



How to Transform

a Transformation



*Documenting Scaling up model in the Western Balkans region
within the **Young Men Initiative Project***

How to Transform a Transformation?

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Contents



List of acronyms and abbreviations

B&H – Bosnia and Herzegovina
BCS – Bosnian, Croatian and Serbian languages
BMC – Be a Man Club
CSO – Civil society organization
EU – European Union
FBIH – Federation of Bosnia and Herzegovina
GBV – Gender-based violence
MOCART – Network of Youth Centers for Animation, Development and Training of the Republic of Srpska
MoU – Memorandum of Understanding
NGO – Nongovernmental organization
Program H - PROJECT H – Working with Young Men to Promote Health and Gender Equity
Program M – Men’s Manual - A Training Manual for Educators and Youth Workers
Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women
RS – Republic of Srpska
YMI – Boys and Men as Allies in Violence Prevention and Gender Transformation in the Western Balkans – Young Men Initiative



CARE International

In the Balkan region, CARE International has over 25 years of experience in program implementation. During the '90-es wars and conflicts, CARE responded to the destruction, traumatization, displacement, and inter-ethnic hatred with its massive humanitarian and life-saving work all over the Balkans. From the year 2000, CARE's orientation shifted to developmental work and its aim in the Balkans today is to ensure that social, economic and political rights of vulnerable and marginalized groups are recognized and fulfilled, contributing to sustainable peace in the region. CARE Program Strategy is based on two pillars:

- a) Socio-Economic Inclusion of vulnerable minorities and other marginalized groups by contributing to stronger capacities and improved opportunities for them, enabling them to integrate into society and access their rights,
- b) Gender Equality of vulnerable and marginalized groups by promoting the values and practices of gender equality, diversity and non-violence, strengthening the capacities of local, national and regional human rights and social justice actors and creating opportunities for innovation, participation, learning, cooperation and advocacy.

CARE nourishes partnerships with the local civil society sector and governments dedicated to contributing positive changes in the societies.



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Executive summary



1. Executive summary

The Case Study is developed within the projects “Young Men Initiative (YMI): Promoting Healthier Lifestyles among Youth in Bosnia and Herzegovina by Challenging Gender Stereotypes II or Young Men Initiative II (YMI II)” and “Men and Boys as Partners in Promoting Gender Equality and the Prevention of Youth Extremism and Violence in the Balkans” funded by Oak Foundation, Swiss Agency for Development and Cooperation and the Austrian Development Cooperation and implemented by CARE International Balkans in cooperation with the following civil society organizations: Association XY (Sarajevo), Institute for Youth and Community Development “Perpetuum Mobile” (Banja Luka), NGO “Youth Power” (Mostar), Center E8 (Belgrade), Status M (Zagreb), SIT Center for Counseling, Social Services and Research and YMCA Kosovo (Pristina), Youth Education Club Synergy (Kosovska Mitrovica), and Act for Society Centre (Tirana).

For more than a decade, CARE and its partners have been comprehensively working on introducing gender-transformative life skills educational program, including its community engagement component, in the targeted countries’ educational and youth policy strategies and practices. In the past four years, this effort has been accelerated resulting in an increased application and improvements in communities around the region.

The aim of this document is to capture the core elements of different scaling up models used by local partners and CARE in different contexts to implement the Program Y – Youth — Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women in the Balkan region. To do so, different models (e.g. peer to peer education vs. teachers’ delivery aspect, community engagement aspect, Program Y with youth at risk model, offline vs. online delivery aspect, etc.) and the processes to structure, develop and implement them are presented and analyzed throughout the document. Specifically, the document presents an overview and comparison of different scaling up pathways and models developed since 2016 in the five project target countries. It also presents the level of their success in integrating Program Y in the school- and out-of-school environment. Underlying key contextual, capacity- and strategy-related conditions that have been enabling or limiting the scaling up processes and sustainability prospects are also presented. Particular attention is given to the critical features and key questions to be taken into consideration in future replication or scaling up endeavors, and/or upscale beyond the current geographic scope.

First of all, the document is intended for CARE and its civil society partner organizations to inform programming and Program Y-related decision-making. However, information and analysis provided could be additionally utilized for advocacy and promotion purposes, as well as for widening program scope. This specifically goes for the conclusions and recommendations section which covers a spectrum of ideas with the intention to address the need to approach the changing and challenging context, obtain sufficient and appropriate measures to secure changes that are highly dependent on external factors and actors. It is also intended to widen the scope of the action, continue with promoting results and replicating the model in other contexts interested in integrative approaches, utilize extensive experience and knowledge in achieving gender-transformative results,

etc. The document addresses specific priorities to support further actions throughout the project management cycle, but also, through the joint and individual strategic (project and organizational) and action planning – from context analysis and information gathering, through networking and coalitions building, to particular education process constrains.

