

FROM RESEARCH TO ACTION

Report on the needs assessment of the target groups in the regional project

"Action for girls' rights to equality, peace and security"

Belgrade, 2023



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All terms used in the masculine gender include the masculine and feminine genders of the persons to whom they refer, unless stated otherwise.

This research was developed with the support of the “SMART Balkans – Civil Society for Shared Society in the Western Balkans” regional project implemented by the Centar za promociju civilnog društva (CPCD), Center for Research and Policy Making (CRPM) and Institute for Democracy and Mediation (IDM) and financially supported by the Norwegian Ministry of Foreign Affairs (NMFA). The content of the research is the sole responsibility of the project implementers and does not necessarily reflect the views of the Norwegian Ministry of Foreign Affairs (NMFA).

DESCRIPTION OF RESEARCH

This report/assessment was made within the framework of the regional project "Action for girls' rights to equality, peace and security" implemented by Children and Youth Support Organisation (CYSO), together with three regional partners: Volunteers Centre Skopje (VCS) from Republic of North Macedonia, Partnere per Femijet (PPF) from Albania and the Institute for Development of Civil Society "Innovate" (IDCSI) from Kosovo*. The project aims to contribute to strengthening the influence of civil society on the equality of people, women and girls in building peace and social cohesion through education, networking and advocating for gender equality and the empowerment of girls in the countries of the Western Balkans. This general goal would be achieved through the development of subregional networks of civil society organizations that work in the field of peace and security through the promotion of gender equality and the active participation of young women, through peer education and the empowerment of young people (especially girls), which will lead to a lasting impact on promoting equality, peace and security. The importance of promoting the empowerment of young people, especially girls, and respect for diversity and gender equality for long-term peace and stability through peer education, advocacy, networking in the countries of the Western Balkans and partnerships with EU organisations and networks are the key outcomes of the project, which will affect civil society as a whole.

The first step towards the realization of the stated goals is determining the needs of the target groups in the project with an emphasis on the needs and challenges that young people face in encouraging peace building and anti-discrimination.

Determining needs was done through research that included cabinet research and field research using quantitative and qualitative methodology.

The needs assessment report for each project country will be the basis for the promotion and adaptation of already existing training materials/manuals for young people from the four partner countries in the project. Although it is primarily intended for the needs of the project, this report will be available to all other interested parties who would like to know more about the state and needs in the areas covered by this report.

The research was conducted in May and June 2023. The research was carried out by local project teams in Albania, Republic of North Macedonia, Kosovo* and Serbia. Before the start of the research, the local teams received the methodology and instruments with a description of the work, after which an online meeting was held. The meeting discussed the necessary approach in conducting the research, possible difficulties in the application of certain techniques and situational factors that may affect the research. At the same meeting, the remarks and suggestions of local partners were accepted and entered into the final research instruments, after which the final content of the research instruments was determined.

The research respected all ethical principles present in social research. Participation was voluntary, and each participant could withdraw from the research at any time. The participants (youth, parents, teachers, representatives of the academic environment and local institutions) were told that they were guaranteed the anonymity of their answers, they were presented with the methodology, the way of using the data. Parental consent was obtained for respondents under 18 years of age. All participants signed their consent to participate in the research.

We designed the report in such a way that the data was analyzed by the territories where the research was conducted and at the end a comprehensive conclusion was given. The emphasis in the analysis is on the data from research with young people because they represent the primary target group for this project.

The structure of the report follows the structure of the questionnaire and has the following sub-points in the analysis for each of the project countries: understanding the concept of discrimination and the perception of the most discriminated groups in society, gender roles and relationships, expectations from the project and readiness for activism, the role of the state media and CSOs.

1. OBJECTIVES AND RESEARCH METHODOLOGY

1.1. Research objectives and target groups

The objectives of the research were to determine/identify the views and experiences of the project actors on women's rights, gender-based discrimination, stereotypes and the development of equality for girls/women. Identify obstacles in the implementation of gender equality policies and the fight against violence. Registering social practice (degree of tolerance, awareness of the problem of gender-based violence and discrimination, facing social pressure to play gender roles according to given cultural patterns) in the countries where the project was carried out and its cultural foundations when talking about gender-based violence and gender inequality. The perception of the possibility of building peace and reconciliation in the Balkan areas, all through the prism of suppressing discrimination and fighting for the widest possible social inclusion. Young people (13-29 years old), parents, teachers, local institutions, civil society organizations, academic community.

