Manual Y+

Manual for working with young people at risk

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Impressum

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CARE International

In the Balkan region, CARE International has over 25 years of experience in program implementation. During the wars and conflicts of the 1990s, CARE responded to destruction, traumatization, displacement and inter-ethnic hatred with its enormous humanitarian and rescue work across the Balkans. Since 2000, CARE's orientation has shifted to development work, and its objective in the Balkans today is to ensure that the social, economic and political rights of vulnerable and marginalized groups are recognized and fulfilled, contributing to sustainable peace in the region.

The CARE program strategy is based on two pillars: a) Socio-economic inclusion of vulnerable minorities and other marginalized groups by contributing to capacity building and improved opportunities for them, enabling them to integrate into society and gain access to their rights, b) Gender equality of the vulnerable and marginalized groups by promoting the values and practices of gender equality, diversity and non-violence, strengthening the capacity of local, national and regional actors for human rights and social justice and creating opportunities for innovation, participation, learning, cooperation and advocacy. CARE fosters partnerships with the local civil society sector and governments committed to contributing to positive change in society.

YMI – Young Men Initiative

The Young Men Initiative (YMI) project started in 2006 and is being implemented by CARE International Balkans and local partner organizations in Albania, Bosnia and Herzegovina, Croatia, Kosovo* and Serbia. The project is a continuation of CARE's comprehensive and programmatic efforts to prevent interpersonal and gender-based violence (GBV), as well as to promote gender equality in the region. YMI targets young people to build their knowledge and attitudes about gender equality and healthy lifestyles and reduce all forms of violence. YMI began with small-scale qualitative research exploring the attitudes and behaviors of young men, and then over the years grew into a comprehensive program with various components aimed at young people, parents, professors, educators, students, journalists and other important stakeholders.

Over the past years, YMI activities have increased significantly, reaching more than 140 different cities/municipalities and over 720,000 direct participants through thousands of educational, advocacy and/or campaign activities. The total indirect and media reach is probably measured in millions of people.

Educational programs have always been the basis of YMI's efforts. It all started with Program M (manual for working especially with young men) based on Promundo's Program H and adapted to the Balkan context, relying on the results of qualitative and quantitative research in the participating countries. Program Y was the next step, the further evolution of Program M, aimed at mixed gender groups, and thus expanding to more students. One of the fresh approaches and ideas in the development of youth programs was the creation of the Program Y+, specifically tailored to young people at risk in the Balkans.

In addition to continuous work with young people, training for school staff (i.e. professors, pedagogues, psychologists) has been developed, accredited and implemented throughout the Balkans, enabling school staff to conduct workshops themselves and support their students and peer educators. "Be a man" clubs (BMC) are another specific strength of the program, because they are clubs of young activists with members who are students and peer educators involved in the program. BMCs are based on youth participation and engagement and are focused on the design, organization and implementation of various public actions in schools and communities, which further spread the messages and values of the program. The participatory process has always been one of the key features of YMI, and young people have always been engaged in developing new programs and campaigns.

Content

5 **Introduction**

6 **YMI Dictionary**

8 **1. Youth work involving young people at risk**

10 **2. The importance of a critical approach to gender norms and stereotypes in working with young people at risk**

13 **3. The role of non-formal education in working with young people at risk**

15 3.1. Approaches that empower and motivate participation and change

17 3.2. Group work involving members who feel pressured to participate in group work

20 3.3. Start working with a group where there is resistance or some members believe they are forced to participate in a group program

21 3.4. Program monitoring and evaluation

23 **4. Review of workshops**

24 Workshop no. 1 — Let's make our own rules

27 Workshop no. 2 — Gender boxes

30 Workshop no. 3 — Self-cafe

34 Workshop no. 4 — How do I express my feelings?

37 Workshop no. 5 — I am angry and what to do now?

39 Workshop no. 6 — Honor without violence

42 Workshop no. 7 — Romantic relationships between young people

45 Workshop no. 8 — The spectrum of violence

47 Workshop no. 9 — In the fight against sexual violence

50 Workshop no. 10 — Understanding homosexuality

53 Workshop no. 11 — Let's start assertively, not aggressively

56 Workshop no. 12 — We build better interpersonal relationships

59 **5. Program evaluation materials**

59 5.1 Questionnaire for process evaluation at the end of each meeting

60 5.2 Group Cohesion Questionnaire

61 5.3 GEM scale

65 5.4 Vignettes

67 **6. Literature**

Introduction

The Manual Y+ (hereinafter the Manual) is intended for professionals and youth workers working with young people at risk in civil society organizations or institutions. Young people at risk is a general term for a number of circumstances that put young people in a more vulnerable position due to problematic behaviors such as substance abuse, school failure and juvenile delinquency, along with mental health disorders such as depression and anxiety (LeCroy & Anthony, 2009). More specifically in the context of this Manual, risks relate to behavioral problems and risks in the environment, which encourage radicalization and gender discrimination.

The purpose of the Manual is to empower staff or people working with young people, including experts to implement programs in direct work with young people at risk, in order to prevent violence, improve emotional regulation and develop critical thinking, through a focus on gender justice and acceptance of diversity.

The educational Program Y+ originated from the Young Men Initiative program within the project Future for You(th): Young People as Leaders of Life Skills in the Balkans, in cooperation with CARE International Balkans and Status M with partners from Albania, Bosnia and Herzegovina, Kosovo* and Serbia.

The purpose of the non-formal education Program Y+ presented in this Manual is to *contribute to the deradicalization and resocialization of young people by creating an environment that promotes gender justice and combats gender-based violence* and represents an upgrade of existing youth work programs (Program M and Program Y), only with focus and adaptation to the needs of young people at risk. The Program Y+ includes young people that face risks related to family environment or behavioral problems and conflicts with the law, as well as those involved in the treatment of social welfare or justice institutions.

Imposed expectations related to rigid gender norms can lead, and according to existing statistics on perpetrators of criminal offenses they lead, to a greater presence of violent behavior, behavioral problems and risky behaviors and even to committing criminal offenses by men and young men. Therefore, this program is aimed at recognizing the harmful effects of stereotypes on violent, risky and punishable behaviors, and encourages non-violent patterns of behavior, emotion management, support for diversity and critical thinking about one's own choice of behavior.

Objectives of the Program Y+ are:

- to become aware of and to critically analyze gender stereotypes and prejudices and their impact on unequal and threatening (discriminatory) behavior towards people with regard to gender,
- to raise awareness of the harmfulness of all forms of violence, especially gender-based violence, and to improve the skills of nonviolent action,
- to encourage the choice of nonviolent behavior,
- to encourage deradicalization and the development of attitudes towards gender justice.

* This is without prejudice to the status of Kosovo and is in line with United Nations Security Council Resolution 1244 and the opinion of the International Court of Justice on Kosovo's Declaration of Independence.

YMI Dictionary

AD/HD represents attention deficit/hyperactivity disorder.

ASSERTIVENESS in communication is a tendency to boldly and confidently express one's opinions and feelings with full respect for the interlocutor.

DISCRIMINATION is active action and behavior based on prejudice or intentional denial of rights to a social group and/or members of those groups. It represents privileging, exclusion or restriction that makes it difficult or impossible for individuals to recognize, enjoy or exercise human rights and freedoms. Dispute criteria can be based on sex, gender, sexual orientation, gender identity, race, religion, ethnicity, age, etc.

ILLEGAL PSYCHOACTIVE SUBSTANCES (DRUGS) can be defined as any substance that can produce changes in the functioning of living organisms, whether physiological changes or behavioral changes.

PSYCHOLOGICAL VIOLENCE usually represents the most unrecognizable form of violence. It may include humiliation, threats, insults, pressures, expressions of jealousy or possessiveness such as controlling decisions and activities.

PHYSICAL VIOLENCE involves the use of physical force such as hitting, pinching, slapping or pushing.

ISOLATION represents a form of violence in which a man isolates a woman from family, friends and the outside world by various methods. Isolation takes many forms: turning off the phone, locking up a woman, insulting her friends, confiscating documents.

VIOLENCE is the intentional use of physical force or power, threat or action against oneself, another person or a group of people or the whole community, which could result in injury, death, psychological consequences, underdevelopment or deprivation.

SEX refers to the biological attributes and characteristics that identify a particular person as male or female.

COMPLETE CONTROL is a form of violence in which the perpetrator seeks to control a girl or woman. The bully is usually the supreme controller who decides in all situations when it comes to a woman's life. He decides what she should do, when and what to say, what to think, when to make a phone call, how much money she needs. The bully presents this control as his love and care for her.

PSYCHIC VIOLENCE is the use of psychic force with the aim of inflicting mental pain, causing fear, violation of dignity, etc. Psychic violence has no physical consequences and is therefore more difficult to recognize but leaves lasting consequences for the victim.

GENDER EQUALITY implies equal visibility, competence and gender participation in all aspects of public and private life. Gender equality is at odds with gender inequality, not gender diversity.

REPRODUCTIVE HEALTH unites reproductive processes, functions and organ systems in all stages of life. Reproductive health, therefore, implies a satisfying and safe sex life, the ability to reproduce, the freedom to decide on the planning of conception, to decide when to do that, how many times and how often. Hence the right of men and women to be informed and have access to safe, effective, affordable and acceptable methods of family planning of their choice, and the right to access appropriate health services that will enable women to have safe pregnancies and give couples the best chance for a healthy child.

GENDER refers to socially constructed differences and inequalities between men and women (for example, how they should dress and behave). These ideas and expectations have been adopted in families, through friends, religious and cultural institutions, schools, workplaces and through the media.

GENDER INEQUALITY is a legal, social and cultural situation in which sex or gender determines the different rights and dignity of a person reflected in their unequal access to or enjoyment of those rights, as well as the assumption of stereotypical roles in a particular society or culture.

GENDER IDENTITY is the inner and individual self-perception of each person about his or her gender, which may or may not correspond to the gender assigned at birth, including personal experience of one's own body (which, if freely chosen, may involve changing physical appearance or function medically, surgically or otherwise) and different gender expressions, including dress, speech, and manners.

GENDER STEREOTYPES stem from (often outdated) assumptions about the roles, abilities, and characteristics of women and men. They can cause material or psychological barriers that will make it impossible for women or men to make choices or will disable them from fully enjoying their rights.

GENDER EXPRESSION includes personality, appearance, and behavioral characteristics that are defined as masculine or feminine in a particular culture and historical period.

GBV (Gender-Based Violence) is violence that is based on gender expectations and/or the sex or gender identity of another person. Although GBV can be applied to women and men, girls and boys, the emphasis of efforts from the GBV domain is on ending violence against women and girls, as they are the ones most affected by this type of violence.

SEXUALITY refers to the expression of our feelings, thoughts and behaviors as men or women. This includes our feelings of attraction and infatuation and behavior in intimate relationships. Sexuality is an expression of who we are as human beings - it includes all the feelings, thoughts and behaviors we have as men or women, the feeling of attraction, the feeling of falling in love, and being in a relationship that includes intimacy and physical sexual activity.

SEXUAL VIOLENCE is any unwanted sexual act or attempt to engage in a sexual act through physical, psychological or emotional intimidation, for example by saying, "If you loved me, you would have sex with me." As with other forms of violence against women, the basic factor of sexual violence is often the expression of male power and domination over women.

SEXUAL IDENTITY is the way a person perceives him/herself in terms of attraction to members of his/her own or the opposite sex based on his/her own experience, thoughts and reactions, and not on the basis of defining him/herself according to the gender or sex of his/her sexual partners.

TRANSGENDER PERSON is a person whose gender identity differs from that attributed at birth, who wants to present his/her gender identity in a different way from the one attributed at birth.

INTIMIDATION is one of the more successful control techniques. The abuser exercises control through constant intimidation: "I will burn your hair, throw you off the roof, cut you to pieces, find you wherever you go ..." Often these threats concern children or someone close to the victim, parents, sisters and brothers.

1. Youth work involving young people at risk

The age of youth differs in the public policies of different European countries. In the countries of the Balkans and the EU, we find a similar age definition with some discussion of the upper limit of youth, which is usually between the ages of 24 and 35, and for some economic policies up to the age of 40.

Such a wide range of years suggests that young people are a very heterogeneous group, but in their legal position the key difference is between the period of adolescence (15-18 years) and adulthood, with special emphasis on early adulthood (18-21 years).

Different systems work with young people, having different objectives, forms of involvement and activities for them. Among them, the most prominent are those of formal education, social welfare in the field of protection of children and minors and the police within the framework of criminal liability and protection of minors and young adults. In addition to these forms of formal professional work with young people by institutions, a significant segment of work takes place within civil society organizations, but also within sports, cultural, artistic and religious organizations.

However, there are some differences between working with young people within institutions and the formal education system and working with young people within the non-formal education system and civil society organizations. In youth policies, these differences are theoretically better described by two different phrases, namely working with youth that corresponds to formal and institutional professional work and youth work (Kovačić and Ćulum, 2015: 25-26). In the Balkan contex, we do not have separate terms, so some scholars (Kovačić and Ćulum, 2015: 25-26) use the descriptive phrase for youth work as "work with young people in the narrow sense", while the term "omladinski rad" is used in Serbian, BCS and Montenegrin, "mladinski rad" in Slovenian, and "punëtor rinor" in Albanian.

Youth work is also differently defined in different countries and largely depends on the tradition of each country, but at the EU level it shares some common characteristics such as: emphasizing voluntary participation and relationships and caring for the well-being of young people, as well as focusing on young people and their empowerment (Smith, 2002, Costello, 1984, all according to Kovačić and Ćulum, 2015). Kovačić and Ćulum (2015: 25-26) describe work with young people as a "planned and organized process of individual and social development of a young person, i.e. empowering young people for personal growth and development, building interpersonal relationships and inclusion and active participation in society, which is based on a partnership and friendly approach, which allows young people to be equal creators of this process".

