend), it “*competes*” with young people’s leisure time activities (where young people freely choose what they want to do).

motivation and reasoning of why they participate in leisure time activities (*because it's fun, interesting, it's useful, it meets their needs, they feel good and accepted, etc.*).

In addition to the belief that education can be fun (using different interactive methods), the concept of entertainment and leisure time activities plays an important role when establishing first contact and reaching out to young people.

The first set of activities of long-term youth work programs, is almost always in the domain of leisure time activities (sport, arts and crafts, music, movies, games, etc.).



Youth work must offer something new and different, something that evokes positive feelings, is fun and offers an achievable challenge. However, the initial activities cannot be drastically different due to the risk that a sense of relatability will not be achieved. In such cases, the first contact can be experienced as completely distant compared to their previous experiences, and therefore repulsive for young people. This is especially important when working with youth with no previous experience

of participating in youth work programs. In the first contact phase, trust is still at a low level, while young people are questioning and assessing whether this activity is for them and what they get out of it. Establishing trust requires time, while youth worker skilfully uses free time activities for this process as well as to motivate young people for further participation in youth work programs.

Challenge 3: Heterogeneity vs Homogeneity

Even if there is a high degree of theoretical understanding that young people are an extremely heterogeneous group, one of the most common *practical slipups* is applying Youth Work outreach approaches and programs as if they are a homogeneous group. In practice this means that youth workers may invest great efforts in analyses and program development to ensure that programs respond to the needs of a specific target sub-group of young people (*understanding heterogeneity*), however,

When the result is not as expected, there is a tendency to make a statement:

What happened is that information reached “*some groups of young people*” (verified by social network statistics on the no. of reach), however since the program is designed for a specific group of young people, the mainstream

outreach strategies are often chosen as if they are a homogeneous group. Sometimes, specific habits or opportunities adopted by the targeted young people group are overlooked and by inertia *passive outreaching* is used. Youth workers may *inform young people via social networks*, while due to *unfavourable economic status*, targeted young people may have limited access to the Internet, or not use specific social networks, or are not in the organisational radius of reach (they do not follow our work).

“Young people are passive, disinterested and hard to get them to do anything.”

young people could not relate to the offered content – so they “*swiped*” it, while the information never reached young people for whom the program was designed at first place.

When developing outreach strategy, the golden rule is to be as specific as possible in tailored made approaches that respond to specificity of the target group.

the starting point is to analyse the needs and violated rights of the target group, as well as to *map the gathering places and habits of young people, communication channels, language used, existing resources, and actors*. Based on all the obtained parameters and data, both an adequate


program and an approach to outreach are to be developed. In this phase, flexibility and creativity of youth work come into force, which has no limits, as long as the basic principles of youth work are respected.

In the attempt of developing tailored made approaches that are relatable for specific target group of young men and woman, new types and models of youth work are emerging.

4.2. MODEL GENDER MOBILE YOUTH CLUB

As one of the tailored made solutions to address social norms and gender roles among young men and women in remote communities, the Mobile Youth Club for Gender Equality was created.

The model was created by merging the resources and expertise of the Centre for Youth Work (*with expertise in mobile youth work and outreach*) and SIT (*with expertise in gender equality programs for young people*). It represents a Mobile youth work that by using outreach and detach methodology brings youth activities to the community and to locations where young people spend their free time.



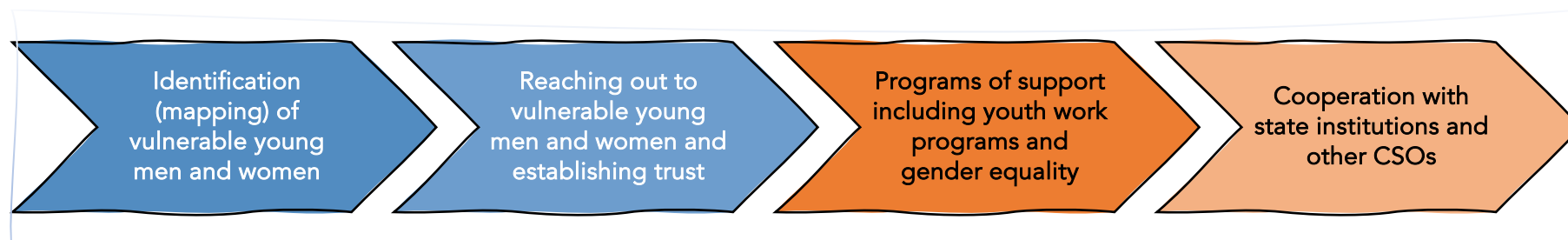
Instead of waiting that young people to come to organisational premisses, youth club programs are brought to them.

The concept consists of going to rural, economically, and socially isolated communities, where young men and women do not have the possibility of mobility or access to support measures (*mostly located in city centres*). Mobile units go to places where young people gather and work directly on the spot with them, both in terms of location and their developmental needs. In some cases, this can be an equipped van or a bus that is attractive for young people, which brings all the necessary props, games, equipment, and materials for working with young people.

The model represents an innovative method of work for reaching out to and empowering young men and women from remote communities to become aware of social norms and gender roles in a safe environment, test their attitudes and beliefs, and acquire transferable skills as one of the protective factors to make long-term changes. The model is based on the theory of change of replacing multiple risk factors of social exclusion and gender inequality with protective factors (*transferable and digital skills, gender norms, cross-border experience*). When young people experience different formative experiences and acquire life competencies, the possibility to change the "*life narrative*" and to break the transgenerational pattern of behaviour is increased.

This model recognizes importance of the intersectoral cooperation. As stated, government institutions emphasise the challenge of reaching out to young men and women in remote communities or the ones who are not part of any system. By using this approach, youth work is the first contact point for vulnerable young men and women and includes them in youth work support activities. When recognizing that developmental needs and violated rights of a young person are out of youth work professional

capacity, youth workers refer to government institutions and other professionals with the aim to provide multidimensional, holistic support. In cooperation with institutions, a multidimensional approach offers young people support programs and replaces risk factors and obstacles with protective factors, which leads to increased social inclusion.



Relevant institutions and actors to consider for cooperation:

- | | |
|---|---|
| <ul style="list-style-type: none"> - Police - Centre for social work - Centres for psychological support | <ul style="list-style-type: none"> - Schools - National employment service - Youth centres, youth clubs and other CSOs |
|---|---|

STEP 1: Mapping and Context Analyses

As in any Youth Work program, to ensure that the program is “*relatable*” to young men and women, the first step is to conduct **NEEDS ANALYSIS, COMMUNITY, AND THE TARGET GROUP MAPPING**.

This includes mapping resources (*both existing and needed*), relevant actors for cooperation (*within and outside the community*), gathering locations of young men and women (*specific geographical locations/communities where they live and spend their (free) time*), mapping subgroups of young people, their interests, needs and violated rights.

It is also important to recognize that the actions we take in a particular context are not neutral. Our actions **WILL AFFECT** the relationships within that context, either for better or worse. In a context where women’s rights and social inclusion are threatened, we have a minimum obligation to pay attention to these dynamics so that we do not unintentionally exacerbate them. Therefore, it is crucially important to understand the context and cultural specificities of the community, as well as young men and women power balance, social and economic status and its causes of possible social exclusion. This is specifically important to be able to comply the intervention with **DO-NO-HARM PRINCIPAL**³⁵.

Do No Harm principal relate to ensuring that interventions and actions do not inadvertently cause harm to individuals or communities. In the context of gender equality, the “do no harm” principle is crucial to guide efforts and initiatives in a way that avoids reinforcing or perpetuating existing gender inequalities and stereotypes.

Sometimes due to insufficient context analyses, an intervention may even lead to worsening of a situation. An example can be that when addressing gender equality, chosen approach can be radically opposed to community values, or our intervention targets only girls and young women (when in fact empowering both young men and women and members of community is needed). Our intervention can lead to an increase in gender-based violence due to behavioural changes, especially if adequate support in cooperation with competent institutions was not established.

PREPARATORY PHASE of context analyses is extremely important due to the fact that each of the vulnerable groups of young men and women has its own specific characteristics affected by different contexts that make them vulnerable. Information can be gathered from different resources, including

data gathering from relevant (local) research or conducting one's own research, but also via direct contact with community members and young people.

³⁵ Do No Harm & Gender, A Guidance note; <https://www.cdacollaborative.org/wp-content/uploads/2018/04/Do-No-Harm-and-Gender-A-Guidance-Note.pdf>

For the sake of the intersectoral partnership approach, it is useful to **IDENTIFY WHO ARE THE RELEVANT ACTORS** (*state institutions and CSOs*). The intersectoral partnership is also significant due to data collection on the state of the target group, mapping existing support measures and programs to synchronize and merge efforts, but also from the standpoint of **CHILD**

AND YOUTH PROTECTION. Cooperation can help us to define right from the start who are the specific young people who need support. We must bear in mind that the exchange of data can be complicated due to legal and confidentiality issues, and the **PERSONAL DATA PROTECTION ACT**.

RELEVANT QUESTIONS FOR COMMUNITY MAPPING AND CONTEXT ANALYSES:

- Which specific sub-groups of young men and women does the intervention target (gender, age, ethnicity, social and demographic status)?
- What territory does the intervention target?
- Where do young people meet and gather in their free time, what are their habits and interests, and which communication channels we can use?
- What are their needs and violated rights, what are their common obstacles, what are the factors that make them vulnerable, what are the service gaps?
- What are the social norms, gender roles and power balance in the community?
- Who are the relevant actors who can help us? Is the help of other organisations/institutions or training needed?
- Are there any informal leaders in the community?
- What resources do we need and what resources do we have?
- What Health and Safety issues are needed?
 - Risk Assessments
 - Health and Safety Checklist
 - Who will be the contacts for youth workers and volunteers
- What other information is needed? Will other organisations share their information to help?
- What budget is needed?


Based on the gathered data, the strategy, approach, and activities for reaching young people are to be developed. Mapping of vulnerable young men and women should include geographic location, age, gender and level of education, as well as indicators in relation to gender inequality, vulnerability and degree of social exclusion.

STEP 2: Reaching Out to Young Men and Women - Initial Contact

This phase involves direct grass-root/field work where the target group is located. Based on the gathered data of the community mapping, whatever outreach strategy is chosen it is of utmost importance to **BE AS SPECIFIC AS POSSIBLE** to conduct targeted informing of young men and women.

For this phase, it is very important to engage youth workers and volunteers to carry out outreach activities of the chosen strategy. An example of it can be that mapping results indicate that young men and women hang out at the *local playground, or in front of the store, café or park*. Initial activity may be that youth workers and volunteers **VISIT THOSE PLACES** prior to the public activity and by using informal contact, inform young people about the activity that will take place.

This may also include putting up posters and giving away leaflets (*but not necessarily*). Another approach is to directly come to the community and **ON THE SPOT MOTIVATE YOUNG PEOPLE FOR PARTICIPATION** in public/street activity/events. Yet, in this case, we must ensure that the chosen activity will be **RELATABLE** and **ATTRACTIVE** enough to be able to motivate young people without prior information sharing.



Furthermore, if the assessment is that targeted young people are users of **social networks**, the abovementioned activities can be followed by traditional information sharing via social networks. In this case, it is important to note that the specifics of each particular social network must

INITIAL ACTIVITIES THAT ARE PROVEN TO BE SUCCESSFUL are leisure time activities (*sports, music, tournaments, quizzes, etc*). These activities, also serve to establish trust and gather more information about the life contexts of young people. In this step, youth workers are tasked to identify young people whose rights have been violated and who are at risk³⁶.

(Please see examples of leisure time activities under chapter 5.)

If the assessment is that **COMMUNITY IS FAIRLY CLOSED**, youth workers may **SPEND SOME TIME** just being at places where young people gather in an attempt to establish informal communication and basic trust (*spending time in café bars or parks*). It is also useful to target **COMMUNITY INFORMAL LEADERS** and establish contact and trust with them. They can be useful resources for informing and motivating other young men and women to participate.

Street outreach and detached methodology offers number of possibilities and it is up to youth workers to choose what is the most appropriate strategy to motivate young people for the initial participation.

be considered. To ensure that a successful message is sent to young people, visuals, video materials, duration, language, and communication methods must be adapted, not only to the target group, but also to each social network.

³⁶ Kalaba. V., i dr. Priručnik za dosezanje i aktivaciju teže zapošljivih mladih lica (NEET mladih) kroz omladinski rad. Centar za omladinski rad. Novi Sad. 2021

Meeting With Relevant Local Actors

Outreach activities have another specific purpose, which is to establish relationships and trust with the local community, primarily with young people, but also with parents and other relevant actors in the local community (*informal local leaders, schools, religious institutions, local communities, library branches, health institutions, sports halls, associations of vulnerable groups and similar actors, if they exist in the community*).

Preparatory activities include meetings with all relevant local actors to present the project and intentions, exchange information, explore resources that can be used in the community (*school premises, community centres, in some cases even religious community premises*) and develop trusting relationships.

Mobile units contribute to the easier exchange of information and activities in the local community and the establishment of trust between youth and youth workers. At the same time they help to better understand the situation and relations in the community, challenges and needs that may not have been identified at the very beginning.

