

# Gender through the Screen



## Gtts

Erasmus+  
Key Action 2

**CAPACITY BUILDING  
IN THE FIELD OF YOUTH**

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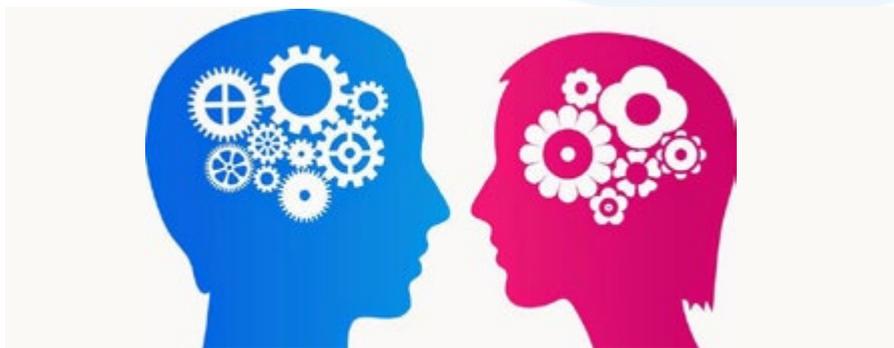
# INTRODUCTION

Of the many influences on how we view men and women, media are the most pervasive and one of the most powerful. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical, and limiting perceptions. We consider this to be an issues with effects on people and society in general. Three themes describe how media represent gender. First, women are underrepresented, which falsely implies that men are the cultural standard and women are unimportant or invisible. Second, men and women are portrayed in stereotypical ways that reflect and sustain socially endorsed views of gender. Third, depictions of relationships between men and women emphasize traditional roles and normalize violence against women.

Our main aim is to deeper explore the gender portrayal in order to address the most problematic issues and raise awareness of the public on the importance of gender roles as seen and portrayed in the mass media and the influence it has in our daily lives.

Also, we want to show the stereotypes genders are facing and way to break them. Our goal is to get to the public by sharing our personal stories and experiences. Moreover, to define some crucial terms and words, such as gender roles, gender socialization, media influence etc.

**We want to reach to young people, youth workers and everyone who is interested in the topic and hope to see some changes in our societies, in the way we perceive genders and our roles.**



At the end, we are sharing with you what have we done so far on our project “Gender Through The Screen” through the four activities that were held in 4 different countries, but all with the same purposes: to create a baseline how youth work can advocate and support the better portrayal of gender in the media; engage more young people and youth workers to bring up gender issues through social media channels and commit to fairly and ethically address the issues through their PR strategies in their associations; deeper explore the gender portrayal in order to address the most problematic issues while training youth workers, youth leaders and young people to act as advocates and reporters; and raise awareness on the importance of gender roles shown in the media and their impact on society and people’s behavior.



# GENDER ROLES AND GENDER SOCIALIZATION

## GENDER ROLES

**Gender roles are cultural and personal. They determine how males and females should think, speak, dress, and interact within the context of society. Learning plays a role in this process of shaping gender roles. These gender schemas are deeply embedded cognitive frameworks regarding what defines masculine and feminine. While various socializing agents—parents, teachers, peers, movies, television, music, books, and religion—teach and reinforce gender roles throughout the lifespan, parents probably exert the greatest influence, especially on their very young offspring**

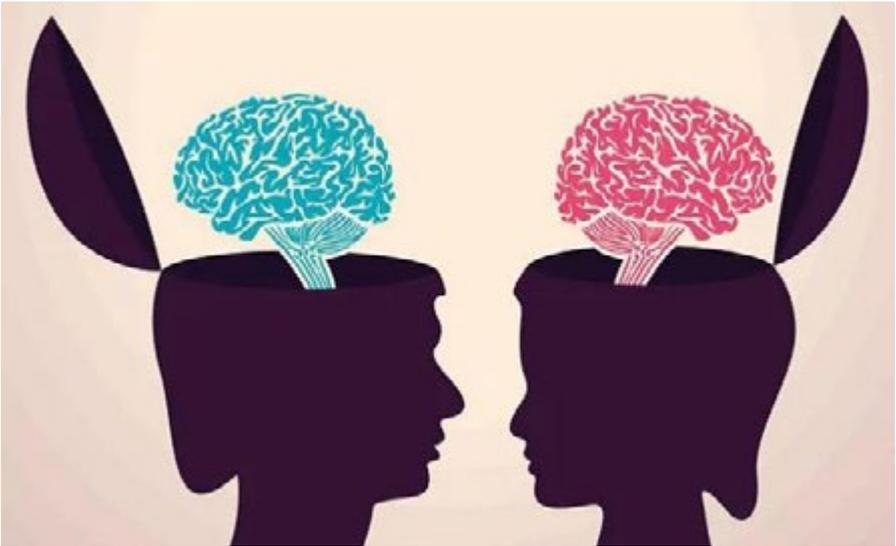
As mentioned previously, sociologists know that adults perceive and treat female and male infants differently. Parents probably do this in response to their having been recipients of gender expectations as young children. Traditionally, fathers teach boys how to fix and build things; mothers teach girls how to cook, sew, and keep house. Children then receive parental approval when they conform to gender expectations and adopt culturally accepted and conventional roles. All of this is reinforced by additional socializing agents, such as the media. In other words, learning gender roles always occurs within a social context, the values of the parents and society being passed along to the children of successive generations.

Gender roles adopted during childhood normally continue into adulthood. At home, people have certain presumptions about decision-making, child-rearing practices, financial responsibilities, and so forth. At work, people also have presumptions about power, the division of labor, and organizational structures. None of this is meant to imply that gender roles, in and of themselves, are good or bad; they merely exist. Gender roles are realities in almost everyone's life.

## GENDER SOCIALIZATION

**Gender socialization is the process by which individuals are taught how to socially behave in accordance with their assigned gender, which is assigned at birth based on their sex phenotype.**

Today it is largely believed that most gender expression differences are attributed to differences in socialization, rather than genetic and biological factors.



**Gender stereotypes can be a result of gender socialization: girls and boys are expected to act in certain ways that are socialized from birth. Children and adults who do not conform to gender stereotypes are often ostracized by peers for being different.**

While individuals are typically socialized into viewing gender as a masculine-feminine binary, there are individuals whose gender identity does not align with their assigned gender, which indicates that the gender binary is not universally applicable.

Gender socialization, as explained in an article called "Socialization Practices: Learning to be ourselves in a Gender Polarized World" by Yoder, is what teaches us how to enact our gender roles in the context of our culture. The United States is cultured into socializing men to be masculine and hide their feelings, while women are encouraged to express themselves and be the nurturing, care-takers. Gender socialization begins at a young age and affects physical health for men and women.



First, men are encouraged to be brave, endure pain, confront danger, and protect their loved one. They often have to achieve their masculine status with strenuous effort. This can deteriorate their physical health and make them more susceptible to injury. Men are also taught at a young age to “suck it up”, or “rub some dirt in it”. This leads to men under-reporting their illnesses or injuries, which negatively affects their health. Men are also taught to hide their emotions, which can lead to elevated levels of stress and can result in a weakened immune system, weight loss or weight gain, depression, sleeping disorders, drinking and strenuous exercises. As for women, they are socialized to be the responsible ones, the nurturers, and the caretakers. This can affect their physical health in many ways as well. It has been found that being a care-taker of someone with a chronic condition can cause high levels of stress and cortisol within the body, also known as care-taker syndrome. This can affect a women’s physical health because it can lead to weight loss or gain, depression, sleep deprivation, sleeping disorders, drinking or exercising. Secondly, women have work hard during their day jobs and when they come home to take care of their children. This can affect their physical health because many times women do not have time to take care of themselves because they are taking care of other people and their families.