Although the focus on young people and personal development are features of social and socio-pedagogical work, the differences are visible in the fact that these forms of work with young people are related to professional competencies of two professions (social workers and social pedagogues / social educators) which is mainly related to professional work with youth at risk or risk prevention, and the difference is also visible in the way of inclusion and the initial voluntary participation.

Youth work always implies the voluntary involvement of young people (Ord, 2009, according to Kovačić and Ćulum, 2015: 25-26). Activities for young people within institutions can be open to voluntary involvement, such as youth counseling, but often they are not only voluntary but young people are encouraged to get involved. Moreover, working with young people, due to the developmental stage they are in, involves a certain segment of involuntaryness. In social and socio-pedagogical work, youth-oriented activities can be articulated by the justice and social welfare system and young people can thus be encouraged to get involved, while in youth work young people are voluntarily involved from the beginning (Dunne et al., 2014 according to Kovačić and Ćulum 2015: 34).

The second difference refers to the work objectives, where through youth work the young person sets objectives and areas in which he/she wants to personally/ socially develop and strengthen. On the contrary, when institutions are involved in working with young people, some objectives are expected by these institutions. Educational achievements are expected from educational curricula, while social welfare and judiciary are expected to achieve objectives related to changing criminal and risky behaviors and preventing future risks and conflicts with the law.

The non-formal educational program presented through this Manual is located between formal professional socio-pedagogical work with young people who have identified a risk of developing behavioral problems, including those residing in judicial and social welfare institutions and informal educational work with young people. Young people will be invited to join voluntarily, but the process will sometimes take place within the institution, and with minors or young adults residing in the institution. However, work can also include young people with behavioral problems who stay outside institutions, when possible.

Also, the implementation area of the Program Y+ is empowerment and healthy development of young people, but the program aims at transformative impact on young people at risk, because it encourages them to question their own and social gender stereotypes, prejudices and norms and change their behavior insofar as it can lead to harmful consequences and risks, i.e. in the part that supports and perpetuates violence.

2.The importance of a critical approach to gender norms and stereotypes in working with young people at risk

Society often accepts that young men are the perpetrators of violence against other young men, themselves and women, without questioning socialization and the influences that lead young men to such behaviors (CARE International Balkans, 2016).

In this program, we critically approach gender norms and stereotypes precisely in order to change established patterns that lead to undesirable outcomes such as: more young men committing crimes, more young men involved in violent incidents and behaviors, and more young men involved in health and quality harmful, and often punishable, behaviors (substance abuse, betting and gambling, risky driving and traffic offenses, etc.) and thus a larger number of young men and women in educational and penal institutions.

It is important to see how the socialization of young men and women affects their behavior and how young men and women behave in accordance with imposed expectations. Rigid gender norms in socialization can lead to young men and boys not being able to express their feelings, seeking help less often, resolving conflicts through violence, and all the above is common among young perpetrators of crimes and misdemeanors. Therefore, the objective of the program is to recognize gender stereotypes and their impact on the occurrence of violent and risky behaviors, adopt nonviolent patterns of behavior, learn to manage emotions, support diversity and encourage critical thinking.

Throughout history, various activities have sought to combat gender inequality, but these activities were predominantly aimed at women's empowerment. However, today it is largely recognized, but without sufficient impact on education and socialization, that there would be no major strides in improving health and well-being of women or men without young men, fathers and men of all ages actively contributing to the process. In addition to trying to combat gender inequality, we do not want a system that creates gender inequalities, so we seek gender justice. Unlike gender equality, gender justice articulates a feminist approach that goes beyond seeking a fair share of the existing system of power that has caused the current problems, gender justice seeks to change the system (Terry, 2009). The program conceived in this way empowers young people to reach their full potentials regardless of the imposed gender norms and prejudices and supports them to become allies for a more just society (CARE International Balkans, 2016).

Gender norms have a strong influence on shapingthe identity of young people and can contribute to increased exposure of young people to risky behaviors. Gender-transformative

approaches include programs or interventions that create individual opportunities for young people to confront stereotypical gender roles, transform barriers into opportunities, promote positive social interactions based on equality of all young people, with special focus on girls and women (Health Communication Capacity Collaborative, 2014).

This program is primarily aimed at young people at risk of developing behavioral problems, and those young people where there are risks related to the family environment, including young people involved in the treatment of institutions from the social welfare or justice system. With regard to the participants involved, it is important to identify the circumstances and life experiences that may or may not be present in some of them during adolescence, so that these experiences and circumstances are taken into account and included during the learning process. Some experiences and circumstances that we have identified through our work with young people with behavioral problems so far, which are important to take into account, are described below.

In group work with young people at risk, the presence of learning difficulties and negative experiences with the formal education system may be more frequent than in the general youth population. Therefore, participants may show resistance to the techniques and methods used in the formal education system. That is why facilitators of individual groups may experience those presentations, reviews of theories and models, more complex concepts and phrases, deductive learning from general to specific, solving worksheets, reading texts, written expression, etc. can produce disinterest or even resistance of young people to further participation in group work. If we see that this is the case, we can adjust the methods and approaches in such a way that the methods used in formal education are used as little as possible. If the group includes participants with reading or comprehension difficulties, then it is important to adapt the materials as much as possible so that they are not exposed, so video can be used instead of written text, oral expressions of opinions instead of writing worksheets and discussions or role-playing instead of screen/comics writing, etc.

Young people for whom this program is intended could have more frequent and stronger experiences with violence compared to other peers, from all three positions:

- **as persons who have behaved violently,**
- **as survivors of violence, and**
- **as observers of violence.**

In such situations of high exposure to violence, young people's attitudes about the inevitability and justification of violence may be more present. The facilitator(s) of group activities unaccustomed to working with this population may be surprised by the attitudes and reactions that arise from these attitudes and may find it challenging to cope with them. An additional challenge of working with young people who have attitudes that justify violence and/or harmful social stereotypes and see it as inevitable is that the attitudes and values of people working with young people are different from the attitudes and values presented by this group of young people. Thus, facilitators may feel affected by justifying stereotypical gender roles or violence to the extent that such positions may call into question their experience of well-being and security.

Facilitators should be prepared to respect different experiences and points of view, which often arise precisely from the specific circumstances of life and growing up. Facilitators are then challenged to try to understand the views of these young people, while at the same time trying to encourage understanding of the harmful effects of violence for all people, teach them other methods of conflict resolution, and open new perspectives on organizing opportunities in which violence does not have to be part of their future life.

Experience of living in conditions where the rules are strict, given and previously set in a way that young people could not influence them, as is the case with living in an institution, can lead to a pronounced attitude that the rules are unfair and/or unnecessary. Which consequently leads to more frequent boundaries testing, and creative approaches to ways of violating these rules to fight for a part of autonomy and freedom.

It should be taken into consideration that the some experiences may support the view that showing emotions, worries and vulnerabilities is a form of showing weaknesses, for which they could be belittled in the environment outside the group. In line with that they can cover emotions with humor or anger which by no means implies that there is no learning process. The learning process will potentially take place at the internal level of the individual and he or she may not need to share it with the group.

Approaches and methods that can maintain motivation for participation and change and have a stimulating and empowering effect on young people in educational institutions or social welfare institutions, are taken from the methodology of non-formal education.
It is important to start from getting to know the group, their needs, interests and opportunities, as well as from creating an atmosphere of safety, acceptance and respect, which will be explained in more detail in the following text.

3.The role of non-formal education in working with young people at risk

Although young people sometimes have the first associations related to formal education, it should be emphasized that the primary purpose of involving young people in non-formal forms of education is also learning, i.e. the development of skills and competencies. In this sense, learning involves not only the formal process of schooling, but also the development of knowledge, skills, attitudes and values that will prepare a person to actively participate in society, taking care of their own well-being, the well-being of their loved ones, but also the community well-being.. If a young person does not take care of him/herself or others and does not choose socially acceptable behaviors, learning can encourage the development of social and emotional skills and the choice of more socially acceptable behaviors.

Approaches to working with youth at risk should be aimed at recognizing their strengths and empowering them to change by making better care for their own health and well-being, nurturing close relationships and caring for the environment. Also, the learning process with youth at risk aims to develop their social skills and non-violent patterns of behavior.

Non-formal education takes place through group work in which we can use different methods and approaches, which we will describe below and analyze their advantages and challenges.

Experiential learning	Experiential learning is defined as the process of continuous transformation of experience (Kolb, 1984). Such learning considers the experiences of the participants, opens space for new experiences and for reflection on experiences and learning that arises from it. Such learning is encouraged from interaction with the environment, and the outcome can be new insights into the world that can generate new thoughts and new behaviors. Group discussions on a specific topic can be an activity that will stimulate the process of experiential learning. The experiential learning in group conditions allows group members to learn from their own experience, both previous (pre-group) and from the experience they gain in the group. With such learning, members have a greater influence on the choice of their own and group objectives. The way of communication between members, the roles they play in the group, openness and safety in the group, as well as other shared experiences, are extremely important and therefore often represent the content of group work (meeting topic). The facilitator is less active, more following the rhythm and needs of the group and creates space for members to lead and be active. An additional method that is good or advisable to use in times when safetyand trust within the group has been achieved is learning through dialogue. Dialogue involves the exchange of ideas, experiences, attitudes and beliefs. Dialogue develops social skills, empathy and respect for diversity, only when it is conducted in a respectful and inclusive way. When the group atmosphere and level of trust is such that participants are willing to make the necessary effort to actively listen and understand different positions, even those with which they do not agree.
Collaborative learning	Collaborative learning refers to the learning through mutual interaction, communication and cooperation among process participants. This method, regardless of its content, leads to the strengthening of communication skills and encourages a common approach to task-solving. At the same time, it seeks more communication about the task divisions and challenges process participants to recognize everyone's effort and contribution, or lack of effort.
Learning by insight and problem solving	It refers to stimulating natural curiosity and asking questions to which the participants themselves then seek answers. It strengthens research skills, critical thinking and data analysis skills that can later be applied in different areas of life, for example for critical analysis of gender stereotypes in the environment or critical analysis of media content and greater media and information literacy.

In the conditions of group work, different ways of learning have their advantages, and with good planning they can be used in combination in the same group work program, and even during the same group meeting.

Structured learning is represented in group work, which means that the process of group work is planned in detail in advance, allows simple and logical connection of objectives (individual and group) and the content of the work.

3.1. Approaches that empower and motivate participation and change

In the preparation process, experts often worry about **how to motivate young people to participate** in the "learning" experience. Therefore, we will dedicate a part of the text below to motivation and encouraging motivation to participate in psychosocial activities, i.e. in non-formal forms of education. Colby and Damon (1992) describe the transformational potential of motivation, i.e. the process through which a young person's involvement can be stimulated by external stimuli, but the person may also feel inner satisfaction during participation, which can then become the primary motivation for further participation.

Ballard (2014) identifies four categories of motivation that are not strictly separated from each other, that is, they can intertwine and change over time.

- **Personal reason** refers to engaging in activities that young people feel passionate about, that they recognize as important and that through them they want to achieve the changes they consider positive.
- **Beliefs** refer to a form of motivation in which the young person considers active participation and activism important, i.e. when the young person has values and beliefs that it is important to act positively in their community and be involved in it.
- **Personal objective** refers to the desire of a young person for personal growth and development, advancement, learning a particular skill.
- **Call response** refers to the involvement of young people after someone invites them to get involved, whether it is a peer, friend or adult.

Regarding barriers to youth inclusion, Ballard (2014) identifies personal and systemic barriers. Personal barriers are recognized in young people who do not have a strong interest in inclusion, feel that they are not enough to change something or have principles about non-inclusion. Systemic barriers, on the other hand, include those faced by young people due to difficult access, lack of opportunities for inclusion, lack of time, resources, and knowledge. These reasons lead young people to believe that their involvement is futile, irrelevant and will not change anything.

It has already been mentioned that structured learning enables the **connection of group objectives with the individual objectives of each member,** and this is directly related to motivation. If a young person finds an individual sense of why it is important to participate in the program, they will be motivated to participate. This can be achieved even before joining the group work program, when presenting the purpose and objective of the group program. This is helped by a clearly defined purpose and objectives (which are simply worded and adapted to the members of the group/program).

Furthermore, as the motivation to participate increases, the uncertainty about what will happen in the group decreases. This can be achieved by informing about the structure and content of the work, by defining the rules of work and harmonizing expectations from this experience. Therefore, let's start in the following order:

Informing about the structure and content of the paper: Informing is done before the start of the program, it is important to plan it in advance, and it must include:

- informing about the purpose and objectives of the program,
- for whom the program is intended,
- how the program will be implemented, and
- what will be the content of the paper.

It is possible to implement informing individually with each potential participant in the program. The advantage of this approach: it is possible to define individual objectives for participation in the program.

Defining work rules: It takes place at the first group meeting of the implementation of non-formal education program, settled in a group context. Setting rules facilitates inclusion in the group, i.e. it enables the inclusion of all group members under equal conditions and the creation of a safe environment in which they know what desirable behaviors are. Rules are positive statements that describe desirable behaviors in specific environment and/or situation. This statement consists of a description of the desirable behaviors; the need that is met by the named behavior and the consequences that will be taken in the event of a rule breaking. Rules should be agreed and set together with group members.

