

Engaging Young Men and Boys in Emergencies

Manual for Engaging Young Men and Boys in Emergencies

Belgrade, March 2018

**MANUAL FOR ENGAGING
YOUNG MEN AND BOYS
IN EMERGENCIES**

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04 Foreword

06 Manual Overview

06 Addressing the Needs of Young Men and Boys in Crisis Situations

13 Engaging Young Men and Boys in Emergencies

15 Guidelines for Addressing Basic Needs of Young Men and Boys in Crisis

Contents

17 Educational Program for Young Man and Boys

- 21 **Workshop 1** - Home Country and
Background; Similarities and Differences
- 22 **Workshop 2** - Labelling
- 24 **Workshop 3** - Power and Relationships
- 26 **Workshop 4** - What is This Thing Called
Gender?
- 29 **Workshop 5** - What is Violence?
- 36 **Workshop 6** - From Violence to Respect
in Intimate Relationships
- 38 **Workshop 7** - A Live Coward or a Dead Hero:
Male Honour
- 41 **Workshop 8** - What is Sexual Violence?
- 44 **Workshop 9** - Young Men's Health
- 47 **Workshop 10** - Health, STIs, and HIV/AIDS
- 57 **Workshop 11** - Pleasures and Risks
- 59 **Workshop 12** - Men as Caregivers
- 61 **Workshop 13** - My Strengths

65 Motivational and Leisure Time Activities

- 66 Carpentry Workshop
- 67 "Be a Man" Activities
- 70 Leisure Time Activities

75 Final Remarks



Foreword

CARE International is among the world's leading humanitarian organizations, dedicated to saving lives and ending poverty. CARE is amongst the first to arrive and the last to leave during a humanitarian crisis. We respond to today's emergencies and help people prepare for tomorrow's¹.

We help people respond, prepare, and recover from disasters. In times of disaster, we coordinate with other aid agencies, governments and local organizations in order to meet the many immediate needs of the people affected by it, particularly women and girls. While each emergency response is tailored to the needs of a specific situation, we focus on four essential needs: we make sure that everyone has enough to eat, a roof over their head, drinking water and adequate hygiene products, and assistance related to their sexual and reproductive health.

Not only do we distribute goods and provide services, but we also include women and men in our emergency response. They work side by side with us as volunteers – they help relief items distribution, raise awareness on hygiene practices, or encourage their communities to join hands and rebuild their livelihoods.

¹ www.care-international.org

In response to the unfolding humanitarian crisis in 2015-2017 in the Balkans, CARE International Balkans (hereinafter referred to as CARE Balkans) provided urgent humanitarian assistance to refugees and migrants as they passed through Serbia on their way to EU countries. CARE ensured food security, provided shelter and non-food items, offered water, sanitation and hygiene (WASH), and protection. The overall objective was to contribute to the ongoing efforts of the Serbian Government and the local communities affected by the refugee crisis, and to provide direct assistance to refugees and migrants. During the emergency assistance, CARE and its local partners recognized the need to protect young male migrants mostly unaccompanied minors – as the major group in need. Building on CARE's decade-long experience of engaging boys and young men in the Balkans in programs on violence prevention, healthy lifestyles and gender equality initiatives, we decided to use the existing Program Y² together with the Kids Welcome Initiative³, implemented by CARE Germany, and create a tailor-made program for working with young male migrants.

This manual outlines CARE's experience in working with young male migrants and serves as a guiding tool for frontline workers, mediators and educators in their work with young men with a migration background.

We would like to express our gratitude to young male migrants from Afghanistan whom we met in Presevo's Reception Centre in Southern Serbia, and who helped us develop this manual and significantly contributed to its content. We would also like to thank our partner organizations in the field for their commitment and dedication to this work: Nexus from Vranje, Center E8 from Belgrade, Novi Sad Humanitarian Centre, Impuls from Tutin, and Volunteer Centre Osijek from Croatia. Finally, we would like to thank our donors: Aktion Deutschland Hilft and CARE Middle East North Africa.

² www.youngmeninitiative.net

³ <https://www.youtube.com/watch?v=0QZvC6DKP5I>

Manual Overview

This manual consists of several components. Although it does not have to be followed in its entirety, the workshops need to be run together with motivational activities.

The manual consists of:

- / 1 Overview of CARE Balkan's experience and its perception of the young men in crisis situation – a presentation of qualitative data derived from our work with young male migrants
- / 2 Engaging young men and boys in emergencies – an overview of possible interventions and advice on how to reach boys and young men and respond to their needs
- / 3 Educational program for young men and boys in crisis – guidelines for implementing 13 educational workshops
- / 4 Motivational and leisure time activities – a guide to organizing different activities that will increase motivation for workshop participation and equip young men with skills to help them become active citizens
- / 5 Final remarks and contacts

Addressing the Needs of Young Men and Boys in Crisis Situations

During the transition from family home to adulthood, young people adopt their personal lifestyles under the influence of complex economic, social, cultural, and educational processes. Inequalities (gender, social, and/or health) can have negative impact on their behaviour during childhood and adolescence. These factors may reduce the ability of young people to fully participate in many different aspects of life, and may affect, for example, school attendance and academic achievement, social functioning, sports participation and employment opportunities. Consequently, life quality and mental well-being may also be affected.

Having in mind that the world is currently witnessing the highest level of human suffering since the Second World War and an unprecedented global refugee crisis, driven in large part by major chronic conflicts, the needs of youth in crisis, particularly young men in crisis, are often overlooked.

CARE International Balkans and its partners Nexus from Vranje and Center E8 Belgrade have conducted a qualitative study with young male migrants in order to analyze the needs of young men in emergencies, but also to learn how they feel about social issues and to give them an opportunity to reflect on their situation.

The study conducted according to the Participatory Learning and Action (PLA) methodology focused on analyzing the situation of young migrants in order to develop a tailored-made curriculum for this specific group. PLA is a research approach which encourages participants to share knowledge and insights about their community and needs, with the aim of determining ways to address those needs. This method is interactive since it entails participation of target groups in workshops, discussions and various activities.

The study was conducted in September 2017, in a refugee reception center in Preševo in Southern Serbia. It was conducted with two groups of subjects, consisting of young Afghan men (Pashtuns and Tajiks). There were 16 participants between the ages of 14 and 22. Each of them had completed a three-day program consisting of workshops related to gender; masculinity; socialization of masculinity; power and influence; attitudes on violence; the transition from boyhood to manhood; moving toward change; forms, root causes, consequences, and experiences of violence. Recorded audio material from workshops, researchers' notes, daily evaluations, and visual and creative outputs were analyzed afterwards.

These were the main findings:

GENDER ROLES AND RELATIONS

Young migrants from the Middle East have a complex perception of masculinity, which is in some aspects different from the perception of the young men from the Balkans and Europe in general. Risky behaviour – like the use of psychoactive substances and risky sexual relations – are considered in their country a sign of weakness rather than masculine behaviour. They strongly value behaviour that is in accordance with religious norms. In their view, the role of a man is to protect and provide for his family. For that reason, if his family is in danger, the man is expected to defend it, even if that means using force. A man that fails to live up to these standards is considered weak and a “wimp”. Violence can thus be a means to express and defend male honor. They believe that the essential qualities of an ideal man are: morality, kindness, and success.

As for the perception of women and their roles, besides mentioning biological and physical differences, they remarked upon some female characteristics: women are gentler, more emphatic, have less rights, and like to gossip. Participants remarked that men are usually associated with superior values. Young men are aware that most differences between men and women are relative, and that biological differences are the only absolute ones. All other differences are a product

of socialization, meaning that most characteristics can be shared by both men and women. However, this is rarely the case. For most of their lives, most men behave according to what is expected from them.

Young migrants often remarked that women have less freedom and have fewer rights than men. Women's activities are limited to the house and family. They are usually at home and take care of their children, family, and household. They rarely work or get an education. There is a clear and stereotypical distinction of male and female roles and duties which depend on the wider social context. The gender-transformative work is challenging since these gender roles and stereotypes need to be addressed.

"Men have more freedom than women. They move-about, look for jobs. Things men do outside cannot be done by women. Women do housework. In Afghanistan, women do not feel free, they are under a lot of pressure. That is the law. They are raised in the spirit of Islam, and live under those rules. Men can go wherever they want and do whatever they like. It is different with women. They are being controlled."

"Men and women have different rights. In Islam, the rights of men and women are clearly stated. Two women are worth the same as one man. A woman can equal two men only if both men are physically incapable."

We can conclude from the findings of this study that there is a strong need for educational programs related to the promotion of gender equality and healthy masculinity for these groups of participants. In regard to this matter, there is also a need for the promotion of universal human rights, which is important for their successful integration in Serbia and other European countries. CARE Balkans and its partners developed a pilot program – based on the PLA research – for working with young migrants, who are currently placed in reception centers in Serbia. The research, besides the experience in working with young male migrants, also served as a base for this manual.

VIOLENCE – PERCEPTION AND EXPERIENCES

For the young men who participated in the research, violence is usually associated with war events and their refugee status. They were able to clearly identify different forms of psychological violence: humiliation, mockery, threats, etc.

They vary in opinions when it comes to peer relations and violence. Some say they usually respond to violence with violence, to avoid being harassed in the future. Others do not respond in the same manner; they think that violence does not demonstrate masculinity.

"I am quite skilled when it comes to psychological violence. It is in my nature. I even abuse myself in the mirror. When someone offends me in front of the school for being an Afghan, I fight back and insult them. I was in a situation involving physical violence, where I responded with violence. If I did not react like that, they would harass me every day."

"You do not show your strength if you commit violence. Violence does not demonstrate masculinity. A courageous person with a heart does not have to react with violence. Silence can also be a reaction."

Throughout the workshop the young men shared their experiences of different forms of violence. Most of them witnessed explosions, bomb blasts and murder. Some of the young Afghan men had a temporary residence in Iran after fleeing from violence.

These young men witnessed various violent situations while migrating to Europe. Those who passed through Bulgaria saw the Bulgarian police hit migrants, often without any reason. They reported that this happened in Macedonia as well. Some of them had bad experiences with smugglers who were supposed to get them to another state.

"I also experienced several violent situations at school. There were five of us Afghan boys at school and Iranians kept mocking us all the time. Nobody defended us. Not even the teachers. They are big racists. They even mocked us for being from a particular region."

"I was detained and harassed by smugglers for 15 days. They asked for money. We were in a village in Macedonia. We gave him money while we were in Greece and he was supposed to give it to another smuggler, but he didn't. Then the other smuggler tortured us for 15 days, asking us to give the money to him. He made us call our families and ask them to send us the money."

"We were beaten in Bulgaria and in Macedonia by other migrants. It does not occur that much here in the camp because they are afraid of deportation. There are a lot of violence related problems here involving Iranians. At one occasion, adult Iranians prevented us from cooking in the kitchen, because they thought we would make a mess."

VIOLENCE AGAINST WOMEN

The young men mentioned in the interview that they witnessed violence against women. They said this happens regularly within the family, but also in the community. Some young men said they would be ashamed if they committed violence against women. In their communities, however, if a woman commits adultery it always results in violence against her. The young men also said that there is an unwritten rule in Afghanistan that it is acceptable to hit a woman if she does not listen to repeated warnings. Some of the participants said they would be ashamed if they did not act this way. The procedure is apparently standard: after two warnings, violence occurs. Apart from that, violence can also be triggered if a woman does not take care of her children.

"I would warn her once or twice, and if she would not listen to me I would hit her. That is our tradition. I would hit her if she does not do what I say, if I saw her talking to stranger, or if she did things behind my back."

"If my wife does not listen to me, I would give her two warnings and then I would hit her, but after five minutes I would hug her because I love her."

"I went to work. I told my wife to take our child to school. I arrived home earlier; the child was hungry and dirty. It is normal for a man to be angry in a situation like that. A man would provide with anything a woman pleases, but it is also expected from her to fulfill her obligations."

Contrary to these responses was the opinion of a young man who was completely against violence.

"I would never hit her. Even if she was unfaithful. I would divorce her. Hitting would not change a thing. Not respecting your wife is also violence."

SEXUAL VIOLENCE

All of the young men stated that they were against sexual violence, and that the difference between normal sexual intercourse and sexual violence is that sexual violence happens without mutual consent. They added that another form of violence is when somebody uses nude photographs to blackmail another person. They also considered sexual intercourse with a person who was under the influence of alcohol or drugs, or underage, to be sexual violence.

Most of them said that women are somehow to blame for being raped, because of the way they dress. They added, however, that this depends on the geographical region.

"It is the woman's fault because she provokes men by dressing revealing clothes. She is exposing herself to other people, and men have that instinct. If she is dressed like that, everybody will look at her. If she is covered, nobody will look."

"There is a different law in Afghanistan. Women are obliged to be covered, while in Europe they don't have to be. That should not be a reason for violence. A woman can dress like that in Afghanistan, but then she will be called names."

