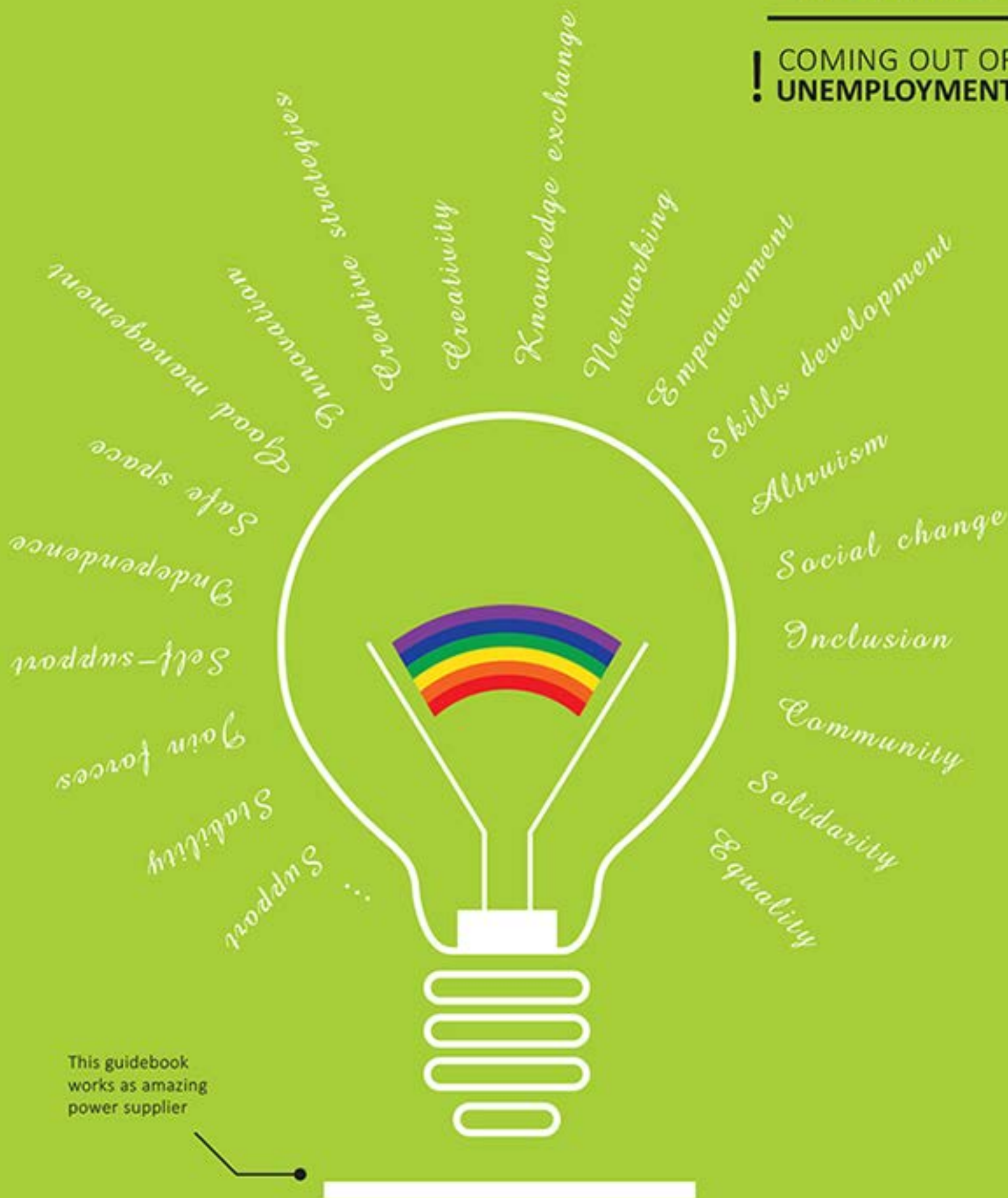


Association RAINBOW

# GUIDEBOOK FOR YOUTH WORKERS

**!** COMING OUT OF  
UNEMPLOYMENT



This guidebook  
works as amazing  
power supplier

GUIDEBOOK  
FOR YOUTH  
WORKERS

COMING OUT OF  
UNEEMPLOYMENT

Asocijacija DUGA / Association RAINBOW

Belgrade, 2019

This guidebook was created as one of the results of the project “Coming Out of Unemployment”, supported by the Erasmus+ programme — Key activities 2 (KA2) “Capacity building in the field of youth”, Western Balkans Youth Window.

The project was realised by Association RAINBOW (DUGA), Šabac, Serbia in cooperation with partner organisations: *Субверзивен Фронт/Subversive Front* from Macedonia, *Iskorak* from Croatia, *LGBT Forum Progres* from Montenegro, *The Sarajevo Open Centre (Sarajevski Otvoreni Centar)* from Bosnia and Herzegovina and *Colegas* from Spain.

## **PREFACE**

This guidebook was created as a part of the project “Coming Out of Unemployment” dedicated to raising professional capacities of youth workers for the economic empowerment of LGBT+ youth through social entrepreneurship. Organisations from six countries participated in the project: Serbia, Macedonia, Montenegro, Croatia, Bosnia and Herzegovina and Spain. Through training, 36 youth workers acquired knowledge and skills related to training young LGBT+ persons in the field of social entrepreneurship through interactive workshop activities.

The guidebook entails three sections. The first section describes the wider context through which social homophobia impacts the limiting of opportunities for work and employment of LGBT+ persons. Apart from the direct impact, homophobia has a multitude of indirect consequences and impacts that are seldom contemplated, and it is important to understand them in order to design adequate activist responses.

The second section describes the concept of social entrepreneurship as one of the strategies that have been proven to be successful in responding to some of the problems in employment of other social groups encountering systematic obstacles. The newly acquired activist experience of individuals and LGBT+ organisations can be of great use in applying the idea of social entrepreneurship. The steps in establishing a social enterprise have been described and examples from the practice of foreign and domestic LGBT+ social enterprises have been offered.

The third section is dedicated to the description of workshops as one of the most efficient methods in acquiring new knowledge, attitudes and skills with guidelines regards the creating and facilitating workshops. This section contains specific examples and guidelines for facilitating workshop with youth, creating new scenarios and organisational aspects of workshop activities.

Due to limitations in scope, we strived to acquaint readers with the widest framework of each of the topics, and below every section there are sources listed for further development. We are encouraging readers to use some of the suggested sources, in accordance with their own needs and interests, as the start of their familiarisation with complex and wide topics that were initiated. We are hoping this guidebook will be a useful inspiration.

Jelena Zulević  
The Author

## CONTENTS

↳ **03 Preface**

↳ **07 Homophobia, discrimination and their consequences**

↳ **15 Social entrepreneurship**

18 Development of a social enterprise

23 Examples of LGBT+ social entrepreneurship in the world

↳ **27 Creating and facilitating workshops**

27 Methodology of workshop work

29 Creating the workshop scenario

34 Facilitating a workshop

35 Evaluation

↳ **41 Concluding remarks**

↳ **43 Impressum**

# HOMOPHOBIA, DISCRIMINATION AND THEIR CONSEQUENCES

Homophobia is a serious social problem connected with discrimination, prejudice and stigmatisation of individuals and entire groups. Homophobia, apart from the individual, also exists on the structural (institutional) level. These are the accumulated institutional practices and regulations operating to the detriment of LGBT persons, putting them in an unequal position (e.g. due to inability to marry, LGBT+ persons are denied legal basis to exercise rights based on family relations – inheritance, division of property after divorce, inability of exercising the right of health insurance or pension through one’s partner, inability to make medical decisions if the partner is unable to do so, etc.). Homophobia, in its many forms, directly and indirectly limits the exercising of different rights from the field of work and employment in numerous ways.

