

UNDERSTANDING AND RESISTING NATIONAL EXTREMISM – THE WESTERN BALKANS AND THE QUESTION OF KOSOVO





Publisher: EPEKA Montenegro

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EXTREMISM



Ideas, resources, methods
and activities for non-formal
intercultural education with
young people and adults

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UNDERSTANDING AND RESISTING NATIONAL EXTREMISM – THE WESTERN BALKANS AND THE QUESTION OF KOSOVO is an opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Extremism refers to an ideology that is considered to be far outside the mainstream attitudes of society. It can be used in a political, religious or economic sense.

Political agendas perceived as extremist often include those from the far-left politics or far-right politics as well as radicalism, reactionism, fundamentalism and fanaticism.

However, the labeling of activities, people, and groups as “extremist”, and the defining of what is “ordinary” in any setting is always a subjective and political matter.

There is no single pathway for radicalization. It is a combination of psychological, institutional, and socio-economical factors that lead to violent extremism.

Understanding and Resisting Nationalist Extremism – The Western Balkans and the Question of Kosovo is a project of EPEKA Montenegro, which tries to establish a network of non-governmental organizations which would help educate youth on presence and negative effects of nationalist extremism in the Western Balkans - one of the key disabling factors in these countries' development. In this project we have included most of the countries of the so-called Western Balkans as well as other countries which have in past experienced nationalist extremism. The main goal of the project is to use non-formal learning tools to educate youth on various facets of nationalist extremism as well as equip them with tools to prevent extremisms in their respective environments.



Understanding and Resisting Nationalist Extremism – The Western Balkans and the Question of Kosovo

Understanding and Resisting Nationalist Extremism – The Western Balkans and the Question of Kosovo is a project of EPEKA Montenegro, which tries to establish a network of non-governmental organizations which would help educate youth on presence and negative effects of nationalist extremism in the Western Balkans - one of the key disabling factors in these countries' development. In this project we have included most of the countries of the so-called Western Balkans as well as other countries which have in past experienced nationalist extremism. The main goal of the project is to use non-formal learning tools to educate youth on various facets of nationalist extremism as well as equip them with tools to prevent extremisms in their respective environments.

Aims and Objectives:

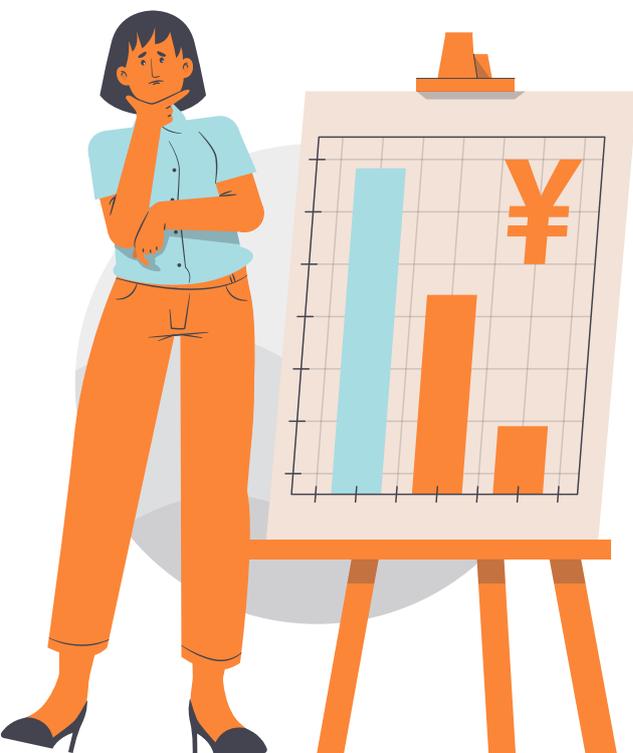
- The key aim of the project is to provide youth workers with the competences and knowledge to engage youth in activities that will meaningfully contribute to the decrease of the prevalence of nationalist extremism in WB.

Project objectives:

- Increase the level and intensity of cooperation between programme countries and partner countries from WB. Related to this is also the long-term aim of creating a robust youth anti-extremism platform focused on the WB but working with a decidedly inter-regional and trans-sectoral perspective — this is also one of the reasons for building a consortium with organisations from all parts of the EU.
- Increase the capacities of youth organisations based in WB; this is a crucial objective of the project and it will be achieved through the dissemination of the toolkit and through the opening of activities to the participation of organisations outside the consortium — this is why most of the activities are located in WB and programme countries close to the region (SI, RS). Capacities of youth organisations will also be enhanced by the transnational nature of the project and networking opportunities within the activities (visiting local organisations etc.). Similar effects are also foreseen in participating EU organisations
- Increase the competences of youth workers in WB, the EU and beyond; youth workers will gain a wide selection of new skills and knowledge related to fighting nationalist extremism, communicating complex social problems to youth through the use of innovative teaching tools, designing toolkits, using cultural events to communicate ideas and address problems. The participating youth workers will also enlarge their international networks. The MYWs will also be open to youth workers from organisations and countries outside the consortium thus contributing to the multiplier effect. This will in turn positively affect youth organisations outside the consortium and youth the participants will work with in the future.
- Educate youth about recognizing and opposing nationalist extremism; this is one of the central objectives of the project and also one of the crucial ways of ensuring more stability in WB and other regions; to limit the spread and severity of extreme manifestations of nationalism we must change attitudes and the culture supporting it and the best group to target in this cause is youth.