"The attacker is the one to blame, not the woman for dressing like that. Every form of assault is wrong."

Young men differ in opinions on whether sexual violence in marriage exists. Some feel that sexual violence in marriage is impossible because both partners have agreed to that relationship, while others feel that consent is also necessary in marriage.

"They got married, they wanted it, nobody forced them to get married. Once they get married, then they should be ready to have sex."

"It is impossible for a husband to rape and abuse his wife. They are married and they both agreed to it. But still, it is not alright for a man to sleep with a woman if she does not want to."

EXPRESSING EMOTIONS

Young men reported that expressing emotions such as fear and sadness is not desirable and is seen as a weakness; they said it is not appropriate for a man to express emotions, since his social role is to protect others. On the other hand, it is acceptable and more common for women to show them. The young men expressing their anger differently, but most admitted they are full of anger, due to events and frustrations they have experienced in their lifetime. They have clear goals but have difficulty pursuing them, which causes anger which they cannot control. They rarely speak to family members who stayed behind in Afghanistan. This anger also comes from living in a closed-off area where they do not feel free. They believe it is easier for men to express their anger, but also that women find it easier to express anger within their groups when on European ground.

"We have seen so many bad things in Afghanistan. Our hearts are made of stone. How can we cry? We saw many people being killed and butchered. We wasted all of our tears in Afghanistan. There were situations when we did not cry because we were in shock, we were burying people without their limbs. My father would call me every day to dig graves so as to earn money. How can I cry?"

"Men have no room for fear. If you show someone that you are afraid of him, he will harass you even more. It is not good for a man to show his weakness, because somebody could use that against him. Others would find out you are weak. People use your fear."

"We are like prisoners here. If we were free, we would be much happier, even if it meant sleeping outside."

Every minute, 24 people around the world are forced to flee their homes. That's 34,000 people a day who leave everything behind in the hope of finding safety and a better tomorrow. A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries ⁴.

⁴ www.care-international.org

Engaging Young Men and Boys in Emergencies

Many of the refugees are young men who are traveling alone or have joined some group on the road. They are at special risk of becoming victims of any type of violence, in danger of being trafficked by smugglers, or simply vanishing.

CARE Balkans believes that it is crucial to address the needs of young men on the move and has developed a methodology to address the challenges of frontline activists working with young men and boys.

This manual outlines what we have learned through our experience in emergency response, divided into two segments:

- / 1 Guidelines for addressing basic needs of boys and young men in crisis
- / 2 Educational program guide for working with boys and young men

As humanitarian workers, it is important to bear in mind that boys and young men do not have the same needs as other groups in crisis, and that the programs and interventions created by you need to fit their specific needs.

More importantly, you should be well prepared before you start working with young men with a migration background:

- Gather information and learn about their country/countries of origin. Learn about their background, lifestyles, the names of the cities in their country and celebration days, and gather all social and cultural information that will help you build a strong bond with them.
- Be prepared for all of them having experienced a traumatic event in the past, in their country of origin or while on the road. You do not need to be a psychiatric or counsellor, but you need to be ready for the possibility that some of them might have strong emotional reactions or behave in a way that reveals they have experienced severe trauma. If that is the case, you need to stay calm and make sure to create a safe environment for him/them, act humanly and consider the referral mechanism options, which are available in the Reception center/camp. If necessary, you can pause the activities and make sure that he/they get the support and help needed. If possible, you can organize a small group discussion so that young men can reflect and express themselves and their experiences. We recommend you have a counsellor accompany you in this process.

Guidelines for Addressing Basic Needs of Young Men and Boys in Crisis Situations

- We strongly advise you to choose safe spaces for organizing all indoor and outdoor activities, and to take all necessary measures that can be applied in a refugee setting, a particular camp or community (get necessary permissions, have a security plan, inform yourself on how to act in an emergency situation, etc.). Avoid: noise; bigger surfaces/spots in signal red color; avoid youngsters sitting with their back to the door; avoid costumes, toy guns, and other things that can be related to war and violence; avoid crowds and bringing participants to public places without preparing them and advising them on how to behave appropriately.

FOOD AND NUTRITION

As stated in the Sphere⁵ guidelines, international legal instruments recognize the right to adequate food, including the right to be free from hunger, for everyone. Whenever individuals or groups are unable, for reasons beyond their control, to enjoy the right to adequate food by the means at their disposal, we have the obligation to provide that right directly. CARE International is recognized as one of the main food providers on the Balkan route for migrants from Syria, Afghanistan, Iran, Iraq, and East Africa. From our experience, the first thing is to assess the nutrition needs of beneficiaries so as to ensure they receive good quality food which fits their needs. A balanced and varied diet, getting enough calcium, avoiding high fat and sugar content, and drinking water are the main guiding principles for food provision. But we have also learned during food distribution that teenage boys need more calories than teenage girls, and that they do ask for more (due to their fast metabolism). Additional food or energy bars should therefore be included or planned ahead when working with boys and young men.

NON-FOOD ITEMS

NON-FOOD ITEMS: As for non-food items like clothes, shoes and hygiene products, make sure to have all clothes and shoes for all teen sizes. With regards to hygiene products, boys and young men need soap, toothbrushes and toothpaste, shampoo, razors and shaving creams.

SHELTER

Like all people in need, boys and young men also need shelter and their personal space within it. Shelter is a very complex issue for boys and young men. During the emergency response in the Balkans, boys and young men travelling with their families were placed together with them. But if they were traveling alone as unaccompanied minors, they were placed in inadequate “male” shelters. In these cases they were accommodated with older men who they did not know and who often belonged to different ethnic groups. This increased the number of violent incidents, including sexual violence. For this reason, it is extremely important to provide a separate shelter for boys and young men, where they can have their own space for healing and rest.

SECURITY

Security is a very important issue for boys and young men in crisis, especially unaccompanied minors. While those who travel with their family have a basic sense of security, the ones travelling by themselves feel insecure all the time. It is up to the emergency workers to make sure they feel secure again. From CARE’s experience in the Balkans, we learned that boys and young men had to be accommodated in official state reception centers where they were provided shelter, food and psychosocial support. Security personnel in the camps (who provide protection from thieves, smugglers, etc.) are a great benefit for migrants.

Education is a basic human right, enshrined in the 1989 Convention on the Rights of the Child and the 1951 Refugee Convention. Education empowers young people, providing them with knowledge and skills to overcome the crisis which they found themselves in, and to live fulfilling and independent lives. Education protects refugee children from child labor, sexual exploitation, and child marriage, and enables them to learn about the world around them, making it easier for them to pass to adulthood and become great adults.

Educational Program for Young Men and Boys in Crisis

Enrolling children in elementary schools was one of the main priorities in the Balkan countries. Ministries of Education, UNICEF, and other relevant stakeholders focused on creating an enabling environment in schools for refugee children. In 2018, 427 refugee children are attending elementary school in Serbia, mostly in Belgrade. But what about teenagers? It is not required by Serbian law for teenagers to attend high school/secondary school, so teenage refugees in reception centers voluntarily enroll in activities designed and funded by international or local organizations.

CARE International, along with local partners NEXUS from Vranje (South Serbia) and Center E8 from Belgrade, implemented a project whose aim was to provide adequate protection for young migrants – unaccompanied minors settled in reception centers in the South – through educational workshops which raised awareness on issues such as: healthy lifestyles, non-violent solution to conflicts, gender equality, masculinity, and counter-trafficking. CARE Balkans has extensive experience with engaging boys and young men in programs on violence prevention, healthy lifestyles and gender equality initiatives. CARE's Program Y (youth) is recognized and accredited as a "Program of Special Public Interest" by the Ministry of Education of the Republic of Serbia and it was used as a model for working with young male migrants, serving as a base for the development of this manual. Furthermore, this manual is enriched with workshop guidelines about culture, values and professional orientation from the Kids Welcome Initiative (KIWI) Program which was developed and is being implemented in Germany, providing welcoming classes for refugee children in schools.

The following chapters describe the program implementation, available tools, as well as advice for working with boys and young men in crisis.



STEP 1 – PARTICIPATORY LEARNING AND ACTION QUALITATIVE STUDY

The program should begin with a qualitative research – 3-5-day workshop with target groups discussing relevant topics such as: culture, values, gender, violence, sexual and reproductive health, and lifestyles. These workshops are a learning tool which help you can make an informed decision about the kind of educational program boys and young men need. When the PLA workshops are over, trainers can adapt workshops from Program Y – CARE methodology (<https://beta.youngmeninitiative.net/wp-content/uploads/2017/07/Program-Y-ENG.pdf>) while working with young men and create a set of workshops and motivational activities that can be beneficial for the targeted youth. In this case, it is of great importance to know or anticipate how long will the young refugees remain in this setting – will it be a couple of days or months, or even years. The preferred number of participants in PLA workshops is 20 people from different backgrounds.

2



STEP 2 – TRAINING OF TRAINERS /EDUCATORS

In this step, the trainers who were involved in PLA qualitative research and have designed a program for working with young refugees should present the Training for Trainers, aimed at humanitarian workers, volunteers and activists who are interested in engaging with boys and young men in the following period. The training should include the following:

- / 1 Introduction: learning about emergency response in a specific site, learning about people and their background in a specific site, learning about their specific needs
- / 2 Program themes: learning about the methodology for workshop implementation; what skills and knowledge are needed; how to address challenges and obstacles in group work

3



- / 3 Side activities: usually motivational and occupational activities whose purpose is to reinforce the messages from the workshops, but also to provide relaxation and fun for beneficiaries.
- / 4 Action planning: concrete plan for the implementation of workshops and other activities in the following period (1 month, 6 months, 1-year, etc.).

STEP 3 – EDUCATIONAL WORKSHOPS

The following exercises that refer to different aspects of ‘culture’ should encourage and empower young men on their journey toward intercultural competence. However, the facilitators should not expect from young migrants to reach the highest level, the so-called ‘integration’ phase, because of their previous education. This process is never finished; rather, it follows and influences us throughout our lives.



WORKSHOP 1:

HOME COUNTRY AND BACKGROUND; SIMILARITIES AND DIFFERENCES



60-90 minutes

Participants learn to respect and assess similarities and differences among people. Students become aware of their own individuality.



Flipchart or a poster paper, board,
pens or pencils, chalk, lamp,
projector

Exercise A – Steps

- /1 Ask participants about differences among people, collect their responses and put them, for example, on a board. Discuss how important these differences are to them. In case of more advanced participants, take an alternative course of action: draw a table consisting of three columns on the board. The first column should be titled: 'Exciting Differences'; the second: 'Insignificant Differences'; and the third one: 'Differences with Conflict Potential Which Can Lead to Hostility'.
- /2 Participants are given some time to think and find as many differences among people as possible. For example: sex/gender, place of residence, age, hair color, hobbies, number of brothers or sisters etc.
- /3 The responses are collected and written in the table. Ask participants which column does each of the answers belong to and why.
- /4 Discussion and Conclusions.

DISCUSSION QUESTIONS

- What would the world look like without differences? (e.g. if all people were of the same sex, had the same taste in something, were of the same religion etc.)
- Why do the less significant differences exist at all?

- Does it matter if all people are different? Why? What are the consequences of these differences in schools, at home, abroad?
- Why are there differences that lead to conflicts?

Exercise B - Steps

- /1 Participants help each other draw their shadow profiles. By using a lamp they reflect their profile on the wall. They place a poster paper on the wall in front of the lamp and outline shadow profiles.
- /2 Participants then get to write down their own traits in their shadow profile, e. g. girl, plays football, 12 years old, brown eyes, left-handed, etc. Participants can refer to the table from the previous exercise.
- /3 The shadow profiles are displayed and all of the participants examine them.
- /4 Discuss outcomes.

DISCUSSION QUESTIONS

- Can you find two identical profiles? What similarities and differences can you find? What traits are you particularly proud of?

If you don't have a lamp for creating a shadow profile, students can draw each other.

WORKSHOP 2:

LABELLING

To recognize how labelling people can limit individual potential and affect relationships



90 minutes



Regular pieces of paper, tape, and pens/pencils

22

Planning notes

It is important to make sure that none of the participants become aggressive or get offended by any of the labels used.