The rule creation process includes the following steps:

Step I - The facilitator explains the need for rules and the benefits that group members will have individually and collectively if they agree on rules. The explanation is based on the idea of safety, a more pleasant environment, the possibility of mutual communication with respect and predictability of the behavior of other members in group situations.

Step II - members suggest rules that they would like to have in that group, that is, they suggest possible rules. The facilitator does not restrict them in proposing, but helps by outlining rules that he believes the group needs (can draw on previous experiences). Proposing can be done according to the principles of the "brainstorming" method - which means that any rule that is proposed at this stage is only written down, without special explanations. When there are no more ideas, the facilitator and the group focus on defining which rules will "come to life" in the group. At the same time, it is crucial that the rules for which program participants can recognize winnings and those for which it is possible to find logical consequences in case the members of the group do not adhere to this rule “come to life”.

Step III - agreeing on the way in which the rules and consequences will become/remain a group story (either by writing down, or by agreeing on some other way of keeping the rules). Consistency in the application of consequences in cases of rule violations is a key aspect of rulemaking. At the beginning of the group program, the responsibility for this part will lie with the facilitator, but in groups over time, this part can be taken over by group members. It is important that the facilitators talk to the participants if the rules are not followed during the group work. Working together with the participants which is understood and accepted by all implies safety, non-violence and respect for the dignity of each person as a condition, and remains a key tool in times of disruption.

Defining boundaries: it is necessary for the facilitator to define boundaries, i.e. undesirable behaviors that will not be tolerated in the group. Such behaviors usually include various forms of violent behavior such as insults, ridicule, calling derogatory names, fights, physical attacks, etc. They are usually already defined at the level of the institution where the program is potentially implemented and therefore it is necessary to inform the facilitators about house rules of the organization and to be aware that it is necessary that they and the users at all times respect the house rules and/or rules in the broader context in which this program is implemented.

Defining group expectations: expectations are discussed at the first meeting, and through this discussion it is possible to learn from young people what they expect at the content level and thus adapt the program itself, or direct discussions during the work in the desired direction. However, it is equally important to gain insight into the expectations related to the process level, i.e. the level of participation, the types of activities in which they would like to participate. Discussion of expectations allows the user's perspective to be respected. If the facilitator clarifies at the outset if some expectations will not be met, the members will not or will be less disappointed if the participation itself does not fit their perspective.

3.2. Group work involving members who feel pressured to participate in group work

To introduce you to certain aspects of unwillingness to participate, imagine that you need to meet regularly and hang out with someone you would rather not hang out with. Once you have imagined this situation, which recurs regularly, try to answer the following questions:

- For what reasons would you do it anyway?
- For what reasons would you do it again and again?
- How would you self-regulate?
- What would you do to make the whole process of socializing and meeting that person(s) as easy as possible for you?

By answering these questions, you can at least partially understand the perspective of a person who in some way feels compelled to participate in some form of non-formal education or group program. You, as the facilitator of non-formal education, may not have forced them to participate in this program, because it involves volunteering. However, experience with or stay in social welfare institutions due to behavioral problems may force them to participate in this and similar programs or activities. In any case, it is positive or empowering that non-voluntary members, i.e. those who feel external pressure from participating in a group work program/non-formal education, can still benefit from participation. In order to achieve this, it is important to acknowledge the potential compulsion to participate that members feel.

The notion of involuntariness is always associated with a certain perspective on the offered program/service:

- they did not seek involvement;
- the possibility of refusing to participate is limited;
- they could not decide on the type of program;
- they could not choose you as the program facilitator;
- there is a fear of the unknown;
- there is a fear of evaluation and disclosure during the group process;
- there is doubt if change is possible or there is a compulsion that they must change.

Such a situation can cause resistance in work. In group work, especially in working with youth with behavioral problems, resistance can manifest itself through a range of behaviors: silence, ignoring, abandoning the group process, provoking, banalizing, deviating from the topic, anger that they must be here, devaluing facilitators, avoiding, maladaptive behaviors and emotional outbursts. In this situation, it is crucial to understand that resistance is not personal, but arises in interaction and in a relationship. This means that as a facilitator you cannot take responsibility for whether resistance will arise, but it is necessary to take responsibility for the resistance that arises in the group. Continuation of this text will help to create procedures if there is resistance to participation in a group or group processes.

Why is there resistance to work? Several authors (Levine, Schwartz, Van der Kolk) agree that resistance is a protector of a person from unpleasant or painful experiences. There may also be a fear of condemnation. If we approach resistance as a phenomenon that protects

and cares for a person and their well-being, we are less likely to provoke emotions of anger or rejection in us. In this way, we can approach it by respecting the young person and their personal boundaries and trying to help them understand why a particular experience is painful or why a particular experience is vulnerable.

SOURCES OF LOW MOTIVATION OF MEMBERS (Willshire and Brodsky, 2001)

1. Problem definition

- for members with low motivation, the key problem may be why they must participate, but not which skills to master / which attitudes and beliefs to change

2. Negative expectations

- based on previous experience they do not believe that they can learn something new in this form of non-formal education / group work program

3. Issues of power and control

- the imbalance of power between the members and the facilitator of the group work is based on the fact that the facilitator knows "everything" and the members know nothing

4. Characteristics of clients

- long-term problems present, ineffective problem-solving styles, problems with authorities, problems in establishing relationships, shame, fear of losing respect for others, etc.

5. Other

- some features of culture, family, and partner relationship are important.

The Self-Determination Theory, by Ryan and Deci (2002), is very useful in shaping work with a group in which there are members in resistance to participation. It is certainly advisable to get acquainted with this theory of motivation, but in this section, we will look only at the direct implications for group work. The theory assumes that the environment can encourage or prevent motivation to engage in certain types of activities, depending on whether the person is enabled to meet basic psychological needs (Deci and Ryan, 2002):

- the need for autonomy - self-organization of one's own behavior in accordance with the inner experience of oneself;
- the need for competence - a sense of success (efficiency) and control over the environment;
- the need for connection - connection with other people and social groups.

It is necessary that the facilitator of the group work program has in mind that each member of the group must, during the participation in a certain aspect, meet the three stated needs - autonomy, competence and coherence. Here are some ways in which this can be achieved by noting that this is an area where it is possible to be very innovative and creative.

To help the group member **meet the need for group connection**, the facilitator should include each member in the group by: accepting the group member, devoting time to him/her, showing care and curiosity, getting to know him/her, knowing what is happening to him/her day by day (from one encounter to another), expresses affection, liking and understanding, sincerely enjoys the time spent with him/her, shares his/her own resources such as time, attention, energy, interests and emotional support. It is crucial that as a facilitator you keep in

mind that you need to become important members of the group. But the whole responsibility is not on you. It is also possible to connect members with other members of the group, get to know the members, encourage mutual understanding and affection for the group as a whole.

To meet the **need for competence**, it is necessary to provide the previously mentioned structure by describing how members are informed about the group program, how rules are set in the group and how expectations are checked. In addition, the need for competence is met through encouragement, giving feedback, giving advice and teaching skills. It is crucial that the content of the program is rich and interesting to the participants and that they can recognize how they can progress and profit from it.

The need for autonomy can be achieved primarily by listening to the members, understanding their perspective, and allowing the members of the group to do some things in their own way.

Here are some recommendations on how to get started when there are resisting members in the group or those who are convinced that they are forced to be in the group program.

Before the beginning of group work it is necessary to:

- **Define which circumstances will not be possible** to discuss and negotiate with future members of the group, and around whom certain agreements and consensus will need to be reached. For example, it is necessary to clarify whether there is a possibility of (non)participation, whether the attendance is mandatory, what kind of participation is expected. It is necessary to develop norms around the expected level of participation (e.g. sitting inside a circle, not outside it; active participation in activities; the possibility to make an exception once from active participation in activities).

- **Clearly define rights, choices and expectations.** For example, it is possible to allow participants to choose individual content. If facilitator(s) expect conflicting behaviors, it is possible to consider effective coping strategies.

- **Identify current motivational mechanisms.** Primarily, it is important to keep in mind that although individuals are not intrinsically motivated to participate in a group in the beginning, just belonging to a group can be an opportunity to influence their motivation.

- **Identify positive skills and knowledge** that can be learned through group participation (e.g. communication skills and collaboration), that is, before starting the group, it is necessary to think about the way of presenting the idea and purpose of the group in the way that will be more attractive to the members themselves.

3.3. Start working with a group where there is resistance or some members believe they are forced to participate in a group program

Groups with members who are convinced that they are forced to participate in a group program usually begin with a power game between members and facilitators. Also, members are often introduced to the boundaries, i.e. things that cannot be negotiated, at the very beginning. The objective of the first meeting should be to clarify all possibilities, choices, expectations and limitations. It is equally important to allow members to be involuntary, bearing in mind that fear, vulnerability and similar unpleasant and painful emotions are most often hidden behind resistance.

Suggestion of content for the first meeting:

- an introduction that clarifies the work elements and environment of the work that can or cannot be negotiated, which then allow for realistic expectations of the group program,
- encouraging the development of personal objectives of members and their connection with the objectives of the group (objectives of members will most often relate to what they want to learn or master in the group program and that it is possible to connect with the group objective),
- negotiating rules of conduct, and
- defining expectations of the next meeting.

Work after commitment (agreement)
Once you have agreed on working methods, accepted non-negotiable decisions, and defined individual objectives, it is possible to equalize to some extent the members of the group who volunteered to get involved with those who feel external pressure to participate. Thus, you have created the working conditions on the intended content and beliefs and values of members. Further activities depend on the very purpose of the group.

Another important aspect that can affect the motivation of members is the way the group is led i.e. the leadership style. Brown (2002) presents two dimensions of leadership style – task-oriented and relationship-oriented. Leaders whose style is more focused on relationships highlight group relationships, are interested in the group, show interest in group members. Leaders whose style is more task-oriented prioritize the task and activities that the group needs to perform because they are primarily achievement-oriented and objective-oriented. Although it can be intuitively concluded that this is relevant primarily in the groups where is external pressure to participate,and emphasis is placed on relationships-orineted style. However, it is also crucial not to neglect task work. Members with external pressure to join the group should feel that participation is appropriate for them, and this is possible only by accomplishing the task and working on the objectives of the group. The same author (Brown, 2002) states that if there is an extremely low level of readiness to learn in a group, it is necessary to provide a highly structured way of working in which the leader determines most of the content and manages most of the interactions. If the level of readiness to learn in the members of the group increases, it is possible to leave part of the responsibility to the members of the group, to accept greater initiative and active participation of the members.

3.4. Program monitoring and evaluation

Monitoring and evaluation are important components of the program and necessary for well-prepared and implemented programs. The benefits of program monitoring and evaluating are manifold and allow you to learn the following:

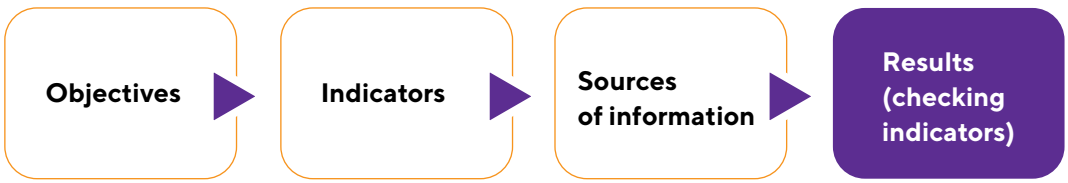
- How much did the participants profit/acquire knowledge and skills?
- Where is it / is it possible to introduce innovations in activities, approaches and methods that could lead to better results now and in the future phases of the project?
- How to define clear and measurable or clearer and more measurable objectives at the individual and group level?
- What the participants think about the implemented project / activities (how to collect feedback)?

Monitoring and evaluation of the group program begins in the planning phase. That is why this chapter is at the beginning of the manual in order to raise awareness of the importance of creating an evaluation method before the start of the program with a group of beneficiaries.

To clarify what evaluation is and what it includes we will start from the very definition of evaluation. It includes "classes of procedures intended to determine the results achieved by an activity planned to achieve an individually or socially important objective" (Kulenovic, 1996). The very definition dictates that in creating the evaluation it is necessary to "start" from the set objectives of the program, which we will do in this case.

Furthermore, it is important to distinguish process evaluation and outcome evaluation. **Process evaluation** includes monitoring the implementation of group work, i.e. answering the question of whether the program is implemented as intended. For this purpose, the implementation of each group meeting is monitored, the way facilitators work, members' satisfaction with group meetings and relationships, participation in group work, etc. **Evaluation of the achievement/ outcome** i.e. achievement of objectives refers to the measurement of achieved results or the level of achievement of objectives. It aims to assess the impact of the group program on group members. Therefore, it includes monitoring the progress of individual members and the group as a whole in achieving objectives.

The evaluation process begins with defining the objectives of the group work program. The next step involves defining the indicators that will check the given target, and then determining the source of information to check the defined indicators (showing the steps in the scheme).



The evaluation plan is created based on the defined objectives of the program. To wrap up, they are:

- To be aware of and critically analyze gender stereotypes and prejudices and their impact on unequal and threatening (discriminatory) behavior towards people regarding gender,
- To raise awareness of the harmfulness of all forms of violence, especially gender-based violence, and to improve the skills of non-violent action,
- To encourage the choice of non-violent behavior,
- To encourage the development of attitudes about gender justice.

