



## Program Y

# Social Campaigns in the Prevention of Violence and Health Care



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# **Social Campaigns in the Prevention of Violence and Health Care**

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## Foreword

A decade of experience in working with young people on the topics of gender equality, non-violence and healthy lifestyles has contributed that coordinators of the Young Men Initiative also create this important Manual which is intended for teachers so that they can successfully implement the Program Y in their schools, but also for all educators who train young people on these important issues in their communities. Many useful tools, specific instructions and advice will certainly contribute to the successful implementation we wish for you.

On this occasion CARE International Balkans would like to thank everyone who have contributed, through their work and knowledge, to the better life of young people in the Balkans as well as to all young people for their active participation, positive energy and dedication in the implementation of campaign activities.

Special thanks to Feđa Mehmedović from the Association XY, Nedim Mičijević from the Youth Power and Aleksandar Slijepčević from the Institute Perpetuum Mobile who transferred their vast experience into this Manual and who were willing to share their knowledge and skills with all those to whom this Manual would be a guiding principle in the design and implementation of youth campaigns.

### About the authors

**Feđa Mehmedović, Master Trainer, Association "XY", Sarajevo**

Feđa Mehmedović was born in Sarajevo on 24 February 1982. After finishing medical high school in Sarajevo, he enrolled the Faculty of Health Studies at the University of Sarajevo. Since 2002 he started his engagement as peer educators in the non-governmental organization Association XY. The following year he received the title of trainer of peer education and field work in working with marginalized, hard to reach and general population groups and individuals. His contribution to the development of numerous educational programs to work with different groups (MSM, LGBTQ, Roma people, injection drug users, young people, parents, health workers, professionals, teachers, etc.), secured him the title of master trainer of education programs in 2004. In the period from 2002 to 2015, he designed and implemented several hundred educational workshops, presentations and trainings, which secured him the necessary competences to develop, design, test and create various educational approaches and methodological frameworks based on interactive techniques and modern pedagogical approaches.



He is the author of numerous educational modules, educational tools and manuals aimed at health care professionals, social workers, parents, psychologists and other professionals, organizations and individuals working in the field of promotion and protection of health, promotion of gender equality, promotion and protection of sexual and reproductive health and rights, prevention of human trafficking, prevention of use and abuse of psychoactive substances and prevention of violence. During 2013, within the mandate of the Association XY and the Ministry of Education, Science and Youth of the Sarajevo Canton, he was engaged as an author and co-author of the Guide for students, the curriculum and the manual for teachers of the subject Healthy lifestyles which has been implemented in elementary schools in Sarajevo Canton since 2013.

Direct work with various population groups in BiH and the region gave him special sensitivity towards specific health, educational, socio-cultural needs of different groups, which enabled him to adapt his work and approaches to end users, i.e. to those to whom his approaches, modules and manuals are intended. More than 10,000 young people and adults have been included in educational and other activities led by Feđa Mehmedović.

As the winner of the United Nations Campaign "Men united to end violence against women and girls", he made a significant contribution to raising public awareness of gender-based violence in Bosnia and Herzegovina. Feđa is also a Bosnian Herzegovinian champion in the global international campaign HeForShe, led by the Secretary General of the United Nations, Mr. Ban Ki-moon. Since 2016, he has been a member of the expert group for the sexuality education of the European Society of Contraception.

More information on:

<http://beijing20.unwomen.org/en/voices-and-profiles/champions#sthash.oN2dwRhI.dpuf>

**Aleksandar Slijepčević, Project Coordinator,** NGO "Perpetuum mobile - Institute for Youth and Community Development", Banja Luka

Aleksandar Slijepčević was born in Sisak on 2 July 1991. He finished elementary and Economic High School in Banja Luka, after which he enrolled the Faculty of Economics at the University of Banja Luka. He graduated from the Faculty of Economics, University of Banja Luka, at the department "Management and Entrepreneurship".

He began his career in the non-governmental sector in 2009, where he started active engagement in projects of violence prevention in NGO "Perpetuum mobile" by becoming a peer educator for programs of non-formal education for young people.

He coordinated numerous projects of non-formal education of young people and in his work he trained over 1,000 young people to conduct education and campaigns by themselves, as a form of preventive action against violence and the promotion of healthy lifestyles. He has extensive experience in working on gender-transformative programs for the prevention of violence and empowerment of gender equality, as well as the great commitment to changing behaviors, attitudes and norms of young people in order to reduce the rate of violence through preventive work.

He is part of the international network "Learn2Change - Global Network of Educational Activists", which brings together civil society activists from all over the world who deal with formal and non-formal education. Also, he is part of the educational leadership network "LEAD" which aims to promote and build leadership competencies of young people through the transfer of international experiences to the local level.



**Nedim Mičijević, Youth Power, Mostar**

Nedim Mičijević was born "under a lucky magical star, but generally tragic on this earth", on 15 May 1995 in Mostar. He finished elementary and High School of Mechanical Engineering and Traffic in Mostar, after which, following an unsuccessful episode of studying at the Faculty of Mechanical Engineering, he enrolled the Faculty of Education at the University of Džemal Bijedić in Mostar. Currently, besides active work in the non-governmental sector, he is an active student of Psychology and Sociology.

He made his first steps in the non-governmental sector in 2011. Back then he was one of the first young men to join the Young Men Initiative Program (YMI) in Mostar. After he went through the first training and realized what this program was about, he became fond of it and remained part of the Program to this day. After the first training, his career goes ascending. He first worked as a volunteer, then as a youth leader, and finally as a coordinator of activities. He has been part of the first team of Youth Power, since the foundation of the organization – on 10 January 2013, and today he is the Program Manager of the organization. He is a member of the Management Board of the Youth Power Slovenia.

He puts the focus of his work on peer education and creation of peer educators' networks and the formation of support for such networks. He believes that much more knowledge and information can be transferred through peer education, through peer-to-peer method. Nevertheless, he does not diminish the importance of formal education and he thinks that if non-formal education wants to achieve a certain goal and lead to learning outcomes it must be well-designed and structured. For him, learning is a process in which everyone should enjoy, both those who convey the knowledge and those who receive this knowledge.

So far, he has successfully coordinated 10 projects dealing with youth engagement and prevention of gender-based violence, and he has worked directly with over 500 young people, from BiH to the EU countries. He participates in creating activities and programs of Youth Power. Through his work he has implemented more than 40 educational trainings for young people, peer educators, teachers, professors and school counsellors. He is the creator of the methodology of professional development for high school counsellors within the accreditation of the Program Youth in the Herzegovina-Neretva Canton. In addition to his work at the local level, he actively cooperates with organizations and youth centers from the countries of the region and the EU, on projects of the Erasmus+ program. He is creator of 6 training courses for youth workers in aiming to improve their skills for working with peer groups and peer educators. He is licensed trainer for projects under the Erasmus+ program of the European Union, and his profile is available on the SALTO YOUTH online database of trainers.

## Introduction

Within the Program Y - Social Campaigns in the Prevention of Violence and Health Care, we have presented to you concrete knowledge, tools and examples of how to effectively act on the level of your school in order to change behaviors and attitudes of young people on the issue of violence, healthy lifestyles, drugs and abuse of psychoactive substances, gender identity and parenthood. All examples given in this Manual are examples and lessons learned from years of experience in working on these issues.

Through the first chapter we gave you a theoretical view which represents the basis for the implementation of practical measures of activities and work with young people, using the campaign as an effective tool. First, we tried to explain what campaigns were and why it was important to use campaigns as supplement to educational model of work with young people. Also in this section we talk about certain cultural norms that exist at the school level and how young people should be included directly in developing campaigns in order to lead to the transformation of certain norms. In the end of the theoretical part we thoroughly explain where we have drawn all our knowledge from, and that is a long-term project implemented in the Northwestern Balkans under the name "Young Men Initiative" and "Be a Man" campaign, as two key elements that have led, and continue to lead to the change of lives of young people. Do not forget to read in that part some of the interesting stories of positive changes, where we convey the words of young people

who have gone through projects and campaigns that we have implemented for years.

In the next chapter we deal more with the practice and less with theory, and we present concrete examples of how to work with groups, how to form groups of young people and how to efficiently carry out campaigns in your schools. When we say practice, we really mean it, and you will have the opportunity to get detailed instructions on how to implement youth club meetings, with specific guidelines and exercises. As the most important part of this chapter we highlight the part of the implementation of youth campaigns in your schools, in which we give you proposals of youth club campaigns that we have implemented and how to link them with the implementation of educations of the Program Y as the key educational model for working with young people.

At the end of this Manual we give you the view of universal campaigns that still exist and that are implemented in over 30 schools in the region, and in this section you can learn more about campaigns such as "Be a man - change the rules", "React as human" and "Pazi Sex" as key campaigns in the preventive activities in working with young people. Also, you will find here further instructions on how and where you can get additional information about the additional matters that might interest you, and we give you an instruction how to find some universal materials that you can use when implementing your campaign in schools and public places.

## About the Manual

This Manual is designed for the needs of teaching and professional staff of schools in the Northwestern Balkans, as a complementary document to the educational manual "Program Y – Youth – Innovative Approaches in GBV Prevention and Young Men and Women Healthy Life Styles Promotion"

The Manual is designed in a way that provides specific guidance, knowledge and instructions on youth campaigns implementation, as one of the tools of preventive activities on the issue of violence, promotion of healthy lifestyles, prevention of the use of drugs and abuse of psychoactive substances, promotion of gender equality and the active participation of parents in the lives of their children.

The Manual consists of practical and theoretical resources, that enable teaching and profes-

sional staff of schools to effectively create and organize clubs/youth groups and campaigns at the school level and involve them in the promotion of positive attitudes and values. Effective use of this Manual will surely influence the creation of a more positive and favorable environment for young people in schools, which will enable their better social influence, improve quality of life and significantly affect the development of their life skills.

Very important information about this Manual is also that reading and using the Manual give you the space to be creative and to influence the creation of positive environment for young people, while for all ideas, questions, additional information you can always contact someone from partner organizations that have implemented this type of campaigns for many years.

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# Chapter 1



## A little bit of theory, but the one that is interesting

### **Young Men Initiative: Prevention of gender-based violence in the Western Balkans**

Since 2006 until today, the program of the prevention of gender-based violence in the Western Balkans - Young Men Initiative (YMI) – has worked on building of more gender-equitable attitudes and behavior of young men and reducing violence of young men (against young women) and peer violence (violence of young men against other young men) in Bosnia and Herzegovina, Croatia and Serbia. In addition, since 2010, the Young Men Initiative has expanded to Kosovo\*<sup>1</sup>, and since 2013 to Albania. CARE International Balkans, with the technical support from Promundo, Rio de Janeiro, Brazil and the International Center for Research on Women (ICRW), Washington, United States of America and the financial support of the Austrian Development Cooperation (ADC), the Government of Switzerland, the OAK Foundation and CARE Germany-Luxembourg, runs this program that examines the social norms related to masculinity and violence through educational workshops that take place in schools and socially engaged campaigns aimed at young men and women aged 14-19 years.

**YMI approach** is based on the gender-transformative curriculum adapted according to the Program H of the Institute Promundo<sup>2</sup> and designed to provoke critical thinking about gender norms that drive violence and other harmful forms of behavior. High rates of alcohol use in the region also encourage this program to focus on high-risk alcohol consumption, which is associated with an increased likelihood of perpetrating violence in many situations. Young Men Initiative is implemented in secondary schools, enabling it to achieve a high level of participation of young men and women (from 2013) aged 14-19 years. The focus on young people is important, because adolescence is a key moment in the process of socialization, when attitudes and behaviors among young people are still developing. In the schools which participate in the program, YMI sessions are conducted by trained educators and they are integrated into the regular schedule of classes during the school year, with a focus on four key program areas: (1) gender attitudes; (2) violence; (3) sex, health and well-being; and (4) use of alcohol and drugs. Young men initiative extends



1 · According to UN Resolution 1244

2 · <https://promundoglobal.org/>



beyond classrooms as well. The program includes additional residential training where facilitators hold additional sessions and team building activities in the more immersive environment. In addition, the program also includes the "Be a man" lifestyles campaign, which aims to reinforce key messages of the Young men initiative and encourage changes at the school level and beyond. The campaign is supported by variety of educational materials, social media and "activities" organized and conducted by the students, members of "Be a man" clubs (abbreviated BMC). Members of "Be a man" clubs are both young men and women, and in the region they gather several hundred active members. In the Balkans, there are currently 40 active "Be a man" clubs with 1,500 active members. Leading philosophy of the Young Men Initiative is that young men should not be seen as an obstacle to peace and gender equality, but as key allies in the promotion of non-violent, healthy relationships and communities. Young women, as active members of the community, should be active participants in society, as well as agents of change. These days we are witnesses that young women are not only victims but also perpetrators of violence to a lesser extent. Both young men and women in adolescence require additional education about healthy lifestyles and the prevention of gender-based violence as a guide to gender equality and gender-equal society. Young Men Initiative believes that if students learn about violence, as well as how to question the dominant gender norms, and if they have the opportunity to apply these new ideas and skills in a safe environment, they will be more likely to internalize this information that will, over time, result in more gender equitable, healthier and non-violent lifestyles. Moreover, as group norms begin to change, the program helps to create a more tolerant and friendly environment at the school level. This path of changes, which young men and women apply and internalize new ideas, is strengthened by several support structures, such as non-violent role models (e.g. YMI facilitators), support of social networks, as well as stimulating school environment. More information about the program "Young Men Initiative", as well as the stages of implementation, can be found on the official website of the program: [www.youngmeninitiative.net](http://www.youngmeninitiative.net)

### **Awards/recognitions - Global Education Network Europe**

In 2017 the project "Young Men Initiative" won the prestigious award for Innovation in Education awarded by the Global Education Network Europe (GENE, [www.gene.eu](http://www.gene.eu)) as the only winner outside the European Union. This was the first time that the award for innovation was announced, and the organizers received 80 applications from 26 countries, where the project "Young Men Initiative" was one of 12 winners of awards for innovation in global education. This award aims to assist projects of global education that bring positive changes and open eyes and minds of people to the realities of the world, locally and globally. It promotes initiatives of global education that can lead to these changes through creativity, participation, direct activities, synergies and innovations and, ultimately, inspire public policies.





## How did the "Be a Man" campaign start

In order to give you the closest explanation about how one of the best campaigns against violence currently in the Balkans started, we must first remind you of a very well-known "educational" phrase in our society, which is: "Be a man." Now try to remember where and when you last heard or pronounced it, and in which context it was.

To be a man in the Balkans, especially for young men in the period of their development into the adulthood, is not easy. It is not easy for girls as well, do not think that we are going to make distinctions here and say that is more difficult for someone and easier for someone else, because it is almost impossible to measure it, but we want to explain how the campaign started and our vision of the phrase "Be a man" within the project that we implement.

As you have by now perhaps remembered that the last time you heard "Be a man" it was in a negative context that sounded like, "Be a man, show that you are a real man, kick him", "Why do you cry, you are a man",



"Should woman tell you how to behave, come on, be a man", or something like "What kind of a man you are, men are strong, not such wimps, be a man", "Who is the man in this house, be a real man", try to think about the effect which this phrase has on young men who are growing up, but also on young women who are largely directly influenced by the weight of these phrases and actions that derive from them.

It is because of these negative frameworks, as well as the weight of words and deeds that young men and women are faced with in their growing up, that the partners from the project "Young Men Initiative" launched the "Be a Man" campaign. The campaign was developed by Smart kolektiv from Belgrade, which has the expertise in the field of developing socially engaged campaigns. The campaign was developed by the so-called participatory method – with the active participation of young people from the region in all phases of the campaign development. The campaign was launched in secondary schools in Serbia, Croatia and Bosnia and Herzegovina in 2008 with several goals: to promote educational workshops in secondary schools, to attract young people to participate in the program and to convey educational messages of the project to a larger number of young people in the region of the Northwestern Balkans. Key messages of the campaign are focused on changing negative attitudes of young people in terms of peer violence and violence in general, and in terms of building young people's life skills to promote healthier lifestyles.

The campaign is designed to be implemented in secondary schools and through the engagement of young people to encourage them to influence themselves and their environment in order to promote nonviolent behavior and conflict resolution in the right way, all through the promotion of healthier lifestyles. The focus was primarily on young men, since every research conducted until then had shown that they were the ones who committed most violence against other young men and young women, so they were more prone to risky behaviors and they asked for help less frequently. The aim was also to influence and to change attitudes regarding rigid and harmful norms of masculinity and to reduce the rate of violence against women and young men in the form of peer violence and gender-based violence.

The campaign was accompanied by various messages aimed at changing rules and encouraging young people to think in a completely different way. The slogans that were used, and that are still used today, are "Be a man – fall in love!", "Be a man – build your brain!", "Be a man – show your feelings!", "Be a man against violence", "Be a man – don't be a bully!" and many others. Clear messages, which were also intended to be interesting, were very important in challenging the stereotypes that young people face with and providing adequate ways to change them.

*"Be a man  
– fall in love!",  
"Be a man – build  
your brain!",  
"Be a man – show  
your feelings!"*

Since 2008 until now, over 2,000 activities in more than 30 cities and municipalities in the region have been carried out within the Be a Man campaign, including over 30 secondary schools, where over 30,000 young people have been directly involved.



## Be a man clubs: From project to lifestyle

Be a Man clubs are established as clubs of high school students who are engaged in a creative way in the design and implementation of the "Be a Man" campaign, and represent its most significant part. The first clubs were established in May 2009 in Zagreb, Prokuplje, Sarajevo, Banja Luka and Belgrade. Today, this number is much larger and includes young people from over 30 cities and municipalities in the Northwestern Balkans. Members of the Club are active participants and promoters of the "Be a Man" campaign in the way that they are those who develop and organize campaign activities in their schools, and encourage other young people to get involved in promoting their values. In addition, they participate in motivational activities such as movie evenings, theater, concerts, sports games, traveling and meeting other young people and sharing experiences with them through various types of youth camps and camps for youth leaders.

Be a man clubs are not clubs that only include young men, although their name could lead you to think that they are. These clubs include equally young men and women, with the goal of building healthy lifestyles for all of them. The reason for this is that clubs in the region have reached a high level of brand and recognition, as a kind of positive lifestyle for young people. These clubs have a strong impact on changing attitudes towards violence and teaching young people about topics that are not taught in schools. They allow them to build themselves and encourage others to be better, by providing a safe zone for young people, where there is no judgement, challenged opinion, and where the dialogue and self-critical thinking are encouraged. In some cities there are special clubs for young women, which have their own name and meetings. Although there are separate clubs which have different names, groups generally meet together, create and implement activities.

Be a man clubs involve young people of different beliefs, characteristics, education and opinions, thus gaining a versatility and diversity that make the essence of the changes that this club provides. Participation in activities can help students to develop: identity, emotional intelligence, interpersonal communication skills, negotiation skills, organizational skills, life skills, with a focus on critical thinking and decision-making, problem solving skills, skills for dealing with critical situations, pro-social and social competences, gender equitable attitudes and values, healthy lifestyles, especially in the context of sexual and reproductive health, an intolerant attitude towards others, including people who are

different from them. We believe that by addressing the issue of gender inequity and by promoting a healthy version of masculinity and manhood, young men are given the opportunity to realize their full potential in society. In societies where gender equality is the most widespread, the benefits for both men and women will be viewed through more equal relationships, better health of men and women, and greater enjoyment of human rights for all citizens.

### Stories of positive changes in the region

*"I was not communicative and talkative. I resolved all the problems violently and without negotiation. I used to use violence."* This is how Branko Bujić, active member and educator of the "Be a man" club from Banja Luka begins his story.

In this section, we will present to you only some of the stories of positive changes that have taken place over the years and the statements of young people about how participation in educations, campaigns and work of the Club influenced them and their lives.

Branko is today one of the most active members and promoters of the Club, and he ends his story with the words: *"I grew up with such people and in such neighborhood where this 'masculinity' was important and where it was expressed only through the strength and proving the same. I often fought against young men from other neighborhoods, although I never had any serious problems. ...Now, I can find a solution quickly when a life problem arises because I have developed a broader awareness of myself and the people around me. I 'threw out' some bad people from my life and I left some of the 'stories' I didn't want to be in. Of course, today my family supports me, especially after the 25 November, i.e. the 'Orange day', after which my father, who did not support me in what I was doing, approached me, after the action on the square, gave his hand, embraced me and said 'well done my son, just keep on doing it'."*





He is just one example of many that exist, because we should not forget the story of Dragan, also young man from Banja Luka who turned his life completely and told his story in a very emotional way. We will not quote him here, but we will ask you to leave this Manual for 9 minutes, turn on the Internet and type in the YouTube: Post war machismo - Story of Dragan Kisin.

There are many strong and emotional stories like this, so below we will give reviews of the most important statements from the already collected stories of positive changes from the entire region.