Implemented assessment and the report affirm that model's variations reflect intervention logic, partner organizations' capacities and longer-term strategic orientation, as well as (momentary) institutional conditions. With that said, it can be concluded that the general Program Y's approach and specific organizations' program strategies can easily be replicated across the (Western) Balkans. Given that the implementing agency/organizations are equipped with sufficient knowledge and skills to deal with gender equality and positive youth development, they are recognized as such by local institutions and policymakers within their communities. Most importantly they constantly gather evidence on their target groups and context in general and establish relevant cross-sectoral and intrasectoral partnerships and collaborations.

Finally, the document seeks to go beyond already reported and shared by giving an expert review of the comprehensive and complex implementation process and in that way, to serve as a basis and pathway for an extensive external evaluation.





Methodology

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2. Methodology

2.1. Approach, objectives and limitations



The report is based on the ex-post qualitative assessment of the Program Y implementation/scale up in five project countries and the analysis of the structural enablers and barriers to the program's greater effectiveness and/or better impact. The approach responds to the Four-Dimensions Criteria¹ and standard international practices in qualitative assessment.

Through a review of relevant documentation and interviews with key stakeholders the report documents pathways of Program Y implementation/scale up and the implementation of its core components. It focuses on the extent to what the existing practices show potential to serve as a model for future implementation, depending on contextual conditions. Specifically, the document seeks to systematize implementation practices, enablers, and barriers to successful implementation/scaling up and identify conditions that could be difficult to replicate. In addition, although from a different methodological framework, it provides some ideas for the model adaptation for targeting different target groups. Primary attention was paid to how the findings could be used to inform future CARE and partner organizations' programming.

As per the technical limitations, the report was limited by the duration of the assignment, especially in relation to the extensiveness of the project documentation presenting a variety of models/elements and the number of actors-countries in focus. Although some stakeholders were difficult to reach due to their hectic daily schedules, vacations and specific pandemic-related circumstances, no other significant technical challenges/limitations in this regard were faced.

As per the structural limitations, Program Y model has had highly diverse implementation course in five targeted countries, including specific and diverse combinations of its elements during the implementation. The model has been varied in structure, envelopment, focus, and other characteristics, so it has been difficult to consider it as one rounded model in the ex-post analysis. These facts also raise a set of additional questions of the effects of the model in its totality, its different elements, intersections between specific elements and potential benefits and/or shortfalls in the process of its institutionalization (reach and effectiveness vs. quality and impact). However, these questions could be further elaborated within internal learning processes and/or external evaluation.

¹ In establishing trustworthiness, Lincoln and Guba created stringent criteria in qualitative research, known as credibility, dependability, confirmability and transferability – the Four-Dimensions Criteria.

2.2. Methods and data collection



Data was collected through a) a desk study review of project-related documentation and sources, b) online in-depth interviews with the key stakeholders (CARE and partner organizations' staff involved in the project implementation).

A desk study was based on reading and analyzing the documents provided to the evaluator by CARE and partner CSOs, including project reports and products developed, monitoring and narrative reports, training program and material.

In-depth interviews were conducted with CARE staff and project managers/coordinators and other relevant staff from civil society organizations that have been engaged in YMI implementation in five targeted countries – Croatia, Bosnia and Herzegovina, Serbia, Kosovo*, and Albania. In depth-interviews were organized through online meetings, due to pandemic-related circumstances. A list of interviewees with interviews schedule was defined by the expert with the support of CARE YMI Senior Advisor. All interviews were semi-structured containing questions defined in accordance with the ToR. The interviews were conducted in BCS and English and they took approximately 45-90 minutes.

Interview questions were as follows:

1. What are different ways Program Y has been scaled up? Where, why, and how?
2. What existing practices and models are showing the best potential and can serve as role models for the future? Why so?
3. What are the limiting factors of the model application in different contexts?
4. Which are conditions that enabled success?
5. What are resources or conditions of the scaling up that may be difficult to replicate?
6. What are suggestions for the model adaptation for targeting different target groups and using new channels (e.g. online)?

* This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence. Applies to the whole document