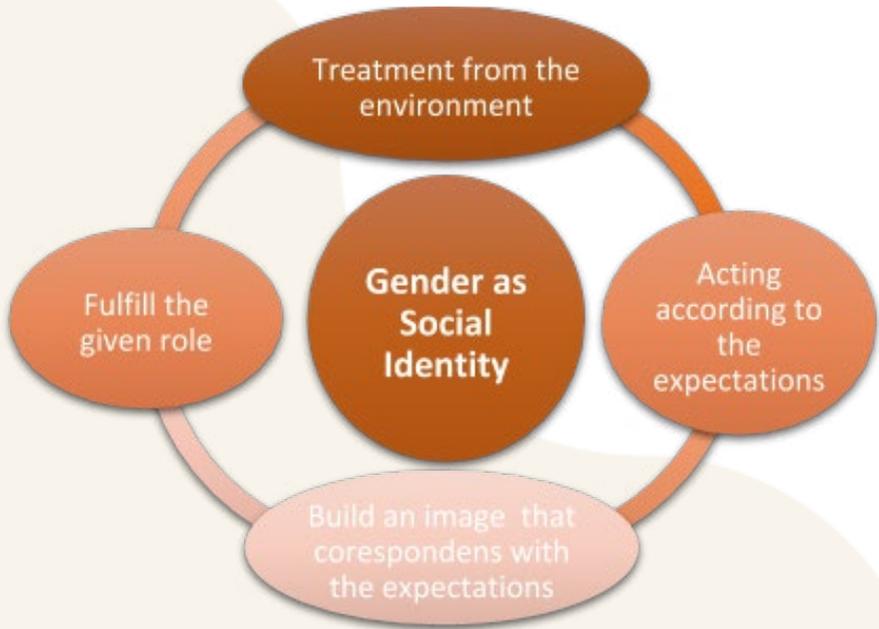
**According to Bandura's Social Learning Theory, we learn by imitation and modeling. Young boys and girls learn about the ways in which they should act and look, according to their gender, from their peers and family. It is thought that a man should be strong and muscular and that girls are to always look pretty and put together. These things that are socialized at a young age affect boys' and girls' physical health, and the parents usually have the most control in what is being modeled to the children.**

From what I can remember about my childhood, I was always sure of my gender. I think having a brother taught me the differences between a male and female. I knew that my brother was biologically and physically different from me. I also think having a close family and seeing both the roles of my Dad and my Mom influenced my behaviors as a woman now. I remember telling my brother when I was really little, "Since you're a boy, you can't be a Mom when you grow up". Even at such a young age, I knew that taking care of the children was a woman's role, just from watching my Mom and Grandmas, and I already foresaw a future where I would take on that role. I wouldn't change a single thing about my childhood. I hope that I can raise my children how my parents raised me and my siblings, they never pushed us to like something just because it was society's idea of what a girl and boy should like.<sup>2</sup>

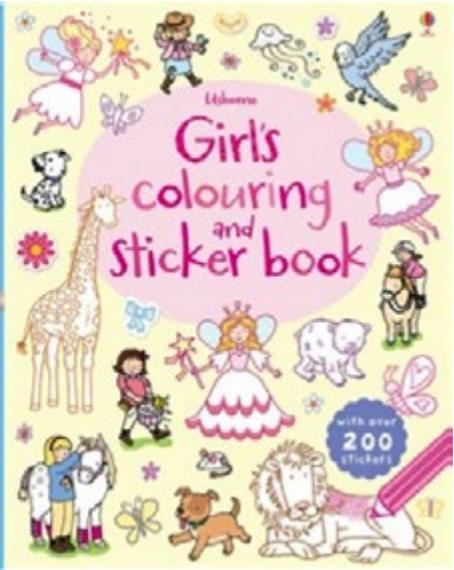
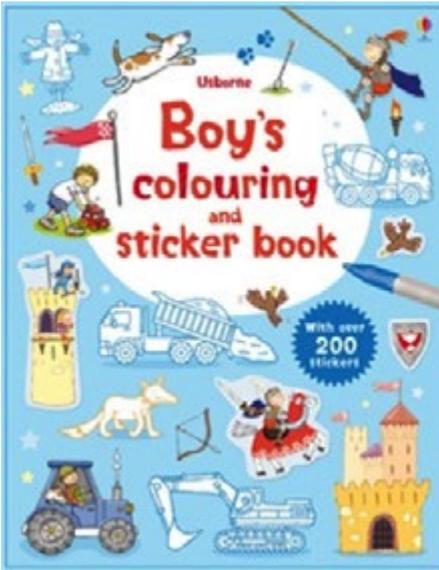
The main problem with the gender socialization is that it gives different treatment to girls and boys, man and women. So, later on we start to accept our roles and act according to it, even if we don't fully agree.

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<sup>2</sup> <https://sites.psu.edu/academy/2016/04/07/the-effects-of-gender-socialization-on-men-and-women/>



It is generally accepted that early gender socialization is one of the most pertinent issues in early childhood, affecting both boys and girls. The foundations for stereotypes in gender roles are laid through early gender socialization.



Early gender socialization starts at birth and it is a process of learning cultural roles according to one's sex. Right from the beginning, boys and girls are treated differently by the members of their own environment, and learn the differences between boys and girls, women and men.



Parental and societal expectations from boys and girls, their selection of gender-specific toys, and/or giving gender based assignments seem to define a differentiating socialization process that can be termed as “gender socialization”. There are numerous examples from varied parts of the world confirming that gender socialization is intertwined with the ethnic, cultural, and religious values of a given society. And gender socialization continues throughout the life cycle.

Gender socialization is the process by which people learn to behave in a certain way, as dictated by societal beliefs, values, attitudes and examples. Gender socialization begins as early as when a woman becomes pregnant and people start making judgments about the value of males over females. These stereotypes are perpetuated by family members, teachers and others by having different expectations for males and females.

Imagine the following scenario: a young pregnant woman is about to have her first child. When asked whether she wishes to have a girl or boy, she replies that it doesn't matter. But, sitting next to her is an older relative who says “Oh, hopefully it will be a boy.” In small, but meaningful ways such as this, gender socialization starts even before birth.



She's supposed to act like a lady – polite and demure



And he's supposed to be a man and never cry

Children start facing norms that define “masculine” and “feminine” from an early age. Boys are told not to cry, not to fear, not to be forgiving and instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and “ladylike”.

These gender roles and expectations have large scale ramifications. In many parts of the world, girls face discrimination in the care they receive in terms of their access to nutritious foods and health care, leading them to believe that they deserve to be treated differently than boys. The degree of gender differences observed varies in all cultures in respect to infant, toddler and young child health, nutrition, care developmental activities, education, hygiene and protection.<sup>2</sup>

### Overall Stereotypes



A) Female



B) Male

2 [https://www.unicef.org/earlychildhood/index\\_40749.html](https://www.unicef.org/earlychildhood/index_40749.html)



# FEMALE GENDER STEREOTYPES

Gender stereotypes begin the second a baby's gender is found out. As soon as we find out it's a girl, we immediately begin decorating a pink nursery filled with soft décor and butterflies and flowers. We assume that our daughter will be very "girly" and fill her closet with frilly dresses and her toy box with tea sets and dolls. What this is essentially doing, even though many parents don't realize it, is setting our child up to be the "perfect lady," and teaching her how to be the stereotypical woman. We are teaching her that girls are supposed to wear dresses, serve food, and take care of babies; the biggest and most common stereotype put on women.

**Have you ever watched a little girl playing house? Even as young as five or six, she is well aware that she is supposed to stay home with the baby while the husband goes to work, and she has dinner ready when he gets home.**



**Here is another stereotype; women stay at home while men go to work. While there are a million gender stereotypes about females, these are definitely the biggest, and the most debated by feminists of today. Some other stereotypes include:**

WOMEN are supposed to have “clean jobs” such as secretaries, teachers, and librarians

WOMEN are nurses, not doctors

WOMEN are not as strong as men

WOMEN are supposed to make less money than men

THE BEST WOMEN are stay at home moms

WOMEN don't need to go to college

WOMEN don't play sports

WOMEN are not politicians

WOMEN are quieter than men and not meant to speak out

WOMEN are supposed to be submissive and do as they are told

WOMEN are supposed to cook and do housework

WOMEN are responsible for raising children

WOMEN do not have technical skills and are not good at “hands on” projects such as car repairs

WOMEN are meant to be the damsel in distress; never the hero

WOMEN are supposed to look pretty and be looked at

WOMEN love to sing and dance

WOMEN do not play video games

WOMEN are flirts

WOMEN are never in charge

# MALE GENDER STEREOTYPES

**Stereotyping is no different when it's found out that a boy is on the way. The nursery is decked out in blue, his closet is filled with tiny jeans, polo shirts, and boots, and the theme is usually something like jungle animals or dinosaurs; something tough. Boys' toys consist of trucks, dinosaurs, action figures, and video games. From the beginning boys are taught to be tough, to be protective, and to defend themselves. Boys are taught that daddy's go to work and mommy's stay at home; from their point of view, boys have fun and girls do all the work.**



Are you surprised to hear that most parents admit that they do not teach their sons how to do chores such as washing dishes or folding laundry? Instead, they teach them to take out the trash and mow the lawn; from the get-go boys are made to think that certain household chores are “women’s work.” This is a major stereotype, but the majority of American households today would prove this to be true. Men are supposed to do the dirty jobs and anything that requires muscle, they are also supposed to go to work and provide for the family. Little boys see this and the stereotype continues.

### **Other gender stereotypes that inaccurately try to describe all men are:**

ALL MEN enjoy working on cars

MEN are not nurses, they are doctors

MEN do “dirty jobs” such as construction and mechanics; they are not secretaries, teachers, or cosmetologists

MEN do not do housework and they are not responsible for taking care of children

MEN play video games

MEN play sports

MEN enjoy outdoor activities such as camping, fishing, and hiking

MEN are in charge; they are always at the top

AS HUSBANDS, MEN tell their wives what to do

MEN are lazy and/or messy

MEN are good at math

IT IS ALWAYS MEN who work in science, engineering, and other technical fields

MEN do not cook, sew, or do crafts

Can you see how many of these actually are true of many men or women that you know? They may even be true for you personally, but they do not apply to every single man or woman alive. That is what makes them stereotypes; the fact that these things are considered, “the norm” and expected of every male or female. Each person is an individual and it is perfectly normal for a woman to run her own business while a man stays home with the kids. On the other hand it is also perfectly acceptable for a man to be a nurse or hate sports, or enjoy cooking.