○ *Ishak, Mostar*

*"Today I am very different about my peers. I used to humiliate and insult them, and I did it often. It is very important to me that my parents see a positive change in me. I am working hard on the 'Be a man' club, because I care that this story and the people who are in it, because there are many of my good friends in it."*

○ *Ružica, Mostar*

*"Before I joined the first thought of the phrase 'Be a man' was 'do not cry' and 'do not hit a girl', but now I understand that being a man does not mean being the strongest in the world and hiding your emotions, but it means that men should be what they are without shame and fear, and that it is not shameful to show your feelings and be what you are. I see the Club as one small family whose members help each other and it is support in any situation. There I have met so many positive people who had a big influence on me, but those were not only people from other places, those were people from my city that I would not have the opportunity to meet if it was not for this Club. Through the Club, I lost the fear of public speaking, I am more open and calm person, and I know how to deal with my emotions in a healthy and productive way."*

*Dženis, Sarajevo*

*"By helping others, I realized that I was one of those who needed help as well. Every day, some new problems arise and we often leave them behind, from where the way out is very difficult ... I used to think that 'Be a man' club was boring because I did not know what it was and who these people were, and today they are those who are my family and who have enabled me to be what I am today, and that is a person who helps others, listens and gives advice and educates others in the fight against violence."*

Amer, Sarajevo

*"It was quite normal to watch arranged fights in the school yard, someone else's faces in the mud covered with bruises. It was also normal not to do anything about it and record everything on the phone... Several years later, after I started to educate others against the bad things I participated in, I realized that there was another life, a better life, in which I was a person helping others and showing them a better way."*

Nikola, Belgrade

*"It was not a problem for me, if I come across someone, to start a quarrel, fight, and just get away from it. When someone made fun of me, I would just walk in and hit him, without thinking. Somehow I have learned to control my rage, anger and arrogance that I sometimes have. Now when I run into a problem I try to solve it in a quiet way, with words, and to avoid any kind of fighting, insulting or whatever. I managed to grow up and to change my way of thinking, and the 'Be a man' club helped me with it."*

Miomir, Belgrade

*"The biggest change I see on myself is that I do not use violence against others to defend myself and my 'honor'. I often mocked others, ridiculed them, for no reason. Now my goal is to influence others around me, to change other young people and to stop violence that is present in our society."*

Alban, Pristina

*"I started to contribute much more in house chores and to help my parents. I realized that we should change attitudes regarding the issue of male and female tasks. What I find important about the 'Be a man' club, it is the struggle for equality and respect for diversity."*

Valentin, Pristina

*"I often abused others and judged them by the way they looked like and how they dressed. Now I feel bad about what I have done, and I am trying to influence all my friends around me not to make opinion about someone before meeting this person ... It is very important to me that my change for better is recognized by my mother who is very proud of me and of a man I am today."*

## What are campaigns

Prevention of violence and promotion of healthy lifestyles of young people are an important part of the wider communication strategy of promoting and protecting the health of young people in almost every modern country. Regardless of whether it is about violence, the prevention of the use of psychoactive substances or the prevention of sexually transmitted infections, modern education systems combine formal and non-formal education with health campaigns, all in order to eliminate risk factors identified as important determinants of health. Campaigns not only have the power to influence risk factors, they can actually be a driving force, i.e. they can mobilize young people and adults to actively engage in the transformation of the environment in which they live or go to school, with the aim of achieving more comprehensive and complex health outcomes.

Public and health campaigns can, if they are designed in a strategic way and if they integrate principles and theories of effective communication, be successful in transferring positive messages to larger population groups, at the level of community, school, or entire country (Fox, Sixsmith, Doyle, Barry, 2014). As such, campaigns can be useful and effective means of promoting health and preventing violence, and today they are identified as a very important aspect of prevention and control of behavior that we want to change (Fox et al., 2014).

Public campaigns and campaigns in schools should include a wide range of communication strategies and activities in order to disseminate relevant, motivating and age-adjusted information to mobilize a particular group to take positive attitudes in relation to the problem addressed by a particular campaign.

Campaigns can be designed with an aim to raise awareness of young people about important social and health issues, but in combination with education, they can empower young people to recognize risks, to critically think about decisions they make, to recognize unhealthy relationships with the environment, and to make the best decisions for them and their environment. Campaigns can also be designed in a way that clearly defined messages and information positively affect knowledge, attitudes, values, beliefs, and behaviors. But such a complex impact cannot be achieved if those are short interventions or activities that are not based on a strategic approach that addresses important issues, which are a prerequisite for achieving the desired impact.



Through campaigns we can change the level of information, positively affect the knowledge of specific topics, affect attitudes, values and beliefs, and ultimately affect behavior. Also, through campaigns we can affect the "climate", i.e. create preconditions for young people to more easily practice certain beliefs, attitudes and positive behaviors.

**Example:**

Violence is fed by attention and people who behave violently, most often do it in front of others. In this way, they demonstrate power and superiority in relation to the victim, and at the same time, if a society "approves" such behavior, a person who commits violence because of the attention and indolent attitude of the society, may consider that violence he/she commits contributes to his or her social status in that group. Witnesses of violence in this case represent the audience, and whether the person will continue with committing the violence or not often depends on the reaction of the audience.



The campaign "**React as human**" and complementary workshops introduce young people to these principles, alter their attitudes about "positive outcomes of violence", transform their convictions about violence as a harmless phenomenon, especially when it comes to forms that are identified in the society as "less harmful" or that are hidden behind the term "fooling around". Every violence produces negative feelings of those who are exposed to it, and it is necessary to show young people that every violence produces suffering, pain, sorrow and dissatisfaction. The campaign "React as human" is designed with an aim to encourage young people to react positively in situations of violence - what active witnesses can do to prevent violence, stop it if they witness it and encourage proactive and prosocial behavior of peers as an important preventive strategy. The "React as human" campaign encourages and enables young people to change the culture of behavior of young people, sends a clear message that the reaction is desirable behavior and how they can act in different situations in a way that does not endanger their own behavior. Precisely this influence on a broader peer group, the promotion of preferred behavior patterns and cultural influence are only possible through campaigns. The workshops have a goal to educate young people and prepare them to understand and to live the messages of the campaign.

## Why it is important to influence attitudes, values and beliefs through youth campaigns

During adolescence young people align their attitudes, values and opinions with different socio-cultural influences, and in relation to the knowledge, personal experiences and information they possess. Behavior and decision-making are directly related to human beliefs, attitudes and values.

The beliefs are an inner feeling that something is true, although this does not necessarily have to be true, i.e. scientifically grounded. An example can be a belief that if a black cat crosses your path it will bring you a bad luck. A person practicing this belief may feel uneasy when crossing a street previously crossed by a black cat, and sometimes, due to the same belief, can choose another path/road fearing the "consequences". From this example it is easy to conclude that beliefs do not have to be necessarily accurate, belief can exist without a scientific basis that would confirm that the belief is true. This example also shows the relationship between the conviction (an accident that can happen because of a black cat) and behavior (the person chooses the other road).

We can explain the values as a measure of the importance of personal connection with something. Values can also be explained as principles, standards or qualities that a person or a particular group sees as extremely important. Therefore, values have a direct impact and we can say that they direct our way of life and the decisions we make. The value is most often formed in accordance with a certain belief. Someone can recognize exceptional values in the protection of forests and rivers, while for a person who exploits forests and rivers, these values will differ significantly in relation to the person who wants to protect them. Values can affect the way a person thinks and, ultimately, the person's conclusions about a particular issue.

In our country, people perceive the family as the basic cell of society and in this context they reflect this belief on the attitude towards the family. The rigid social norms that exist in the Balkans contribute to the development of values that are associated with gender inequality. Not only will young men and women evaluate certain characteristics in different ways, but in a wider context young men and women will not be valued in the same way. In some communities, male children are "more desirable" than female children and boys are offered more opportunities for schooling, sports and entertainment than girls. Gender roles of

men and women also differ greatly. For example, in communities where a particular value is given to women as mothers or housewives, women or girls who do not plan a family and wish to pursue further education or careers, can be stigmatized (marked) by members of the family, neighbors and other persons in their immediate vicinity. During their growing up boys are also under strong pressure from social expectations. The characteristics of masculinity such as strength, domination, superiority, courage, defending honor and aggressiveness are often perceived as positive characteristics and desirable characteristics of masculinity, so young men can value such characteristics as key and adapt their behavior to socially-expected values, rather than to their personal skills, abilities and desires. All this leads us to the conclusion that campaigns and education can be strong promoters of positive values that contribute to equity among young people, promote individuality and encourage the development of youth identity based on positive, gender equitable values and values that are in line with the basic principles of human rights and freedoms.

**Values:** set of beliefs that are responsible for the way in which people look at what is good and what is bad. Values vary across the world, within families and cultures. However, some values are completely universally accepted as characteristic of moral human behavior. Values arise in relation to a number of factors, and some of them involve:

- › **family,**
- › **friends,**
- › **peers (wider context),**
- › **religion,**
- › **school,**
- › **music,**
- › **media,**
- › **culture and social context,**
- › **technology,**
- › **history**

**Attitude:** represents the way in which a person expresses or applies personal beliefs and values and expresses them in the form of words or behaviors. Example: I am disturbed by the information that a certain student in the school experiences peer violence on a daily basis.

But when we talk about children and adolescents and when we consider their vulnerability in the context of susceptibility to peer pressure, it is easy to conclude that their values, beliefs and attitudes are equally susceptible to influences and that these influences can be positive or negative.

Young people need to learn to understand the relationship of one's own convictions, values and attitudes in relation to behavior and the decisions they make. Peers can encourage positive changes through the transformation of existing attitudes, values and beliefs, which ultimately can lead to better outcomes for a young person. Campaigns have proven to be an influential tool to change all of the above.

## Successful and unsuccessful campaigns

In order for the campaign to be successful, it is necessary to address issues that are relevant to the group we are addressing through the campaign messages and that it is harmonized with the local context (a wide range of socio-cultural factors). For example, if our campaign is to address violence issues in school, we need to understand what form of violence is most common, why it is most common, and what are the potential consequences of violence that exists in a particular area, what young people think about the violence they witness or they are exposed to, whether young people perceive violence as a relevant problem or they perceive certain forms of violence as harmless forms of behavior. Answers to previously asked questions help campaign creators (schools and young people in schools) to align campaign messages with reality on the ground, and in line with the set goals of the campaign.

If the school is planning to create a campaign, it is important to **define campaign outcomes first**. Do they want to use a campaign to inform young people about a particular issue, or do they want to influence the attitudes of young people on that issue? No matter what is done on the same topic, approaches to the campaign will be different given that informing is the simplest outcome of the campaign, and a change of attitude is a complex goal that requires the application of several different communication strategies.

There is no direct and clear connection between the messages we send to specific groups and their reactions to the messages. It is important to understand that not all young people will react to the same message in the same way. If, for example, we want to address the issue of violence in the campaign, there are three target groups that can be addressed by the school using the campaign messages:

1. Young people who are exposed to violence
2. Young people who perpetrate violence
3. Young people who witness violence

More comprehensive campaigns will include both parents and teachers. Many parents encourage their children to respond to violence with violence, which also is an important factor of violence. Some parents justify the use of alcohol, led by the attitude that alcohol is socially accepted phenomenon. Perhaps some parents will be embarrassed that

their children participate in workshops on sexual and reproductive health. Surveys show that campaigns involving parents can contribute to the mobilization of parents and greater commitment and support that parents can give to young people and schools in joint efforts to make lives of young people healthier, safer and better. We can use campaigns to address all of the above and to create a sense that all activities that are conducted are conducted in the best interest of students, which can be part of the campaign message.

On the other hand, surveys show that in schools where one or more teachers perceive certain forms of violence (gossip, labeling and teasing) as harmless and natural behavior of young people (violence perceived as "fooling around"), in such schools the effects of prevention will be considerably weaker when compared to schools where not even a single teacher has a positive attitude towards the occurrence of certain forms of violence. Therefore, in such cases, campaigns and school policies should send a clear message that there is no tolerance for any form of violence and that such messages should be directed to parents and young people. Therefore, education of parents and teachers about violence can be an important part of the campaign that the school plans or is already implementing.

But, let us go back to students and campaigns that we want to use to prevent violence among young people. From the following example you can see how complex the relationship between messages and desired influence is:

If we address young people who witness violence, this population group can be divided into young people who witness violence and react in a way that is affirmative for the occurrence of violence (they laugh, call out, or encourage a person who commits violence), young people who witness violence and react in an indolent way (there is no reaction to violence), young people who oppose violence they witness (they discourage a person or group to commit violence, encourage the victim to seek help and call adult authorities to stop the violence they witness). It is quite clear that one message cannot be used to communicate with all three groups of witnesses of violence because the expected change is not the same in each of these groups. Perhaps we want to use the campaign to influence the awareness and attitudes of young people who encourage violence or perhaps we want to support young people who oppose violence in their positive and prosocial behavior, which is an important strategy for the prevention of violence. From these examples it is clear that campaign messages must address the specific groups we are addressing and must be designed in accordance with the expected change that we want to achieve. However, it is possible to create a set of messages that are part of a wider campaign that includes all groups. An example is the campaign "React as human", which is focused on creating an environment in which witnesses of violence become active agents of change in combating violence.

## Transformation of culture and norms at the school level

Unhealthy lifestyles and violence frequently coexist because in the environment of young people there are norms or cultural predispositions to the occurrence of harmful forms of behavior and violence. The social context at the community level and micro environments such as schools are often identified as an important factor that needs to be transformed in order to achieve effective prevention and elimination of behaviors that do not lead to healthy outcomes. If there is collective attitude among young people that all young people drink alcohol at a certain age (e.g. the first year in high school), such collective attitude and belief can be encouraging for the initiation of young people when it comes to the use of alcohol. The same is true for cigarettes, psychoactive substances and other unhealthy phenomena that may occur as a result of existing norms. Norms may discourage young people to seek help when they really need it. An example might be violence and reporting of violence. If you talk to young people and ask them to characterize a person who reports violence, many young people will call such a young person "traitor" or such person would be identified as wimp by that group, which occurs most frequently among young men. Such a group norm often discourages young people to seek help and those who do it anyway are often socially isolated, stigmatized or rejected among their peers because of it. Being aware of such norms, young people decide to independently solve certain problems, but without professional support they are not successful in doing it. Surveys show that norms can be a far more complex negative factor for the health of young people because social norms often encourage young men to be strong, tough and show no fear or seek no help. The result is that many young people until late age do not seek medical help or do not use health care services that are important for staying healthy and eliminate the risk factors that can endanger health.

If in a particular school there is a critical mass of young people that perceive certain forms of violence (labeling, gossiping, teasing, etc.) as normal forms of behavior that are not harmful to those who are exposed to such behaviors, in this case the campaign should encourage a change of attitude of young people in a way that such forms of behavior are recognized as harmful and should actively oppose such phenomena in their immediate vicinity.

## Reporting violence

The primary goal of the campaign is to influence the way the audience thinks about a particular issue. If the target group already believes that, for example, violence is a very serious social problem, then campaign creators need to develop messages that support such assumptions and beliefs of the audience. In that case messages can be extended by additional ones, which mobilize the group to confront this problem in the manner defined by campaign messages. However, if the members of the audience we are addressing with the campaign do not see violence as a present and serious problem or are not concerned about violence, campaign creators need to create a communication strategy that will positively affect awareness of the audience and its concern about this issue (Schement, 2002).

In order for the **campaign to be effective**, it must be designed in such a way as to influence the change in the beliefs, values, attitudes and behaviors of individuals and groups. Only when a communication campaign changes the awareness of the target group on a particular issue it is possible to adapt the attitudes and behavior of the group in accordance with campaign messages and recommendations. The campaign also needs to motivate the target group to the change which we tend to achieve with campaign messages.

Campaigns that are planned or implemented by schools can include a wide range of media through which they transmit messages to the target group – students. The school can use a wide range of communication tools: school posters, school-based messages, leaflets and brochures, school web sites and through profiles on social networks, through the media, and the like. But, campaigns can include other complementary activities such as workshops, meetings, debates, round tables, public debates, setting up info tables and organizing campaign activities in school and out of school. By combining the above-mentioned strategies, the likelihood that the campaign will be successful and effective will increase. Also, using a wider range of activities increases the likelihood that a larger number of young people will be reached by the campaign messages, but also that the same person will be exposed to messages from several different sources.



Given the multidimensional background of violence and health, effective campaigns are developing messages that include multiple dimensions of the problem and messages are distributed using diverse channels of human communication. In this context, the inevitable transmitter of campaign messages should also be young people. No communication tool has equivalent power in the context of impacts like young people do. Young people are creators of the peer environment and norms that exist in a certain space and therefore have the power to transform such norms.

The campaign also can and should include parents, teaching staff and all other participants in the teaching process. In this way, the creators of the campaign encourage a wider contextual change, and the greatest benefit is for the young people.

## Adolescence, identity and support to healthy individuality

Adolescence represents a period of pronounced psychophysical changes and young people experiment with different identities in this period. The questioning of one's own individuality through the prism of social expectations is an important prerequisite for identity formation, and gender identity in this age of youth is aligned with gender norms and perceived gender roles. Experimenting with identities is natural and positive, since adolescence is in itself a transformation of a child into an adult, so this process is naturally dynamic and the support of adults and their peers, which is the basis of socialization and growing up, is needed for young people. To help young people understand the interdependence of individuality and social influences is an important prerequisite in opposing harmful and rigid norms that can encourage harmful and violent forms of behavior.

During adolescence, through the interaction with peers, each young person develops his/her own individuality and ultimately identity. Romantic relationships, friendships, acquaintances and relationships in the sphere of virtual space are a key development resource of each person. Unfortunately, for some young people such interactions can be counterproductive, especially if their relationships are friendly, romantic, and other, harmful and based on unequal decision-making power.

*During the first year of the Program Y implementation, we are trying to empower young people to recognize harmful and stereotyped norms, influence their attitudes and offer them cognitive and psycho social resources to effectively oppose such norms. Not only do we want to influence their attitudes and awareness of norms, we want to involve them through the activities of campaigns and workshops in transforming norms into the establishment of a new value system, which contributes to the health and general well-being of every adolescent.*

Many young men and women grow up convinced that all of their peers are sexually active, that most people use alcohol or other psychoactive substances, that there are mild forms of violence that leave no consequences and with such convictions, they are often at risk of developing greater susceptibility to peer influences and adopt harmful forms of behavior. Therefore, the first semester with the relevant modules and campaign activities familiarizes the participants with the norms that exist in society, paying special attention to apparent norms, referring to individuality as an important prerequisite for opposing such influences.

On the other hand, the feeling of belonging and acceptance is an important outcome for every adolescent. Just because they want to belong and be accepted, young people are vulnerable to social influences and micro and macro norms that exist in their immediate surroundings.

Experience in the implementation of Program Y is positive and by evaluating the effectiveness of the program, researchers have identified a direct link between campaigns, workshops and the development of a positive culture that contributes to the transformation of unhealthy habits and the promotion of healthy forms of behavior among young people.

If you pay attention to the defined outcomes of the first year, which can be found in the Program Y Manual, a significant space is reserved for changing attitudes as a prerequisite for adopting and preserving healthy habits and behaviors.

## Campaigns and comprehensive approach to working with young people

Comprehensive approaches in working with young people include a far more complex approach to learning than the usual methods that are represented in our education system. In addition to information and knowledge, and skills development, **comprehensive programs strive to develop a positive culture among students, which complicates the effects of education and significantly contributes to better health outcomes.**

Comprehensiveness can relate to a wide range of scientifically based information contained in a particular curriculum, but it can also cover different communication approaches used to complement the teaching and learning process. Comprehensiveness can include individualized curriculum planning, curriculum adjustments to current trends or students' needs, introduction of specific support systems for students and parents, parent education, structured approach to teaching and introducing a system of support for positive forms of behavior (React ad Human campaign). All of these require additional investments and efforts to make a particular program with all the accompanying activities a whole, thus ensuring a more quality and systematic response to the specific needs of students.

Numerous non-formal educational programs combining educational activities with targeted campaigns that have been implemented in schools have shown that this complex approach, not only gives students the necessary knowledge and skills, but through a series of campaigns led by students leads to the formation of micro trends specific for that school or the local community in which it is conducted (CARE International, 2011).

Campaigns in schools should not be limited to the use of posters made by students, and then presented through additional activities in schools.

Campaigns can include out-of-school activities, visiting specific health institutions, organizing public events designed by students and teachers, in order to raise public or professional awareness of a particular issue. **Youth activism can be and most often is, the generator of positive changes.**

Campaigns in schools and school-run campaigns have become very popular around the world. Surveys that measured the effects of these campaigns offered interesting and diverse conclusions that implied that school campaigns, as a supplement to the teaching process, had

a strong potential to contribute positively to the educational process. The HEALTHY study included a three-year interventions program aimed at changing students' behavior to reduce the risk of developing type 2 diabetes mellitus (Schneider, DeBar, Calingo, Hall, Hindes, Sleigh, ... and Steckler, 2013). The study measured the correlation of students' exposure to communication materials (leaflets, brochures and posters) of the campaign and behavioral changes of students exposed to campaign activities. The research has shown an exceptional connection between the use of adapted materials and positive changes in students' behavior. In conclusion of the study, it was emphasized that in the context of multilayered health promotion interventions (synergy of education and campaigns), schools that manage to expose greater number of students to communication materials and complementary activities can stimulate more pronounced health changes in students' behavior.

According to research findings carried out by CARE International - office in BiH, campaigns organized in cooperation with schools in which a peer education program based on the Program Y methodology was implemented, played an important role in **transforming attitudes and changing the behavior of young people** (Dušanić, 2017). Not only did the campaigns promote non-violent attitudes and values, there are indications that they have led to **improvements in attitudes related to gender equality, health and healthy lifestyles**. The researcher in his evaluation report states: the **greater involvement in the work of BMC** (campaign of promotion of positive characteristics of masculinity and femininity), **exposure to campaign and participation in workshops are correlated in some cities with: greater participation in home affairs, more equal gender positions and greater knowledge about sexual and reproductive health, a lower rate of peer violence and violence against intimate partners and less alcohol consumption**. All these data show that all aspects of work (participation in the work of the "Be a Man" club, campaigns and workshops) contribute to some improvement in the attitudes and behavior of young men and women in different spheres of their lives. A bit stronger influence was achieved on those who participated in "Be a Man" club. This is no surprise because all the participants from "Be a Man" club were more active and dedicated to most program activities. It is therefore easy to conclude that direct inclusion of young people in the creation of campaigns as a supplement to educational activities contributes to their involvement in the promotion of non-violent communication and healthy lifestyles, and the final result is better and more quality outcomes in the context of adopting and practicing positive attitudes and values and behavior change in accordance with learned and adopted knowledge and skills. Research shows that young people who participated in campaigns and who were involved in campaign activities were more likely to adopt new information, alter their attitudes to the information that they received in this way and report more self-confidence and increased awareness of the importance of gender equality and healthy lifestyles.