Involvement of Parents

It is important to establish a relationship with parents and introduce them to the organization, program and youth workers who spend time with their children. Contact with parents is also important for determining the family context a child or young person comes from (establishing a relationship with parents can indicate whether a child or young person is exposed to violence or abuse within the family, what is the socioeconomic status of the family, if there is support within the family, is there parental mediation, etc.). At the

same time, it is good to be aware that young people in the period of adolescence strive for individuality, independence and "liberation" from the influence of their parents, and you should be especially sensitive to this relationship and not force the involvement of parents without the consent of a young person unless it is necessary due to the endangered safety and health of a young person (*confidentiality in youth work*).³⁷

Volunteer Structure

Besides youth workers, the recommendation is to also capacitate volunteer structure to conduct outreach activities and provide peer support.

Vulnerable young men and women will more easily connect and develop a sense of relatability with their peers who are closer to them in age and are at approximately the same level of social and emotional development. They will understand each other better by sharing the same/similar cultural

patterns (*way of dressing, slang, music they listen to, use of social networks, etc.*).

Volunteers can be significant support in the implementation of programs/workshops/occasional activities, especially in the implementation of leisure time activities at grass root level. Still, it is necessary to adequately build capacities of volunteers for working with vulnerable young men and

³⁷ Centar za omladinski rad; (2022); "Promena iz korena – Model za prevenciju alkohol stete kod dece i mladih u riziku"; Novi Sad

women with a special focus on specificities and cultural community contexts. Capacity building is recommended to be carried out by using non-formal education methods, based on experiential learning, which will include learning about *social and gender roles, discrimination, prejudices and stereotypes, empathy, social justice, diversity, identity, interculturality, workshop delivery, especially with an emphasis on field work, child and youth protection in youth work activities*. Also, it is necessary to provide appropriate support and supervision during the entire process, i.e. *volunteers' individual development, support to their work, including self-reflection and evaluation of their own work*. It is important that volunteers,

by participating in the model, have their own (*personal, social, professional*) developmental value. Volunteers must be provided with at least travel expenses and food/refreshments during activity implementation, as well as the necessary material, and in an ideal situation, a volunteer fee should be provided.

Although the activities we carry out are anticipated for young people, when we work in communities with the majority of Roma population, it is recommended to organize activities for younger children as well. With this, we ensure the participation of young Roma women, who are mostly responsible for taking care of their younger family members/siblings.

Tips and tricks when going in the field...

DON'T...

- Carry too much money around
- Raise young people's expectations by making promises you cannot keep
- Plan to work at times and in venues where risks to your well-being are significantly increased, for example, pubs/café after 10 pm
- Bother young people. If they show no interest at first, try again at another time or day
- Intervene when the police are working with young people, unless absolutely necessary.
- Be seen to collude with young people if their actions or attitudes are clearly harmful or negative towards others
- Lend young people money or give lifts in your car or purchase goods or swap goods
- Give out your home address, telephone number or personal details
- Blur the edges between working with youth and your own social life
- Go into young peoples' homes without first preparing for this with your line manager
- Keep concerns about young people to yourself. Within the boundaries of confidentiality previously described, share them with an appropriate institution or line manager to work on a way forward
- Allow young people to become dependent upon you. Empower them to move on.

DO..

- Work in pairs (male/female)
- Give information about what is available from other agencies. Young people should be aware of their choices
- Prepare and plan the aims and objectives of your action and sessions before you go out on the street.
- Ensure there is time for briefing at the beginning and debriefing and recording at the end of each session
- Record the exact times of work of the sessions on the street
- Be aware of the environment, road and lane layout of the area
- Make your project is known to other institutions in the area that contact young people (e.g. Centre for social work, Police, schools)
- Carry an official identity badge. When you contact young people the first time, explain who you are, who you work for and why you are there
- Ensure you have details of emergency contacts
- Work in pairs (minimum) and keep in sight whenever possible.
- Carry coins or mobile phone

Detached and outreach youth work, method and resource handbook

Tips and tricks when going on the field...

SELF-AWARENESS	Thinking about personal appearance, voice and behaviour when meeting young people. It is important to be true to who you are and not be false in any way.
OPENNESS & PROOF OF IDENTITY	You need to be able to state clearly who you are and what you are doing in a way which is understandable to young people. You need to be able to prove this with a photo ID badge with your organisational logo and a phone number which people can use to verify it.
FLEXIBILITY & EMPATHY	Be prepared for a range of responses ranging from quiet suspicion to open hostility. How would you feel as a teenager if approached by your adult self? As far as possible, think of ways of pre-empting these responses and how to deal with them effectively – this may or may not include an ice-breaker!
PROPS & FREEBIES	(E.g. drinks, leaflets, games) These may help smooth the initial approach and make a meeting more positive but be careful - it is not expected every time. Props and freebies should not be used to gain power over young people as this would go against the ethos of the work.
ASK, LISTEN & LEARN	Asking the right questions may or may not require preparation. Question preparation should not go too far though as the young people's responses should be actively listened to.
BOUNDARIES	It is crucial to have discussed beforehand the boundaries of the engagement process – in other words: who not to work with (e.g. if too young/ too old) what situations are not acceptable (e.g. verbal/physical abuse; criminal activity; child protection) the steps to be taken if boundaries are pushed ³⁸

³⁸ Ibid

STEP 3. DEVELOPMENTAL PROGRAMS

After establishing the initial contact and basic trust, the next step is the inclusion of young women and men in long-term holistic educational programs that are developed in line with identified needs.

The program is based on the **THEORY OF CHANGE** that replaces risk factors of social exclusion and gender inequality with protective factors.



APPROACH AND OBJECTIVES OF THE PROGRAM:

Raise Awareness:

Increase awareness among young men and women from remote communities in Kosovo and Serbia about the importance of gender equality. Disseminate information on the impact of gender-based stereotypes and discrimination on individuals and society.

Promote Understanding:

Foster a deeper understanding of the cultural, social, and educational factors contributing to gender inequalities and the discrimination of women. Encourage critical thinking and reflection on personal beliefs and biases related to gender roles.

Equip Youth with Knowledge:

Provide comprehensive and accurate information on key gender equality concepts, laws, and best practices. Empower participants with the tools to recognize and challenge gender-based discrimination and stereotypes.

The **OVERALL GOAL** is that young men and women from remote communities in safe environments raise awareness about social norms and gender roles, test their attitudes and beliefs, and gain transferable skills, that will lead to long-term changes and break trans-generational behavioural patterns.

Facilitate Inclusive Discussions:

Create a safe and inclusive space for open dialogue on gender-related issues. Encourage participants to share their experiences, perspectives, and questions regarding gender equality.

Build Empathy and Respect:

Cultivate empathy and respect for diverse gender identities and expressions. Develop strategies to promote healthy relationships and communication among peers.

Inspire Action:

Motivate youth to become advocates for gender equality in their communities. Provide practical guidance on how participants can actively contribute to fostering gender equity.

Cultivate Leadership Skills:

Foster leadership skills and empower participants to take on active roles in promoting gender equality initiatives. Encourage the development of projects or actions that address gender disparities in their local contexts.

Foster Cross-Cultural Understanding:

Facilitate interactions between youth from Kosovo and Serbia to promote cross-cultural understanding of gender issues.

Encourage collaborative efforts to address shared challenges related to gender equality.

Create Sustainable Impact:

Lay the foundation for long-term change by instilling a commitment to gender equality principles.

Develop a network of empowered youth committed to driving positive change in their communities.

With the fact that each group of young people vary due to its heterogeneity, activities must be adjusted to each specific target group to remain responsive and RELATABLE to them. The Manual provides learning outcomes/competencies of the programme (that are defined in the table below) and examples of sessions and exercises, rather than a strict program. Also, the manual provides instruction in line with the Model of Progressive Youth Inclusion (Huskins 1995) on when and how it is appropriate to implement a specific set of activities to gain competence that is appropriate for specific group developmental phase in regard to:

- **Topic related learning outcomes;** (*gender equality*)
- **Interdisciplinary learning outcomes** (*transferable skills, values and beliefs, identity, etc.*)
-

Target Audience

The target group of the toolkit on youth work and gender equality encompasses individuals aged 14 to 30 with a keen awareness of the different factors that shape their experiences. Recognizing the diverse nature of this demographic, the toolkit aims to cater to varying age groups, genders, urban or rural backgrounds, and educational levels. By embracing this holistic approach, the toolkit seeks to empower young people from all backgrounds to engage critically with issues of gender equality, fostering inclusive dialogue and meaningful action within their communities.

It is important to note that it is the **YOUTH WORKER'S RESPONSIBILITY** to use ingenuity and flexibility in developing specific activities and methods in line with the interests of the specific target group.

It is up to a youth worker to choose which activity and method of work are most adequate for the group of young women and men they work with to be able to e.g. critically perceive media content through the lens of gender roles and norms.

It is recommended to use interactive methods and techniques of informal education, designed to suit the age group being worked with and to foster the acquisition of competencies in a participatory, experiential and fun way.

Note: Some activities can be implemented by volunteers, with appropriate competencies (or after strengthening their capacities through training), with the supervision and support of youth workers.

Please see examples of the session in Chapter 5.

	COMPETENCIES/LEARNING OUTCOMES	WHEN AND HOW
SKILLS	Communication skills <i>The ability to actively listen as well as the ability to articulate one's own attitudes and opinions (especially in relation to gender social norms and roles)</i>	Communication skills are capacitated throughout the entire program. Sessions/activities to introduce the topic of communication skills are conducted at the very beginning of the program (Levels 2 and 3). After the introduction, youth workers use experiential learning and reflections within real situations of the group life to practice communication skills (e.g. during group work, presentations or discussions, active listening and effective communication are to be reflected; was communication clear and assertive within group work, were opinions expressed offensive to the other party, how was body language perceived, how do we handle feedback, how can we communicate more effectively etc.)
	Critical thinking <i>The ability to critically perceive and question attitudes, values, as well as prejudices and stereotypes, especially in relation to gender social norms and gender roles.</i>	Sessions/exercises that introduce the topic of critical thinking are conducted at Levels 3 and 4, when certain trust has already been achieved within the group and when the group is ready to exchange opinions and ideas. Critical thinking is then nurtured until the end of the program implementation. Sessions that can encourage critical thinking are e.g. debate: "Gender-sensitive language, for or against?" or analysis of media content and gender stereotypes and prejudices.
	Conflict transformations and problem solving <i>Ability to effectively and constructively identify, resolve and manage conflicts. Ability to respect other people's opinions and find solutions. It involves managing disagreements or disputes that lead to a positive outcome, minimising negative consequences, and preserving or strengthening relationships.</i>	Following Tuckman's stages of group development (Tuckman, B. 1965) ³⁹ ; <i>FORMING, STORMING, NORMING, PERFORMING, ADJOURNING</i> ; the group of young people will naturally step into the period of STORMING (conflict) in phases 3-4 . It is recommended to implement a session on conflict transformation when real conflicts arise in the group (as a natural pattern of group development). In this way, young people will be able to "relate" to the content by working on a real-life situation that concerns them (rather than on artificial situations through exercises). This is also an opportunity to work on communication skills, acceptance of feedback as well as values (<i>respecting diversity and gender equality, non-violent action, right of choice</i>).
	Leadership and organizational skills <i>Ability to organize smaller actions of youth activism. Ability to work in a team and small groups.</i>	As stated, following Tuckman's stages of group development, after the phase of conflict (<i>storming</i>) the group enters the stage of <i>NORMING</i> and <i>PERFORMING</i> . According to the <i>Progressive Model of Youth Inclusion</i> (at Levels 6 and 7), youth workers encourage young men and women to take an active role in community development (e.g. <i>to organize a public debate on the topic: "Do gender social norms determine my education and career path?"</i>). Within this process of organizing the event, youth workers will use experiential learning and reflective practice to raise awareness about leadership and organizational skills of young people (<i>what was good, what could be improved and why?</i>). It is important to point out, that sometimes it is necessary for youth workers to let the young people make mistakes (<i>unless youth workers judge that the mistake will lead to absolute demotivation and failure</i>). The emphasis is not on a perfectly organized event, but on the experience through which young people learn through successes and failures (<i>dealing with such situations is another important life skill</i>). This phase is also important for the experiential formative experience of taking different roles both by young men and women that are not in line with traditional gender social norms. This is a space to challenge established social norms and to encourage young women to take leadership positions.