Firstly, we will describe **discrimination** related to any kind of unequal treatment of a person or a group based on their personal trait, done by a person occupying a position of power (representatives of different institutions – in the school, hospital, at work, etc.), the consequence of which is inequality in opportunities to exercise rights guaranteed by law (education, medical treatment, etc). Discrimination can be intentional and unintentional; however, its consequence is always unequal treatment, exclusion and/or causing a disadvantaged position of an individual based on some of their personal characteristics. Examples of this are denying employment or dismissal of employment to the person due to their sexual orientation.

Although some of the notions we will present can somewhat overlap due to being inter-dependent, it is important to understand that the notion of discrimination is related to the act of an individual who is a representative of an institution or occupies a different position of powers, acting based on personal prejudice. Personal prejudice of individuals in a society do not signify discrimination per se, but they can easily lead to it.

The notion of stigma encompasses a complex dynamic of exclusion and the consequences of this exclusion of groups towards which there is strong prejudice. Stigma [*gr. Στίγμα*] is most tightly related to homophobia. This notion has its origin in the ancient practice of branding and represents a social sign of discreditation. Today, this

notion is related to the negative social process of labelling and exclusion of all the groups and their member who differ from the “normality” of the majority in their social environment. Homophobia represents a form of stigma.

Literature describes three types of stigma:

1. **Enacted or public stigma** – openly negative actions towards members of a minority group.
2. **Felt stigma** – having awareness of the existence of stigma and that stigmatisation can occur in some circumstances.

Even when the person was not a direct victim of enacted stigma (e.g. violence, discrimination), this stigma influences their life because they are aware they can expect it in certain circumstance so they modify and adjust their behaviour in order to avoid this. Precisely this aspect is frequently the most prominent one when it comes to the context of employment because awareness of discrimination being possible if their sexual orientation is found out about represents a constant and every day stress for LGBT+ persons, and they constantly invest enormous efforts to hide their sexuality from their colleagues and superiors.

3. **Internalized stigma or self-stigma** – the acceptance of stigma as a part of one’s own value system and self-concept, acceptance and agreement with negative social opinions. Sometimes the term self-hatred syndrome is used which could be defined as an extreme form of stigmatisation. The very growing up in a homophobic society inevitably leads to LGBT+ persons themselves adopting some of the prejudices and negative stereotypes about the groups they belong to, which can lead to serious consequences related to self-respect, ambitions, etc.

**Social marginalisation, labelling and stigmatisation lead to oppression and discrimination, putting certain social groups into an extremely unequal position which complicates exercising of various rights.**

The cycle of discrimination is a complex phenomenon. Namely, from the earliest childhood we are exposed to different stereotypes and negative prejudice towards different social groups. They become additionally enhanced through the proclivity to notice only the examples that fit them, while disregarding, or simply, no noticing all the other ones.



## THE CYCLE OF DISCRIMINATION

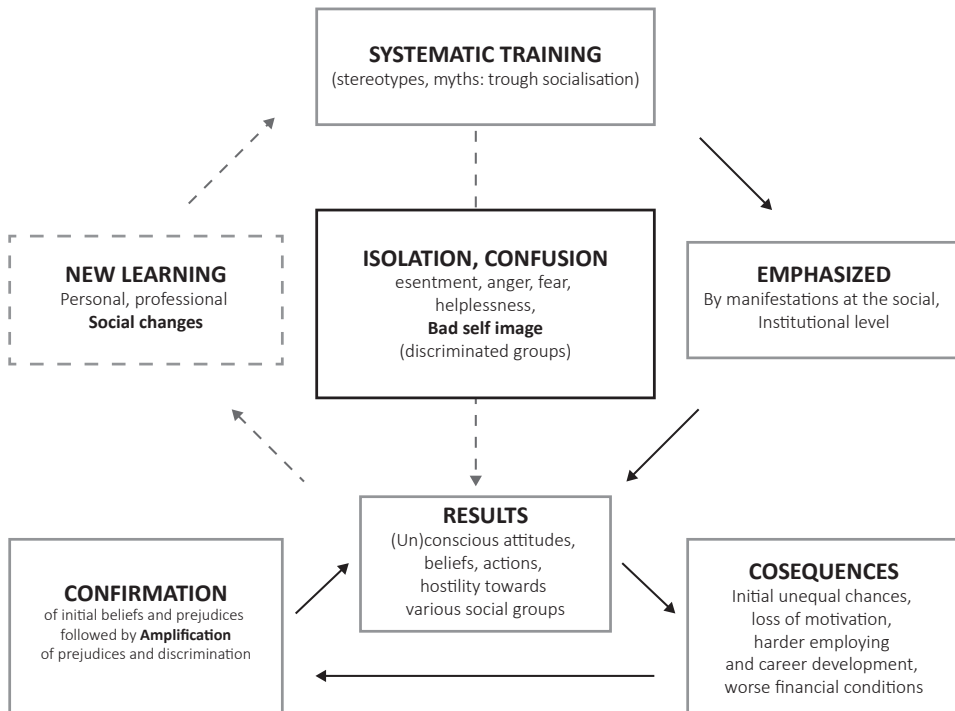


Image 1: The cycle of discrimination

Numerous stereotypes and prejudice towards LGBT+ population are prominently negative and with individuals who adopt them, they lead to extreme distancing, hostility and readiness to use violence against certain groups. This led us to the next (lower “circle” in the image). As a consequence of social hostility, members of discriminated groups often have unequal starting opportunities (e.g. Roma children quit school due to peer bullying or LGBT+ persons who isolate themselves and retreat from society due to insults and violence). Apart from this, loss of motivation can occur, difficulties in career advancement, worse material state etc. And then we use these facts (which are the consequence of discrimination) to simply confirm and strengthen the starting beliefs and prejudice (*Yes, well – the Roma children just don’t want to go to school or He is so shy, must be why he became gay*).

Social discrimination, unfortunately, is not the only problem numerous marginalised groups have to face. Like the remainder of the society, they are exposed to the same stereotypes and prejudice about themselves and it happens that on some level they accept them as being true (**internalised homophobia** or the more common term today – **internalised heterosexism**<sup>1</sup>). What happens is constructing a bad self-image, confusion, the feeling of powerlessness, guilt, but also serious issues (suicidal tendencies, depression, etc.). Instead of being a sign for the environment and social community to offer a clearer and greater support to these people in order for them not to feel isolated and lonely, they frequently only fortify their initial prejudice and the cycle of discrimination continues.

On the left-hand side of the scheme, dashed arrows indicate an alternative — breaking the cycle of discrimination through new learning, decreasing prejudice and negative stereotypes, and changes on the social level. One should bear in mind that society will be as successful and productive as the successful individuals it is comprised of. Instead of using energy for aggression, a society would have far more benefits from the support it secures to its citizens.

When it comes to the right to work, it can appear LGBT+ persons are not being directly discriminated. However, in practice, it often happens they suffer discrimination based on (assumed) sexual orientation or other types of pressures that put them in an extremely unequal position. For example, numerous LGBT+ persons are very concerned due to possible revealing of sexual orientation and invest great efforts to hide it (due to felt stigma). They are frequently exposed to homophobic and insulting comments of colleagues (even though these do not necessarily have to be addressed to them, they certainly create pressure because pejorative and insulting comments are related to an important part of their identity). Consequences are not related only with the psychological pressure and opinion of others, but they can also directly endanger the existence of the person (in case of dismissal from the job), and everyday stress and enduring insults certainly limits the ability of that person to direct their energy to work tasks and advancement.