Procedure

- /1 Brainstorm positive and negative labels or stereotypes that are commonly used in the community where the young people are from. These may include labels such as: smart, lazy, shy, violent, etc. Try to think of at least as many different labels as there are participants in the group.
- /2 Write these labels on pieces of paper and sellotape them to the backs of each participant.
Note: In order for this activity to be effective, it is very important that the participants can't see the labels on their own backs; they should only be able to see other people's labels.
- /3 At random, ask two or three participants to carry out a short role-play in which they relate to each other according to the labels they have been given.
- /4 Ask each of the participants in the role-play to try to guess what their label is, based on the way they were treated and then ask them to think about the following questions:
 - a. How did it feel **having someone treat you** according to a label?
 - b. How did it feel **treating someone else** according to a label?
- /5 After the volunteers have answered these questions, ask the larger group for their opinion on the role-play.
- /6 Ask the other volunteers to carry out other role-plays, allowing time after each role-play for the volunteers to try to guess their labels and to reflect on how they felt.
- /7 Open the discussion with the larger group by using the following questions:

DISCUSSION QUESTIONS

- How do you react when you are treated according to a label?
- How do you react when you, or someone else, treat(s) another person according to a label?
- Are these labels commonly used in your community? What other labels do people use?
- Why do people label others?
- What are the effects of labelling individuals? What are the effects on relationships?
- In your opinion, what is the link between labelling and power?
- What have you learned here that you can apply in your own lives and take back to your communities?
- How can you avoid labelling others?
- How can you encourage other young people to not label others?

Closing

Labels and stereotypes affect people as individuals as well as their relationships with others. It is important to think critically about how you treat people and the way that people treat you and how you can “unlearn” some of the ways that you interact with others based on labels. For example, you should learn how not to:

- a. Be judgmental of someone before you get to know them;
- b. Use labels or negative nicknames;
- c. Discriminate based on sex, religion, ethnicity, or socioeconomic class;
- d. Make someone in the family and/or community a scapegoat;
- e. Be inflexible or stubborn in your attitudes;
- f. Show indifference or spite.

The feeling of belonging to a group and being accepted for who you are is fundamental to learning and developing your individual and collective potential. As you move forward with these sessions and with your daily lives, you should actively try to move beyond labels and be more open-minded in how you relate to others.

WORKSHOP 3:

POWER AND RELATIONSHIPS

To increase awareness about the existence of power in relationships and reflect on how we communicate about and demonstrate power in relationships



90 minutes



None

24

Procedure

Part 1 – The Mirror Activity (30 minutes)

- /1 Ask participants to stand up and get into pairs. Each pair should decide on who will be the “person” and who will be the “mirror”. Explain that, within each pair, the “mirror” must imitate every movement done by the “person”. Give them 2-3 minutes to do this.
- /2 Ask each pair to swap roles and to repeat the process.
- /3 Use the questions below to facilitate a discussion about what happened:
 - a. How did you feel when you were the “person”?
 - b. How did you feel when you were the “mirror”?
 - c. In your lives, are there times when you feel like you act as a “person”? When?
 - d. In your lives, are there times when you feel like you act as a “mirror”? When?

Part 2 – Power in Relationships (60 minutes)

- /1 Assign the pairs of participants to develop and present short skits that depict the power dynamics involved in the various relationships below. The facilitator should add any other type of relationship that is relevant to the local context and experiences.
 - a. Teacher and student
 - b. Parent and child
 - c. Husband and wife
 - d. Camp staff and refugees
 - e. Smugglers and refugees
- /2 After the skits, use the questions below to facilitate a discussion.

DISCUSSION QUESTIONS

- Are these skits realistic?
- In your daily life, do others use their power in negative ways? Who? Why?
- In your daily life, do you use your power in negative ways? With whom? Why?
- Why do people treat each other like this?

- What are the consequences of a relationship in which one person treats another person like an “object”?
- How does society/culture perpetuate or support these kinds of relationships where some people have more power over other people?
- Is there a difference in power in relationships between young people?
- How can this activity help you think about and perhaps make changes in your own relationships?

Closing

There are many different types of relationships in which one person might have power over another person. As discussed throughout many of the activities in this manual, the unequal power balances between men and women in intimate relationships can have serious repercussions for the risk of STIs, HIV/AIDS, and unplanned pregnancy. For example, a woman often does not have the power to say if, when, and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive, or that women “owe” sex to men. In other cases, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. In cases of

cross-generational sex, the age and class differences between men and women can further create unequal power relations that can in turn lead to risky situations.

There are also other examples of power relationships in your lives and communities. Think of relationships between youths and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object. As you discuss gender and the relationships between men and women, it is important to remember the connection between feelings of oppression in some of your relationships and how you might be treating others, including women, as “objects”. Thinking about these connections can help motivate you to construct more equal relationships with other men and women in your homes and communities.

WORKSHOP 4:



70 minutes

WHAT IS THIS THING CALLED GENDER?

To understand the differences between sex and gender and reflect on how gender norms influence the lives and relationships of women and men



Flipchart paper, tape, markers, stickers, magazines, glues, flipchart markers, scissors

26

Planning notes

Before carrying out this activity, it is important that the facilitator understands the differences between sex and gender. We have included general definitions here, but suggest that the facilitator reads this manual's introduction to get a better understanding of the issue. Sex is biological – that is, we are born with male or female reproductive organs and hormones. Gender is how we are socialized – that is, how attitudes, behaviour, and expectations are formed based on what society associates with being female or male. These characteristics can be learned from family members, friends, cultural and religious institutions, and the workplace. Some participants might confuse gender with sexual orientation. It is important to clarify that gender is a sociocultural construct, which refers to attitudes and behaviour assigned to a person based on their physical traits. Sexual orientation, on the other hand, is the feeling of being able to relate romantically and sexually towards someone of the opposite sex (heterosexual), the same sex (homosexual), or persons of bothsexes (bisexual). Regardless of one's sexual orientation, every individual is influenced by social expectations based on their sex.

During the discussion, the facilitator should be careful not to go into extreme positions or seem as if she/he is against women/men participating in any activity or behaviour associated with their traditional gender roles. The discussion should move

toward the conclusion that everyone should have a real choice in life. For example, it is acceptable for a woman to be a housewife if it is her choice and not something that gender roles, family, or society impose upon her, and if she feels empowered to make decisions for herself. Choice is important for the individual and his/her fulfilment and happiness. A society that views its members according only to their gender roles is a one in which everyone is limited by other people's expectations.

In most societies, gender roles are something fixed, “natural”, and the only option. While explaining and discussing gender, try to give examples of customs that are considered “normal” and seemingly fixed for women and men. Explain that these norms are not only social constructs but are also relative and often change throughout history. Clothes are one example, as follows:

High heels – at some points in history, men who belonged to the higher classes used to wear them, Louis XIV being probably one of the biggest collectors of high heels.

Pink for girls and blue for boys is a more recent gender norm. At the beginning of the 20th century, companies that made baby clothes pushed for a differentiation of baby clothes (i.e., pink for girls, blue for boys) to sell more. Before that, at one point in the U.S. it was even the other way around – pink was for boys and blue was for girls because blue was considered a “softer” colour!

Dresses and skirts for men – a man walking down the street in a dress or skirt of any sort might receive negative comments, or maybe even be assaulted, for not “being a man” or for his presumed homosexuality. At the same time, people usually do not have a problem with clergymen wearing robes, or with “dresses” or skirts worn by men from certain cultures (e.g., Indian Lungi/Sarong, Scottish Kilt).

It is also important that gender and sex are not presented as rigid or dichotomous identities. During the activity, the facilitator might want to discuss how transgender and transsexual people do not fit within these traditional gender and sex categories. Transgender people do not identify with the sex that was assigned to them at birth, such as an individual who was born female but identifies as male. Transsexual people are those who choose to medically transition to the sex that feels right for them. Intersexual (also known as hermaphrodites) are persons born with partially or fully developed male and female sex organs.

Procedure

- /1 Divide participants into two smaller groups and give them flip chart paper, magazines, glue, stickers and scissors.
- /2 Ask participants to cut the pictures from magazines and make a collage related to what it is to be a man for one group, and what it is to be a woman for another group. It is assumed that the collages will represent different contexts. (It is recommended that you give the groups the same set of magazines in order to see if they chose the same pictures or not, and then you can reflect on the similarities and differences).
- /3 If participants feel the need to add something that they cannot find in the magazines, they can draw it on a sticker and add the sticker to the collage. They could also write some sentences that are viewed as “typical for men” or “typical for women” on the stickers.
- /4 When participants are done, ask them to put the collages next to one another on the wall and begin the discussion with the following questions:
 - What does it mean TO BE A MAN?
 - What does it mean TO BE WOMAN?

- /5 What do all men have in common (biological characteristic, sex)?
- /6 Do you think boys and girls are raised the same way? Why or why not?
- /7 How do men express their emotions? Is it different from how women do it? Why is it different?
- /8 How do men express their sexuality? Is it different how women do it? Why is it different?
- /9 How do different expectations for how women and men should look and act affect your daily lives? Your relationship with your family?
- /10 Would these collages be different if we made them out of magazines from Japan or Congo? If so, why would they be different (cultural determination of gender)?
- /11 Would these collages be different if we made them out of magazines from 1920 or 1945 or 1980? If so, why would they be different (historical determination of gender)?

Closing

Throughout their lives, women and men receive messages from their families, the media, and society about how they should act and relate to each other. It is important to understand that although there are differences between men and women, many of these differences are constructed by society and are not driven by nature or biological makeup. Even so, these differences can have fundamental impacts on daily lives and relationships of both men and women. For example, a man is often expected to be strong and dominant in his relationships with others, including with his intimate partners. At the same time, a woman is often expected to be submissive to male authority. Many of these rigid gender stereotypes have consequences for both men and women, as we will discuss throughout these workshops. As we become more aware of how gender stereotypes can negatively impact our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations in our lives and communities.

WORKSHOP 5:

WHAT IS VIOLENCE?

To identify different types of violence that may occur in intimate relationships, families, and communities.



90 minutes



Flipchart paper, tape, markers, and copies of case studies from Resource Sheet 5

Planning notes

Prior to the sessions on violence, it is important to research locally relevant information regarding violence, including existing laws and social support for those who use and/or suffer from violence. It is also important to be prepared to refer participants to the appropriate services if they reveal that they are suffering violence or abuse.

The case studies included in Resource Sheet 5 depict diverse examples of violence, including men's use of physical, sexual, and emotional violence against women in intimate relationships, men's use of physical violence against women outside the context of an intimate relationship, physical violence between men, violence by women, and community-level or institutional violence against individuals and groups of people. If necessary, you can make adaptations (change the names, adapt them to cultural/ethnic contexts) to these case studies or create new ones to address other types of violence that also occur in intimate relationships, families, and/or communities.

Procedure

Part 1 – What do we mean by “violence”? (30 minutes)

- /1 Ask the group to sit in a circle and to think silently for a few moments about their perspective on violence.

- /2 Ask each participant to share with the group what violence means to them. Write their responses on flipchart paper. Alternative: Ask participants to write or draw what violence means to them.

- /3 Discuss with the participants some of the shared points of their responses, as well as some of the unique points. Review the definitions of violence below and explain to the participants that there is no clear or simple definition of violence. Tell them that in the second part of the exercise you are going to read a series of case studies to help them understand the different meanings and types of violence.

- **Physical violence** is the use of physical force, such as hitting, slapping, or pushing.
- **Emotional/Psychological violence** is often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness such as controlling decisions and activities.

- **Sexual violence** involves pressuring or forcing someone to perform sexual acts (from touching and kissing to sex) against his or her will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if there had been consenting sexual activity between the perpetrator and the victim before.

Violence is also often categorized according to the victim-perpetrator relationship⁶:

- **Self-directed violence** refers to violence in which the perpetrator and the victim are the same individual and is subdivided into *self-abuse* and *suicide*.
- **Interpersonal violence** refers to violence between individuals.
- **Collective violence** refers to violence committed by larger groups of individuals and can be subdivided into social, political, and economic violence.

Part 2 – Discussion of Different Types of Violence (1 hour)

- /1 Read each case study on violence from Resource Sheet 5.
- /2 After reading the cases, discuss the following questions.

DISCUSSION QUESTIONS

- What types of violence most often occur in intimate relationships between men and women? What causes this violence? Examples may include physical, emotional, and/or sexual violence that men use against girlfriends or wives, as well as violence that women may use against their boyfriends or husbands.
- What types of violence most often occur in families? What causes this violence? Examples may include parents' use of physical, emotional, and/or sexual violence against children or other types of violence between family members.
- What types of violence most often occur outside relationships and families? What causes this violence? Examples may include physical violence between men, gang or war-related violence, stranger rape and emotional violence, or stigmas against certain individuals or groups in the community.
- Are there types of violence that are related to a person's sex? What is the most common type of violence practiced against women? Against men?

⁶ Text taken from <http://www.who.int/violenceprevention/approach/definition/en/index.html>. Last accessed on 11/02/2011.

- Are only men violent, or are women also violent? What is the most common type of violence that men use against others? What is the most common type of violence that women use against others?
- Does a person—man or woman—ever “deserve” to be hit or suffer some type of violence?
- What are the consequences of violence on individuals? On relationships? On communities?
- Does this behaviour need to be punished and how (question about legal consequences and justice)?
- What can you and other young people do to stop violence in your community?