**Men and women are individuals; they are more than just male or female. Our gender is only part of who we are; it does not define us as people.**



# MEDIA INFLUENCE ON GENDER ROLES

**Media plays a large role in creating social norms, because various forms of media, including advertisements, television, and film, are present almost everywhere in current culture. Gender roles, as an example, exist solely because society as a whole chooses to accept them, but they are perpetuated by the media. Conspicuous viewers must be aware of what the media is presenting to them, and make sure they're not actively participating in a culture of oppression.**

Television is the most pervasive form of media, which takes TV set ownership into account when it produces ratings. This, of course, means that viewers must carefully examine the content of the programs they choose to watch, and decide if they can ethically support and promote said content.

For example, *The Big Bang Theory*, in its earlier seasons, had only one consistently present female lead — Penny, played by the lovely Kaley Cuoco-Sweeting. Penny's character was that of the stereotypical female: the ditzy, attractive neighbor, who existed solely to create sexual tension between herself and one of the show's leading men, Leonard Hofstadter. As the show progressed, the characters developed and more females were introduced, but Sweeting's character still exists primarily to create romantic tension.

A better example of female representation in television can be found in the American version of the TV show *The Office*, which had five consistent female leads — Pam Beesly-Halpert, Angela Martin, Phyllis Lapin-Vance, Meredith Palmer and Kelly Kapoor. There is a strong, working-class female represented in each department of the fictional paper company Dunder Mifflin, and all of these female characters are dynamic. Even though some of them did portray female gender roles, such as the character of Kelly being emotional, the characters were given enough development and background to be more than just stereotypes. *The Office* worked against the unfortunate statistic that men outnumber women in television two to one, and gave viewers a plethora of strong females in the workplace, helping to move the media to more accurately represent the real world, where women are 51 percent.



Television for a long time has been a tool in promoting the stereotypes of gender roles and tends to show them as being natural. The television industry is usually male dominated therefore most of what is produced tends to take a male perspective therefore bringing about male gaze. Through such productions girls get to learn that this is a man's world and hence they get to change their personalities. It is a very powerful and highly influential means to make and communicate gender equality and gender culture of society are mass media technologies which have become an essential part of individual daily lives and culture in the world over. The mass media are able to genuinely make legal gender ideas and philosophy shaped by gender politics and beliefs, and to increase the likelihood or chance of their reception by the general audiences.

**The mass informs and also gives great pleasure and full entertainment. It is a dominant influence in distinguishing the roles of men and women in a civilized world. The younger generations are especially influenced by its depiction of gender roles. Even though television has improved very well in its representation of gender, women are still stereotype in conventional roles, and under-represented, while men are revealed or seen as dominant figures. Generally, women are known to be mothers while men are depicted as the bread winners of the family.**

Additionally, in mass media advertisements, sex stereotyping tends to be at its greatest because the intended audiences are normally either male or female. Men are seen in further occupations than women; women are seen generally as house-keepers and mothers. Men have greater possibilities to be seen advertising car companies or marketing products; women are mostly advertising household products. Men are more likely to be shown outside or in a big business backgrounds; women in domestic settings. Men are more often seen to represent authority.

There is a general agreement that the mass media act as very significant agents of interaction, in cooperation with the family unit and peers, and it contribute to ensuring the gender roles are shaped effectively. Without doubt, at individuals' level, it is normally learnt to be male or female ' this does not come naturally and the mass media helping in making such roles seem as if they are normal. And there is no doubt that the mass presents influential, compelling images of gender. It has been shown that many male individuals spend most of their time with male role-models on the television. But television as a means of socializing is not accountable for shaping the gender roles of individuals. There is abundance of instances of gender-typed conducts around the world today. An exceptional involvement of the television may be to present clear examples of models seen in a larger world than that which is more honestly experienced domestically and the locality. Wherever they get their thoughts from, by the age of about eight, it seems that most kids develop precise and definite stereotypes about what the sexes can perform or cannot accomplish. Most individuals tend to see the mass media as unavoidably socializing children into customary stereotypical roles, because of the commonness or popularity of such images on the television and the importance attribute to them by children (Donna, 2010, p.35). On the other hand, such records tend to overrate the power of mass media and underrate the multiplicity of ways in which people; mostly children tend to handle their life's experiences. Most television images of boys, girls, men and women are more different and less clear-cut than such arguments suggest. In the world today, the television offers conflicting images which can be understood in several ways, and viewers are far more dynamic interpreters than the inactive recipients suggested by such records.

**In conclusion, it is clear that there are various factors that bring about gender role formation and these factors are rooted within the society and are passed on from one generation to another. The media has also been a factor in bringing about gender roles as it tends to focus more on the ancient stereotypes that cover the boy and girl child roles in the society hence bringing about the inflexibility in the gender roles.**

A stereotypical view of gender role may weigh greatly on the viewers, particularly young viewers. There is also clear evidence to show the effect of television messages on young viewers. On the other hand there is indication to show that there is a strong potential correlation with stereotypical ideas. The ideas of conventional or long-established roles of the genders are very deceptive. So as to ensure a change in the gender roles there should be campaigns against stereotypes that surround gender roles.



# OUR PROJECT “GENDER THROUGH THE SCREEN”

**What this project seeks to foster and encourage is to advocate for gender equality by the use of media and by training youth workers on how they can better report, show case and promote gender equality through the biggest mediums and communication channels they use for their everyday job. Our project addresses gender as an equality issue, with positive approach to diminish the negative stereotypes and discrimination related to sex and/or gender.**

Bringing together in a consortium various NGO's across EU and WB, the project is the best spot for the youth workers to not only discuss the problematic and come up with suggestions for a better portray of gender issues, but also as a practical example that shall encourage each participants, partner association, collaborator and other beneficiaries to take the gender issues in consideration when drafting their communication strategies and while reporting their youth activities and/or any other project to the media.

Gender through the screen is capacity building project under Erasmus+ which aim to involve 8 youth organizations from western Balkans and EU which work in the field of the gender through the empowerment and support of youth workers. Topics to be elaborated are human rights education, gender equality, inclusion anti-discrimination, tolerance. The main aim of the project is to deeper explore the gender portrayal in order to address the most problematic issues while training youth workers, youth leaders and young people to act as advocates and reporters. The project seeks to raise awareness of the public on the importance of gender roles as seen portrayed in the mass media and the influence it has in daily lives of each of us. Erasmus+ program Gender through the Screen had 4 activities.

## SKOPJE, MACEDONIA

**The first activity was a Kick Off Meeting, hosted in Skopje, Macedonia in duration of 4 days. This meeting was based on non-formal based activities, especially presentations of good examples, their analyzing, discussion on the content and roles and responsibilities of the partners in the process of creating it. Meeting has followed definition of the base elements for the project and other project planning activities. The main aim of the meeting was planning of activities, coordination of partner organizations on how to coordinate, select participants, prepare participants, disseminate project results, implement activities, evaluate project and organize follow up activities.**

# DURRES, ALBANIA

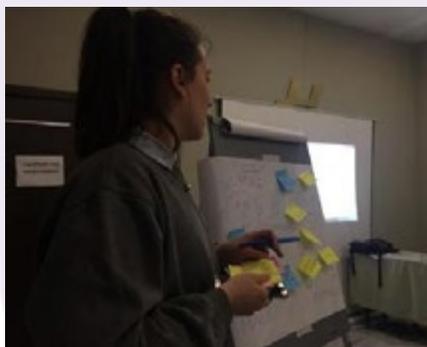
The second activity took place in Durres, Albania from 23rd to 30th of March gathered participants from Albania, Kosovo, Serbia, Montenegro, Macedonia, Slovakia, Estonia and Hungary to raise awareness, break stereotypes, and learn by doing methods on gender issues.

During this training course, 28 youth workers, youth leaders and volunteers met to discuss for gender equality, with positive approach to diminish the negative stereotypes and discrimination related to sex and/or gender.



Participants participated in sessions of workshops and debated, communicated shared knowledge and experience on the topic of gender issues. We have widened our knowledge on media, gender and gained communications and socializing skills, improved language, thinking outside of the box and how to be open minded, and also collected useful knowledge on different cultures, how to cooperate and work as a team, how to see a bigger picture, how to detect and point gender issues, how to present in front of other people, to share ours and respect opinions of other people, to agree how to disagree, to listen, we learn through workshops that gender issues are deeply set into our society and discover new organizations that can help women and men work on them, we have improved our skills and knowledge and address gender education through media tools. We also were given the time to explore some of the cities and get in touch with Albanian culture.

**This training has been a great opportunity for many of us to learn, share experience and reflect. All of us brought our unique cultures and values here with us but also many things we have in common brought us closer together.**



# PRIZREN, KOSOVO

The third activity was a youth exchange, which took part in Prizren, Kosovo. Through different kind of working methods we explored the topic, the gender issues in all of our countries, the gender images that media showed during every decade and its evolution, as well as brainstorming and discussing possible solutions.