When it comes to gender identity, the right to work is directly endangered with transsexual persons who are in the transition process. Namely, during the hormone therapy (and before surgical procedures) they still cannot change their personal documents. Even when the procedure of their changing is entered into, it usually takes a long time and it is complicated because all previously acquired documents (e.g. high

---

<sup>1</sup> Literature in English lists the term *selfhated* syndrome, and it was established among members of certain marginalised populations such as Africanamericans, Jews, LGBT population and the Roma.

school records) list the previous name (and a different gender). Due to the lack of documents during a long period of time, these persons experience serious issues in job seeking, applying for jobs (etc.) all the way until they acquire new documents.<sup>2</sup>

Regardless of whether the right to work is endangered directly or indirectly, the obstacles faced by LGBT+ persons are significant. Difficulties in job seeking disable them from becoming financially independent (and start a life outside of their family of origin), they directly endanger them existentially in the sense of disabling them from acquiring the means required for living (which is additionally problematic if they don't have the support of the family of origin), they can lead to further deterioration of confidence (and strengthen the internalised stigma), decrease the motivation for professional development and generally ambitions related to career.

In the practice of NGOs offering support to LGBT+ persons we encountered these phenomena. For example, in choosing a career, numerous LGBT+ youth felt the pressure not to choose certain occupations (e.g. teaching) due to the fear of consequences of other people's prejudice or they chose jobs not based on their qualifications and experience, but instead based on how likely it was they would encounter discrimination and stigmatisation.

Employed LGBT+ persons were exposed to impediments in career advancement, regardless of results and qualifications, due to their sexual orientation, refusal of colleagues to work with them, threats and blackmail that their sexual orientation or gender identity will be revealed to employers and numerous other pressured they had to endure daily. LGBT+ persons are forced to conceal an important part of their identity due to which they will not show holiday pictures, talk about personal crisis, breakups and the like, which is why their colleagues will perceive them as being distanced and additionally distance themselves. On the other hand, the very mentioning of a partner will be perceived as imposing their own sexual orientation and being problematic (even though such behaviour is common in the case of heterosexuality). Even when they have a partner for years, they are frequently not perceived as persons with a "real" family and are tasked with additional work and responsibilities. In many ways, even when exclusion is not direct or explicit with regards to sexual orientation, LGBT+ persons are put in an unequal position in the work team.

---

**2** Zulević, J (2012). *Istraživanje problema transseksualnih osoba u sferama školstva, rada i zapošljavanja, zdravstvene zaštite i državne administracije* (Research on issues of transsexual persons in the spheres of education, work and employment, health protection and state administration) [in Serbian], in: *Model zakona o priznavanju pravnih posledica promene pola i utvrđivanja transseksualizma* (Model of the law on acknowledging legal consequences of sex change and determining transsexualism). Gajin, S. (ed.), Centre for Advanced Legal Studies, Belgrade.

The problem is made additionally complex when it comes to persons with multiple marginalised identities (**intersectionality**): for example, when it comes to LGBT+ persons of Roma origin, LGBT+ with disabilities, etc. Because they are stigmatised on the basis of more than one identity, often discrimination is repeated within each of these groups so they don't have the sense of belonging to none of them.

Due to all of this any form of social discrimination is a serious problem both for individuals and for the society as a whole.

LGBT+ persons are facing all problems impacting members of the wider society (in the case of Balkan countries these are continued transition, poverty, under-developed job market and difficulties in finding a job, violating workers' rights, etc.) with all additional difficulties stemming from social homophobia, direct discrimination based on sexual orientation or difficulties fitting into the work environment due to fear of potential consequences.

It is important to have all of this in mind when it comes to empowerment strategies. Issues faced by LGBT+ persons are not only issues of individuals, but they are also frequently based on previous negative experiences, and their fears are not necessarily without bases.

It is important to emphasise that even though there is a legal framework in many countries that protects employees from discrimination based on sexual orientation, in practice these kinds of disputes are seldom initiated because the affected persons are afraid of further revealing of their sexual orientation or gender identity and further issues they could have due to this.

### Further reading:

- Allport, G. W. (1954/1979). *The nature of prejudice*. Cambridge, MA: Perseus Books.
- Altman, D. (1971). *Homosexual; oppression and liberation*. New York: Outerbridge & Dienstfrey
- David, E. J. R. (Ed.). (2014). *Internalized oppression: the psychology of marginalized groups*. New York, NY: Springer Pub. Company.
- Goffman, E. (1963). *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, NY: Prentice-Hall.
- Herek, G. (2004). Beyond “Homophobia”: Thinking About Sexual Prejudice and Stigma in the Twenty-First Century. *Sexuality Research & Social Policy*, 1(2), 6–24.
- Link, B. & Phelan, J. (2001). Conceptualizing Stigma. *Annual Review of Sociology*, 27, 363–385.
- Major, B. & Vick, B.S. (2005). The Psychological Impact of Prejudice. In: Dovidio, J. F., Glick, P. S., & Rudman, L. A. (Eds.). *On the Nature of Prejudice: fifty years after Allport*. Malden, MA: Blackwell Pub, pp. 139–154.
- Phelan, J., Link, B. & Dovidio, J. (2008). Stigma and Prejudice: One Animal or Two? *Social Science & Medicine*, 67(3): 358–367.
- Website of the Commissioner for the Protection of Equality (in Serbia): <http://ravnopravnost.gov.rs/en/discrimination/about-discrimination/> accessed on 23rd July, 2019.

## SOCIAL ENTREPRENEURSHIP

In the previous section we described some of the specifics of problems LGBT+ persons can encounter in the context of work and employment. Hostile work environment, constant effort to prevent discrimination by hiding an important part of self and previous negative experiences represent important additional stress. Social entrepreneurship represents one of the concepts how these needs can be answered to, especially in situations where there is long term inability of finding a job or a crisis situation that one should go through in order to acquire experience and enter the world of work (for example, eviction of a young LGBT+ person from their family after this part of their identity is revealed).

\*\*\*

Social entrepreneurship is not a new idea, but in the previous few years it drew a lot of attention. Different publications state a few reasons for this – due to economic crisis limitations of traditional models based solely on profit became clearer which led to the recognition of a need for better models, and social enterprises were proven to be successful in spite of recession, and also an increased awareness and interest of buyers for the wider social influence of the products they buy. On the other hand, civil society organisations were faced with the need to secure long-term sustainability (by also dealing with a commercial activity), instead of depending solely on donations of individuals, governments and organisations.

Due to all of this, governments of numerous states started supporting the initiatives of social entrepreneurship. It represents a **form of doing business where the earned assets are used to solve specific social problems** (such as inclusion, poverty, unemployment, etc.) with the application of innovative methods and strategies. As opposed to traditional enterprises, here **priority is given to the social as opposed to economic goals** – the main aim is creating social value rather than personal wealth. As opposed to the non-profit sector, the aim of a social enterprise (SE) is creating profit, but it is used for further investing into solving social aims.

Even though there is no universal definition of social entrepreneurship, there is generally an agreement that:

- The main reason for commercial activities (selling goods and services) is a **societal, social aim**.
- Social enterprises secure goods and services the public sector or the market cannot or do not want to offer. Modern social enterprises frequently represent an answer to social problems the state did not respond to. Therefore, they create a **new value** on the market of goods and services.
- Entrepreneurial activity of SE is **self-sustainable**.
- Profit is **reinvested** in order to achieve the set social aims
- **Social inclusion** – frequently, social enterprises are focussed on work integration and inclusion of some of the endangered social groups, whereas these enterprises combine the business approach with performing a functions of wider social importance.
- The manner of organisation, conducting business and management is directed by democratic, **participatory principles and principles of social justice**. Since the focus are people and their needs (rather than profit), democratic structures and management principles are prominent (e.g. everyone participates in ownership structure and making management decisions, and the value of a vote does not rely on the size of ownership shares).
- Social enterprise is **autonomous** in relation to the government and the private sector.
- An enterprise **employs** a certain number of people, but it also relies on work / contribution of volunteers.

