



Core Model Documentation for Scaling up of Young Men Initiative in the Balkans





The purpose of this document is to capture the core elements of an innovative model, Young Men Initiative, that CARE is seeking to scale. Throughout the document we highlighted critical features and key questions that practitioners seeking to replicate or scale this model must consider.

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I The Problem

Schools in the Western Balkans provide a mirror on the gender and social norms prevailing in society. Education in this region is often gendered with harmful stereotypes promoted and cultures of violence supported by the institution and reinforced by the educators. Young people report high levels of interpersonal violence and gender inequitable attitudes and behaviours. Adolescence is a period when young people are forming their own identity, have their first “serious” relationships, and are likely to engage in risky behaviours. Gender roles are tested and explored through these experiences. Many young men are often taught that aggression or violence towards others, including in relationships, is an acceptable means of demonstrating strength and control. In many cases girls are expected to “accept” this behaviour from boys and accommodate traditional gender norms that subvert their own identity and rights. High levels of violence against women both during the war and during the post war period continue to be pervasive.¹

Young people across the Balkans have no recourse for extricating themselves from the vicious cycle of socio-emotional problems, alcohol and violence. The school system offers no form of support that would teach young people how to oppose harmful social norms and confront the challenges they face on a daily basis. Subsequently, their unhealthy lifestyles inhibit their capacity to fully participate in many aspects of life, limiting school attendance, academic achievement, social functioning, sports participation, and uptake of employment opportunities.

Teachers are also not prepared to deal with the social problems of youth that impede their performance and development. Program Y is thus for high school educators (“users”) who face aggressive, discriminatory or unhealthy behaviors in the classroom every day and feel helpless in altering these patterns in adolescents. Teachers themselves are susceptible to being victims of student abuse and can only revert to punishment. However, there are also cases where teachers may participate in violence or demonstrate discriminatory or abusive behavior to students.² CARE’s prior work in teacher training has demonstrated their receptivity to the life skills curriculum content and affirmed the need for teachers to participate in fostering a violent-free, tolerant, gender-equitable school environment.

¹ In research carried out by CARE under the Young Men Initiative in 2010, a random household survey conducted as part of the International Men and Gender Equality Survey (IMAGES) in Bosnia and Herzegovina, indicate that 27% of men reported engaging in gender base violence and 45% of women reported being victims of gender base violence. Suicide is a form of self-inflicted violence; young men show worrying levels of suicidal thoughts, according to the Endline Assessment Report for the “Boys and Men as Allies in Violence Prevention and Gender Transformation in the Western Balkans – Young Men Initiative” project funded by the Austrian Development Cooperation with findings for Albania, Bosnia and Herzegovina, Kosovo and Serbia. [July 2016.] Further research conducted within Europe establishes as the leading causes of death for adolescent young men traffic accidents, suicide, and interpersonal violence. See WHO. 2010. European Report on Preventing Violence and Knife Crime among Young People.

² Mary Picard. 2013. *A Strategic Review of the Northwest Balkans Young Men Initiative*. Prepared for CARE Northwest Balkans.



School directors (“scalars”) are an important entry point for the program. They approve the implementation of the program for their respective schools. Responsible for the quality and safety of the school, they can address problems of violent, addictive, or discriminatory behaviors of adolescents as they arise or they may adopt policies of zero tolerance but they are not capable of preventing their occurrence. In essence, Directors do not have the educational tools and mechanisms to equip teachers and school staff to prevent violence, deter substance abuse amongst adolescents, or undo gender inequitable behaviors and attitudes.

At another level, the Ministries of Education (“scalars”) are vested with the authority to accredit a curricular course, include it in pedagogical institutes, and mandate schools to implement it. At the same time, the Ministries do not yet have a policy response for violence prevention amongst youth, even as trends in interpersonal violence and substance abuse continue unabated. None of the pedagogical institutes offer a course to train teachers on how to help adolescents develop better life skills and prevent them from adopting harmful behaviors because of the social norms or peer pressures. Ministries need a well-tested, results-driven curriculum design to demonstrate their leadership and make a case for this budget allocation.