1.2. Methodology

Preliminary research on this project aims to determine the knowledge, awareness, social and institutional contribution, understanding of the phenomena defined in the project objectives of all actors involved in the project itself.

In accordance with the psycho-social characteristics of each target group, it is suggested that the research be done by a so-called combination of different research techniques suitable for each target group with the primary goal of obtaining the highest quality data. The choice of methodology is conditioned by the economy of time and resources available to each of the partners in the research. The economics of research and the specificity of work in the field caused the change of certain research techniques that were foreseen in the draft project. Thus, for the linear methodology of identical instruments for each target group, we applied techniques that, in our opinion, are suitable for the psychosocial characteristics of the target group, all with the aim of obtaining more reliable and relevant data. Data collection was carried out using quantitative and qualitative so-called mixed methodology.

We decided on a mixed methodology (combined method) for the reason that our target groups are very different in their characteristics. Here, we primarily mean the level of knowledge about the project topic and the social role that each of the participants has in social reality and in the context of the project topic. With that, we conducted a semi-structured interview with people from the local administration and the academic community and enabled the participants to freely express their views on the topic and its place in a very fluid social reality. Focus group discussions for parents and teachers were the most suitable for us because they enable interaction and discussion on the topic, groups that, by their role, are unequivocally involved in the formation of young people's attitudes through socialization and learning. By obtaining descriptive data from focus groups, we are able to see more clearly and deeply the social environment in which young people live and in which they form their opinions and attitudes. We opted for a quantitative methodology for young people because it allows us to register the opinion of young people about discrimination, gender equality and readiness to engage in the fight against these phenomena in the fastest and most neutral way. A sample of 40 young people in each country allowed us to choose a quantitative approach.

Research techniques - Depending on the group, the research was carried out as follows:

- **Youth-questionnaire;** - The questionnaire is composed of open and closed questions. It contains 14 questions (5 open and 9 closed, i.e., a total of 28 variables), three of which are demographic characteristics of the respondents. We structured it in such a way that, through open questions, we measured knowledge about certain concepts (discrimination) and the perception of the most discriminated groups in their society. With an open question, we measured the willingness to engage in this project and the reasons why they would engage and why not. We also asked a small segment of questions about the perception of the position of women in their societies. Two questions related to personal experiences with discrimination. We asked about interest in the topic and willingness to engage in the project in 4 questions. We used one question to measure readiness for civic activism. With one question, we measured the agreement or disagreement of young people with certain attitudes that basically reflect the stereotypes that exist in our societies.
- **Parents and teachers - focus group discussions;** - In focus group discussions, teachers and parents discussed the definition of discrimination, raising children and avoiding gender stereotypes, how much these stereotypes are represented in the family and school. Does gender inequality generate gender-based violence, does gender inequality exist in the family and school, readiness on participation in the project, the role of the media and traditional culture and attitudes
- **Civil society organizations - online questionnaire;** - We asked CSOs about their interest in participating in the project on the perception of the presence of discrimination in their societies.
- **Local institutions and the academic community - semi-structured interview.** - With these participants, in addition to the mentioned thematic units for parents and teachers, we also focused on the topics of the role of the state (and local administration) and the role of CSOs in preventing discrimination. Defining the causes of discrimination, the position on gender inequality and gender-based violence. The role of traditional norms, whether religious or cultural, in the generation of gender inequality.

1.3. Realized sample

Youth research

The research was conducted on a convenient sample of young people from the region. 167 young people participated in the research. The territorial distribution is 40 in Serbia, 41 in Kosovo*, 40 in Albania and 46 in Republic of North Macedonia. The gender structure of the total sample is 43.1% men and 56.9% women.

	Serbia		Kosovo*		Albania		Republic of North Macedonia		Total	
	N	%	N	%	N	%	N	%	N	%
Male	16	40.0	20	48.8	14	35.0	22	47.8	72	43.1
Female	24	60.0	21	51.2	26	65.0	24	52.2	95	56.9
Total	40	100.0	41	100.0	40	100.0	46	100.0	167	100.0

In addition to questionnaires with young people, the research included focus group discussions with parents and teachers and semi-structured interviews with members of the local administration and the academic community. At the end, an online questionnaire was used to request responses from civil society organizations. The numerical structure of the implemented activities is given in the table below.