The image on the next page displays the concept of a social enterprise – it does not only represent a technical combination of market and social orientation of an enterprise, but also an essentially different concept where business orientation (commercial activities, market orientation, marketing and making profit) is creatively used to achieve a primary aim – some sort of a social change. A very important part of this part of the concept is reflected in the organisation, structure and management manners, which are accorded with values promoted and principles of social justice.

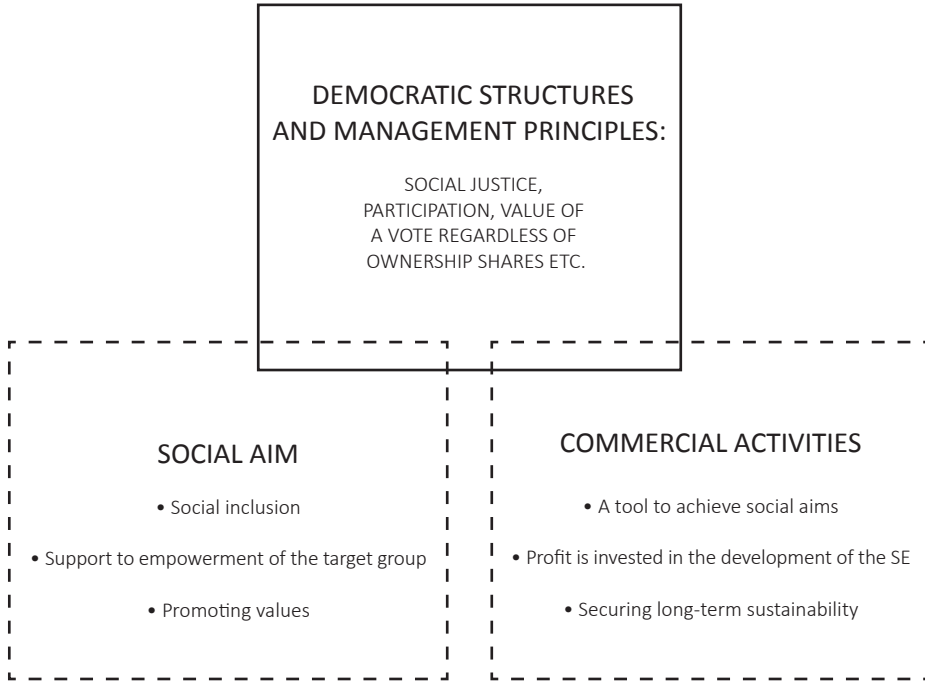


Image 2: concept of a social enterprise

*“Through their activities directed towards solving the problems of endangered categories of citizens, social enterprises contribute to strengthening the inclusivity of the society, enhance civil initiative, but they are also a successful instrument of primarily local economic development.”<sup>3</sup>*

The success of social enterprises is not evaluated only based on the economic aspect, but also social and ecological results of the enterprise are taken into consideration, relative to its core social aims. Due to the benefit they create and values they bring to the society, they receive certain financial benefits.

<sup>3</sup> Velev, G. (2010). Reč urednika. Elektronski bilten o socijalnom preduzetništvu (Word from the Editor. Electronic newsletter on social entrepreneurship), 1, Grupa 484: Belgrade. [in Serbian]



# DEVELOPMENT OF A SOCIAL ENTERPRISE

In the publication *“Guide for establishing a social enterprise – Business tailored for the person”*<sup>4</sup> there are seven phases listed in the process of business planning when establishing a social enterprise:

## 1. Defining motivation to establish a social enterprise

This step is important because it helps us define the **mission** of a social enterprise. This social purpose is what differs an SE from traditional business enterprises focussed on profit.

Motivation can be based on one’s own life experiences or empathic recognition of other’s needs to which currently there is no adequate social response (e.g. limited employment opportunities of some social groups). Also, it can be based on some general personal beliefs and values such as a contribution to a better and more just society.

A social enterprise should have a clearly defined mission, vision and values, because they influence not only what the SE will deal with but also define the manner of operating which should be a reflection of the values (democratic procedures of management that include the group we aspire to empower, etc.).

Furthermore, as with a traditional one, a social enterprise depends on innovation, knowledge, invested energy and recognising opportunities to solve a social problem in a creative way, by utilising the means of traditional business doing, with the shift in focus from the profit and onto creating social value.

Even though it is not focussed on profit, the focus on the market is also an important aspect of social entrepreneurship. Perhaps you already have a business idea? Think about the products and services you can offer on the market and which are related to the promoting of your mission and the manners they can be secured so they reflect these values.

---

<sup>4</sup> SMART kolektiv, Belgrade, 2013: [http://www.sens.rs/images/pdf/Vodic-za-pokretanje-SP\\_Biznis-po-meri-coveka.pdf](http://www.sens.rs/images/pdf/Vodic-za-pokretanje-SP_Biznis-po-meri-coveka.pdf) [in Serbian]

Don't forget – in order for a social enterprise to achieve long term sustainability of an organisation and continue to contribute to achieve its mission, it should be also successful in making profit (which is invested in aims and achieving the mission).

Making profit is an important aspect of an SE, but instead of being the aim in itself, here it represents a means to achieve wider social aims.

For more information on all the aspects of an SE business plan and how it is developed, refer to the brochure mentioned in the previous footnote.

## **2. Preparation**

This phase encompasses the evaluation of organisational culture, evaluation of the capacity of the organisation (or an individual wanting to establish an SE) in terms of knowledge, skills and possibilities, and also a risk assessment.

A well-designed business plan always contains detailed consideration of capacities of the one side and potential risks on the other side. When designed well, it represents an excellent guide for planning next steps, awareness of potential risks and timely planning in order to be able to respond to them, analysis of legal regulations that should be taken care of when establishing the enterprise, etc.

The success of a social enterprise directly depends on the ability to identify suitable donors, investor or other means of funding in accordance with the strategic aims of the organisation.

## **3. Evaluation**

In order to evaluate the potential of your business idea, it is important to consider different external factors that could contribute to the implementation of that idea, or complicate it. Different political, economic, social and technological factors can have an influence on implementing your idea and it is therefore important to analyse the in detail in order to be able to use their beneficial aspects in a timely manner, and lessen the risks connected with them.

Moreover, in this step it is important to compare the market and the social aims. Although profit making is an important aim, it merely represents a means to achieve wider social aims. It is extremely important that the achievement of these market

aims is not in conflict with social aims and values represented by the SE (e.g. increasing profit by exploiting the workforce, violating the rights of employees, etc.).

#### 4. Testing the idea

While the previous three phases were related to designing and developing the idea of the SE, in this phase we move onto practical application. In this phase the market is analysed in more detail (researching competition and existing similar enterprises, testing the product, gathering information from various sources, etc.) and the financial aspect (how much are the production expenses in comparison to the expected earning, all additional required expenses, defining the price, etc.).

In this phase it is necessary to evaluate the potential of the business idea based on specific data – whether the aims are achievable, which parts of the plan should be additionally developed, which problems should be solved, etc.

#### 5. Market research

This phase progresses into detailed analysis and market research (feasibility study, SWOT analysis, detailed analysis of the market and the competition, understanding the market and potential marketing strategies, financial projections) coupled with going back to **analysis of harmony between market and social aims** that should be achieved.