II Short Description of the Model

CARE’s gender transformation education (school based program) initiative (YMI – Young Men Initiative) has been a documented success in the Western Balkans.³ The program is focused on transforming the school environment to one that supports and nurtures gender equality and promotes a culture of non violence. Our program is grounded in the belief that that if students learn to recognise harmful gender norms and are provided safe spaces to practise questioning these constructs, then there is a greater likelihood of internalising new ideas in support of gender-equitable, healthy and non-violent behaviours.

Our value proposition to “end users” is: for young men and women who would like to spend fun time with their schoolmates and talk about important things such as intimate relationships, lifestyles, becoming cool adult, this program offers space, time and acceptance to talk and share emotions, attitudes and support their way to adulthood.

Our value proposition to “users” is: high school educators who seek an effective educational tool to prevent gender-based and other forms of violence amongst adolescents. CARE’s Program Y pairs an *accredited* curriculum with a social norms campaign that is proven to reduce harmful gender-related stereotypes and

³ The approach of the Young Men Initiative is based on a gender-transformative curriculum adapted from Instituto Promundo’s Program H. CARE Balkans is grateful for the technical support which Promundo has provided, enabling CARE and its partners to refine its approach and evolve to this stage.



enhancement and sustainability of results. CARE staff in the Balkans have in their turn trained youth organizations in the region to deliver the program which they have done successfully. Moreover, CARE is accustomed to providing to clients and donors an evidence-based programmatic experience. In that vein, CARE has documented results of Program Y which has been tested in diverse settings and evaluated systematically over the 10 years.⁴ In its most recent endline report, consistent progress across all sites has been seen in the development of gender equality attitudes.⁵ While results for perpetrated violence varied by city, it is important to note that the same research shows a high correlation between stereotypical attitudes towards gender relations and peer violence, as well as violence against young women. Use of alcohol and exposure to violence in the past are both correlated with adolescent violent behavior.⁶ These results are important as they affirm the program’s formulation of a curriculum that comprehensively addresses gender equality, violence, substance abuse, sexual and reproductive health and, by targeting attitudes towards gender equality, the program will affect levels of violence.

III Context Considerations

Contexts where the model is most likely to work best:

Characteristic Type:	Ideal Conditions:
Type of school	This is not really an issue but worth mentioning that the program is a 4-year program to coincide with high school years. Some vocational schools run for 3 years but the program can be adapted to fit into the time period.
Mixed vs. single gender composition of student body	No ideal condition in fact. The Program is easily adapted to mixed gender or single gender schools. Most of the workshops were designed for a mixed gender group but teachers can decide when it is appropriate to do gender-segregated workshops, in which case one male and one female teacher must be trained.
Parent engagement in school affairs	Schools with an active Parents’ Council is most desirable as it strengthens the engagement of parents in decisions jointly taken with teachers. Every school has a Parents’ Council but not all function effectively.
Teacher-student relations	Teachers who have good relations and communication with their students, take time to listen to them, and inquire about their lives. This is not consistent across all teachers in any one school but where it exists, it builds a strong enabling environment for the program.

Exclusion criteria for the model:

⁴ See also the Strategic Review of the Northwest Balkans Young Men Initiative which captures a 7-year retrospective (Picard, 2013); as well, see Namy et al., 2015, “Changing what it means to ‘become a man’: participants’ reflections on a school-based programme to redefine masculinity in the Balkans.” *Culture, Health & Sexuality*, 17:sup2, 206-222.

⁵ Endline Report, *ibid.*, and pertaining to Banja Luka, Bosnia and Herzegovina; Belgrade, Serbia; Pristina, Kosovo; and Tirana, Albania.