The way to achieve this shift in thinking is to clearly show the effects negative nationalism has on young individuals and the society and also demonstrate what one can do to curtail its effects.

- Educate the general public about nationalist extremism in their country and ways of opposing it; this will be achieved through dissemination activities and cultural events in public space.
- Promote more open and argument supported discourse about difficult topics – e.g. position of Kosovo and the question of defining borders.



Niš, Serbia

Group 1

Issues addressed: Populism, Fake News and Social Media and Their Impact on Youth and Nationalistic Extremism

Fake News avoiding the traps of fake news, help elevate the anxiety of the elders to promote healthy habits

Aims (Learning Objectives):

- teaching youngsters how to teach their parents about technology literacy focusing on identifying fake news

To provide different generations with the right tools to identify fake news

Participants 18 - 30 -> to get new perspectives, older generation more vulnerable to fake news because they did not grow up with technology, learning from each other, identify fake news and provide alternatives, young generation can guide old generation not to be so anxious with technology computer literacy

- elders have anxiety, believe news on TV, for example think that war in Kosovo starts

Time: 4 hours

Group Size: 15 young people 3 groups

Preparation: physical

Instructions: for us how to present it

Divide the group into three.

Brainstorm with the group on how they can work with their parents

Then write their ideas on a flipchart

Divide them into three groups. Each of them can choose one topic and have 30 minutes to construct a roleplay.

At the end of performance have a discussion and provide a debriefing for the group.

Debriefing and Evaluation:

Tips: discuss

Suggestions for Follow-up: Be creative, discuss



Toolkit 1: Understanding the fake news

Niš, Serbia

Group 2

Issues addressed: Fake News and their impact on Youth

Aims (Learning Objectives):

- raising awareness about reliable sources and fact checking
- distinguishing real news from fake news

Time: 45mins

Group Size: 20-25max

Preparation:

- papers, pens
- prepared fake and real news



EpeKa

**Populism, Fake News and Social Media and
Their Impact on *youth* and National Extremism**

Instructions:

1. Ask people to sit in a circle
2. The facilitator distributes articles with 1 real and 3 fake ones, without telling them how many of them are real and how many are fake.
3. The facilitator requires them to detect fake news and explain the reasons as to why they think the articles are real or fake.
4. The participants present their opinion and give arguments to support their claims.
5. Trainers still don't reveal the true answer, but continue to explain how to differentiate real from fake news.
6. The participants are now divided into groups of 5
7. They are required to use sources (internet, media..), to try to fact check the articles that they were given at the beginning.
8. The point is to see if they changed their mind after fact checking, to see which sources they used and why.
9. The groups do the presentation.
10. The trainer finally informs the participants on which articles are real and which are fake and compares it to their conclusions.
11. Discussion about reliability of the sources they used and how to recognize them
12. Feedback from the trainer



Debriefing and Evaluation:**Discussion about:**

- Are the participants able to make a difference between the real and fake news
- Did they learn how to recognize reliable source
- How are they planning on spreading their knowledge on the subject with their local community, organization, friends etc

Tips:

To find fresh, currently popular and up to date articles and topics.

Suggestions for Follow-up:

After each training this tool could/should be updated with experiences gathered from using it.



Niš, Serbia**Group 3**

Issues addressed: Populism, Fake News and Social Media and Their Impact on Youth and Nationalistic Extremism

Aims (Learning Objectives):

Many people, youth as well as adults, are likely to react in an emotional or extreme way to fake news and social media, because they do not have the tools to question what they are seeing. The aim of the course would thus be to educate youth in their media literacy and give them tools to research, reflect and question the news and postings they encounter.

Time: About one afternoon

Group Size: Around 10-16 people (since they are split into two groups it needs to be an even number of participants so that the groups are of the same size in best case)

Preparation:

- Search for group members (look for groups that fit in regards of age etc.)
- find reliable information about fake news - some interesting facts and stories to catch the participants' interest into the topic
- become a little expert yourself, be familiar with the topic and be ready for questions

Instructions:

Step 1: Exchange of experience with Fake News

- Did you ever encounter obvious fake news?
- Do you feel like you can differentiate between fake and real news?
- Are fake news a topic in your daily life? Do you discuss this topic with friends/family?
- Who do you think of in connection to fake news? Who spreads them?
- Which role do you think Social Media plays in spreading fake news?

Step 2: Presentation/Introduction about Fake News, their dangers and far reaching effects, shown with examples

Step 3: Exercise about media Literacy:

- a. The group gets divided into two groups. Each group needs to search for two articles, one they leave as it is, one they will turn into fake news. In a second step the groups look at each other's articles and try to find out which article is the fake and which one is the true one.
 - This exercise is to train youth in looking for fake news indicators. Also the fun of turning an article into fake news may bring an easy introduction to the topic.
- b. We find an article and the group gets divided into two groups. Then they read the articles in their groups. One group needs to argue for why the articles are fake, one group argues for why the articles are true.
 - This exercise is to show how hard it can be to differentiate between true and fake and to get the participants into searching for indicators for fake news.