Focus groups and interviews

Group	Serbia	Kosovo*	Albania	Republic of North Macedonia
Parents	7 participants	6 participants	9 participants	11 participants
Teachers	15 participants	7 participants	10 participants	13 participants
OCD questionnaire	13 organisations	10 organisations	8 organisations	8 organisations
Academic community	2 interviews	2 interviews	2 interviews	2 interviews
Local administration	2 interviews	2 interviews	2 interviews	3 interviews

RESEARCH RESULTS BY COUNTRY

2. SERBIA

Research in the Republic of Serbia went without difficulties, although certain activities had to be accelerated due to the shortening of the school year. 40 respondents, 16 men and 24 women, participated in the research of young people in Serbia. Seven parents and fifteen teachers attended the focus group discussions. Two interviews were conducted with members of the academic community and two interviews with representatives of the local administration. The CSO questionnaire was filled out by 13 organisations.

2.1 Understanding of discrimination and perception of the most discriminated categories

More than half of the surveyed young people in Serbia, 52.5%, who participated in the research, define discrimination as unequal treatment of different groups and persons because of their characteristics. 20% of the surveyed young people believe that discrimination is belittling, insulting, humiliating, abuse, and 15% of young people include the situation when society rejects an individual because of his characteristics.

Teachers see discrimination as:

"Denigration of certain groups based on certain criteria"
"Judging others everyone has the right to comment"
"Separation"

For **parents**, it represents

"Belittling like for example I'm a man I can do it you're a woman you can't."
"Gender equality is now a woman and a worker and a housewife."
"Gender discrimination is, for example, when a student in the cookery course says that cooking is for women."

Discriminated groups in Serbian society, according to young people, are Roma 42.5%, LGBT community 27.5%, women and girls 20%, ethnic and religious minorities 50%¹. 7.5% of young people think that there is no discrimination in Serbia.

CSOs in Serbia define discrimination as follows

"Deprivation of basic life rights: education, health, decisions, neglect, violence of all forms"
"Any different treatment (humiliation, ignoring, physical and psychological mistreatment) of institutions and/or individuals towards different and weaker ones; Any action towards others, derived from stereotypes. "
"Discrimination is a threat to the right to equality, regardless of skin color, nationality, or gender."

¹ The percentage is calculated based on the number of respondents, the sum of the percentages is above 100% because there were multiple answers, each respondent could name up to three groups. (applies to this question throughout the report)

The most discriminated group are the Roma 57.5%, followed by the LGBT community 7.5% and national and ethnic minorities 7.5% and there is no discrimination answered by 7.5% of young people.

CSOs in Serbia also prioritize the Roma, followed by the LGBT community, women, people with disabilities, and migrants and displaced persons.

In 67.5% of cases, young people in Serbia do not agree with the view that women and men are equal in Serbia. The degree of disagreement is completely disagreed 20% and disagree 47.5%. Equality is confirmed by 12.5% of young people.

Equality can also be monitored through the statements of our teachers and parents

Teachers:

"The division of work between men and women is still preserved in our families, and in 90% of cases it is like that in these areas."

"I think today there is much less tolerance than before in the patriarchal family"

"The partnership between parents and teachers should be nurtured. Parents don't know what to expect from teachers, and on the other hand, teachers constantly face criticism from parents."

"I attended some seminars, but we should talk more about this topic"

Parents:

"In my village there is a division of roles"

Children should be taught that there is no division of labor

"For example, a man says, I helped a woman, that I took care of the children, as if the children were not his."

2.2 Gender roles²/relations

Four fifths of young people in Serbia, 80%, agree that societal norms dictate that women are destined to be housewives. 72.5 agree with the position that women are mainly responsible for being mothers and work in the household with the position that both women and men have the same chances for education, slightly less than two-thirds of young people agree, 67.5%. Only 20% agree that boys get higher grades. 55% of young people agree with the attitude that men are more easily employed than women. The most important decisions in the family are made by men, 50% of those surveyed agree. The man manages the family money 57.5%

Table no.1 To what extent do you agree with the following statements/Serbia?

	Disagree	Neither agree, nor disagree	Agree
	%	%	%
Men are more easily employed than women	15.0	30.0	55.0
Boys are more likely to get higher grades than girls if they are interested in the subject	45.0	35.0	20.0

² In this research of young people, we determined gender roles through agreeing and not agreeing with certain stereotypical attitudes present in traditional/patriarchal culture.