Of course, the first few sessions were dedicated to getting to know each other and create an atmosphere that was relaxed and people felt free to open up, but at the same time prepared for some serious topics and quality working time.



## ISSUES THAT WOMEN/MAN ARE FACING BY COUNTIES

**Working in teams by countries, participant explored all the issues that man and women were facing in their country. After a thorough discussion, they presented the problems to the whole group. From entrances at the clubs, to job discrimination and more, all kind of issues were presented and discussed.**

After that, we had a workshop on gender through the history. Starting with the year when TV was invented, we explored every decade till today. We saw the changes that evolved in media's presentation of gender roles, as well as all the movements for changes in society. In the pictures bellow are shown some parts of the presentations.



Another method used was discussion in different forms of workshops. One workshop was about developing a discussion by the principle of nomination. Each round, the nominated participants had a presentation of their opinions on a given topic in form of a statement or question, and then a winner was chosen by the audience. At the final round, the winners from all the previous round were nominated and a finale winner was selected. This way, all the participants were active during the whole time and each had a chance to speak in public.



Another workshop was what we called “The circle to talk” in which 4 chairs are put in the middle of the group and only people who sit on them are allowed to talk. The aim is to evoke a debate and discuss different opinions. People in the 4 chairs can be changed by the ones in the bigger circle by touch on the shoulder. The result was amazing and we had very qualitative debate.





**At the end, all the participants were satisfied, all kind of topics were discussed, different points of views exchanged and a lot of ideas and solutions brainstormed.**



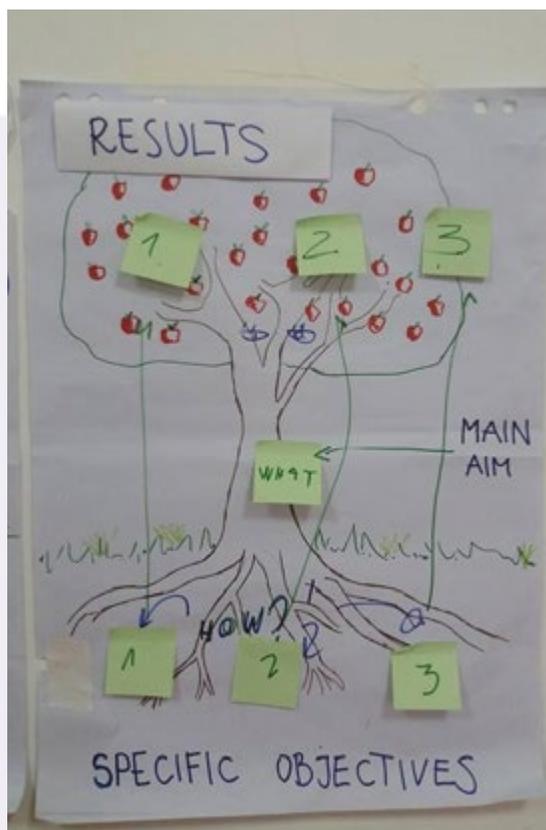
# VLADICIN HAN, SERBIA

The last activity was a seminar held in Vladicin Han, a lovely small town in Serbia. The main aim of this seminar was to foster the active involvement of youth workers of any field to address gender issues and gender equality related to media. It was discussed about the importance of gender issues as seen on mass media and how can youth workers influence the portrayal by influencing media reporting. Through different workshops we worked on all the issues youth workers were facing, but also possible solutions.



Except the bad weather, all the expectations of the participants were met and also they contributed a lot. Besides having a great time, learning by doing, interesting workshops concerning the topic, we also worked on the making of this brochure.







A very interesting method we called "The Tree" on finding the main problem and solution was used. After that, the participants in this seminar had amazing time working on articles and putting their work into words. Below you have the chance to read and enjoy in the articles they wrote.

# LACK OF EDUCATION – ISSUE IN SOCIETY AND CAUSE OF FURTHER PROBLEMS

**After a group discussion, we realized that the main problem in our society where we live is the lack of education which brings the country in situation where genders are unequal and discriminated. We came to a conclusion that the things that are causing this situation are: the system, the culture and the opportunities.**

## **CULTURE**

all people have different backgrounds and different culture, which means that they all perceive life in their own way. For example some religions don't allow freedom between youngsters. Therefore they don't go out searching for information or go socialize and thus they are marginalized from society and decide not to go to school or even drop out in the middle. Some others don't have the commodity to make this choice but society makes it for them.

## **CONSEQUENCES / GENDER ROLES**

And we thought that this cause creates many consequences in society on the gender equality topic. People with minor educational background are bound to have problems, and to have hard life ahead. This and more is what our culture shapes

us in, the form that society thinks we are or in some cases we actually are. Gender roles are implemented to us when we are born, we follow the steps of our predecessors. Our parents try to shape us into roles that society deems accurate, by giving us toys with colors, calling us in a special way, telling us boys don't cry they will become real man, and so with girls as-well. By telling girls that they need to behave, need to learn how to cook and clean, sometimes even obey. Subconsciously we are shaped into this roles without noticing. We can summaries, that according to the system in our countries, women don't have the same competences like men. There is often a patriarchate system based on traditions, in that way men have bigger salaries, they have more benefits and also more working opportunities as women. So in that way it's necessary to set the rules of system, in which we are acting on the same level without impact on gender. In the second point of view, men have different career opportunities as women. Problem arise when according to society's opinion, women are not able to do some kind of jobs, or they cannot achieve same level of profession as men. So the idea is to find ways how to prevent these issues. The one way is to set strict rules and establish them to every system with penalties in case of not acting in certain way. Nowadays education is one of the most important value in 21 century for men but still in many countries people do not have equal opportunities for education and knowledge. There are lack of qualified teachers, schools and even simple tools to educate children. Often with this problem are faced people from third world countries from Asia, Africa and Latin-America. Usually there is less opportunities as well because of wide poverty and conflicts where education is most needed. To create better conditions for basic education in these regions we have to spread awareness why education is needed for all people and how it can improve their life in personally and socially.

Equal education should be basic human right for all of us an educated population will create better society and sustainable environment. These causes are bringing us sexism, where the females are being underrated and absolutely discriminated. Some of the situations that we could experience almost every day are seeing women doing chores, exposing their body for somebody else's business to get bigger, and being always under men. As a third objective we set an equality between genders in education. It is really important to provide it from early age, to act in appropriate way with other youngsters so in as one of the most important objectives to achieve the better education is the non formal education or else known as exchange programs. By sending youngsters in other countries to study they can gain so their culture, knowledge and bring them to their own countries to contribute in a good way. After they all come back by spreading the new information and knowledge they can make the society more open minded, educated and bring them to a situation where at least men and women would be equal.

Article written by:

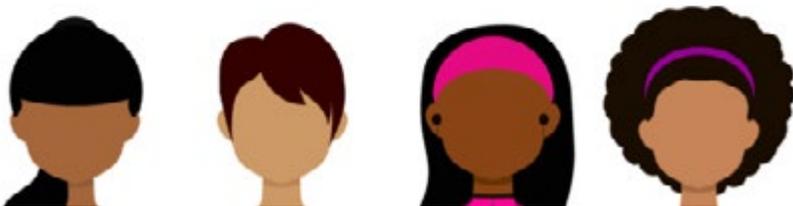
Mirel Salaj  
Dominika Hajna  
Çlirim Xhemaili  
Lirim Xhimi  
Kristjan Karu

# MUTUAL RESPECT AS A WAY TO REDUCE „SLUT-SHAMING“

Main interest of our group was so called „slut-shaming“. „Slut-shaming“ is a practice of criticizing people, especially women, who are perceived as to violate expectations of behavior and appearance related issues to sexuality. Our article is focused on women`s perspective, but it doesn`t mean it is solely the problem of women, it may concern men as well.

It is our understanding that there are many reasons for such behavior. But due to article limits we are focusing only on three of them. Firstly, we believe it is a marketing strategy, which could be defined as „sex sells“. It is part of nowadays society to use the whole body or its parts to attract certain types of population and „manipulate“ customers into buying some goods in order to achieve better outcome of product being sold. Recently named phenomenon „sister-hoes“ is a way of socialization of especially young girls who are attracted to certain appearance and are prone to repeat this way of acting from others. This type of interaction is forming „sisterhood“ of girls that are perceived as „hoes“ (in meaning of sexual objects). It is not an exception that this appearance or behavior in certain (more sexual way) is appreciated by men. But truth is that on the other hand such revealing appearance could also lead in men`s eyes in to labelling girl as a „slut“.

All above mentioned may lead to less or more serious consequences. The most frequent one is humiliation, which can happen in person or via internet and it is usually verbally accusing someone of dressing and acting „inappropriately“, that can make other people uncomfortable or insulted. More serious consequence could be a rape as a response to understanding wrongly reasons why women dress revealingly. Radical feminism could be response by women who are victims or strongly against people who are „slut-shaming“. It is important to mark that we view radical feminism as negative or irrational response, but also it is proving their desperation for changing status quo.