Debriefing and Evaluation:

In the aftermath of the exercises there will be a roundtable gathering in which the participants collect all the indicators for fake news they identified during the exercises.

At the point where they cannot come up with any more points, the group leader adds some more points and tells the group about how to identify fake news and how to react in a calm and non-emotional way to news. Make clear that researching and reflecting is important before believing. Don't take everything for granted.

Tips:

- Look for scratchy topics and news that actually interest the target group
- In order to achieve that, discuss in Step 1 which kind of news the group is consuming, where do they get their information from? What interest them?
- The groups should not be too big so that exchange and debate is possible but not too small either so that the participants don't feel overwhelmed by the tasks
- Facilitate a relaxing and comfortable atmosphere for example by:
 - a) energizers in the beginning of each task (make sure they fit the group and the group feels comfortable with it - maybe let the group come up with their own energizers)
 - b) not forcing anything
 - c) make sure there is some kind of structure and the participants feel that it is important to take part, otherwise they will lose interest soon
 - d) Take breaks with drinks and snacks between the exercises to facilitate space for non-formal exchange and reflections about the tasks
- Make a reflection when you reached half-time so that participants have a chance to tell what they liked and did not like - on half time there is still time to change stuff
- Make sure the group is on an equal level (age, background etc.)
- Begin the workshop with a game where everyone gets to know and like each other; this is to build up a feeling of group belonging that will ease the cooperation and comfort during the program
- Make sure there is someone taking notes and collecting outcomes during the exercise for the follow up

Suggestions for Follow-up:

- Make some energizer together with the group
- Have a roundtable evaluation and collection of thoughts about the program
- Discuss what was the purpose in the beginning and what was the actual outcome

<https://www.salto-youth.net/tools/toolbox/>

<http://factchecking.com/>



Toolkit 2: Fake news and impact on youth

Durrës, Albania

Group 1 - Creating cultural products together

Issues addressed: Building and sustaining multi-ethnic communities in tension areas

Aims (Learning Objectives):

A major impact in the rise of extremism and conflict, particularly in the current pandemic context is the spread of hate speech, fake news and extremist ideas in social media, with impact mostly on the young people, isolated and with less access to education. In order to change the perception and create a positive attitude, apart from helping the individuals relate to each other, we must create awareness and increase responsibility for media in treating this delicate subject.

A) to expose journalists to experiences and debates that can help them recognize and reject extremism, hate speech and instigation to discrimination - through 1 conference, 2 workgroups / debate sessions.

B) consolidating the education for diversity for the local minorities, through creating and enhancing the feeling of belonging to the same community to create the collaboration.

Time: 3 months,
2 sessions of training, 1 conference, 6 workshops

Group Size:

- 1 a) journalists 10-15 individuals
- 1b) young people from roma community and rest of local community – 16-25yo, 46 people

Preparation:

- a) designing a training for young journalists, integrating journalists from target groups (i.e. roma people, hungarians etc)
 - development of local platform, maybe integrated with social media
- b) designing group activities for young people to create materials / items :
- creating a pottery workshop, creating things from iron & painting, other traditional activity
 - creating 4 equal balanced groups in terms of gender and communities



Instructions:**Main activities:**

- project design, elaboration of methodology, conducting the training for the journalists
- a) creating online platform for dialogue and promotion of different cultural events, information, online jobs fair and space of promotion for local products;
 - creating space for debates and workshops - define a partnership with local authorities;
- b) 1. creating groups of people of different nationalities working together to create different items.

Each workshop will have different topic, in each workshop the distribution will be as much as possible balanced

Each workshop will produce a number of items that can be later sold in an auction/fair.

Each workshop will consist in:

- brief introduction to the subject, presentation of participants
- presentation of materials and instructions for gdpr, other legal compulsory instructions for safety etc
- demonstration
- creating objects - each person can create an object in a group of 2-3, then the groups change (switch). Each person creates a part of the object
- discussion on the activity
- feedback

2. organising a fair/event to present the results of the working groups and - maybe an auction to raise funds for the local community projects (prior decision for which projects to fund must be taken, with members of the community consultation)

Debriefing and Evaluation:

- the aim of the project is to bring people together to create thing for their community and learn new habits

Tips:

Suggestions for Follow-up: evaluating the interactions through a feedback from after the meeting and 6 months later

- qualitative analysis: on the level and quality of the interactions on the platform; other projects
- analyse the impact in media (number of distribution and visualisations of the articles)



Durrës, Albania**Group 2**

Issues addressed: Building and sustaining multi-ethnic communities in tension areas

Aims (Learning Objectives): The overall goal of the project is to educate/ informed young people about the importance of sustainability multi-ethnic and to engage young agents to provide tolerance, sustainable lives, based on pluralism, tolerance and respect in the community.