## About implemented campaigns:

The campaigns are focused on the schools that participated in the project and on the communities led by the "Be a Man" clubs. Campaign activities and materials are focused on the same topics that have been addressed in the framework of implemented workshops, including sexual and reproductive health, violence prevention and gender equality promotion. Activities were open to all young men and women in schools and their participation in the creation of campaigns was recognized as an important factor in achieving the results analyzed in the evaluation report.

**Educational and entertaining activities** have been often organized on the occasion of marking important dates (International Women's Day, 16 Days of Activism Against Violence against Women, International Day of the Family, Father's Day, International Day Against HIV/AIDS, etc.). These campaigns included regional campaigns "Stop Violence – React as Human"; "Super Dad" campaign that promoted gender equal parenting; "Pazi sex" ("Watch out! Sex") campaign that promoted healthy relationships and sexual and reproductive health (which lasted throughout the entire project year). In addition to these regional campaigns, local partners have organized various events in each city, usually one per month. Some of them are: "Small Boxes Promoting Women", "Stop Labeling!", "International Men's Health Week", celebrating "International Youth Day", "Bystander Campaign", "Five-day Youth Leadership Camp", etc.





## Results of workshops and campaigns

The results of the final research and evaluation of the effects of the workshops and campaigns demonstrate the positive effects of the combined approach in working with young people. In the field of gender relations, progress has been made in all cities participating in the program. In the endline survey, both young men and women have more tolerant attitudes towards gender roles, gender norms and persons of minority sexual orientation. It is especially important to emphasize that psychological and physical violence in most of the cities is less pronounced in the endline survey compared to the findings of the baseline survey conducted before the implementation of the Program Y and the accompanying campaigns.

The index of negative attitudes towards gender-based violence is higher in the final survey and is ranging (in all cities) between 66% and 73% (in young men) and 81-85% (in young women). So, we see that most young men and women condemn gender-based violence, which is an important outcome of the program. The index of knowledge of reproductive health, sexually transmitted infections and contraception in all cities in the endline survey is significantly better after the participation of young people in the program. The results of the knowledge of SRH undoubtedly indicate the positive impact and value of the implemented programs. All in all, perhaps the greatest progress of the program has been achieved in this area.

**All these data show that participation in campaigns, exposure to campaigns and participation in workshops have contributed to improvements in attitudes and behavior of young men in different spheres of their lives.**

Based on the calculated correlation, we found that there is a significant correlation between greater participation in campaigns, less alcohol consumption and greater participation in house chores. In addition, the participants who participated more in the workshops had more knowledge about SRH.

Although in each school the "Be a man" club was formed, the girls were more involved in project activities (in some as many as 63%). Young men and women have intensively used the Facebook page that was created as part of the campaign. A large percentage (59-79%) believes that the workshops have contributed to solving some of their problems. Girls who were more exposed to the campaign had more gender equitable attitudes.

All these data show that all aspects of work (participation in the work of "Be a man" club, campaigns, workshops) contributed to some improvements in the attitudes and behavior of young men and women in different spheres of life. If we see how positive correlations were made between project activities and different spheres of life, we could see that all three aspects of work contributed to the achievement of project goals, and a somewhat stronger impact was achieved on those who participated in the "Be a man" Club. This is no surprise because all participants from "Be a man" club had a more active and dedicated role in most program activities.

What the students involved in the implementation of workshops and campaigns in their schools say?

Bearing in mind that young people were given the opportunity to create and implement campaigns and complementary activities on their own, the final evaluation emphasized that they created a sense of ownership over the educational process, which further motivated them to believe in the ideas they represent and actively contribute to their realization. This participatory approach has contributed to the greater motivation of young people and greater relevance to project messages and values.

Linking workshops with campaigns also proved to be a great method. It turned out that an integrated approach involving the acquisition of knowledge about workshops, activities in the field of the workshop topic and media promotion of the methods that achieved the greatest impact on young people.

## Youth participation in the development of campaigns and in the transformation of micro norms

**Campaigns are particularly important because they require student participation in the process of planning, organization and execution.** In this sense, students can develop a sense of ownership over the process, and such a feeling can lead to an increased inertia of adopting positive attitudes and defending the values on which the campaign is based. Group work involves the formation of peer groups, and it is quite clear that it has been proven to many extents that participation and exposure to positive peer groups lead to a faster and more efficient adoption of positive attitudes and values. Participation of young people in such activities is also a strong motivator because young people promote what they believe in, and what they believe in can be determined by the curriculum, especially if this program is of participatory nature and contributes to the adoption of positive attitudes and values.

**Campaigns have particular importance in changing trends or raising public awareness of the presence of potentially dangerous and harmful trends or habits.** In the context of social impacts, it is important to note that social determinants of health are one of the most important protective/risk factors for health. A huge number of evidence has been accumulated over the past 20 years, which indicate that social factors create the health conditions of the populations to which they relate. An example is smoking that is socially acceptable behavior in our country, so it is a powerful social factor that contributes to the prevalence of smoking in our country. Violence is also not an exception. Numerous social rules and existing norms "justify" the appearance of certain forms





of violence among young people. We can also notice the same with the use of alcohol. Numerous studies show that health care and protection can have limiting effects, in particular in determining who will be ill or injured if negative social determinants are expressed and represented (Braveman, Egerter, Williams, 2011; Adler, Marmot, McEwen, Stewart, 1999; Stewart, Adler, 2010; Braveman, Egerter, Woolf, Marks, 2011; McGinnis, Foege, 1993). It is campaigns that are the tool that provides partial opposition to certain social influences. Of course, school campaigns cannot respond to socio-economic impacts, but they can reduce their impact on those who are exposed to them.

**All of the above contributes to the conclusion that campaigns run by schools have an exceptional potential to contribute positively to the health of young people.** Campaigns in schools allow young people to actively participate in school activities, to feel better connection with school through the participation in a school-led campaign, and to perceive their own contribution to the realization of campaign activities as personal and collective success, and thus to feel affiliated with a group or school. It is precisely that affiliation is an important factor in the development of the adolescents, especially in the context of the formation of their identities, and it is the findings of the above presented studies that certainly imply that the proactive action of schools, which involves the involvement of students, can lead to a wider and more complex change in the context of changing attitudes and behaviors and in the end better health of adolescents.

But campaigns cannot be the purpose for themselves. We often witness posters that are put on the corridor walls in schools which have absolutely no impact on students, as has been proven by numerous studies.

## Posters in schools

Do you remember the posters that adorned the walls of our schools, and which we used trying to influence the perception of young people about the harmfulness of alcohol and drugs? These posters contained images of damaged organs and information on the influence of psychoactive substances on the body of a young person. Although attractive and informative, these posters have not achieved their purpose because, for years after their use, we have seen an increase in the number of young people using or deciding to try one of these substances.

What was missing?

Young people and adults do not think or make decisions in the same way. The reason for that is biochemical, physiological and anatomical difference of the brain of young people in relation to mature and formed brain of adults.

The message that smoking leads to lung constipation will not act the same way as the information that smoking makes teeth yellow. There are different perception filters that miss or block a particular message. For an adolescent, yellow teeth may represent a far greater problem than blood fat and damaged blood vessels. Information that alcohol leads to damage of the mucous membrane of the stomach and liver load, most often will not affect young people as information that because of the alcohol they seen to be ridiculous and make decisions that will cost them their status in society. As much as this looks like a banal approach to the understanding of adolescents, we must not forget that adolescence is a period of exceptional socialization in which young people identify themselves in relation to the environment, and relationships with peers are more important than any other social phenomenon and health problem. Their emotional reflection to the decisions they make is based on the expectations of the society and peers, and not on the principles of logic and logical thinking.

Young people make decisions based on emotions, and adults based on logical choices and decisions. What seems to be logical to adults, it does not have to be logical to young people, and they often do not see it that way. On the other hand, the information we offer to young people should be adapted to these differences, so that young people can understand them and ultimately make use them in the decision-making process.

On the other hand, campaigns can encourage students and parents' dialogue on violence, psychoactive substances, growing up, sexuality, and other issues important for adolescents. But, such campaigns will have no effect if parents do not have the habit to talk openly about these topics. Therefore, a comprehensive approach involves parent education, student education, and then promotional campaign activities that encourage such a dialogue. Therefore, we propose the organization of follow-up educational activities with parents as well, and Program Y offers instructions for carrying out such activities, regardless that they are conducted with parents, and information and knowledge that they

can obtain in this way can be sufficient for the conversation with young people.

Numerous socio-cultural norms influence the attitudes and decisions of young people to report certain violence or the problem they face. For example, young men who decide to report violence to which they were exposed by their peers, usually give up such a decision in fear of the reaction of other peers, because they consider that reporting is not a feature of masculinity, and such young men, who decide to report other students to the homeroom teacher, are usually perceived as "wimps". In this context, campaigns should not only promote the choices to whom the young person could turn to in the event of a problem, but also contain activities that change the norm that reporting is the quality of the weak and encourage the change of negative norms that are identified as an obstacle to reporting.

In the case of young women, many young women who have a need or desire to visit a gynecologist for the first time will often give up such a decision because in our country, gynecology services are most often associated with sexually active persons. The preventive context of gynecological services is completely neglected and invisible, so many young women fear that they would be seen and thus stigmatized as sexually active, which in fact they do not have to be, they give up the decision to use gynecological services. Campaigns can influence these perceptions, in a far better way than through other activities.

Not only can the campaigns have a positive effect on young people, they can in fact be very important for the quality of the educational process. Many teachers may feel uncomfortable to openly talk about specific topics (changes in puberty, sexual violence, violence, sexual and reproductive health, the use of drugs and alcohol, etc.). Campaigns can have the power to contribute to the development of a supportive environment that will ensure uninterrupted work for teachers and facilitate open communication with students.

Schools can make a step forward in the context of creating a supportive environment that will ensure uninterrupted communication with teachers, without fear of the reaction of parents or some other participants in the educational process. In some European countries, schools have introduced specific policies that define the importance of learning about violence, drugs and sexual and reproductive health, and familiarized parents and other teachers with them. If the school wants to respond to the needs of students and make the school environment a supportive environment for learning and teaching, then efforts must be directed to the demystification of those areas that can be perceived among teaching and other school staff as potentially sensitive to conversation with students. Campaigns should also be used to inform parents and the public and to send a clear message that these are programs that will have the greatest benefits for children and parents, which can create conditions for performing quality classes.



# Chapter 2



## And now in practice, but with real examples

### What is the group and why should we work with a group of young people

In the previous chapter, we had the opportunity to get acquainted with the terms of campaign and youth campaign, and we had the opportunity to learn more about the history of campaigns and youth groups/clubs. Through the previous work in the past 11 years of this program, we established youth groups/clubs under the name of Be a man club. Now that schools start to form their youth groups/clubs, we give freedom to young people within schools to create their own name for their group or to continue to use the name Be a Man club. The goal of forming and establishing a group of young people is that these young people work on the formation of campaigns and accompanying activities for their school, which are an important part of the educational process that is happening. In order to embark on the process of forming a youth club for our school under a unique name, or forming a youth club in our school under the name of the Be a Man club we need to understand what a group of young people is and why we want to work in this way with school students. Understanding the term "group" or "club of young people" and knowing the processes that are happening in the group allows us to choose the most effective methods of work and learning and to organize the group in a better and more efficient way.

At the beginning, in as simple a way as possible we will try to explain the terms that are often related: group and team.

**Team** is a small group of people who are complementing each other with their knowledge and skills. Everyone in the team is committed to a common goal and uses the same or similar methods for performing tasks (Katzenbach, J. R., Smith, D. K., 2015).

**Group** is defined as a related group of people who are familiar with each other and perceive themselves as one group (Buchanan, D. A., 1997).

As can be seen from these two definitions, both the group and the team represent a particular combination of people. Young people making the team put more effort into achieving a common goal. They are more focused on discussing the details of a joint campaign or activity that will be implemented at the school level, and how to achieve a specific goal and send a message to their peers.

An important role in the existence of a club or group of young people at the school level has a **leader**. A leader is a person who helps the group to interact and learn from the group what is happening at all times. The task of the leader is to observe, organize processes in the group, and use these processes for learning within the group. **The leader of the group** should be someone who is a **school-student** and someone who, together with a school counselor and with the help of a partner organization, will carefully work on raising their capacities in order to form and develop a youth group/club at the school level. The leader can choose to carefully take all the steps in the group process and use them for educational purposes. Regardless of the more or less active involvement of the leader in group processes, the development stages of the group will surely take place, which will be discussed in the following section.

The goal of our work with young people, within the youth club established at the school level, is not to form a team from them, i.e. to work with the youth only with the goal of having a team formed and even at the cost of the fact that the team in reality is not functional and there is no connection between team members. **Our goal is to strengthen the connection between young men and women who form a part of our group, and through our work with them, we reach the stage where they teach each other and learn from each other.** This is one of the basic values of the existence of a youth club at the school level:

*"Young men and women have the opportunity, through the engagement in a youth group at the school level, to gain additional knowledge and skills, train each other and create activities in order to encourage peers to activism in the fight against violence and activism in promoting healthy lifestyles."*



## Stages of group development

In order to understand what is going on with our youth club/group at school, we need to first understand the different stages through which the group is going. At some point it may seem to us that all further work with this group is futile or meaningless because of the current problems that the group is going through. For this reason, we have used this Manual to present the different stages within the development of the group so that both the school and the group leader can understand what is happening at a certain moment and how they can react.

The recognition of stages and processes in the group is one of the most important skills that a leader should have. The skill of the leaders to understand the processes that are happening within a group needs to be constantly upgraded and improved. The well-developed skill of the leader to recognize the processes that are happening within the group, allows the occasional intervention of the leader in order to guide the group to use its skills in further improving and creating new activities in the school that accompany the educational process. These skills need to be upgraded during the work with the group.

Each group goes through the following five stages:

1. FORMING
2. REBELLION
3. NORMING
4. EFFECT
5. THE FINAL STAGE.

At what point the group will reach a certain stage and how long the group will remain at that stage depends on the dynamics within the group and the role the leader takes at a certain stage.

### 1. FORMING

*At the beginning of the group forming, we have young people who are probably for the first time in that group, and many questions go through their head. Why am I here? What will happen next? Who are these other people in the group? What will happen to this group?*

It is important to realize that members of our club/group are thinking about a lot of things at this moment and are probably facing uncertainties and fears that peers in the group will not understand or accept them. Young men and women are part of this group for the first time,

and much of it is unknown to them. This stage occurs during the first or even several first group meetings.

Members in the group are at a certain distance from each other in order to feel safe. At this stage, members are polite to each other even if they do not share the same values and attitudes. On the other hand, at this stage, it may happen that certain members of a group/club humiliate others and their attitudes in order to rise above other members of the group. At this stage, the group expects instructions from the leader who should give clear instructions on what they need to do.

During this stage the leader should actively take on the role to prepare a plan of activities and to provide a clear structure to young men and women involved in the group. The leader should encourage members to present themselves and should work to eliminate their concerns and fears by providing a positive experience to the group. It is important to note that the leader should encourage the group to present themselves and talk about what their expectations of the group/club are, and he/she **must not** give his/her answers and thus adjust the group to his/her expectations.

## 2. REBELLION

*At this stage, young people ask questions: "Where is my place? Who should I listen to? Why are you ordering me? What is happening in the group?"*

After members of the group get to know each other, they feel more relaxed, they know the names of other people in the group, and have the feeling that they can express themselves more freely. The group starts working together. Members of the group are now more free to express their opinions, which can be significantly different from those of other members of the group. At this stage, there is a need to clarify the relationship between group members, decision-making and aspects of the leadership.

Members of the group will more often express their dissatisfaction with the work of the group, will criticize the behavior of other members, and the leader can find him/herself between two fires in the situations of being criticized by members of the group. Persons who are able to make decisions now begin to stand out in the group and can be recognized as non-formal leaders.

Each of the members of the group has an influence on the development of the group. There may be doubts about what has been done so far within the group, what the next steps are, what the structure is, and what the rules of conduct in the group are. The group at this stage should decide to continue to be together and to continue to carry out activities.

At this stage it is very important that the leader pays attention to what is happening in the group and to help members to identify what keeps them all together. The leader should discuss with the group about his/her role and how the group sees what the leader should do in the future.

### 3. NORMING

*The group is now more focused on the following questions: "YES, we can do it! What happens next with our group?"*

Members of the group/club are now looking forward to each meeting. It is really nice to see your friends and it is a shame to miss some of the meetings. The feeling that everything is possible to do within the group is now increasing. Communication between members is enhanced and everybody communicates more openly. At this stage, members of the group will sacrifice much of their time in order for a task or idea that the group has to be done.

The confidence of the group is growing. In this atmosphere, the needs and different opinions of the members are freely presented to the whole group/club. Sometimes it will happen that certain ideas for some campaigns and activities simply disappear, because members of the group are more focused on relationships within the group and the friendship to which most of the focus is placed.

The leader at this stage has more options.

- › The leader can withdraw into a shadow and let the group be. Members of the group enjoy being together, so one of the leaders' options is not to intervene.
- › The leader can join the group and experience the process of building self-confidence of the group by him/herself.
- › The leader can improve the process of building a group's self-confidence by offering working methods that enhance self-confidence among members. The methods offered by the leader should be focused on building and retaining the group's self-confidence.

No matter which option he/she chooses, the leader should monitor the group and take care of the safety of members. Ideas sometimes grow very high and it is possible that members get into dangerous situations or get out of the frame of what the group's/club's mission is. The leader should intervene from time to time and direct the group to the right path.

### 4. EFFECT

*"We did it last time! Let's repeat our success!" are the things that we most often hear from members of the group/club at this stage.*

The group's desire to pursue activities is unstoppable. The group/club at the same time is involved in smaller and larger activities. If there are any problems, the group is collectively seeking a solution. Usually success forces a group to go on, but the failure does not discourage them as well. Each member of the group finds his place in the group. Members understand that each of them has a unique set of skills that are mutually complemented at the group level. Everyone can contribute to the group. The group communicates fluently, personal and group interests are equally important. Members of the group/club take responsibility for a part of the tasks, and self-organization is evident.

The leader at this stage should follow the following principle: What the group can do by itself, should do it by itself. The leader is now in the role of a group advisor. He/she creates a space for reflection, gives feedbacks, helps to resolve conflict situations, and gives the group advices on how to achieve common goals.

## 5. THE FINAL STAGE

*Sooner or later, in each group, the time comes to an end. It is not a bad thing. One should be aware that young people who are involved in the group/club after a certain period of time do not have the same desire to work in the group. It is crucial to recognize this stage when it comes, **to bring new young people into the group and allow the new group to go through all the stages again.***

At this stage, it seems that members of the group/club have nothing more to say to each other. The level of dissatisfaction is rising, no results are achieved, and the guilt is shifted to individuals. Some of the members will soon leave the group/club.

There are many reasons why the group comes to an end. Members are interested in other activities, and their group/club at school level is no longer a priority. Maybe for some of them the club no longer has the same meaning. Also, as students grow up and move to higher classes there is a change in interests related to an academic career and the path they want to choose after school.

The disintegration of the group is emotionally difficult because it leads to a sense of sadness among members. Everyone feels that the end is nearing and one of the last group meetings in this form is coming soon. The leader in these circumstances should create conditions in which the group has the opportunity to look at everything that has been achieved. Together with the group the leader should emphasize the obvious: the group as such does not function as before and the time has come to introduce some changes. The leader should work on bringing new members into the group and thus creating a new group that will now go through all the previous stages. It is desirable that a few members of the old group/club remain part of the new group and, with their previous experience and skills, encourage new members.

## Methods of non-formal work with a group

Below we will present some of the informal work methods that can be used with a youth group/club at school.

Method	Characteristics	Description	When to use	Limitations
<b>Lecture</b>	Telling the group on the basis of pre-prepared materials or notes.	The leader represents the topic to the group/club.	When participants are already familiar with the topic and when the group is large (0-15 members). Also, when a large amount of information is concerned, it requires a lecture.	This method is least effective, because listeners remember the least information and their applications in practice. Also, listeners can quickly lose their attention.
<b>Discussion</b>	Discussion of a problem that is common to all members of a group/club. The conclusions should be in line with the questions asked at the beginning of the discussion.	The leader presents provocative statements or questions, pre-prepared that might stimulate the participants to engage in discussion and	This method can be applied when participants are already familiar with the topic and have prior knowledge.	There is a possibility that not everyone will be equally involved in the discussion, especially in new groups.
<b>Icebreaker</b>	Short activity with participants aimed at creating a non-formal atmosphere in the group and bringing participants closer to each other.	The leader leads, most often physical activities in which the participants are in direct contact (physical, verbal...) He/she can, but also do not have to be connected with the topic.	The aim is to overcome the barrier in communication, contributing to a better non-formal atmosphere. The selected activity should be reflected on all the specificities in the group.	There is a possibility that participants will refuse to participate in "children's games". Rejection is actually happening because of the fear of physical contact with strangers.
<b>Brainstorming</b>	It aims to produce as many alternative solutions or answers as possible for a given problem or topic.	Quantitative method. We do not estimate the received ideas, they are further developed.	In order to create many creative ideas, it is best to use work in smaller groups (of five, six participants). The same is used when starting with a new topic.	Outcomes can be different. Much energy is focused on analyzing and creating new ideas.