Closing

At its most basic level, violence can be defined as the use of force (or the threat of force) by one person against another. Violence is often used to control another person, to have power over him/her. It happens all around the world and often stems from the way that individuals, especially men, are raised to deal with anger and conflict. It is commonly assumed that violence is a “natural” or “normal” part of being a man. But violence is a learned behaviour and, as such, it can be unlearned and prevented. As it has been discussed in other sessions, men are often taught to repress their emotions, and anger is sometimes one of the few socially acceptable ways for men to express their feelings. Moreover, men are sometimes raised to believe that they have the “right” to expect certain things from women (e.g., domestic tasks or sex) and the “right” to be physically or verbally abusive if women do not meet these expectations. It is important to have in mind that rigid gender roles regarding how men ought to express their emotions and interact with women are harmful for both the individual man and to our relationships. It is crucial that you, as young people, think about what you can do to speak out against the use of violence by others.

RESOURCE SHEET 5

Violence Case Studies

32

Please change the names of players with the common names in the country of origin of your participants.

CASE STUDY 1

Mirko and Belma are a young married couple. Mirko's family is coming over to their home for dinner. He is very anxious that they should have a good time, and he wants to show them how great of a cook his wife is. But when he gets home that night, nothing is prepared. Belma has not been feeling well, and she has not started making the dinner yet. Mirko is very upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight quickly escalates, and Mirko hits her.

- How should Belma react?
- Could Mirko have reacted differently in this situation?

CASE STUDY 2

You are dancing with a group of friends at the disco. You are about to leave when you see a couple (a boy and a girl, apparently boyfriend/girlfriend) arguing at the entrance. He calls her a bitch and asks her why she was flirting with another guy. She says, "I was not looking at him... and even if I was, aren't I with you?" He shouts at her again. Finally, she says, "You don't have the right to treat

me like that." He calls her worthless and tells her to go away – he can't stand to look at her. He then hits her, and she falls down. She screams at him, saying that he has no right to do that. .

- What would you do? Would you leave? Would you say anything? Why or why not?
- Would it be different if it were a guy hitting another guy?
- What can you do in situations like this one? What are your options?
- Do we have a responsibility to prevent others from using violence?

CASE STUDY 3

Saša is an older boy who comes from a wealthy family. He meets Petra one day on her way home from school and they chat a little. The next day, he meets up with her again. This continues until one day he invites her to dinner. At dinner, he tells Petra how much he likes her and invites her to come over to his house. At his house, they start to kiss and Saša starts touching Petra under her blouse. But then, Petra stops and says that she doesn't want to do anything further. Saša is furious. He tells her that he has spent a lot of time with her and says, "What are my friends going to say?" He pressures her to make her change her mind. First, he tries to be seductive,

and then, frustrated, he starts yelling at her. Then he starts to pull her towards himself. He then forces her to have sex, even though she keeps saying, “No, stop!”

- Is this a type of violence? Why or why not?
- What do you think Saša should have done?
- What do you think Petra should have done?

CASE STUDY 4

Jasmin has had a bad day at school. His mother is giving him a hard time because of his grades and tells him that he cannot go out that night. In class, he is unable to answer a question that the teacher asks him. In the playground, after class, Renata, a girl in Jasmin’s class, laughs at him because he could not answer such an easy question. “It was so easy. Are you really that stupid?” Jasmin tells her to shut up and pushes her against the wall. Renata is furious and says, “If you touch me again, you just wait and see...” Jasmin replies: “No, you just wait and see...” He slaps her across the face, turns around, and walks away.

- Do you think that Jasmin was right to hit Renata?
- How else could he have reacted?

CASE STUDY 5

A group of friends go dancing. One of them, Danijel, notices that some guy is staring at his girlfriend. Danijel walks up to the guy and shoves him, which results in a fight.

- Why did Danijel react this way? Do you think he was right to shove the other guy?
- How else could he have reacted?
- What should his friends have done?

CASE STUDY 6

In many communities, people who are living with HIV/AIDS are shunned. They are insulted. Sometimes their children are not allowed to go to school.

- Is this a type of violence?
- Do you think that this type of discrimination hurts people living with HIV/AIDS?
- What can be done to stop this kind of thing from happening?

CASE STUDY 7

Monika is a 19-year-old university student who has just moved in with a roommate to a one-room flat near campus. Monika has been HIV positive since she was 17. She takes medications for HIV, which need to be constantly refrigerated. One day, her roommate asks her what the medications are for. Monika decides to be honest and tells her roommate that she is HIV positive. Her roommate is shocked and furious. She tells Monika that she needs to move out of the flat immediately, before she passes her infection to her.

- What do you think about the way the roommate reacted?
- Do you think there is risk of infection for the roommate by living with Monika?
- Is this a type of violence?
- What can be done to stop this kind of thing from happening?

CASE STUDY 8

Valentino and Lejla are a young couple who have just had their second baby. Before they had children, they agreed that Lejla would be the one to stay at home and take care of them, while Valentino would work to earn money. However, since recently Valentino has started cutting back on money he gives to Lejla. First, she had to cancel her German language classes, and then she didn't have enough money to buy clothes for herself, or even to meet her friends for a coffee. When she brings up the issue with Valentino, he just says, "We don't have enough money. You ask for too much anyway and you don't even earn anything." When Lejla points out that he goes out with his friends almost every other night, and that maybe one night she could go out with her friends instead of him, he says: "Yes, I go out a lot, but I have to relax from work. You spend the entire day at home, doing nothing."

- Is this a type of violence? Why or why not?
- What do you think Lejla should do?
- Could Valentino have reacted differently?
- What would you do in this situation?

CASE STUDY 9

A group of friends are hanging out in the park. Jasna is a quiet and introverted girl and Ivica is teasing her for it. She doesn't respond, but Goran, who likes her, decides to stick up for her. He tells Ivica to cut it out and the two get into an argument. Goran hits Ivica and they start to fight.

- What do you think about the way Ivica was treating Jasna?
- Is this a type of violence? Why or why not?
- What would you do in situation like this?

CASE STUDY 10

Krešo is a young gay man who has recently come out to his family and friends. It was difficult with his family at first, but they have finally come around. At school, however, some kids have started calling him a "fag" and other derogatory names. They also push him around a lot, and sometimes even beat him.

- Is this a type of violence? Why or why not?
- What can Krešo do?
- What can his friends do?
- What would you do in a situation like this?

WORKSHOP 6:

FROM VIOLENCE TO RESPECT IN INTIMATE RELATIONSHIPS

To discuss the use of violence in intimate relationships and how to build intimate relationships based on respect



90 minutes



Flipchart paper, tape, and markers

36

Planning notes

It is important to understand that young people may feel some sort of helplessness in responding to violence that they see another person perpetrating. Many might believe that they should not interfere with the affairs of other people. Throughout this activity, it is important to explore the helplessness many young people may feel when they witness another person using domestic violence.

This activity uses role-plays with female characters. If you are working with a male-only group, some of them may be reluctant to act as a female character. Encourage the group to be flexible. If none of the young men wants to play a female character, you can ask them to describe the scenes using, for example, pictures or a narrative.

Procedure

- /1 Explain to the participants that the objective of this activity is to discuss and analyse the various types of violence that we sometimes use in our intimate relationships and discuss ways of building intimate relationship on respect.
- /2 Divide participants into small groups. Ask them to invent a short role-play or skit.
 - a. Ask two groups to present an intimate relationship – boyfriend/girlfriend or husband/wife – which is violent. Remind them of the discussion from the “What is Violence” activity and emphasize that the violence portrayed in the skits can be physical, but does not have to be. Ask them to try to be realistic, using examples of people and incidents that they have witnessed or heard about in their communities.
 - b. Ask the other groups to present an intimate relationship based on mutual respect. There may be conflicts or differences of opinion, but their role-play should show what a non-violent relationship based on respect looks like.
- /3 Give them 15-20 minutes to develop their stories and skits. Tell the groups that the skits should not be longer than five minutes each.

/4 Ask the groups to present their skits. After each skit, invite other participants to ask questions about what they saw.

/5 Once all the groups have presented their skits, start a discussion with the following questions.

DISCUSSION QUESTIONS

- Were the examples of violence in the skits realistic? Do you see similar situations in your community?
- What are the characteristics of an abusive relationship?
- What do you think causes violence in intimate relationships?
- In the skits depicting violence, could the characters have acted differently and how?
- Do only men use violence against women, or do women also use violence against men? How are women usually violent? How should men react to this violence?
- When you see violence between couples, what do you normally do? What could you do? Where can you go to seek help?
- What role do alcohol and other drugs play in violence in relationships?
- What are the consequences of violence in an intimate relationship?
- What is the social/community response to violence in relationships?
- What does a healthy intimate relationship look like? Do we see examples of respectful relationships in our families and communities?
- What can we do individually to build healthy intimate relationships?
- What can we do as a community?

Closing

Conflicts occur in all relationships. But the way you handle these conflicts makes all the difference. Learning how to take the time to think about your feelings and express yourselves in a calm and peaceful way is an important part of building healthy and respectful relationships.

WORKSHOP 7:

A LIVE COWARD OR A DEAD HERO: MALE HONOUR



60 minutes

To discuss how “male honour” is associated with violence and think of alternatives to violence that young men can use when they feel insulted



Copies of Resource Sheet, flip chart paper, post-it notes in two colours, flip chart markers

38

Procedure

- /1 Divide participants into small groups and distribute two vertically attached flip chart papers, a couple of post-it notes in different colours, and markers.
- /2 Explain that each group should draw a young man and think about what characteristics he needs to have to be respected in society. They should write down these characteristics on post-it notes and place them on parts of the body where they believe they belong. Give them 10 minutes for this.
- /3 After they finish with the first part of the exercise, tell them to write down on the remaining post-it notes who influenced the development of these characteristics, and post them next to the already posted notes. Give them 10 minutes for this as well.
- /4 When the groups are done, ask them to decide on a representative who will present the work of the group (5 min for each group). Flipcharts should be next to one another. When the presentations are over, the facilitators should look for similarities and differences between group work outcomes.
- /5 After a short discussion, divide them into groups different than the previous ones. Ideally, into 4 small groups.
- /6 Explain to the participants that each group should develop a short (3-5min) skit based on a case study that you assigned to them. They are allowed to add details to the script. They have 15 minutes to prepare.
- /7 Invite the groups to perform their skits. After each skit, allow time for comments and a discussion regarding the following questions:
 - a. Are these situations realistic?
 - b. Why do we sometimes react like this?
 - c. When you are confronted with a similar situation, in which you have been insulted, how do you usually react?
 - d. How can you reduce tension or aggression in a situation like this?
 - e. Can a real man walk away from a fight?
- /8 Use the questions below to wrap-up the session with a discussion.

DISCUSSION QUESTIONS

- What does “male honour” mean to men?
What does it mean to women?
- Does “male honour” still exist?
- What can we do to change this “honour” culture? Can women and girls help change it?
If so, in what way?
- Does knowing its origin help us change it?
- What have you learned from this exercise?
How can you apply what you have learned to your own life and relationship?

RESOURCE SHEET 7

40

CASE STUDY 1

Milan and Armin are arguing over schoolwork during recess. One accuses the other of cheating off his work. Milan tells him that he will be waiting outside for him to settle the matter. When the class is over...

CASE STUDY 2

A group of friends are at a football match. They are all fans of the same team. A fight begins when a fan of the opposing team arrives and...

CASE STUDY 3

A group of friends are at the bar. A fight begins between one of the young man and a stranger (another young man)...

CASE STUDY 4

A group of friends go dancing. One of them, Samir, notices that some guy is staring at his girlfriend. A fight begins when Samir...

CASE STUDY 5

Almir is stuck in a traffic jam. When he tries to turn right, he is cut off by a car on his left, forcing him to brake sharply. Almir decides to...

CASE STUDY 6

A group of young men are sitting in the park. Another young man from a different social group passes by and a fight starts when....

CASE STUDY 7

Luka and Emil are engaged in a heated debate. Emil is raising his tone of voice and...

CASE STUDY 8

A group of young men from a small town are exploring the capital city. The dialect they speak reveals where they are from and they end up getting in trouble with some boys from the city when...



WHAT IS SEXUAL VIOLENCE?

To discuss sexual violence and the different situations in which it can occur



2-3 copies of Resource Sheet 8

Planning notes

Just like talking about various forms of violence may cause discomfort because participants may find similarities with their own lives, it is important to prepare for the possibility that some participants might have suffered some kind of sexual violence in childhood or adolescence and may need help. They may have suffered sexual abuse (by men or women), but were ashamed to speak with anybody about the matter, because they were convinced that nobody would believe that a man could be a victim of sexual abuse (especially if the perpetrator was a woman). Others might know female relatives or friends who were victims of sexual violence. One must be prepared for these possibilities and know to where and to whom to refer participants who might need professional support.