Women are mainly responsible for being mothers and working in the household	17.5	10.0	72.5
The most important decisions in the family are made by the man	25.0	25.0	50.0
The man manages the family money most often	20.0	22.5	57.5
Both women and men have the same opportunities for education	12.5	20.0	67.5
Norms in society dictate that women are destined to be housewives	7.5	12.5	80.0

Table no. 2 To what extent do you agree with the following statements/Serbia? according to gender

	Male			Female		
	Disagree	Neither agree, nor disagree	Agree	Disagree	Neither agree, nor disagree	Agree
	%	%	%	%	%	%
Men are more easily employed than women	18.8	43.8	37.5	12.5	20.8	66.7
Boys are more likely to get higher grades than girls if they are interested in the subject	25.0	50.0	25.0	58.3	25.0	16.7
Women are mainly responsible for being mothers and working in the household	6.3	6.3	87.5	25.0	12.5	62.5
The most important decisions in the family are made by the man	12.5	37.5	50.0	33.3	16.7	50.0
The man manages the family money most often	12.5	31.3	56.3	25.0	16.7	58.3
Both women and men have the same opportunities for education	12.5	18.8	68.8	12.5	20.8	66.7
Norms in society dictate that women are destined to be housewives	6.3	18.8	75.0	8.3	8.3	83.3

From this distribution according to gender, we see that discrimination in finding a job in favor of men is noticed much more by women than by men: 66.7% of women agree with this attitude and only 37.5% of men. The highest level of equality is observed by both groups in the domain of education, 68.8% of men and 66.7% of women think that the opportunities in education in Serbia are the same. As expected, more than four fifths of women, 83.3%, accept the position: norms in society impose that woman are destined to be housewives. In the end, let us highlight the gender stereotype that women are mainly in charge of being mothers and working in the household, accepted by 62.5% of women, which is still far less than men who agree with this attitude in 87.5% of cases. Women express the greatest egalitarianism in the attitude that the most important decisions in the household are made by the man, with which half of the women agree 50%.

Table No. 3 Average rating on a scale from 1 to 5 (1 do not agree at all, 2 do not agree, 3 neither agree nor disagree, 4 agree, 5 completely agree/Serbia

	Average
Men are more easily employed than women	3.45
Boys are more likely to get higher grades than girls if they are interested in the subject	2.68
Women are mainly responsible for being mothers and working in the household	3.62
The most important decisions in the family are made by the man	3.23
The man manages the family money most often	3.40
Both women and men have the same opportunities for education	3.75
Norms in society dictate that women are destined to be housewives	3.85

A fifth of 20.5% of young people believe that the position of women in Serbia is improving, 71.8% think that the position has remained the same and 7.7% think that the position is declining.

Teachers emphasize:

*"The parents are not interested in coming to the school at all."
 "There is no gender division in the school by teachers."
 "The key responsibility is in the family; the child cannot be brought up alone and look for solutions"*

Parents emphasize:

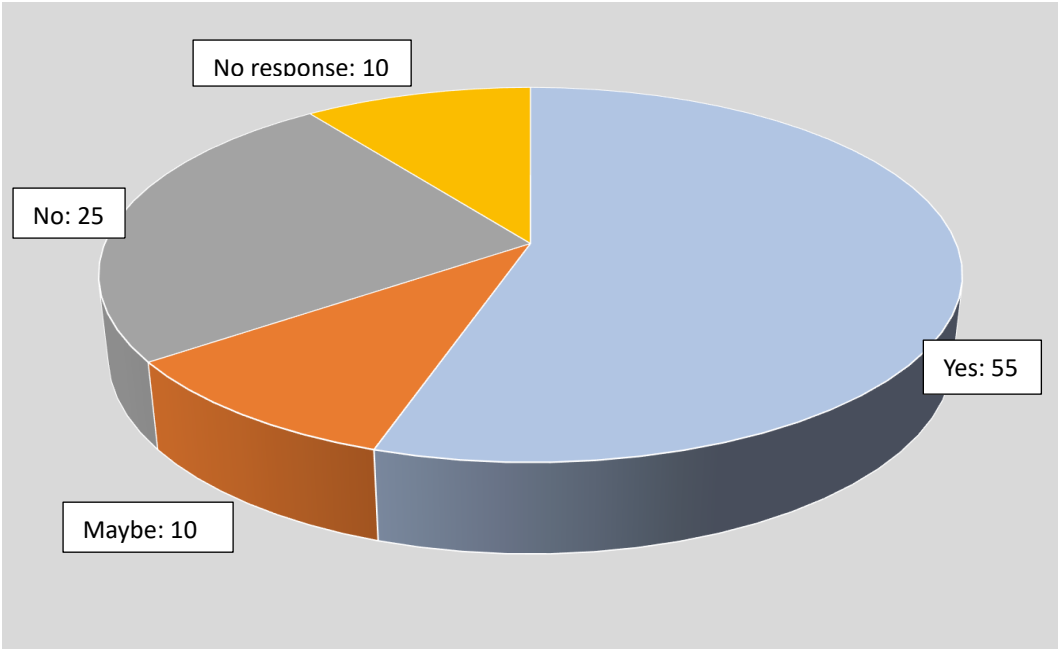
*"Parents have to visit the school more and not only at the parent's visit, and that's six or seven of us, a third, and so it's always the same."
 "Teachers must be a little stricter, even at the cost of making parents angry"*