Time:60 minutes

Group Size: 26 young people

Preparation:

1. Create a Kahoot Game about Stereotypes in Western Balkan- Kahoot game will include some of the stereotypes directly related to culture and history in the Balkans.All participants will become part of the game by completing it and whoever comes out first will win something.

2. Breaking stereotypes by reading and presenting them anonymously(participants write the stereotypes on papers and put them in a box, after that all papers are read by 3rd person|mentor, organiser etc.) Each of the participants will write a letter about stereotypes related to the neighboring country and anonymously they will read each other's letters through this session they will be able to discuss more with each other and will have the opportunity to express their opinions.

3. The next activity is the march of all participants.They will march in the middle of the city with their messages on the topic of nationalism, peace, representation, etc.Creating awareness messages on the topic of nationalism, peace, inclusion of all communities expressing their feelings on paper they will march towards the city center showing a very good example of cooperation of young people

4. Create an online campaign (posters , videos, infographics) about Western Balkan - FACT VS MYTHS , STEREOTYPES etc. For awareness raising purposes , a campaign is planned to be carried out online and on site , where the creation of awareness raising videos, graphic design posters, flyers, brochures and such , are expected to be produced and will be available in all online media channels.

Instructions: BE FRIENDLY

Debriefing and Evaluation:

By using 2 colors of sticky notes (red-is negative , green-is positive) participants will explain what that liked/disliked the most in the session.

They will write one good thing on a green sticky and a bad thing in red sticky notes. They will stick them on the flipchart .A mentor / trainer will read them all include green and red and make a short conclusion by himself / herself.

Tips: To sit in the circle of chairs and participants should sit like on zig zag various nationality. In this way they will have the opportunity to communicate with each other from the first moment.

Durrës, Albania**Group 3 - Animation workshop**

Issues addressed: Building and sustaining multi-ethnic communities in tension areas

Can films change the world? Maybe, because people can and films with a warm heart can inspire action. We love when animation films are used as tools for change. If we want to provide a decent life for Western Balkans citizens, we need to find ways and to provide space in order to bring people of the WB together for the common purpose which could lead to stability and peace in the WB. How can we do that? A good starter would be through the animation workshops.

During the six days of the animation workshop participants from different parts of Western Balkans countries will have the opportunity to learn more about one another and they will be able to discuss the issues caused by the war and how to deal with the past and look forward to a better future for all. Participants will also gain knowledge and skills on animation film production, starting from different stages, idea creation, scriptwriting, designing characters, they will combine the visual and creative side with storytelling. The theme of the animation will be related with the questions on how to build and sustain multi-ethnic communities in the Western Balkans.

Aims (Learning Objectives):

The aim of this activity is to provide space for multi-ethnic communities from the Western Balkans countries in order to give them the opportunity to break stereotypes, find common purposes and learn more about each other's cultures, raise awareness for acceptance, tolerance and fight for a better future together.

Time: 10:00- 16:00 (six days)

Group Size: 16 participants (2 participant for a country)

Preparation:

Animation tutor

Paper

Scissors

Colors

Two cameras

Projector

Animation program (Dragonframe)

Two Laptops

Plasticine

Instructions:

Day 1. Participants will introduce themselves and their homeland and will start discussing their culture (music, sports, food, traditional clothes) and about the issues caused by the war and how to deal with the past and look forward to a better future for all. They will be divided into two groups and will start brainstorming for the script with the help of the animation tutor.

Day 2. Two different scripts will be written by the participants and they will also decide the name of the animation that they will produce with the facilitation of the animation tutor.

Day 3. Participants will start animating the characters for their animation film.

Day 4. Participants will start filming their animation film.

Day 5. Participants with the help of the tutor will finish their animation.

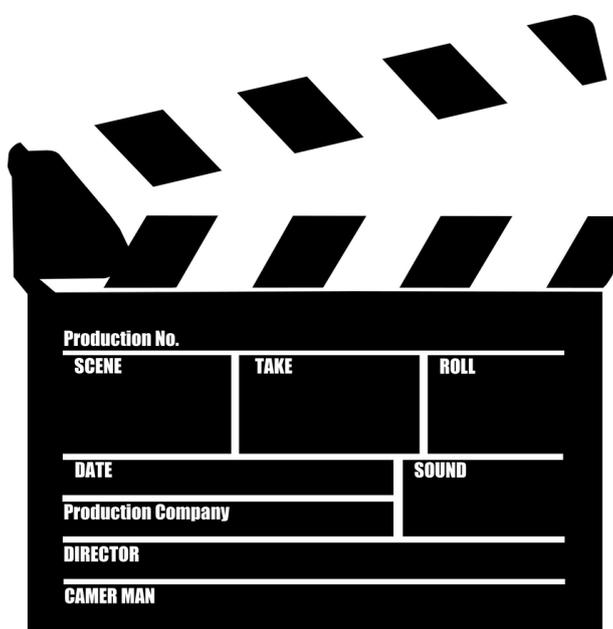
Day 6. Two animation workshops will be screened and discussed at the end of the workshop.