There are many strategies how to reduce such behavior as „slut shaming“ and we decided to call them „mutual respect strategies“. The core of the problem lies in lack of equality which exists in the basics of many societies. It is a long and demanding process which requires existence of equal rights and obligations. This could be achieved by gender equality in job market and also in personal sphere. We believe in order to achieve that we have to focus on children and their education. One of the suggestions is to implement change in educational system especially in subject as sexual education of ethical education. It should be part of (for example) these subjects to focus on such topics and via discussion and good examples to explain this problematic. Also motivational speakers could be invited to school and lead those discussions after sharing their stories.

Freedom to vote or freedom to talk about controversial topics is not a taboo anymore. But what about freedom to wear what we want and behave in our own personal way? Of course, one's freedom ends where freedom of other's start, but it is hard to draw a line. It is exceptionally hard to create open society, but there are many steps that we could take in order to achieve that. These points we were trying to make could be one of the deciding factors to achieve mutual respect in „slut shaming“ field. We understand it is a long process, but time shouldn't be a barrier. The change may be slow process but it is necessary to start if we want it to happen.

Article written by:

Simona Andraščíková,  
Mirjam Kase,  
Júri Loring,  
Kirill Matrenin

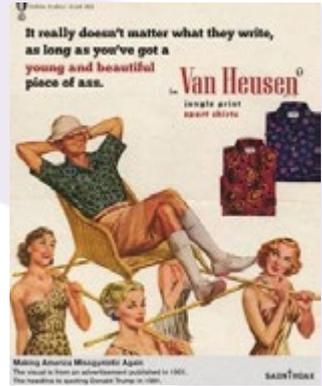
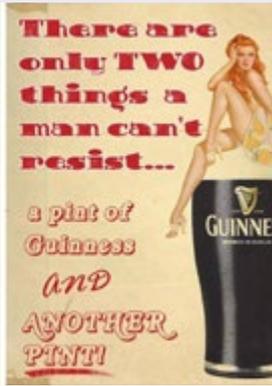
# ACTING TOWARDS EXPECTATIONS IN SOCIETY AND DISCRIMINATION IN EMPLOYABILITY – PROBLEMS WE SHOULD WORK ON!

We find that in today's society discrimination in employability is a pretty big issue. This problem, in cases of woman, it mostly happens because of pregnancy issues at the work place. Often, women are asked during the first job interview if they plan to have kids and when, and it is a factor that decides if they get the job or not. In cases, women don't have the chance to get a job because sometimes they are forced to take a break. Sometimes they are forced to leave the job hours immediately in case of pregnancy issues. Something which is very common to happen because of the difficulty of the process itself.

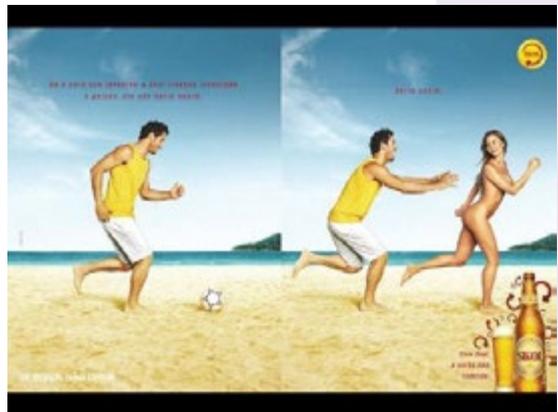


Also, in other cases, we have sexism, not only for females, but males as well. That happens because of the lack of respect that exists among people.





With time, everything changes, only adverts stay the same, even more aggressive in their way of expressing than before.





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- Corporate Entity
- Safe, Reliable & Easy
- Waste free replacement

"A Metrobus travels about 8,260 miles between breakdowns. Didn't know that, did you?"

"Can't we just talk about shoes?"

We get it. You're probably not talking about our increased bus utilization. They aren't your "But thanks to an enhanced inspection program, safety inspections, and routing that minimizes, our buses just keep going and going and going. So even if you're not talking about bus maintenance, at least now you know about it.

forward

**Pretty funny isn't it? Or is it not?  
In the race for more money and better  
selling product, we tend to forgot about  
boundaries, respect and human rights.**

Working in our group, we set EQUALITY as the most accurate aim we should try to achieve.

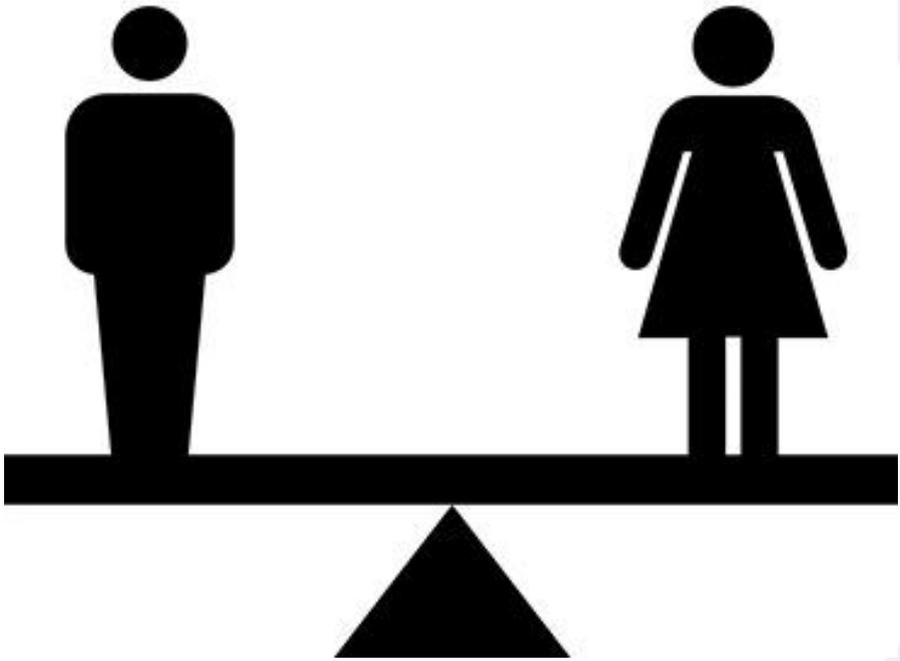
Firstly, we would try to achieve that by using Education. Education, through the primary leaders which are Teachers. We tend to train them, how to behave at any moment of given time with students, in the most positive way to transmit to the youth, our primal generations.

At given possibilities, we would use each one to try and educate Parents. Another bone to the life itself, to educate their children and guide them to acceptance, to agreeing to disagree.

These actions, teaching, in a proper way and at the right time, can do so much to improving the future. They would lead to the non-existence of objectification, an evil quality that is ruining so much. AWARENESS would increase so much. In such a way this positivity would spread throughout every country, every village, and every piece of our communities to A BETTER US!

Secondly, we believe that everyone deserves a chance. Chance to prove themselves, chance to learn and share knowledge and experience.

We want to give that chances to all people by opening places for participation if all kind of project. For every person it is important to have the opportunity to go out there and learn how to do the right thing. So, without discrimination, we thing that everyone should have a chance, regardless the age, background, color, experience etc.



And the third activity that we would try to improve EQUALITY, would be Trainings.

Trainings in a form of non-formal education, a form to educate those, for whom there are no other ways possible, or maybe the other forms are not likeable and conditioned for them and for this I mean, for all those who are with different ability, the meaning for that is: those who don't have the possibility to be equal in the physical forms or shape.

In this way we would have the future of positive working groups, both males and females, together with people with different ability, together with everyone.

Article was written by:

Antonela Tomco  
Pranvera Susuri  
Justinian Jorgji  
Sadri Aliu

## STEREOTYPS AND PREJUDICE IN WB6; Between the solution and the solution

“It is harder to crack  
prejudice than an atom

A. Einstein

Although many people claim to have no prejudice, there is probably no person who was not a victim of their own preconceptions.

Before we begin to explain terms, we solve a riddle:

*... Father and son experience a car accident. The father dies, the boy remains alive but seriously injured. When he was brought to the hospital and when the surgeon saw him, surgeon said: "I can not operate it, this is my son!" ...*

How is it possible?

Stereotypes are basically consist of a division of conviction or thought of certain human groups. Stereotypes are usually based on some kind of contact or performance that we get at school, through the media or at home, and they later become so extensive that they include all those people who can be associated with them. The goal of stereotypes is to simplify reality - "they are such." bosses are tyrants; these people are lazy; these are true; people in this part of the city are dangerous; one or some of them - maybe, but really all? Sometimes we use stereotypes about a group that we feel to be more powerful or superior than others.

Prejudice is the court we give about another person or other people, but we really do not know about them. Prejudices relate to irrational suspicion or hatred towards a particular group of people, races or religion. Prejudice is often based on social stereotypes, and in the most extreme variant, certain groups of people abolish human rights, or give some other groups an unfair advantage. Consequently, prejudice leads to discrimination, which we will talk about later. Prejudice may have a positive or negative character. Prejudice is learned, as part of our socialization process and it is very difficult to change or erase them. It is therefore important that we are aware of the fact that we have them. Prejudice and stereotypes are schemes that help us understand reality. When reality does not correspond to our prejudices, it is easier for our brain to change our interpretation of reality than to change prejudice. Prejudices help us to complete the information when we do not have it at all. Especially in our society are developing and fostering prejudices based on gender and gender.