Method	Characteristics	Description	When to use	Limitations
<b>Group work</b>	Participants are divided into several smaller groups in which they discuss one or more of the given topics.	The groups discuss and work together on a given topic and after a given time limit they have the task of presenting group work to other participants. Division into groups should be using a random method. The only exception is when you need to create groups based on the previous experience of the participants. If the division into groups is done according to some criteria, the participants should be presented with the criteria.	This gives the opportunity for better discussion, interaction and better exchange of opinions within the group. It also gives more space to "quiet" participants. One of the most common methods.	Usually it is not facilitated, so there is a possibility that the method will not be successful. One of the limitations can also be that the space for expressing opinion is taken by the more dominant participants, and the quiet ones remain aside.
<b>Role play</b>	Group members have the opportunity to behave in accordance with the given simulated situation over a specific time.	The focus is on learning potential behaviors, not on conclusions. Real roles from life can be included, all changes are allowed. Watch the groups. After the activities, the participants analyze together the attitudes and behavior of certain roles.	are different views and opinions about the same situation. This allows frequent contradictory behavior to be seen, and provides an opportunity for the analysis with the minimal risk. Role plays show the importance of tolerance to different opinions.	The role play requires participants to feel comfortable and secure. Using this method at the very beginning can cause that participants reject the training itself or the trainer. This method involves a lot of emotions, followed by a section that is an introduction to the topic dealing with emotions. Participants should get out of their roles before consideration and analysis.
<b>Case analysis</b>	Members analyze the prepared description of the problem situation. It is customary to use a situation written and prepared on the paper.	Individual or group work when participants seek answers for a particular situation. The situation should be realistic (something that happened or could potentially happen).	Theoretical knowledge is gained through the practical and through specific examples that we analyze.	Insufficient time can be a limitation for good understanding and case analysis. It is difficult to make a good case analysis (sufficient facts, updated information, understanding logic with ease).



Method	Characteristics	Description	When to use	Limitations
<b>Simulation games</b>	Participants are part of the created situation, where each participant has a specific task. This is a more complex role play with a higher proportion of the previously designed content of the situation.	Participants in groups make decisions about further activities for concrete, specific, critical situations.	Simulation of processes taking place in the long term in different places is often used (such as simulation of youth preparation for exchanges). Simulation games can be prepared in a few hours, for a day or even for more days.	The same risks as with the role play.
<b>Discussion groups</b>	Small groups for discussion, in which participants share their views on a given topic; without the presence of a leader.	This method allows the opening of a discussion where participants lead the process. The basic rule is that information is not reported outside the group without the approval of all members.	Most often, in the evening - after the end of the activity, participants can express their opinions, feelings, evaluate methods, approaches of team members and the group itself.	Shifting from one topic to another, chaos during a conversation when the leader is not present can be limitations.
<b>Open space</b>	Participants suggest topics for the discussion and workshops, and participate themselves in the activities. This method requires a high level of responsibility of the participants.	Participants suggest other topics for workshops that they would like to include in the program. Based on this, a schedule is created. Workshops are led by participants, the discussion takes place freely, participants can change workshops or suggest new topics. Finally, the conclusions are presented together.	The method that is relevant to working with groups that work independently. This supports the responsibility of volunteers in creating joint activities and results.	When working with participants who have low motivation or poor connection with the topic, there is a risk that the discussion and conversation will be overly generalized, with no specific conclusions.
<b>Reflection of yourself</b>	Time for reflection of one's own learning and work after a certain period of meetings, activities, etc.	The participants individually assess the situation that has happened. They assess previous activities and behaviors as well as potential behaviors in the future.	A good method during work, but depending on the context of the topic where the participants write a "letter to themselves". The goal is to express their own values and attitudes, personal things and put them in the envelope and give them to the leader who sends them these letters after a while (1 month, 3 months...)	An important point for self-assessment is when, where and what to pay particular attention to. Without additional knowledge and understanding of techniques, this method can be useless.

Method	Characteristics	Description	When to use	Limitations
<b>Field trip</b>	A planned trip for group members, which may be associated with a particular topic that is addressed by the group/club in that period.	The place of field trip is planned by the leader (organizer) and it must be connected with the topic of education. Usually this practical presentation is followed by a topic that can be further explored.	The advantage is the possibility to see practical things that are related to the topic. It gives the possibility of easier and better memorizing the theory, and gives a better motivation and inspiration for the work with participants.	A program that is not well-prepared, poorly organized visits to institutions and organizations can cause chaos, but also a poor connection of participants with the topic.

## Steps in forming a group – a club

*In this section, we will present to you the concrete steps that the school counselor, professors and future leaders should undertake in order for a club/group at the school level to be formed.*

### 1.

#### LEADER(S)

For the very beginning of forming of the group/club at the school level, it is necessary that the school counselor, together with the team of professors involved in the activities of the Program Y, identifies young people who might be the club's leaders. It is certainly desirable to identify several young people at the beginning who might be the club/group leaders, then talk with them and explain to them what responsibilities they should take. Only after the talks and the consent of young people can one or more leaders be selected.

Ideally, **the school will have one male leader and one female leader** for many reasons (it is easier for young men to identify with the male leader and for young women to identify with the female leader, it will be easier for leaders to create and implement activities when working in the team, in case that one of the leaders quits club/group can always rely on the other leader...)

#### How to identify a leader

**It is necessary to begin the process of identifying the leader without prejudice.** Often we think that young men and women who have great success and regularly carry out their school assignments, can be and should be leaders. Practice has shown that it is not always so. Sometimes

the role of the leader of the club/group can provide the opportunity to young person to engage actively in the activities and thus develop his/her skills and, in the end, significantly improves success in learning.

For this reason, when identifying the leader, pay attention to the following:

1. The leader is a person who is tolerant (understands others and accepts the opinion of peers although he/she may not always agree with the same),
2. The leader is a little older (it is recommended that when identifying the leader, you think about students of second and third grade for two reasons: they have more influence on their peers and they will be perceived positively by the group, the leader will remain at the school over the next one or two school year which provides the opportunity for organizing more activities),
3. The leader is a good organizer, he/she knows how to improvise, he/she is a mediator (pay attention and talk to the homeroom teachers; it is desirable to identify young people who are able to e.g. in a situation when they have not prepared well for the class the skillfully get away with that and take advantage of prior knowledge in order not to get a bad mark, they are actively involved in organizing various activities in their class, they try to reconcile opposite sides in conflict situations),
4. The leader should have the authority over his/her peers, but not to use this power for negative purposes,
5. The leader is ready to criticize but to accept criticism as well,
6. The leader has a developed sense of humor (those are often persons in the class who make jokes that the whole class laughs at),
7. The leader knows a lot of students in the school,
8. The leader is ready to take responsibility, ready to help and he/she is a role model to peers,
9. The leader is able to lead the discussion and provide useful contributions to the discussion (observe young people who in their class actively contribute to conversations between peers on school breaks, do not be focused only on teaching),
10. The leader does not rule the group; he leads the group.

These are just some of the characteristics of a possible leader of a school club/group. Do not look for a young man and/or a young woman who has all of the listed characteristics if this is not possible; rather focus on the identification of young people who have at least a majority of the listed characteristics.

### **THE FIRST INTERVIEW WITH THE LEADER/LEADERS**

After the school counselor, together with several professors, has identified leaders and performed the first interviews and chose one leader or male and female leaders of the future club it is necessary to perform

# 2.

the first interview with the leader. In this interview, it is necessary to go through the planned activities (campaigns and meetings), to explain the young man and woman what will be their responsibilities and what is expected of them, familiarize them with the working methods and this Manual that should serve as a working material. We recommend that the school counselor in this step contacts the partner organization that implements activities in the local community, in order to jointly form the flow of the first interview and present to the leader his/her tasks, but also assist in the implementation of the same.

### 3.

#### PLAN OF ACTIVITIES

In this step, we give our leader of the school club/groups the first specific tasks. The school counselor retires "in the shadow" and continues to advise the leader but **leaves the active role to the leader**. The leader is given the task, with the use of this Manual, to create activities of the future club/group for the current school year. He/she will go through the plan with the school counselor and, after that, move to the next steps which are explained later in this Manual.

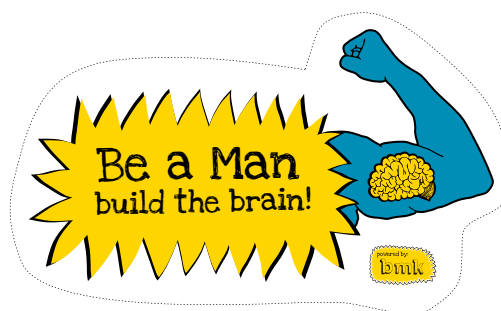
### 4.

#### FORMING OF THE GROUP

The last step that a leader should do, before he/she starts working with the group is to create a club/group of young people. Young men and women from all grades of the school should be involved in the future club. **Depending on the size and capacity of the school, the club/group should count between 12 and 20 members.** After students are selected to be part of the club/group, the leader organizes the first meeting with them (see the following section).

## Steps in forming a group – a club

Be a man today represents much more than its name. This is **a club of young men and women who work together and promote healthy lifestyles**. Because it is not only the club for young men but also for young men and women equally, here we give you a recommendation that when branding your club and naming it you should also think about this name, because this name already has the **recognizable name in the region as the youth club promoting positive values and fighting against all forms of violence, and thus you become part of a large number of clubs that exist and are active in the area of Northwest Balkans**. Also, "Be a man clubs" have their own graphic identity, where there are a number of different materials that you can use if you choose this name. There are various posters, stickers, badges, pens, folders, banners, roll up banners, ...



## Meetings of the club/youth group: Suggestions for activities

In this section we bring proposals for meetings of your club. You can adapt each of the proposals to yourself, in a way and when it suits you. In the section What are campaigns you had the opportunity to see what were the scientifically based reasons for using education and campaigns together in combination, and therefore you should **base your meetings and campaigns that you implement on the topics of education that you implement through the Program Y**, in order for the effect of education to be significantly higher. It is proposed that it is best to plan the meetings in consultation with young people, and to try to maintain continuity in the form of weekly meetings, which will be held always in the same agreed time (same time and place, if possible). Do not forget that these are only proposals for meetings and feel free to **be creative in designing your youth club meetings, and that they are always very flexible, relaxed and that they reflect a completely non-formal and friendly atmosphere for your students.**





## Activity 01

**Name of the meeting:** We are ... (Branding of the club)

**Recommended duration:** 60 minutes

**Aim of the meeting:** Set initial expectations and give the name to your youth club.

1. **Energizer:** Choose the energizer that will interest the group.
  - › *Optional:* You can also start meetings with a brief presentation of some, to young people interesting topic. We used something called "3 minutes of smart stories". At each meeting a different person is selected or he/she volunteers to open the meeting with a story through which he/she will share something with the participants in order to make them interested in a topic, or to teach them something.
2. Prepare empty envelope and write on it, "Wishes and expectations for yourself, for others and for your club" and write the date of opening of the envelope. The aim is that all participants write at least three wishes and/or expectations for themselves, for others and for your club and to open envelopes together with them in (say) 3 months and see which expectations were fulfilled, and which were not, and what should be done further.
3. Tell all the participants to sit in a circle and place the chair in the middle. Tell the participants that it is a "Chair of knowledge" and that anyone who sits on it should within 30 seconds teach us something. All participants should go through this exercise.
4. Divide participants into smaller groups and give them 20 minutes to talk about their club's name. Listen to the answers and discuss them with the participants. Suggest to participants *"Be a man club" as one of the potential names.*
5. Let all groups present their names that they came up with and organize a vote for the best name. After voting, discuss the chosen name and see if it needs to be corrected. It is very important that the name is such that none of the participants feels uncomfortable because of the name that was chosen, because this will be the name that they will represent and which will represent them in the school and community.
6. Close the meeting with some game and/or with the game "I am proud of..." in which more than one person and/or the entire group can say what they are proud of. Those can be different things, from hobbies, success in the school, sports, music, etc. After that, it is very important to *arrange the next meeting* or to define the time when the meetings will be normally held.

### Example from Sarajevo - FAKAT girls

FAKAT girls (FKT girls) are part of the Be a Man Club Sarajevo (BMC Sarajevo). Young women participate in the same activities together with young men, while the name "FKT girls" is an innovation by which young people wanted to draw attention to the fact that there was a large number of female members in BMC Sarajevo. When establishing BMC Sarajevo, many young women were also interested in it besides the male members. At one moment the number of young women who participated in the club's work even prevailed, and the story continued as follows:

"Since we are all fighting together and advocating for the right values, building an environment in which we will happily and carelessly grow up, socialize and think healthy, out of the box, we also wanted to be included in the name of the club. Also, we should not forget about our male members who suggested it and advocated that FKT girls get established. At their suggestion, some of us sat down and started thinking about the perfect name by which everyone would recognize us, but also know that girls can become members of the Be a Man Club. A lot of names came to our mind, but none of them were good enough and did not sound well. Then someone came up with the name FKT girls and that was it. The first idea was that the FKT shortcut represented the Feminem Club Wanted ('Feminem klub tražene'), but we realized that it is still better and more effective if the name remains only FKT girls, because today we live in a world of social networks where young people use abbreviations, and because we really are that. We are FAKAT girls, young women who advocate for the right things, make their environment healthier for growing up and help men to be real men."

*One of the members of FKT girls  
Sarajevo*

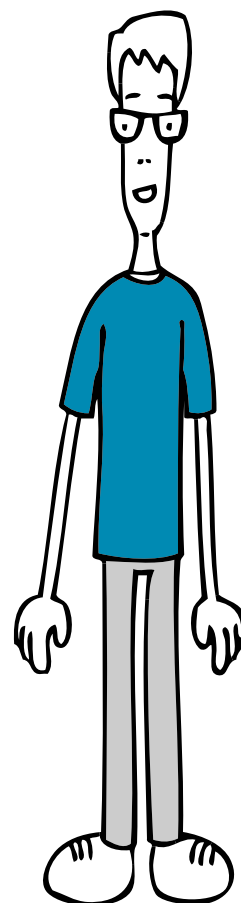
## Activity 02

**Name of the meeting:** Your first campaign

**Recommended duration:** 90 minutes

**Aim of the meeting:** Plan your first campaign in schools that will interest other young people to get involved

1. **Energizer:** Choose the energizer that will interest the group and start a meeting.
2. Remind participants in a short presentation what the campaign is and what the goal of the campaign implementation is.
3. Divide participants in 2-4 groups, depending on the number of participants and give them flip charts and markers to plan the activities that will promote the work of your club and encourage young people to reflect on some of the selected topics (We suggest you to use some of the topics of educations that you have started addressing in your school. If you have not started with educations select some of the initial topics, such as gender, gender norms, gender equality ...)
4. Let each group present what it has planned and select the activity that could be implemented. Set the date of implementation, place, time and responsible persons who will participate (always try to encourage as many participants as possible to participate). The rest of the time at the meeting devote to the detailed planning of the campaign in the form of logistics that might be needed (material, preparation, location, permits ...)
5. Conclude the meeting with a game.



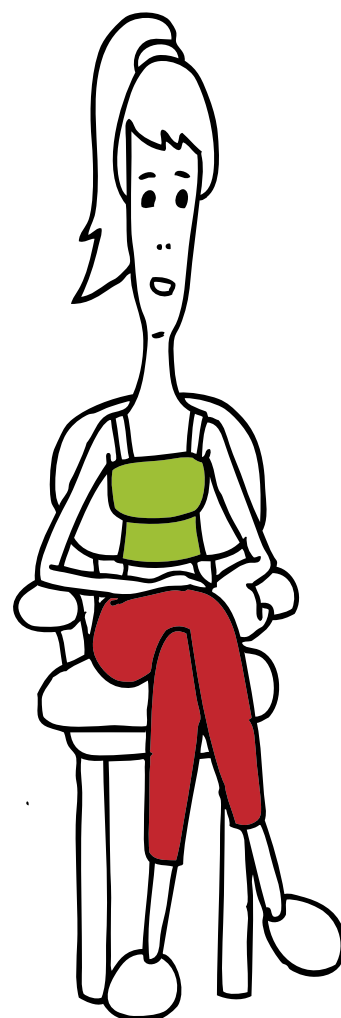
## Activity 03

**Name of the meeting:** "Fair of ideas"

**Recommended duration:** 75 minutes

**Aim of the meeting:** In a creative way encourage members to participate in proposing ideas for club activities.

1. **Energizer:** Choose the energizer that will interest the group.
2. Discuss with members about terms of working methods with a group such as "brainstorming" and "teamwork". Explain why the brainstorming is important and what impact it can have on the group and/or individual within the group. Can the group be much more efficient and activities more diverse with the help of these skills? Talk with members for about 10 minutes.
3. Explain to participants that you are opening a "fair of ideas" and that all ideas are welcome and then divide them in 2-4 groups, depending on the number of participants and give them flip charts and markers. Prior to working in groups, it is very important to explain the rules of the "fair of ideas". Each group should develop 2 to 3 ideas (the number of ideas depends of the number of participants – the higher the number of groups the smaller the number of ideas. It is ideal to have 4 groups with 2 ideas per group). Group for developing ideas has 20 minutes at its disposal. It is necessary for them to write on the flipchart the proposal of 3 activities/ideas that they would like to implement through the club. Tell them to be imaginative, creative and free to express their ideas.
4. Each group will select one person to present their ideas. The presentation of one group is followed by voting for an idea. It is important to note that members of the group that represents the idea at that time cannot vote. The idea with the most votes is winning and being implemented. It is important to note that members who can vote think about the idea before voting (whether it is possible implement it, whether it can have any counter effects, etc.). Select the leader of the winning idea who will, together with the coordinator of the club, implement the activity in which all members will participate.
5. Conclude the meeting with a game.



## Activity 04

**Name of the meeting:** "Our club's Rulebook"

**Recommended duration:** 45 minutes

**Aim of the meeting:** Create Rulebook of the club together with members that is adjusted to them and that will be put in a visible place where you meet with the members.

1. **Energizer:** Choose the energizer that will interest the group.
2. Talk with group members about the fact that they have the opportunity to create the Rulebook of the club, which will facilitate the work and functioning of the group. Point out that you introduce the Rulebook exclusively for new members in order to familiarize them in a creative way with the work of your club, and not to limit them in anything.
3. Give everyone one sticker paper or a piece of paper, so that each participant would write on that sticker one rule to be followed (e.g. don't be late to meetings, respect others...). Those participants who have more ideas may request an additional sticker.
4. After each of them has finished writing the rules, it is necessary to give flipchart paper, markers, felt tip pens or crayons to the group with which they begin to create a framework for the rules. The group needs to make the frame in a creative way, and leave the central part blank (because the rules will be written in it). When the frame is finished and the rules are written it is necessary that all members put their signatures as a sign of agreement with the Rulebook.
5. Put the Rulebook in a visible place. If the place of the meeting is always another classroom, it is desirable to take the Rulebook with you to every meeting.
6. Conclude the meeting with a game.

## Activity 05

**Name of the meeting:** "Video campaign"

**Recommended duration:** 75 minutes

**Aim of the meeting:** Create a short video about your club and activities.

1. **Energizer:** Choose the energizer that will interest the group.
2. Talk with the group members about video campaigns. Talk about their importance and effect on other young people. Present to the group the task to come up with the concept of a short video through which they will present the activities and/or the goals of the club, but also invite other young people to get involved. The video should be short, duration of 1-3 minutes, with interesting content and music.
3. Divide participants in 2-4 groups and give them 20 minutes to think about the concept of the video.
4. After working in groups, each group should record its short video and present it to other groups. After the presentation it is necessary to determine the leaders of each group who will perform editing of their video (inserting the music, logo of the club, messages, etc.). The participants will start making the video at the meeting or afterwards if there is enough time for it. Give the task to the participants to complete their videos until the next meeting when they will present their video and publish it online (YouTube, Facebook ...).
5. Conclude the meeting with a game.

## Activity 06

**Name of the meeting:** Influence of the media on young people

**Recommended duration:** 45 to 60 minutes

**Aim of the meeting:** Create the awareness of good or bad influence of the media on young people today.

1. **Energizer:** Choose the energizer that will interest the group. Agree with the group that they prepare some of the games at the beginning or in the end of the meeting.
2. It is necessary to prepare in advance biographical information for several persons who are known to participants and suitable for the game "Guess who I am?".
3. Ask one participant to go out and take one biography. Participants ask him/her questions about that person to which the answer can only be "yes", "no" or "not important". After each answer to the question the person reads one sentence from the biography. And in the end the others have a chance to guess who it is.
4. Open a small discussion about the game and elaborate on the topic through the discussion questions:
  - › What do think about this game? What was this game about?
  - › Do the media have an influence on our view of people and events? In which way?
  - › Is everything presented by the media true? Is it a complete truth? Explain.
  - › When we find out some things that we did not know, does the whole picture change? In which way?
  - › Why are some details more interesting for the media than others? What are those details? In which way precisely those details affect us?
5. The conclusion will probably go towards how the media influence the shaping of our image of someone, how they do it with a goal and how it is necessary to receive this information in a critical way, and conclude with the group what the group has presented.
6. If there is time conclude the meeting with a game or story.