The scope of this publication limits a more detailed presentation of all these aspects, however, we will mention some of the questions that should be given some thought, since these are key questions for this phase:

- Who will be the buyers, what is currently offered to them and why would they buy from us precisely? What are their demographic characteristics?
- How many of them are there potentially? How can we reach them?
- What is the price we can sell our product or service at? Is this in accordance with our financial projections?
- What are the “weaknesses” of our competitors? Can we offer something new to buyers that the competitors are not offering? Is there perhaps an area in the market that is not covered (there are interested buyers, but nobody is offering this currently)?

- What are the plans of our future development? How does that differ from competition?
- Marketing strategy (in order to design an adequate one, it is important that we know the market and potential buyers, what value they assign to our product, material and immaterial characteristics of our product, what type of promotion would be best suited for our potential buyers, what are the marketing expenses and do we have the required skills, can we prove the influence we are achieving in the society?)

## 6. Writing a business plan

After the previous phases have been completed and developed, we can move onto writing a business plan. There is no universal form of a business plan (even though certain institutions or donors may have their own forms). Claims in the business plan should always be backed by specific data whenever possible (statistical reports, financial reports, data from NGO publications and state bodies...). It is important from what we present to show clearly that we have taken all factors into consideration (including potential risks, weaker sides and aspects that should be additionally developed) and also that we have designed strategies to answer the difficulties that might occur.

Regardless of the precise form, a business plan always contains the following elements:

- **an abstract**
- **a short description of the enterprise**
- **a short description of the organisation** (if an organisation is establishing the social enterprise)
- **key personnel**
- **external partners**
- **description of a product or a service**
- **market description**
- **social aim**
- **business environment**

- **key factors of success** for our business and how we intend to achieve them
  - **expenses and income**
  - **marketing strategy**
- 

At the end of this text there are some useful sources that you can use for more detailed familiarisation with this topic. You can yourself find online a vast number of useful ideas about different models of social entrepreneurship in other countries, successful social enterprises, guides for writing business plans for an SE, and also the development of its parts, ideas and techniques for market research and different marketing strategies.

Don't forget, however, that **innovation** is one of the key aspects of social entrepreneurship. Therefore, don't rely only on the existing ideas, but instead try to design new solutions. If you are a part of an organisation that has years of experience in working with a specific social group, you already possess important experiences that you need and you should use them. The fact that you have less experience with business simply means this is a new field you will enter with the old goal – solving a specific social problem. In the process of designing a business idea you can consult both colleagues from the field of activism, and also all those who have significant experience in starting and running a business. *Your innovation will be key in creatively combining and using these different experiences in promoting the mission of your organisation.*

## EXAMPLES OF LGBT+ SOCIAL ENTREPRENEURSHIP IN THE WORLD

**SOMEWHERE:** THE UK'S LGBT+ CULTURE & ENTERPRISE HUB: 2014, after a homophobic attack of two gay men in Manchester, Kathryn Pierce initiated a big campaign against hate crime. The campaign drew a lot of attention and was met with great support. After this, as a part of a project during business studies, she developed *Somewhere* – a platform for positive LGBT+ culture, development and activism. In 2018 a daughter start-up company *Somewhere EDI Community Interest Company* was established and it deals with digital innovation. <https://somewhereedi.org/>

**Dfrntpigeon** is a social enterprise supporting LGBT youth living on the streets by creating and selling their brand of youth clothing: <http://www.dfrntpigeon.com/>

**Point 5cc** is an organisation founded in 2012 established by Aydian Dowling in order to gather funds for his own gender adjustment surgery. After he succeeded in doing this, he decided to keep the platform to help others by selling different things (mugs, clothing, etc.). In 2016 they started a non-profit organisation Point of Pride supporting transgender persons. <http://point5cc.com/>

**Black Rainbow** from Australia is an LGBTQTI organisation focussed on supporting multiply marginalised LGBT+ persons to resolve the issue of homelessness, family violence and legal issues. It is funded by selling through their online store, and they are also planning to start offering professional training. <http://www.blackrainbow.org.au/>

**Proud2Be** is a social enterprise offering various forms of support to LGBTQ+ persons and their families in Great Britain. It is funded through trainings for organisations and professional, consultant services for companies and public performances on events and conferences. <https://www.proud2be.co.uk/>

## LGBT SOCIAL ENTREPRENEURSHIP IN SERBIA: HOSTEL MOONRISE

This is one of examples of LGBT+ social entrepreneurship in Serbia. In 2014 Association RAINBOW, with the support of USAID, established the Moonrise Hostel in Šabac, through the operation of which LGBT+ persons are empowered in several ways:

- The hostel employs LGBT+ persons in crisis, with the aim for them to become independent and find their desired jobs after they have been empowered and acquired work experience.
- A part of the hostel capacities are used as a shelter (safe house) for LGBT+ persons who were left without support of their families or they don't have where to live currently due to other reasons.
- All income of the hostel is used for fast HIV tests, advisory services and other services Association Rainbow offers to its users.
- The very existence of such a hostel in the centre of a smaller city in Serbia helps to destigmatise the LGBT community, enables sensibilisation of the public and approximation to the local community, which are the conditions in increasing tolerance.

Apart from individual users of the hostel, the support of partner organisations which organise different events there (trainings, workshops, meetings) for their participants and users is significant, and by doing so they empower LGBT+ persons included in the programmes of the Association RAINBOW.

Facebook page of the hostel: <https://www.facebook.com/Moonrise-Hostel-Šabac-756223477756917/>

Text about the hostel on the USAID website:

<https://www.usaid.gov/results-data/success-stories/somewhere-over-rainbow-helping-lgbti-citizens-become-economically>

## Bibliography:

- Stecker, M. J. (2014). Revolutionizing the Nonprofit Sector Through Social Entrepreneurship. *Journal of Economic Issues*, 48(2), 349–358. <https://doi.org/10.2753/JEI0021-3624480208>
- Kidd, S., & McKenzie, K. (2014). Social entrepreneurship and services for marginalized groups. *Ethnicity and Inequalities in Health and Social Care*, 7(1), 3–13. <https://doi.org/10.1108/EIHSC-03-2013-0004>
- Peredo, A. M., & McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56–65.
- Savaya, R., Packer, P., Stange, D., & Namir, O. (2008). Social Entrepreneurship: Capacity Building Among Workers in Public Human Service Agencies. *Administration in Social Work*, 32(4), 65–86. <https://doi.org/10.1080/03643100802293840>
- Shaw, E., & Carter, S. (2007). Social entrepreneurship: Theoretical antecedents and empirical analysis of entrepreneurial processes and outcomes. *Journal of Small Business and Enterprise Development*, 14(3), 418–434. <https://doi.org/10.1108/14626000710773529>
- Short, J. C., Moss, T. W., & Lumpkin, G. T. (2009). Research in social entrepreneurship: past contributions and future opportunities. *Strategic Entrepreneurship Journal*, 3(2), 161–194. <https://doi.org/10.1002/sej.69>
- Stecker, M. J. (2014). Revolutionizing the Nonprofit Sector Through Social Entrepreneurship. *Journal of Economic Issues*, 48(2), 349–358. <https://doi.org/10.2753/JEI0021-3624480208>
- Yitshaki, R., & Kropp, F. (2016). Motivations and Opportunity Recognition of Social Entrepreneurs. *Journal of Small Business Management*, 54(2), 546–565. <https://doi.org/10.1111/jsbm.12157>

## Useful further reading:

**Brošura o socijalnom preduzetništvu za mlade**, Koalicija za razvoj socijalnog preduzetništva, Evropski pokret u Srbiji, Beograd, 2013. [http://www.emins.org/uploads/useruploads/publikacije/Korsp\\_brosura-fb\\_FIN.pdf](http://www.emins.org/uploads/useruploads/publikacije/Korsp_brosura-fb_FIN.pdf)