Remember the story of a surgeon? Do you know the answer? Most people got into this puzzle before they came to the solution, but when they mention that they may have gender prejudices, they immediately make a decision: The surgeon is actually the mother of a boy! Have you been among them?

*I personally hate stereotypes. Who said that I should act the way because of my sex, race, personality, or nationality. I don't like it when people say I should be a hairdresser because I am a girl and I don't like when man should like sports because they are man. Everyone is creating a concept of other people based in what they see but on who people really are.*

Stereotypes are a big problem in our daily life, and huge problem for our society. It puts labels about how a person should behave or live their life based on their sex, race, personality and other thing. This could affect individuals who perhaps like different things or do different activities, but feel ashamed of doing so because of stereotypes. People feel ashamed of doing what they want to do because of stereotypes. We as part of the younger generation should know how these stereotypes could affect us as individuals. We should learn not to judge and prejudge about people because of what we think they should be like, and should change our point of view about the stereotypes that are deeply rooted in our society.

Stereotypes are caused by the way we think, by the things we hear or remember. They are created by the assumption that person equals the role. We, attend to categorize people into groups, and once someone is not part of it, we immediately judge and create stereotypes. It's like we cannot see outside of our bubble and without our group we cannot think bigger. If it comes to differences of members of our social group we like to see things from a closed up prospective, but when it comes to other groups we blur them all together without even thinking twice. Or when we say all females have natural motherhood skills unlike man, it's not like that. On an average females spend more time taking care of their children then man do. Why? Well stereotypes say so.



The negatives effects that stereotyping causes in people are many. Some of the negatives effects are harm, poor performance in different activities. Stereotypes set barriers and it leads to discrimination. People are more likely to be aggressive after they've faced prejudice in a given situation and have trouble making good decisions. But what can we do to improve the situation? How to break stereotypes?



As people who work in CSO, we can give opportunity to youngsters to attend Erasmus plus projects, in order to broaden their horizons, get more information related to different social topics with people that come from other countries, different cultures with different backgrounds. An effective way would be to also organize info sessions, workshops, special trainings with youngsters at school and parents as well, in order to provide them with information or tips to see things on different prospective and to be less judgmental. This will lead to better community life, better society and will serve as a manner to raise awareness and sensibility among people of the communities we live in.

Article was written by:

Silvia Dervishi  
Jona Dashi  
Ensar Sever  
Jovan Dašić

## **Are Women seen as less than Men?**

In the region of western Balkan we are facing the issue of gender equality. The gap between women and men rights is pretty big. This means that women are denied and not equal to men regarding to the social rights. In simple words, the main problem is that women are underestimated, for their competences and skills they can demonstrate.



This is caused by several factors which are affecting the society in general such as family, media and institutional influence. Every kid take an example of their parents, imitating and taking their behaviors and habits. Girls are doing the household just because their mothers and grandmothers did that and that is normal for them and also they don't get support for further education because they will get married and the man will be the head if the family. Another important point to be mentioned is the influence of media. Through commercials media shows inequality and division between women and men. They show different commercials that purely separate in an improper way the gender roles. Furthermore, a great role in this separation is played by the institution and government. Unfair environment and rules are settled by the private sector regarding to their employees. Example of this are that there are women jobs such as stewardess, teacher, cashier, cleaner, secretary, and also men jobs like pilots, miners, engineers, managers, politicians etc.



All of these causes lead us to certain challenges like unequal treatment, lack of opportunity for women (regarding attending higher education, job promotions etc.), discrimination, objectified women, no equal payments etc. For doing the same job, women have smaller salaries than men.

Also, statistics have shown that women only get promoted to a certain level, a phenomenon called "Glass ceiling" - a metaphor used to represent an invisible barrier that keeps women from rising beyond a certain level in a hierarchy.

A small number of MPs from MPs, a very small number of ministers, a small number of mayors, a small number of directors of public enterprises, and a small number of women members of management boards. However, these figures are not perceived among the general public as an indicator of discrimination against women and do not encourage political parties that have the power of activities aimed at changing the situation.

Facing this difficulties and problems our society will not progress in the future.

So, it is time for change.

But, this situation cannot be changed by itself. We cannot expect people to suddenly open their eyes, wake their heads and change their rooted stereotypes and prejudices. For something to change, conscious action from top to bottom, imposed, forced, to the level of affirmative action (knowingly introduced positive discrimination) is needed, which will change the imbalance in the position of women and men.

Article was written by:

Aleksandar Miloshevski  
Muhamed Bajrami  
Faruk Husovich  
Nejla Franca

## **TESTIMONIALS OF THE PARTICIPANTS**

One project could never be successful without the people. Therefore we present part of our participant and their testimonials on their experience in this project.

## Training course in Duress, Albania

**Maria**  
Slovakia



*I personally think that gender awareness is the ability we should acquire as soon as possible. Different perspective of the gender roles and understanding how they affect women's and men's way of thinking is really interesting to discuss among different nationalities. Listening to all the differences and similarities between the countries can open one's eyes. In my case, Erasmus+ did not only open my eyes but completely changed my way of thinking and my life in a way I could never imagine. I hope everyone will have and will take a chance to be part of such an amazing project as E+ is!*

**Kanita**  
Montenegro



*As someone who lives in a patriarchal society, i must say that opportunities that Erasmus+ Program gives are really important for me. When it comes to gender equality we can say that it's a huge problem in almost every country in the world, even though it's 21st century. Learning about other people's culture and the way that they fight for GE (gender equality) creates a special and unique bond between those who are ready to fight for basic human rights. Trainings and courses like this are very important for nurturing intercultural relationships and developing open mind-set. I encourage people to join the Erasmus+ Program if they are interested in youth work, non-formal education and if they are devoted to their communities.*

**Anja**  
Serbia



*This project has been a great opportunity for many of us including myself to learn, share experience and reflect. All of us brought our unique cultures and values here with us but also many things we have in common brought us closer together.*

**Silvia**  
Albania



*This project is one of the most interesting activities I have participated in. I met new people and had the chance to learn more on other cultures, to break some stereotypes I had in my head. I learned how to listen, I improved my communicative skills and made new friends and got contacts for future projects. I was really surprised to listen to what other people from different backgrounds and different cultures as well, think on gender issues and what can we do to improve ourselves and our communities.*

**Kaili**  
Estonia



*When I studied to be a teacher and saw multiculturalism in school systems and globally, then project "Gender through the screen" has gave me new knowledge through other participants thought and culture background. I have learned new fun and nice energizers. I advise everyone to participate in Erasmus+ projects.*

**Kirill**  
Hungary



*Projects within EU and neighbor countries serve to aim of uniting people of different nations, religions and political views. It's a best way to make participants aware of challenges that modern society faces, and prevent any kind of conflicts between europeans.*

## Youth exchange in Prizren, Kosovo

**Kiko**  
Macedonia



*This is my first project where there are so many international people and I have learned so much from them. I can see how some things are better in other countries compared to balkans and how the other countries focus on certain problems. It is a great opportunity to find some new friends. It is an amazing way to learn new things about the topic and I know that there are so much to do with gender equality issues. It also gives me strength to change something. I recommend to my friends to join Erasmus+ projects.*

**Ieva**  
Estonia



*Youth exchanges are for learning from each other. Hearing direct experiences about gender inequality from people makes you reflect how grateful you should be for what you have and not to take the situation for granted. Also to support the ones in need the way you can.*

**Rebecca**  
Estonia



*I have got so much new information from this project. I think I look at some things in a new perspective and I love it. I like the way I change because of new information I get. I love it hear.*

**Ivana**  
Slovakia



*I am here as Erasmus+ participant and I'm presenting slovak organization ADEL. This is my third exchange and I like that we are with people from balkan region and I can learn a lot of their culture and habits.*

**Mirel**  
Albania



*I love Erasmus+, they give me the opportunity to learn and make new friends in a very good and fun way. Every project I go to is a new experience and in this project I was really interested in the topic. Had a great time with the group, we have learned a lot thanks to our leaders. We made such great memories that we are never going to forget. I encourage everyone to apply and take part in an Erasmus+ project.*

**Jona**  
Albania



*This is my first youth exchange and I really like it. The reason why I'm here is to make a change on me on the way I see things and the way I think.*

**Aleme**  
Kosovo



*I'm here to share experiences with other participants that came from the other countries. And also knowledge about the topic because I really was interested in this field since gender equality is a very sensitive topic in the Balkans. My expectations from this youth exchange are to learn new things and then to contribute in our community. I'd like to spread the information what have been discussed here and to keep being in contact and to organize other trainings and youth exchanges with these organizations in the future.*

**Arsi**  
Albania



*In this project I want to learn how to understand better about gender equality and about the progress women and men have made in the years. Right now I've learned much more than I knew and that makes me kind of happy because now I see the things in a better point of view.*