Indicators for the evaluation process	Sources of information for checking indicators
1. A cycle of 12 workshops was held in the planned continuity	Report on the implementation of the program cycle
2. Participants are satisfied with all aspects of participation in the program (content and activities, leadership, group atmosphere, personal contribution)	Assessment of satisfaction with participating in an individual workshop
3. Participants are satisfied with the developed group cohesion and group affiliation	Final questionnaire on group cohesion

Performance evaluation indicators	Sources of information for checking indicators
4. Participants are aware of the existence of gender stereotypes and prejudices and their impact on behavior	GEM scale applied before and after the program (at the first and last workshop)
5. Participants' knowledge of the harmfulness of all forms of violence and the recognition of gender-based violence was increased	GEM scale applied before and after the program (at the first and last workshop)
6. Participants improved their nonviolent behavior skills	GEM scale applied before and after the program (at the first and last workshop). Vignettes of situations with descriptions of potentially (non)violent scenarios at the beginning and end of the program (at the first and last workshop)
7. Participants are more supportive of gender equality	GEM scale applied before and after the program (at the first and last workshop)

4. Review of workshops

In the continuation of the manual, we present **12 workshops,** each of which lasts **60 minutes.** The workshops are described in a concise format showing the recommended introductory and central activities. Each workshop ends with a conclusion that is important to convey to the participants either through facilitated discussion, guidance or through some additional closing activity that will be tailored to the needs and mood of the group.

Also, at the end of each workshop, a process evaluation is planned, and at the initial and final meeting more time is devoted to performance evaluation.

The expected educational achievements of the participants relate to the fact that the participants will be able to:

- critically review gender norms, stereotypes and prejudices and their impact on unequal and threatening behavior towards people regarding gender,
- describe the harmfulness of all forms of violence,
- describe the forms and harmfulness of gender-based violence,
- choose non-violent patterns of behavior,
- advocate for gender equality and gender justice.

Workshop no. 1

Let's make our own rules

Objective(s) of the workshop:

- participants and facilitators – getting to know each other
- agreement on work
- encouraging respect-based dialogue

Materials required for the implementation of the workshop:

A stick (preferably made of carved wood or some other ritual bat or stick), a presentation board with paper (flipchart) and markers, chairs arranged in a circle.

ACTIVITIES

1. Introductory activities of getting to know and presenting the program

1.a Getting to know each other

Duration: 7 minutes.

Objectives: group members and facilitators are getting to know each , practicing remembering the names of the group members, encouraging group togetherness.

Elaboration:
All participants stand in a circle. Each participant should introduce him/herself so that one participant at a time stands in the middle of the circle, speaks his/her name and a positive adjective that describes him/her in a positive light, starting with the first letter of their name (e.g. Ana, ambitious). Each subsequent participant repeats the names and adjectives of each participant before him/her and then says his/her name and adjective. To start the game, it is good for the facilitators to first introduce themselves by name and adjective in order to bring the game closer to the other participants. The other participants join when they are ready.

1.b Presentation of the program

Duration: 3 minutes.
Objectives of the introductory activity: familiarizing participants with the purpose and objectives of the program.

Elaboration:
Facilitators briefly present themselves, what they usually do, in which organization they work and present topics that will be covered and discussed during the meeting, but in words that the participants will understand. Explain to them that the topics you will cover are social expectations, expression of feelings, acceptance of diversity and non-violent conflict resolution.

You can tell the participants the following:
Our workshops are a group educational program for working with young people. In our workshops, we create a safe space to critically reflect on social norms, which means being a man or a woman and creating a healthier version of ourselves. Over the next few weeks, you will rethink your assumptions about male and female roles that you may not notice or think about. You will also have the opportunity to discuss topics you might not normally discuss. Our groups are designed not only to present you with a challenge, but also to provide you with support when you need it. This program will help you learn to think critically about imposed norms, express your feelings, resolve conflicts nonviolently, and accept differences and different opinions.

2. Central activities

2.a Activity: Let's go on a trip

Duration: 10 minutes.

Objective: To understand the importance of agreeing on rules for equality and safety of all participants.

Elaboration:
The facilitator invites the participants to imagine that they are all preparing for the trip. According to his/her own preferences, he/she says something in the sense: We would go by van, there are many of us and not everyone can take whatever they want now because we have no space, but I (or WE as facilitators) will decide each of you can take (emphasize that facilitators will determine the rules). That is why it is important to determine now who takes what. If you recognize the key by which we determine who can take what, do not say it out loud, but just participate further in the same manner - this will help others to understand the rule by which they can determine what they can take. Repeat your name and say a suggestion of what you would take, e.g. I am Gabi and I will bring a guitar. The facilitator(s) can make suggestions to the participants according to the name, e.g. to repeat you are Antonio so I suggest you bring an apple.

After the activity: How did you feel until you understood the rule? How did you feel while we as the facilitators were deciding who was allowed to take what? To better cooperate during this program, it is important that we agree on the rules of work TOGETHER in order to make us all as comfortable as possible.

2.b Core activity: Ritual talking stick

Duration: 30 min

Objective(s): to encourage dialogue based on respect, to establish basic rules for group discussions

Elaboration:
Ask participants to sit in a circle. Holding a talking stick in front of you, tell them a story and explain the rules of the talking stick. The purpose of the talking stick is to promote understanding and dialogue in order to distribute power to all. Every member of the group has the right

to ask for a stick, but must show respect to the person holding the stick, waiting for him/her to finish. Similarly, any person holding a stick must also be willing to leave it to someone else. Passing the stick in a circle, ask each participant to briefly express one thing he/she hopes for and one thing he/she is afraid of in relation to the workshops. They should be encouraged to start with "I hope ..." and then "I am afraid ..." Everyone should get a chance to hold a talking stick in their hands. When the talking stick is again in your hands, ask participants to consider other rules for peaceful coexistence or group functioning. Participants who want to speak should turn to you for a stick, and each subsequent participant who wants to speak should turn to the person holding the stick at that moment, and so on. As a group facilitator, the stick should not be returned to you every time. It should be passed directly between the members of the group, allowing them to control the discussion themselves. When you, as a group facilitator, want to speak, ask for the stick from the person holding it. Write the rules suggested by the participants on a working paper/flip chart and ask them if these rules are clear to everyone and if they agree with them. Encourage participants to adhere to these rules and to remind each other of them regularly during the workshops. Ask participants if they liked using the talking stick and if they would like to continue using it. In some groups, the activity of using a talking stick may seem too strict and it can be used only in this activity. In other groups, it can be used constantly during all other activities, or occasionally.

3. Activity: Distribution of the introductory questionnaire

Duration: 10 minutes.

Objective: To collect data on the initial attitudes of the participants.
Ask the participants to fill in the questionnaire, explain to the participants that the questionnaire is for us to see the effect of our workshops. Explain that the register is anonymous and that creating an initial code serves to preserve their anonymity, but so that the answers from the final questionnaire could be linked to the answers from the introductory questionnaire. For young people who have difficulty reading and understanding what is read, it is advisable to read the questions aloud, but to ensure confidentiality and a safe space for them to complete their answers on their own.

Conclusion of the workshop:
Once the participants have decided on common rules and realized the importance of the rules, invite them to use those rules in their daily lives, not just in your meetings.

Workshop no. 2

Gender boxes

Objective(s) of the workshop:

- understanding the difference between sex and gender,
- think critically about the gender roles and socialization of men and women,
- dentifying factors influencing gender roles

Materials required for the implementation of the workshop:

Two flip chart papers, adhesive tape, colored markers

ACTIVITIES

1. Introductory activity: Tell me without words

Duration: 5 min

Objectives: division into 2 groups, encouraging non-verbal communication

Elaboration: Ask participants to line up diagonally from lowest to highest, without using words. After that, it is possible to give them a few more instructions, which have fewer and fewer features that are visible. For example, participants can then be given the task of sorting by eye color so that at the beginning of the line is the person with the brightest eyes, and finally with the darkest, then by the hair color, again from the lightest to the darkest, and then by the month in which they were born.

After they lined up in that order, ask the participants how it was for them to complete the task without speaking, which gave them difficulty. Then it is necessary to divide the group into two groups with the same number of members. Ask participants that those who prefer pizza to ice cream will stand to your left, and those who prefer ice cream to pizza will stand to your right. You can use other terms to divide the group equally into two groups (summer - winter; mountain - sea; night - day; morning - evening). When the terms manage to divide members into two groups with the same number of members, the activity ends, and it is announced that in the next activity they will be divided into these two groups. Ask the first group to stand in one row, one behind the other, also ask the second group to stand in the second row one behind the other.

2. Central activity: What is gender?

Duration: 40 min

Objective(s): to understand the difference between sex and gender, to think critically about gender roles and the socialization of men and women, to identify the factors that influence gender roles

Elaboration:
Remove all chairs and tables to free up front and rear space for the two groups. Stick a flip-chart paper on the front wall and write Woman on top of the paper, and draw a large circle in the middle of the paper below. Next to this flipchart, stick the other one that says Man, and draw a large square below the word. The suggestion is to use a pink or red marker to write the word man, and a black or blue marker to write the word woman. At 1-2 meters from the wall on the floor, stick the tape that will mark the start. Invite group 1 to line up in front of the flipchart with the word woman, and invite group 2 to line up in front of the flipchart with the word man. Before starting the game, emphasize to the participants to take care of themselves, others and the space, so as not to injure themselves or others and damage the space. Emphasize that if someone doesn't want to participate, that's ok, but invite them to give their comments or opinions. Ask participants to write terms related to the word man or woman within the circle or square. Set the timer to 90 seconds. Tell participants that they have 90 seconds to alternately write the word on a piece of paper, then add a pencil to the person behind them and go to the back of the line. Let the participants know that no word is forbidden, they just need to write the first thing that comes to mind. The team with the most different (i.e. non-duplicate) words wins. If during the game you notice that the participants have a great focus on only one aspect of a woman's or man's life, help them during the game by giving them instructions to write something related to appearance or dress or behavior or occupation, etc.

After the race, take a few minutes to review the list of participants. Go through some of the words and ask the following questions:

- What do you notice when you look at the words on the men's list? Are there words that only apply to men?
- What do you notice when you look at the words on the women's list? Are there words that only apply to women?
- What is the difference between lists for men and lists for women? Why are some words on one side and not on the other?
- Are there men who match all the words (characteristics and qualities) that are written on the flip chart for men? And, are there women who match all the words on the women's flip chart?
- What leads to such divisions?
- Do you think men and women were raised the same way? What messages do boys hear growing up, and what messages do girls hear growing up?

First, circle the words that refer to the biological sex and emphasize that these words are related to the sex of the person. Explain to the participants that there are people who are intersex and are not unambiguously men or women by birth, and that there are people (transgender people) whose gender differs from the gender attributed to them at birth. Then circle the words that stand out - go for descriptive things like "brave" or "caring." Emphasize that these stereotypes can be harmful to the individual as well as to society as a whole. This puts us in a limited framework that can lead to greater problems (lack of emotion, mental health problems, exclusion).

Ask them a question: what happens if a man is not something on the list? For example, if a man is not brave, what is he called? Write those swear words and behaviors in a different color outside the box.

Do the same with the circle: What happens if a woman is not something written on the list? Write those swear words and behaviors in a different color.

Discuss with the participants what stands out in swearing. Swearing on men's flipchart applies to women and vice versa.

Conclusion of the workshop:

Throughout our lives, we receive messages from our families, the media, and society about how we should behave like men and how we should treat women and other men. It is important to understand that, although there are differences between men and women, many of these differences were created by society alone and they are not an integral part of our nature or biological complex. Nevertheless, these differences have a fundamental impact on the daily lives of men and women and the relationships between them. For example, a man is often expected to always be strong and dominant in his relationships with others, including relationships with his intimate partners. At the same time, a woman is often expected to be submissive to the authority of a man. And when men and women do not fit into the framework given to them, they often fall victim to violence (look at swearing and other out-of-frame behaviors). Many of these rigid gender stereotypes have consequences for both men and women, which you will discuss during these activities. As you become more aware of how certain gender stereotypes can negatively affect both men and women, you can think constructively about how to challenge them and promote the positive role of gender

Workshop no. 3

Self-cafe

Objective(s) of the workshop:

› Raising awareness of how young men are raised and the health risks they face

Materials required for the implementation of the workshop:

2 A4 papers and markers, worksheets A and B

ACTIVITIES

1. Introductory activity: Mirror

Duration: 5 min

Objective of the introductory activity: Exercise of concentration and synchronization of movements

Elaboration:
This exercise is performed in pairs. At first the persons stand one behind the other. One person in the pair is given the task of doing different arm and leg movements, while the other person needs to mirror those movements. After a while the roles change.

2. Central activity: Self-care: men, gender and health

Duration: 50 min

Objective of the central activity: To raise the level of awareness about how young men are brought up and the health risks they face
Elaboration:
Prepare the space for the activity before implementation. Move all chairs and tables to the edge of the room, stick A4 paper with the word women written on it on one wall, and stick A4 paper with the word men written on it on the opposite wall. Explain to the group that you will read a series of questions and that there are three possible answers to each question: men, women, or both, or I don't know. Ask the group to position themselves inside the room, after each question is read, toward the answer they think is correct. If they think the correct answer is women, they go to the side where the paper with the word women is stuck, if they think the correct answer is men, they will stand on the side where the paper with the word men is stuck, if they think the answer is both women and men, or if they do not know the answer,

they will stand in the middle. After each question is read, when everyone is positioned inside the room, ask at least one person from each group for their opinion on why they stood next to a certain answer, or why they think the answer is just that. After reading all the questions and commenting on the answers, explain to them that the correct answer to each question is men. Go through each question individually and present the statistics listed in the additional material. Use the following questions to discuss:

- How is it that men die more often in car accidents?
- Why do you think men care less about their health?
- Do you see the above patterns of risky behavior among men in your environment?
- What is the connection between these risks and the way young men socialize? (You can remind them of the previous discussion and the messages that girls and boys hear while growing up)
- What can you do to reduce the risks in your lives?