Procedure

- /1 Explain that the purpose of this activity is to talk about sexual violence.
- /2 Carry out a brainstorm with the group on the meaning of sexual violence and different situations in which it can occur. Review the definition of sexual violence included in the introductory activity to violence - What is violence?
- /3 Depending on the number of participants, divide them into two or three small groups,

and hand out a copy of the Resource Sheet 8 to each group. Ask the groups to read the story together. Alternatively, you can read the story aloud to the participants.

- /4 After reading the story, open a discussion concerning the following questions and encourage participants to reflect on the story and think of other paths that Andrej could have taken:
 - a. Is this story realistic?
 - b. What do you think about Andrej's behaviour?
 - c. Can it be considered violence? Why or why not?
 - d. Why do you think he acted this way?
 - e. What consequences of his own behaviour could Andrej face? And what are the consequences for the young woman?
 - f. If Andrej had not given into the pressure, how do you think his friends would have treated him?
 - g. And what about Andrej, how do you think he would feel?
- /5 Remind participants of the discussions they had about Case Study #3 from the activity – What is Violence? If necessary, or if the case study was not discussed previously, read the case study aloud. Ask the partici-

pants the following questions:

- a. Is this story realistic?
- b. How is it different from Andrej's story? How is it similar?
- c. Can it also be considered violence? Why or why not?
- d. Can we talk about sexual abuse in relationships in which the couple has previously had sex? Why or why not?
- e. What does it mean to consent to engage in sexual activity? Note: Consent is when two people knowingly and willingly agree to have sexual relations. It is required for every sexual contact. The fact that a couple might have had previous sexual relations is NOT sufficient consent for future relations. If force, threats of force, or any sort of emotional pressure are used to coerce someone into sexual relations that is NOT considered consent.
- f. What is the relationship between consent and power in relationships?
- g. Can sexual abuse occur in marriage? Why or why not?

/6 After discussing both stories, wrap-up the discussion with the following questions.

DISCUSSION QUESTIONS

- What are the consequences of sexual violence?
- Can sexual violence be committed against men? What type? And how do men generally react?
- What can you do to help prevent situations of sexual violence in your own relationships? In your community?

Closing

For many young people, peer pressure, or the feeling that they must have sexual relations to prove they are adults, can result in them viewing their partners as sexual objects. This kind of attitude can lead to situations in which, typically, young men disregard women's wishes and employ emotional and/or physical coercion to get sex. In this way, sexual violence, like other types of violence, can be perceived as the result of one person having power over another person.

As young people, it is important that you reflect on how to promote healthier and more enjoyable consensual sexual relations in your own lives, as well as how to increase awareness among other young people about sexual violence. Above all, it is fundamental that all young people understand that when someone says "no," she/he means "no".

RESOURCE SHEET 8

ANDREJ'S STORY

Andrej is 18 years old and likes to hang out with a large group of friends from school. He is very popular among his peers, and they all love to go out and have fun. The group is always having great parties at Josip's house, with lots of music and beer. Last weekend, there was another party. A lot of people were there that Andrej knew. He was already a bit late and had only just arrived when Josip came up to him:

Josip: Hi, my craze! Give me five. Adrijana, that gorgeous chick is here... She's totally high. You're the only one that still hasn't.

Andrej: Stop it, man...

Josip: No, I mean it... This is your chance. Don't be scared. Be a man! What are you afraid of? Make the most of it, while she's still drunk. Just go for it!

Andrej could see that the girl was slumped in an armchair. She must have drunk too much, he thought. And, with his friends pressuring him, Andrej went over to where Adrijana was sitting.

Andrej: Hi babe... It's me, Andrej. Let's go somewhere quiet.

Andrej helped her up – the girl was so drunk that she was half-asleep, almost passed out. Even so, his friends urged him on as he took her upstairs to Josip's bedroom.

WORKSHOP 9:



90 minutes

YOUNG MEN'S HEALTH

To discuss how gender norms influence the most common health problems of young men and review basic hygiene practices



Flipchart paper, small pieces of paper, tape, markers, and Resource Sheet 9.

44

Planning notes

If possible, it might be interesting to do a follow-up to this activity by visiting a local health facility where the young men can meet and talk with health professionals.

Procedure

- /1 Give each participant two small pieces of paper and ask them to write down (quietly and individually) two **typical characteristics** related to “being a man” (one on each piece of paper). Ask them to hold on to these pieces of paper until later in the exercise.
- /2 Tape two or three sheets of flipchart paper together and ask a volunteer to serve as a model to draw the outline of a body.
- /3 Once they have drawn the outline, ask them to fill-in the sketch with details that make him a young man – give him a face, dress him, and give him a personality. For example, they could write down what he like to do for fun or what he does on the weekends. Everyone should take part in the drawing exercise. Ask the participants to give a name to the young man they have drawn.
- /4 Next, draw another outline of a body on two or three new sheets of flipchart paper. Ask for a volunteer to sketch the genitals on the body. If the participants are too embarrassed to do this, the facilitator can do it instead.
- /5 When the two outlines are finished, give each participant two small pieces of paper and ask them to write two common **health problems/needs** men face (one on each piece of paper).
- /6 When they have finished writing, ask each participant to read aloud the health problems/needs, and stick them on the part of the body where this health problem appears. It does not matter if some problems are repeated.
- /7 Next, ask the participants to read aloud the characteristics of “being a man” that they wrote at the beginning of the activity. After reading a characteristic, each participant should stick the piece of paper on the body next to the health problem/need associated with this characteristic. Remind them of the previous activity and the discussion they had about socialization and the health risks men face. For example, the masculine characteristic of having many sexual partners can be placed next to the groin area of the body to signify its association with risk for STIs.
- /8 Explore if the participants identify alcoholism, violence, suicide, HIV/AIDS, and substance use as health problems. If not already men-

tioned, ask if the young men face these problems in their community.

/9 Use the questions below to facilitate a discussion.

DISCUSSION QUESTIONS

- What health problems/needs do men have?
- What are the causes of these health problems? What are the consequences of these health problems?
- Is there a relationship between men's health needs and the characteristics of being a man that we have identified?
- How does a man's role in his family or community affect his health?
- Do men and women take care of their bodies and health in the same way? How do young men take care of their health?
- When men are ill or sick, what do they do? Do they usually look for help the instant they feel ill, or do they wait? When women are ill or sick, what do they do?
- What is hygiene? What kind of personal hygiene should men practice? What kind of personal hygiene should women practice?

(Review Resource Sheet 9).

- Where can young men in your community go and get answers about their health or seek help for health problems?
- What can you do to take better care of our health? What can we do to encourage other young men to take better care of their health?

Closing

As has been discussed in this and previous sessions, there is a clear relationship between how men are raised and whether and how they worry about their health. Many men, in an effort to demonstrate their masculinity, do not worry about their health, and may believe that taking care of the body or being overly concerned about health are female qualities. These kinds of attitudes and behaviours are a result of upbringing and impact men's health throughout their life. For this reason, it is important that young men learn the importance of taking care of themselves, including basic hygiene practices. Doing so has positive benefits for both men and their partners, as it will be discussed further in the following activities.

RESOURCE SHEET 9⁷

46

GOOD HYGIENE PRACTICES FOR YOUNG PEOPLE

Washing the Body

Washing the body helps you stay clean, prevent infection, and avoid getting sick. Bathe with soap and water once or twice a day. Wash hands with soap and water before and after meals and after using the toilet to prevent the spread of germs and infections. Washing the face at least twice a day with soap and water can help keep acne away or help reduce them.

Smelling Good

Use deodorant, baby powder, or the most common product in your culture for getting rid of underarm odour. Be careful when choosing deodorant sprays and sticks; even well-known brands can contain harmful substances that have negative effects on your body.

Hair

Shampoo your hair regularly to keep it clean. Every day, every 2-3 days, or once a week is enough. Shave if you want to. Not all men and women shave. It depends on culture and choice.

Teeth and Mouth

Use what is most common in your culture to clean your teeth twice a day, especially every night before bed. Cleaning your teeth helps prevent cavities, rotten teeth, gum disease, and bad breath. Using toothpaste with fluoride can also help strengthen your teeth.

Underwear

Wear clean underwear every day to prevent infection and keep the genital area clean.

Genital Area

Every man should wash and clean his penis and the anal area every day. Wash the scrotum, the area between the scrotum and the thighs, the skin between the buttocks and the anus using soap and water every day. Uncircumcised men should pull back their foreskin and gently wash underneath. Being uncircumcised is not in and of itself unhygienic, but uncircumcised men do need to take extra care of their hygiene.

⁷ Taken from E. Kneel (2003) "My Changing Body: Fertility Awareness for Young People" Institute for Reproductive Health and Family Health International.

WORKSHOP 10:



90 minutes

HEALTH, STIs, AND HIV/AIDS

To increase knowledge about STIs and HIV/AIDS and the importance of diagnosis and treatment



Flipchart paper, markers, small pieces of paper, and copies of Resource Sheets 10A and 10B (one each for every participant)

Planning notes

Prior to the session, inform yourself on the latest findings on STIs, HIV transmission, local and/or national statistical data about HIV/AIDS (e.g., number of persons infected, most common modes of transmission, age groups affected, life expectancy, etc.), the difference between being HIV-positive and having full-blown AIDS, and current treatment options. These issues were regularly raised during this activity. It is also highly recommended to invite a staff member from a local health facility or NGO who is knowledgeable in these topics to help respond to participants' questions and concerns.

Procedure

Prior to the session, make copies of Resource Sheet 10A WITHOUT the names of the STIs in the first column and write down the names of the STIs on a piece of flipchart paper.

- /1 Divide participants into small groups and give each group a copy of Resource Sheet 10A without the names of the STIs in the first column.
- /2 Tell participants that they should read and discuss the information on symptoms/consequences and treatment and try to identify the correct STI from those you have listed on the flipchart.

- /3 When they have finished, review the correct answers with them.

- /4 Ask participants what they know about HIV/AIDS. Make notes on the flipchart paper. Emphasize the link between STIs and HIV. Explain that HIV/AIDS does not always have apparent symptoms and that the only way of knowing whether one is infected with HIV is by taking a blood test. Review the content of Resource Sheet 10B.

- /5 Divide participants into two or three small groups. Ask the groups to do a role-play that explains the symptoms of STIs and/or HIV and AIDS. Suggest that the role-play takes place between two friends, a parent and son, a doctor and patient, a pastor and young church member, a teacher and student, etc.

- /6 After about 20 minutes, ask the groups to perform their role-plays to the other groups.

- /7 Use the questions below to wrap-up the discussion.

DISCUSSION QUESTIONS

- What should a young person do if s/he thinks s/he may have an STI? Who should s/he talk to?
- How would a young man tell his girlfriend that he has an STI and that he might have passed it on to her?
- How would a young girl tell her boyfriend that she has an STI and that she might have passed it on to him?
- How would a young person tell a casual acquaintance that s/he has an STI and that he might have passed it on to her/him?
- Why is it so difficult to talk about STIs?
- Why is it so difficult to talk about HIV and AIDS? Has awareness about HIV and AIDS changed the sexual practices of young people? Why or why not?
- What factors make it difficult for a young man to avoid getting HIV and AIDS? What factors make it difficult for a young woman to avoid getting HIV and AIDS?
- How can you deal with these factors in your own life and relationships?

Optional step

If time permits, review and discuss some of the common myths about STIs that are presented in Resource Sheet 10C.

Closing

Because of their role in increasing the risk of HIV infection, STIs deserve special attention. There is an increase of STIs among young people in different parts of the world, who often ignore such infections or rely on home remedies and self-treatment. Moreover, many STIs do not show symptoms in men or women. For this reason, it is of great importance to think about, discuss, and plan how best to protect yourself and your partners from STIs, be it through abstinence, faithfulness, partner reduction, and/or correct and consistent use of condoms. If you notice any STI symptom(s), you should consult a health professional immediately. It is important to remember the ethical dilemma involved in dealing with STIs and HIV/AIDS. It is your responsibility to be honest with your sexual partner(s) about STI or HIV/AIDS you have contracted.

RESOURCE SHEET 10A

STI Symptoms, Consequences, and Treatment ⁸

CHLAMYDIA

/ Symptoms and Consequences

Caused by a bacterium. Known as a “silent” disease because three quarters of infected women and half of infected men have no symptoms. The infection is often not diagnosed or treated until complications develop. It is usually found in the cervix and urethra in women. Men may have penile discharge, a burning sensation while urinating, burning and itching near the tip of the penis, and painful and swollen testicles.

/ Treatment

It can be cured easily with antibiotics.

GENITAL HUMAN PAPILLOMA VIRUS (HPV) INFECTION – ALSO CALLED GENITAL WARTS

/ Symptoms and Consequences

Umbrella term for over 100 different viruses. More than 30 of them are sexually transmitted viruses that can infect the genital area of both men and women. Most people who get infected have no symptoms, and their infections clear up on their own.