Debriefing and Evaluation:

We will prepare an evaluation form where participants will get the chance to anonymously share their experience and feelings with some questions such as: how did they feel during the activity, what did they learn, what were their expectations, how can they use what they learned during the activity, is there anything that they would like to change during the activity.

Tips:

Provide a place with a nice atmosphere where participants would feel free to talk about issues



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Durrës, Albania**Group 4**

Issues addressed: Building and sustaining multi-ethnic communities in tension areas

Aims (Learning Objectives): Within culture, there are very often very visible markers: architecture, art, cooking, dress, music, and language, just to name a few. However, the powerful foundations of culture are more difficult to see: the history of the group of people that holds the culture, norms, values, basic assumptions about space, nature, time, etc. Similarly, when we meet people, we only see the visible marker: colour of skin, appearance, clothing, age/generation but the background and character of a person only becomes visible over time and through close interaction.

The Iceberg Model of Identity and Culture are two diagrams showing more physically apparent and visible markers above the water, with the majority of markers hidden and unseen under the water. The focus of the model is on the main elements that make up an individual and a culture, and on the fact that some of these elements are very visible, whereas others are not visible immediately or harder to discover.

The Iceberg Model should be used as a starting point for a more in-depth look at how people are labelled, and how we use culture-based expressions/features on a daily basis to describe a person. It is a visualisation of why it is sometimes so difficult to understand and 'see' people and culture, and emphasizes the importance of opening yourself to others to build trust and respect.

Time: 15 minutes

Group Size: 4 - 16 participants

Preparation: We will need a flipchart, some markers, one laptop and a projector.

Instructions:

1. Ask participants if they know what an iceberg is and to describe an iceberg.
2. Then draw an iceberg on a flipchart and explain that the features at the tip of the iceberg are above the water level and are visible – we can see them when we become acquainted with someone.
3. Explain that the construction of the iceberg is such that only 75% of its entire size is below water level. With people, the same concept applies. We have just as limited or narrow a perception of others when we do not go beyond the visible features. Ask participants to tell you what features of people are clearly visible. As they call out the features, write them on the tip of the iceberg. Familiarise yourself beforehand with the features that are primarily in our awareness and only write those on the flipchart that are relevant (i.e. skin colour, physical abilities, age/generation, physical appearance, clothing, sex).

4. Go to the second area at the surface of the water and ask participants about the features that are sometimes visible due to the symbols people carry/show, i.e. a cross, hijab, pregnancy, etc. List these features at the water level of the iceberg.
5. Point to the field below the water level, explain that these characteristics or features are primarily out of awareness and often serve the purpose of communication and understanding the “real” person. Ask participants to tell you what these features, characteristics could be and write them down below the surface of the water. Explain that it is not easy to show or talk about these feature on the first meeting or at the workplace as they depend on trust between co-workers and general conditions such as private space, security, etc. If one wants more knowledge about a person, one has to go below the water level to discover characteristics and qualities that make up the (cultural) identity of a person. We allow people to look deeper within ourselves only when we want to build trust.
6. The Iceberg Model of Culture can then be presented on a screen or flipchart to highlight the many elements of culture that are primarily in awareness and those are not instantly visible.

Debriefing and Evaluation: There is no specific debriefing but the discussion among participants during the exercise, in particular if it is done in an interactive manner (see also variation below), is itself the reflection and debriefing.

Tips: Try to include a wide variety of people including those of different ages, cultures, ethnic groups, ability and disability etc.

Be prepared, if at all possible, to give some information about the cultural aspects, what are the popular things in each one’s country of origin etc.

Suggestions for Follow-up: Discuss introducing some new activities into your group or organisation to give you an opportunity to find out more about people who are different. E.g. invite a speaker, show foreign films or have a cultural evening including music from other countries.



Durrës, Albania

Group 5 - Transsiberian railway

Issues addressed: Building and sustaining multi-ethnic communities in tension areas

Activity - Trans-Siberian Railway

Aims (Learning Objectives): Understanding the difference between stereotypes, prejudices and discrimination.

Time: 45-60 minutes.

Group Size: 5-20.

Preparation: Papers, pencils.

Instructions: Give a piece of paper and a pen to each participant. Describe the next scenario: "You are traveling with a train from Moscow to Vladivostok. You are sitting in a deluxe coupe with other passengers. You don't know anything about each other (nationality, age, social status). Each traveller has to choose 3 persons and describe them (f.e. first impressions, physical appearance, what do they seem like, assumptions about their personalities etc.). Once everybody wrote their descriptions, ask them to read their short descriptions to others, explain their thoughts on the "travellers".



Debriefing and Evaluation: Organise a discussion. What kind of people's characteristics were described? Do we notice first when we see an unknown person? What are the definitions of a stereotype and a prejudice? Can stereotypes be positive? What is the difference between stereotypes and prejudice? What are they based on? How do they manifest? How can prejudices lead to discrimination?

Tips: During the discussion it's important to explain those terms. Next scheme can be used: STEREOTYPES (cognition) → PREJUDICE (emotional affect) → DISCRIMINATION (action / behavior).

Give concrete examples of stereotypes, prejudices and cases of discrimination in participating countries.