Overview of the Program Y Scale up process

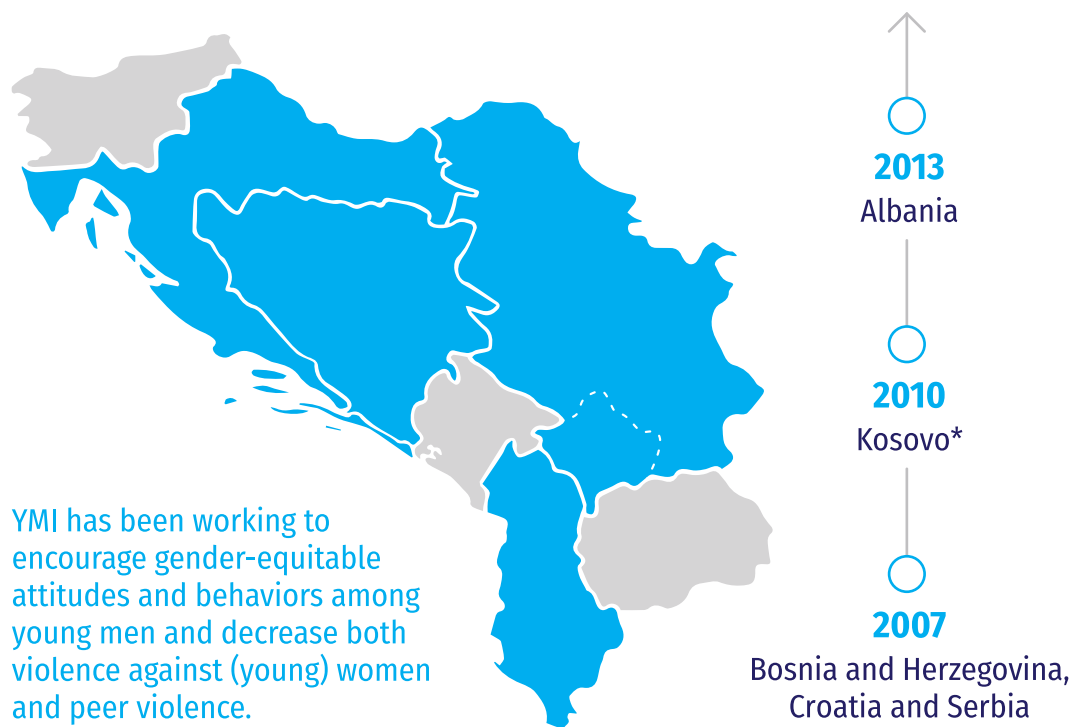


3. Overview of the Program Y scale up process

3.1. Background



Program Y is a gender-transformative and positive youth development tool designed for male and female students (14 to 19 years old), high school educators, school directors, youth workers and other professionals working with adolescent boys and girls, and sectoral decision-makers with the aim to transform school environment to one that supports and nurtures gender equality and promotes a culture of non-violence. *The program is grounded in the YMI belief that if students learn to recognize harmful gender norms and are provided with safe spaces to practice questioning these constructs, then there is a greater likelihood of internalizing new ideas in support of gender-equitable, healthy and non-violent behaviors that would eventually produce greater societal change.*



Since 2007, YMI has been working to encourage gender-equitable attitudes and behaviors among young men and decrease both violence against (young) women and peer violence in Bosnia and Herzegovina, Croatia, and Serbia. It expanded into Kosovo* in 2010 and into Albania in 2013. Led by CARE Balkans, with technical support from Promundo and the International Centre for Research on Women (ICRW) and financial support from the Norwegian Ministry of Foreign Affairs, Austrian

Development Cooperation, Swiss Agency for Development and Cooperation, Oak Foundation, and CARE Deutschland, this program has been confronting social norms around masculinity and violence through school-based educational workshops, community engagement and social norms campaigns targeting adolescent boys (in its initial phases) and both adolescent boys and girls (in later phases), aged 14-19.



3.2. Approach and dimensions



Program Y's approach (as well as YMI's approach in general) is based on a gender-transformative curriculum developed within/for the Program M, which was adapted from the Instituto Promundo's Program H², and designed to elicit critical reflection on the gender norms that drive violence and other unhealthy behaviors.

Program Y manual offers the following description of the model's two principal components:

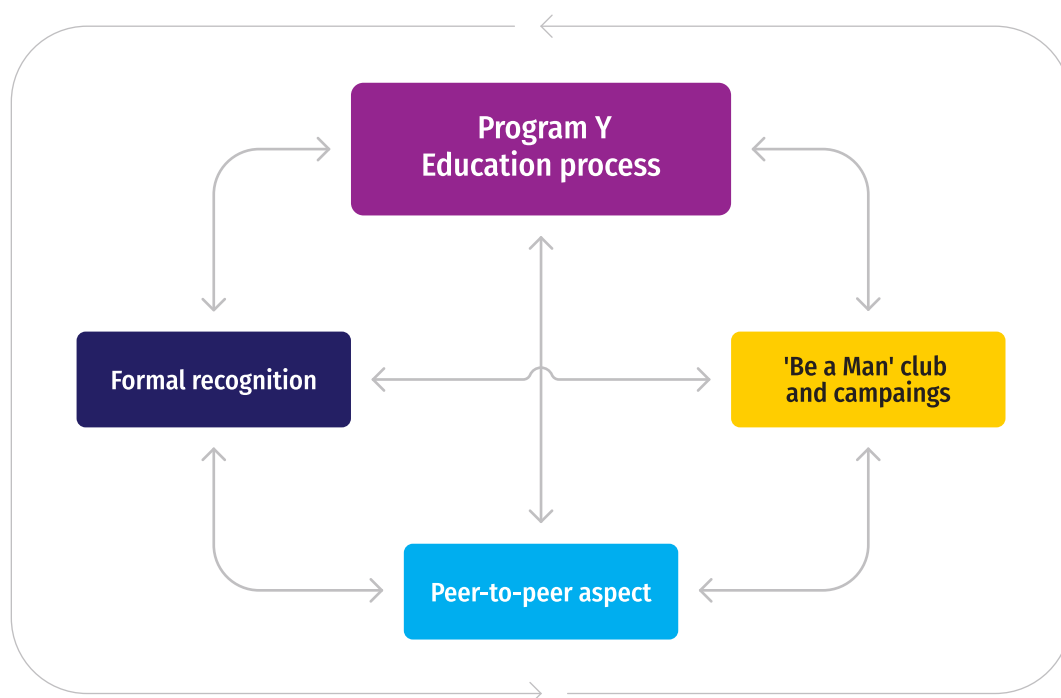
1. The curriculum (and education process) consisting of four thematic parts – identity development, violence is OUT, sexuality and protection of sexual and reproductive health and rights, and parents of the 21st century, for a total of 40 educational workshops of 45-90 minutes each. In the context of the assessment, the education process could be further explored through its target groups' aspect and as such, the model encompasses education of educators, and education of final beneficiaries.
2. Social norms campaigns at the school and community level supported by a variety of educational materials, social media and actions organized by the 'Be a Man' clubs of both young boys and

2 More information available at <https://promundoglobal.org/programs/program-h/#>

girls. Two relatively independent components can be observed within this dimension – ‘Be a Man’ clubs functioning and campaigning (within the schools and within the communities).

For analytical purposes and based on the explicitly mentioned but also structurally implied importance of the institutionalization of the Program on its road to sustainability, an additional dimension (model's element) is identified in the assessment process:

Figure 1: Dynamic Program Y model



3. Formal recognition, including Program Y recognition within targeted countries' regulatory frameworks (such as strategic documents, local policies, etc.), accreditation for teachers' professional development within the countries' educational systems, etc., but also, the road to it (creating critical mass and strengthening negotiation position). This dimension is characterized by its two streams – alliance building and advocacy/lobbying.

However, relevant actors recognize the additional semi-autonomous dimension of the gender transformative program as a crucial enabler for the model's successful implementation (at least in its previous phases with the Program M):

4. Peer-to-peer aspect both within the educational processes and in the school and community engagement processes. This dimension could also be derived from the documents presenting the YMI basic approach, which will be further elaborated in the next sections of this report.

To support its wide implementation, an educational toolkit for Program Y was produced jointly by all program partners and shared with all mentioned actors. Produced tools include Program Y manual and guides for the campaign, monitoring and evaluation, and fundraising. The manual provides detailed instruction to facilitators for implementing each workshop, including the anticipated cognitive, affective, and psychomotor outcomes.

3.3. Common elements in the scale up process



In its integral approach, corresponding with the 3+1 mentioned dimensions, CARE and the project partners have been offering the following: Program Y manual, training for teachers, training for peer educators, workshops for high school students, advocacy to include Program Y into the general school curriculum, school-based campaign activities, community-based campaign activities, engagement within 'Be a Man' youth clubs, and motivational activities (theatre plays, street art, music/art workshops, etc.). Initial introductory meetings with relevant institutions mandated with the education policy in each country/canton have been organized to gain the access to schools and these have been followed by the introduction of the Program in schools. In addition, monitoring and evaluation have been an integral part of the Program Y in its basic form in which the partner organizations have been solely responsible for the implementation of the key component – educational workshops. In the context of the program's scale up and based on the ex-post analysis, activities that directly fed into the program's scale up (although on different levels) were teachers' trainings, provision of resources (Program Y manual) and/or advocacy activities.

In the scale up period (2017 to 2020), partners in all five project countries – Bosnia and Herzegovina, Croatia, Serbia, Albania and Kosovo* – have been implementing all mentioned activities with a significant increase in coverage of final beneficiaries (young men and women), intermediary beneficiaries (educators) and advocacy-related target groups (allies and relevant sectoral institutions). Specifically, based on the available reports, with its **educational component** prior to the COVID-19 crisis, Program Y was implemented in 181 high schools (and 38 primary schools), and reached 1,268 teachers, 34,121 students and 1,260 university students. In the same period, 230,829 young people were reached directly and 5,616,521 through social media by the Program's 175 **campaign activities** (in schools, communities, online) and additional 2,632 young people were regularly active in 33 'Be a Man' clubs in schools and communities. With its activities aimed at **alliances building** – the creation of a regional coalition/movement for healthy lifestyles, violence prevention and gender equality and introduction of the Program Y into school curricula, the project reached 15,968 young people, teachers, parents and other stakeholders who have been engaged in 147 events, public actions and meetings/conferences around Life Skill Education. Finally, only in the three month period from the beginning of the COVID-19 outbreak, additional 62,524 people were engaged online. The outbreak served as an opportunity for the YMI Team to implement an already developed online course as a multilingual educational platform for teachers and educators, which will undoubtedly increase the influence and success of Program Y's scale up process in the future, both in terms of accessibility and cost-efficiency.