³⁹ Please look at Tuckman's model of group development (Tuckman, 1965): https://www.gla.ac.uk/media/Media_358180_smxx.pdf

	<p>Digital literacy</p> <p><i>The ability to use digital technologies effectively, responsibly and safely, including the use of search engines and the ability to distinguish credible from false information. The ability to critically perceive media content (especially social networks and media channels of communication that are close to young people), and through the lens of gender roles and norms.</i></p>	<p>Digital literacy can be gained through specific digital literacy sessions (<i>if it is estimated that young people do not have even basic digital competencies</i>) or it can be used as a tool and method when addressing gender equality topics. an example of this can be to run a session analysing how <i>media and social networks portray young women and men</i>. During the session, young people can use digital tools to complete this task. Youth workers may use this opportunity to give basic instructions on how to use search engines (or peer learning), while later on a discussion can be developed (using the group as a resource) on the safe usage of digital technologies and search engines, distinguishing credible information from fake, etc. The use of digital technologies can be applied throughout the program when conducting specific exercises with continuous reflective practice (<i>how did you get the information, what did you use, how do you know the information is credible, etc.</i>).</p>
	<p>Learning from experience</p> <p><i>Ability to practice reflectively and analyse in order to learn from experience for future application. Ability to deal with successes and failures</i></p>	<p>Experiential learning is a skill that is acquired throughout the entire program (Levels 1-7). After each exercise and practical experience, youth workers apply reflection: <i>What happened here, what was good, what could have been better, what did you do and why, what can we do now?</i> With continuous, constant and consistent reflective practice, young women and men see the importance of this approach and adopt this model in their private lives as well. They also see that life situations are full of successes and failures, and that there are mechanisms that help us learn from failures and overcome them (<i>failures are not the "end of the world" as they are perceived by many adolescents</i>). These processes are also important for gaining self-confidence, believing in oneself and one's competence based on real possibilities and experiences. This is opposed to building self-confidence only on verbal praise from the environment; (<i>"You are the best, the smartest..."</i>). In such situations when a young person faces <i>failure</i>, there is a loss of self-confidence, since there are no built-in mechanisms for overcoming such situations.</p>
	<p>Empathy and emotional intelligence, mental health</p> <p><i>Ability to understand different perspectives: Ability to empathize with the different experiences and challenges faced by other people (of different genders). The ability to manage one's emotions and to clearly identify emotions and express them without violating the rights of others, who are freed from gender social norms.</i></p>	<p>Youth work sessions usually start with a 'check-in' exercise and end with a 'check-out' exercise. The basic question that young people answer is; <i>How are you? With what feelings/thoughts did you come to the session? With what feelings/thoughts do you leave this session?</i> This approach gives permission to young people to identify their emotions and express them publicly (<i>regardless of gender social norms</i>). To create this atmosphere, usually youth workers initiate this culture of expressing emotions that sends a message to young people that expressing emotions is OK, acceptable and normal - This is a safe space! This is another reason why it is important for youth workers to be in mixed gender pairs. This aspect is nurtured from the very beginning of the program, but it is expected that young people will start to open up more freely at level 3 or 4 of the program implementation (when the trust within the group increases). Some of the questions that youth workers may ask during reflection are: <i>"How did you feel (in a certain situation)?" "How do you feel now? What can we do to make you feel better? How did you feel when he/she told you that? What do you usually do when you're angry/sad?"</i> At the beginning of the program, the feelings that the youth express will mostly be feelings of satisfaction: <i>"I feel great!"</i> - which is normal since the nature of our program is fun at the very beginning. Yet, an additional question can be asked: <i>"What does I feel great mean, why do you feel great?"</i>. In this way, the practice of analysing and recognizing situations that evoke certain feelings/emotions is introduced. Likewise, young people learn about empathy by hearing about the experiences of others, how our reactions affect others, how to identify emotions and how to deal with them.</p> <p>Youth workers also make sure that young people are aware that youth workers are available to them if they wish to speak with them privately (while respecting <i>Child and youth health and safety protection policies and procedures</i>). Also, when youth workers recognize that a young person needs additional support that goes beyond the competencies of youth work, it is the duty of the youth worker to refer the young person to other support measures (<i>psychological counselling centres, social work centres, police, etc.</i>).</p>

VALUES		NB. Youth workers must never cross the professional and ethical line, as well as the mandate of the youth work profession.
	Respect and appreciation of diversity <i>Recognizing and valuing diversity as an opportunity for learning, not as a threat.</i>	Promotion of respect and appreciation of diversity as a value begins at the very beginning of the programme. It starts by establishing the <i>Group Agreement</i> that defines rules and principles on how the group will operate in the future. One of the most common points around which members agree is to <i>respect each other opinions and to respect differences</i> . True understanding of this value starts from Level 3 to Level 7. Through process-oriented work, when youth workers recognize a violation or misunderstanding of this value, they are obliged to react and make an intervention by involving young men and women in constructive dialogue and questioning. This may refer to conflict of opinion, different interests, belonging to different groups, ethnicities, gender differences, etc. It is important to create an atmosphere for the opposing parties to be heard, as well as to inform young people about existing laws and human rights and to skirmish stereotypes and prejudices. Throughout the entire program, it is important to give young people the opportunity to get to know the other side and to gain positive experiences, emphasizing similarities and respecting differences.
	Non-violence and advocacy against all forms of violence <i>Belief in an approach that rejects the use of physical force, aggression, or injury to achieve social, political, or personal goals. Believing in and practicing peaceful methods for conflict resolution, understanding and social change. Advocacy against all forms of violence, including gender-based violence, and advocacy for the prevention and elimination of violence in all its manifestations.</i>	As it was the case with previous values, the promotion of this value begins with the <i>Group Agreement</i> where <i>safe space and the right to feel safe</i> are defined as one of the points of the <i>Agreement</i> . Youth workers encourage dialogue and discussion; <i>what does feeling safe mean, when do we feel safe and how to achieve this in this group?</i> The conclusion of discussions can be explicitly stated in the <i>Agreement</i> . In later phases of group development (<i>especially in the STORM phase</i>), if an indication of discrimination and violence occurs, youth workers are obliged to react (<i>in line with the Child and youth health and safety protection policies and procedures and the Code of Ethics</i>). This value can be further promoted with posters, as well as clear markings that youth workers can have on themselves or equipment (<i>laptop stickers, badges, brochures, etc.</i>). Young men and women learn mechanisms and skills for dealing with conflict by applying peaceful conflict resolution methods. Young people can be additionally encouraged to practice moral philosophy and debate within workshops (<i>analysis of a film, current events in the community/society or a case study to which young people can relate</i>). This is certainly an opportunity for young people to learn about laws, human rights, consequences of rights violation as well as to promote empathy.
	Gender equality and equal opportunities <i>The belief that all young men and women, regardless of sex, gender, sexual, ethnic, religious or political affiliation, have the right to equal opportunities and justice. This also means standing up against all forms of discrimination.</i>	This value is promoted in several ways, and one of them is to make additional efforts to ensure the participation of young people with fewer opportunities when reaching out. The program must be adapted to ensure the participation of every young person (<i>for example, if we have young people with developmental difficulties, the program must be adapted to their capabilities</i>). With skilful facilitation and by ensuring additional space and time, every young person's voice must be heard. When establishing a culture of safe environment and building trust in the group (at levels 1-3), youth workers conduct exercises where young people learn that the group moves at the speed of the slowest member and that each member's contribution is important. At the later Levels (3-5), sessions like: "Step forward" (see chapter 5.1.) can be conducted, which go deeper into <i>real-life situations, factors of social exclusion and gender inequality</i> . Such exercises provide the possibility to showcase empathy and a deeper understanding of how gender roles and social norms affect the violation of basic human rights (<i>right to choose, opportunities, safety and security, reproductive health and quality of life</i>).
	Autonomy and the right to choose <i>The belief that every person, regardless of sex and gender, has the right to choose and make decisions (in accordance with the law),</i>	The right to choose is a value that is promoted throughout the entire program. As in the previous cases, the foundations of this value are established with the creation of the <i>Group Agreement</i> (<i>I have the right to choose, I have the right to skip the exercise</i>). The role of youth workers is to teach young people to make informed decisions, but also to take responsibility for them. Youth workers show young people that even though sometimes they disagree with their decisions and choices, they respect young people's right to choose and make an autonomous decision.

	<p><i>as well as the ability to accept the choices and decisions of others even if they are in conflict with our own</i></p>	
	<p>Solidarity and activism</p> <p><i>The belief that collective action, mutual support and cooperation among individuals or groups, especially in challenging or difficult times, contribute to the well-being of individuals and communities. It includes the ability to share a sense of responsibility, empathy and commitment to the collective well-being.</i></p>	<p>From levels 5-7, young people are motivated to take an active role in advocating for gender equality. Young people make independent choices about their desired actions and activities. Through this act, they learn about the importance of solidarity and the importance of collective action in making changes that contribute to the well-being of the individual and the entire society.</p>
KNOWLEDGE	<p>Understanding sex and gender</p> <p><i>Understanding the difference between sex and gender, as well as understanding how gender as a social construct impacts individuals and society including socio-economic status.</i></p> <p>Understanding gender-based discrimination and gender-based violence</p> <p><i>Understanding how different forms of gender roles and social norms condition discrimination and violence in different contexts</i></p> <p>Understanding of the concept of gender equality as well as a basic understanding of public policies, laws and human rights</p> <p>Understanding the connection between reproductive rights/health and gender roles and social norms</p>	<p>The aforementioned knowledge is mostly acquired through planned sessions/workshops and trainings that deal with gender equality, the concept of discrimination, sex and gender, reproductive health and gender equality, etc. The best time to start this theme is at levels 3 and 4, all the way up to 7.</p> <p><i>You can see examples of sessions in the attachment.</i></p>

7. LEAD

- Young people take full responsibility and are independent in their work

TYPE OF ACTIVITY: Young men and women take a leadership role to implement chosen activity/action to advocate for the gender equality in community and take responsibility for it. Youth workers observe and undertake reflective practice to learn from experience.

PURPOSE: Young men and women become advocates for gender equality, realizing that democratic changes are possible, they gain leadership and organisation skills, build confidence

6. ORGANIZE

- Young people request active participation and start leading some of the activities

TYPE OF ACTIVITY: Support young women and men to take concrete steps in planning, organizing and taking responsibility for tasks to organize gender equality actions. Support them in reflective practice and developing mechanisms to deal with success and failures

PURPOSE: Supporting young men and women to take active roles in promoting gender equality in the community and gain transferable skills via experiential learning (organisational and problem-solving skills, leadership skills, empathy, communication and conflict transformation)

5. BE INVOLVED

- Young people are involved and take responsibility
- Young people participate in planning and group leading
- They start to realize personal interest and needs

TYPE OF ACTIVITY: Sessions covering gender related topics with cross-cutting activities/methods for transferable skills (communication skills, conflict transformation, expressing emotions and needs, mental health, critical thinking, digital literacy). Support young women and men to initiate action on gender equality around which they agree upon

PURPOSE: Motivating young men and women on gender equality, transferable skills, activism, participation and taking responsibility. Building self-esteem.

4. TAKE PART

- Program developed in line with the needs young people expressed
- Activities satisfy interest of young people
- Participation concept introduced

TYPE OF ACTIVITY: Sessions covering gender related topics with cross-cutting activities/methods for transferable skills (communication skills, conflict transformation, expressing emotions and needs, mental health, critical thinking, digital literacy), fostering a safe environment and respect for diversity. Introducing participation concept (inputs on activities and their interest in activism).

PURPOSE: Capacitating young men and women on gender equality, transferable skills and initiating process of participation and activism. Building self-esteem.

3. SOCIALISE

- Young people start to express opinions, test ideas and search for answers
- Regular conversation among individuals and group
- Building trust

TYPE OF ACTIVITY: Introducing sessions covering gender related topics with cross-cutting activities/methods for transferable skills (building trust, team building, communication, critical thinking). Activities that foster exchange of opinions and attitudes, fostering a safe environment for expressing emotions and respect for diversity.

PURPOSE: Capacitating young men and women on gender equality and transferable skills

2. MEET AGAIN

- Youth workers and young people make contact and start interacting
- They learn each other's names, trust-building begins
- Building trust initiated and the exchange of experiences and thoughts begins

TYPE OF ACTIVITY: Fun and educational free time activities to build trust, safe environment, respect for diversity, developing Group Contract, introducing communication skills and team building

PURPOSE: Motivating young men and women to participate in a safe environment, developing sense of acceptance, initiate establishing trust within group and trusting relationship with youth workers

1. CONTACT

- Young people have access to information and possibilities
- Level of trust and established relationship is at low level

TYPE OF ACTIVITY: Free time activities to which young people can relate to

PURPOSE: To reach out, inform and motivate young men and women about the possibility of participation

5. EXAMPLES OF EXERCISES/SESSIONS



5.1. EXAMPLES OF THE EXERCISES/GAMES FOR TRANSFERABLE SKILLS

The Ball Game

DESCRIPTION OF ACTIVITY

For activities of this type, you need 1 ball (it can be soccer, volleyball, or basketball, depending on the interests of young people or available resources), possibly paper and a pencil. Using 1 Ball, you can encourage the development of teamwork, communication, leadership, problem-solving or even conflict-resolution skills in young people.

Bring the ball to the field and give the young people the task to agree on what they will play (which sport) and that they have the right to agree on rules (e.g. the rule is that each player must touch the ball at least once before winning a point; the rule that the ball cannot be held by one player for more than 3 seconds, etc.). If the activity is implemented at the initial phase (*making contact*), be prepared that the young people may not feel free to express their opinions or may not want to come up with new rules at all, so prepare a few rules that you can suggest or encourage them to take on - it is important that the young people agree with what is suggested. You can write down the rules on paper or the phone, so that you can always refer to a mutual agreement (*if you write on paper, it is also suggested that the young people sign or leave a sign as a symbol that they agreed with the rules they have made*). In addition, suggest that the young people appoint 1 person in the group who will be in charge to monitor whether the rules are respected, someone who will be the judge and whose decisions others will respect (*if you have an even number of young people, it can be 1 person from each team*) – these are potential leaders in the group or someone who is

trustworthy. The activity will vary depending on the rules that the young people adopt. To encourage equal involvement, you can ask that everyone in the group (or in pairs) propose 1 rule of the game, or suggest that for the next meeting, they set an additional challenge and come up with rules that will make the game more difficult (e.g. next time no one can speak during the game, but you can give signals to each other with hands, glances, etc.).