**Vodič za pokretanje SP – biznis po meri čoveka**, Smart kolektiv, Beograd, 2013. [http://www.sens.rs/images/pdf/Vodic-za-pokretanje-SP\\_Biznis-po-meri-coveka.pdf](http://www.sens.rs/images/pdf/Vodic-za-pokretanje-SP_Biznis-po-meri-coveka.pdf)

**Socijalno preduzetništvo: modeli, komparativna praksa i pravni okvir socijalnog preduzetništva u Srbiji**, Grupa 484, Beograd, 2011. <http://www.sens.rs/images/pdf/SP%20-%20modeli,%20komparativna%20praksa%20i%20pravni%20okvir%20socijalnog%20preduzetnistva%20u%20Srbiji.pdf>

**Društveno, korisno, održivo – kako osnovati socijalno preduzeće u Srbiji**, Evropski pokret u Srbiji, Beograd, 2016. <http://socijalnopreduzetnistvo.net/download/Kako-osnovati-socijalno-preduzece-u-Srbiji.pdf>

# CREATING AND FACILITATING WORKSHOPS

This section is dedicated to creating and facilitating workshops as an efficient way of acquiring knowledge and skills, with the aim for young LGBT+ persons to familiarise themselves with the concept of social enterprises. All phases in creating scenarios, facilitating the workshop itself, and technical aspects of both organisation and evaluation will be presented. We hope the proposed working method will inspire participants to get ideas and connect with others with whom they can establish social enterprises. The presentation of the workshop work will be general because the same methodology can be used for many other topics and target groups.

## METHODOLOGY OF WORKSHOP WORK

*Try remembering your favourite teacher/lecturer or someone you loved the least and whose lectures were boring for you. Think about – what was the difference in their deliveries?*

A workshop is a form of learning. Practice has shown that learning methods mostly used in the past, during traditional education in western culture were based on the idea that knowledge is the adoption of fact, hence, frontal teaching was predominant (the teacher presents the facts, the participants listen and memorise). It turned out there are several issues with this form of learning. Namely, it assumes the lecturer knows everything necessary, and participants are extremely passivized and unmotivated. Furthermore, this is a very bad method to master skills or change attitudes.

Modern theories redefined the learning process as **the process of co-construction of knowledge**. The teacher becomes the facilitator of the process where the aspiration is to activate all participants and to jointly build new knowledge, attitudes and skills. Through mutual cooperation and active participation, new elements continue on the existing knowledge and skills of participants. Knowledge acquired in this manner represent an improvement (and not a completely new element) and they are more easily applied in practice. Participants themselves receive more validation, the relations of power are less unequal so they become more motivated and it is easier to reach the desired aims.

A workshop is therefore an **active, participatory method of learning** which has the aim to change certain knowledge, attitudes and behaviours in participants. It has been proven to be highly efficient because it includes and activates participants (mentally and physically), acknowledges and relies on their previous knowledge, authorship and personal contribution of each participant is highlighted and it represent a co-construction of knowledge in a group (instead of passive adoption of facts).

### **Important principles of workshop manner of working are:**

- To give everyone **an equal opportunity to participate** (by encouraging everyone to participate equally, planning activities so everyone can give their unique contribution, using the space so everyone feels welcome to participate, e.g. we all sit in a circle rather than one behind the other, and the like)
- Respecting and **acknowledging all attitudes**
- **The facilitator doesn't dominate** – they are an equal participant that simply directs the process
- **Prejudice is left aside** – actively listen to participants and encourage them to actively listen one another
- **Don't rush**
- Use **every opportunity to include** participants
- Cooperation and **creative problem solving**
- **Learn from mistakes** (mistakes are not something we run away from or fear)
- Be **flexible**
- **Learning can be fun.** Fun is aimed at achieving change

A workshop as a participatory model of learning focusses as much on the process as on the aim.

The aim is achieving the desired changes in knowledge, attitudes and/or skill of participants while respecting the following **principles:**

- Knowledge is not transferred, it is created!
- Animating, informing, including and engaging participants are all equally important
- Connecting participants and their cooperation as important elements of personal changes
- It is most important to inspire participants!

When we speak about the **focus on process**, it should be:

- Inclusive and democratic (everyone's contribution is accepted and used)
- Relevant (not only fun but used as a part of the strategy to achieve the aim of learning)
- Flexible (adjusting scenarios, instructions and other elements to specific participants)
- Relatively quick (it offers participants the possibility of feedback)
- Empowering for participants

## CREATING THE WORKSHOP SCENARIO

*Have you ever participated in a workshop? Can you remember good and bad examples of activities – entertaining and bad games, (un)clear instructions, moments which are crystal clear in your memory? Think about –what is a good and what is a worse example of a workshop you participated in.*

Even though workshops encompass a series of activities that can seem spontaneous, it is important to remember that every step, instruction and activity have been **carefully planned**. Planning a workshop scenario starts with a question – **what changes in knowledge, attitudes and/or skills do we want to achieve?** After we clearly define what we want to achieve, the next question is how we can change that (see the section about evaluation). When we decide on this, we can then start creating a scenario for the workshop.

In the last section where useful sources are listed there are some designed scenarios available. In them the aims have already been developed, activities have been planned, etc. If these match your aims, the designed scenarios can be used. Or we can use them as inspiration for scenarios we design ourselves (with bigger or smaller changes). Completely individual design of workshop scenarios should not be feared because it offers space for a significant amount of personal creativity.

A scenario contains three core parts: **Initiation, Construction** and **Stabilisation of knowledge**. Apart from this, a workshop must always contain some introductory and concluding activities which should be carefully planned and put together in such a way that the scenario with all planned activities represents a sensible whole.

## 1. INTRODUCTION INTO THE PROCESS

In the introductory part we jointly discuss the **working rules** (e.g. no interrupting of others while they speak, mutual respect, the rule of “pass”, etc.). It is convenient to write them down on a big paper so they are always accessible and visible to everyone. The facilitator is not the only one who makes sure rules are respected, but also all participants can remind everyone of them if they feel someone is not following the rules. The rules should not be rigid and they can change throughout work. It is important that we don't impose them, but instead design them together with the participants.

In the introductory part the general working principle is explained, agreement is reached on technical rules (e.g. whether we turn off our cell phones, how we secure respecting the break time, which rooms/materials are available, where are they located, etc.).

In this part the facilitator presents themselves to participants through an interesting activity that encourages participants to start **mutual familiarisation**. Even if they know each other, this is an opportunity for a creative approach when presenting oneself in front of a group.

Apart from meeting each other, in this part there are often **introductory games – icebreakers**. They usually have the aim to encourage meeting between participants through interesting short activities, encouraging relaxation, fun and laughter.

In this part the **initial evaluation** is also conducted (a questionnaire on the level of knowledge, skills and attitudes we want to work on) in order to be able to compare them with effects achieved in the end.

## 2. INTRODUCTION INTO THE TOPIC – INITIATION

In this part we strive to set the **basis for new learning, by engaging the knowledge participants already have**. We strive to activate them mentally to start thinking about a certain topic, gather and think about their own previous knowledge on the given topic or some of its important parts. Free group associations can be used for this (everyone's association for a certain term are written on a big sheet of paper), answers to a specific question in a large or smaller group (what they expect from the present workshop, or more specifically – what they think social entrepreneurship is). The questions you start from can be general (e.g. what are the needs of today's youth) where everyone write their own response on a piece of paper that is set on a board, and then we jointly sort them.

For this activity it is of greatest importance that it is designed and conducted in such a way that it **engages and directs participants to think about a specific topic** that we want to deal with.

## 3. MAIN PART – CONSTRUCTING NEW KNOWLEDGE

This part represents the core of workshop method of work. Instead of simply telling the data to participants, in this part the facilitator guides them so they **jointly reach conclusions and new knowledge**. If previous activities have been adequately designed, then this part represents a natural continuation of the initiated process.