Educational component

181 high schools (and 38 primary schools)

Reached:

1,268 teachers

34,121 students

1,260 university students

Alliances building

Reached:

15,968 young people, teachers, parents and other stakeholders

62,524 people were engaged online

147 events, public actions and meetings/conferences around Life Skill Education

Campaign activities

175 campaign activities

5,616,521 people reached through social media

33 Be a Man Clubs

2,632 active members of Be a Man Club

Advocacy/lobbying efforts

In Kosovo*, Serbia, B&H and Croatia relevant ministries mandated with educational policies and decision making and/or their relevant institutions (ministries' agencies, services, institutes, etc.) grant official permission to implement the program and official accreditation for program implementation under similar procedure.

Finally, within the scale up process, **advocacy/lobbying efforts** resulted in program verification/ accreditation for the professional development of teachers and/or school staff, and/or youth workers in Kosovo*, Serbia, B&H and Croatia. Apart from some minor variations, mostly related to administrative-territorial organization, the regulatory basis for program accreditation is the same in all five countries. Namely, ministries mandated with educational policies and decision making and/or their relevant institutions (ministries' agencies, services, institutes, etc.) grant official permission to implement the program and official accreditation for program implementation under similar procedures. The next step on the road to program further institutionalization is additional advocacy/lobbying push for introducing Program Y as a mandatory subject on Life Skills Education in all high schools, as stated in program documents.

As per the effects of the Program in the scale up period, the endline survey³ recorded progress in the range of 10% to 20% (with the highest success rate in Tirana with approximately 60%). The progress is evidenced in the decrease in incident rates of psychological violence (from 1% to 12%), physical violence (variation up to 21%), and physical violence against young women (from 3% to 8%).

10%-20%



Documented positive change in attitudes and behaviors of students

60%



Highest success rate recorded in Tirana

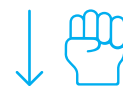
1%-12%



Decrease in incident rates of psychological violence

³ The sample of the respondents from baseline and endline surveys significantly varies in sex distribution (baseline: 57% of male and 43% of female respondents vs. endline: 39% of male and 62% of female respondents). This methodological discrepancy should be kept in mind in future actions of results promotion.

up to **21%**



Decrease in incident rates of physical violence

3%–8%



Decrease in incident rates of physical violence against young women

From its very beginning, the program has been focused on addressing specific community needs and mitigating structural, institutional and often individual barriers on the road to the sustainability of its mission (gender equality and positive youth development) and means (Program Y) in each of the targeted countries. Apart from CARE's clear, functional, and professional guidance, agility and adaptive capacity of project partners could be considered as key drivers of program effectiveness. Thus, specific variations in target groups, campaign approaches and institutionalization pathways were present during the scale up phase and will be further elaborated in the next section.

3.4. Model's variations



Even though the institutional and legislative framework in all countries reflects certain efforts towards improving gender equality and decreasing gender-based violence and discrimination, de facto changes in the societies seem to be lagging. Numerous regional studies on the attitudes of youth towards gender norms and discrimination, but also in the statistics on growing gender-based violence and gender-based discrimination still reflect an obvious imbalance in gender equality.. Patriarchal culture, re-traditionalization tendencies and lack of political will to comprehensively address the problem of gender inequality - due to the emergence of nationalism and right-wing discourses – has been shaping cultural context(s) according to more traditional and conservative values, and weakening the position of advocates in their efforts to achieve gender equality in all aspects of social and political life.



Program context is thus more or less characterized by de iure approachable environments with deeply embedded animosities towards substantial progress reflected in increased gender equality and full respect of human rights in general. That being said, levels of manifestation of resistance towards changing societal norms and improving equality slightly differ from country to country⁴ and from one phase to another. However, in all targeted countries circumstances have been significantly changing mostly as a reflection of momentary, rather than strategic, priorities – elections dates, visits from EU officials, redistribution of power within political parties, but also as a consequence of individual changes within the institutions. Thus, the report affirms that model's variations reflect partner organizations' capacities and longer-term strategic orientation, on one hand, and momentary institutional conditions, on the other hand, rather than some deep contextual diversity (between the countries).