Tuzla, Bosnia & Herzegovina

Final conference

Final conference addressed the crucial aspects of nationalistic extremism in the Balkans and in the wider European area. The conference was a synthesis of topics addressed during the MYWs - what is nationalist extremism, its relation to populism and their role in the shaping of contemporary WB and EU; populism, fake news and social media and their impact on youth and nationalistic extremism; and building and sustaining multi-ethnic communities in tension areas. These key areas were supplemented with insights learned during the project implementation and transferring new models into the practice of youth education. The conference also involved experts outside of the project.

Through gatherings, cross-border exchanges and workshops, young people have talked about nationalism, hate speech and similar problems in our area for the past more than a year. They believe that in this way they can suppress and prevent these phenomena and they want to send this message to the elderly. In this regard, a final conference was held in Tuzla organized by the Youth Resource Center Tuzla - Understanding and Resisting Nationalist Extremism – The Western Balkans and the Question of Kosovo. Partners from Bosnia and Herzegovina, Serbia, Montenegro, Kosovo, Romania, Germany, the United Kingdom and Cyprus participated the final conference.





The problem was not resolved during the project, but it was understood in which direction to continue working. One of the conclusions is that older people here do not give young people a chance.

Participants also spoke about understanding the problem, but also solving it:

"I expect to learn from the younger generations what their solution is to the problems we have here in the Western Balkans." – Monika Mehmeti, Albania.

"I would say that workshops like these can be a solution to the whole situation, for young people to start thinking differently and to get to know different cultures." – Nikola Stanković, Serbia.

"That nationalism has been around for a long time, but lately we have seen some improvement precisely because of these exchanges and socializing. People have realized that we are all the same and that it is unjustified hatred. It is we who are the initiators of that love that will be." – Bogdan Ivković, Serbia.

UEPEKA Montenegro:

EPEKA Montenegro is situated in one of the most rural and devastated areas of Montenegro – Berane a town close to the border with Kosovo and Serbia.

The area in which the organization was established is facing many difficulties; especially in the field of youth. Young people are at high-risk of poverty, they have very limited access to non-formal education as well as limited employment opportunities. Results are high rate of emigration and nationalism. With the implementation of our projects we're aiming to empower the local youth with new knowledge, skills and experience that could later-on benefit especially on the field of active citizenship and intercultural dialogue.

With collaboration of experienced of our sister organization EPEKA Slovenia, we educate young people with fewer opportunities in order to activate and empower them with non-formal education methods. Through volunteering programmes, we promote active citizenship among our members, who often become non-motivated when realizing that their opportunities inside their local environment are limited.

We established good connections with local and national NGOs as well as with NGOs on the international level. Our programs have great influence on self-confidence, creativity and proactivity of our members. Through our work we're focused on inclusion. We include minority members in our youth-work, connect them with young members of majority population and perform activities that promote anti-discrimination and tolerance among the society.

Nationalism, ethnical problems and religion are points of tension like in most ex-Yugoslavian countries still. Nevertheless, in Montenegro there was no Yugoslavian war but many of its inhabitants still participated in it as they were part of the Yugoslav Army. Montenegro is with 1 million inhabitants very interesting as a country, because there is hardly a majority ethnic group in it. Montenegrin, Serbs, Albanians, Roma, Muslims are all in the similar percentages of population. With the situation of Kosovo and ethnical division in the region between Serbs and Kosovars the consortium decided that an organisation from Montenegro would be suitable as the coordinator with full support from the Epeka network as a whole.





EPEKA Slovenia

Scientific and Research Association for Art, Cultural and Educational Programmes and Technology EPEKA, Social Enterprise, was founded in 2008. EPEKA Association was founded as an initiative to connect creators of cultural, artistic, educational, scientific and technological content for the European Capital of Culture 2012 project. One year later, EPEKA proposed the Municipality of Maribor to submit candidacy for the European Youth Capital title. Consequently, Maribor became the European Youth Capital in 2013. We continue our activity in the field of EU citizenship, EU values and intercultural dialogue. EPEKA has branches abroad: EPEKA Czech Republic, EPEKA Austria, EPEKA Serbia, EPEKA Turkey, EPEKA UK, EPEKA Berlin and an informal group of youth EPEKA Armenia. We also have affiliate branches in Ljubljana and Izola.

EPEKA Association, Soc. Ent., is an association of public interest in the field of culture and an association of public interest in the field of youth. We are a non-governmental, non-profit organization, and we have been operating by the principles of a social enterprise since 2013. Currently, we are focusing on the international mobility of youth and informal education (acquisition of learning competencies) in the youth field. In 2016 we have also established the EPEKA Youth Cooperative Society to support youth business in 2017 we established a multi-purpose Roma center; Roma station, which is a project that empowers local Roma community members with information, new skills, non-formal education and opportunities in the field of employment.