## Activity 07

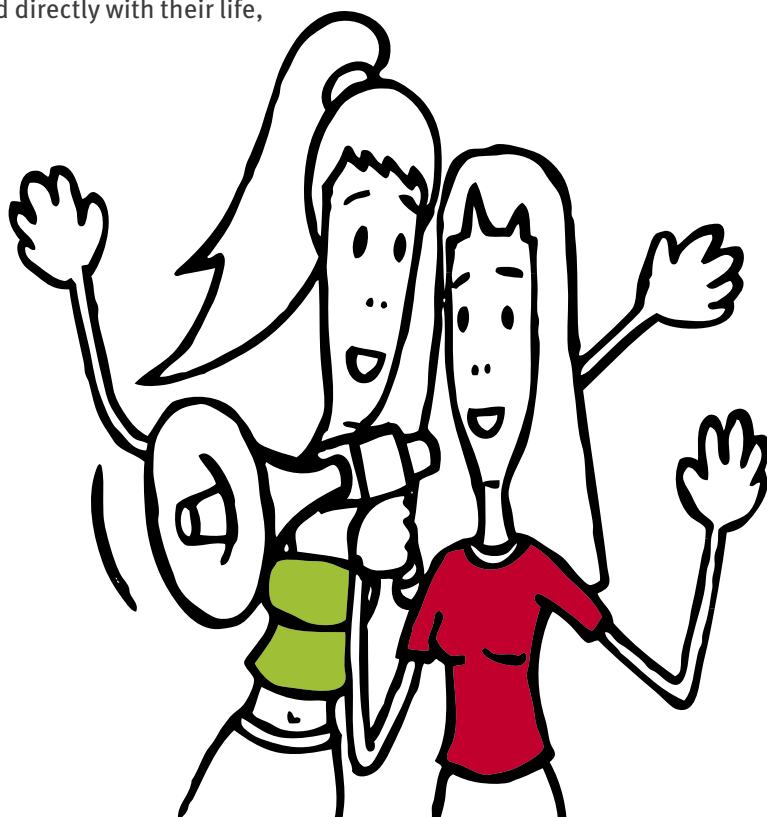
**Name of the meeting:** Street action of the club

**Recommended duration:** 45 to 60 minutes

**Aim of the meeting:** Plan and organize a street action in order to promote the club and raise awareness about a particular topic.

1. **Energizer:** Choose the energizer that will interest the group. Agree with the group that they prepare some of the games at the beginning or in the end of the meeting.
2. Determination of the topic and date of the action based on the topic of educations that young people go through in the Program Y or on the basis of some of the most important dates of the year.
3. Determine the budget that you have available prior to the meeting in order to guide the participants according to what you have available.
4. Do the brainstorming on the selected topic: how the action will be carried out, which materials are needed, where it is located, what is the target group, whether the action will be covered by the media ...
5. Agree on who will participate in which part of the action: planning, materials, making of props, promotion of the campaign ... It may happen that you will not prepare the campaign during one meeting, so plan several meetings for planning and agreement on the implementation or rehearsal of the campaign, if it is a flash mob or performance.
6. Conclude the meeting with a game, story and/or by praising the participants. Allow them to share something with a group that is perhaps not related to the meeting but related directly with their life, experience in the club, etc.

Note: Do not forget to ask for permission to use public spaces (if necessary legally).



## Activity 08

**Name of the meeting:** Building team spirit of young people in the club

**Recommended duration:** unspecified

**Aim of the meeting:** Strengthening connections between members, creating team spirit and promoting the club in a fun way.

1. **Energizer:** Choose the energizer that will interest the group.
2. Prepare in advance some suggestions for team games for the participants, and present them to the participants in the form of short games at the meeting.
3. Games can be found on the Internet by typing "team building games". Any synonyms will also enable you to find the results if you type them.
4. Together with the participants create some of the activities familiar to them that they could play together (sports activities in the form of a sport where everyone can participate, music activities such as karaoke, going to the movies or theater, field trip, etc.).
5. Agree with participants when the activity will be implemented (date and time). Emphasize that winning is not the most important, it is important to have fun, socialize and participate in it.
6. Use the rest of the meeting to discuss a topic relevant for young people, which could have a direct impact on them. Example: there is a TV series or movie talking about the problems of young people (violence, health ...) and it can have an impact on them, even the negative impact, if no one talks about it, or some current events in the form of violent scene which has happened in town, problems of young people...).
7. Conclude the meeting with a game and/or with the game "I am proud of..." in which more than one person and/or the whole group can say what they are proud of. These can be various things, from hobbies, achievements in school, sports, music, etc.

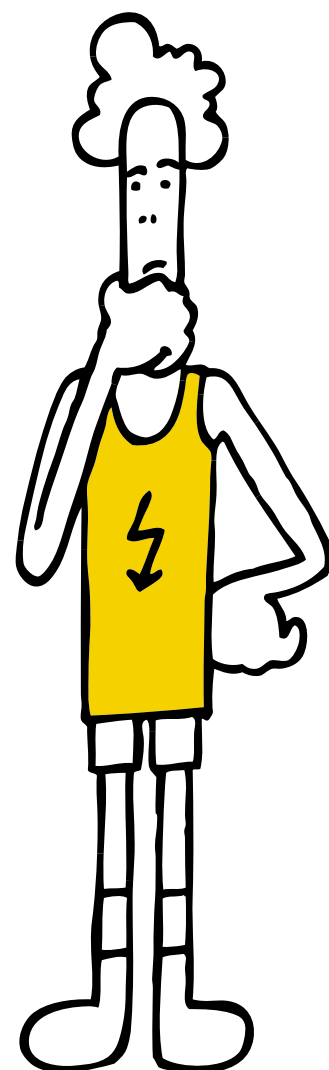
## Activity 09

**Name of the meeting:** Debate

**Recommended duration:** 60 minutes

**Aim of the meeting:** Strengthen negotiation skills of young people, teach them to defend their attitudes with facts, and gain new knowledge on selected topics.

1. **Energizer:** Choose the energizer that will interest the group.
2. Prior to the meeting find topics relevant for young people that will be discussed. You can use the workshop "Negotiation skills" in the Program Y in order to prepare yourself additionally.
3. Talk about the rules and forms of the debate so that debates would not turn into unproductive arguments, one should know how to participate in them, i.e. discuss in the right way. Everyone involved should respect the rules of the discussion, i.e. the turn and the time of speech. The discussion requires critical opinion of oneself and others, politeness and fairness. There should always be an affirmative and negative group.
4. Divide participants in two groups one of which will be affirmative and the other negative. Choose 2 to 3 topics that you will address at the meeting through debate. It is very important that the topics are relevant for young people.
5. Agree on how much time the debate with participants will last.
6. Conclude the meeting with a team game.



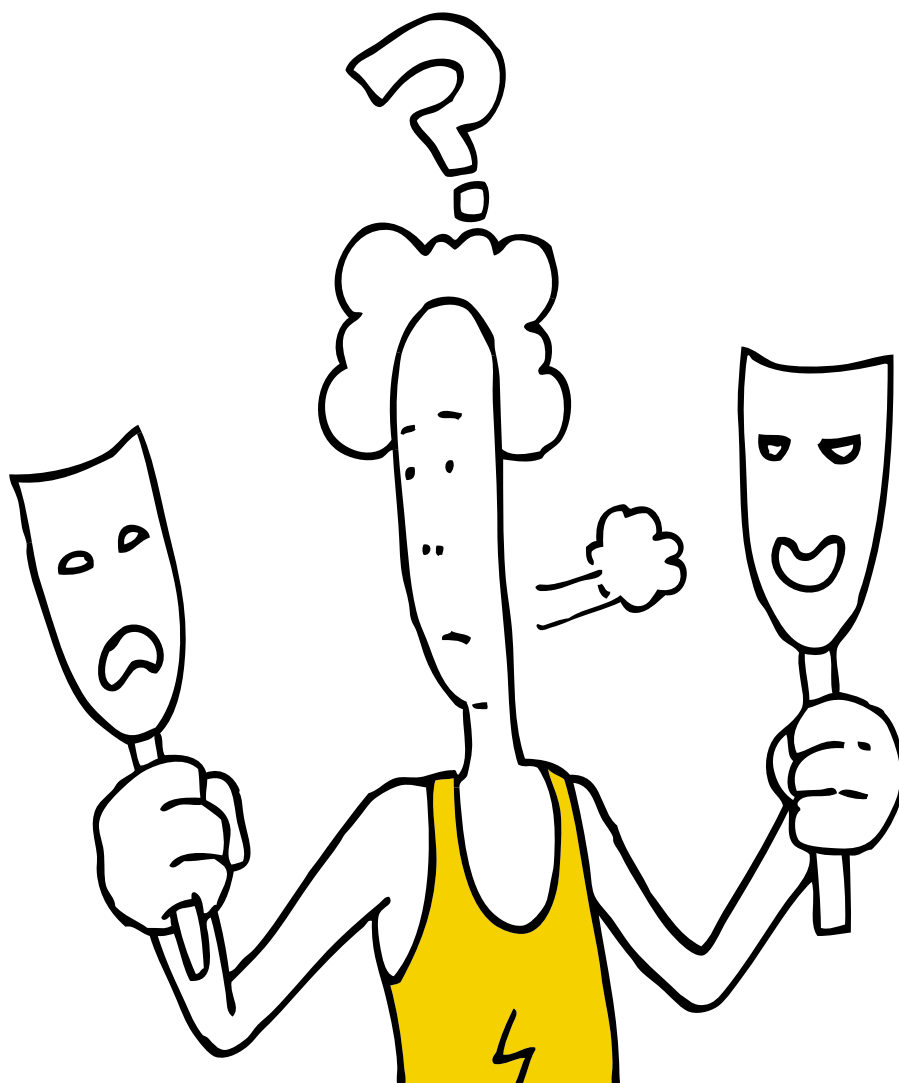
## Activity 10

**Name of the meeting:** Movie night

**Recommended duration:** unspecified

**Aim of the meeting:** Strengthen the cohesion of the group and discuss a relevant topic using film as a medium.

1. Determine the time of the activity at previous meetings and which movie will be shown (*e.g. once in two months, group should watch a movie at the meetings related to the workshop topics*).
2. Invite members and/or young people who are interested to join and participate in watching a movie.
3. If it is possible, discuss about some important segments of the movie immediately after or at the next meeting of the youth club.



## Activity 11

**Name of the meeting:** "Our creative tournament"

**Recommended duration:** 60 minutes

**Aim of the meeting:** Strengthen negotiation skills of young people, teach them to defend their attitudes with facts, and gain new knowledge on selected topics.

1. **Energizer:** Choose the energizer that will interest the group.
2. Divide the participants in 2-4 groups and give them a task to jointly plan the creative team tournament. Let them think freely about the various sporting activities in which they have already participated, but let them change and alter the activities in the way they want.
  - › Example: Tournament of youth in volleyball with mixed teams, where the rules are changed, and each team must have a minimum of 2-3 female or 2-3 male members in the team at any time during the game. This tournament should be connected with the topic of gender equality.
3. The goal of the tournament should not be viewed in any rivalry or animosity but rather as entertainment and acquiring new friendships, and promoting some new positive values.
4. After the participants give their suggestions, vote for the best one and then make plans about it together (change and add some things, if there is a need for that).
5. Define how the participants apply, when and where the tournament is held, whether there are some symbolic prizes, refreshments for participants and who is responsible for which part of the organization of your creative tournament. Note: After the tournament invite all new participants to join the club.
6. Conclude the meeting with a game.

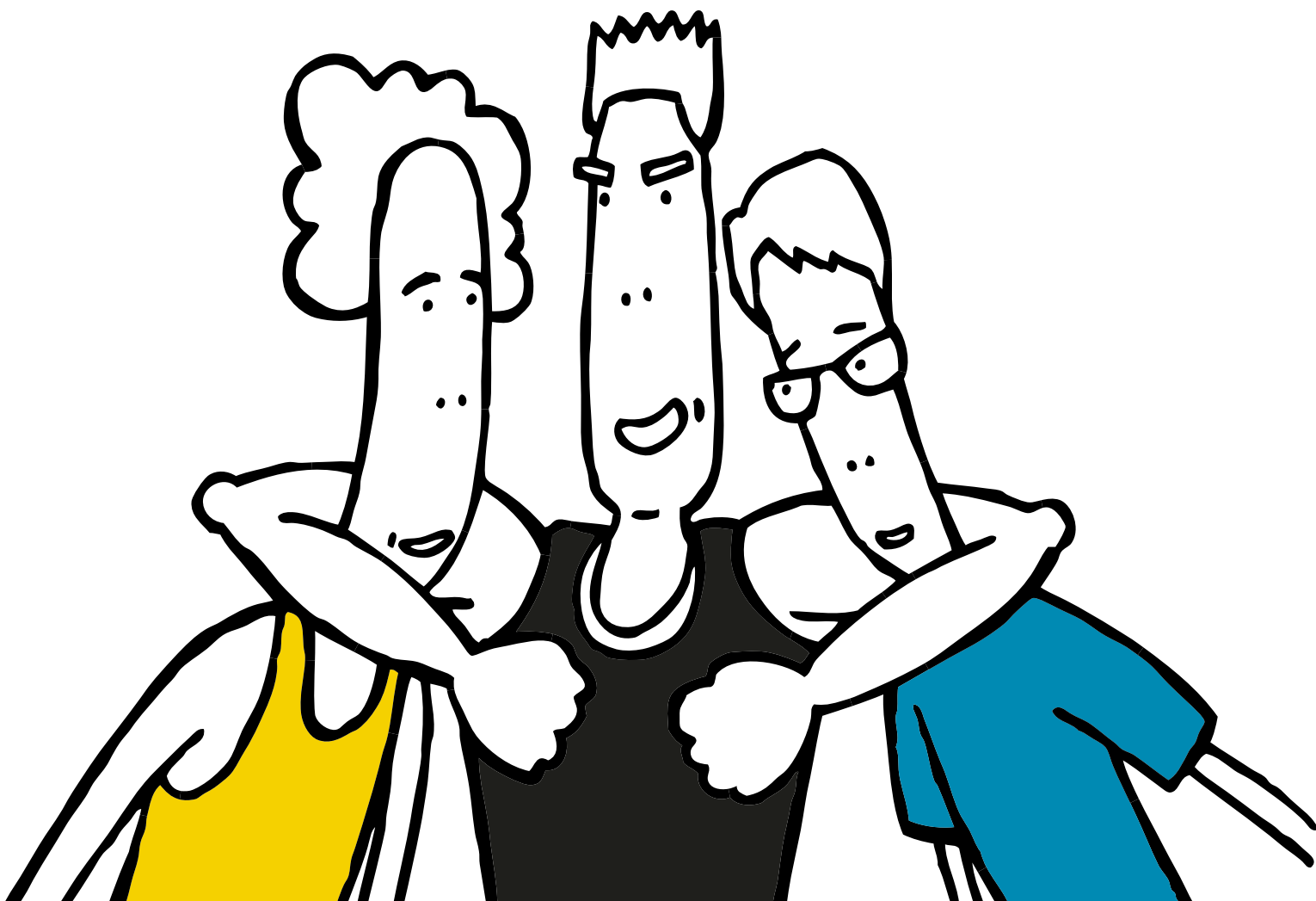
## Activity 12

**Name of the meeting:** Involvement of the club through school sections and extracurricular activities

**Recommended duration:** unspecified

**Aim of the meeting:** Promotion of the club through school sections and activities in the form of popularization of the club and the possibility of the arrival of active young people in the club.

1. In agreement with the school recommend activities in the form of assistance with the implementation of extracurricular activities, i.e. sections.
2. Depending on the possibilities make sure that the club is regular participant of extracurricular activities.
3. By joining of active students in the club, the popularization of the club in that school and the arrival of new members increase.
4. Plan all these activities at a meeting of the club using the discussion with the participants.





## Activity 13

**Name of the meeting:** Photography workshop

**Recommended duration:** 2 to 3 hours

**Aim of the meeting:** Popularization of the club and the arrival of new members through the growing interest of young people for photographs and photographing

1. Hire a photographer or a person who knows the techniques of photography in the club, and at a meeting of the club hold a photography workshop together with this person.
2. After the photography workshop define what kind of campaign in connection with the photography members of the club can do to promote some of the topics of the education.
3. All photos that have been taken publish online on the Facebook page of the youth club or on the school website.

# YEAR 1

Development of  
identity - who am I,  
who are you?



## Implementation of youth campaigns in schools: *School model*

*In this section, we remind you of the topics from the educational sessions of the Program Y Manual, by semesters, and we give concrete **ideas and suggestions of campaigns** for your school youth club related to the topic of development of identity and gender-based violence.*

**The first semester** of this school year includes topics of **identities, reason, feelings, gender and gender norms**. In this semester, during the educational sessions, we talk about what is gender, what is sex and what are the differences between them, in what way gender norms affect the lives of men and women, difficulties that young people face when expressing certain feelings and consequences for them and their relationships, as well as the expectations of women and men in romantic relationships and what society teaches us about them.

**The second semester** of this school year covers the topic of **violence and violence and peaceful coexistence**. In this semester, during the educational sessions, we talk about the various types of violence that can appear in intimate relationships, families and communities, and what the violence is, how "male honor" is related to violence and what the alternatives of violence are when young people feel insulted, the cycle of violence formed in society and how to stop it, how labeling affects the restriction of the individual potential of young people and how it influences the relationships between young people, and defining the notion of power and the influence it has in interpersonal relations.

### YOUTH CLUB CAMPAIGNS: SUGGESTIONS

Examples below are examples from the practice of various "Be a man clubs" from the region over the past five years. These are examples of campaigns implemented at the level of local communities and schools. Examples need not necessarily be implemented in the same way in schools, but their purpose is to motivate and encourage thinking about possible campaigns that will be implemented in schools.

## 1. Male and female tasks

The campaign was aimed to encourage young people to think about the meaning of terms "male tasks" and "female tasks" and in that way to promote gender equality in society. They achieved this by a short but effective activity that echoed well among high school students in which the campaign was implemented.

### STEP 1: PLANNING

At a creative meeting, using the brainstorming method, members of the club have discussed how to encourage their peers to think about the roles of men and women. The conclusion of this meeting was to implement a campaign in schools that would encourage young people to take photos of themselves while doing tasks that they usually perceived as tasks characteristic for the opposite sex (e.g. young men taking photos of themselves while washing dishes and young women taking photos of themselves while repairing the car).

### STEP 2: IMPLEMENTATION

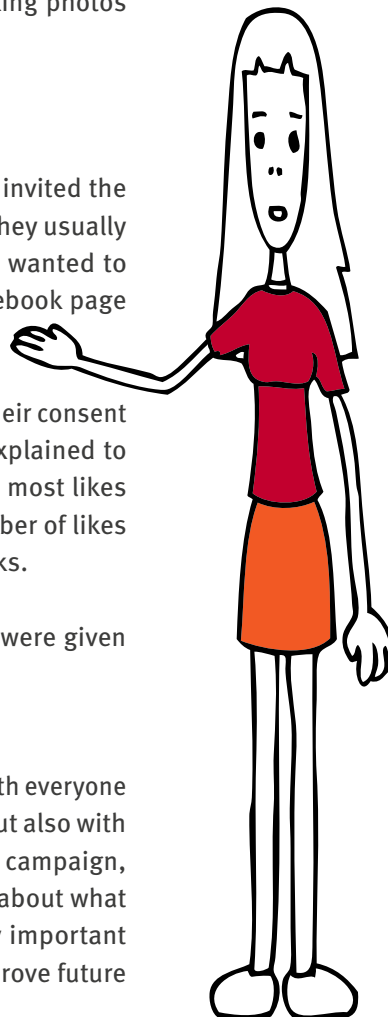
Posters were prepared and hanged in schools. The posters invited the school students to send photos of themselves doing tasks they usually consider to be characteristic of the opposite sex. All who wanted to participate were supposed to send their photos to the Facebook page of the Be a man club.

After the photographs started arriving, owners should give their consent for the photographs to be posted on the website. It was explained to them that the owners of the photographs which collect the most likes would get a reward in the form of Be a man T-shirt. The number of likes for each photograph was recorded in the period of two weeks.

The owners of photographs which collected the most likes were given their awards - Be a Man Club T-shirts.

### STEP 3: EVALUATION

Two weeks after the campaign, the leader of the club talked with everyone who were involved in the implementation of the campaign but also with the participants of the campaign, about how they liked the campaign, what new they learned, what they did not like. Information about what members did not like in the campaign represented a very important part of the conversation. These feedbacks were used to improve future activities and campaigns as lessons learned.



## 2. Labeling

After the workshop "Labeling", members of the Be a Man Club also decided to send a message against labeling in practice. The action was held on the streets of the city and aimed to raise the awareness of young people who happened to be on the street at the time of the action, about the labeling and harmfulness of this phenomenon and the impact it has on the individual.

### STEP 1: PLANNING

During the creative meeting, through discussion and brainstorming, members of the club have designed how this campaign will look like. On large pieces of cardboard, they made labels. On one side of the labels there were insulting terms written that we often heard in schools, and on the other side there was the message "Don't label me". These labels are designed so that the front side of the label is worn on the front, while the back side of the label is on the back. The front and the back side of the label are connected with the tape.