3.4.1. Bosnia and Herzegovina

To navigate through the complex administrative structure in B&H⁵, CARE and partner organizations have been implementing advocacy and lobbying actions on the entity levels, cantonal levels, and even local levels. Dedicated initiatives of four key actors (CARE, Perpetuum Mobile, Association XY and NGO Youth Power) resulted in the formal recognition of the Program Y as follows:

-
- 4 The only potentially relevant structural difference between targeted countries is that Croatia is an EU Member State, while others are either candidate (Serbia and Albania) or potential candidate countries (B&H and Kosovo*).
- 5 B&H comprises two entities: The Federation of Bosnia and Herzegovina and the Republic of Srpska. Formally part of both entities is the Brčko District, a multi-ethnic self-governing administrative unit. Both entities have a Prime Minister and 16 ministries (including the Ministry of Education). The Federation is furthermore divided into 10 cantons, each with its own administrative government and relative autonomy on local issues such as education and health care.

Entity	Formal recognition 	Education process 
Republic of Srpska (RS)	<p>Accredited and granted permission by the Ministry of Education and Culture to be used during extracurricular school activities at the entity level.</p> <p>Recognized by the Education Action Plan and the Youth Strategy adopted by the Government.</p> <p>Recognized by the City of Banja Luka and implemented within two city projects.</p> <p>Recognized as a tool for work with young beneficiaries of the social protection system.</p>	<p>Managed by Perpetuum Mobile, implemented as extracurricular classes by peer educators, supported/organized by teachers, and locally monitored by pedagogues/psychologists.</p> <p>Peer educators are recruited from schools and organizations and are being trained for 2-3 days.</p> <p>Teachers are trained for 2-3 days.</p>
Federation of Bosnia and Herzegovina (FBiH)	Hercegovina-Neretva and Bosnian-Podrinje cantons <p>Accredited and introduced as a mandatory subject in all high schools in two cantons by relevant Ministries of Education.</p> <p>In Hercegovina-Neretva Canton, workshops from Program Y are obligatory to be implemented in 25% of homeroom classes each year.</p>	<p>Managed by NGO Youth Power in HN Canton and Association XY in Bosnian-Podrinje Canton implemented through regular homeroom classes by peer educators, supported/organized by teachers, and locally monitored by pedagogues/psychologists.</p> <p>Peer educators are recruited in coordination with school pedagogues and are being trained for 2-3 days each school year (3 levels of training).</p> <p>Pedagogues are trained to improve their skills in coordinating and monitoring training processes in schools.</p> <p>Teachers from Bosnian-Podrinje Canton are trained for 9 days in three three-day training cycles to be able to plan, organize and implement Program Y workshops as a part of homeroom classes.</p>
	Sarajevo Canton <p>Currently, Program Y is being piloted in Sarajevo Canton.</p>	<p>Due to the need to train close to 1000 teachers, the Cantonal Ministry decided to have a test group of schools and to gradually introduce the program in all schools.</p> <p>Teachers' capacity assessment and curricula analysis were implemented to inform the accreditation process.</p>

Enablers:

- Partner organizations highly skilled and knowledgeable, recognized as relevant actors in following policy areas: local (city) policies, youth policy and social welfare policy (Perpetuum Mobile), educational policy (Perpetuum Mobile and XY), sexual and reproductive health (XY) and as such, have been positioned to lobby for integration of the Program Y in sectoral policies

Barriers:



- Institutions do not recognize the potentials of the peer-to-peer approach

Good practice:

- (RS) The network of youth centers MOCART⁶ registered in 2014 serves as a platform for recruitment and training of peer educators – BMCs which implement Program Y within their regular activities
- (FBiH) Workshops are successfully integrated into homeroom classes
- Capacity assessment prior to teachers' and peer educators' trainings
- School is approached as a community – all teachers within the schools are trained in Program Y, which further supports their engagement with parents and build into approach and content mainstreaming.
- Adaptability – final content is agreed upon with all stakeholders in the school
- (FBiH) Advocacy approach: currently engaged organizations' and institutions' representatives present the model to new targeted canton's representatives – peer pressure model

6 M.O.C.A.R.T. (Network of Youth Centers for Animation Development and Training of the Republic of Srpska).

3.4.2. Kosovo*

Formal recognition 	Education process 
<p>Accredited by the Ministry of Education, Science and Technology</p> <p>Program Y's contents included in the Ministry's manual and guidelines on fighting gender stereotypes and promoting gender equality in schools.</p> <p>SIT signed an MoU with the University of Pristina to implement Program Y for the University students.</p> <p>Signed MoU's with several municipalities to scale up YMI methodology in different rural and urban places.</p>	<p>Managed by SIT (Central and Eastern Kosovo), GWY/YMCA (Western Kosovo), implemented as extracurricular classes by peer educators, supported/organized by teachers, and locally monitored by pedagogues/psychologists.</p> <p>Program Y is also implemented within the BMC.</p> <p>Peer educators are recruited through organizations' regular activities and through the open call and trained for 1 or 3 days (depending on available resources)</p>