ROLE OF YOUTH WORKERS

In addition to creating the framework and conditions for the implementation of the exercise, youth worker's role is to be a careful observer and to facilitate conversation (after the activity) on situations that happened during the game. This can be done in a very casual way, during a break between two games, while the youngsters are resting or drinking water. Depending on your agenda, prepare questions (e.g. if you want to talk to young people about communication, ask the question: "That action you had in front of the goal was really good, how did you know that your friend wanted you to pass him the ball in this situation?"). However, keep in mind that street fieldwork is very flexible, and situations may occur during practice that will be important to address after the game (e.g. conflict breaks out between players), and you must be prepared to deal with those situations as well. Also, pay attention to how the group perceives you and whether your role changes over time- whether young people ask you to be a referee, whether they invite you to be actively involved in the game, whether you are the person in charge of keeping their belongings during the game, etc. This will reveal how much trust young people have in you and whether they perceive you as part of their environment.

The Knot

Required performance time: 30 minutes

MATERIALS REQUIRED: The exercise is performed without materials

PURPOSE: To encourage group discussion about teamwork and leadership. Development of communication skills, teamwork and problem-solving.

EXECUTION OF THE EXERCISE: Participants stand in a circle, next to each other. Each person in the circle should stretch their arms in front of them, close their eyes and then grasp the other person's hand (note that participants should not hold both hands of the same person, but 2 different people). When you are sure that participants hold someone's hand, instruct them to open their eyes and try to untie the knot they made with their hands and return to the circle again. During untangling, they must not let go of other people's hands at any moment. Give them 10-15 minutes to try to untangle the knot.

DISCUSSION: During the exercise, monitor how the group communicates, so that after the exercise, regardless of whether the participants unravel the "knot" or not, you can start a discussion with them.

QUESTIONS YOU CAN ASK ARE:

- What happened during the exercise? How did you make decisions about who will move, when and how? Why did you make certain decisions?
- How did you feel while solving the task? Did you feel heard/respected by the rest of the group? How did these feelings affect your behavior during the task?
- What was your role in solving the task? How did you decide/identify that it was the right role for you? If you imagine yourself in similar situations, do you behave/position yourself in the same way in the team?
- If you were to do this exercise again now, how would you behave? How would you make decisions?
- What was the point of the exercise? What skills could we develop here? In what situations do you see that you can apply this in your everyday life?

SPECIAL NOTES: Take care that no one gets hurt when untangling (*if group members are holding hands at an odd angle, they can let go of their hands to adjust*). Also, since this exercise requires close physical contact, take care of health measures, as well as that all members of the group agree to have physical contact with other people in the group (otherwise, during the discussion, you will also have to address this issue and work on raising the group's awareness of personal boundaries and respecting the diversity of group members).

Mission Impossible

REQUIRED PERFORMANCE TIME: 30 minutes

MATERIALS NEEDED: It depends on the tasks you prepare for the group and the space in which the exercise is done, flip chart paper or A4 paper with the tasks the group must complete

PURPOSE: To encourage group discussion about teamwork and leadership. Development of communication skills, teamwork and problem-solving.

EXECUTION OF THE EXERCISE: Present the group with the list of tasks to complete together as a team. The number of tasks, type and level of complexity depends on the size and structure of the group. Determine the time the group has available to complete all tasks. Try to determine the time that will require the group to make quick decisions and delegate tasks, which at first glance seem impossible to accomplish the mission (e.g. depending on the number of tasks, the group may only have 5-20 minutes to accomplish the mission). Give a clear signal to start the exercise, and you can also provide background music (theme music from the movie "Mission Impossible" or the ticking clock). After the time is up, stop the group, regardless of how far they have completed the tasks. Ask them to present their results to each task on the list. After the presentation, bring the participants back into the circle and open a discussion about teamwork, leadership and communication. The idea is that, no matter how difficult or impossible the tasks seem to us, it will be easier to overcome them if we cooperate as a team and have good communication and a clear understanding of what is expected of us.

SAMPLE TASKS FOR MISSION IMPOSSIBLE

1. Take a selfie with all members of the group.
2. Count how many doors and windows there are in the building/room/apartment.
3. Arrange the names of all members of the group according to date and year of birth.
4. Come up with a skit on the topic of teamwork.

DISCUSSION:

During the exercise, observe how the group communicates, how they delegate tasks, etc. These observations will help you facilitate the discussion. Questions you can ask are:

- What happened during Mission Impossible? How did you make decisions about who would do which task? Why did you make certain decisions? Did the group have a leader and how did this affect the execution of the tasks (did it make it easier/difficult)? How did the group choose a leader?
- How did you feel while solving the tasks? Did you feel heard/respected by the rest of the group? How did these feelings affect your behavior during the task?
- What was your role in solving the tasks? How did you decide/identify that it was the right role for you? If you imagine yourself in similar situations, do you behave/position yourself in the same way in the team?
- If you were to do this exercise again now, how would you behave? How would you make decisions?
- What was the point of the exercise? What skills could we develop here? In what situations do you see that you can apply this in your everyday life?

SPECIAL NOTES: Create the Mission Impossible tasks so that the group can, if not completely, at least largely accomplish them. A sense of accomplishment will help to create better group cohesion and dynamics, especially if you are doing a long-term program with a group.

5. Find 10 different items whose name starts with the letter "T".
6. Design a logo and slogan for your group.
7. Sing together a song that all members of the group know.
8. Ask 3 strangers how they feel today and take a photo with them.
9. Make 20 airplanes from (used) paper.
10. Make symbolic gifts for all members of the group.

Pyramid Challenge

REQUIRED PERFORMANCE TIME: 30 minutes

MATERIALS NEEDED: Recycled plastic cups, rubber bands, string, scissors

PURPOSE: To encourage group discussion about teamwork and leadership. Development of communication skills, teamwork and problem-solving.

PERFORMING THE EXERCISE: Divide the group into several smaller teams (depending on the size of the group, it can be several teams of 5-6 members). Tie several strips of string, of equal length, to the rubber band at the same distance from each other (depending on the number of team members, you will tie 5 or 6 strips of string to one rubber band). Give each group this "tool" and 6 plastic cups. The task for the teams is to, using only this tool, make a pyramid of plastic cups by arranging them upside down, 3 cups at the bottom, then 2 cups over them and 1 more at the top of the pyramid. To add to the competitive atmosphere, you can limit the time to build the pyramid to 10 minutes, and the first team to successfully complete the task wins.

DISCUSSION: During the exercise, observe how the teams interact, so you can reflect on their reactions, communication and teamwork during the discussion. Questions you can ask are:

- What happened during the exercise? How did the team members communicate with each other? How were the roles divided? Did the teams have their own leaders? How did these people get those roles?
- What was important to successfully complete the task? Why was teamwork so important? What challenges have you had in teamwork? How did you contribute to the work of the team?
- How do you normally behave in situations where you need to work with a team?
- What skills do we need to have in order to work in a team? What other skills did we develop through this exercise? Why are they important to us?
- Now how would you apply those skills in another situation that requires teamwork?

SPECIAL NOTES: You can prepare symbolic rewards for the winning team (*e.g. fruit or some candy*) and discuss with the group how much learning about the reward affects their motivation to complete the task.

String Square

REQUIRED PERFORMANCE TIME: 30 minutes

MATERIALS NEEDED: A long string (or more strings, depending on the size of the group)

PURPOSE: Development of communication, problem-solving and planning skills. Encouraging discussion about the importance of teamwork and clear and precise communication.

PERFORMING THE EXERCISE: Tie the ends of the string in and give the group 5 minutes to figure out how to make a square out of this string. After that, each of them will have to grab a part of the string with their hands and

with their eyes closed they should form a square according to the agreement. The group can communicate during the task. They have 10 minutes to try to make a square.

DISCUSSION: During the exercise, observe how the group interacts, so you can refer to this during the discussion. Questions you can ask are:

- What happened during the exercise? How did the team members communicate with each other? How were the roles divided? Did the teams have their own leaders? How did these people get those roles?

- What was important to successfully complete the task? Why was teamwork so important? What challenges have you had in teamwork? How did you contribute to the work of the team? How did you feel not being able to see what the other team members were doing?
- How do you normally behave in situations where you need to work with a team?

Sketch From The Bag

REQUIRED PERFORMANCE TIME: 45 minutes

MATERIALS NEEDED: Paper or cloth bags large enough to hold 5-10 different items, such as papers, felt-tip pens, tape, scissors, balls, phone, hair tie, paper clips, cards, spoon, check, roll of toilet paper, stickers etc.

PURPOSE: Development of problem-solving and decision-making skills. Encouraging flexibility in young people.

PERFORMING THE EXERCISE: Divide the participants into several smaller groups. Each group will receive a paper or cloth bag containing certain objects (each group should have different objects, it is okay to repeat 1-2 objects). They have the task of creating a short sketch (lasting 2-3 minutes) in 10 minutes with the objects they have been given. When 8 of the planned 10 minutes are up, tell the groups that there has been a change after all and they must exchange the bags of objects between them. Now they have only 2 minutes to create a new sketch with the items they just received. When the 2 minutes are up, gather the group and start performing skits.

DISCUSSION: During the exercise, observe how the group interacts so that you can refer to this during the discussion. Questions you can ask are:

- How did you work as a group with the items you were given? How did you communicate? How was the process of agreeing on what the sketch would look like?

- What skills do we need to have in order to work in a team? What other skills did we develop through this exercise? Why are they important to us?
- Now how would you apply those skills in another situation that requires teamwork?

SPECIAL NOTES: You will need a little more space for this exercise. The exercise is suitable to be done as a part of street youth work as well.

- What happened afterwards, when you had to replace the items? Was it difficult to change the sketch in such a short time? How did you react when you received that instruction? How did you feel? Were you frustrated and why? How did you behave after that? How was the process of agreeing and planning the sketch in this case?
- What did you learn about yourself through this exercise? How do you usually react when the plan you made suddenly changes and requires you to make an urgent decision or change your behavior?
- What was the point of the exercise? Why is it important to be flexible and adaptable to changes?

Conclude with the group that in life, at school, at work, unpredictable situations can often happen to us that will require our immediate reaction and change of the plan we had. It is important to be aware of this and learn how to quickly find our way, react in the best possible way and not let sudden changes prevent us from achieving the goal we have.

SPECIAL NOTES: Changes in instructions and a short deadline can cause an emotional reaction in participants, such as frustration, and create conflict situations (not only between group members, but also with you as a facilitator). Therefore, pay special attention to the feelings of the participants at the end of the exercise.

A Stick of Helium

REQUIRED PERFORMANCE TIME: 30 minutes

MATERIALS NEEDED: A long wooden or plastic stick or ruler (length depends on the size of the group)

PURPOSE: To encourage group discussion about teamwork and leadership. Development of communication skills, teamwork and problem-solving.

PERFORMING THE EXERCISE: Participants should stand on both sides of the stick (length-wise), which is on the floor. They have the task of lifting it together to a certain height (determine a height that is realistically feasible for all members of the group) and then lowering it back to the floor, while each of them holds the stick on their index finger the whole time. If the group still fails to complete the task after 10-15 minutes, you can stop them and invite them back into the circle, and discuss why they failed.

DISCUSSION: During the exercise, observe the group's communication as they complete the task and use your observations in the discussion. Questions you can ask are:

- What happened during the exercise? How did you communicate and make decisions about when the stick is raised, i.e. put down?
- How did you feel while solving the task? Did you feel heard/respected by the rest of the group? How did these feelings

affect your behavior during the task? Did you pay attention to other members of the group during the exercise?

- What was your role in solving the task? If you imagine yourself in similar situations, do you behave/position yourself in the same way in the team?
- If you were to do this exercise again now, how would you behave? How would you make decisions?
- What was the point of the exercise? What skills could we develop here? In what situations do you see that you can apply this in your everyday life?

SPECIAL NOTES: The exercise can also cause conflicts in the group, so you can refer to that situation in the discussion. An alternative to a stick can be a plastic hula hoop (in this case, group members stand in a circle). As this exercise requires close physical contact, take care of health measures, as well as that all members of the group agree to make physical contact with other people in the group (otherwise, during the discussion you will also have to address this issue and work on raising the group's awareness of personal boundaries and respecting the diversity of group members).

Expedition

REQUIRED EXECUTION TIME: 60 minutes

MATERIALS NEEDED: Stickers, toothpicks, straws, erasers, old newspapers, string, crepe tape, blindfold, hair dryer

PURPOSE: Development of leadership skills, decision-making skills.