For example, joint analysis, sorting/categorising and abstracting answers from the previous activity, getting acquainted with new facts, reaching an answer in other ways (the Internet, literature) on the spot through joint discussion. It is important that the process is guided so previous knowledge and experience of users are truly utilised.

This activity can contain a short presentation or a lecture, but it is important to preserve participation (active participation of participants). Therefore, contact and dialogue are maintained (after presenting a definition or data participants are asked how that sounds to them, what they think about it, etc.). It is important for them to stay mentally active and in contact with the topic, but also that the new knowledge always represents an improvement of the old one. In this way you accomplish they **the new knowledge becomes a part of the existing network and are more easily adopted, better remembered and more successfully applied**.

During this part, care should be taken to conduct activities in smaller sets in order to keep the attention of participants. After breaks or longer blocks, different activating games — energisers can be used. These are short activities having the aim of energising a group, activating them and restoring their attention by engaging them physically, cognitively and emotionally in order to restore their energy and focus on work.

*The main part of the workshop often contains more than one activity, but they are all designed to gradually lead to construction of new knowledge, attitudes and skills, through cooperation of all participants. It is extremely important to conduct the entire process so it encourages the participation of all participants in order for all of them to ultimately have authorship over the end result.*

#### 4. FINAL PART – STABILISATION

This part encompasses activities directed to **stabilisation of newly acquired knowledge, attitudes and skills**, but also a reflection of participants about the process itself.

It can be conducted through a joint quiz (see the section about online platforms for gamification), give smaller groups a task to present the results of work, repeat the most important elements through joint discussion, etc.

As for the **reflection of participants** about the process itself, it is usually conducted in a large group. We suggest that each participant shares with the group what they have learned on that day/what impressions they have about the workshop, and the like.

Formally, in the end **evaluation** is always done, both of the results of work (repeated questionnaire about knowledges, skills and attitudes) and about the satisfaction with the process (qualitative evaluation). If it is carefully and adequately designed, the end evaluation can actually be integrated with quizzes and online learning platforms.

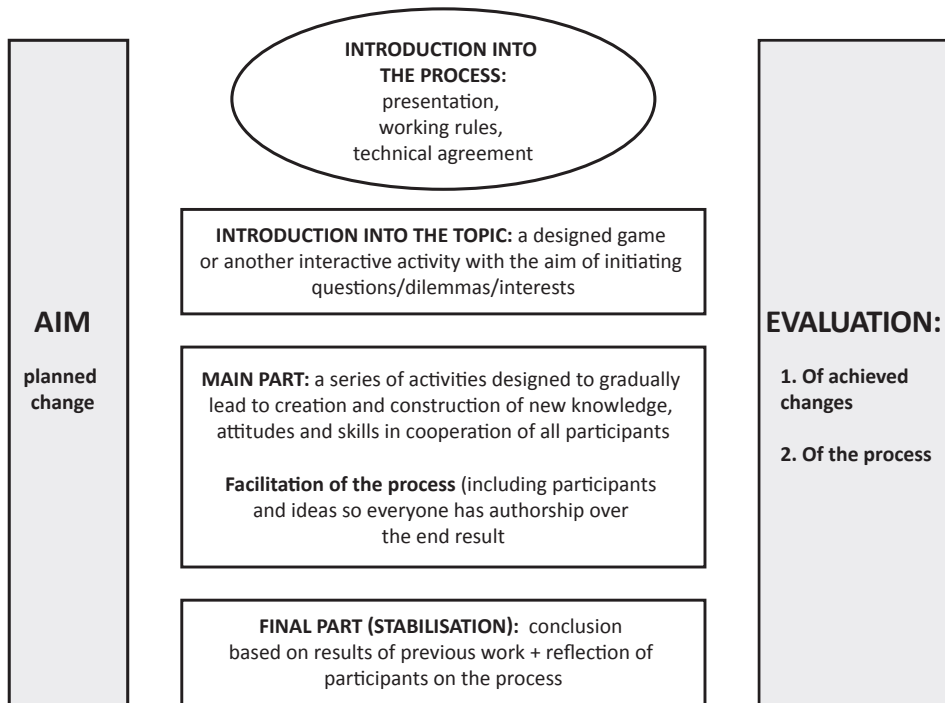


Image 2: Structure of the workshop

Scenario of the workshop should be carefully designed so it secures clearly defined steps and flow of activities, instructions to be given to participants, planned duration of activities, break time, materials necessary for each activity. However, it should be flexible enough so that during the work itself some activities, as needed, can be shortened or elongated, the order of activities can be changed in agreement with users, and the like.

Experience and skill of the facilitator result in the ability to evaluate on the spot which activities can be shortened, adjusted or even completely excluded without influencing the achievement of the aim.



## FACILITATING A WORKSHOP

*Try contemplating what are all the things to be planned and taken into consideration in order to organise a workshop.*

When we have a designed scenario (no matter whether we already took an existing one or we designed it ourselves), before actually facilitating the workshop, you should make sure the workshop implies a **complex organisational and logistic management**.

**Space.** Depending on physical characteristics and how equipped the space is, it should be contemplated in advance how to use the space in the most creative way and to adjust activities to the given conditions. This means chairs should be placed in a circle in advance, as well as tables and corners for work in small groups, material to be used should be available (printed work material, questionnaires, abstracts of presentations, pens, sharpies, big empty sheets of paper, etc.). It is important that the planned utilisation of space is in accordance with the principles of the workshop way of work, meaning that everyone should have the same level of opportunity to participate (sitting in a circle), that the space can be used for unobstructed movement, researching and connecting with other participants (activity). It is extremely important to take care that the planned space is suitable for the needs of participants (e.g. accessible by wheelchair if we expect participants who use them).

**Comprehensive preparation of the team and associates.** As already mentioned, organising a workshop implies complex organisational management. This frequently means we must have assistants and associates (it is important to clearly define roles and who gets involved when).

**The number of participants.** Not all activities are suitable for both small and big groups. An optimum number of participants in a workshop can be from 5 – 25 (very rarely more). Due to this it is important to know in advance how many participants are planned and to design activities so they are adjusted to the number of them. Of course, it can happen the workshop is attended by less people than planned. Due to this it is important to plan ahead how some activities can be adjusted (e.g. individual activities, instead of activities in small teams, shortening the time planned for certain activities while adding it to other activities, work in pairs, presenting the work of small groups followed by big ones or only working in a big group, etc.).

**Plan for unforeseen circumstances.** How we will engage less interested or un-cooperative participants, in which way will we remind the group of the rules if hard violations happen, who is in charge for support to users who will potentially be stricken by a specific topic or reactions of other users, how to manage conflicts in a group. Organisation of break catering or a lunch on offer brings new challenges: how we adjust breaks if food delivery is late or if we are delivered food unsuitable for the needs of participants. How to introduce changes in space organisation if it turns out it does not suit the needs of participants (e.g. wheelchairs or other aids are used) and you didn't know about this before. If some of participants have to leave early or it turns out a bigger part of the group have to be finished before the planned time, how do we conduct the evaluation and achieve the planned aim of the workshop. What to do if the Internet connection required for some activities is not working properly.

When we are just beginning, numerous unforeseen circumstances will occur, which can seem unsettling and frustrating. In time and by gaining more experience we don't learn as much what can happen, but rather that it rarely happens everything goes on as planned so we learn how to use our creativity on the spot to the greatest level of efficiency.