Some of these viruses are “high-risk” types, and may lead to cancer of the cervix, vulva, vagina, anus, or penis. Others are “low-risk” types and may cause mild Pap smear abnormalities or genital warts. Genital warts are single or multiple growths that appear in the genital area and look like a small hard bump

or cluster of bumps. They start as small painless spots, but warmth and moisture can make them grow larger. Some are not visible to the naked eye.

A test is available for finding those high-risk types of the virus on a woman’s cervix that can cause cervical cancer. There is currently no approved test for men. Scientists are still studying how best to screen for penile and anal cancers in men who may be at highest risk for these diseases.

/ Treatment

There is no treatment or cure for these viruses. A diagnosis of genital warts is usually done by physical exam. **Genital warts** can be treated with medicine, removed (surgically), or frozen off. Treating genital warts may not necessarily lower a person’s chances of passing HPV on to a sex partner. If they are not treated, genital warts may go away on their own, stay the same, or grow (in size or number). They will not turn into cancer or threaten your health.

Penile and anal cancers can be treated with new forms of surgery, radiation therapy, and chemotherapy.

GONORRHEA

/ Symptoms and Consequences

Caused by a bacterium. It takes from two days to four weeks for symptoms to appear after exposure. They include painful urination, pus-like discharge, bumps on the cervix, anal irritation, and painful bowel movement. As the disease progresses, pain in the lower abdomen, vomiting, fever, and irregular

⁸ Information taken from: Advocates for Youth www.advocate4youth.org/youth/health/stis/; Centers for Disease Control and Prevention www.cdc.gov/std/; and National Women’s Health Information Center www.4woman.gov/

menstrual periods occur. In women, it can lead to pelvic inflammatory disease (PID), a secondary infection that can cause sterility. It is found in the cervix, uterus, and fallopian tubes in women, and in the urethra in both women and men. The bacterium is also found in the mouth, throat, and anus.

/ Treatment

Can be treated with antibiotics. There are many strains resistant to certain antibiotics, which make treatment more difficult. If symptoms remain after treatment, one should go to a doctor or clinic to get a prescription for a different antibiotic.

HEPATITIS A

/ Symptoms and Consequences

Caused by a virus that is present in a person's blood, semen, and other body fluids. The infected person can pass it on from to someone else during sexual contact.

It can cause liver enlargement, but does not normally cause permanent liver damage.

/ Treatment

Hepatitis A usually goes away on its own.

HEPATITIS B

/ Symptoms and Consequences

Caused by a virus that is present in a person's blood, semen, and other body fluids. The infected person can pass it on to someone else during sexual contact.

Causes the liver to swell, and liver damage can occur. Most people will get rid of the virus after a few months. Some people are cannot get rid of the virus, causing the infection to become chronic or life-long. This may lead to scarring of the liver, called cirrhosis, liver failure, and liver cancer.

/ Treatment

The acute form usually goes away on its own. Most people develop immunity to the virus and, after recovery, cannot pass it on to others. Someone with the chronic (long-term) form still carries the virus and can pass it on to others.

HEPATITIS C

/ Symptoms and Consequences

Caused by a virus that is present in a person's blood, semen, and other body fluids. It can be passed on from an infected person by sharing dirty needles, syringes, and other drug paraphernalia. Sexual transmission is rare but possible if your sexual partner has Hepatitis C or has used drugs intravenously. It may take years before someone shows signs of illness – liver enlargement and liver damage. Most infected people develop a chronic infection. This may lead to scarring of the liver, called cirrhosis, liver failure, and liver cancer.

/ Treatment

There is no cure, but treatment is available to help control the virus.

GENITAL HERPES

/ Symptoms and Consequences

Caused by the herpes simplex viruses type 1 (HSV-1) and type 2 (HSV-2), most people have no or show only minimal signs or symptoms of HSV-1 or HSV-2 infection. When signs do occur, they typically appear as one or more blisters on or near the genitals or rectum. The blisters burst, leaving tender ulcers (sores) that may take two to four weeks to heal after first occurring. Typically, another outbreak can appear just weeks or months after the first, but it is usually less severe and shorter than the first episode. Although the infection can stay in the body indefinitely, the number of outbreaks tends to go down over a period of years.

/ Treatment

There is no treatment to cure herpes, but antiviral medications can shorten and prevent outbreaks during the period the person takes the medication.

SYPHILIS

/ Symptoms and Consequences

Caused by a bacterium that is passed on from person to person through direct contact with sores that occur mainly on the external genitals, vagina, anus, or in the rectum. Sores can also occur on the lips and mouth. Pregnant women with the disease can pass it on to their babies.

It can take from 10 to 90 days after getting the infection for the first symptom to occur – usually in the form of a single sore (called chancre), although

sometimes there are multiple sores. The chancre is usually firm, round, small and painless, and appears at the spot where the bacterium had entered the body. These chancres also make it easier to sexually transmit and acquire HIV infection. Chancres last 3 to 6 weeks and heal without treatment. However, if adequate treatment is not administered, the infection progresses to the secondary stage, which is characterized by skin rash and mucous membrane lesions. Other secondary stage symptoms may include fever, swollen lymph glands, a sore throat, patchy hair loss, headaches, weight loss, muscle aches, and fatigue. These signs and symptoms will resolve with or without treatment, but without treatment, the infection will progress to the latent and late stages of the disease in which it may damage internal organs, including the brain, nerves, eyes, heart, blood vessels, liver, bones, and joints. These internal damages may show up many years later. This damage may be serious enough to cause death.

/ Treatment

It is in its early stages it is easily cured with an antibiotic. For people who are allergic to penicillin, other antibiotics are available. Treatment will kill the bacterium and prevent further damage, but it will not repair the damage already done.

RESOURCE SHEET 10B

52

LEARNING ABOUT HIV AND AIDS

What is HIV?

- H** = Human (only found in humans)
- I** = Immunodeficiency
(weakens the immune system)
- V** = Virus (a type of germ)

What is AIDS?

- A** = Acquired (to get something that you are not born with)
- I** = Immune (the body's defense system which provides protection from disease)
- D** = Deficiency (a defect or weakness, lack of or not enough of something)
- S** = Syndrome (a collection of diseases, getting sick)

Many people do not know the difference between HIV and AIDS. HIV and AIDS are not the same. HIV is the virus; AIDS is caused by HIV. AIDS is a collection of diseases/sicknesses that results from a weakened immune system. A person can have HIV for a long time before he/she develops AIDS.

HIV lives in four types of body fluids:

- Blood
- Semen – fluid that a man ejaculates when sexually excited
- Vaginal fluids – fluid that a woman releases when sexually excited
- Breast milk

These kinds of body fluids make it possible to spread the virus from person to person. These fluids. They have white blood cells, which are the types of cells that HIV attacks or infects. For a person to be infected with HIV, the virus must enter the body. If any of these four fluids come into contact with the body, a person is at risk of HIV infection. Below are some examples of where the virus can enter the body.

- Lining of the vagina
- Thin skin on the penis
- Lining of the rectum (anus)
- Veins
- Cuts, wounds, or open sores on the skin
- Mouth (through sores or cuts)

- Lining of the oesophagus (e.g., in a newborn baby who is breast feeding)

Behaviours that put someone at risk for infectious fluid entering their body are the following:

Unprotected sexual intercourse

- Vaginal, anal, or oral intercourse

Blood-to-blood contact

- Blood transfusions (at places where blood is not tested and thus where infected blood can be donated)
- Ritual scarring (via sharing non-sterilized razors and other instruments)
- Circumcision (via sharing non-sterilized razors and other instruments)
- Intravenous drug use (via needle sharing)

Mother-to-child transmission (also called vertical transmission)

- While the mother is pregnant (in rare cases)
- During childbirth
- While breastfeeding if the mother ignores relevant recommendations for safer breastfeeding

The Link Between STIs and HIV Infection

There is increasing evidence that the presence of an STI increases susceptibility to HIV. Specifically, ulcerative STIs, such as genital herpes and syphilis, increase one's susceptibility to HIV, because the ulcers disrupt the skin barrier. However, presence of other STIs has also been linked with increased risk for HIV transmission. Furthermore, the presence of STIs in an HIV-positive person can increase the viral copies in the genital fluid making it easier to transmit the virus. For these reasons, STI control has the potential to play an important role in HIV prevention. Some programs focusing on STI control and treatment have noticed a decrease in the prevalence of HIV. It is also important to note that the presence of HIV changes the clinical manifestations of STIs, often making them more severe and more difficult to treat.

Is there a cure for HIV / AIDS?

Unfortunately, there is no cure for HIV/AIDS. What has been discovered so far are medicines which can prolong and improve the quality of life for those who have contracted the virus. Antiretroviral therapy (ART) is the treatment of HIV with drugs – it is not a cure. Antiretroviral (ARVs) attack HIV directly, therefore decreasing the amount of virus in the blood. Below are some important facts about ART:

- ART helps the body strengthen its immune system and fight off other infections.
- ARVs are taken in combination – usually three different ARVs are taken every day. It is crucial that a person takes every dose of every medicine every day exactly as prescribed by their doctor. This is not like other medicine where it is not so important if you skip taking medication once or twice. If a person does not take all the right medicines every day at a particular time, the therapy will not be effective. When a person takes all the medicines every day at a particular time, we say that there is compliance or adherence.
- ARVs should not be started until a person gets AIDS (must be determined by a competent medical professional).
- Once started, ARVs must be taken for the rest of a person's life.
- ARVs can cause unpleasant side effects (e.g., nausea, anemia, rashes, headaches).
- ART can prevent HIV transmission from mother to child.

RESOURCE SHEET 10C

Myth Fact

/ Myth

WITH ADVANCES IN MEDICINE, THERE IS NO NEED TO WORRY ABOUT SEXUALLY TRANSMITTED INFECTIONS (STIs). AND ANYWAY, IT ONLY TAKES A COURSE OF ANTIBIOTICS AND YOU ARE FINE!

/ Fact

It is quite true that most sexually transmitted infections (STIs) can be completely cured if they are discovered at an early stage, and that the treatment may be as simple as a course of antibiotics. In fact, this is one of the reasons why you should be tested regularly, and why you should immediately approach a healthcare professional if you have any concerns about an STI. However, if left untreated, STIs can pose a long-term risk to your health and fertility. The infections chlamydia and gonorrhea can both lead to pelvic inflammatory disease (PID) if they are not treated. This can, in turn, lead to long-term pelvic pain, blocked Fallopian tubes, infertility, and ectopic pregnancy in women, and pain and inflammation of the testicles and the prostate gland in men. Genital warts and genital herpes are two common viral infections, so antibiotics will not treat them. They can be treated with antiviral medications, but both conditions can recur.

/ Myth

CONDOMS PROTECT AGAINST ALL STIs.

/ Fact

Using a condom correctly for oral, anal, and vaginal sex is a good protection against infections such as chlamydia and gonorrhea. Condoms are also

important in preventing the transmission of HIV. However, according to the Family Planning Association, there is little evidence that condoms protect against the transmission of genital warts.

/ Myth

YOU CAN TELL THE SORT OF PERSON WHO IS LIKELY TO HAVE AN STI BY WHAT THEY LOOK LIKE – YOU JUST HAVE TO BE A GOOD JUDGE OF CHARACTER.

/ Fact

STIs are common enough to affect anyone who is sexually active. You don't have to have many sexual partners to contract an STI. 'Gut instinct' is not a reliable way of judging the likelihood of infection from a partner. Safer sex and medical tests are the only sensible solution.

/ Myth

MY IUD/PILL WILL PROTECT ME AGAINST STIs TO SOME DEGREE

/ Fact

Non-barrier contraceptives only offer protection against pregnancy. They do not offer any protection whatsoever against sexually transmitted infections (STIs). Using a condom to protect you against STIs is usually the best option. However, you can choose to combine condoms with the pill or another contraceptive method for increased protection against unwanted pregnancy.

/ Myth

YOU ARE NOT AT RISK OF AN STI IF YOU ARE IN A MONOGAMOUS RELATIONSHIP

/ Fact

On average, individuals have more lifetime sexual partners these days than people used to, are more likely to have sexual relationships with more than one person at once and are more likely to pay for sex. Many of us believe that having only one partner exempts us from STIs, but with more opportunities for transmission, it is very easy to be “unlucky”.

There are only a few scenarios where you can be sure enough of protection against STIs to stop using a condom. These are:

- When neither you nor your partner have had a sexual relationship before
- OR when you and your partner have been tested for all STIs since the beginning of your monogamous relationship
- AND when you are certain that your partner is telling the truth, and is not having sex outside of your relationship

/ Myth

ANYONE INFECTED WITH AN STI WILL HAVE OBVIOUS SYMPTOMS SUCH AS A RASH OR DISCHARGE

/ Fact

There are many potential signs of a sexually transmitted infection (STI). These include:

- Itching around the genitals or anus
- Burning or pain when you urinate
- Bleeding and pain during or after sex
- Rashes, blisters, or bumps around the genitals or anus
- Unusual discharge from the penis or vagina

However, even if someone does not have any of these symptoms, they can still be infected and able to pass on the infection to someone else.