PERFORMING THE EXERCISE: Divide the participants into several groups (depending on the size of the group) and give each group a bag with materials. Turn this exercise into a story e.g. Your research teams were embarking on expeditions through Siberia, when you were suddenly caught in a great snowstorm. You try to make a shelter with the things you brought with you to survive the cold wind and cold temperatures. However, the leader of each group has suffered severe frostbite on his hands and is unable to help you to build, and the rest of your group has lost their sight due to a gust of wind. Working together, each team tries to build themselves a shelter that can withstand the gale force winds (point to the hair dryer you will use to simulate the wind later in the exercise). During construction, the group leader must not use his hands to help the rest of the team, and the other team members must keep their eyes closed (to make sure everyone follows the instructions, you can ask them to blindfold each other). Each team has to independently choose a team leader and they have 30 minutes to build a small tent that can withstand the air coming from the hair dryer, when you raise it as high as you can in relation to the tent.

DISCUSSION: Monitor communication during the exercise. Questions you can use to start a discussion are:

- What happened during the exercise? How did you make decisions about how to build the tent and who does what? Why did you make certain decisions? How did you choose the team leader? What, according to you, meant that the leader should do, what expectations did you have of this person?
- How did you feel while solving the task? Did you feel heard/respected by the rest of the group? How did these feelings affect your behavior during the task?
- What was your role in solving the task? How was that decided? If you imagine yourself in similar situations, do you normally have such a role in the team?
- If you were to do this exercise again now, how would you behave? How would you make decisions?
- What was the point of the exercise? What skills could we develop here? In what situations do you see that you can apply this in your everyday life? Why is teamwork important? What is the role of the leader in the team? What happens if we are not clear about the expectations that other team members have of us?

SPECIAL NOTES: During the exercise, conflicts may occur in the teams, so it is important to monitor each team in order to address this issue during the discussion, if necessary.

The Network

REQUIRED PERFORMANCE TIME: 45 minutes

MATERIALS NEEDED: A ball of twine (jute string), a blindfold

PURPOSE: Development of leadership and communication skills. Encouraging discussion about responsibility within the team and teamwork.

PERFORMING THE EXERCISE: Divide the participants into several smaller groups. Each group should get a ball of twine, which they should stretch and make a complicated net out of it (allow 5-10 minutes for the groups to make the net). After they finish, rotate the teams so that each team works on a network they didn't create. Each team should choose one person, who will be blindfolded and tasked with untangling the web, with only verbal instructions from the rest of their team. The first team to untangle the net wins, but you can do the exercise until all teams have finished or limit the untangling to 10-15 minutes. For greater dynamics during the exercise, you can introduce a rule that every few minutes the person who untangles the net is replaced within the team.

DISCUSSION: During the exercise, monitor how the group communicates, so that after the exercise, regardless of whether the participants untangle the net, you can reflect on specific situations with them. Questions you can ask are:

- What happened during the exercise? How did you decide who would untangle the net and who would give instructions? Why did you make such decisions? What, according to you, meant that the

chosen person should do, what expectations did you have of this person?

- What was the bigger challenge: giving instructions or untangling the web? Who do you think had more responsibility to complete the task? How did you feel while solving the task? Did you feel heard/respected by the rest of the group? How did these feelings affect your behavior during the task?
- What was your role in solving the task? How was that decided? If you imagine yourself in similar situations, do you normally have such a role in the team?
- How was the team's communication during the exercise? Did you give/receive clear enough instructions? What did it depend on?
- What was the point of the exercise? What skills could we develop here? In what situations do you see that you can apply this in your everyday life? Why is teamwork important? What happens if we are not clear about the expectations that other team members have of us? Why is communication important?
- If you were to do this exercise again now, how would you behave? How would you make decisions? How would you communicate/give instructions/respond to instructions?

SPECIAL NOTES: During the exercise, conflicts may occur in the teams, so it is important to monitor each team in order to address this issue as well.

The Train

REQUIRED PERFORMANCE TIME: 45 – 60 minutes

MATERIALS NEEDED: 4 chairs, instructions with roles, instructions for observers

PURPOSE: Identifying behavior and reactions during conflict situations. Understanding the causes of conflicts

DOING THE EXERCISE: This exercise is a role play. Choose 5 volunteers from the group who will act as passengers on the train, the other members of the group will play the role of observers. Distribute instructions to passengers and observers. Your role is to play a train conductor. At the beginning, place 4 chairs, two facing each other (these chairs represent your "compartment" on the train). After everyone in the group has had a few minutes to read their instructions, explain to them that their task is to put themselves in these roles and that when you, as the conductor, announce the departure of the train, they react according to their roles. You start the exercise by first addressing the passengers: "Dear passengers, welcome to the train traveling from Pristina to Belgrade." Now you can get on the train. Unfortunately, we have to inform you in advance that the train is full and for the safety of the passengers, I will ask all those who do not have a seat in the compartment to leave the train and wait for the next one that leaves in exactly 2 hours and 45 minutes. Our train leaves in 10 minutes." This is the signal for your passengers to "get on the train" and take their seats. Since you only have 4 chairs, conflict is inevitable. Give the passengers 5 minutes and observe their reactions and discussion. Then post the following: Dear passengers, thank you once again for choosing our train for your journey. The train leaves in 5 minutes and I will ask you that, if you still haven't found a free seat, do it as soon as possible." After another 3 minutes, announce: "Dear passengers, our train is ready to depart." I will ask all those who do not have a place to sit in the compartment, to leave this train and wait for the next one, for the safety of all passengers." If even after 2 minutes the "passengers" are still discussing or 4 people are sitting and one person is standing, approach him/her and ask him/her to "leave the train". In case the person starts to

argue and defend himself, explain to him that you are unable to help him, that he can complain at the railway station counter and, if he does not get off immediately, the train will not start at all. Regardless of whether the "passenger" leaves or wants to continue discussing with you, stop the exercise here, thank all the "passengers", and ask the group to return to the circle for a plenary discussion.

DISCUSSION: At the very beginning of the discussion, remind the participants that this was an exercise and make sure they "step out of role" i.e. that they no longer feel emotionally attached to the roles they had during the exercise. The questions that start the discussion are:

- How did you feel playing the role?
- How did you react when you realized you might not be able to stay on this train? Why did you react like that? What was the reason for your reaction?
- How do we behave in our everyday life when we find ourselves in a situation where one of our needs is threatened (where there is a threat that we will not be able to fulfill our need)? Try to get concrete examples of their situations from the participants.
- Did you empathise with others? Did you at any moment consider letting the other person have a seat due to their life situation? Reflect on gender where possible (especially in regard to passenger 2).
- What did the observers notice? What approaches to the conflict did we have here? How did each approach influence the further development of the situation and the resolution of the conflict? (Please note that this part of the discussion is not about evaluating the "passengers" or condemning their reactions, but that we are trying to identify together what are the causes of conflict situations and how best to approach them in order to successfully resolve the conflict)
- What do they see as a potential solution to this situation?

- What was the point of the exercise? How would they play their roles now? How would they communicate/give instructions/respond to instructions?
- Conclude with the group that conflicts are part of our everyday life and life in society, we cannot avoid them and, after all, we should not avoid them because conflicts, when we resolve them in a

SPECIAL NOTES: Depending on the size of the group, you may have only a few "observers". If the "passengers" have a challenge to start a discussion on the train or you notice that they do not enter into conflict, you can encourage them with casual comments about how the train should leave soon. Also, if they immediately try to ask you for help to resolve the situation, tell them that you have to take care of the passengers in the other car right now, instruct them to talk to each other and emphasize that you cannot help them. Conflict discussions and conflict resolution exercises can be particularly emotionally challenging for the group and the individual, so make sure that you have created a safe space for this topic to be discussed, as well as that during the discussion, but also at the end of the exercise, all participants feel good.

ADDITIONAL MATERIAL:

Passenger no. 1: You have just arrived in Pristina by bus from Istanbul, where you have been doing work practice for several months. You are tired of the all-night bus ride and want to get to Belgrade as soon as possible, where you will meet your partner and spend only 2 days with him/her, after which you have to go back to Istanbul.

Passenger no. 2: You are a single mother who lost her job after maternity leave and for 8 months you have been trying to find a job. You finally received an invitation for an interview by a company from Belgrade, which is happening today. This interview is very important since you will finally be able to provide economic stability for you and your child.

Passenger no. 3: You are traveling from Pristina to Belgrade to visit your sick grandmother. Your grandmother has been living alone since your grandfather passed away and the departure of the train at this time suits you

healthy way, are a space for the development and progress of the individual and community. In order to manage conflicts well and work to resolve them, it is important to understand why and how conflicts occur, as well as how we respond to conflicts, whether we are directly involved in them or not, and then develop the skills needed to resolve them. conflicts.

perfectly because you can take your grandmother to her doctor's appointment.

Passenger no. 4: You are the manager of a small company that is trying to get a big client from Belgrade. You are going to a meeting with a client who, if you manage to agree on cooperation, can save the company you work for from shutting down. You plan to use the time on the train to complete a presentation for a client.

Passenger no. 5: You travel from Pristina to Belgrade, from where you catch a flight to Egypt, on your vacation that you already paid. If you miss this train, you will be late for your flight.

Observer Material: Watch the conflict unfold in front of you. Record in a table your observations and the behaviors and reactions you see that correspond to certain approaches. (Print the explanatory table for observers).

Inhibition	
Aggression	
Passivity	
Manipulation	
Assertiveness	

- **INHIBITION:** A short phase, at the beginning of conflicting situations, when we try to process the situation in front of us (*"I was so shocked, that at first I didn't know what to do"*).
- **AGGRESSION:** We see an aggressive approach when a person throughout the situation tries to prove that he/she is right and that only he/she has the right answer or solution.
- **PASSIVITY:** A passive attitude is characterized by running away from a conflict situation. It is the fear of reacting and being involved in

conflict. Passivity means avoidance, which in itself can lead to new conflict.

- **MANIPULATION:** We try to solve the conflict through humor, flattery, seduction, conspiracy, in order to achieve our goal and realize our interests.
- **ASSERTIVENESS:** The person wants to understand others and the obstacles they face and accepts his share of responsibility for the

conflict situation. It seeks a suitable solution for all parties involved.

Origami

REQUIRED PERFORMANCE TIME: 30-45 minutes

REQUIRED MATERIAL: A4 paper (you will need 1 paper per participant), written instructions for making origami (of your choice)

PURPOSE: To encourage discussion about how we interpret the same information differently. Development of communication skills and active listening skills.

CARRYING OUT THE EXERCISE: Give each participant 1 piece of A4 paper. Tell them that you are now going to give them step-by-step instructions on how to fold that paper into origami. Warn them that during the whole exercise they must close their eyes and must not speak, so they must not look at the paper while folding it and cannot ask questions. Choose an origami shape (e.g. a swan or a crane) and speak the instructions to the participants, step by step. Make sure that the participants do not look at the paper while folding it. Give them half a minute - a minute after each instruction, to fold the paper according to what you said. When you see that everyone has completed a certain step, you can move on to the next one. After going through all the steps, ask the participants to open their eyes and compare their origami with what the exercise should look like.

DISCUSSION: Since the participants kept their eyes closed during the exercise and were not allowed to ask questions, each origami should look different. Questions to start the discussion include:

- What do our origamis look like? Why do they look different, even though you all received the same instructions? Would they look different if you could ask questions and see?
- What are the possible reasons why people interpret the same information differently?
- What can be a problem with a different understanding of information?
- How can we avoid different interpretations?
- Conclude with the group that each of us, for different reasons, interprets information differently, and that is why it is important to ask specific questions and confirm that we have understood the instruction correctly.

SPECIAL NOTES: For a wider discussion, you can divide the group into two smaller groups, where one group can see the paper they are working with, as well as the picture of the final figure, and the other cannot, and then compare different experiences and interpretations of the instructions.

Dumb phones

REQUIRED PERFORMANCE TIME: 30 minutes

MATERIAL REQUIRED: Written sentence on a piece of paper, flip chart paper or presentation

PURPOSE: Raising awareness among participants about noise in communication

PERFORMING THE EXERCISE: Divide the participants into 2 lines, so that they stand behind each other. Give slips of paper with a certain sentence to the participant/s who are last in both rows. The sentence doesn't have to be too long and complicated, but not too simple either (e.g. you can use a headline from that day's newspaper). After that person has memorized the sentence, they should tap the shoulder of the person in front of them and whisper the sentence to him/her. The whisperer can say the sentence only once. Then that person repeats the same action and communicates the sentence to the person in front of them, and so on until they reach the person standing first in line. This person should say the sentence they heard out loud, and then the person who read the sentence should read what he/she got on the paper.

DISCUSSION: Reflect with the participants on communication. You can be guided by the following questions:

- What happened during the exercise? Have you ever noticed that the person who is telling you something is not sure that what they are telling you is correct?
- How did you feel? How did the person feel at the beginning and the end of the line? Which position do you think was more challenging?
- Why are the sentences at the beginning and the end of the line different?
- How common are these situations in everyday life? Try to recognize some specific examples from your own lives.
- What are noises in communication? How do they arise, what is the cause? What can we do to avoid noise?
- Prepare for the participants a short presentation (electronic or on a flip chart) about what the communication process looks like, what are the noises in communication and what can cause them.

SPECIAL NOTES: In order to simulate conditions from real life, in which there are often "distractors" that affect the creation of noise in communication, let both rows of participants do the exercise at the same time, and play music in the background (not too loud, but it should still be heard). In your program, you can follow up on this exercise with exercises to develop the skills of giving feedback, assertive communication, active listening, and the like.