**Encouraging interactivity and engagement of participants.** This is the most important principle of workshop work method and what secures its efficiency. To achieve aims using this method, (inter)activity is key. This should be taken care of both during designing and preparation of the workshop, and also while facilitating it. In time we learn how to engage less active participants, how to use every opportunity in the best way to encourage and include everyone, how to mingle and talk with individuals and small groups, how to encourage the discussion of the entire group, etc.

## EVALUATION

*You have planned the aim you want to achieve. Now think about – how can you check WHETHER and TO WHAT EXTENT you achieved the planned aim? How will you measure the achieved changes?*

As it was said at the beginning, the aim of the workshop is to achieve a change in attitudes, knowledge and skills of participants through active and participative learning.

Due to this it is important to carefully plan activities. They should be engaging and fun, but it is important to remember their main aim is a change we want to achieve with users.

Evaluation is used so we could evaluate whether the aims were achieved (desired changes in knowledge, attitudes and skills of participants), whether the method of work included participants in a satisfactory manner, and also to offer an opportunity to participants to give their evaluation and suggestions to facilitators.

The first component – **achieved changes in knowledge, attitude and skills** of users is usually done by handing out short tests at the beginning and the end of the workshop, followed by observation of achieved difference. These questionnaires can be anonymous (at the end achieved differences are measured at the level of the group as a whole). Based on results we can see whether the planned changes were achieved or the scenario should be adapted (if the content was too easy or too difficult for participants).

The questions should be of closed type with offered answers, out of which only is correct. The choice of the correct answer should not be completely obvious, but participants should not be confused. Our aim is to evaluate to the best possible extent whether and what changes occurred with participants through relatively simple processing (the difference of correct answers at the beginning and in the end).

The second component – **qualitative evaluation**, should offer us information about the **satisfaction of users** regards the workshop and it should be handed out only at the end. As a rule, these questionnaires are anonymous. It offers us information about whether participants were included in a satisfactory manner during the workshop, whether they were active, whether they have the impression their opinions were respected, etc. Based on this evaluation we can plan entering changes in order to improve the participation and satisfaction of participants. This evaluation can be done by participants offering numeric grades (from 1 to 5) about how satisfied they are with certain aspects of the workshop and/or through open questions (e.g. about things they were most or least satisfied, suggestions for facilitators, etc.).

**An example of a qualitative evaluation:**

*Please evaluate today's workshop: 1 – extremely negative opinion, 2 – mostly negative, 3 – neutral, 4 – mostly positive, 5 – extremely positive opinion*

General impression about the workshop	1–2–3–4–5
Importance of the topic we dealt with	1–2–3–4–5
Suitability of presentation against your previous knowledge	1–2–3–4–5
Preparedness of the facilitator	1–2–3–4–5
Structure and clarity of presentation / instructions	1–2–3–4–5
Encouraging active participation of participants	1–2–3–4–5
Group atmosphere	1–2–3–4–5
Cooperation of other participants	1–2–3–4–5
Applicability of the workshop content	1–2–3–4–5
I gained a significant or interesting insight during my training	1–2–3–4–5

1. Is there something you were especially satisfied with or something that was especially useful for you during this workshop?
2. Is there something you were especially unsatisfied with during this workshop?
3. Do you intend to apply some of the acquired knowledge/skills in your work at your organisation and how?
4. Is there something you would like to write about and we did not ask you about it (suggestions for facilitators)?

It is important that we do not perceive the process of evaluation as a formality, but rather as the core part of the workshop and that its conduct is planned and fitted into the scenario. When done correctly, it actually enables a few things:

- We show we care about opinions of users
- By adjusting the scenario and facilitating a workshop after the received results, we make the entire process more democratic. In this way participants truly become active co-creators, and not only passive receivers of information
- Through the questionnaire about the knowledge, skills and attitudes at the end we summarise and additionally strengthen achieved changes
- Validation: we offer an opportunity to participants to show the changes they achieved (e.g. increase in knowledge, new skills and the like)
- We check whether the planned scenario and method of execution were adequate for achieving the desired change
- If they were not, we have an opportunity to adjust the scenario and/or the method of execution based on feedback from participants in order to achieve better results (increase in knowledge, motivation and satisfaction of participants, etc.)

Evaluation is usually done through questionnaire participants fill in on paper. However, there are also alternative ways: having user fill in evaluation online or even one of the gamification platforms. These are the platforms and application that make the process of checking acquired knowledge interesting because they include competition of individuals or small times with instant feedback.

One such gamification platform is **Kahoot**. It assumes there is an internet connection available and that participants (or team leaders) have mobile phones. The group leader creates an account and questionnaire at <https://kahoot.com/>, while participants access questions through <https://kahoot.it/> This platform is convenient to use because it does not require installing an application and it is relatively easy to use. It is completely free, for an unlimited number of participants, when used for educational purposes.

Since short competition quizzes are challenging and activate users, this can also be used as a part of an activity during the workshop with the aim of initiating a topic or during the stabilisation phase (and not only for the purpose of the end evaluation).

## Useful sources – inspiration

You can find numerous very interesting and useful materials for workshops online. The majority of them is in English.

Probably the most well-known example, used in practice throughout the world when it comes to human rights is the **Compass (Manual of the Council of Europe for Human Rights Education with Young People)**: <https://www.coe.int/en/web/compass> On this website you can find a multitude of pre-designed scenarios on various topics and they represent a good practice example in terms of the scenario development. On this link you can download a shortened version of this manual, in Montenegrin: <http://media.cgo-ccce.org/2013/10/KompasMNE.pdf>

**“Everyone different – everyone equal”** – a manual offering trainers and facilitators working with youth ideas, means, methods and activities for informal intercultural education of young people: <http://rideproject.eu/media/svirazlicitisvijednaki.pdf>

When it comes to individual activities, online you can find many interesting ideas for introductory games – icebreakers, team building and activating games – energizers. It will be sufficient to search by keywords.

## CONCLUDING REMARKS

We have reached the end of the guidebook. As it was said at the beginning, this guidebook was created with the aim of training youth workers to get LGBT+ persons acquainted with the concept of social entrepreneurship through the workshop method of work. In the beginning we described shortly what specific problems LGBT+ population are facing in the field of work and employment. The second part was dedicated to getting acquainted with social entrepreneurship through theoretical concepts, specific steps necessary to establish a social enterprise and write a business plan, and also examples from the practice of successful LGBT+ social enterprises from our countries and abroad. The third part encompasses theoretical bases of workshop manner of work, designing scenarios, facilitation and technical aspects of workshop organisation. In this part there is a multitude of useful sources that can be applied in other forms of training and working with different groups as well.

Every part of the guidebook was written in a sufficiently general manner so it can be applied in different context and applied to different topics. Apart from this, for every chapter there are additional sources listed for development and more detailed familiarisation with this topic. Moreover, we hope this guidebook will be just the initial inspiration for all those who want to enter the world of social entrepreneurship, workshop method of work and human rights activism.

We want to thank all those who offered suggestions during the creation of this guidebook, as well as participants of our trainings – future workshop facilitators, whose contribution was crucial for the final look of this guidebook.

# IMPRESSUM

Guidebook For Youth Workers:  
COMING OUT OF UNEPLOYMENT

**Author:**

Jelena Zulević

**Name of the project:**

“Coming Out of Unemployment”

**Project Coordinator:**

Miloš Perić

**Publisher:**

Asocijacija Duga

[www.asocijacijaduga.org.rs](http://www.asocijacijaduga.org.rs)

**Translation:**

Aleksandar Petrović

**Design and prepress:**

Vladimir Opsenica

**Cover design and illustration:**

Vladimir Opsenica

**Printed by:**

Alta Nova

**Print run:**

2000 copies

This project has been funded by the **Erasmus+** Programme of the European Union.  
This publication reflects the views only of the authors,  
and the European Commission cannot be held responsible for any use which may be  
made of the information contained therein.