/ Myth

PEOPLE WHO USE SEXUAL HEALTH CLINICS TO GET TESTED ARE ALL PROMISCUOUS. AND PEOPLE WILL FIND OUT THAT I’VE BEEN THERE!

/ Fact

People who use sexual health clinics are people with the sense to get tested. If you have engaged in any sexual behaviour that could have put you at risk of an STI, you’d be wise to join them. Sexual health clinics are completely confidential; they will not even tell your general physician (GP) about your visit without your permission. People of any age and sexual orientation can visit these clinics. All tests and treatments are usually free.

WORKSHOP 11:



90 minutes

PLEASURES AND RISKS ⁹

To reflect on the risks associated with some of the things that give us pleasure and discuss strategies for reducing these risks



Magazines and newspapers, scissors, glue, pen/pencils, and flipchart paper

Planning notes

This activity's discussion focuses on risks related to using drugs. However, the questions can be easily adapted for a discussion of risks and protective factors associated with other things, including sex.

Procedure

- /1 Divide participants into two to three small groups.
- /2 Give each group a piece of flipchart paper and ask them to create a collage of things that give them pleasure. Tell them that they can create it by writing, drawing, and/or pasting images cut out from magazines and newspapers.
- /3 Allow the groups 15 minutes to create these collages.
- /4 Give each group another piece of flipchart paper and ask them to divide it into three columns. Tell them to write the following as column headings: **Risks/Harms, Pleasures, Protective Factors**. In the Pleasures column, the groups should write up to five things that give them pleasure. In the Risks/Harms column, the groups should describe risks/harms associated with the particular pleasure. In the Protective Factors column, the groups should write protective factors, that is, things they

can do to ensure that the thing that gives them pleasure does not harm them, or to minimize harm. Participants in low literacy groups can use drawings/collages to identify the risks/harms and protection factors associated with the pleasures they have identified.

- /5 Allow the groups 20 minutes to fill out the table.
- /6 Ask each group to present their collage and table to the other groups.
- /7 Use the following questions to facilitate a discussion about pleasure and risk/harm reduction.

DISCUSSION QUESTIONS

- Why is it important to think about the risks/harms associated with the things that give us pleasure?
- Why is it important to think about the protective factors associated with the things that give us pleasure?
- What is the relationship between drugs and pleasure?
- What is the relationship between drugs and risks/harms?
- What is the relationship between drugs and protective factors?

57

⁹ Adapted from the *Andando se faz um caminho manual*, by Ana Sudária de Lemos Serra in *ECOS: Adolescência e Drogas*, São Paulo, 1999.

- When do people think about the risks or protective factors associated with a specific pleasure? When SHOULD they think about them?
- Do some people do things because of the risks involved? (Link to prior discussions about how risk is a quality often associated with masculinity; young men may do things which are perceived as risky to prove they are “real” men.)
- Have you heard of harm reduction? What have you heard? (Explain that harm reduction involves adopting strategies to reduce the harm associated with some kinds of behaviour.)
- What information and support do you think young people need to practice risk reduction in their own lives?
- How can you engage young people in your community to reflect on risk reduction?

Closing

Many of the decisions in your lives come with pleasures and risks. In terms of alcohol, you can choose to drink it or not to. The decision to drink or smoke can bring some immediate pleasure, but it can also involve risks. For example, alcohol can reduce your reasoning and control of motricity, increasing your risk of accidents and injuries and your vulnerability to violence and STI/HIV/AIDS infection, while long-term or sustained use can lead to other serious health problems. While it may not be realistic to think that young people will stop using drugs altogether, it is important that you are aware of the risks associated with drug use and feel capable of minimizing the harm it can cause on your life and relationships.

WORKSHOP 12:



90 minutes

MEN AS CAREGIVERS

To increase awareness about traditional gender differences in caregiving and promote the participation of young men in caregiving in their homes, relationships, and communities



None

Planning notes

If there are young fathers in the group, encourage them to reflect on their participation in childcare and how they can be more actively involved. As for those who are not fathers, ask them to envision how they will participate in caregiving in the future.

Procedure

- /1 Ask participants to spread out and walk around the room.
- /2 Tell them that when they hear a time of day followed by the word “STATUE,” they should freeze in a position that represents the activity they are usually engaged in at that time. For example, when you say: “Noon, STATUE!” the participants should freeze into statues that represent what they typically do at noon each day.
- /3 Say the time of day followed by the order “STATUE!” for the following times:
 - 3:00 AM
 - 10:00 AM
 - Noon
 - 3:00 PM
 - 10:00 PM

- /4 Ask participants to imagine what they would be doing at these times of day were a father with a child/children to care of and repeat the same process from Step 3.

PLANNING NOTE: For younger participants, who have not had direct experience with childcare, encourage them to think of father-child relationships modelled in their family, community and the media.

- /5 Now have the participants repeat the exercise imagining what they would be doing if they were a mother with a child or children.
- /6 Use the discussion questions below to explore the differences between the situations before and after the child, and the differences between the routine of a young father and a young mother, identifying the time of day when the presence of the child meant a greater (or lesser) change to the routine.

Alternative procedure

Rather than acting out the different times of day, ask participants to brainstorm different activities that a young father and a young mother usually do at different times of the day. List these different activities on a flipchart paper with two columns (one for young men and one for young women) and ask participants to identify some of the similarities and differences between the lists of activities.

DISCUSSION QUESTIONS

- Does daily life change when a young man has a child to care for? In what way? Why?
- Does daily life change when a young woman has a child to care for? In what way? Why?
- What kinds of caregiving do women and men do?
- Who is better at caregiving, men or women? Why? Is this due to culture or biology?
- What factors contribute to men not participating in childcare?
- How do you think your community views men's participation in childcare?
- What are the challenges of being a father? How can these challenges be addressed?
- What are the positive aspects of being a father? What are the benefits of being a father?
- What are the benefits for a child who has an active father in their life?
- What are the benefits for a young man having a good relationship with the mother of their child?
- Are there positive role models of fathers in your community? What can be learned from them?
- What have you learned during this activity? How can it help you make changes in your own life and relationships?

Closing

If and how a father is involved in childcare depends on how men and women are raised and whether they are raised to believe that men can also take care of children. For example, girls are encouraged from an early age to play with dolls, practicing what supposedly lies ahead for them: domestic life and caring for family members. On the other hand, boys are generally discouraged from playing with dolls or helping with domestic chores. Although girls and women are frequently brought up from an early age to care for children, men can also learn to care for a child – and learn to do it well. When fathers are not involved in caregiving, mothers end up carrying a heavy burden and fathers miss out on many of the pleasures involved in caring for children. As you think about promoting equity between men and women in your communities, it is important that you start in your own home and think about how you as young men can start participating more in caregiving tasks in your family, as well as how you can encourage other young men to do the same in their homes.

WORKSHOP 13:



60 minutes

MY STRENGTHS

Participants gain insight into their different strengths. They reflect on their own skill and try to think of jobs that match them.



Notepad, pens/pencils, if appropriate poster or flipchart paper

Planning notes

What career matches my skills?

Many participants are not sure what kind of career they want to pursue once they finish school. So many questions remain unanswered: What kind of activity would I enjoy? What job would suit me best? It is reasonable to suppose that career aspirations will depend on one's own strengths and tendencies. But how can one find a job if he does not (yet) know what job matches one's strengths? This exercise should clarify these questions. The participants are asked to relate their strengths to different jobs. They have to assess themselves by choosing only one out of the two given statements. Afterwards they discuss which career suits a respective strength or tendency best. In this way, the participants learn that each job requires different strengths. The great thing about this exercise is that participants must always choose between two opposing strengths, both of which are needed in the job market.

Since many participants with a flight/migration background might not know about the variety of jobs, this little exercise is also a good introduction to the issue of 'occupation'. If all of the participants in the workshop have a refugee/migration background, you should always check if a mentioned job is familiar or needs explaining. In general, you should make sure that in the course of the game as many different careers as possible are mentioned.

Alternatively, you can suggest that each job can be mentioned only once.

Procedure

- /1 Mark one corner as Answer A and another as Answer B.
- /2 Participants should then stand between those two corners. After you have read the statements, one-by-one, the participants should decide on which corner to go to.

A – I prefer to work alone.

B – I prefer working in a team.

A – I get to know new people quickly and like socializing.

B – I am rather calm and thoughtful.

A – I like when we make decisions as a team.

B – I like to give orders.

A – I like being outside and I am always on the go.

B – I'd prefer to stay inside and need a steady job.

A – I see where there is work to be done and get involved.



B – I always think before I act.

A – Order is important to me.

B – I can manage in chaotic situations.

A – I want to become an expert in a particular field.

B – I want to learn many different things.

A – I decide based on my gut feeling.

B – I follow my head when making decisions.

A – I always make detailed plans.

B – I often decide/act spontaneously.

A – I focus on one task until it's done.

B – I often do many things at the same time.

/3 After dividing them into two groups, ask them to discuss each statement – what strength is best aligned with what occupation, for example:

A – I prefer to work alone.

B – I prefer working in a team.

Question:

What jobs allow you to work alone?

Answer (examples):

Professional driver, photographer, pathologist.

Question:

What profession demands a team player?

Answer (examples):

Carpenter, pedagogue, salesman

/4 Finally, discuss, if necessary, the fact that none of these traits or characteristics are 'good' or 'bad' as such, and let participant design a poster that presents their thoughts on the subject. You can instruct participants to take notes in order to relate to the outcomes, or they can draw their own profile with the two opposing poles on each side of a paper.



The primary purpose of actions and activities described in this section is to attract the attention of young people in the camps and to fill their free time. Having in mind that besides eating and sleeping young people in the reception centers/camps do not have much else to do, they are often bored and depressed. CARE and partner organizations have organized different activities for them which can be divided into two sections:

- I Carpentry workshop – gaining skills that can be beneficial for their future and professional orientation
- II “Be A Men” activities – which relate to workshops described above

Motivational
and Leisure
Time Activities

CARPENTRY WORKSHOPS

66

CARE International and partner organization NEXUS from Vranje have had a long fruitful partnership in implementing projects related to professional orientation and skills building for marginalized groups. That is why NEXUS decided to ask young men, but also young women, what additional activities – important for their future – would they like to have. The youths asked for a carpentry workshop. The aim of the carpentry workshop was to stimulate young people to learn something that could be beneficial for their professional orientation, but also to give them the opportunity to be creative and useful during their stay in the camps and reception centers.

NEXUS and CARE found available space in the Reception Centre, renovated it and purchased the equipment needed for carpentering. In addition, they established a partnership with local institutions so that young people can receive professional training and official certificates for it.

For that purpose, NEXUS found the space, bought the equipment, tools and materials and hired an instructor. It was also necessary to conduct safety and security information sessions which involved all of the participants, and to acquire permission for such activities from the center management. Apart from that, it was important to hire an instructor who spoke the language of the participants and a translator.

The training lasted 160 hours. Here are some impressions from the participants:

"Everything that we do in the carpentry workshop is nice and practical. The skills I gain are very important for my CV and future. Before the workshops I had a lot of free time and I was feeling useless. I needed the friendly atmosphere that we have here; everybody is active, motivated and kind."

"When I created my first object out of a piece of wood I felt great and useful again. I learned a lot from the instructor and now I make a bunch of things that we use in the Centre. This was a very important experience for me, as I was able to learn something new and receive a certificate."



"BE A MAN" ACTIVITIES

CARE International Balkans has garnered a reputation as an organization that focuses on youth development, gender equality, gender-based violence, women's empowerment and community mobilization. In the period 2006-2016, it undertook a bold initiative to engage young men and women (aged 15-19) in addressing violence and the harmful masculine behaviour, in close collaboration with local partner organizations. One of the reasons YMI has been so successful in popularizing young men's engagement in prevention of violence and gender inequality is its communication strategy and its brand "BE A MAN CLUB". These clubs are established throughout the Balkan region. Young people gather there to promote gender equality, nonviolence and healthy lifestyles.

In our work with young migrants we wanted to replicate this brand and form youth clubs in the reception-centers, gather interested youth and give them opportunities to organize different activities and be active.

Our primary tasks were:

- / 1 To inform and educate young people in an informal and amusing way.
- / 2 To encourage young migrants to discuss topics such as: gender equality, prevention of violence and healthy lifestyles, while sending clear messages in the process.

/ 3 To stimulate young people to openly discuss the stated topics and challenge rigid norms and behaviours.

/ 4 To attract all young people to take part in group educational activities.