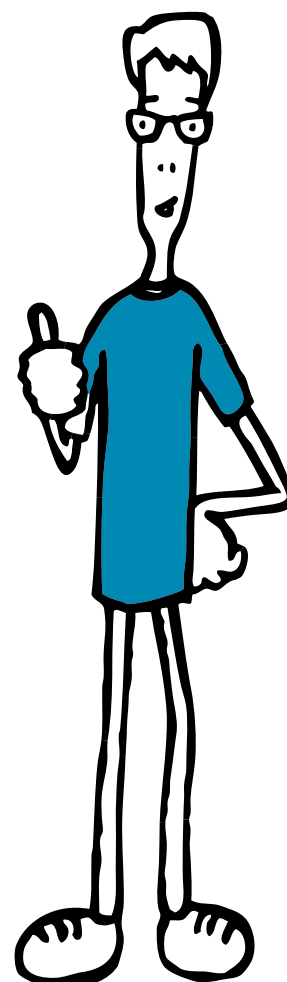
### STEP 2: IMPLEMENTATION

Young women and young men walked through the city with these labels. They distributed information to their fellow citizens, predominantly peer population, about why they were doing this activity and what was the goal of their campaign.

A letter was sent to the media about the held campaign, together with photographs. This step is very important because the media like to follow this kind of activities, and if we implement a similar activity at the school level it contributes to better visibility of the school in the local media.

### STEP 3: EVALUATION

At the next meeting of the Be a Man Club, the members discussed how the action went, what were the reactions of the fellow citizens, and to what extent the campaign achieved its planned goal.





# YEAR 2

## Violence is out!





## Implementation of youth campaigns in schools: *School model*

*In this section, we remind you of the topics from the educational sessions of the Program Y Manual, by semesters, and we give concrete **ideas and suggestions of campaigns** for your school youth club related to the topic of violence and drugs.*

**The first semester** of this school year is the continuation of the topic from the previous semester (Year 1) in which you talked to young people about the *different manifestations of violence in their lives and communities and introduced gender, gender norms and gender issues as one of the important social factors of the occurrence of certain types of violence*, especially the violence of men against women and violence between men. During this semester, the educational sessions provide you with effective and proven tools for changing attitudes and opinions of young people about the use of violence in intimate relationships and finding ways to create intimate relationships based on respect, how to have healthy and quality interpersonal relationships, encourage assertive communication, build skills for effective and positive resolution of conflicts, influence the change of the negative culture of silence among young people about violence and how to express anger in a constructive, nonviolent way.

**The second semester** of this school year includes the topic of **drugs**. In this semester, during the educational sessions, you discuss about what drugs are, what kind of drugs exist, in what way the society observes them, and what the greatest risks of using drugs are. Also, educational sessions focus on different myths related to the use of drugs and alcohol, and they include the concept of addiction and alcoholism, as well as the influence of society, social norms and peer pressure related to the abuse of drugs and psychoactive substances.

### YOUTH CLUB CAMPAIGNS: SUGGESTIONS

Examples below are examples from the practice of various "Be a man clubs" from the region over the past five years. These are examples of campaigns implemented at the level of local communities and schools. Examples need not necessarily be implemented in the same way in schools, but their purpose is to motivate and encourage thinking about possible campaigns that will be implemented in schools.

## REACT AS HUMAN, HELP THE VICTIM

After educations on violence and discussions at the meetings of the "Be a man" club, the participants came to the idea of organizing flash mob activity in the main square, in order to draw public's attention to non-reacting to violence and violent scenes that happen in schools.

### Step 1: Planning

We divided the participants of the club meeting into groups and gave them the topic called "React as human, help the victim", within which they should plan how the campaign should look like and what were the outcomes and goals of that campaign. After 20 minutes of planning, each group gave concrete campaign suggestions, after which the participants discussed which campaigns would be implemented, while some of them would be implemented on some other occasion *(It often happens that you get more than one idea at the campaign planning meetings, and in that case you choose one that will be first implemented, and others, which are also interesting, write down in order to be able to recall them in the future period).*

### Step 2: Implementation

During the meeting the participants have defined what materials are necessary for the implementation of the campaign and who will participate. It was decided that the campaign will be implemented on the main square in Banja Luka, in the period when there is the highest number of high school students in the city (who are identified as a target group). All those who participated in the campaign stood in a large circle with a very small space between them, wearing blindfolds. The blindfolds simulated a situation in which we did not react to violence, i.e. in the figurative sense we were "blind" to the violent situation. In the center of the circle stood a young man and a young woman who simulated (acted) a violent scene through several different forms of violence (physical, psychological, emotional, gender-based violence ...), while everyone around just stood, doing nothing. After several minutes of simulating the scene of violence, because already a large number of high school students and other citizens gathered around our "circle of violence," they all suddenly removed their blindfolds and shouted "Stop violence" and "React as human, help the victim".

### Step 3: Evaluation

Immediately after the completion of the campaign, we spoke to the citizens who were there about the campaign and the issue we addressed with this campaign. At the next meeting of the club, we discussed the campaign we implemented, how it went for us, what the reactions of citizens were and how we could improve the campaign.



## REACT AS HUMAN, AGAINST VIOLENCE

The aim of the campaign was to raise awareness among young people about the importance of responding to violence and preventing violence, as well as pointing to the negative long-term consequences that it could cause.

### Step 1: Planning

During the club meeting, the participants expressed their wish to implement campaigns that will be distributed online, in the form of video materials. They have jointly set up rules that video material must have the title "React as human, against violence" and follow this topic. Also, the video should be short, up to 2 minutes and clearly display the message. Also, all the participants in the group were supposed to participate in a short video and to present themselves in some way in it. All these rules were defined by the participants themselves. During the planning stage, participants defined their own working groups in order to create a script for their short promotional film.

### Step 2: Implementation

During the implementation stage of campaign, the participants created their own promotional film. They had 7 days for this task, and they could film it using their mobile phone or any other camera, as best they can. We presented the film first together at the club meeting, and only after that we published it online on our YouTube and Facebook page so that other people could see it.

You can find an example of one of the videos on YouTube titled: **Reaguj ljudski // POMOZI ŽRTVI (React as human // HELP THE VICTIM)**

### Step 3: Evaluation

During the evaluation of this campaign, we talked about the ways how video materials were made and interesting stories from making them. We also talked about topics that young people were going through during the planning of video materials, and ways how to further distribute these video materials among high school students, in order to additionally familiarize them to their content and encourage them to think about this topic.



# YEAR 3

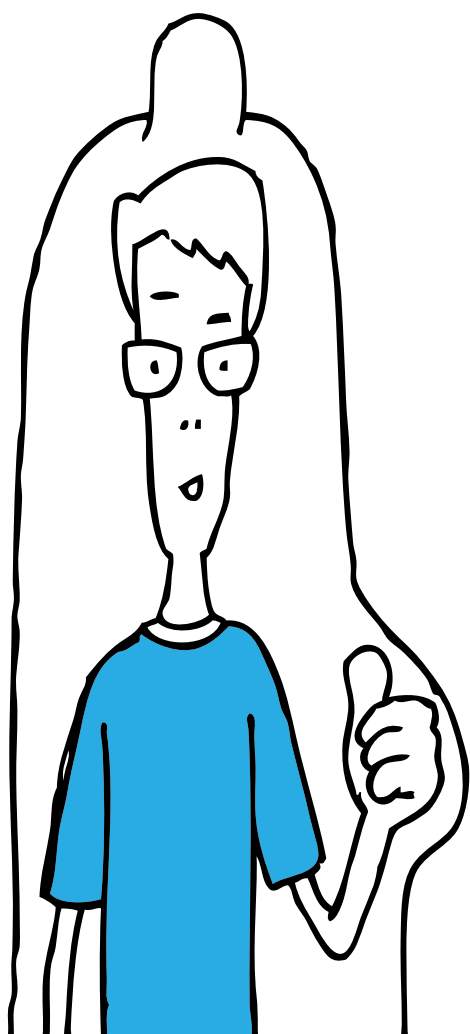
## Sexuality and protection of sexual and reproductive health and rights



*In this section, we remind you of the topics from the educational sessions of the Program Y Manual, by semesters, and we give concrete ideas and suggestions of campaigns for your school youth club related to the topic of sexuality and protection of sexual and reproductive health and rights.*

**The first semester** of this school year includes topics of **sexual and reproductive health**. In this semester, during educational sessions, you discuss about the relationship between education and health risks faced by young people, how gender norms most often affect the health problems of young men and personal hygiene, raising the level of awareness and knowledge about the male and female reproductive system and genitals, as well as the challenges and risks that young people face in intimate relationships in the adolescent age.

**The second semester** of this school year includes topics of **sexually transmitted infections, contraception and rights**. In this semester, during educational sessions, you discuss STI, HIV and AIDS and the significance of diagnosis and treatment, about different methods of contraception and myths related to contraception, about the meaning of sexual and reproductive rights and their significance in the lives of women and men, as well as about sexual diversities.



## YOUTH CLUB CAMPAIGNS: SUGGESTIONS

## 1. Marking the International Men's Health Week

Members of the BMC conducted an action to promote the health of men as part of the activities implemented around the world during the International Men's Health Week in order to emphasize the importance of regular health examinations and care about their health.

### Step 1: Planning

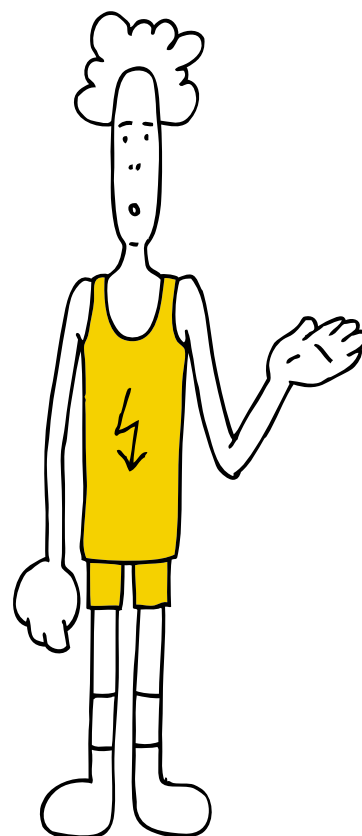
At the Club meeting, the young people discussed the way they could join the promotion of the International Men's Health Week. Through discussion and brainstorming, they have realized that men rarely take care about their health and do not go to regular health examinations. Participants were divided into two groups, one of which planned how to get involved in informing young people, and the other group how to define which activity they could implement with young people.

### Step 2: Implementation

On the main square in the city, two groups of young people implemented two activities. One group was in charge of presenting healthy lifestyles to people by having young people ride bicycles during this action and informing others by inviting them to join in their ride and promotion. The second group worked on the distribution of educational materials, in the form of labels and brochures on how to take care of their health. More than 200 people were directly involved in this action by obtaining information and materials.

### Step 3: Evaluation

During the evaluation of this campaign, we talked about the ways how the campaign went through and what the feedback information from citizens were. We also talked about the topics that young people addressed during the interviews and which information was least known to citizens. We also talked about ways to further promote this campaign among young people, and to make them more aware of the topic and encourage them to think about their health.





## Learn Wherever You Can - International Health Day

Within the campaign of marking the World Health Day, a group of young people organized a special type of education according to the method "Learn Wherever You Can".

### Step 1: Planning

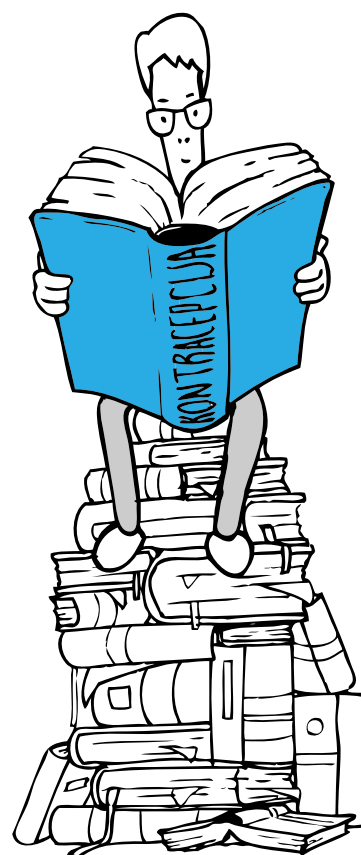
At one of the creative meetings of the Club, using the brainstorming method, members of the club discussed how to encourage their peers to think about the roles of men and women. The conclusion of this meeting was to implement a campaign on the main square in a city that would aim to provide citizens with information and knowledge about health, violence prevention, healthy lifestyles and HIV/AIDS.

### Step 2: Implementation

A "classroom" for passers-by was installed at the busy location on the main square. Citizens could freely come to the "classes", be part of the classroom and listen and discuss about health, violence prevention, healthy lifestyles and HIV/AIDS. The club volunteers invited citizens to engage in activities that lasted 30 minutes. There were 3 activities where one workshop was held in each hour, after which other young people and citizens were invited to join the workshop. A timetable was put on a visible place showing when the workshops were held.

### Step 3: Evaluation

At the next meeting of the club we discussed the campaign that we implemented, how it went for us, what were the reactions of citizens and how we could improve the campaign, to be even better for the next time or for the needs of another topic.



# YEAR 4

## 21<sup>st</sup> century parents



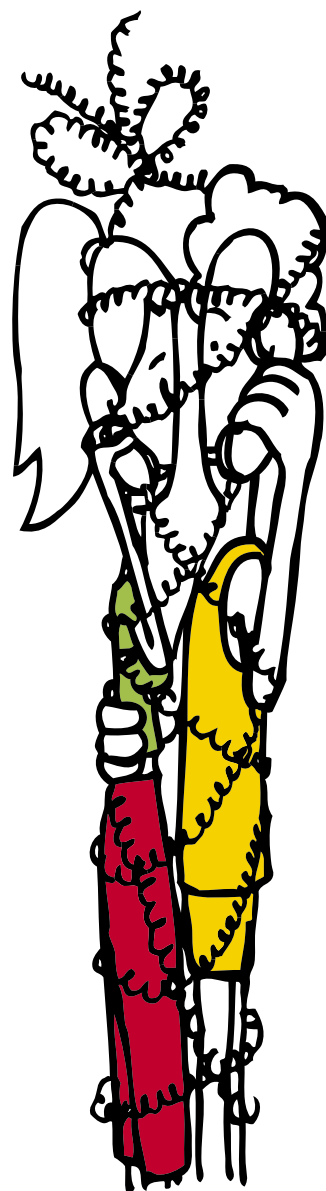
*In this section, we remind you of the topics from the educational sessions of the Program Y Manual, by semesters, and we give concrete **ideas and suggestions of campaigns** for your school youth club related to the topic of **parenting**.*

**The first semester** The first semester of this school year includes the topics of **fatherhood and motherhood**. In this semester, during educational sessions, you discuss about how young men define caring and how they deal with it in their everyday lives, how traditional gender divisions affect the fatherhood and motherhood, and focus is shifted on promoting greater participation of young men in caring in their homes, relationships and communities, and then you continue with the discussion about multiple roles and responsibilities that women often take in family tasks and the importance of sharing responsibility for childcare and house chores with men.

**The second semester** of this school year does not include educational workshops. During this semester, the **endline survey** is conducted of all participants in educational sessions and campaigns from the beginning of the implementation as well as the **evaluation of all activities** in order to obtain the answer which changes in attitudes and opinions occurred during the implementation of activities.

#### YOUTH CLUB CAMPAIGNS: SUGGESTIONS

Examples given for the 4<sup>th</sup> year are examples of campaigns implemented by the "Be a Man Club" Banja Luka and "Be a Man Club" Mostar, and they represent activities that can be easily implemented at the school club level because they do not require much material and preparation.



## Letter to oneself as a future parent

Members of the Be a Man Club, in cooperation with one of the secondary schools in which the project was implemented, came to the idea of organizing a campaign that would actively involve all classes in the school. The aim of the campaign was to encourage young people, after the workshops were implemented, to think about the future themselves in the role of a father or a mother.

### Step 1: Planning

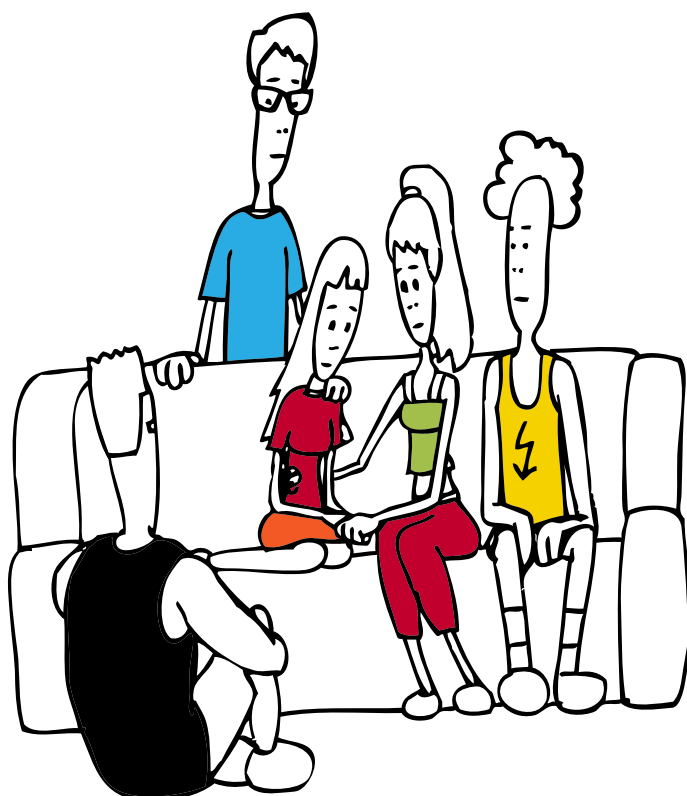
Club members created short campaign presentations for each of the classes of the partner secondary school in order to encourage young people to write a letter to the future himself who has just become a father or the future herself who has just become a mother.

### Step 2: Implementation

In all classes of the school, short presentations of the campaign were done, and the students were asked to write a letter to the future themselves as a parent. The letters were then collected and placed on a large hammer papers that were exhibited in the hallway of the school for a period of one month.

### Step 3: Evaluation

In a conversation with some of the students who were part of the campaign, the club's leader came to the realization that this campaign led young people to start thinking of themselves as parents and the consequences of the things they are doing today on their parenting.



## Visit to the fathers in the maternity ward

Members of the Be a Man Club have organized a campaign in front of the Banja Luka maternity ward in order to promote positive images of fathers. Their aim was to send positive messages to the local community, the media and social networks, about the importance of responsible fatherhood.

### Step 1: Planning

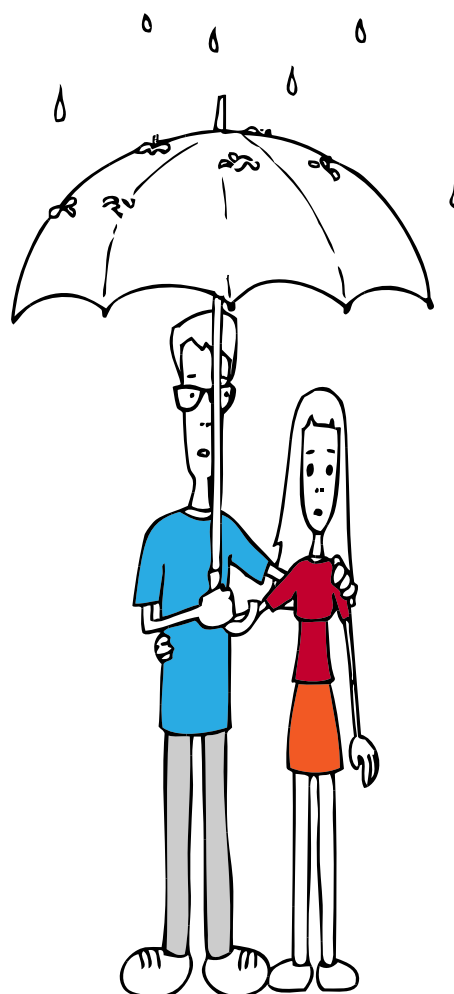
During the meeting, through discussion and brainstorming, members created the campaign. They found out about the days and the time when new mothers were released from the hospital, and during that period they planned to do the campaign. They prepared frames with inscriptions for taking photos with new fathers.

### Step 2: Implementation

On the day of the action, members of the club gathered in front of the maternity ward. They asked new fathers to take photos with the club members, holding positive messages that promote fatherhood. The photos were posted on the social network profiles and web pages of the club. Together they prepared an article promoting a positive fatherhood and sent it to the local media.

### Step 3: Evaluation

At the club meeting after the campaign, the members discussed the activity. They discussed the extent of the visibility of the action, and what lessons were learned from this campaign that could be applied in the future activities.





# Chapter 3

And, for the end,  
universal





# Universal materials

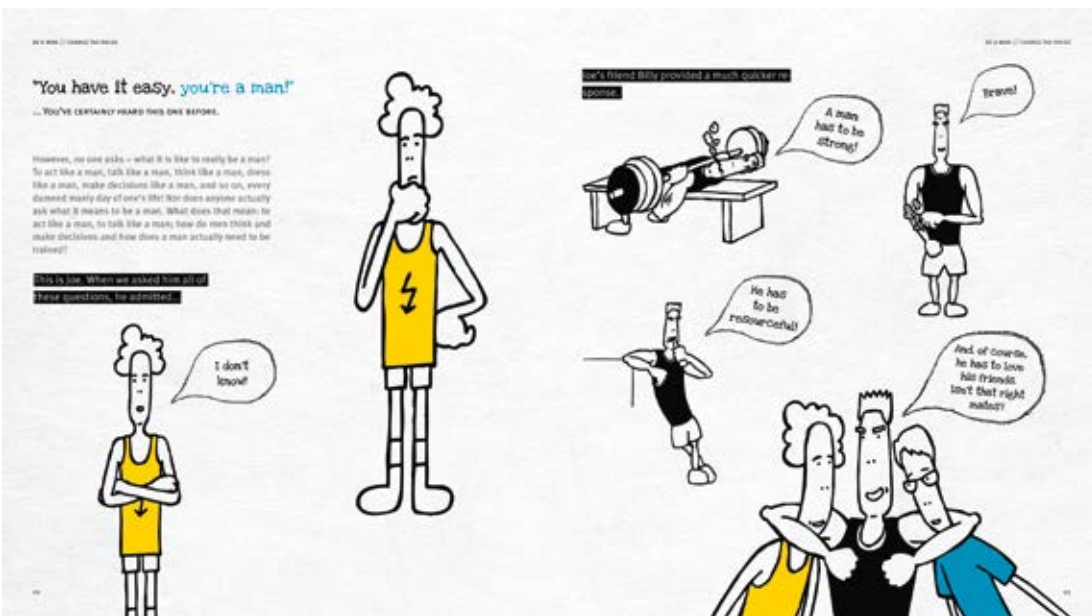
Universal materials are those materials that you can use in various activities and events, and adapt to the specific needs and events by adding appropriate slogans and messages, event dates and/or events venues.