Conclusion of the workshop:

Most causes of death in men are related to the self-destructive lifestyle that many men live. All over the world, men are being pressured to behave in certain patterns. For example, men are more likely to take risks, have more partners, be more aggressive or prone to violence in their relationships with others - which puts them and their partners at risk. It is important for young men to be critical of their lifestyle and the ways they take risks. You may have been raised to be confident, not worry about your health, and/or not seek help when you are under stress. But the ability to talk openly about your problems and seek support are important ways to protect yourself from many negative health outcomes - such as use of narcotics, risky sexual behavior, and propensity for violence. Through critical thinking about these norms, you can learn that health is not just an issue that women care about, but also what men need to take care of, and be able to learn how to take better care of themselves.

WORKSHEET A - Questions:
1. Who lives shorter?
2. Who is more likely to die as a murder victim?
3. Who is more likely to die in a car accident?
4. Who is more likely to commit suicide?
5. Who is more likely to consume alcohol and get drunk?
6. Who is more likely to die because of an overdose (excessive use of narcotics)?
7. Who is less likely to seek medical help?

WORKSHEET B - Answers:

1. Who lives shorter?

Men generally live shorter lives, and in the Western Balkans, life expecanty range from 73,5 – 76,3, Cfor men, while for women is between 78,3 - 81.6 years.

(World Health Organization. Life Expectancy and Healthy Life Expectancy—Data by Country 2020.)

2. Who is more likely to die as a murder victim?

According to the United Nations Office on Drugs and Crime, 78.7% of homicide victims worldwide are men, and in 193 of the 202 countries or regions listed, men are more likely to be killed than women. Crime statistics show that men are more likely to be perpetrators, but also victims of interpersonal violence.

(United Nations. Office on Drugs and Crime – Data by Country 2018., https://dataunodc.un.org/)

3. Who is more likely to die in a car accident?

From a young age, males are more likely to be involved in road traffic crashes than females. About three quarters (73%) of all road traffic deaths occur among young males under the age of 25 years who are almost 3 times as likely to be killed in a road traffic crash as young females.

(United Nations. World Health Organisation https://www.who.int/news-room/fact-sheets/detail/road-traffic-injuries)

4. Who is more likely to commit suicide?

More than 700 000 people die by suicide every year. Furthermore, for each suicide, there are more than 20 suicide attempts. In the world, two thirds of deaths from suicide are men,

(GBD 2015 Mortality and Causes of Death, Collaborators. (8 October 2016). "Global, regional, and national life expectancy, all-cause mortality, and cause-specific mortality for 249 causes of death, 1980-2015: a systematic analysis for the Global Burden of Disease Study 2015")

(Republički zavod za statistiku, Umrli nasilnom smrću, po poreklu nasilne smrti, polu i starosti -https://data.stat.gov.rs/Home/Result/18030304?languageCode=sr-Latn)

5. Who is more likely to consume alcohol and get drunk?

Alcohol consumption has long been a male-dominated activity. Globally, men consume more alcohol and cause more alcohol-related harm to themselves and others than women. In 2016, 54% of men (1.46 billion) and 32% of women (0.88 billion) aged 15 and over in the world consumed alcohol.

(White, A. M. (2020). Gender differences in the epidemiology of alcohol use and related harms in the United States. Alcohol research: current reviews, 40(2).)

(https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Alcohol_consumption_statistics)

6. Who is more likely to die because of an overdose (excessive use of narcotics)?

Worldwide, between the ages of 15 and 29, deaths from excessive use of alcohol in men are more likely. The total number of persons in processing and treatment for drug abuse in 2020 was 736, of which 81% were men.

(WHO Global Status Report on Alcohol, 2004)

(Zdravstveno-statistički ljetopis Grada Zagreba za 2020. godinu)

7. Who is less likely to seek medical help?

Worldwide, men are less likely to seek medical help than women.

(Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. American psychologist, 58(1), 5.)

Workshop no. 4

How do I express my feelings?

Objective(s) of the workshop:

- Encourage participants to think about their own feelings and expressing them
- Recognize the difficulties young people face in expressing certain feelings
- Recognize the consequences of not expressing feelings

Materials required for the implementation of the workshop:

Flipchart paper, markers, pieces of paper and additional materials

ACTIVITIES

1. Introductory activity: How do I feel?

Duration: 15 min

Objective(s): To encourage thinking about feelings and to discuss the way how participants express and experience them

Elaboration:
Participants sit in a circle. Each person takes turns by acting out some specific emotion. Other participants try to guess what feeling the person is specifically acting. The person who guesses correctly plays the next emotion. Pay attention to recognizing and naming different emotions. If there is a repetition of certain emotions, comment on how the same emotion may manifest differently.

2. Central activity: Expressing feelings

Duration: 45 minuta

Objective(s): To recognize the difficulties that young people face in expressing certain feelings and the consequences for them and their relationships.

Elaboration:
Before starting the workshop, the facilitator is encouraged to independently analyze this activity and think about how he or she expresses his or her feelings. It is also important to identify

local counseling centers or experts in this field that young people could turn to if necessary. Draw five columns on flipchart paper and write the following feelings as headlines: fear, love, sadness, happiness and anger (see Worksheet as an example of how words should be arranged and ranked according to the explanation that follows). Then explain to the participants how these are the feelings that will be discussed during this activity and ask them to think about how easy or difficult it is for young men and women to express these feelings. Explain to the participants what each emotion means.

Give each participant five pieces of paper and ask them to write a number from 1 to 5 on each piece of paper and to think about which of the feelings on the flipchart paper they express with ease or difficulty and ask participants to rank or pin them in the appropriate column on the flipchart. For example, "Put number one (1) next to the feeling you find easiest and put number five (5) next to the feeling you find hardest to express."

When participants have finished ranking their feelings, count all the grades in each column and write the total at the bottom of each column (see example). Concluding that - as a group, the easiest to express is the feeling with the smallest sum, and the hardest is the one with the largest sum.

REMARK: If you are working with a mixed group of young men and women, prepare two flipchart papers with five columns of feelings written on each paper, and let the young men rank their feelings on one flipchart and the young women on the other. Add up the scores in each column on both flipcharts and compare the differences with the participants. Use the following questions to start discussion:

- Did you discover anything new about yourself from this activity?
- Why do some people find it easier to show some feelings and suppress others? What are the consequences of repressing feelings?
- Are there similarities in the way men express certain feelings? Are there similarities in the way women express certain feelings?
- Are there differences in the way men and women express their feelings? What are the differences?
- Do women express certain feelings more easily than men? Why is that so?
- Why do men and women express their feelings in different ways? How do peers, family, community, media, etc., influence how men and women express feelings?
- How does the way we express our feelings affect our relationships with other people (partners, family, friends, etc.)?
- Is it easier or harder to express certain feelings towards peers? Towards family? Towards intimate partners?
- Why are feelings important? Give examples, if necessary: Fear helps us in dangerous situations; anger helps us defend ourselves. Also, ask participants to give some examples.
- What do you think, in what way can more openly expressing your feelings affect your well-being or your relationships with other people (romantic partners, family, friends, etc.)?
- What can you do to express your feelings more openly? How can you be more flexible in expressing what you feel?

Conclusion of the workshop:

Emotions can be seen as a form of energy that allows you to perceive what is oppressing you or bothering you. Different emotions are simply a reflection of different needs, and it is best to learn how to deal with all of your emotions as they appear in your lives. Being able to express your emotions without causing harm to others helps make you stronger as individuals and helps you better relate with the world around you. How each person expresses emotions varies. However, it is important to note a number of tendencies that emerge, particularly related to how boys are brought up. For example, it is common for young men to be socialized to hide fear, sadness, and even kindness. But it is also common for them to express their anger via violence. Although you are not responsible for feeling certain emotions, you are responsible for what you do with what you feel. It is critical to distinguish between "feeling" and "acting" in order to find forms of expression that do not bring harm to yourself or to others.

WORKSHEET: A pattern of ranking feelings on flipchart paper

The following worksheet is an example of how to organize the participants' feelings and responses. During the workshop, the facilitator should help the participants to identify similarities and differences in ranking. For example, the abovementioned table shows that there is an almost equal division in the number of participants who find it easy to express anger and those who find it difficult. This could lead to a dialogue about why these differences exist and whether or not young men find it easy or difficult to express anger. Another interesting pattern in the example below is how majority of participants find difficult to express the fear. Men are often really expected to be brave and fearless, and it would be interesting to use this example as a basis for dialogue on socialization and gender norms. Finally, it is important to remember that the collection and entry of rankings in the table should be anonymous.

FEAR	LOVE	SADNESS	HAPPINESS	ANGER
(enter the total sum of grades at the end)	*(enter the total sum of grades at the end)*	*(enter the total sum of grades at the end)*	*(enter the total sum of grades at the end)*	*(enter the total sum of grades at the end)*

Workshop no. 5

I am angry and what to do now?

Objective(s) of the workshop:

- Prepoznavanje osećaja ljutnje
- Izražavanje ljutnje na konstruktivan i nenasilan način

Materials required for the implementation of the workshop:

2 scarves of different colors, flipchart paper, pens, self-adhesive tape and a sufficient number of copies of worksheets for each participant

ACTIVITIES

1. Introductory activity: Dragon's tail

Duration: 15 min

Objective(s): Energizing the group and fostering group cohesion
Elaboration:

Divide the group into two small groups. Each group represents one dragon in a way that each person is holding another person by the waist in a long line. The last person in line has a brightly colored scarf tucked into their pants or a belt that represents a dragon's tail. The objective is to catch the tail of another dragon without losing your own tail.

2. Central activity: What do I do when I am angry?

Duration: 45 minuta

Objective(s): Recognize feelings of anger and express anger in a constructive and non-violent way
Elaboration:
Explain to the group that the purpose of this activity is to talk about how young people express anger, so distribute copies of the worksheets with all participants. Read each question and have participants answer the questions individually. Give them two or three minutes. For groups that are lliterate capacity is limited, read the questions aloud and have participants talk in pairs or take a picture. After completing the worksheets, divide the participants into small groups of four or five. Let them share their answers with each other. Give them 20 minutes for this group work.

While participants are still in small groups, distribute the paper to each group and ask them to make two lists: "Negative ways to react when we are angry" and "Positive ways to react when we are angry". Give the groups 15 minutes to create a list, then ask each group to present their answers to the others. Then start a discussion on the following questions:

- In general, is it difficult for men to express anger without using violence? Why?
- What about the young women? Do they express anger just as easily?
- Who are our role models for learning, how to express our own emotions, including anger?
- We often know how to avoid conflict or fight, without using violence, but we do not do so. Why?
- What would happen if you didn't express anger at the same time you feel it?
- Is it possible to "hold on and take a break to reduce the number of conflicts? Do you have experience using this strategy? How did it go?
- Have you tried silent counting to 10 to help control your anger?
- Is it possible to "use words without insults"?
- Are there any other ways we can deal with anger more constructively?
- What did you learn from this activity? How can you apply this in your lives and relationships?

Conclusion of the workshop:

Anger is a normal emotion that every human being feels at some point in their life. The problem, however, is that some people may confuse anger and violence, thinking they are the same things and thinking that violence is an acceptable way to express anger itself. Through anger - it easily can happen that we hurt someone and later on realize that there was no reason for it. It is usually easier to get what you want if you keep your anger under control. Controlling anger does not mean covering up anger. Controlling anger means expressing it in an acceptable way that will not hurt anyone. What we have already mentioned today can help you with that, such as deep breathing, counting up to 10, and then talking about what makes you angry.

WORKSHEET: A table to think about what I do when I am angry?

- Think about a situation that happened to you recently when you were angry. What happened? Briefly describe the situation (one or two sentences).
- Now, thinking about that situation, try to remember what you thought and felt. Try to list here one or two feelings you have felt.
- Very often, when we feel anger, we react violently. This can even happen before we realize we are angry. Some people react immediately, shouting, throwing things on the floor, hitting something or someone. Sometimes we can even become depressed, quiet and introspective. Thinking about a situation where you were angry, how did you show that anger? How did you behave? (Write a sentence or a few words about how you reacted, what you did, and how you behaved)

Workshop no. 6

Honor without violence

Objective(s) of the workshop:

- Critically analyze the notion of honor,
- Understand when honor encounters violence
- Encourage participants to seek nonviolent behavior

Materials required for the implementation of the workshop:

Music (cell phone or laptop to play a melody), papers and pens, worksheet A

ACTIVITIES

1. Introductory activity: Molecules

Duration: 5 min

Objective(s): Exercise to strengthen group cohesion

Elaboration:
Start an outdoor activity, move chairs and tables to the edge of the room. Ask participants to move freely. Explain that participants need to form a small group the size of the number you say (I.e., Molecules). Say number five (5) and stop the music. Those who have failed to form into the molecule are waiting for the next round. Repeat the process a couple of times and finally say the number so that everyone is inside the molecule.

2. Central activity: A living fool or a dead hero

Duration: 50 minuta

Objective(s): To critically consider the concept of "male honor", to connect the concept of "male honor" with violence, and to elaborate alternatives to violence
Elaboration:
Explain that each group should design and present a short play (3-5 minutes) based on a case report. Assign a case report to each group. NOTE: Before conducting the workshop, assign names to the protagonists, make sure that the names you use are not the names of the group participants. Feel free to add more details to the case report if you wish. Also, before performing the play, remind the participants to take care of themselves, others and the space so as not to injure themselves or others. If you think that there could be a physical

conflict between the participants, give instructions to present the play verbally, and retell it as a story. Give the groups about 15 minutes to discuss the case report and write a short play. Invite groups to perform their plays in front of others. After each play, give them time to comment and discuss based on the following questions:

- Are these situations realistic?
- Why do we sometimes react this way?
- When you are faced with a similar situation, a situation where someone hurts you, how do you react?
- How can you reduce tension or aggression in situations like this?
- Can a real man escape a fight?
- In which ways conflicts might be avoided?
- How else could one react?