Travel Agency

REQUIRED PERFORMANCE TIME: 45 minutes

REQUIRED MATERIAL: chairs

PURPOSE: Development of active listening skills

PERFORMING THE EXERCISE: Divide the participants into pairs, in which one person will play the role of a client, and the other person will play the role of an employee in a travel agency. The client should describe to the travel agent what he/she wants from his/her vacation, describe his/her needs, without specifying the specific destination he/she wants to go to (e.g. I want to lie down all day on my vacation, listen to light music, I want to have an active vacation, I want to be alone or surrounded by people, etc.). The task of the agent is to react as he/she thinks is necessary to what he/she hears and sees. After a few minutes of active listening, the agent should list the 3 main criteria that the client expects his/her holiday to fulfill. After that, the agent should try to "sell" a particular vacation destination to the client, based on the conclusion. After a brief mutual reflection on how much the agent really listened and understood the client's needs, the pair should switch roles.



DISCUSSION: Reflect with the participants on communication. You can be guided by the following questions:

- What happened during the exercise? What gave you the impression that the person was listening carefully or not?
- What was the point of the exercise? What skills did we develop? What is active listening? Why is active listening important?
- Introduce the participants to what active listening is and what active listening techniques are.

SPECIAL NOTES: After this exercise, it is suggested that you do a short exercise with the participants in which the group will practice the active listening techniques they have just seen, in the same situation as at the beginning. If you don't have time or don't want to do a special exercise, you can invite volunteers to demonstrate the techniques in front of the whole group. If you do it as a special exercise, you can also do it at the end of the workshop, training or program, in order to assess whether the participants have acquired the specified competencies.

Feedback

REQUIRED PERFORMANCE TIME: 30 minutes

REQUIRED MATERIAL: Ball

PURPOSE: To understand the importance of giving and receiving feedback. Development of feedback skills.

PERFORMING THE EXERCISE: You are looking for 4 volunteers who you will ask to leave the room, and later you will ask them to come back in one by one. Write down the names of the volunteers, each name on a separate piece of paper. Give the rest of the group the following instructions: The 4 people who left will come back into the room one by one, have a task to complete and then go outside. Their task is to find the ball that you will now hide somewhere in the room. You should give feedback to each person during their quest as follows (emphasize that between each person's entrance, you will repeat what feedback they should give that person, but it is up to the group to decide which person to give what feedback):

1. You will give "silent feedback" to the first person - you must not show any non-verbal reaction or give any feedback verbally
2. You will only give negative feedback to the other person. For an idea of what kind of comments to make, think about what kind of comments a person who is not satisfied with someone's work would make. For example. You can do better than that, you spend too much time on it. The feedback must not in any way direct the person to where the ball is.
3. The third person should receive positive, general feedback, e.g. "You're doing great" or "We believe in you". And here the feedback should not direct the person to the place where the ball is.
4. Specific feedback - the group gives the fourth person specific suggestions where he/she could look and can answer his/her questions with "Yes" or "No".

Hide the ball somewhere in the room, then take turns inviting volunteers to enter the room one by one and have 3 minutes to find the ball that is hidden somewhere and during their search they will receive feedback on their

search from the rest of the group. After the time is up, the person should leave the room, regardless of whether they found the ball or not (if they find it, hide it again before the next person enters). After all 4 volunteers have gone through the search, call them back and reflect on the exercise together with the group.

DISCUSSION: Reflect with the participants on communication. You can be guided by the following questions:

- What was it like to look for the ball? How did you feel, what did you think about the feedback you received from the group? How did this affect your search, and your behavior?
- Is it important and how important is it for them to receive feedback for their work?
- Question for the rest of the group: How did you feel, what did you think about when you gave feedback to the volunteers? How would such feedback affect you and your behavior, and the performance of a task?
- Do they give feedback to others in their daily life and in what way? What would you define/recognize as the best way to provide feedback?
- Briefly introduce the group to what feedback is and how they can give feedback. Introduce several techniques to them, for example, "I speech", "Sandwich technique" (what was good, what could be improved, finish with positive), as well as how to receive the feedback (adopt-adjust-reject / no argumentation). Also, point out the purpose of the feedback - which is to provide information to other side that he/she can improve performance/position – something that is useful for that person. The purpose of the feedback is not to let go our frustration and to unconstructively criticize the other side.

SPECIAL NOTES: It is suggested that you do an exercise after this where the participants can practice these techniques (see the next exercise for instructions).

A sandwich

REQUIRED PERFORMANCE TIME: 15 – 30 minutes, depending on the size of the group

REQUIRED MATERIAL: chairs

PURPOSE: To acquire and develop the skill of giving feedback using the "sandwich" technique.

PERFORMING THE EXERCISE: Participants should sit in a circle, next to each other. Start with one volunteer who should give feedback to the person on his/her left on his/her behavior or performance during the workshop. If you haven't already, introduce the "sandwich" technique to the group and emphasize that when giving constructive feedback, they should not reflect on the person's personality or character, but on specific behavior, as well as that they should be concrete and specific (e.g. I think you need to work on your instruction skills because the way you formulated the instruction was not precise enough.). Also, encourage them to use "I speech". (Example: I think, I believe, I would suggest you...). In case the group needs support, suggest that you go first. Emphasize that we thank you for the feedback and do not go further into the reasoning of our actions, because there is no need

to justify ourselves. After everyone has had a chance to give and receive feedback, you can briefly reflect on the exercise.

DISCUSSION: Reflect with the participants on the concrete feedback giving:

- How did you feel, what did you think about when you received feedback from another person? Do you think you received specific and constructive feedback?
- What was it like to give feedback to another person? Do you think you gave specific and constructive feedback?
- Do they give feedback to others in their everyday life? In what way? Do they get the same from people in their environment? What do they think about the sandwich technique, have they used it before?
- Why is it important to give and share feedback with another person? What is feedback for?

SPECIAL NOTES: This exercise can be superimposed on the previous one, but you can also do it at the end of the workshop, training or the entire program, and you can also use it to check whether the participants have acquired the competence to give feedback or have they developed communication skills.

Step Forward

REQUIRED PERFORMANCE TIME: 60 minutes.

REQUIRED MATERIAL: role-playing cards.

PURPOSE: The exercise can be used in any class or group, it is also suitable to do it in a street, as well as for building any team. The exercise enables: Getting to know the team members better; Development of empathy; Development of group cohesion; Development of feelings of acceptance and understanding from the group; Raise awareness of discrimination, social exclusion, and gender inequalities. Recognizing and understanding the reasons for deviant or extreme behavior; Understanding the personal consequences of belonging to a smaller group or subculture.

GROUP SIZE: 10-20 people.

PREPARATION:

- Read the task carefully and look at the "Situations and events" list. Adapt it to the group you are working with.
- Prepare role-play cards for each participant.

PERFORMING THE EXERCISE

1. Create a calm atmosphere, you can use some soothing music in the background. Ask the participants to be completely quiet.
2. Each participant draws one card at random. Ask them to keep the cards and not show them to anyone.

ROLES

- You are an unemployed, single mother.
- You are the daughter of a bank manager. You study economics.
- You are a dedicated mother of six children taking care of them all day long, unable to get a job again.
- You are a young man who has to use a wheelchair to get around.
- You are a seventeen-year-old Roma girl who did not finish elementary school.
- You are a middle-aged woman infected with HIV.

- You are a 24-year-old Roma, unemployed.
- You are an illegal immigrant (of your age).
- You are the president of a political youth organization of the political party that is currently in power.
- You are the son of a Chinese immigrant. Your father owns a successful chain of fast-food restaurants.
- You are the daughter of a US diplomat.
- You are the owner of a successful export and import company.
- You are a retired employee of a shoe factory.
- You are the girlfriend/boyfriend/friend of a young artist addicted to heroin.
- You are the child of a young unmarried mother.
- You are a homeless man who is 27 years old.
- You are the nineteen-year-old son of a farmer.
- You are a rich student.
- You are a mother on maternity leave who regularly suffers violence from her husband.
- You are an unemployed Roma woman with five children.
- You are a teacher who works with children with developmental disabilities.
- You are the director of a school where children with developmental disabilities study predominantly.
- You are a teacher who works in an elite school.
- You are the director of an elite school.

1. Ask the participants to sit down and read their role cards.
2. Now ask them to imagine themselves in the role given to them. To help them, you can read the following questions, leaving pauses between questions so that participants can imagine their answers.
 - What was your childhood like? What kind of house did you live in? What games did you play? What did your parents do?
 - How are you living today? Where do you work, with whom do you spend your free time? What do you do in the morning, afternoon and evening?
 - Where do you live? What is your monthly income? What do you do in your spare time? What do you do when you're on vacation?
 - What worries you, and what are you afraid of?
3. Now ask the participants to be completely quiet and form a line holding hands (like a starting line).
4. Tell the participants that you are going to read a collection of situations and events. Every time, when in accordance with the role someone can answer with "YES", that person needs to take one step forward. In case the answer is "NO", the person remains in the same place.
5. Read the situations one by one. Take breaks between situations.

Situations that force us to take a step forward or stay put.

When you read the situations, give the participants time to step up, don't ask them where they stand in relation to the others.

- You have never had a financial crisis.
- Your living conditions are quite good, you have a television and a telephone.
- You have the feeling that your mother tongue, religion and culture are accepted in the society where you live.
- You feel that your opinion on various social and political topics is heard.
- People turn to you for advice in various situations.

- You are not afraid that the police can arrest you.
- You know who you can turn to for help when you need it.
- You have never felt discrimination on any basis.
- You have safe social and health care.
- You can afford to go on vacation once a year.
- You can afford to invite friends to your house for dinner.
- Your life is interesting, you are optimistic about your future.
- You feel that you can study and practice the profession you have chosen.
- You are not afraid that someone will attack or intimidate you on the street.
- You are not afraid of being attacked or intimidated in the media.
- You can vote in both local and national elections.
- You don't have to worry about your children while they are at school.
- You can celebrate your most important religious holidays with family and friends.
- You can attend international seminars abroad.
- You can afford to go to the cinema at least once a week.
- You are not worried about the future of your children
- You can afford to buy new clothes at least every three months.
- You can fall in love with any person you choose.
- You feel that your knowledge and expertise are valued in the society in which you live.
- You can successfully use the Internet for the things you need.

6. Finally, ask the participants to look around and see where are the other participants positioned, what they think about their position in relation to the others.

7. Then before the exchange after the activity, give the participants a few minutes to sit in a circle and return to their original roles.

DISCUSSION AND EXCHANGE:

- Ask the participants what they think happened during the exercise and what they think about this exercise. Then continue the discussion about that experience and what they learned from it.
- How did those who took steps forward feel, and how did those who stayed in the same place feel?
- When did those who had the opportunity to step forward often notice that some were lagging behind?
- Who wished to let go of his hand or to be let go of his hand?
- Who had a hard time letting go of the friend standing next to him? Why? How did he feel when he had to let go?
- Did the participants manage to guess what roles the others have (at this stage everyone can reveal their roles)?
- How easy or difficult was it to play different roles? How did they imagine the person they represented?
- Does this exercise represent society and in what way?
- What human rights are related to the situations from the exercise? Did anyone feel that his/her human rights were violated?
- It is important to emphasize that it is not important if someone thinks that a participant could have taken more steps from a given role, what is important is how that participant felt inside playing that role or representing that person.

5.2. EXAMPLES OF THE SESSIONS FOR GENDER EQUALITY



CONTENT DEVELOPMENT:

This section includes content that covers key topics related to gender equality, gender roles, and gender norms.

To begin with, it is of paramount importance to understand gender definitions and concepts. UNICEF (2019)⁴⁰ defines the main gender terms as below:

GENDER EQUALITY

Is a transformational development goal. It is understood to mean that women (girls) and men (boys) enjoy the same status on political, social, economic, and cultural levels. It exists when women (girls) and men (boys) have equal rights, opportunities, and status.

GENDER ROLES

Gender roles are learned from the time of birth and are reinforced by parents, teachers, peers, and society. These gender roles are based on the way a society is organized and vary by age, class, and ethnic group.

GENDER PARITY

Gender parity is a numerical concept. Gender parity concerns relative equality in terms of numbers and proportions of women and men, girls and boys. For example, the ratio of girls and boys enrolled in school.

GENDER NORMS

Are the accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defends a particular society, culture, and community at that point in time. Gender norms are ideas about how women, men, girls, and boys should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

GENDER RELATIONS

Gender relations have to do with how a culture or society defends rights, responsibilities, and the identities of women, men, girls, and boys to one another. Gender relations refer to the balance of power between women and men or girls and boys.

GENDER EQUALITY

Is a transformational development goal. It is understood to mean that women (girls) and men (boys) enjoy the same status on political, social, economic, and cultural levels. It exists when women (girls) and men (boys) have equal rights and opportunities.