⁶ *Ibid.*



Most school systems in the Balkans are opposed to introducing sex education in the classroom because it clashes with traditional values and is perceived as encouraging early sexual activity amongst youth. While Program Y is not the equivalent, CARE has intentionally targeted schools that seek cooperation with the program. CARE has not worked with religious high schools to date which in Bosnia and Herzegovina, for example, come under the Ministry of Education. While not impossible, it is improbable that religious schools would be receptive to full implementation of the curriculum. Obtaining accreditation from Ministries of Education will facilitate scale up, regardless of the type of school or school environment.⁷

Resources or conditions for the pilot that may be difficult to replicate:

In November 2016, CARE will test the model of taking the program to scale in 28 schools in a single canton over a one-year period, with two additional years, pending funding. The Nerveta Canton, in Bosnia and Herzegovina has a highly supportive Education Minister who seeks to make the program mandatory in the 2016/2017 in all schools. Replicating the canton's experience of going to scale might be more challenging in other locations, such as Belgrade, that has a much higher population and school density. While it remains to be seen, scaling up will need to be phased in at a pace that will allow for effective uptake by teachers and sufficient quality control over the process.

Conditions that enable success:

1. It is important to plan the program introductions carefully to dispel any potential misconceptions about gender and masculinity which participants might make. First impressions have a lasting effect especially at this age.⁸
2. Teachers who are experienced facilitators, rather than directive and authoritarian is essential. It is the capacity of educators to create a safe space for participants in the educational workshops so that they feel comfortable discussing each of the themes. The tone and atmosphere which the teacher / facilitator sets are pivotal to this. A certain sensitivity is also required to detect when individuals might require special attention outside the workshop sessions.
3. Flexibility and creativity in the delivery of the program are key. While fidelity to program content is important, it can be adapted in the interest of serving students' curiosity and their own issues.⁹
4. It is most important that activities within the workshop sessions and during social campaigns be done according to the interest and needs of the students. They are the initiators, creators and implementers in the program. Encouraging youth leadership and reciprocal accountability build a sense of responsibility for the program.¹⁰

⁷ Accreditation has been obtained in Croatia, Kosovo, and Serbia (in progress); and in Bosnia and Herzegovina, the program is accredited in the Republika Srpska and Nerveta canton, and a letter of recommendation has been applied to Sarajevo.

⁸ Namy et al., 2015, p. 217f.

⁹ Ibid., p. 218.

¹⁰ Ibid., p. 218.



5. All the activities associated with one theme – the educational workshops and campaigns – should be completed because they complement each other and contribute richer and more productive thinking than when activities are singled out for use.
6. Although smaller groups of 8 – 20 students is easier to manage than larger groups, it is more important that the entire classroom of students is involved. Splitting the class into participants and non-participants would seem unfair and make it more difficult for the teacher to implement.
7. Educational workshops need to be implemented in a private and pleasant space where young people can move about freely. It will better enable their participation during the activity.
8. Keeping the engagement with youth consistently fun and aspirational is essential to sustain the attention of participants. Using provocative and empowering messages can also inspire youth to strive towards the same goals of the program.¹¹

IV Adapting the Model

A summary of activities, minimum standards, flexible elements, and budgeting/staff capacity is as follows:

Activity	Description	Minimum Standards	Flexible elements and program design	Budgeting and staff capacity
1	<p>Introduction of the program in the school</p> <p>Multiple meetings/ presentations of the program: (a) Implementing agency (CARE or CARE partner) to School Principal, Teaching Staff, Support Staff, (b) School representative to Parents` Board.</p> <p>Aim: Provide a comprehensive overview of the program, inc. the timeframe and clarify the support you expect from the partnership and build ownership of the school, enabling them to present to their constituents</p>	School Principal and Teaching staff familiarity with the program and their permission to apply it in the school	Sharing information with Support Staff and Parents gives a stronger message if they are familiar with it too	<p>School representative to do Power point presentation; Program brochure/guide</p> <p>Budget: laptop and projector, brochures</p>
2	<p>Kick off event in school</p> <p>Teaser campaign activity for students during the break between the classes (fun activity with info pult)</p>	It has to be a fun and appealing to students to spark their	The date and time for the event.	2-5 activists or school staff, info pult, promotional materials

¹¹ Ibid., p. 218.