Ask participants if they have heard of the term "male honor" and ask them what they think how this syntagm was created. (Remind them of the gender norms and expectations you have already discussed in previous workshops.)

Conclusion of the workshop:

The idea of "male honor" is still strong in many communities. Leaving the impression of a strong and danger personality, as someone who does not run away from a fight - many young men and women see it as a way to ensure respect and a defensive attitude towards environment. However, as we mentioned in this activity, the idea of "honor" often comes with many risks and consequences. And, while you are more likely to feel hurt more than once in your life, it is very important to learn how to deal with it, with situations like this and with your own feelings in a way that will not put you or other people in danger.

WORKSHEET A:

Case report no. 1
Person A and person B are arguing on a break over schoolwork. They accuse each other of fraud. Person B says that he will be waiting for Person A outside to clarify this matter. When the class is over...

Case report no. 2
A group of friends are at a football game. They are fans of the same team. The fight starts, and when one fan of the opposing team arrives...

Case report no. 3
A group of friends isat the bar. A fight begins between a young man and a stranger (also a young man)...

Case report no. 4
A group of friends go to a dance. One of them, X, sees a young man staring at his girlfriend. The fight starts when X...

Case report no. 5
Person A was stopped in his car due to traffic jams. When he tries to turn right, another car, to his left, crosses his path - so he has to brake hard. Person A then...

Case report no. 6
A group of young men are sitting in the park. A young Roma man passes by them and a fight breaks out when ...

Case report no. 7
Young man A and young man B are involved in a heated debate. Young man A raises his voice and ...

Case report no. 8
A group of young men from a small town tour the capital. Based on their dialect, it can easily be concluded that they come from another area, which brings them into conflict with young men from the city, when ...

Workshop no. 7

Romantic relationships between young people

Objective(s) of the workshop:

- Encourage discussion and thinking about trust
- Identify the characteristics of a healthy relationship

Materials required for the implementation of the workshop:

Anything that can serve as a physical obstacle (paper, ball, chair, table, box, etc.), flipchart paper, markers, scissors, glue and worksheet copies

ACTIVITIES

1. Introductory activity: Signpost

Duration: 15 min

Objective(s): To encourage thinking about trust in a relationship

Elaboration:
Participants will be divided into pairs. One participant puts a blindfold on his/her eyes. After half of the participants have blindfolds, other obstacles (paper, ball, chair, table, box, etc.) are placed around the room/space. Their partner then carefully guides them around the area, taking care not to trip over or hit any obstacle. After a while, the facilitator asks the couples to switch roles, and when the other person in the pair is blindfolded, the facilitator changes the layout of the obstacles. Finally, participants discuss how they felt when they had to trust someone else to take care of them.

2. Central activity: Youth relationships

Duration: 45 minuta

Objective(s): To identify the characteristics of a healthy relationship.
Elaboration:
Given that there may be different opinions on what can be called a healthy or unhealthy relationship, before starting the activity, the facilitator should work with the group to reach consensus.
Draw two columns on flipchart paper. Label one with "healthy relationships" and the other with "unhealthy relationships". Divide the participants into three or four smaller groups and

give each group a copy of the Additional Material. Ask each group to cut, sort, and stick situations in intimate relationships either under the "healthy relationships" column or under the "unhealthy relationships" column. Give the groups 15 minutes to complete the task. Tell the group that, if time permits, they can use the blank fields at the bottom of the Additional Material to design their own scenarios and classify them as healthy or unhealthy. Review worksheet Situations in Intimate Relationships and ask each group to explain why they characterized certain situations as "healthy" or "unhealthy". Use the following questions to summarize the discussion:

- Are these situations realistic?
- Have you ever found yourself in any of these situations? How did you feel?
- How does the community react to situations like this?
- What are the most common characteristics of healthy relationships?
- What are the most common characteristics of unhealthy relationships?
- Do you think that young people in your community usually have healthy or unhealthy relationships? Explain.
- What are the biggest obstacles to building healthy relationships? How to deal with them?
- What should you do if you feel you are in an unhealthy relationship?
- What could you do if your friend is in an unhealthy relationship?
- What did you learn from this exercise? How can you apply this to your lives and relationships?

Conclusion of the workshop:

A healthy relationship is based on mutual respect and is free from physical and emotional manipulation, control, violence or abuse. It is important to know what you value in romantic relationships and to know how to be assertive (as opposed to aggressive or dominant) as well as how to listen to others. Everything that happens in a relationship, whether it is a choice of what to do on a date or what kind of physical relationship to engage in or not to engage in, is a matter of mutual conversation, respect and consent.

WORKSHEET: Situations in romantic relationships			
You have agreed on some plans with your partner, but he/she cancels at the last minute because he/she thinks your plans wouldn't be a lot of fun.	He tells her she's stupid ---- during one debate.	You alternately choose the music you will listen to or the television shows you will watch.	Your partner is critical of your friends.
He grabbed her arm during an argument.	He drives fast, and she says it makes her feel uncomfortable. He slows down and apologizes to her for that.	He tells his friends how he "scored" last night, and in fact they were just talking.	He pressures her to have sex.
He grabbed her arm during an argument.	Even if you have different beliefs and attitudes, you can respect mutual views.	He thinks she wants sex if she is dressed in a crop top and a mini skirt.	When one of you has good news, celebrate it together.
She doesn't want him to go out with his friends. She says she cannot trust him the moment he is out of her sight.	You share a dinner bill and movie tickets together.	When they go out together, he always looks at other women. Sometimes he gives comments about how "hot" they are.	You get angry about something, but you always talk about it and you listen to the opinion of each of you.
Whenever she has difficulty reading a map, he rolls his eyes and says, "Oh, I guess girls are innately deprived of any sense of space".	He calls her the next day, after an important date, to thank her for a great time that evening, hoping she slept well.	She decides to cheat on him to make him jealous.	She's cheating on him. He bruised her eye.
They go camping, and before they go, they make a list of things they need, they go shopping and get ready together.	She tells him that he could use some help in choosing his clothes. She also tells him that he could kiss better.	When she finds out about him cheating on her, he says that he was drunk and therefore it was not his fault.	He puts pressure on her and asks permission so he can take pictures of her naked. He plans to put the photos online, telling her "Oh darling, you just look so good and I want the whole world to see you".
The night before an important essay, he requests her to write an essay for him because he didn't have time.	They confide in each other when they go through a difficult period at home or at school.	She believes he must always be strong in her presence.	When she is angry with him, he listens carefully to what she says.

Workshop no. 8

The spectrum of violence

Objective(s) of the workshop:

- Encourage thinking about what protection means
- Analyze how protection and violence are linked
- Define gender-based violence
- Recognize how ideas about gender and gender stereotypes can affect how we treat other people
- Identify different forms of gender-based violence

Materials required for the implementation of the workshop:

Balloons (as many as there are participants, flipchart with a drawn triangle over the whole paper, post-it notes, markers, pens

ACTIVITIES

1. Introductory activity: Protect the balloon

Duration: 15 min

Objective(s): To encourage thinking about what it means to protect, and to analyze how the connection between protection and violence has come about

Elaboration:
Distribute one balloon to each participant and ask participants to inflate their balloon. Instruct participants on how to protect their balloon for the next 10 minutes and ensure that their balloon remains intact (not to burst). Emphasize that they take care of themselves, others, and surrounding space, and respect the balloon safe space.

Observe what is happening: are they talking about what the task is and what they will do as a group? Or: do they immediately take action and try to destroy each other's balloons? Then talk to the group about what they think happened.
If the group has focused on destroying other people's balloons, talk to them:

- Why didn't they respect the "safe space" that the participants created for their balloons?
- Why did they decide to use violence?

Discuss the misconception in society that protecting what you care about does not mean that you should or must use violence against others. Destroying each other's balloons was not a task. The task was to keep your balloon intact and protect it. No one said they should use violence to save or protect their own balloon.

2. Central activity: Pyramid of violence

Duration: 40 minutes

Objective(s): To define gender-based violence, to recognize how our ideas about gender and gender stereotypes can influence how we treat other people, to recognize all forms of gender-based violence

Elaboration:
Distribute enough post-it notes and pens for each participant. Ask participants to think about specific examples of different actions that can be considered as forms of violence (verbal, physical, psychological or sexual). Give an example: calling names in the street, "groping", i.e., unwanted touching, hitting, etc. Give the participants 5 minutes to think about their examples and tell them to write down their examples, but one example per post-it. After writing down their examples on post-it notes, explain that the pyramid represents a spectrum of violence. At the top are the "worst" forms of violence, and at the bottom the "milder" forms. Participants can decide for themselves (or talk to each other) where to put their examples. After all the examples are placed on the pyramid, discuss the spectrum of violence and how the participants created it:

- What do you notice?
- Are there places and situations where there is a lot of violence?
- Are more men or women affected by these forms of violence?
- Where could we make a change?

In many cases, discussion might be steered towards questioning whether murder or rape is worse in terms of violent act itself. Explain that everyone has a right to express their opinion. If victim of sexual violence i.e., rape is survivor, rape could be seen as a worse violence act because victims have to go through the trauma and live with it. However, the conclusion of this workshop segment must not end up on comparison of the impact of different types of violence – since it gives a platform for relativization and potential exclusion of one case by another. The position of every victim in any act of violence shall remain protected and treated with utmost compassion and respect for their dignity – and if a survivor, to be entitled the access to the mechanisms of justice and a prompt redress.

Before concluding, explain and ask participants what they think gender-based violence is. Explain to the participants that gender-based violence is violence based on the gender expectations and/or gender identity of another person. Although GBV can be applied to women and men, girls and boys, the focus of most GBV efforts is to end violence against women and girls, as they are the ones most affected by this type of violence. Emphasize the gender roles and expectations you discussed in previous workshops.

Conclusion of the workshop:
Explain that gender-based violence occurs in a context (culture) that trivializes, normalizes, and provokes violence. In the lower layer of the pyramid is the foundation. At this level, the usual forms of gender-based violence are listed, and they occur on a daily basis. The layers above are smaller because they are rarer. What starts as a joke can eventually lead to a worse unacceptable behavior. We cannot prevent assault, abuse or a murder, but we can change the norm and make a difference by opposing unequal treatment and insults.

Workshop no. 9

In the fight against sexual violence

Objective(s) of the workshop:

- Raising awareness and description of various forms of sexual harassment and violence and their harmfulness to the victim and society
- Raising awareness of the importance of consent and the need to seek it before contact
- Raising awareness of the importance of creating non-violent relationships and preventing sexual harassment and violence

Materials required for the implementation of the workshop:

Flipchart, marker, worksheets A and B

ACTIVITIES

1. Introductory activity: Sit carefully

Duration: 10 min

Objective of the introductory activity: developing group cohesion and trust

Elaboration:
Ask participants to stand in a circle with their shoulders touching, then tell them to turn - so that their right shoulders are facing the center of the circle. Ask everyone to put their hand on the shoulder of the person in front of them and to sit carefully so that everyone sits on the knees of the person behind them. After they have successfully sat down, divide the group into 3 groups.

2. Central activity: What is sexual violence?

Duration: 45 min

Objective(s): to recognize sexual violence, to encourage non-violent behaviors, to think critically about group pressure, to recognize the importance of consent
Elaboration:

Explain to participants that the purpose of this activity is to discuss sexual violence. Conduct with the group an activity of exchanging ideas about the meaning of sexual violence and the different situations in which it can occur. Write the definition of sexual violence from the Worksheet A on a flipchart, then read it. Give each group a copy of Andrej's story. You can also read the story aloud to the participants. After reading the story, start an open discus-

sion, encouraging young people to think about the story and what other steps Andrej could have taken:

- Is the story realistic?
- How do you think the story continued?
- What do you think of Andrej's behavior?
- What can be considered as violence? Why yes or why not?
- Why do you think he reacted this way?
- What could be the consequences of Andrej's behavior for himself? And what for the girl?
- What would have happened if Andrej had not given in to the pressure?
- How would his friends treat him?
- Can you imagine another character in the story? What could this character do as an observer?
- What about Andrej, how do you think he would feel?

Explain to the participants what consent is. Consent is a conscious and ready agreement of two people about sexual intercourse. It is necessary for any sexual contact, which means that the mere fact that a couple has had sex before is NOT enough for future sexual intercourses. If force, threat of force or a type of emotional coercion is used to persuade someone to have sex - this is NOT considered consent, as is the inability to give consent, for example under the influence of alcohol and drugs. Continue the discussion with questions:

- Can sexual violence occur in relationships where the couple has previously had sex? Why yes or why no?
- What is consent to sexual intercourse?
- What is the connection between consent and power in relationships?
- Can sexual violence occur in marital relationships? Why yes or why not?
- Conclude the workshop using the following questions:
- What are the consequences of sexual violence?
- Can sexual violence be committed against men? What kind?
- How do men generally react?
- How can you help prevent situations of sexual violence in your own relationships? In your community?

Conclude the workshop using the following questions:

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

WORKSHEET A: What is sexual violence?