GENDER EQUITY

Is the process of being fair to both women (girls) and men (boys) in the distribution of resources and benefits. This involves recognition of inequality and requires measures to work towards equality of women (girls) and men (boys). Gender equity is the process that leads to gender equality

⁴⁰ UNICEF REGIONAL OFFICE FOR EUROPE AND CENTRAL ASIA GENDER TOOLKIT: Integrating Gender in Programming for Every Child in Europe and Central Asia,; Retrieved from: <https://www.unicef.org/eca/media/15101/file>

GENDER ANALYSIS


Is an organized approach to considering gender issues through the entire process of program or organizational development. This requires sex-disaggregated data and ensures that development projects and programs incorporate the roles, needs, and participation of women, men, girls, and boys.

GENDER MAINSTREAMING

Is the process of assessing the implications for women, men, girls, and boys of any planned action including legislation, policies, or programs at all levels. It refers to a strategy for making women's, men's, girls', and boys' concerns and experiences an integral dimension of design and implementation, monitoring and evaluating policies and programs in all political, economic, and societal spheres so that women and girls can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

STRATEGIC NEEDS

Strategic needs are long-term in nature and often related to structural



changes in society. These are identified based on an analysis of women's and girls' subordination in society, and when addressed, should lead to the transformation of the gender division of labor and challenge the power relations between women and men, girls, and boys.

Gender stereotypes can be pervasive and deeply ingrained in society, affecting young people in various ways. These stereotypes often dictate traditional roles and expectations based on gender, reinforcing harmful ideas about masculinity and femininity. For instance, boys may feel pressured to conform to notions of toughness and emotional stoicism, while girls may be expected to prioritize caregiving and domestic roles. These stereotypes limit

PRACTICAL NEEDS

Practical needs are immediate perceived needs such as water, shelter, clothing, basic health care, and food. They are based on women's and girls' existing roles (within the gender division of labor) and do not challenge their subordinate positions. These needs arise from and reinforce women's and girls' reproductive and productive roles.

EMPOWERMENT

Empowerment is about women, men, girls, and boys taking control over their lives: setting their agendas, developing skills (including life skills), building self-confidence, solving problems, and developing self-reliance. The process of empowerment enables women, men, girls, and boys to question existing inequalities as well as act for change.

individual expression and potential, perpetuating inequality and discrimination.

To combat gender stereotypes, it's essential for young people to first recognize and understand them. This involves questioning the assumptions and expectations placed on individuals based on their gender. By critically examining societal norms and media representations, young people can become more aware of how gender stereotypes manifest and influence their lives. Therefore, fostering open discussions and providing education about gender diversity and equality can help dismantle these stereotypes and promote inclusivity.

Empowering young people to challenge and resist gender stereotypes is crucial for creating a more equitable society. This can be achieved through promoting positive representations of diverse gender identities and encouraging individuals to embrace their authentic selves. By advocating for equal opportunities and challenging discriminatory practices, young people can actively contribute to creating a more inclusive and just world.

WORKSHOP 1: Breaking Barriers: Empowering Youth for Gender Equality

OBJECTIVE: To increase awareness among young people about the importance of gender equality and the impact of gender-based stereotypes and discrimination on individuals and society.

DURATION: 40 minutes

MATERIALS NEEDED: Bingo cards with gender stereotypes, markers or pens, presentation slides (optional), flipchart or whiteboard with markers, handouts or worksheets for group activities (optional)

FACILITATOR TIPS: Foster a safe and inclusive environment where participants feel comfortable sharing their thoughts and experiences. Encourage active participation through open-ended questions and group discussions. Be sensitive to the diversity of experiences and perspectives among participants. Use examples and anecdotes relevant to the participants' age group to make the content relatable. Provide opportunities for self-reflection and encourage critical thinking. Emphasize the importance of allyship and collective action in promoting gender equality.

SESSION IMPLEMENTATION

Introduction (5 minutes)

Welcome participants and introduce the topic. Explain the objectives of the workshop.

Icebreaker Activity: Gender Stereotype Bingo (10 minutes)

Prepare bingo cards with typical gender stereotypes (e.g. "girls are bad at math," "boys don't cry", etc.).

Participants mark off stereotypes they've heard before.

The facilitator leads a brief discussion about the stereotypes identified.

Presentation: Understanding Gender Equality (10 minutes)

Define gender equality and its importance in society.

Provide examples of gender inequality in various spheres (e.g. education, employment, media).

Emphasize that gender equality benefits everyone.

Group Discussion: Impact of Gender-Based Stereotypes (10 minutes)

Divide participants into small groups. Each group discusses how gender-based stereotypes and discrimination affect individuals and society.

The facilitator circulates to offer guidance and address questions.

Interactive Activity: Stereotype Reflection (5 minutes)

Participants reflect individually on a stereotype they've personally encountered or witnessed. They share their reflections in pairs or small groups. The facilitator encourages participants to consider the harmful effects of stereotypes.

Wrap-Up and Conclusion (5 minutes)

Summarize key points discussed during the workshop.

Encourage participants to continue learning about and advocating for gender equality. Thank participants for their engagement and participation.

WORKSHOP 2: Exploring Gender Relations: Challenging Stereotypes and Discrimination

OBJECTIVE: To raise awareness among young people about gender relations, challenge stereotypes, and discuss the impact of gender-based discrimination on individuals and society.

DURATION: 40 minutes

MATERIALS NEEDED: Presentation slides, Flipchart or whiteboard, Markers, Handouts or worksheets, Interactive activities (role-plays, group discussions)

EXECUTION OF THE SESSION:

Introduction (5 minutes)

Welcome participants and introduce the topic.

Ice-breaker activity to create a comfortable atmosphere.

Understanding Gender (10 minutes)

Define gender and distinguish it from sex. Discuss gender identity and expression. Present examples of diverse gender identities.

Gender Stereotypes (10 minutes)

Explain what stereotypes are and how they develop. Discuss common gender stereotypes (e.g. boys play with trucks, girls like dolls). Facilitate a discussion on how stereotypes influence behavior and perceptions.

Impact of Gender-based Discrimination (10 minutes)

Discuss the consequences of gender-based discrimination on individuals and society. Share statistics or real-life examples. Facilitate a reflection on personal experiences or observations of discrimination.

Challenging Stereotypes and Promoting Equality (10 minutes)

Brainstorm strategies for challenging stereotypes and promoting gender equality. Encourage critical thinking and empathy. Discuss the role of youth workers in fostering inclusivity.

Conclusion and Q&A (5 minutes)

Summarize key points from the workshop. Invite participants to share insights or ask questions. Provide resources for further learning or support.

FACILITATOR'S GUIDE FOR LEADING THE WORKSHOP:

Encourage active participation through group discussions and interactive activities. Use relatable examples and stories to illustrate concepts. Foster a respectful and inclusive environment where everyone's perspective is valued. Be sensitive to participants' emotions and experiences. Emphasize the importance of empathy and understanding in challenging stereotypes and discrimination. Provide opportunities for self-reflection and personal insights. Highlight the positive impact of promoting gender equality for individuals and society.

Legal frameworks and women's rights.

In the Western Balkans, several legislations and regulations have been implemented to promote women's rights and gender equality. These include the adoption or amendment of relevant legislation such as criminal and labor laws, the elaboration of national strategies and action plans, and the establishment of institutional mechanisms to carry out and monitor relevant policies.⁴¹ Additionally, measures have been introduced to mainstream work-life balance practices, promote gender-sensitive working conditions, and facilitate capacity and leadership development opportunities.⁴² Furthermore, efforts have been made to strengthen access to justice for women, especially victims of violence, and to develop a gender-sensitive justice system in the region. Despite these efforts, challenges such as traditional gender roles, social attitudes, and widespread gender-based violence persist highlighting the ongoing need for further progress in promoting gender equality in the Western Balkans.

⁴¹ Women in the Western Balkans: Gender equality in the EU accession process, Retrieved from: [https://www.europarl.europa.eu/RegData/etudes/BRIE/2018/625139/EPRS_BRI\(2018\)625139_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2018/625139/EPRS_BRI(2018)625139_EN.pdf)

⁴² Fast Forward to Gender Equality: Mainstreaming, Implementation and Leadership, Retrieved from: <https://www.oecd-ilibrary.org/sites/1145bb39-en/index.html?itemId=%2Fcontent%2Fcomponent%2F1145bb39-en>

WORKSHOP 3: Breaking Gender Stereotypes through Gender Mainstreaming

OBJECTIVE: To raise awareness among young people about the impact of gender-based stereotypes and discrimination on individuals and society, and to equip them with tools for promoting gender equality through gender mainstreaming.

DURATION: 40 minutes

MATERIALS NEEDED: Flipchart or whiteboard with markers, Sticky notes, Handouts with relevant statistics and information, Laptop or projector for multimedia presentations (optional)

EXECUTION OF THE SESSION:

Introduction (5 minutes)

Welcome participants and introduce the workshop's objectives. Icebreaker activity: Have participants introduce themselves and share one gender stereotype they've encountered.

Understanding Gender Mainstreaming (10 minutes)

Define gender mainstreaming: the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs.

Explain the importance of gender mainstreaming in promoting gender equality and addressing gender-based discrimination.

Impact of Gender-Based Stereotypes and Discrimination (15 minutes)

This discussion should be led by the facilitator:

Discuss common gender stereotypes and their impact on individuals and society. Share examples of how gender-based discrimination affects access to opportunities, education, and career choices. Interactive activity: Divide participants into small groups. Provide scenarios or case studies depicting

instances of gender-based discrimination. Ask groups to identify stereotypes, and present and discuss the impact on individuals and society.

Tools for Promoting Gender Mainstreaming (10 minutes)

Brainstorming session:

Encourage participants to suggest strategies for challenging gender stereotypes and promoting gender equality in their communities. Discuss the role of youth in advocating for gender mainstreaming. Provide resources and organizations that support gender equality efforts for further engagement.

Conclusion and Reflection (5 minutes)

Summarize key takeaways from the workshop. Invite participants to share their reflections on what they've learned and how they plan to apply it in their future roles as youth workers.

Media literacy and gender representation in the media

Media literacy is crucial for young people to understand and critically analyze gender representations in the media. The media play a significant role in shaping and perpetuating gender stereotypes, which can have a profound impact on individuals' perceptions and behaviors. According to the National Association of Media Literacy Education, the purpose of media literacy education is to help individuals develop the habits of inquiry and skills of expression needed to be critical thinkers, effective communicators, and active citizens in today's world.⁴³

The Western Balkans region faces significant challenges in the way women are portrayed in the media, with the latter still providing space for gender stereotyping and the portrayal of women in traditional and patriarchal terms and beliefs.⁴⁴ This kind of representation further contributes to their

⁴³ MEDIA LITERACY EDUCATION, GENDER, AND MEDIA REPRESENTATIONS IN THE HIGH SCHOOL CLASSROOM Retrieved from:

<https://scholarshare.temple.edu/bitstream/handle/20.500.12613/3427/TETDEXProvorova-temple-0225E-12192.pdf?sequence=1>

⁴⁴ Gender and the media in the Western Balkans; Retrieved from: <https://shorturl.at/chwyj>

disadvantaged position. This also helps the population shape their perceptions of gender, gender roles, and gender stereotypes.

Another concerning fact is that women are mostly represented in the entertainment and lifestyle sectors and their private life is put at the center while providing them very little space for economy, politics, and other fields of profession.

Integrating media literacy education into youth work and gender equality initiatives is crucial for young people to become active media consumers, critical thinkers, and lifelong learners. It also enables them to challenge and deconstruct the gender norms perpetuated by the media.

Even though research suggests that perceptions of women's intelligence and competence have risen compared to men (Eagly A.H et al. 2020, as cited in Santoniccolo F et al. 2023), there is still much to be done in this regard.

Kosovo has integrated Media Education as an elective subject in some high schools, but nothing further was done by institutions in this regard.

Everything rests on school workers to take action in creating and improving tools for protection against propaganda and disinformation.⁴⁵

Serbia introduced a new strategy for the Development of Public Information System 2020-2025⁴⁶ which does not have youth as a specific target group but does not exclude them either.

In recent years, efforts have been made in Serbia to improve media literacy through formal education and other activities. However, a complete analysis of the situation is lacking and a wider education is needed to strengthen the capacities of all citizens. Also, concrete measures in the strategy are missing, although positive steps have been observed, such as the introduction of the optional subject "Language, Media, Culture" and support for projects related to media literacy.

⁴⁵ Edukimi medial si lëndë obligative në shkollë, nevojë e domosdoshme Retrieved from: <https://www.dukagjini.com/edukimi-medial-si-lende-obligative-ne-shkolla-nevoje-e-domosdoshme/>

⁴⁶ Strategy for the Development of Public Information System 2020-2025 Retrieved from, <https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/vlada/strategija/2020/11/1/reg>

WORKSHOP 4: Understanding Media Literacy in Today's World

OBJECTIVE: To educate young people on the importance of media literacy and its impact on individuals and society.

NEEDED MATERIALS: Projector and screen for presentations and videos; Handouts with key points and resources. Flipchart or whiteboard for interactive activities. Pens and paper for note-taking.

DURATION: 40 minutes

EXECUTION OF THE SESSION:

Introduction (5 minutes)

Welcome participants and introduce the workshop objectives.

Icebreaker activity to engage participants (e.g. asking them to share their favorite social media platform and why they like it).

What is Media Literacy? (10 minutes)

Define media literacy and its significance in today's digitally-driven society.

Discuss the different types of media (e.g. social media, news outlets, advertisements).