Activity	Description	Minimum Standards	Flexible elements and program design	Budgeting and staff capacity
	<p>Aim: to announce the start of the program and arouse the interest of young people in the program and also in becoming involved in school-based youth clubs</p>	<p>interest in the program.</p> <p>Promotional materials to hand out with necessary explanations and next steps.</p>	<p>The recruitment of students can be done by popular or much-loved teachers or even support staff.</p>	<p>Budget: depends on the teaser activity selected</p>
3	<p>Baseline assesment</p> <p>Data gathering to establish the baseline situation prior to implementation of the program</p> <p>Aim: to identify the attitudes and behaviours of young men and women on the program content and the gaps in knowledge as well as possibilities for change</p>	<p>An easy-to-use standardized survey form using a cellphone app to test student knowledge</p>	<p>Qualitative interviews or a focus group with a sample group of students</p> <p>Data analysis by r school staff to reduce cost</p>	<p>school staff, questionnaires, research guide, tablet for uploading data</p> <p>Budget: 1 tablet per school, costs of photocopying</p>
4	<p>Training for Teachers and training for peer educators</p> <p>2-3 teachers per school trained in all target schools which will be accomplished through a 6-day teacher training for the region (or split into 2 3-day trainings)</p> <p>2-3 peer educators per school trained in all target schools, also through a 3-day training for the region</p> <p>Aim: Capacity building of teachers and peer educators to implement the program in the school</p>	<p>At least 2 teachers per school certified and capable of delivering the curriculum (for mixed gender schools, it should be 1 male and 1 female); 3 teachers for bigger schools</p> <p>At least 2 peer educators as above for teachers; 3 for bigger schools</p>	<p>If the training can not be done, consultancy and tehcnical support can be provided for interested individuals</p> <p>An online course will be made available for additional school staff</p>	<p>If training then: 2 trainers, training materials and manuals</p> <p>If consultancy then: 1 consultant and manuals</p> <p>Budget: training space, meals and refreshment, trainers` fees, training materials</p> <p>If consultancy then: consultants` fee and copies of manuals and guides.</p>
5	<p>Educational workshops for students</p> <p>A curriculum of 40 modules administered over 4 years. Each</p>	<p>At least 1 45-min workshop per week</p>	<p>The venue can vary, provided it meets safe</p>	<p>2 activists / teachers per workshop</p>



Activity	Description	Minimum Standards	Flexible elements and program design	Budgeting and staff capacity
	connect students and schools with their local community	own to which they invite the community		
8	Endline research	Repeat survey from baseline that measures the change in student knowledge, attitudes and behaviors after the educational workshops Aim: to measure the program effectiveness and document results;	An easy-to-use standardized survey form using a cellphone app to test student knowledge Analysis by school staff to reduce cost	Qualitative interviews or a focus group with a sample group of students Budget: 1 tablet per school; costs of photocopying

Note of Caution:

One of Program Y’s major lessons that applies to all aspects of the program is the importance of maintaining a fluidity between the program content and the issues of the day that occupy adolescent minds. Leveraging current debates in the media or in their immediate surroundings can be a powerful way of helping adolescents in the course to grapple with issues that challenge their own notions of masculinity, sexuality, and gender equality. A media event, such as a religious leader making a derogatory statement about women’s position in society; public debates on whether the city should host the Gay Pride Parade, as happened in Belgrade, or a domestic violence incident or fight are opportunities to utilize the safe space with youth to discuss these contentious issues in earnest. Therefore, flexibility in adapting the course material to the lived realities of young people, rather than adhering to structure, will augment the relevance and impact of the program.