**Aleksandar**  
Macedonia



*The main reason of the project is to gather young people together from different nations. To make their life richer with knowledge. Personally, I have been in many projects and every new project is a new experience, I get lots of new friendships that last a lifetime.*

**Mirjam**  
Estonia



*I came here with an open mind, to listen what other cultures have to say about the topic. I do not have certain expectations, but I am hoping to make friends and gain new thoughts about gender equality. I want to share my own opinion and also be listened back.*

**Fanni**  
Hungary



*I'm really interested in the gender equality topic because I'm a feminist. In this project I learned a lot about the Balkan region through sharing experiences and cultural things. It was really nice that we could agree and disagree on gender equality topics and share our own opinion.*

## Seminar in Vladicin Han, Serbia

**Silvia**  
Albania



*I wanted to participate into this seminar, because I find the topic really relevant to my professional carrier. I wanted to meet people that come from different cultures and different backgrounds as well, in order to share our knowledge and experience with each other related to the topic of gender. At the end, I learned that there are no borders between us. I learned that everyone is unique in his own way. And yes, we come from different cultures, different mentalities and background, but when it comes to common issues, everyone is there for each other to support and share love.*

**Clirim**  
Serbia



*First of all, I am very satisfied with the program of this seminar, it had some really good workshops, I especially liked the movie we saw and the discussion about it. Also the Theater of the Oppressed was a really mind opening and effective. The people are just amazing over here, where we got to share and gain knowledge, personal backgrounds and culture. I personally will go back with more leadership skills home. We all benefited in a good way, so I am sure that I will contribute to my community from what I learned here.*

**Lirim**  
Kosovo



*I was curious to know more about Erasmus+ projects, so I was happy when OAPA invited me to be part of this seminar. It was great experience because I got the chance to learn the cultures, but as well issues in other countries and gain knowledge about gender equality.*

**Ensar**  
Slovakia



*I came here to improve myself and to share my knowledge. I have learned a lot of things about gender roles and how their representation in the media has a big impact on our life and decisions, which I tend to share it with people around me. Also, improved my communication skills and expressing my opinions.*

*The thing I liked the most was the session with the workshop called "World Café" and the intercultural night.*

**Kirill**  
Hungary



*I came to this seminar because I took part in previous activity in Albania and I enjoyed it. I am involved in gender issues and I like to listen opinions of other related to this topic. We learned a lot and discussed about gender issues in friendly and informal way, where everyone could express themselves. Actually, that was one of the things I liked the most: the international, friendly and respectful atmosphere.*

**Pranvera**  
Kosovo



*I have never been to an Erasmus+ project before, so my curiosity brought me here. As a first timer, I was so interested in the topic because I have studied PR and had a lot of subject connected to the media and the way they represent gender roles. And it was so interesting discussing with people from different cultures. The thing I loved the most during the workshops was the way everyone participated and was included, for example The Theater of the Oppressed or The World Café. I would like to add, once more it was shown how people can change each other's opinions, not only with direct education, but unconsciously too.*

**Kristijan**  
Estonia



*Since I was part of previous activities of this project, in Skopje and Dures, I wanted to participate in the last activity in Serbia as well. I came here to get richer with experience and knowledge about the topic and later share all the gained information in my organization, as well as other planned projects connected to gender issues. In this seminar I loved The Apple Tree Workshop and The World Café, where a lot of new ideas were brainstormed.*

**Gjoko**  
Macedonia



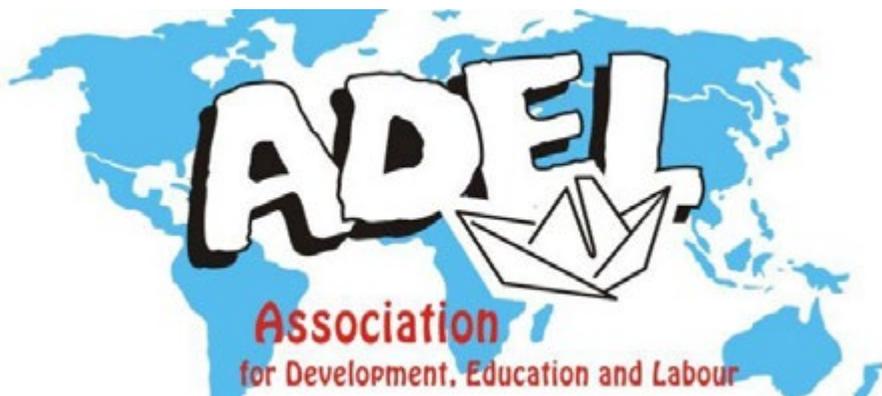
*I participated in this seminar because I like the topic about the ways gender roles are shown in media, and here I had the opportunity to explore options and opinions of people who come from different countries and backgrounds. What I liked the most are the tools we used during this seminar. Theater of the oppressed was the best because all the participants have the possibility to speak and share their opinions related to the everyday issues they are facing. It was a good workshop and quality team work!*



**OUR PARTNERS  
IN THIS PROJECT  
WERE THE FOLLOWING  
ORGANIZATIONS:**

# **ADEL**

## **Association for Development, Education and Labor**



**A.D.E.L**

Kalinciakova str. 1046/16

Stropkov, Slovakia

PIC: 948243483

[www.adelslovakia.org](http://www.adelslovakia.org)

**We are organization, which creates opportunities for young people who would like to be an active, try and learn something new and gain new experience and knowledge for personal and professional development. We believe that young people must become a driving force in building the society in which they live and therefore we create various opportunities in order to help shape a generation that is determined to change our country and the world for the better.**

We are active in the field of youth and adult education as holders but also as partners of different projects in our country and abroad.

We work both, on local and international level and our activities and projects include on international level: youth exchanges, trainings, seminars, conferences, simulations of international organizations.

Our team consists of several youth workers and youth leaders with various profiles. Management of our NGO has over 5 years of experience in NGO sector. We are experienced in preparing/organizing and training different kind of projects and events. We have also broad experience with coordinating projects, communication with partners, selection of participants, and preparation of participants for taking part in the projects, travel arrangements, assisting in logistic support and carrying out visibility and dissemination activities.

# Európai Hallgatók Hálózatának Egyesülete



**Európai Hallgatók Hálózatának Egyesülete**

Fővám tér 8.

Budapest, Hungary

PIC: 940683885

[www.aegEE-budapest.hu](http://www.aegEE-budapest.hu)

**AEGEE-Budapest is a member of AEGEE-Europe, an independent international youth organization. Our members regularly participate in various youth conferences, exchange programs around Europe. Our organization also organizes international events of that kind, 2-3 times a year. We count around 200 student members, most of them travel abroad to participate different events every year or more often. The structure of our organization is democratic, with elections in every semester. We are not related to any specific field of study, students from all disciplines are welcome among our members.**

Regarding the organization:  
AEGEE-Budapest has organized more than 30+ international events, including training courses, conferences, AEGEE-events: Agoras, Summer Universities, etc. Our members are active in local and European level as well.



Regarding the projects:

Our organization has always emphasized the importance of professional trainings, so previously we have been partners in more than 20 quality Youth in Action events. We also organized an international Training Course for Trainers and trainings and exchanges have always been key priority for us. We think that the topic of the training is relevant and would help our members learn practical and professional materials. AEGEE-Europe strives for a democratic, diverse and borderless Europe, and we also have interest groups in the topic of environment. We also implement this topic on a local level, through our project named Get involved. Also, as a youth organization, we find it important to educate our members.



# Continuous Action



## **Continuous Action**

Tehnika 17

Tallin, Estonia

PIC: 948653308

[www.continuousaction.ee](http://www.continuousaction.ee)

**Continuous Action is organization that unites people interested in lifelong learning, cultural exchanges, learning motilities and voluntary service. The aim of our activity in and through Continuous Action is to enable the possibility of lifelong learning and to act within the boundaries of equal opportunities irrespective of gender, social status, economic situation, knowledge, education or age. In order to achieve the aims and tackle the obstacles, we develop and implement initiatives, projects and diverse actions at local and international level. We cooperate with other governmental and non-governmental organizations in order to promote mobility and lifelong learning opportunities, both in Estonia and abroad.**

Continuous Action has been collaborating with organizations from different European countries but also with other partner countries from continents such as Africa, South and Central America and Asia. From 2006 we have successfully implemented different projects in the field of lifelong learning and initiated different projects in order to provide non-formal learning opportunities for different target groups. Since 2013 we have been working with method 'social design' and have carried out DesignLAB workshops.

People involved in the organization have already previous experience when coordinating and managing different international projects. Our team has professional background to work in the field of formal and non-formal education, NGO-s and CSO-s; pedagogy, social and youth work, adult education but also in administration and finance. Our competence, skills and previous experience includes working with people from different cultural backgrounds and with special needs as well as young people with less opportunities.