Importance of Media Literacy (10 minutes)

Present examples of misinformation or fake news and discuss their impact on society.

Explain how media literacy empowers individuals to critically analyze information and make informed decisions.

Impact of the Lack of Media Literacy (10 minutes)

Facilitators can use multimedia presentations, videos, or case studies to demonstrate the negative consequences of lacking media literacy.

Discuss topics such as the spread of rumors, polarization, and manipulation by external actors.

Building Media Literacy Skills (5 minutes)

Provide tips and strategies for developing media literacy skills, such as fact-checking sources, analyzing biases, and recognizing manipulation tactics.

Discussion (5 minutes)

Encourage participants to ask questions and share their thoughts on media literacy.

Facilitate a discussion on how they can apply media literacy skills in their daily lives and future careers.

Conclusion and Resources (5 minutes)

Summarize key takeaways from the workshop.

Provide resources for further learning and practice, such as websites, books, or online courses on media literacy.

SPECIAL NOTE: Beware of keeping the workshop engaging and interactive to hold the participants' attention throughout the session. You can incorporate group discussions, small group activities, or multimedia elements to enhance learning. Additionally, encourage participants to reflect on how they can apply media literacy skills in their personal and professional lives.

UNDERSTANDING HEALTHY RELATIONSHIPS

Healthy relationships are built on mutual respect, trust, communication, and consent. They are characterized by partners who support each other's growth, autonomy, and well-being. In a healthy relationship:

Respect: Both partners value each other's opinions, boundaries, and feelings. They treat each other with kindness and consideration.

Communication: Open and honest communication is the key. Partners should feel comfortable expressing their thoughts, emotions, and concerns without fear of judgment or retaliation.

Trust: Trust forms the foundation of a healthy relationship. It involves believing in your partner's integrity, reliability, and loyalty.

Consent: Consent is freely given, enthusiastic, and ongoing agreement to engage in sexual activity. It is never coerced or assumed. Both partners have the right to set boundaries and decide about their bodies.

THE ROLE OF YOUTH IN PROMOTING GENDER EQUALITY

The role of youth in fostering gender equality is a pivotal force in shaping a more equitable and inclusive future. As the next generation of leaders, innovators, and change-makers, young people possess the energy, creativity, and passion to challenge gender stereotypes and dismantle barriers that perpetuate gender-based discrimination. This section will explore the significance of youth in promoting gender equality, highlighting their unique contributions and the potential impact of their actions.

Additionally, the UNDP and the RCC launched the Women's Economic Empowerment initiative for the Western Balkans in December 2020, which aims to strengthen networks and collaboration on a wide array of gender-related issues.⁴⁹ This initiative also includes efforts to increase women's entrepreneurship and participation in the labor force, which would bring GDP in the Western Balkans region up.

YOUTH AS AGENTS OF CHANGE

Young people are at the forefront of social movements and have demonstrated their ability to affect change on a global scale. Their enthusiasm, combined with their innate understanding of the challenges faced by their peers, makes them powerful advocates for gender equality. By challenging traditional gender roles and expectations, youth are redefining what it means to be a man or a woman in today's society.

Youth-led initiatives, such as the #MeToo movement, have brought attention to the pervasiveness of gender-based violence and sexual harassment. These movements have empowered young people to speak out against injustice and to demand accountability from their communities and institutions. By amplifying their voices and sharing their stories, youth are breaking down barriers and creating a more inclusive and equitable world.

CASE STUDIES AND SUCCESS STORIES FROM THE REGION

There are several cases of success stories in combating gender-based violence, gender stereotypes, gender inequalities, and gender roles in the Western Balkans region. For instance, women's rights advocates from the Western Balkans and Turkey have made significant progress in preventing violence against women and girls⁴⁷ and achieving gender equality.⁴⁸

⁴⁷ Press Release: Regional actors channel creative approaches to shape policy advocacy on ending violence against women in the Western Balkans and Turkey, Retrieved from: <https://eca.unwomen.org/en/news/stories/2021/12/press-release-regional-actors-channel-creative-approaches-in-the-western-balkans-and-turkey>

⁴⁸ Women's rights advocates from the Western Balkans and Turkey shine spotlight on disproportionate violence against rural women, Retrieved from:

<https://eca.unwomen.org/en/news/stories/2020/10/womens-rights-advocates-from-the-western-balkans-and-turkey>

⁴⁹ Women's empowerment key to Western Balkans' efforts to build back better from the pandemic, Retrieved from:

<https://www.undp.org/eurasia/blog/women%E2%80%99s-empowerment-key-western-balkans%E2%80%99-efforts-build-back-better-pandemic>

EMPOWERING YOUNG PEOPLE FOR ACTIVISM

Provide activities focusing on education and awareness - provide youth with knowledge to help them have a strong understanding of gender equality, gender roles, and related issues.

Encourage youth to participate in creating and promoting awareness-raising campaigns, using social media and other platforms.

Foster Critical Analysis: Teach/train youth to critically analyze societal norms, stereotypes, and inequalities related to gender. Encourage them to question and challenge existing paradigms.

ONLINE VIOLENCE AND SOCIAL MEDIA LISTENING

According to the Women's Centre for Change, online violence is any type of abuse and violation that happens on the Internet and/or via communication technology. It can take place through any online platform (commonly known as social media platforms) such as WhatsApp, Facebook, Instagram, WeChat, Twitter, etc. Online violence can include cyber-harassment, cyber-stalking, online grooming, sexting, posting unwanted sexual remarks or sexual images, etc. It can happen to anyone, but most times a majority of the victims are women and children.⁵⁰

The Digital Global Overview Report⁵¹ shows that social media usage during 2023 increased by more than 266 million users last year, thus making a total of more than 5 billion social media users. Social media platforms such as Instagram, TikTok, Snapchat, Facebook, and WhatsApp are the most used social media networks and are constantly on the rise. This report also shows that people spend around 6 hours and 40 minutes per day online. Country data reports show that there were 2.43 million internet users in Albania at the start of 2024 when internet penetration stood at 85.8

⁵⁰ What is Online Violence Against Women & Children?, Retrieved from: <https://www.wccpenang.org/online-violence-what-is/#:~:text=Online%20violence%20is%20any%20type,%2C%20WeChat%2C%20Twitter%2C%20etc.>

⁵¹DIGITAL 2024: GLOBAL OVERVIEW REPORT, Retrieved from: <https://datareportal.com/reports/digital-2024-global-overview-report>

percent.⁵² There were 1.53 million social media users in January 2024, equating to 54.0 percent of the total population.

In Serbia, there were 6.40 million internet users at the start of 2024, when internet penetration stood at 90.0 percent.⁵³ Serbia was home to 5.00 million social media users in January 2024, equating to 70.3 percent of the total population.

This non-exhaustive list of social media and internet usage, in general, provides a clue of how spread online violence can be.

Several forms of digital violence are available worldwide, leading to suicidal thoughts in many of the cases⁵⁴.

A study shows that in the context of Western Balkans (Albania, Bosnia and Hercegovina, and Serbia study cases) offline realities of gendered abuse and

The year 2023 witnessed many arrests and sentencing of people who threatened political figures online via comments or direct messages^{56 57 58}.

Article 7 of the Universal Declaration of Human Rights⁵⁹ guarantees legal protection free from discrimination for all people.

Articles 4 and 5 of the Cybercrime (Additional Protocol)⁶⁰ state that each country should adopt these regulations and charge people based on their domestic laws and criminal codes for racist or xenophobic threats or insults made online.

Revenge porn has also become a serious issue across the whole world with men using explicit images of women to threaten them and force them to do whatever they ask them to.

inequality are not only reproduced but amplified online. The subjects of the case studies are exposed to a significant continuum of violence, enabled by the anonymity of the internet and a continuous growth in technological means and possibilities.⁵⁵

Therefore, it is crucial to be aware of the utmost importance of the proper use of social media, as well as the impact and consequences it may have on the lives of the targeted people. Apart from digital literacy, obedience to the laws is of pivotal importance as there are cases when courts executed punishments for people who made online threats via comments or personal messages on social media accounts.

Combatting cyberviolence against women, including the reprehensible act of revenge porn, is paramount in the pursuit of gender equality and equity. Beyond the immediate violation of privacy and dignity, cyberviolence perpetuates harmful gender stereotypes and reinforces power imbalances. By addressing this issue, we not only uphold the rights of individuals to live free from harassment and abuse but also safeguard the principles of equality in both physical and virtual realms. Advocating against cyber violence is crucial, as the majority of people are internet users. Therefore, education and awareness are the keys to equipping people (especially youth) to challenge harmful behaviors, promote respect, and foster inclusive online environments where all individuals, regardless of gender, can thrive without fear of exploitation or harm.

⁵² DIGITAL 2024: ALBANIA, Retrieved from: <https://datareportal.com/reports/digital-2024-albania>

⁵³ DIGITAL 2024: SERBIA, Retrieved from: <https://datareportal.com/reports/digital-2024-serbia>

⁵⁴ Cyberbullying linked with suicidal thoughts and attempts in young adolescents, Retrieved from: <https://www.nih.gov/news-events/nih-research-matters/cyberbullying-linked-suicidal-thoughts-attempts-young-adolescents>

⁵⁵ Cyber Violence against Women and Girls in the Western Balkans: Selected Case Studies and a Cybersecurity Governance Approach, Retrieved from:

https://www.dcaf.ch/sites/default/files/publications/documents/CyberVAWG_in_WB.pdf

⁵⁶ Dënohet me 2 mijë euro gjobë mërgimtari që kanosi deputetin, Avdullah Hoti, Retrieved from: <https://betimiperdrejtesi.com/denohet-me-2-mije-euro-gjobe-mergimtari-qe-kanosi-deputetin-avdullah-hoti/>

⁵⁷ Mërgimtari nga Zvicra dënohet nga Gjykata pasi kërcënoi Ganimete Musliun, Retrieved from:

<https://sinjali.com/https-sinjali-com-kanosi-ganimete-musliun-gjykata-e-denon-mergimtarin-nga-zvicra/>

⁵⁸ E konfirmon deputetja Musliu, arrestohet mërgimtari që e kërcënoi në facebook, Retrieved from: <https://insajderi.org/e-konfirmon-deputetja-musliu-arrestohet-mergimtari-qe-e-kercenoi-ne-facebook/>

⁵⁹ Universal Declaration of Human Rights, Retrieved from:

https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf

⁶⁰ Cybercrime (Additional Protocol), Retrieved from:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168008160f>

WORKSHOP 5: Understanding and Combatting Online Violence Against Women

DURATION: 40 minutes

MATERIALS NEEDED:

Presentation slides or visual aids to accompany the workshop. Handouts with statistics, resources, and prevention tips for participants to take home. Flipchart and markers for group activities and brainstorming. Access to a computer and projector for multimedia presentations. List of relevant helplines, support groups, and legal aid services.

WORKSHOP OBJECTIVES: Raise awareness about the prevalence and impact of revenge porn. Provide strategies to prevent and respond to revenge porn. Discuss the role of gender-based stereotypes and discrimination in perpetuating online violence.

EXECUTION OF THE SESSION:

Introduction (5 minutes)

Welcome participants and introduce the workshop objectives.

Icebreaker activity: Ask participants to share their initial thoughts or experiences related to online violence against women.

Understanding Revenge Porn (10 minutes)

Define revenge porn and its various forms.

Present statistics and case studies to illustrate the prevalence and impact of revenge porn.

Discuss the intersectionality of revenge porn with other forms of violence and discrimination.

Prevention and Response Strategies (10 minutes)

Explore ways to prevent revenge porn, including safe internet practices and legal recourse. Provide resources for victims, including helplines, support groups, and legal aid services.

Discuss the importance of bystander intervention and supporting victims without victim-blaming.

Addressing Gender-Based Stereotypes and Discrimination (10 minutes)

Facilitate a discussion on how gender-based stereotypes contribute to online violence against women. Highlight the societal norms and attitudes that perpetuate discrimination and inequality. Encourage critical thinking about media representations and language that reinforce harmful stereotypes.

Reflection (5 minutes)

Open the floor for questions and comments from participants.

Invite participants to reflect on what they've learned and how they can apply it in their personal and professional lives.

CONCLUSION

In conclusion, this gender equality toolkit serves as a comprehensive resource for both young people and youth workers, offering invaluable insights and practical tools to foster positive change within the Western Balkans communities. By delving into various aspects of gender equality in theory and practice, examining gender roles, conducting a thorough needs assessment, and exploring media literacy, healthy relationships, and the role of youth as agents of change, this toolkit equips its audience with the knowledge and skills necessary to challenge existing norms and advocate for gender equality. Through case studies and success stories from the Western Balkans region, this toolkit provides real-life examples of individuals and communities making strides toward gender equality, inspiring and empowering young people to take action within their spheres of influence. Furthermore, by addressing issues such as online violence and social media listening, this toolkit acknowledges the evolving landscape of gender equality activism. It equips its users with strategies to navigate and combat digital challenges. Ultimately, this toolkit not only educates, but also empowers young people to become active participants in the fight for gender equality, fostering a future where all individuals have equal rights, opportunities, and representation, regardless of gender. As we work together to create a more inclusive and equitable society, let us utilize the knowledge and resources provided in this toolkit to drive meaningful change and build a better future for all.

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