The materials were developed by young people and experts from the Smart kolektiv from Belgrade and designer from Banja Luka, Branislav Slijepčević, within the campaign "Be a Man" for the needs of members of the "Be a Man" clubs from the region. You can download all design materials on a permanent WeTransfer link in the opened files and prepress. If you have never worked with such materials, I believe that the printing house will have all the answers to the concerns you have. Also, we are here as well, you have our contacts in this Manual, so feel free to contact us.

*Just to note that there you have various materials that are not just from the "Be a Man" campaign, but also from the campaigns "React as Human" and "Pazisex", which will be explained below.*

**A list of available resources: All available resources can be found on the website [www.programy.net](http://www.programy.net) under the section:**

## Materials





## Campaign: React as human

React as human campaign is a campaign focused on the observer intervention. **The observer intervention is philosophy and strategy for the prevention of various forms of violence, including harassment, sexual harassment, sexual abuse, and intimate partner violence.**

### Who are the observers?

**The observers** are individuals who observe violence or witness the conditions that sustain violence. They are not directly involved but they have the ability to intervene, speak, or do something about it. They are someone who is present and thus potentially in a position to discourage, prevent or terminate the incident.

The observers are present/witnesses of violent situations - they are friends of the victim and/or perpetrator, other students, team members, neighbors, etc.

The observers are the "audience" - bullies often use their victims and violent situation to show their strength and superiority in the group. Therefore, the peer violence usually happens before the audience - live or on the internet (offline or online).

### How the observers react?

Most of them do not do anything. They passively accept bullying, watching and doing nothing. They are the audience of the bully and silent acceptance that allows the bully to continue with the abusive behavior. They feel powerless to do anything in fear that they also could become victims.

Some of them support bullies - they encourage bullying by laughing, cheering or making comments. Some of them join the bullying. They want to maintain their position in the hierarchy of the group and to be on the winning side. They do not like or support violence and feel bad about their behavior.

Some play a key role in preventing or stopping harassment - they directly intervene by distracting the bully, calling for help or helping the victim. They are primarily driven by a sense of responsibility to do something.



### Slogan and campaign messages

The main slogan or title of the campaign is **REACT AS HUMAN**.

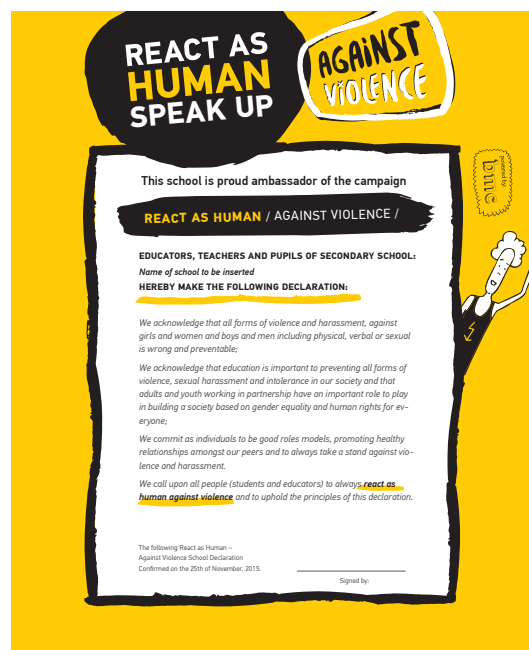
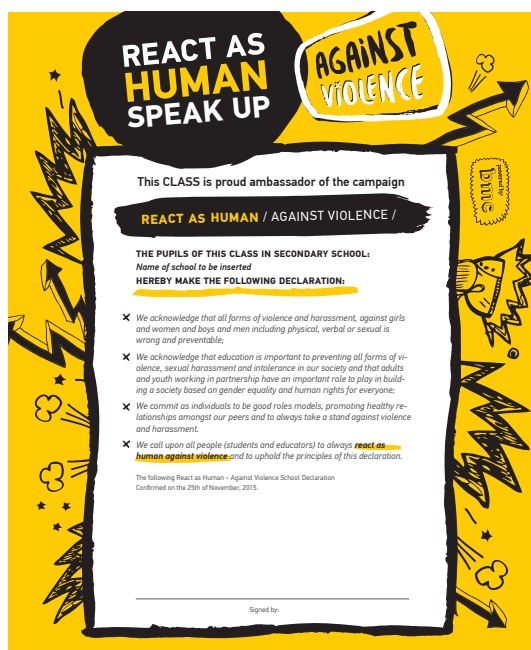
Invite the observers to react - to stand up, to speak, to do something. With this invitation we would like to invite and motivate observers to react the way every human being would react, and that is to help someone. We want to refer to the basic and universal human values of respect, safety, love, justice, equality and life itself. We are all human, regardless of gender, race, religion, nationality or sexuality.

Some of the slogans/messages we use are:

#### **React as human ...**

- > ... *speak up*
- > ... *help the victim*
- > ... *stand up*
- > ... *against violence*
- > ... *asks for help*
- > ... *deter the bully*

By adding advice and ideas to what you can do in a given situation into the main slogan, we want to encourage and empower observers to play a key role in preventing or stopping harassment, and that is to directly intervene and not to endanger themselves in doing so, which is also very important.



CREATED BY: SMARTSOLUTION



CREATED BY: SMARTSOLUTION

### Through the campaign we address two important groups, namely:

- › Young men and women, aged 14-19 years

First of all, we want to attract the attention of young men and women, aged 14-19 years, high school students.

- › Adults

Then, we also want to attract the adults working in schools, university professors, students and the wider peer group.

### Through the campaign we want to:

1. Raise awareness that non-reacting is the way of approval of violence, by inviting the observers to react!
2. Motivate observers to take a more active role in the fight against violence, by motivating the observers to react!
3. Educate young people to recognize the violence and raise awareness of the different forms of violence!
4. Give young people advice on how to react in a given situation, to strengthen them and encourage them to react!

**React as human campaign is implemented within the Young Men Initiative of the Care International Balkans, in the countries of the North-western Balkans through the activities of the partner "Be a man" clubs since 2015.**





## Campaign: PaziSex (Watch out! Sex)

"Watch out! Sex" campaign (PaziSex and KujdeSex in local languages) and web sites (*you can find them below*) have been developed with the aim to provide young people an attractive and friendly educational material, where they can find important information about sexuality, sexual development and orientation, first sexual experience, various forms of peer pressure, contraception, STI, etc.

Web site and campaign are divided into five sections, which represent different stages in the sexual development of teenagers. Each section opens one after another, which allows us to put each of the topics in a separate focus.

### Aims of the campaign, target groups and messages

#### Who is our target group:

All - young people, parents, professors, social and youth workers.

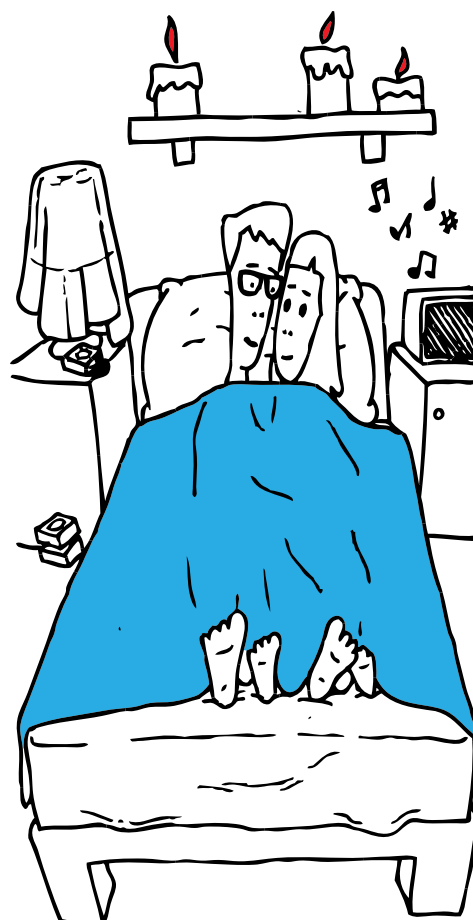
#### What is our message:

Education on the topic of sexual and reproductive health is very important.

#### What do we want to achieve:

1. To inform students about the web-site [www.pazisex.net](http://www.pazisex.net)
2. To inform students about the main purpose of this website
3. To raise awareness of the importance of education in the field of sexual and reproductive health among young people

pazi se **X**.net  
kujdes se **X**.net



## Key messages of the campaign:

TARGET GROUP	MESSAGES – what do we want to say
<b>Young people aged 14-19 years</b>	<ul style="list-style-type: none"> <li>› It is important to be informed about sexual health</li> <li>› All this is normal - it is normal to have a lot of questions, it is normal that all the changes on your body happen, puberty is normal ...</li> <li>› Think with your own head</li> </ul>
<b>Parents, professors and youth workers</b>	<ul style="list-style-type: none"> <li>› Education on sexual and reproductive health is important</li> <li>› There are not many places where young people can be informed</li> <li>› <a href="http://www.pazisex.net">www.pazisex.net</a> is a useful tool that can help you in your work</li> </ul>
<b>Broader public</b>	<ul style="list-style-type: none"> <li>› It is very disappointing that education on this topic is not systematically addressed</li> <li>› Education on sexual and reproductive health is important</li> <li>› That is why we created a website that is adapted to young people and in one place offers all the answers that they may require</li> </ul>

## The main communication tool:

[www.pazisex.net](http://www.pazisex.net) or [www.kudjesex.net](http://www.kudjesex.net)

The web site has been developed on the initiative and in cooperation with the "Be a man" members from the region, as well as with the support of experts and youth workers.



## Materials



## Campaign: ARE YOU OK?

**ARE YOU OK?** campaign deals with the topic of mental health of young people. The goal of the campaign is to promote prosocial behavior among young people aged 14 to 20 and values such as friendship, trust and support. Through the campaign, we want to empower young people to recognize when someone has a problem, not to judge and to be OK with seeking help and advice from people in their environment - BMC, friends, parents, school staff, youth organizations and other referral services.

### MENTAL HEALTH AND PROBLEMS OF YOUNG PEOPLE

Young people today face a number of problems such as a lack of self-confidence, trust and honest relationships with peers and parents, which often include depression, labeling, violence, and more. Pressure from peers, parents, the media, social networks, priests, sports coaches, etc., often leads to a lack of self-confidence in young people. Additionally, a large number of young people feel lonely because they do not have the confidence to discuss the problems that bother them with people in their environment and to turn to them for support.

### WHAT DO WE WANT TO ACHIEVE?

With this campaign, we want to promote values such as **friendship, trust and support**. To encourage young people to talk about mental health and to accept that all people have problems, that they can overcome them and that the person in trouble should be supported in a proper way.



Ok



Sad



Awesome



Anxious



Angry



Scared



The goals of the ARE YOU OK? campaign are to empower young people to:

- › recognize when someone has a problem;
- › provide advice and support friends/acquaintances who have complained to them;
- › recognize that they have a problem and encourage them to seek help.

### SLOGAN AND CAMPAIGN MESSAGES

The main slogan of the campaign is **ARE YOU OK?**

The universal, short question is part of the colloquial language and close to the language of young people.

The materials of the campaign are designed to imitate online communication, which is an important part of everyday life of young people and makes them more comfortable to express their own opinions and feelings. Slogans and messages are communicated through forms that look like messages on social networks, and feelings are communicated through Emojis, which young people use every day in online communication to convey their emotions to the peers. All messages should be communicated in an optimistic, warm and simple way, without too much detail.



### MATERIALS YOU CAN USE IN THE CAMPAIGN

The materials created convey the key messages of the campaign:

- › Promotion of positive and desirable behaviors;
- › Indication of negative behaviors and their discouragement;
- › All emojis are OK and usual;
- › With support and advice problems are overcome.

The material package includes posters, T-shirts, badges, stickers





## SCHOOL AND COMMUNITY ACTIVITIES:

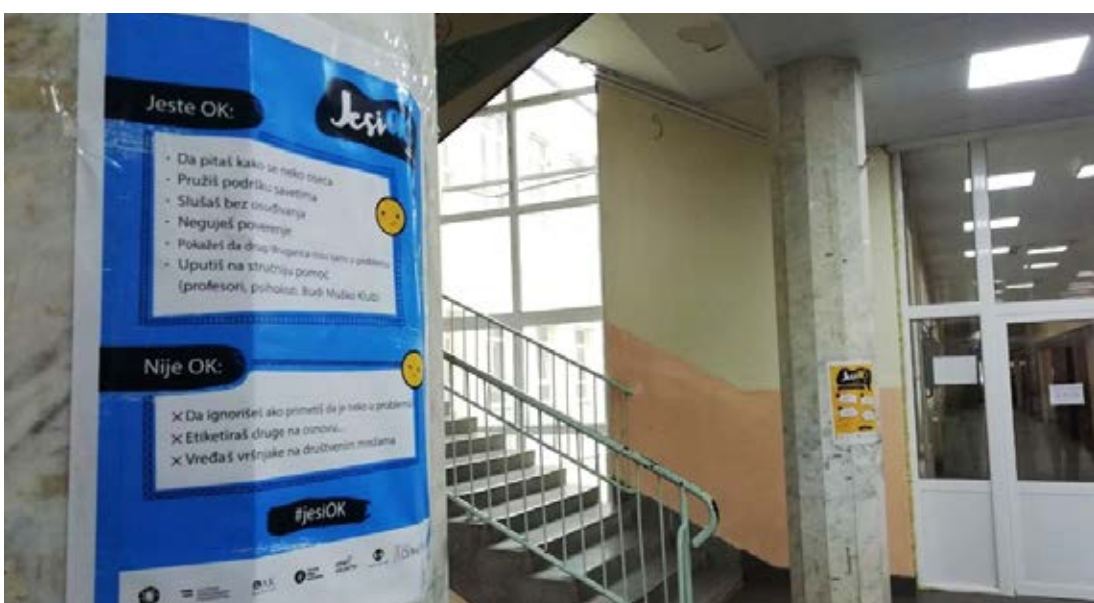
1. **Promo teams** – At school, the promo team introduces young people to the campaign, goals and messages, handing out promotional materials such as campaign slogan balloons, badges, cardboard masks of different feelings, phone stickers, etc.
2. **Story corner** – Young people set up a story corner at school, with lazy bags or other comfortable chairs, where they can get acquainted with the campaign, get promotional material and talk about how they can help a friend who has a problem. They answer questions found on speech bubbles about friendship, support and trust within their peer circles. The goal is to point out to young people the importance of open communication about their feelings and problems, all emotions are OK and usual.
3. **SUPER OK friend** – in order to promote values such as friendship, trust, support, the school organizes a competition for a SUPER OK friend. High school students nominate people who they think should carry this title, then a secret ballot is conducted by inserting papers into the box. The action is announced and promoted on posters at the school, and after the selection, the SUPER OK friend award ceremony follows.

## DIGITAL CAMPAIGN - ON SOCIAL NETWORKS

Visuals on social networks follow posters and other materials of the **ARE YOU OK? campaign**.

Below are suggestions for the content of posts on social networks such as Facebook and Instagram:

- › How do you feel today - angry, surprised or sad? Click on the appropriate emoji, because all emotions are ok.
- › Be a Man Club in cooperation with the NAME OF THE ORGANIZATION AND CARE International Balkans has launched a campaign aimed at raising the topic of mental health of young people. Let's open the topic with one very simple question! #AreUOk #AreYouOK?
- › If you notice that your friend is in trouble, here is how you can help them as a true friend! #AreUOk ? #AreYouOK?
- › Come over and start a conversation. Hear without condemnation. Respect that someone has confided in you. Provide support like a true friend.
- › Sometimes it is enough to listen to someone. We've probably been there ourselves. Ask a question AreUOk? #AreYouOK? and be all ears!







#### Tips for promotion on social networks:

1. During the promotion on social networks, it is important to make sure that the messages and materials with visuals match those used during offline activities.
2. All activities such as workshops, events, activities at school or other places related to the campaign should be promoted on social networks, using #AreUOk ? hashtags.
3. Content on social networks should involve young people in conversation on topics of mental health and violence, through discussions, interaction and initiation of these topics.
4. Content should at the same time used as a resource that young people use to expand their knowledge of mental health, inform themselves so that they can recognize symptoms and help themselves and others.
5. Contents on social networks should encourage young people to react and help their friends when they are in trouble or do not feel well, offering them specific tactics on how to do it.

## Campaign: Turn on knowledge. Turn off hate.

New campaign **Turn on knowledge. Turn off hate** aims to prevent radicalism and extremism among young people in the Western Balkans.

### Target groups of the campaign

- › Young people in secondary schools;
- › Young people out of school;
- › Young people who are at risk of being radicalized in attitudes and behavior more easily and quickly: young people with family problems, young people living in poverty, minorities such as Roma, LGBT etc., young people who abuse alcohol and narcotics.

All those who feel deprived, who see themselves as victims or believe in violence as a way to solve problems or establish dominance over others, may be at potential risk of **extremism in behavior and attitudes**.

Extremism can be defined as any deviation from moderation, which refers to ideas and/or actions as well as exclusion, intimidation and/or violence against those who deviate from those ideas. Extremism can be social, political, and/or cultural and is accompanied by a clear division into "us" - who share the same views and "them" who differ in beliefs, skin color, sexual orientation, gender, ethnic and/or religious affiliations, and the like. Radicalism refers to the desire to make radical changes, i.e. breaking a certain state and establishing a new one. Although neither radicalism nor extremism necessarily lead to violence, they are very present in all spheres of life.

### Groups that are most often the target of such attitudes and behaviors in the region are:

- › Religious groups
- › LGBT
- › national minorities
- › ethnic minorities (such as Roma, Ashkali, Egyptians etc)



## CAMPAIGN GOALS

Campaign Turn on knowledge. Turn off hate seeks to raise awareness of this problem and to be part of the activities we carry out to prevent such behavior. Through the campaign we want to:

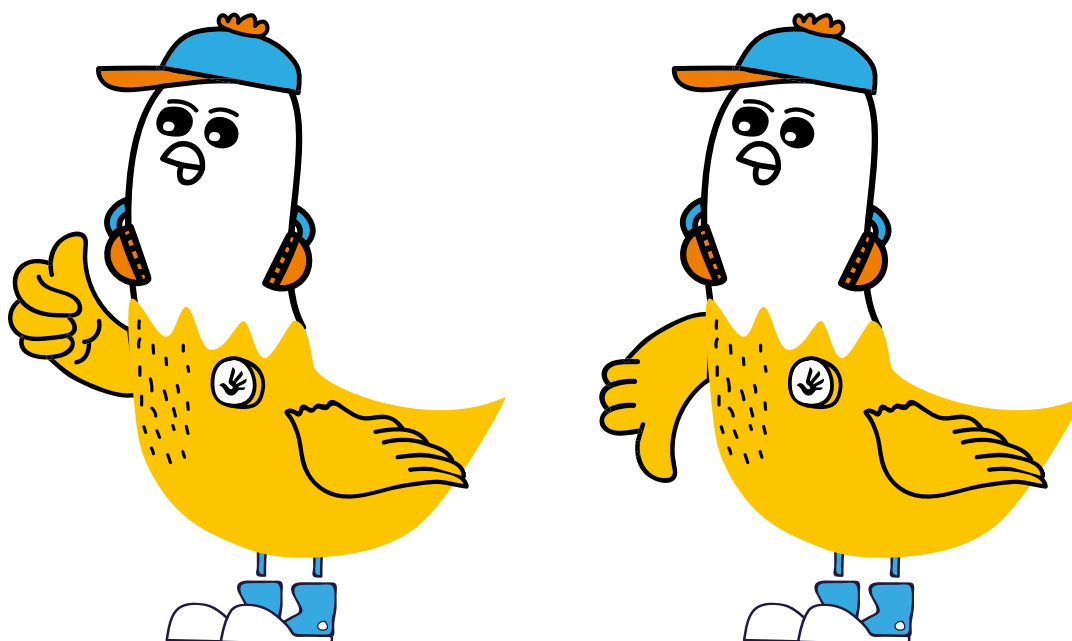
- › Promote prosocial behavior among young people in high schools;
- › Promote positive values and behavior among young people;
- › Break down stereotypes that provoke extreme behaviors;
- › Create safe spaces where young people feel safe and accepted;

## CAMPAIGN SLOGAN AND MESSAGES

The main message of the campaign is: **Turn on knowledge. Turn off hate.**

The main messages of the campaign are aimed at promoting desirable behaviors, positive values and knowledge, as the main tactics in the prevention of radicalism and extremism among young people.