Enablers:

- Partner organizations highly skilled and knowledgeable, recognized as relevant actors in following policy areas: local (city) policies, youth policy, gender and social welfare policy and as such, have been positioned to lobby for integration of the Program Y in sectoral policies



Barriers:

- High levels of prejudices towards main/important Program topics – gender and sexuality

Good practice:

- Gradual introduction of curriculum topic
- Cooperation with local municipalities (e.g. Pristina, Gjiilan, Mitrovice, Kamenice, Gjakove, Prizren, Peje)
- Cooperation with the Ministry through the co-funding scheme
- Cooperation with Municipality of Pristina – Supported SIT to scaling up YMI project through theater show

3.4.3. Serbia

Formal recognition 	Education process 
<p>Program Y was granted a special status of public importance as a program for the professional development of teachers and school staff by the Ministry of Education.</p> <p>A special recommendation was issued for the implementation of Program Y in high schools across the country.</p> <p>Established collaboration with the National Association of Pedagogy and Psychology.</p>	<p>Managed by Center E8 (Serbia) and Youth Education Club Synergy, implemented as extracurricular activities during the regular classes by peer educators and teachers, as well as pedagogues, supported/organized by teachers, and locally monitored by pedagogues/psychologists and Center E8 staff.</p> <p>Program Y is also implemented within the BMC, in the form of additional workshops, public actions, and school-based campaigns.</p> <p>Peer educators are recruited through organizations' regular activities and proposed by the school staff and trained for 1 or 3 days (depending on available resources)</p> <p>Teachers are trained for 1 or 3 days (depending on available resources).</p> <p>Online workshops implemented during the COVID-19 pandemic.</p>

Enablers:

- Experiences from piloting online workshops showed great potential for the transformation of the program in the future.

Barriers:

- As an extracurricular, negotiations about the class to be used are time-consuming and complex issues which usually lead to irregularities in the tempo of implementation and thus limit its success (to some extent).
- Once the schools take over managing/coordinating role, both performance and results monitoring are being jeopardized.

Good practice:

- Established collaboration with the National Association of Pedagogy and Psychology (School pedagogues and psychologists as very important stakeholders are involved in transferring Program Y mission within the schools and throughout their networks and representative associations).

3.4.4 Croatia

Formal recognition	Education process
<p>Accredited by the Ministry of Science and Education based on the recommendation of the Education and Teacher Training Agency.</p> <p>Established cooperation with the Croatian Chamber of Social Workers and the Croatian Chamber of Psychologists, which resulted in official recognition of Program Y seminars as training/licensing opportunities for social workers and psychologists in their professional development.</p>	<p>Managed by Status M, implemented as regular homeroom classes as a part of mandatory Health Education or Civic Education classes</p> <p>Program Y is also implemented within the school's violence prevention programs by Status M.</p> <p>Implemented in student dorms, juvenile correctional facilities, as well as in Roma communities</p> <p>Online workshops implemented during the COVID-19 pandemic.</p>

Enablers:

- A partner organization, Status M is recognized as a relevant actor by the Ministry of Demography, Family, Youth and Social Policy and as such has been participating in the policy processes regarding violence prevention, youth education, youth policy, etc.
- Program Y is adapted to the target group (some workshops from Program M are being used).

Barriers:

- Program Y can be implemented independently from the Status M which could lead to the lack of quality assurance and adequate monitoring of program results. On the other hand, this could also be considered as a way towards achieving greater sustainability of the program.

Good practice:

- During the COVID-19 pandemic, Status M started developing videos based on Program Y for the Ministry of Science and Education as a part of the national online schooling program.
- Engagement of volunteers in workshop activities and the development of informational and educational online content during and after COVID-19 lockdown.
- Pink Jersey campaign which could serve as a roadmap for future work with additional target groups.

3.4.5. Albania

Formal recognition



Accreditation still pending. However, a study by the Agency for Quality Insurance in Pre-University Education recommended the Program Y as an advantage in filling the gaps in the existing curriculum

Signed MoUs with the Marlin Barleti University and with the University of Philology and History which resulted in parts of the Program Y curriculum being included into several subjects of bachelor and master courses of the Marlin Barleti University – Identity development, Violence and Drug/Alcohol abuse

Education process



Managed by Act for Society, implemented as extracurricular classes by peer educators.

Peer educators are recruited among successful trainees and through the open calls. They are trained through 2-3 months of internship in the organization.

Online workshops implemented during the COVID-19 pandemic.