V Monitoring & Evaluation

1. Monitoring and Evaluation by Participating Actors

Monitoring and evaluation are integral part of the program. It is crucial that school staff designate one of its members to monitor and evaluate the program from beginning to the end. This will be facilitated by the set of tools and templates prepared by CARE for use by the implementing school and the Ministry of Education. The tools for use will be adapted for easy access, use and analysis with the aid of technology.

Monitoring records and assembles data on an ongoing basis, as activities occur. Monitoring activities accomplished at the school level will be managed by teachers and for all schools by the Ministry of



Education. These are essentially quantitative data to record numbers of participants attending events with some demographic information, such as age, gender and grade. This will be done through Survey Monkey. The SurveyMonkey data will be sent to the Ministry who will have information for the whole program.

The indicators for quantitative data are:

For each school:

- No of teachers trained for the Program
- No of peer educations trained for the Program
- No of students who participated in the Program (by gender, age, grade and school)
- No of workshops done by teachers and school staff
- No of campaign activities done by students and teachers
- No of community actions done by students and teachers
- No of students who joined youth clubs (by gender, age)

For all participating schools:

- No of teachers trained for the Program
- No of peer educations trained for the Program
- No of students who participated in the Program (by gender, age, grade and school)
- No of workshops done by teachers and school staff
- No of campaign activities done by students and teachers
- No of community actions done by students and teachers
- No of students who joined youth clubs (by gender, age, participant or non-participant in program)

Evaluation will be accomplished using the methods already tested and designed. A core element in the program, as appears above in the summary of activities with their minimum standards is the baseline and endline assessment or pre- and post-tests for participants in the course. The tests will be filled by students via an app on their phones and fed to a tablet for aggregation. This data would be managed by the school pedagogue or psychologist who will share it with the Ministry to examine the wide trends in student behaviors and outcomes. Their efforts will show results in:

- % of targeted students show improved knowledge and attitudes concerning:
 - gender equality
 - healthy lifestyles, inc. relationships, sexual and reproductive health and substance abuse
 - different forms of violence
- Young people express satisfaction with their participation in the program



Additional, optional qualitative tools will be made available to schools that wish to explore results in more detail. These tools are in the form of focus group discussion templates to solicit perspectives of students (participants and non-participants), teachers and parents to triangulate data on the changes observed in adolescent attitudes and behaviors, as well as program impacts on the families and communities. It is possible for the Ministry to want to randomly select schools and request the pedagogues to conduct the focus group discussions. Young men and women participating in the course, the campaign events, and the youth clubs will also be invited to use participatory video (or audio) to feed back on their personal experiences with the program. This will be encouraged at different moments in the program with support from peer educators.

A menu of metrics for the model at the level of users and scalars follows. Feasibility will determine which to choose for measurement.

- There is at least as many high school students who did not participate in the program as those who did that have joined a campaign activity, youth club, or local action (includes students who underwent the course and those who did not)
- % of teachers who increase their knowledge about the methodology on the three main topics of gender equality, sexual and reproductive health, and prevention of all forms of violence
- % of teachers and school staff who perceive the utility of the Program and wish to continue supporting activities with youth
- % of participating school directors who perceive the Program as essential to violence prevention in school and support fundraising activities to continue the Program
- Ministries of Education publicly advocate in favour of the program
- Ministries of Education sustain their financial support to the program subsequent to the first round of schools
- % of parents who report satisfaction with the impact of the school program on their children's attitudes and behaviors

2. Monitoring and Evaluating the Model

CARE will also establish its own set of criteria and monitoring system to evaluate the model itself in order to make informed decisions about future scale-up.

1. The quality of teachers and peer educators as facilitators of the curriculum. The quality and performance of those delivering the course is a key lever in the successful uptake of program content by participating adolescents. Teachers and school directors may appreciate the program but equally significant is whether they are capable of implementing it with fidelity to the program design. Also at issue is the level of comfort that teachers and peer educators have with different sections of program content.