Our fields of work:

Art - we own a Gallery in which we exhibit various work of art by known Slovenian and foreign authors, we are also involved in projects supporting intercultural values:

<http://www.kurdistan24.net/en/news/d1c374fb-aed4-4a32-8da7-3a4bd7ea5f46>

Youth

On yearly basis we are involved in 20+ Erasmus+ and Europe for Citizens projects, currently we're running 2 Erasmus+ KA2 projects (European Youth Against Anti-Gypsyism and Integration for Deeper Social Integration). We are also running a number of national ESF projects targeting people with fewer opportunities. (<https://www.facebook.com/Antigypsyism/>) (<http://fairemployment.si/en/project/>, <https://www.facebook.com/romskapostaja>)

In 2018 opened a modern Youth center with 300m² of spaces, where we perform various educational activities for young people, with the specific focus on young people with fewer opportunities.

Social Entrepreneurship

We operate by the principles of a social enterprise, through which we focus on the active inclusion of vulnerable group. One of our biggest projects was the establishment of Romani Kafenava - first Roma restaurant that operates by the principles of social enterprise.

https://www.youtube.com/watch?v=c_NAboS-p0M

EPEKA Germany

EPEKA Berlin is focusing on the production across disciplines. Through a broad range of educational programs, performances, residencies, and exhibitions, Epeka Berlin e.V. intends to transcend disciplinary boundaries to foster a community where alternative modes of thought are activated and supported. We strive to make culture accessible to all, with the specific focus on young people that we'd like to include in all the activities we organise. Our main method of empowerment of communities is through various forms of art. EPEKA Berlin e.V. is a part of larger Epeka Network, with its branches in following countries: Slovenia, Croatia, Montenegro, UK, Turkey, Austria, Serbia and Czech Republic. The president of EPEKA Berlin e.V. previously worked in EPEKA Slovenia, where he gathered relevant working experience, which he can now put into practice.

Although Epeka Berlin is a fairly new organization, its key persons are familiar with EU programmes, like Erasmus+, Europe for Citizens, Creative Europe etc., which they coordinated before establishing their own branch. EPEKA is multi-disciplinary organization, experienced in the field of non-formal education, entrepreneurship, art, social integration etc. We are also active in the field of volunteering; we try to empower local youth through their involvement in the activities we're organizing. Through these activities they're gaining new skills and competences, which increase their employability and stimulate their proactivity. Another topic we're focused on is empowerment of those with fewer opportunities with an aim of improvement of their social integration and active participation. We work with migrants, members of Roma minority, people with disabilities, etc. We strive to organize events and activities that promote the methods of non-formal education and connect those activities to various forms of art. In the future we'd like to continue with our mission and collaborate with partners on local, national and especially international level, therefore we'd like to get involved in the opportunities of Erasmus+ programs.



Bosnia & Herzegovina: The Youth Resource Center Tuzla

The decision to establish and register such a center was based on the expressed needs of young people. Namely, most youth NGOs in BiH have so far worked with the help of international organizations / institutions, but such assistance is increasingly weak and youth organizations are left to fend for themselves. Most of them do not cope in such situations and stop working very quickly. This is especially true for youth organizations in smaller towns in BiH, which are unable to meet the basic needs of young people without adequate assistance. Taking into account this situation and such problems, we decided to establish the Youth Resource Center (ORC) Tuzla, which would adequately provide support and assistance to all youth organizations that would encounter problems in their work.

In January 2004, the founding assembly of the Youth Resource Center (ORC) Tuzla was held, which was registered and started operating.

Mission

The Youth Resource Center (ORC) Tuzla assists youth organizations and individuals, especially those operating in smaller and "closed" local communities in Bosnia and Herzegovina.

Objectives of ORC Tuzla

1. Strengthening and strengthening the youth sector in BiH
2. Strengthening and strengthening the capacity and resources of youth organizations and informal youth groups, especially in small communities
3. Monitoring, encouraging and strengthening the work of youth and youth organizations
4. Encouraging and strengthening cooperation between youth organizations local, national and regional level
5. collecting and creating a database on youth organizations, their activities and work
6. building cooperation between youth organizations and authorities at all levels
7. initiating the process of institutionalization of the youth sector in BiH
8. providing professional and logistical assistance and support to youth organizations in their work, especially organizations in the process of establishment
9. Establishing and creating better communication and faster flow of information among youth organizations

10. Connecting and cooperating with youth organizations in the region, Europe and the world
11. Improving and developing the activities and work of youth organizations, according to European standards
12. Establishing and achieving cooperation with other related associations in the country and abroad
13. realization of other common interests of youth and youth organizations.

ORC Tuzla activities

After the establishment of ORC Tuzla, it started with concrete activities. First of all, we worked on the promotion of ORC Tuzla, directly informing youth organizations in BiH about the opportunities that this center provides to young people. For this purpose, we visited youth organizations and informal youth groups in the cities: Konjic, Jablanica, Banovići, Brčko District, Gradačac, Bijeljina, Zvornik, Bratunac, Vlasenica, Višegrad. As part of these visits, we offered them the use of our capacities and assistance in their future work. We also promoted as part of appearances in the media, on the website www.orctuzla.ba, as well as during the publication of various publications.