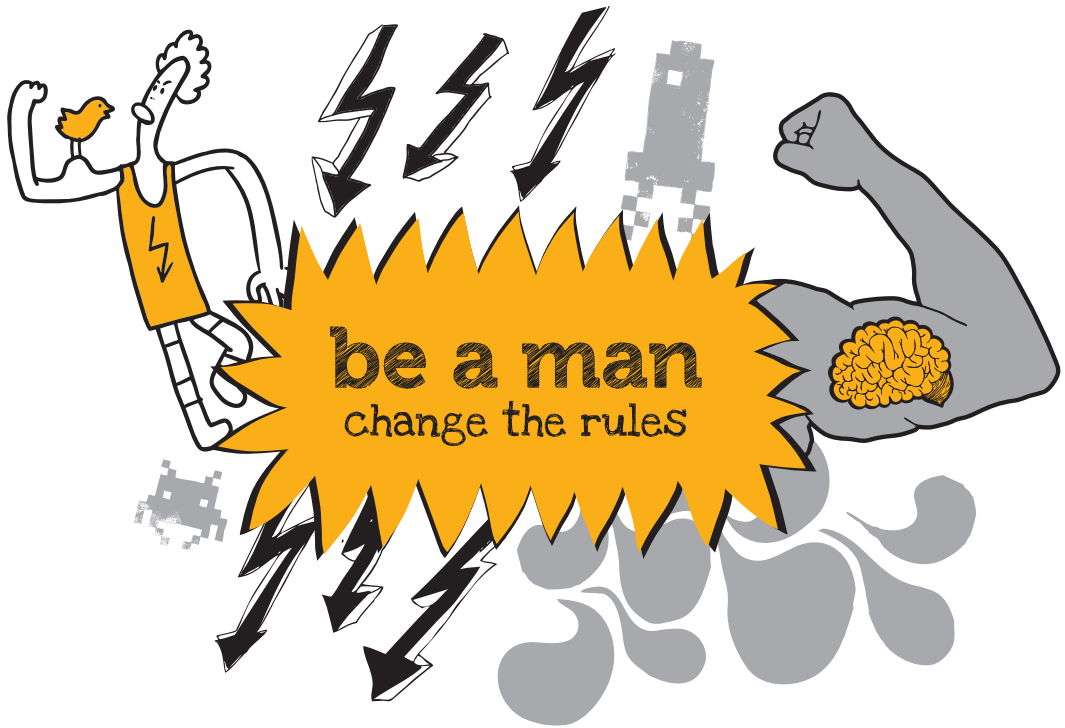
Activities can be realized as closing celebration activities after the educational programs, but also as side activities that reinforce messages from the workshops. Activities should always be attractive, interesting and fun, but they should also always relate to the topics of the program.

All the listed activities can be implemented in the Reception Centers/Camps, with the help of the camp staff, volunteers, and existing educators. Some of the activities should be organized in public places outside Centers/Camps, since that can be quite beneficial for refugees and residents, and their co-living. If this is possible, it should be discussed with camp management as well as local authorities so as to gain necessary permissions.

It would be best if your organization, together with a team of activists/volunteers and young migrants, organized something for the community, since the message of solidarity and peaceful co-existence is quite important. These local actions could contribute to the visibility of migrants and awareness raising about their situation, especially the situation of young migrants, as well as the problems and challenges that may be similar to youth problems in local communities. This can contribute to the acceptance and integration of migrants.

GENERAL REMARKS

- The voluntary principle is important for all activities. Only young migrants who are willing to participate can participate. It is all right if you have only a few participants, since the number will rise when activities start to happen.
- You should establish an environment where young migrants actively participate in the development, design and implementation of the activities. They know what they want and what they need, just ask them.
- Engage with them according to their interest and preferences and give them concrete tasks while preparing and implementing these activities.
- After each workshop or activity, give them the space and time to reflect and give their opinion on what was good and what could have been done better. Please take notes for yourself, as evaluation of your work. You should also record their expressions and thoughts. Their feedback will be useful for future activities.
- Also, give them feedback on how you see their engagement, show appreciation for their commitment, and thank them. If possible, give them some small rewards for their active participation (e.g. usb flash drives or mobile pre-paid cards).
- Don't forget that this is a dynamic process where all engaged parties learn from each other through joint work and leisure activities. For example, participants learn from educators about types of violence, while educators learn from participants about their opinions, interests, challenges, and culture. This program is a living project and it is always in progress, so constant flexibility and readiness for adaptation is necessary.
- Always have the basic values of this program in mind, such as: nonviolence, gender equality, tolerance, non-discrimination, healthy lifestyles, solidarity, and activism. All the activities – as well as educators, activists and volunteers – should constantly represent those values.



- Because of the language barrier it is quite important that you have a good and engaged translator who also reflects the stated values of the program.
- If you would like to take photos or make videos of the activities make sure you have signed consent forms from the participants and explain to them the purpose of the photos and videos.
- Make sure that all people involved are familiar with the Code of Conduct, the Child Protection Policy, as well as all protocols related to working with migrants and working in reception centers/camps. All of them should have a list of referral mechanisms in case of challenging situations.

LEISURE TIME ACTIVITIES

70

Young men settled in the Reception center do not have much to do besides eating and sleeping. If they are not enrolled in high schools, they have a lot of free time and they are not happy about it. In our experience, besides the workshops which they like because they are involved and occupied, they also enjoy various activities related to sports, culture, or just fun. Here are some examples of activities that had a positive impact on young people. Before every activity you should allow young men to express what they would like to do and how, and you should help them to organize it.

FAIR PLAY TOURNAMENT

Organizing fair play tournaments (football, basketball, volleyball) can be a great activity for youths, since it can be fun and educational at the same time. It would be great if you could organize mixed teams (in terms of ethnicity, gender, nationality, etc.) and demonstrate that mixing can lead to a better performance. The match usually shows them that fairness and teamwork can bring success. After the game, gather them and discuss these topics. Most of all make sure they all have fun!

Caution: Before organizing a tournament, engage young people in the making of the rules, concerning mixed team's composition and how to settle conflicts. You need to be careful and have in mind the differences that can cause conflicts. Always follow the DO NOT HARM princi-

ple. If they do not like the idea, try to find other solutions with them.

Checklist for a successful action:

- Find a field and balls
- Request the permission to organize a tournament on that particular field
- Prepare refreshments for participants
- Recruit referees
- Have an equal number of participants in both teams
- Find equipment for the teams
- Prepare small rewards for participants and 1st prize reward
- Promote the event

MOVIE NIGHT

Organize a movie night with young migrants. The selection of movie(s) can be done by voting, but be careful regarding the contents of the movies. The selected movie should have a clear positive message and not promote violence, drug abuse or similar topics. It would be best if the movie is related to the same values as the educational workshops.

A good example is Billy Elliot¹⁰, which deals with gender issues. After the movie, organize a discussion about their impressions, the movie theme, the character's motivation, the messages and conclusions.

Possible challenge: Make sure that there is no language barrier or choose a copy with subtitles in a language that the participants understand. (www.subscene.com).

Alternative: Besides feature movies you can play documentaries and organize a discussion after screening. A good example is Dear daddy¹¹ developed by CARE Norway.

Checklist for a successful action:

- Find adequate space and technical equipment (projector, adequate surround sound system, etc.).
- Prepare refreshments and snacks
- Prepare questions for the discussion after the movie screening

GRAFFITI / MURAL

Organizing drawing of graffiti/mural sessions with positive messages at public spaces. Young migrants, if possible together with young local residents, can draw graffiti/murals that express the values of the project. You can find some "local artists" who can guide, support and teach them to do draw graffiti/murals. The graffiti/murals should be painted on a wall at a place where people regularly pass. When preparations are done (buying sprays, paints, brushes, and agreement on the final look of the graffiti/mural), you can start with the graffiti/mural drawing activities, with music and refreshments for graffiti creators, but also for passer byes.

Caution: Every graffiti/mural must legally comply with regulations and with the permission of local authorities who must be informed about this activity in advance. Also, make sure that the message or the picture is appropriate and in line with the program values.

Option: Cleaning graffiti of hate speech elements – another option is to locate graffiti with "bad messages" in the camp/community and then organize cleaning or painting activities to cover them.

¹⁰ <http://www.imdb.com/title/tt0249462/>

¹¹ <https://www.youtube.com/watch?v=dP7OXDWof30>

Checklist for a successful action:

- Design the concept of the activity, sketch of the graffiti/mural and select the message
- Find an adequate location for the graffiti/mural
- Acquire local authorities' permission for making a graffiti/mural
- Purchase necessary materials: colors, sprays, paint and brushes, etc.
- Find young artists who can support the process
- Prepare refreshment for participants
- Organize music if possible

"CHALK WALK"

For this action you need affirmative messages and chalks. The activity can be done in public spaces, on sidewalks and in the camp. Young people should write the messages with chalks on the ground in order to draw attention of other people. From our experience, this is very effective and people read the messages and ask about them. By-standers can join the action and write their own messages. They can also add some visual elements.

Checklist for a successful action:

- Young people and a lots of coloured chalk
- Good public location
- List of messages for writing
- Information session with youth about messages that will be promoted

"BE A MAN – COOK SOMETHING!"

A cooking workshop is always interesting, but you need access to a kitchen and kitchen staff that can support the process. This can also be done in public spaces with alternative kitchen items. From our experience, this is a great opportunity to challenge gender stereotypes (since cooking is usually considered a women's work). Besides, young migrants get a chance to cook a dish from their country of origin and host a feast for community residents. It is very important that this activity is amusing and welcoming for all people. You can also turn it into a juried cooking competition.

Checklist for a successful action:

- Kitchen and kitchen equipment
- Dishes and cooking tools
- All necessary ingredients for cooking the chosen dishes

- A cook who can support the process
- Jury if you turn it into a contest

“BE A MAN – BE RESPONSIBLE!”

Young migrants can do small repairs in the community or within the reception centers/camps. They can do major cleanings or refurbish spaces, they can repaint park benches or create playgrounds for kids. Collecting garbage and cleaning public places can attract the attention of others and serve to promote project messages.

Checklist for a successful action:

- Choose location
- Acquire permission for the selected location
- Provide tools and materials (paint, brushes, brooms, etc.) and protective equipment (gloves, First Aid kit, etc.)
- Organize music and small rewards for the participants

FUN, MOTIVATIONAL ACTIVITIES, EXCURSIONS

Young migrants can be motivated by organized excursions to places such as movie theatres, swimming pools, bowling alleys, arcades, fast food restaurants, ice cream shops, cultural exhibitions, or nature trips. First you need to ask them about their preferences and acquire permission from the camp management. These activities are supposed to be informal and fun, but use every opportunity to discuss workshop topics with them.

ADDITIONAL EDUCATIONAL ACTIVITIES THROUGH LOCAL COOPERATION

Think about resources that already exist in the community surrounding the reception center. Are there any possibilities to connect these young people with other organizations with different educational sessions? Can you take the youth group to local institutions like health centers or the police, where they can talk about the importance of safety? Ask participants what are they interested in and find somebody in the local community who can give them more information or show them something new.

CREATIVE ACTIVITIES / WORKSHOPS

Creative workshops are very interesting for young people. You can check with your local community whether there are some creative workshops, such as photography, acting, music, video making, or rap/hip hop workshops. You can enroll them into these workshops and support them to develop song lyrics or create theatre performances. Short role plays regarding migration or the challenges of young people can turn into theatre plays which can gather interest from local citizens and initiate public discussions on issues important to young migrants and their status.

CELEBRATION AND CERTIFICATES

The final activity for a successful completion of educational workshops and activities can be a celebration ceremony. You should find adequate space, prepare snacks and refreshments, and invite all people interested. This could be anyone involved in the workshops: educators, camp management, local stakeholders, and others with whom you can celebrate the success. Make sure that you devise an interesting program with keynote speakers, but also to save some time for the presentation of results prepared by young migrants involved in the program. They can share what they have learned, show photos or play videos. Then you can hand out certificates for participation and rewards for the ones most active.

After that, if possible, try to organize a celebration party with music and amusing activities.

Checklist for a successful action:

- Adequate space, decorations (balloons, messages, etc.)
- Snacks and nonalcoholic drinks
- Keynote speakers and young migrant speakers
- Certificates and rewards
- DJ and surround sound system



FINAL REMARKS

You may use this manual in different ways and adapt it to different contexts, but have in mind that this program is made for young migrants who have this to say to you:

"We are depressed because of our uncertain future and we do not know what to expect. We do not know where we stand. That is all we think about day and night. We are hopeless, we do not know what the future holds for us. Everybody here has some talent and goal they wish to accomplish in Europe. Now, those goals and talents just slowly fade away."

As humanitarian workers, we are here to offer support to them during this transition, to encourage them to find their own way and empower them to become great people.

"I see myself at a university where I will study, have a nice girlfriend, a nice house and speak to my family every day. I will have a lot of friends in Europe, and when I finish university I will have a job. I will live in Belgium."

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