Enablers:

- Program Y has been implemented in the small rural communities which have been eager to embrace innovative programs such as YMI and Program Y and highly motivated due to the lack of opportunities, especially for youth

Barriers:

- The rigid educational system, resistance to any kind of changes within the system, high level of prejudices regarding sexual and reproductive health topics within the education system

Good practice:

- Strong connection with the universities due to continuous collection and integration of the feedback on Program and collaboration itself.
- Identifying communities in need of additional support, including school educational program



Conclusions and Recommendations

4



4. Conclusions and Recommendations

Different factors influenced the program's development/scale up within each country/context: (national or regional) reputation of the partner organizations, the embeddedness of the program and YMI philosophy into the organizations' missions and consequently, their dedication to the program's promotion and integration into diverse societal practices and/or policies. The assessment showed that (relative) success in scaling up also depended on the immanent logic of the country program development intervention. Specifically, organizations that perceived the Program Y as a tool and saw project purpose as improving young men and women's attitudes and behavior and decreasing both violence against (young) women and peer violence, managed to diversify its scope, engage (in) different sectoral policies and practices, and finally, address the needs of their communities in a more effective and comprehensive manner. Another approach – considering the Program Y as an aim itself – limited the scope of actions and decreased the ability to adapt to a constantly challenging environment in the (Western) Balkan region.

The success of the project approach could be additionally identified in the fact that all relevant actors constantly review the approach through fruitful collaboration and mutual exchange, making the network of organizations potentially quite sustainable in a period of a global sustainability crisis. Timely switch to online education and campaign in the period of COVID-19 outbreak is important evidence for this claim.



Apart from enablers and good practice examples mentioned in the previous section, the following scale up practices should be kept in mind in potential widening of project targets, as well as further scale up:

- Continued context and stakeholders' analyses, as well as capacity and needs assessments, should be implemented to adapt to the newly emerged circumstances and implement interventions as relevant as possible
- BMC should be further strengthened and supported since they proved their effectiveness from the very beginning of the project. Currently, in the prioritization of the classroom setting, they lost some of their previous strength and potentials
- Organizations recognized within their communities as relevant resources in achieving YMI-related and contextually welcomed results within diverse political frameworks – youth policy, gender, education policy, social welfare policy, reproductive health policy, etc. – have greater potentials to successfully identify entry points for influencing societal norms and create corresponding actions to do so.
- In addressing potentially new target groups (e.g. migrants, hooligans) organizations already engaged in assisting them/providing support schemes and/or investing significant resources (material, human, knowledge, networking potential, etc.) in the field, should be identified and engaged in the action throughout their four dimensions (formal recognition, education, peer-to-peer dimension, BMC and campaigning).
- In implementing programs within the school context, all context characteristics should be considered to create adequate strategies to mitigate extrinsic barriers to a supportive learning environment and achieve effective attitudes and behavior change. Namely, in the traditional classroom, already established relations and expected effects tend to repeat cyclically and it is very hard to overcome this barrier. Furthermore, young people in need of additional support are hard to recognize and consequently – influence
- Fully decentralized implementation (as even partially showed) could result in a lack of quality assurance – in terms of peer dimension, impact measuring, thematic areas covered, etc. and this should be addressed before Program's full integration
- In the context of Program institutionalization, minimum/optimum/maximum standards of competencies for peer educators and teachers should be defined (in close collaboration with relevant institutions and organizations) and educational program adapted to reflect certain standards class
- Maintaining continuous strategic cooperation and relations with relevant institutions that includes adapting to the socio-political context and lack of institutional memory
- Additional efforts should be invested in integrating the Program into University curricula, which potentially could provide for the sustainability of actions in one additional direction – mainstreaming of Program Y's and YMI's values in the work of the next generation of teachers

- Given the recent outbreak, but also the general shift towards virtual content and interaction, probably the most cost-efficient strategy for the future scale up, as well as replication of the existing models, would be to organize an online platform of action. This platform could serve as a networking/community of practice polygon, resource hub, educational tool, but also – a place of gathering for advocacy actions and awareness-raising campaigns in the future
- Parents should be additionally engaged and targeted – possibly using new tools within the education systems (e.g. e-diaries), but also existing initiatives, such as parent-teachers clubs within schools, etc.



Therefore, the analysis affirms that the model's variations reflect intervention logic, capacities of partner organizations and longer-term strategic orientation, as well as (momentary) institutional conditions. With that said, it can be concluded that the general Program Y approach and specific organizations' program strategies can easily be replicated across the (Western) Balkans, with financial support. Given that the implementing agency/organizations are equipped with sufficient knowledge and skills to deal with gender equality and positive youth development they are recognized as such by local institutions and policymakers within their communities. Most importantly, they constantly gather evidence on their target groups and context in general and establish relevant cross-sectoral and intrasectoral partnerships and collaborations.





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