2. The percentage of participating schools that undertook some of the optional elements of the program. This would include residential retreats, additional campaign activities and local joint actions with communities. Our interest is in knowing the reasons or enabling conditions behind the uptake of additional activities. It is possible to envision student motivation, teacher engagement, budget or resources, support from school administration, or parent support. However, other factors not yet uncovered could also exist.
3. The ability of schools to mainstream the program into their regular curriculum. While this may not occur at the end of year one, it is useful to scaling up to know whether schools consider this a possibility and, if so, what this would require.
4. The minimal costs which schools and Ministries are able to cover and fundraising options for shortfalls or additional activities. This information will help to further adapt the program for affordability and generate ideas for supplementing budgets with school or youth club fundraising activities.
5. The capacity and interest of schools and of Ministries in compiling data and examining research results. This applies to both the minimum standard and optional activities with a view to refining M&E requirements in the next round, for scaling up.

CARE's Additional Questions

1. We are interested to know what channels youth use most frequently to spread the message to their peers and which ones they are most comfortable with – social media such as Facebook or Twitter, connecting directly with others in the school, through sports events or other recreational activities, or through the campaigns, youth clubs or joint actions. With this information, the program will be able to cater to student needs in messaging for future scale up.
2. It would also be useful to know what level of support and interest are shown by parents. Given the potential opposition to some of the topics, it would be important for scaling up to know more about parents' reactions to the different topics/ sessions and why they feel supportive or not.

VI Contributing to CARE's Global Impact

The 2020 program strategy would be furthered throughout this program supporting adolescent girls to exercise their rights to sexual, reproductive and maternal health and a life free of violence. It would provide a country wide and regional framework for addressing gender equality and ensuring the economic, social and political rights of girls and young women. In addition, it would work with boys and young men as part of the solution, not as obstacles but as allies in achieving social justice.

VII Considerations for Integration with the CARE approach



In implementing Program Y, practitioners are addressing issues of women’s empowerment in two ways: (a) by enabling stronger gender equality in the classroom, results have shown that girls are more likely to speak out and participate. Girls are also less exposed to sexual harassment or violent/aggressive in schools; and (b) partnering with boys and men (as school staff) in promoting gender equality and preventing or reducing gender-based and other forms of violence. Creating better opportunities for girls (as women) in the future begins at home *and* in the classroom. Program Y’s approach to gender equality is congruent with CARE’s gender equality framework to strengthen gender equality and women’s voice. It further supports CARE’s 2020 Education Strategy with its focus on the quality of schooling.¹²

Good governance principles are also integral to the Program Y, most significantly in empowering Ministries of Education, school administration, and teachers to address and prevent violence in the schools, which are a critical locus for the production of gender norms. All three stakeholder groups take an active role in institutionalizing a curriculum that will help achieve more tolerant and safer school environments. School teachers and administrators become more accountable to adolescents and their parents by billing the Program as their contribution to violence prevention and healthier, better performing high school students. Students become their own agents of change as well, as they build the safe spaces for re-creating gender norms and deconstructing masculinities. This accords with the capacity statement issued by CARE’s Adolescent Working Group that supports inclusive governance through the engagement of parents, students, and community leaders in the education of the young people.¹³

The educational vulnerabilities of both girls and boys are addressed by Program Y. By altering gender norms and levels of violence within the school environment, both genders increase their chances of higher attainment. Research has shown that men with lower educational attainment have more rigid attitudes on gender equality, are more likely to have used intimate partner violence, are less likely to participate in daily care of children, amongst others.¹⁴ Especially in the Balkans where adolescent violence has gone unabated, communities increase their resilience to social and economic decline by helping adolescents to strengthen their knowledge and capabilities so that they can make informed choices, live productive lives and realize their aspirations.¹⁵ As such, Program Y integrates an approach to increasing resilience in supporting adolescents through the fragile transition to adulthood. To the degree that the initiatives of students and teachers get the local community involved through their campaigns and joint action, so will communities be strengthened and less vulnerable to more general trends adversely affecting youth.