Sexual violence is any unwanted sexual act or attempt to engage in a sexual act through physical, psychological or emotional intimidation, e.g., by saying "if you loved me, you would have sex with me". Pressing or forcing someone to perform sexual acts (from kissing to sex) against their will or uttering sexual comments, resulting in feelings of humiliation and discomfort. It does not matter whether this was preceded by behavior that gave the impression of consent to sexual intercourse. As with other forms of violence, the basic element of sexual violence is the expression of power and domination.

WORKSHEET B: ANDREJ'S STORY

Andrej is 18 years old and likes to hang out with a large group of friends from school. He is very popular among his peers, and they all love to hang out and have fun with him. The group often hangs out at Josip's house, with lots of music and beer. There was another party. There were a lot of people there that Andrej knew. He was late, and as soon as he arrived, Josip came up to him:
Josip: Hi buddy! Give me a five! Adriana, that gorgeous chick, she's here... She drank a lot. You're the only one who still hasn't.

Andrej: Stop, man...

Josip: No, I mean it... This is your chance. Don't be scared. Be a man! What are you afraid of? Make the most of it, while she's still drunk. Just go for it!
Andrej could see the girl collapsed in the armchair. She must have drunk too much, he thought. However, as his friends pressured him, Andrej went over to Adriana.

Andrej: Hello, sweetie... It's me, Andrej. Let's go to a quieter place.

Andrej helped her up - the girl was so drunk that she was half asleep, almost fainted. Despite this, friends cheered him on as he took her upstairs to Josip's room.

Workshop no. 10

Understanding homosexuality

Objective(s) of the workshop:

- Sensitize to LGBT community acceptance
- Recognize homophobic attitudes
- Raising awareness of the consequences of homophobic attitudes

Materials required for the implementation of the workshop:

A story for guided fantasy

ACTIVITIES

1. Introductory activity: Dots

Duration: 5 min

Objective(s): relaxation, meditation

Elaboration:
We instruct the participants to close their eyes and not look while we put colored markings on their foreheads. We stick markings (self-adhesive dots or dots drawn on paper) in 4 different colors on the forehead, each color on 4-5 people randomly, and on the forehead of 2 or 3 participants we will stick completely white or black dots. When choosing participants who get different signs from other groups, we make sure that the persons are sufficiently assertive and communicative and that we give them the opportunity to express their feelings that may arise from the situation that no one accepts them into the group. The instruction is that they must not talk or tell others what color they have. Everyone needs to find the group to which they belong, but without words, just by looking or gesturing they can search for or help others find their group. So, the whole exercise takes place in silence. When the participants are divided into groups, we ask them if they have all found their group. After checking who has and who has not found their group, we ask them to sit down and encourage discussion with questions about how they felt.

2. Central activity: understanding homo/bi/heterosexuality

2.a Recognize what is being said

Duration: 5 min
Objective(s): to recognize the signs of infatuation and the existence of different sexual orientations.

Elaboration:
Facilitator introduces the participants to the topic, stating that the task of the participants is to identify what feeling is this about.

"I would feel a slight blush and a faster heartbeat every time we were close to each other. He stuttered a little, but he was successful at covering it up. And so, from music we know that everyone is a little confused in that state. He didn't know if it was better to say something about how he felt, openly, or to wait a little longer and develop a better relationship from which it can be seen that the feelings are mutual. He felt _____."

The facilitator asks the participants:
- *What do you think, which feeling is this?*
- *What advice would you give him?*

The facilitator responds to the participants: This is how one young man described how he felt about another young man. They didn't know each other very well at the time he described it, but they both quickly discovered that the chemistry was quite obviously mutual.

2.b Introduction to concepts

Duration: 3 min

Objective(s): to get acquainted with the concept of homosexuality, bisexuality and heterosexuality

Elaboration:
Explain the concepts of homosexuality, heterosexuality and bisexuality. Introduce participants to the fact that if they feel sexual attraction to the opposite sex, their orientation is heterosexual. If they are attracted to both men and women, their orientation is bisexual, and if they are attracted to people of the same sex, their orientation is homosexual.

3. Guided fantasy: understanding homosexuality

Duration: 40 min

Objective(s): Lead to identification with a person of homosexual orientation, and sensitize them, recognize homophobic attitudes, raise awareness of the consequences of homophobic attitudes

Elaboration:
Ask participants to close their eyes and try to fit into the role of the story being read. Read the story from the additional material. After reading the story, start the discussion with the given questions or add questions depending on the course of the discussion.
Discussion questions:
- Could this be a real situation?
- How did you feel?
- Do people of homosexual orientation feel the same way you did during the story?
- Why is it difficult for people of homosexual orientation to live in an environment like ours?
- Does it really matter what your sexual orientation is?
- What can we do to stop discrimination and homophobia?

Conclusion of the workshop:

LGBTIQ+ people cannot always choose their environment, and they are forced to move in it, regardless of whether there is more or less discrimination. This primarily refers to the work environment. Every day they face discrimination at work, at school, in the gym ... and it is motivated by their different sexual orientation. Much of homophobia and heteronormativism is based on determining what it means to be "male" or "female" in our society. Gender role standards and the pressure to adopt gender patterns of behavior affect children as they grow up - from a variety of sources: such as family, peers, school, pop culture, role models and the media. Young people who do not accept stereotypical gender patterns of behavior are often the target of bullying, harassment and discrimination motivated by homophobia and heteronormativism.

ADDITIONAL MATERIAL:
Guided fantasy story: Being heterosexual in the homosexual world

I will take you on a journey through the imagination. Sit comfortably and close your eyes. Take a deep breath. I'll start the story now. Imagine you are 13 years old, growing up as a heterosexual person in a homosexual world, a world where all people are homosexual. Your teacher, your tennis instructor, your uncle, your brother ... You go to the school library and try to find information about what is normal. You find a book, but you do not dare to take it, because you are afraid of what is written in it. Every year a dance is organized at the school. What are you going to do? You will go to the dance, because you do not want people to think that you are strange or different. At a party, girls dance with girls and boys with boys. Wondering what to do if your partner and you are too close? What will happen if you kiss? What if everyone finds out about your sexual orientation? Some people say it is a sin to be heterosexual. How do you feel when people talk about it in the church you go to? You are now 18 years old. At a nearby kiosk, you see a magazine with heterosexual news on the front page. Decide to ignore all the fear and shame and buy a magazine. You hide the magazine and carry it home. You read about a new club in the city for young people of heterosexual orientation, and you decide to go there. Eventually, you go to a club and meet people like yourself. Boys and girls dance together; they talk to each other. After a few months together, you decide to live with your girlfriend, but you need to be careful. In the evening you will have to close the curtains on the windows, as the owner of the apartment may see you by chance, and he is also gay. Unfortunately, one day your girlfriend was hit by a car. You ran to the hospital, but you can't get into the room; you stand and look through the glass at your loved one, who is full of bruises and fractures. The sign on the door clearly states that only partners and families are allowed to enter. How can you see your girlfriend? Should you tell all these people that this person is your girlfriend? Will it affect how they will take care of your girlfriend? What are you going to do? Now, slowly open your eyes.

Workshop no. 11

Let's start assertively, not aggressively

Objective(s) of the workshop:

- Distinguish assertive communication from passive and aggressive
- Practicing assertive communication

Materials required for the implementation of the workshop:

Post-it notes, ballpoint pens or felt-tip pens, worksheets

ACTIVITIES

1. Introductory activity: Write on my back

Duration: 10 min

Objective(s): raising awareness of positive characteristics in oneself and others, empowering participants

Elaboration:
Ask participants to take as many post-it notes as there are group members. Then instruct participants to write a message for each member of the group on one post-it note that will contain something they admire about that person or something they love and appreciate about that person. After writing the messages, ask the participants to stick on the back of each member the message that is for them. And after the workshop they will have the opportunity to read the messages they received and keep them as a reminder.

2. Central activity: Let's start assertively

Duration: 50 min

Objective(s): Distinguish between assertive communication and behavior from passive and aggressive, practicing assertive communication

Elaboration:
Explain to the participants that you will discuss different ways of communicating and behaving in this meeting. Introduce participants to the existence of 3 types of behavior, passive, aggressive and assertive. Distribute to each participant Worksheet A. Explain that passive behavior is when we adapt to others, despite our own needs and obligations. When we act passively, we do not put ourselves in the first place and we leave the impression that others

are more important to us than ourselves. By behaving like this, we cross our own boundaries and may feel bad later, it can also lead to us not getting what we want, or what we need. Ask participants to read what it says, what are the characteristics and examples of passive behavior, then start the discussion with questions:

- Can you remember a situation in which you or someone you know acted passively?
- How did you feel in that situation?
- What could have been done differently?

After the discussion, explain to the participants what the aggressive style of behavior is. Aggressive behavior is one in which we put our needs first, not thinking about the needs of others. By behaving aggressively, we want to show power over others and by such behavior we can hurt the others and make them feel bad. Ask participants to read what it says, what are the characteristics and examples of aggressive behavior.
Start the discussion with questions:

- Can you remember a situation in which you or someone you know acted aggressively?
- How did you feel in that situation?
- What could have been done differently?

Then introduce the participants to the assertive style of behavior. By assertive behavior we seek and establish a balance between our own and others' needs, desires and feelings. In the long run, this style of behavior leads to feelings of respect, good relationships with other people, but also self-esteem. Ask participants to read what it says, what are the characteristics and examples of assertive behavior. Start the discussion with questions:

- Can you remember a situation in which you or someone you know acted assertively?
- How did you feel in that situation?
- What could have been done differently?

Introduce participants to ways to communicate assertively, such as rejecting someone else's request or using the I-message technique. Rejecting someone else's request means being determined, saying no and explaining your reasons, and then resolutely repeating the NO position.

The I-message technique can help communicate and strike a balance between one's own and others' desires and needs. Through the I-message we talk about ourselves and not about the other person and so we take responsibility for what we want. Therefore, it is an assertive form of communication - we clearly stand up for our needs without endangering others. Distribute Worksheet B and explain that the I-message consists of 4 parts:

1. our feelings,
2. other people's behavior,
3. the reason we get that feeling and
4. our desires.

Example of the I-message: I am angry when you don't arrive on time we agree, because then it seems to me that you do not respect our agreement or me directly. Therefore, I want you to respect our agreement in the future.

Ask each participant to create their own message in the next 5 minutes for the situations they previously mentioned when you talked about aggressive and passive behavior. Do not insist on all parts of the message if you see that the participants are in resistance. Agree on a compromise I-message together.

Conclusion of the workshop:

Everyday communication is mostly very dynamic and often we cannot concentrate on how we send messages. But even just recognizing bad communication can lead to its gradual improvement, along with practicing assertive communication.

Worksheet A: Characteristics of passive, aggressive and assertive behavior

Characteristics of passive behavior:
- Adapting to others regardless of one's own needs and obligations
- Not expressing your own desires, needs and feelings.
- Pleasing others to one's own detriment

Characteristics of aggressive behavior:
- The wishes and needs of others are not taken into account
- Your own desires are satisfied to the detriment of others.
- Power over other people is manifested

Characteristics of assertive behavior:
- Desires, needs and feelings are communicated in an appropriate way, e.g. by I-message
- The intention is to communicate a need or problem, to discover what is good for everyone involved, not who is right

Examples of passive behavior:
- He/she avoids discussion, he/she is silent
- He/she does not express his/her opinion
- He/she quickly says that he/she is wrong and apologizes
- He/she speaks softly

Examples of aggressive behavior:
- He/she demands and orders
- He/she does not admit his/her mistakes
- He/she blames others
- He/she does not listen and interrupts the other person while talking

Example of assertive behavior:
- He/she listens carefully
- He/she looks into people's eyes
- He/she shows his/her feelings
- He/she speaks clearly what he/she thinks
- He/she respects others, but also him/herself
- He/she knows how to praise others, but also criticizes
- He/she takes responsibility for his/her words and actions
- He/she is ready to apologize
- He/she expresses his/her expectations. He/she knows how to control him/herself.

Worksheet B. I-message

I feel _____ (need to recognize how we feel)
When you _____ (give a specific description of the behavior, without labels)
Because _____ (why this behavior makes us feel that way)
Therefore I want (I will, I don't want) _____ (not YOU NEED, but I want, I need, I will, I won't...)

Workshop no. 12

We build better interpersonal relationships

Objective(s) of the workshop:

- Awareness of the importance of equal relations and equality in decision-making;
- Encourage mutual respect and the choice of non-violence.

Materials required for the implementation of the workshop:

Program evaluation materials

ACTIVITIES

1. Introductory activity

Duration: 2 min

Objective: division into groups

Elaboration:
4 volunteers (or as many groups as we want to divide the participants into) become taxi drivers and stand at the other end of the room. At the leader's signal, the other participants of the group must catch the taxi by grabbing the driver's shoulder or hand. Whoever does it first is his taxi, and there is no pulling back and rudeness because taxi drivers do not accept rude and rude passengers. These persons must move away immediately upon the driver's warning.

2. Central activity: We are building a community

Duration: 28 min

Objectives: developing cooperation skills, encouraging equal participation, distinguishing democratic and equal decision-making from other forms of decision-making.

Elaboration:
The participants are given instructions that after the taxi ride they ended up together on the boat. They were shipwrecked and now they only have each other and their task is to build a new community and agree on a way of life.
Each group gets a task to:
come up with the name and characteristics (coat of arms, anthem, etc.) of their community, agree on a way of life (economically what they will do), cultural and sports, but also politically (who makes decisions, do they have laws and which, who ensures their implementation, do they have or courts, police and fines).

Additional activity (alternative):
Two participants from each group can be sent on a trip where they find themselves in a different community and have to try to find their way in it.