The main symbol in the campaign is the comic book hero - the white pigeon as an international symbol of peace. All messages of the campaign are communicated through his perspective, in a friendly and direct way and in a language that young people are familiar with. In addition to this symbolism, the pigeon holds in its "hands" two signs - **like and dislike** - generally accepted symbols for approval or disapproval in everyday communication through social networks.





## CAMPAIGN MATERIALS:

You can use several materials with different messages in the campaign and adapt them to the local context. Materials: posters, stickers, promo T-shirts, visuals for digital channels.





## PROPOSED ACTIVITIES THAT CAN BE ORGANIZED DURING THE CAMPAIGN

### School and community activities

1. **Knowledge quizzes with high school students at school or at places where young people gather**
  - › Pupils react to allegations of desirable/undesirable behavior, labeling, discrimination, etc. by raising like or dislike signs. Another option is that when the quiz is conducted outside of school, for example in a park, the interviewer approaches the young people, asks them questions and reacts to the young person's answer by raising like or dislike sign depending on the content of the answer.
  - › Quizzes are used to offer young people facts, knowledge and correct information instead of prejudices and stereotypes about different groups and their characteristics.
2. **Workshops to design different materials used in the campaign** – memes whose goal is to convey a social message in a fun way through a picture or gif, using humor and/or irony, stickers, personalized posters with a mascot, etc. Using the basic message and visual of the campaign, young people create new content and learn through practice.
  - › During this activity, peer educators present the campaign at school, introducing young people to the goals and messages of the campaign, handing out stickers, tags, posters and inviting them to various events.

### ACTIVITIES ON DIGITAL CHANNELS AND SOCIAL NETWORKS

1. Promotion of the campaign on social networks - Facebook and Instagram posts and stories
2. Memes and GIFs: using the mascot and main campaign messages, young people can create some of these formats themselves using online tools such as **giphy.com** and **kapwing.com**
3. Create frames for FB profile picture using mascot and main campaign messages with FB **camera effects** tool. One frame can be downloaded and used by an unlimited number of people for their profile pictures, without the need for everyone to create their own frame individually.

### Campaign messages that young people can use to create this online content:

Turn on knowledge. Turn off hate.  
 Turn on tolerance. Turn off prejudice.  
 Turn on respect. Turn off hate.  
 Turn on appreciation. Turn off fear.  
 Turn on love. Turn off violence.  
 Turn on goodness. Turn off discrimination.  
 Turn on solidarity. Turn off prejudice.  
 Turn on brains. Turn off fake news.

# Annex 1

## Glossary of important terms

**Femininity** - The way in which women are socialized; understanding and practice associated with different meanings and interpretations of 'what it means to be a woman'.

**Feminism** - Basically, the belief that women and men should have equal political, social, sexual, intellectual and economic rights. Feminism is based on the principle of equality between women and men. Both should have the same level of power and influence in the society as well as the freedom to choose for themselves the kind of life they want. Feminism recognizes the existence of biological differences between women and men, but they should not be the basis for unequal/unfair treatment of women or members of LGBT population.

**Masculinity** - The way in which men are socialized, understanding and practice associated with different meanings and interpretations of 'what it means to be a man'.

**Sex** - Refers to the biological characteristics of women and men and differences in the reproductive organs and functions (genitals, chromosomes and hormones).

**Gender** - The relationship of power and socially constructed roles, behaviors, activities and characteristics that a particular society considers appropriate for women and men.

**Gender based violence (GBV)** - any form of force/coercion that has a negative effect on the physical and psychological health, development and identity of a person and which is the result of the existence of inequality in power relations based on gender (differences between women and men and among men and women). The term is generally used to describe the violence of men/boys against women/girls.

**Gender equity** - The term means fairness and justice in the distribution of responsibilities and benefits between women and men. The concept recognizes that women and men have different needs and levels of power and that these differences must be recognized in order to deal with them in a way that prevents the further deepening of differences between them, which means treatment that is adjusted to the specific needs in terms of exercising rights, benefits, obligations and opportunities.

**Gender equality** - The term does not mean that women and men are the same, but that they are equally worth and that they should be treated equally. Gender equality strives for women and men to enjoy equal rights and access to rights, both in the private and the social environment, including but not limited to participation in economic and political life, decision-making places, areas of concern to education and health.

**Gender-aware policy** - Systematic monitoring of differences in conditions, situations and needs of women and men in all policies and activities. Gender-aware policy involves the (re)organization, improvement, development and evaluation of the process of development and implementation of public policies, in order to ensure the application or introduction of a gender perspective in all policies and measures at all levels and at all stages by the responsible persons.

**Gender-transformative programs/creation of such programs** - Refers to the policies and programs that seek change/transformation of gender relations in order to achieve equality. This approach promotes gender equality in the following ways: 1) by encouraging and critical questioning of inequality and gender roles, norms and dynamics between the genders/sexes; 2) by recognizing and strengthening the positive norms that support equality and by creating accepting environment; 3) by emphasizing the position in society which women and girls, marginalized people have/take, and by changing/transforming social structures, policies and generally accepted norms which are in the foundation of inequalities and constantly re-instigate it.

**Transformative changes** - Interventions aimed at the structural causes as well as symptoms of gender inequalities that lead to permanent changes in relation to the choices that women have at their disposal and the power they have over their lives, and not only short-term availability or increase of opportunities.

**Sexism** - Sexism or gender discrimination refers to prejudice or discrimination based on a person's sex or gender; refers to both genders/sexes, but the evidence points to greater exposure of women to it.

## Annex 2

### Important dates in the year

*Below is an overview of some of the most important dates associated with each of the years of implementation of educational workshops. This annex is for ideas to develop campaigns that will be associated with educational workshops implemented during this period.*

### YEAR 1 - DEVELOPMENT OF IDENTITY - WHO AM I, WHO ARE YOU?

#### First semester: Identities, reason, feelings, gender, and gender norms

- › *International Women's Day – 8 March* - holiday that is dedicated to women and highlighting their rights and freedoms in the memory of the protests of women in the textile industry held on 8 March 1857 in New York. In the protests they achieved that their demands were met (shorter working hours, higher wages, and the right to vote). Campaigns are usually based on the promotion of successful women (in all areas).
- › *International Men's Day - 19 November* - the focus is on the health of men and boys, improving gender relations, promoting gender equality, and emphasizing positive male role models. The campaign called "Movember" is well-known, when men in their intention to point out to the importance of preventive examinations for the early detection of prostate cancer symbolically grow beard and mustache.
- › *International Girls Day - 11 October* - the aim is to encourage worldwide enthusiasm in creating a better life for young women by giving them the opportunity to achieve their full potential. On this date, campaigns are conducted that imply that successful women on that day replace their workplaces with school benches and in "speed dating" meetings with girls present to them their professions, challenges they face, opportunities, but also to motivate them to work in the future.

#### Second semester: VIOLENCE IS OUT! From violence to peaceful coexistence

- › *International Day of Fight Against Peer Violence – 22 February (Pink Shirt Day)* is a holiday that has been marked since 2007 when a boy in Canada was subjected to peer violence due to his coming to school in pink t-shirt. Later, it turned out that his shirt symbolized the support to his mother who suffered from breast cancer. School colleagues

Year 1



## Year 1

- solidarized with the boy and the next day they all appeared in pink t-shirts. Since then, all campaigns for this day have meant wearing pink t-shirts.
- › *International Day for the Elimination of Violence against Women - 25 November* - is marked in memory of the sisters Mirabel who were killed on 25 November 1960 in the Dominican Republic by the order of dictator Rafael Trujillo for activism and fight for democracy and justice. The goal of celebrating this holiday is to raise awareness and sensitize the public about the fact that violence does not happen to others, but that it is present in our immediate surroundings. Campaigns usually involve reporting to the public about cases of violence against women, preventive campaigns, raising awareness about the importance of this topic, promo videos and photos (with simulated injuries).
  - › *Global campaign "16 Days of Activism against Gender-Based Violence"* - is marked in the period from 25 November (International Day for the Elimination of Violence against Women) to 10 December (International Human Rights Day). This campaign is a global event and a movement aimed at highlighting the necessity of preventing all forms of violence against women. The campaign is being implemented in the period of 16 days between the two major dates - the International Day for the Elimination of Violence against Women and the International Human Rights Day. The activities are aimed at indicating the need to prevent various forms of violence against women. The campaign is marked every year under different slogan, which is usually associated with one of the forms of violence against women. The objectives of the implementation of this campaign are: raising awareness of gender-based violence, human rights issues at local, national, regional and international level, strengthening local work to prevent violence against women, creating tools that put pressure on local authorities to prevent violence against women.

**SECOND YEAR - VIOLENCE IS OUT!****First semester: From violence to peaceful coexistence**

- › *International Day of Non-Violence - 2 October* - this day is marked in honor of Mahatma Gandhi, one of the leaders of the movement for the independence of India and the originator of the philosophy and strategy of non-violent resistance, every year on his birthday. The campaign usually involves informing the public and educating young people about the importance of early recognition of all forms of violence.
- › *International Day for Tolerance - 16 November* - this day is marked as a reminder of the respect and appreciation of different from us

## Year 2

in accordance with the Declaration of Principles on Tolerance. The Campaigns that are usually implemented on this day include workshops for young people where they are educated about diversity, then special campaigns such as the coalition of young people from different communities that have common activities.

## Year 2

### Second semester: Drugs/alcohol and decision-making

- › *International Day Against Drug Abuse - 26 June* - marking this day is intended to alert the world public to the ever-increasing problem of drug abuse, and to invite all actors at the global and national level to actively participate in achieving a common goal. The campaign usually includes lectures and training of the harmfulness of narcotics, but also the promotion of healthy lifestyles, sports activities, etc.
- › *World No Alcohol Day - 1 April* - the aim of marking this date is to preventively educate citizens about the harmfulness of alcohol, and thus influence the decrease in the number of addicts and repeaters. Campaigns usually mean setting up stands with promotional materials on that day in busy places in cities, and bringing experts from the field of medicine that will be available to citizens for all questions and information.
- › *World No Tobacco Day – 31 May* – The World Health Organization classified the addiction to smoking among diseases. The aim of marking this day is to raise awareness about the harmfulness of tobacco products, the consequences of their consumption, etc. Campaigns that are held on this day include the promotion of public health institutions that offer programs and therapies for smoking cessation.

## THIRD YEAR - SEXUALITY AND PROTECTION OF SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

### First semester: Sexual and Reproductive Health

- › *International Sexual and Reproductive Health Awareness Day – 12 February* - the aim of marking this day is the introduction of preventive measures and activities to prevent getting sick from sexually transmitted diseases and infections. Campaigns include education of young people regarding the reproduction and sexuality, counseling regarding family, prevention and treatment of sexually transmitted diseases, protection from sexual violence and victim care.
- › *World Health Day – 7 April* – marked since 1950, when the World Health Organization officially adopted it. The aim of marking this day is to globally emphasize the importance of a particular health problem, and to draw the attention of the wider community to priority areas

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important for the preservation of health and prevention of disease. Every year we choose one, special topic which is given a special importance in the marking of this day. Campaigns include setting up info desks in public places, distribution of promotional materials, free measuring of blood sugar, blood pressure, counseling with experts in the field of medicine, etc.

### Second semester: Sexually transmitted diseases, contraception and rights

- › *World AIDS Day - 1 December* - a holiday that is marked under the auspices of the World Health Organization. Every year one topic is selected which is further researched and the latest information are presented to the public. The aim of marking this day is not only to raise awareness about HIV infection and AIDS, but also to highlight the achievements made in the prevention of HIV infection, as well as the availability of therapy which allows a nearly normal life expectancy as in the healthy population. International symbol of the support is the red ribbon. Campaigns that are organized on this day include education for young people regarding the issue of reproductive health and sexually transmitted diseases, then the symbolic red ribbons are distributed.
- › *World Contraception Day – 26 September* – the aim of marking this day is to raise awareness about the importance of family planning and different contraceptives that allow women and men to be responsible to their bodies and life in general. The activities implemented during the campaign are interviewing young people about specific issues related to contraception, then education and lectures, lectures aimed at breaking the taboo topics regarding sexuality.

## FOURTH YEAR - 21ST CENTURY PARENTS

### First semester: Fatherhood and motherhood

- › *International Mother's Day – 12 May* - Anna Marie Jarvis is the founder of Mother's Day. In Grafton on 12 May 1907, on Sunday after the second anniversary of her mother's death, she founded the Memorial Mother's Day Meeting. With 500 white carnations she expressed her love for the deceased mother and she gave them to other mothers in the local church. Since 1914, this holiday has been declared national and later international. Campaigns that mark this day contain various cultural events aimed at promoting family life.
- › *International Father's Day – 19 June (in 52 countries), 19 March (Croatia and Italy)* - the goal of marking this day is to draw attention to the equality of both parents in the process of bringing up children.

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Institutions and the public are usually more inclined towards mothers, where they often violate the rights of another parent. In marking this day campaigns imply an influence on raising public awareness of the role of fathers in the family, and breaking traditional division of tasks into "male" and "female".

- › *International Day of Families – 15 June (May?)* - the aim of marking this holiday is to draw attention to the importance of the family and to encourage the public to support families facing social, cultural and economic problems. Campaigns usually involve raising awareness of preventive action against domestic violence, violence between partners and physical violence against children.

## Annex 3

### Building successful teams

Here we will give you just some examples of simple team building games and successful teams that you can use in your club activities or meetings in order to **enhance the trust and relationships between members**. Feel free to look for a large number of games on the Internet, where they are available under the name "Team building games".

#### 2 truths and 1 lie

Give the participants 3 small papers and ask them to write 3 things about themselves for which they are certain that none of the participants know, of which 2 are true and 1 is a lie. When all the participants write, let them read one by one, loudly, while others try to guess what is the truth and what is the lie.

#### Who is the leader?

Ask the participants to sit in the circle. One person voluntarily leaves the room. When that person leaves, the rest of the group selects the "leader". The leader must perform a series of actions, such as clapping, tapping the feet, jumping in place, etc., copied by the whole group. The volunteer returns to the room, and he/she should stand in the middle and guess who the leader is. The group needs to protect the leader so that the person would not get guess who it is. The leader should often change actions at regular intervals, but not to get caught. When the volunteer recognizes the leader, he joins the circle, and the person who was the leader should leave the room in order for the group to choose a new leader and thus the game continued.

#### Let's count together

Ask the participants to count from 1 to the number of participants in the group, while their eyes are closed (it is desirable to separate the participants in the room). The goal of the game is to count randomly to the last number without the number being said twice at the same time or repeated. Also, one participant cannot say two numbers in a row. If this happens, the game is played again and starts again from 1. There are no rules about who starts and who ends, the participants themselves should randomly start counting.

#### Who has the object

Participants should stand next to each other in a circle, with one person having to be in the middle. The hands of the participants should be behind their backs. You need to take an object and put it into the hands of

one of the participants behind his/her back, and the object should go in the circle behind their backs. A person in the middle should guess who has the object. When he/she guesses then the person who has had the object goes to the center of the circle and the game is repeated.

### Spider web

Ask participants to walk freely around the room with as little space as possible between each other. When you say "stop" they all should stop and in that position take anyone by the hand (as if they are shaking hands). Each participant can take anyone's hand and no one should hold both left and right hand with the same person. When they have done all this, ask them to make a big circle without releasing their hands, still holding hands. The group itself has to find a way to untangle from the "spider web".

### Transfer the energy

Ask the participants to sit in the circle on the floor, take each other's hands and concentrate. The facilitator should send the "pulse" to the participant next to him/herself by gently squeezing his/her hand. When you feel the "pulse" or squeeze, you need to transfer it further so that you activate the group. Explain to participants that in this way you transfer the energy to one another.

### Kiss the bunny

Ask the participants to stand in the circle. You, as the facilitator, explain to the participants that you have an imaginary bunny in your hands. You need to kiss that bunny and say in which part of the body you have kissed it (cheek, head, ears ...) and transfer the bunny to the person next to you who needs to repeat the same, but to kiss the bunny in some other part of the body that you did not say. All participants should do this. When the "bunny" goes around the whole circle and comes again to you, explain to the group that the bunny represents the respect and that in the way you kissed the bunny you need to kiss the person next to you. At this moment there may be embarrassment, and if someone is too embarrassed, he/she does not have to do the exact same thing but the thing that makes him/her feel comfortable. With this game, you create deeper links between the members of your team.

### Massage

Ask the participants to stay in the circle behind each other. Everyone should gently massage the person in front of him/her for 2-3 minutes. Then ask the group to turn around and repeat the same with the person who massaged them.



### Trust is very important

Ask the participants to stand in pairs of two, with people who are of approximately same height and weight as they. One person needs to turn his/her back and slowly let go in the form of falling (straight, without bending, for easier catching), while the other person in the pair should be a maximum of one meter behind that person to catch him/her while falling (under the arm around the waist). Repeat this several times until everyone feels comfortable enough to do it and be careful so that no one gets hurt. This game encourages building trust in the group between the participants.

### "Minefield"

In the middle of the room, stick the tapes on the floor in the shape of a square of about 2-3 meters. Put paper, pencil or some other object in the form of an obstacle in the square. One volunteer should put a blindfold so that he/she cannot see what is in the circle and the team should place him/her in one part of the square. When the person puts the blindfold, arrange the objects in the square and define the one he/she needs to take (it is desirable that it differs from others). All participants should stand around the square and direct the person to come out, find, stand and pick up one of the objects that you have defined as safe. All other objects are "mines" or obstacles and you must not stand on them, because in that case the game starts from the beginning and the entire square should be rearranged. Participants direct the person, but they must not give instructions such as "right", "left", "up", "down", "straight" and "back".

## Annex 4

### How to increase the group energy: Energizers

Here we will give you just some examples of simple games that influence the raising of group energy and aim to interest the groups you work with. You can use the games in your club activities or meetings to **raise the level of energy and enthusiasm in the group and encourage the group to think.**

#### Chain message

Ask the participants to stand next to each other. The leader whispers a sentence to the first person in a row (e.g. seven tall people entered the bar) and the person transmits the message to the next person in a row, and adds another sentence that is related to the previous one. The next person has to add a sentence to the previous one and whisper everything to the person next to him/her. This sequence continues with each additional participant up to the last person who has to repeat everything.

#### Hugs

Participants stand in the circle. When the leader says "Go", they must hug as many people as possible in the next 30 seconds. Play as many rounds as needed. The game can be played as a competition where those who hug most people - win. During the game, exciting music should be played. Variation: Participants must quickly hug all other participants, and then sit down.

#### Mirror

Participants are in pairs. One person is an "actor/actress" and the other is a "mirror". "The actor/actress" and the "mirror" must face each other. The "mirror" does everything that the "actor/actress" does, which reflects their actions. After a few minutes, change the roles.

#### Who am I?

Write on the stickers names of some celebrities and put them on the forehead of participants so that they cannot see it. Then ask the participants to walk around the room, asking questions about the identity of their celebrity. Questions can only be answered with "yes" or "no". The game continues until everyone guesses who they are.

#### Fruit salad

Divide participants in 3 types of fruits (e.g. bananas, pineapples and apples). Let them stand in the circle, and there should be one chair less than the number of participants. When the leader says "apples" then only those participants who have received the name of the apple at the

division, need to find a free chair. When the leader says "Fruit Salad" then all the participants stand up, and the goal is to find a free chair. The one who does not find a chair, he/she will be the next one to speak.

#### Touch something blue

Ask the participants to stand up. The idea is that each of them finds something blue, which he/she needs catch on to. It could be a blue shirt, a pencil, a shoe, or anything. Every next time, the blue object must be different. The variation is that after several times you change the color.

#### What has changed?

Participants are divided into pairs. Partners look at each other and try to memorize as many details as possible. Then one partner turns his/her back, and the other three help him/her to change his/her appearance; for example, by putting a watch on the other wrist, removing the glasses, rolling up the sleeves ... The other players then turn around and must try to find out these three changes. Players then change their roles.

#### Birthday

The aim of this game is that participants stand in one line, silently, by the birthdate. For example, at the beginning of the row stands someone who was born in January, then February, March, but you also must pay attention to the date, as well as the time of birth.

#### Do not answer!

The participants are in the circle. One person starts by going to someone and asking a question like "What is your worst habit?" However, they must not answer to the question themselves, but the person on their left has to answer for them. Make their answers as imaginative as possible.

#### I love you because...

The participants sit in the circle, and the leader starts the game by telling a person on his/her right that he/she has to say a nice characteristic. The game goes into circle until all participants get the chance to say at least one characteristic.

#### Who are you?

One of the participants leaves the room. While he/she is absent, the rest of the participants decide on a profession for him/her, such as a driver or a fisherman/fisherwoman... When a volunteer returns, the rest of the participants prepare the activity. A volunteer must guess what his/her profession is.

#### Write your name

Participants stand in the circle and must choose one part of the body. After everyone has said and chosen the part of the body, the goal is to write his/her name in the air with that part of the body.

The longest line

This game requires a lot of space. Participants should be divided into teams of 8-10. Each team must have the same number of members. Explain that the task is to create the longest line using participants' own bodies, clothes or things in the pockets of members. Participants are not permitted to collect other items from the room/outside. Give a signal for the game to start and set a time limit, such as say two to three minutes, depending on the size of the group. The team with the longest line is the winner.

#### Stand up, sit down!

Give each participant a number. After that, tell a story that has many numbers in it. Each time you mention a number, the participant with that number must stand up.

#### O Kabita!

When the leader says "START", each participant must say "O Kabita!", but in different ways - sad, happy, angry...

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### Glossary of important terms:

All terms are taken from the Men Engage Alliance Glossary, unless otherwise stated

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