# Juventas



**Juventas**

Omladinskih brigada 6  
Podgorica, Montenegro  
PIC: 916182073

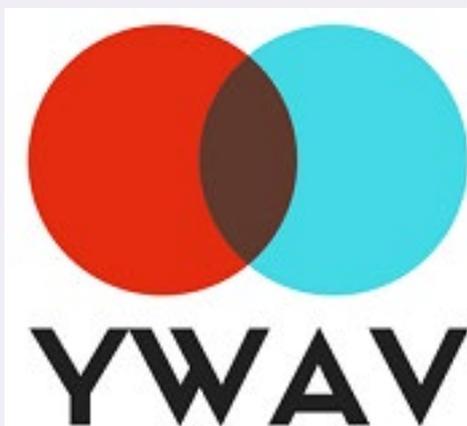
[www.juventas.co.me](http://www.juventas.co.me)

**NGO Juventas is a non-governmental and non-profit organization founded on January 29, 1996 in Podgorica - Montenegro, where its main bureau is located. Juventas gathers high school and university students willing to employ their abilities for creating an open and prosperous society. Juventas works on three main groups of programs, which are as follows: youth program, harm reduction program and human rights program. Currently, Juventas has more than 100 members.**

Activities of Juventas cover at least 10000 young people yearly and are highly valued among them. Some of activities which are covered through our programs are: promotion and protection the rights of youth; improving health and health services for youth; women and vulnerable groups; promotion and protection of the rights and freedoms of LGBT population; promotion of cultural values and the principles of sustainable development; support of peace, tolerance, and peaceful conflict resolution; facilitating access to information and improving the quality of educational programs for youth; development of critical thinking and a culture.

In our NGO there are professionals with different professional backgrounds, such as: social workers, psychologists, economists and politicologists. All of them have gained considerable experience in development of youth programs, or programs for vulnerable groups (women, drug addicts, LGBT, etc.). Also, recently our organization has hired 3 new interns who work as program assistants.

# Youth Workers Alliance Vranje



**YOUTH WORKERS ALLIANCE**

PERE CVETANOVIC 28/1

Vranje, Serbia

PIC: 919094013

[www.youthworkersalliance.com](http://www.youthworkersalliance.com)

**Youth workers alliance is a non-profit and non-government organisation founded in 2015 in Vranje, Serbia by group of young people.**

**Our motto is that  
“We can’t build future  
for the youth, but we can  
always build youth for  
the future.”**

Youth workers alliance Vranje is directed towards implementing youth development projects and activities, mostly focused for people in rural areas and promoting non-formal education for all youth on local, as well as on international level. All the great things are done by the youth and our organization is focused to create better opportunities for youngsters in rural areas to participate in informal meetings, youth projects as well as in other cultural and educational events and activities, in order to contribute better living conditions of young people. In this way they will respect and honor the values and norms of the civil society. Good habits formed at youth, are the ones that will make difference in the society.

## Objectives:

- To initiate participation of young people rural areas, to be part of social activities on the international and national level.
- Building social platform which educates, informs and inspires people on internet.
- To networking with other organizations or youth group share our vision and mission to work together in youth area
- To promote integration between different ethnic groups through informal and non-formal learning on international level
- Promotion on our objectives and activities by organizing public campaigns.

Next, we are aiming to improve the quality of life for the people with fewer opportunities, to promote human rights and fundamental freedoms through enabling social inclusion and educational support, but also to provide mobility opportunities and to promote young people's social, spiritual, cultural and educational development. What we are trying to achieve as our goal is to raise awareness about the role of youth in the society and by that to make the civil society a place where all citizens will have equal opportunities and can freely express their initiatives, individual creativity and personal responsibility.

# Organization for the Advancement of Alternative Programs



## **ORGANIZATION FOR THE ADVANCEMENT OF ALTERNATIVE PROGRAMS**

HAJDAR DUSHI

Prizren, Kosovo

PIC: 942076126

[www.oapango.com](http://www.oapango.com)

**OAPA is an NGO based in Prizren, Kosovo and operates mainly in the Prizren and Prishtina region where numerous ethnicities live: Albanians, Serbians, Turkish, Roma and Bosnians. OAPA is mainly focused on youth issues covering almost all fields, but it is particularly involved in work with marginalized groups, minority communities. Main aim of OAPA is empower young people, marginalized groups and enable them to actively participate in community life.**

OAPA is running local projects focus on women empowerment, working with youth people on activism, developing their entrepreneur potential, empowering them as well as increasing their knowledge on their rights and possibilities through non-formal education and Erasmus + Programme based activities.

Besides these activities OAPA advocates on youth issues to local and international organizations/institutions, supports youth organizations in terms of capacity building, with focus on youth marginalized groups (special needs people, women and minorities), organizes workshops and seminars on youth related issues and promotes rights of marginalized groups. OAPA has a significant experience in activities relevant to this application focusing on human rights and advocacy for human rights, significantly working in women empowerment and gender issues in its wide perspective.

OAPA already implemented two projects promoting rights of marginalized groups, more concretely young women. As partner organization OAPA has been involved in several projects tackling human rights and public awareness campaigns aiming to raise awareness on issues connected with discrimination and social exclusion that various groups (Roma, LGBTQ and youth coming from rural areas) are facing in Kosovo. Women and young girls in our community and country do still face lots of discrimination, lack of participation, stereotyping and lots of these only get reinforced by the bias of media influence. This is why we initiated this project idea in international level to address gender issues as they are portrayed in the media word today and discuss ways and possibilities that we as youth workers can use to address this issues.

# Youth Council Next Generation



**NEXT  
Generation**

## **YOUTH COUNCIL NEXT GENERATION SKOPJE**

Tashko Karadza br. 13/4  
Skopje, Rep. of Macedonia  
PIC: 948787653

[www.nextgeneration.com.mk](http://www.nextgeneration.com.mk)

**Youth Organization Next Generation is non - profit, NGO founded in February 2010. Main goal of the organization is to give non-formal educational possibilities to the young people, to promote the idea of volunteerism, intercultural sensitivity and to contribute to development of young people full potential.**

We are trying to help and give the right resources and basics knowledge to young people and youth workers understanding the concept of intercultural sensitivity and promote the idea of multiculturalism for people with fewer opportunities.

We provide training and financial support for young individuals for better development of the democracy and values of civil society. In our office, 4 people staff working on our local projects and choosing right participants for international projects, based on the project aims and their learning needs and motivation.

Next Generation cooperated with many organization from South East Europe and EU on projects within Erasmus + and other programs of EYF, EU or other international foundations with topics: active participation, social inclusion, youth activism, European awareness, and youth Leadership trainings.

This year we are working together with “Danish Intercultural Organization”, from Denmark on KA2 project, and established good working processes. Our Project “Are You(th) Sensitive Enough?” was awarded as best practices by National Agency for European Educational Programmes and Mobility, for its innovative elements and methods used, for developing Intercultural Sensitivity for youth.

At local level we are providing trainings to high school and university students on soft skills and we develop Teachers and Youth workers their Intercultural Sensitivity skills. We work constantly with new established youth organizations helping them to build their capacities through monthly online trainings using e-learning, and showing them how they can apply for funding using the opportunities that Erasmus + Programme offer.

# Youth4Society



## **Youth 4 Society**

RR DON BOSKO PALL EDIL AL IT KULLA 3 KATI 3 AP 4

Tirana, Albania

PIC: 946427934

[www.youth4society.org](http://www.youth4society.org)

Our association was created in 2008 by a group of young people from Tirana, Albania who wanted to contribute to the development of Albanian society and in the absence of developed channels of civil society co-operatoin be active in community life at local level. Since our establishment in 2008, our main focus was youth empowerment and promoting active citizenship through volunteering and youth work. Our members have participated in many European and international activities in the youth field, including youth exchanges, seminars and trainings within the EU Youth/Youth in Action programmes. The main aim of our association is to foster youth participation of young people in civil society, to bring social change, development and improvement of Albanian society. We have been engaged in different youth activities as volunteers and during this period we have gained a lot of experience increasing our knowledge with a direct impact in our personal and social development. We work in local, national and European level engaging youngsters in different activities for many years now. The main areas of our work are: human rights education, inclusion, participation, citizenship, education and volunteering. . Our main target group that we work with is youngsters with fewer opportunities such as: youngsters from deprived urban and rural areas, youngsters from minority backgrounds (young Roma), youngsters who face social problems in their life (young people from „broken families“). Main activity areas of Y4S are: youth campaigns, seminars, youth exchanges, training courses, flash mobs, and street actions, meetings with policy-makers and inspirational figures for young people. The experience accumulated in the past in implementation of youth exchanges, seminars, training courses and other activities has enriched our staff experience.

All board members and staff of Y4S organisation are university graduates and have several years of experience in youth and civil society work. We have full-time staff, working with day-to-day operations of Y4S and many young local volunteers who offer their help to organize different activities. The team who implement the project in our association are competent and experienced in project management, conflict resolution, creativity and leadership. Y4S in Albania has been working for almost eight years in the field of youth inclusion and has gathered great experience and developed concrete tools on how to work on grassroots level. Y4S is proficient in campaigns on raising the public awareness on ethnic minority problems and needs and in sharing information concerning positive actions for this target group.

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Key Action 2

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IN THE FIELD OF YOUTH**

[www.gtts.ka2project.net](http://www.gtts.ka2project.net)

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