Instructions for participants:
You were on a boat and shipwrecked. You end up on a small island with a group of people. On the island there is food and materials useful for living and organizing the community, because for now it seems as if you will all have to stay here together for a long time. You have each other and your task is to organize a new community and agree on a way of life. Your community should agree to:

1. Name of your community and some features such as flag, coat of arms, anthem?
2. Agree on how you will live and that:
   - economically, what will they do,
   - cultural and sports (how you will spend your time)
   - political (based laws, who makes decisions, but also who ensures their implementation, do you have sanctions and what kind)?

After 10-12 minutes of group work, the exchange between the groups begins, in such a way that the groups present their experiences and way of life, and if there was an exchange between places, how they accepted male and female passengers, and the leader connects their experiences with forms of governance and management and basic democratic principles, the Constitution and state laws, the role of courts and the police, acceptance of migration and immigration.

Questions for exchange and discussion:

1. Present your community in 2 minutes.

2. How did you make joint decisions in the group? What processes in society does this remind you of? How are decisions made in modern society?

3. Did you have rules and how did you ensure their application? Were there consequences for the violation? How is the application of rules ensured in modern society? What are the sanctions for violation and who enforces them and when?

The leader connects the answers to question 2 with political decision-making processes and describes the decision-making process in modern democratic societies, and question 3 with laws and their application and the role of the police and judiciary in modern societies.

Useful sources of information for leaders:
Publications on democracy of the Council of Europe available in English at the link:
https://vvv.coe.int/en/veb/education/publications#{%2278266904%22:[3]}

Conclusion of the workshop:
Both in mutual relations and in the functioning of society, equal participation is essential. The way we make decisions that affect others should be participatory, that is, include the opinions of everyone. It is important to know that we have the right to vote and that our participation in decision-making can contribute to the creation of a more equal society.

3. Final activity: Distribution of vignette, final questionnaire and oral feedback

3.a Vignettes for the journey to better relationships

Duration: 20 min

Objective: to determine changes in the participants' choice of non-violent patterns of behavior during conflict resolution.

Elaboration:
Participants are given vignettes found in the Program Evaluation Materials, in which they must write how they would behave in given situations. Participants should fill in the vignettes and hand them to the leader. After they have filled out the vignettes and submitted their answers to the leader, it is necessary to start a conversation about each situation from the vignette and enable the exchange of ideas at the group level about possible ways of handling and non-violent conflict resolution. Each situation is discussed separately and comments are made as to which of the chosen methods is non-violent, in which ways a person can protect himself without violent behavior. It is especially emphasized that there is no single solution in these situations, and possible solutions and the exchange of ideas are still encouraged.

Questions for discussion:
Now that these ideas have been heard, do you have any other ideas?;
Do you have any other ideas?;
What else could be done in this situation?

3.b Distribution of the final questionnaire and oral feedback

Duration: 10 minuta

Objective: oral and written feedback from participants about the program

Elaboration:
Ask the participants to fill in the questionnaire, explain to the participants that the questionnaire is for us to see the effect of our workshops. Explain that the enrollee is anonymous and that the creation of the initial code serves to preserve their anonymity, but so that the answers from the final questionnaire can be linked with the answers from the introductory questionnaire. For young people who have reading difficulties, it is preferable to read the questions out loud, but ensure confidentiality and a safe space for them to circle the answers independently. After filling out the questionnaire, give the participants the opportunity to share their opinion on how it was for them to participate in the workshops.

5. Program evaluation materials

5.1 Questionnaire for process evaluation at the end of each meeting

Questionnaire					
Through the following statements, assess your satisfaction with participating in today's workshop. When estimating, numbers have the following meanings:					
1 - Not at all	**2 - A little**	**3 - Partly**	**4 - Mostly**	**5 - Completely**	
1.	The content and activities were interesting to me.				
	1	**2**	**3**	**4**	**5**
2.	I am satisfied with the approach of the facilitator and the way of conducting this workshop.				
	1	**2**	**3**	**4**	**5**
3.	I am satisfied with the atmosphere in the group at today's workshop.				
	1	**2**	**3**	**4**	**5**
4.	I am satisfied with my personal engagement and contribution to today's workshop.				
	1	**2**	**3**	**4**	**5**

5.2 Group Cohesion Questionnaire

Questionnaire					
Read each question carefully and as you answer think about the whole group you participated in. Mark only one answer for each question, taking into account that the numbers have the following meaning. **1 - Not at all 2 - A little 3 - Partly 4 - Mostly 5 - Completely**					
Questions:	**Not at all**	**A little**	**Partly**	**Mostly**	**Completely**
1. As a group we take care of each other.	**1**	**2**	**3**	**4**	**5**
2. As a group, we tried to understand each other.	**1**	**2**	**3**	**4**	**5**
3. They did not focus on the content of the program because they were focused on what was going on between them.	**1**	**2**	**3**	**4**	**5**
4. As a group, we felt that participating in this group/program was important.	**1**	**2**	**3**	**4**	**5**
5. There were disagreements and conflicts among the members of the group.	**1**	**2**	**3**	**4**	**5**
6. The members were distanced from each other.	**1**	**2**	**3**	**4**	**5**
7. The members supported each other.	**1**	**2**	**3**	**4**	**5**
8. We seemed to be trying to participate.	**1**	**2**	**3**	**4**	**5**
9. As a group, we trusted each other.	**1**	**2**	**3**	**4**	**5**
10. There were rejections in the group.	**1**	**2**	**3**	**4**	**5**
11. Members revealed important information about themselves.	**1**	**2**	**3**	**4**	**5**
12. Members showed tension and concern.	**1**	**2**	**3**	**4**	**5**

5.3 GEM scale

Initial and final testing for young people
Manual Y+

The questionnaire contains questions from different domains of life, such as violence, gender relations, families, social networks and the like. It is very important that you answer them honestly. This is not a test to test your knowledge of these topics and there are no right or wrong answers. Please answer all your questions. The questionnaire is completed by putting an X in the box next to your answer. **The questionnaire is completely anonymous.** All you have to do is write the ID number without your name

ID Number	☐☐ ☐☐ ☐☐
	▲ **The first two letters of the city in which you were born** ▲ **Two numbers of your month of birth** ▲ **The first two letters of your name**

1. What sex/gender are you?

- ☐ Man
- ☐ Woman
- ☐ Other: _____
- ☐ would rather not answer.

2. How old are you?

3. Do you consider yourself a religious person?

- ☐ am very religious.
- ☐ am somewhat religious.
- ☐ am not religious.
- ☐ would rather not answer.

4. Have you been in a relationship for the last 6 months?

- ☐ Yes.
- ☐ No.
- ☐ am not sure.

5. What is your sexual orientation?

- ☐ am completely heterosexual. (I am only attracted to people of the opposite sex.)
- ☐ am mostly heterosexual.
- ☐ am bisexual. (I am attracted to people of the same and opposite sex.)
- ☐ am mostly homosexual. (I am attracted to people of the same sex.)
- ☐ am completely homosexual.
- ☐ Other: _____
- ☐ do not know. / I am not sure yet.
- ☐ would rather not answer.

Questionnaire						
		I totally agree	**I mostly agree**	**I neither agree nor disagree**	**I mostly disagree**	**I totally disagree**
1	Men have a stronger sexual desire than women.					
2	Changing diapers, bathing and feeding children is the responsibility of the mother.					
3	Avoiding an unwanted pregnancy is a woman's responsibility.					
4	Avoiding unwanted pregnancy is the responsibility of both sexual partners.					
5	I would be angry if my partner asked me to use a condom.					
6	To be a real man, you have to be tough and rude.					
7	If someone insulted me, I would defend my honor even by force if I had to.					
8	If someone insulted me, I wouldn't need to use force to defend my honor.					
9	Both men and women can suggest the use of condoms.					
10	The couple should make a decision together to have children.					
11	It is important that the father is present in the lives of his children, even if he no longer lives with the mother.					
12	It is important for men to have male friends with whom they can talk about their problems.					
13	Men are always ready for sex.					
14	A man and a woman should decide together what type of contraception they will use.					
15	Women who have condoms with them are easy women.					
16	It is important to ask your partner for consent before sex.					
17	It is never OK for someone in a relationship to force their partner to have sex.					
18	It is never OK for a man to force his partner to have sex if he/she does not want to.					
19	When a man whistles at a woman on the street, she should take it as a compliment.					
20	When a man whistles at a woman on the street, it is insulting and humiliating.					

Questionnaire						
		I totally agree	**I mostly agree**	**I neither agree nor disagree**	**I mostly disagree**	**I totally disagree**
21	There are situations when a woman deserves a beating.					
22	A woman should suffer violence to save a marriage and keep the family together.					
23	Slapping is not violence but a good educational method.					
24	Men should be able to show their feelings without fear of being ridiculed for it.					
25	Young men who act like girls are cissies.					
26	Men always have to show that they are tough, even when they are actually nervous and feel uncomfortable.					
27	It is not OK to tease and ridicule a girl who acts like a boy.					
28	It is not OK to tease and ridicule a young man who acts like a girl.					
29	Young men love girls who wear provocative clothes.					
30	Young men lose interest in the girl after sleeping with her.					
31	A real man must have as many sexual partners as possible.					
32	Men and women are fundamentally different.					
33	Differences between men and women (for example, personality, choice of occupation, interests) are determined by biological factors, such as genes, hormones, brain structure.					
34	Gender/sex is only a small part of one's personality.					
35	The differences between men and women are only superficial.					
36	It is not OK to be violent towards a homosexual man or woman who is trying to "hit on you".					
37	It is not OK to be violent towards a homosexual man or woman when he/she is kissing another man or woman in public.					
38	It is not OK to be violent towards a transgender person who is trying to "hit on you".					
39	It is not OK to be violent towards a transgender person.					

Questionnaire						
		I totally agree	I mostly agree	I neither agree nor disagree	I mostly disagree	I totally disagree
40	Transgender and homosexual people should not work with minors.					
41	Transgender and homosexual people should not adopt children.					
42	There should be laws that protect transgender and homosexual persons from discrimination and violence.					
43	A woman cannot become a man or a man a woman.					
44	I could never have a homosexual or transgender person as a friend.					
45	Generally speaking, people from other cultures can be trusted.					
46	People from other cultures are a threat to my culture and customs.					
47	I would hang out with people from other cultures.					
48	Criminal problems in your countryhave worsened due to migrants.					
49	It is OK if your boyfriend or girlfriend has access to your phone and social media passwords.					
50	My boyfriend/girlfriend can get angry if I talk or connect on social media with someone he/she doesn't like.					
51	I have no problem with my boyfriend or girlfriend entering my social media profiles without my permission.					
52	I would send around other people's pictures and videos without their permission.					
53	It is OK for me to get explicit pictures and videos of other people without their permission					

You have come to the end! Thank you for your cooperation and time.

5.4 Vignettes

In the opening and closing workshops, distribute in the form of a template or discuss at group level the following situations.

Think about how you are going to handle this situation? Suggest a few solutions (3) and choose the one you think is the best?

1. Your team from children's home started hanging out with a team from the neighborhood who regularly steals at the local supermarket. They explain that there is no great damage because it is a chain of stores with huge profits and they are insured for these thefts, so what. They called you several times, but you successfully avoided the situation. Now your team members regularly have everything they need when they go out and they start avoiding you when they go out. When you ask them what the problem is, a friend walks past you, he pushes you with his shoulder, and says the team doesn't want to hang out with "p..." like you, who's "afraid to go and take something from the shop," and "it's not your problem" to treat yourself with things they had to work hard for and take risks" so he pushes you away while the others laugh.

What are you going to do? Think about how you are going to handle this situation? Suggest a few solutions and choose the one you think is the best?

A) _____

B) _____

C) _____

2.1. **Version for young men:**

You have not been best received since you came to the Home/Institution. They did not even ask you for your name, but the boy that everyone in the group listens to gave you the nickname Vesna. You were not angry even though you were not happy, you tried to fit into the group. You were afraid to even ask why you got the female nickname. But the jokes of that boy at the expense of your looks got worse, and the rest of the group had a great time while you were exposed to his bullying. You want it to stop because it becomes unbearable for you.

Think about how you are going to handle this situation? Suggest a few solutions and choose the one you think is the best?

A) _____

B) _____

C) _____

2.2. **Version for young women:**

You have not been best received since you came to the Home/Institution. They did not even ask you for your name, but the girl that everyone in the group listens to gave you the nickname Bero. You were not angry even though you were not happy, you tried to fit into the group. You were afraid to even ask why you got the male nickname. But the jokes of that girl at the expense of your looks got worse, and the rest of the group had a great time while you were exposed to her bullying. You want it to stop because it becomes unbearable for you.

Think about how you are going to handle this situation? Suggest a few solutions and choose the one you think is the best?

A) _____

_____

B) _____

_____

C) _____

_____

3. You see a girl/boyfriend you like regularly. As the relationship with her/him slowly becomes more serious, the demands on you become greater. You are not sure if you want to fulfill them at all. At your last date she/he said: If you really want me to believe that you care about me you have to give me the passwords from Instagram and other social networks you have.

What are you going to do? Think about how you are going to handle this situation? Suggest a few solutions and choose the one you think is the best?

A) _____

_____

B) _____

_____

C) _____

_____

4. On the last date with a girl/boyfriend you like, an awkward situation happened to you. You asked the girl/boyfriend for this to stay between the two of you and that you would not like her/him to tell your friends about your dates. After a few days when you met them, they looked at you and started laughing. You thought she/he must have told them.

What are you going to do? Think about how you are going to handle this situation? Suggest a few solutions and choose the one you think is the best?

A) _____

_____

B) _____

_____

C) _____

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6. Literature

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