¹² CARE’s Education Strategy 2020: Addressing Inequities; Empowering Learners.

¹³ CARE Adolescent Working Group. 2016. CARE’s Work with Adolescents and Youth: Comprehensive, Integrated and Rights-Based. Capacity Statement. January.

¹⁴ Barker et al., 2012, “Boys and Education in the Global South: Emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms.” *THYMOS: Journal of Boyhood Studies*, v. 6, no. 2, Fall, pp. 137-150.

¹⁵ CARE Adolescent Working Group, *ibid.*, p. 8.



It is also worth noting that the Program Y approach in its entirety embodies the collective thinking on engaging men and boys in gender equality, integral to the global Post-2015 Development Agenda, reflected in the discussion paper by the MenEngage Alliance.¹⁶ And among its policy recommendations is the need to engage men in the prevention of gender-based violence and to promote gender equitable socialization at all levels of education. The implementation of Program Y in schools will contribute to achieving at least four of the Sustainable Development Goals, SDG 3, SDG 4, SDG 10, and SDG 16.¹⁷

VIII Existing Tools

All existing tools can be found at www.youngmeninitiative.net website populated with useful resources for new users as well as stories and events that illustrate the work to date. The site is in the process of being reorganized to provide a section for schools and educators. The key tools are:

- Manual: Program Y – a comprehensive set of instructions for facilitators to deliver the gender-transformative curriculum consisting of 4 thematic parts, 40 educational workshops over 4 years. It includes instructions for forming youth clubs.
- Manual M – is an adaptation of Program Y for an exclusively young men participant group.
- Manual D – is an adaptation of the same for an exclusively young women participant group.
- Campaign Guidebook offers detailed instructions for conducting campaigns, along with materials for copying, for use by teachers, school staff, and peer educators.

IX Available Expertise

John Crownover is currently the Engaging Men and Boys Program Advisor within CARE International Balkans Gender Equality and Women’s Empowerment Sector, which includes working in Serbia, Macedonia, Kosovo, Montenegro, Albania, Bosnia & Herzegovina and Croatia. His main focus is on the development and implementation of programs around gender equality, fatherhood and young men, particularly dealing with issues around masculinities, violence and conflict; gender and health; and mobilizing youth in bringing about positive social change. In addition John Crownover supports CARE’s programs addressing gender based violence, peacebuilding and the social inclusion of the Roma. John Crownover has a Master’s of Science in youth development and has focused his post graduate work on issues related to young men, masculinities and violence in the region of the former Yugoslavia. He is

¹⁶ MenEngage. 2015. *Men, Masculinities, and Changing Power: A Discussion Paper on Engaging Men in Gender Equality from Beijing, 1995 to 2015*. In collaboration with UN Women and support of UNFPA.

¹⁷ SDG 3: ensure healthy lives and promote well-being for all at all ages; SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; SDG 10: reduce inequality within and among countries; and SDG 16: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



currently an active member in the MenEngage Alliance, including as alternative representative for CARE on the global board and active in the regional MenEngage Europe network. He is also co-facilitator of the CARE International working group on engaging men and boys. He is currently on the steering committee for the European-wide White Ribbon campaign working to prevent violence against women. **Contact:** jcrownover@carewb.org