Kosovo: Center for Education and Training Prizren

Center for Education and Training Prizren - is non – profit, NGO founded in January 2015 by people with previous experience in other NGOs, who worked and continue to work with young people. Our mission is to create opportunities for young people, promote exchanges between students from different countries, organize summer and winter camps for better understanding of culture and traditions of other nations. The main goal of the organization is to give non-formal educational possibilities to the young people in different fields, on local and international level; to promote the idea of volunteerism and to connect young people despite their nationality, religion, political, economic or social status. We are trying to help and give the right resources and basics knowledge to young people for increasing their future employment opportunities and to promote the idea of entrepreneurship among people with fewer opportunities. We provide trainings and financial support for young individuals, with an aim of better development of democracy and values of the civil society Our target groups are Young people from 13 to 30 years old, no matter their gender, religion, race, social status or sexual orientation. CET Prizren organizes events, workshops, campaigns, exhibits and acts as a coordinating organization for training courses and youth exchanges. We're also helping NGO leaders and young people with fewer opportunities to take part in international events and promote social inclusion.



Albania: Qendra Open Doors

“Open Doors” organization aims to build and to further strenght the bridges of cooperation in the fields of social & economic development, culture and cooperation between civil societies in the Mediterranean Region and beyond. The target of “Open Doors” activities are: Devising adequate scenarios and drafting policies over social, democracy and intercultural dialogue, building up/joining/formalizing groups of interest, at home and abroad, aimed at reinforcing democracy, rule of law and respecting the human rights and fundamental freedoms, in all current and future programs of the European Union, strengthen youth work on the field of activism, active participation, political participation and active citizenship, support cultural and human mobility in the Euro-Med space, especially young people, establishment of partnerships with other similar organizations on regional and world scale, as well as with prestigious educational institutions, in terms of drafting educational programs for the youth, which should serve as catalysts for social change, socio-cultural projects to include people with fewer opportunities.



Romania: Centrul Educațional de Resurse și Training

C.E.R.T is structured on 3 main departments: Projects (in charge of international networking and partnership, implementing international projects and PR), Networking (responsible of national and local networking, raising funds, and volunteers management) and Resources and Training (dealing with educational materials, logistics, data bases of learning e-tools, staff's professional development, research and innovation of learning process).

Our association aims to :

- periodically create informative materials for young people and the local community;
- organize training courses, seminars, conferences, public debates, social events and public opinion awareness campaigns;
- implement national and European educational partnerships,
- support social assistance activities in the rural area
- inform and promote the human rights;
- raise awareness upon the democratic principles such as: equality, dignity, freedom.

Our main activities are:

- ecological and environmental protection activities;
- volunteering in social work;
- protection of human rights and the rights of children, especially in the rural area;
- empowering young people from the rural area;
- supporting young people with educational and economic difficulties.

Our association has already 5 years of experience in hosting training courses and youth mobility projects, being specialised in educational programs for multipliers, youth workers, youth leaders, volunteers and project managers, aiming to increase the learners' skills to multiply and valorize the new competences in raising the quality of youth work in local active organizations in non-formal and formal educational field.



EPEKA Ltd was established in the UK, as a part of a larger, international EPEKA network. In our work we're mainly focused on working with young people with fewer opportunities (minority members, migrants, young people with disabilities, etc.).

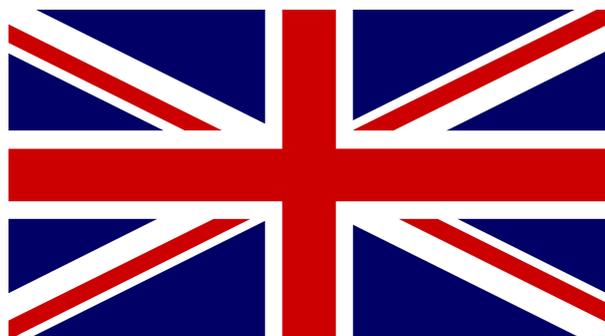
Through methods of non-formal education, we're trying to empower these young people with various skills and knowledge that could increase their level of employability and help them with more efficient integration in the society.

We're organising workshops, lectures and other activities that aim to connect young people that are suffering from various types of exclusion (e.g. discrimination based on gender, ethnicity, sexual orientation, disability, etc.). Through our activities we're trying to provide these young people with a safe place in which they can express themselves without feeling judged.

The main methods of social inclusion we use are; inclusion through sports (we organize sport events that gather young people and other interested public) and inclusion through usage of artistic tools (workshops through which young people get familiar with various forms of arts, preparing exhibitions, etc.). Through our work we also encourage young people to start being active in the field of volunteering as we believe volunteering can have many positive effects on a young person (learning about working tasks, feeling useful, gaining motivation of participants, gaining self-confidence, learning about individual working and working in a team, etc.).

The mission of our organisation is to provide young people with equal opportunities and empower them with skills, gained through non-formal education methods.

Currently, we're putting a lot of effort into providing young people with opportunities to collaborate with other international organisations through international mobility projects. We are also strongly focused on providing cultural and entrepreneurial training to recent immigrants to the UK.



YES TO
EUROPEAN UNION
NO TO
NATIONALISM

Thank!
You!



If you need any information feel free to contact us.