Marina Starcevic Cviko by vocation is a social worker, with a Bachelor's degree from the Faculty for Political Science, Belgrade University in Serbia. Prior to joining CARE, she was supporting the civil society sector in Serbia, working in local NGOs as Coordinator for livelihoods projects for internally displaced persons (IDPs) and refugees, as a Counselor on a helpline for girl victims of violence, and as Coordinator for youth projects implemented throughout Serbia. She joined CARE Balkans in 2006, as Coordinator of projects relating to the empowerment of youth and anti-trafficking of human beings. She then became Project Coordinator for the Young Men Initiative (YMI) in 2008, with responsibility for monitoring and evaluation of project partners' activities, baseline and endline research, and the development of policy papers, manuals, and publications. She is also involved in program development and advocacy activities at the national and regional level. Her special interests are related to deconstruction of harmful masculinities, prevention of gender and peer violence and promotion of gender equality and gender justice in the Balkans. **Contact:** mstarcevic@care.rs

Saša Petković has a Master's and PhD degree in Economics at the Faculty of Economics of the University of Banja Luka, where he teaches as an associate professor in Economics and Management of SMEs, Globalization and Entrepreneurship, [Management of Entrepreneurial Projects](#) and International Project Management. He has worked for CARE since 1999, and as a project manager has led various regional projects, in cooperation with local youth NGOs and government representatives. He has been managing the YMI project since its beginning and has depth of experience working with young men. **Contact:** spetkovic@carewb.org

Besnik Leka is the project coordinator for YMI project in Kosovo and Albania. He has a Bachelor's degree in Sociology from the University of Prishtina and is a graduate of a certificate Program in Women's and Gender Studies from Dartmouth College, an Ivy League School. Besnik has more than 14 years' experience in coordination and management of projects at national and international level including strong financial and personnel management expertise. He has worked with several local and International agencies and local government (i.e. the Ministry of Culture, Youth and Sports, Ministry of Education, Deputy members from Parliament, local municipalities, and schools.) He is well connected with organizations and individuals intimately involved in community development work. **Contact:** besnik.leka@co.care.org



Zvezdana Batkovic, As the CARE Balkans Regional Gender Program Coordinator, Ms. Batkovic has over 18 years of experience in a post-war, multi-cultural environment in both emergency and development contexts. She has strong skills in managing projects and cross-border regional programming focused on gender equality and women's empowerment, social integration of minorities and vulnerable groups, education, youth development and good governance. She has been with CARE in the Balkans for 11 years in different capacities, from project manager of national and regional projects related to Gender Equality and Women's Empowerment to Gender Advisor and Acting Program Director. She has been engaged with the Young Men Initiative since its beginning through developing project proposals, providing advisory support to the project team, defining guidelines for monitoring and evaluation, creating synergies with other projects, coordinating fundraising and research activities and conducting related assessments. She holds a Master degree in Public Administration with a management and leadership focus from the Maxwell School of Citizenship and Public Affairs, Syracuse University, USA. She is co-author of the first *CARE in the Balkans' Evidence of Change Report on Gender Equality and Women's Empowerment 2005-2012* and a lead author of CARE International in Pakistan Multi-Stakeholder Partnership Model (2015). **Contact:** zbatkovic@carewb.org

Annex A: Capacity Statement

CARE has documented its experience over the 10 years, capturing results from 25 schools, 5 countries, 250 teachers and 32,000 students. Baseline and endline studies were completed for each round of the program and are available at www.youngmeninitiative.net together with all other relevant documentation such as:

1. Strategic Review
2. Synthesis Report
3. YMI Case study
4. YMI film
5. Campaign videos

Annex B: Budgeting assumptions

For the purpose of scaling up, CARE developed two budgets:

1. Low cost model – budget for implementation of the program in 1 school in 1 school year (nine months) and to be done by school staff. The budget goes from minimum \$20 to \$526 maximum. It is very important that school staff and peer educators who are leading the program in schools are equipped with knowledge about how to do the fundraising on local level and actually they can raise funds in their community for “richer” implementation of the program.



2. Full cost model – budget for implementation of the program in 1 country in the period of 1 year, to be implemented by CARE and its local partner NGOs. The amount is USD 1,180,788.00

Detailed budgets enclosed.