2.3 Project expectations and civic activism

20% of young people are very interested in the topic of gender equality, 47.5% are quite interested in the topic, 22.5% and 10% of young people are not at all interested in the topic, 52.5% of young people would participate in the civic activities of signing the petition. Advocacy is acceptable for 37.5% of respondents, involvement in the work of civil society organizations 42.5% and learning about equality 47.5%.

55% of young people would participate in this project. Maybe 10% would participate. and 25% would not participate.

Graph 1. Would you participate in this project (result in %)



Regarding willingness to participate in the project, the distribution by gender shows that 50% of men and 58.3% of women would participate.

The largest number of young people expect the project to lead to a better life for women 22.5% and to see changes for the better in the context of discrimination 22.5%. A large number of young people answered with I don't know 35%, 10% would like to help as much as they can, 5% to learn more about this topic and 5% have no expectations All CSOs would participate in the project. Teachers and parents expressed their willingness to participate in the project and that synergistic action is very important to prevent violence in school. Such action would enable the fight against stereotypes as one of the origins of gender-based violence and gender inequality.

When we talk about the state and its role in the fight against discrimination and gender inequality, the interlocutor from the academic community emphasizes the following:

The state must provide a legal framework and coordinate the work of institutions related to the fight against discrimination.
"There is no understanding of how something that exists on paper translates into school practice"
"Knowledge of how educational policy is translated into practice"

The task of the state is also to involve the wider professional public in the problem of gender discrimination and the creation of public policies

"Strengthen the public debate and involve as many teachers as possible in it, all with the aim of creating better policies."

"Adopting goals at the national level while leaving school autonomy in implementation and adaptation to its peculiarities"

"It's okay to reexamine values, but there can be no imposition without reexamination."

Our interlocutor from the academic community states that we should resist the attitude that everything is traditionally negative. And that the freedom to choose a gender role should be allowed, but with the full awareness that it is a social construct and that it is not imposed.

"A climate has been created that everything that receives an epithet traditionally carries a negative sign and that it should be treated as something extremely negative. Today, you can't say I don't want to work, I want my husband to support me, because that's undesirable"
"stereotypes should be constantly reexamined and awareness created about their harmfulness as a generator of gender inequality and everything that that inequality brings with it, primarily I mean violence"
"media is the main source of stereotypes and sexism"
"if I could, I would abolish gender as a social construct, especially in the media"
"children should be taught about a world without gender from cartoons onwards"

2.5 Conclusion Serbia

- Roma people are perceived as the most discriminated group of all participants in the research.
- The story of violence in Serbia was largely influenced by the public narrative that was established after the mass murder at "Vladislav Ribnikar" elementary school.
- Gender stereotypes are not acquired at school, but are emphasized by teachers in practice
- Teachers and parents, while accepting a certain "responsibility" for spreading and developing gender stereotypes, tend to shift the key role to the "other", teachers to the family and parents to teachers.
- Explain the criteria for distinguishing ordinary children's quarrels from peer violence. This lack of distinction is more present among parents and can often be a source of confusion and misunderstanding with teachers, which further leads to obstacles in the prevention of violence.
- Young people have expressed a great interest in the project and are ready to participate in it, that participation is closely related to their desire to participate in advocating for new legal solutions.
- Although they recognize that norms are imposed regarding gender stereotypes among young people in Serbia, compliance with gender stereotypes is present to a significant extent among both men and women.
- Young women see much more discrimination against women in employment than men, because 66.7% of women believe that men are easier to get employed, while this attitude is shared by 37.5% of men.
- Respondents see the least present inequality in the domain of education
- Gender stereotypes are more accepted by men, but it must be emphasized that a significant number of women also accept recognizable gender roles.

3. KOSOVO*

3.1. Understanding discrimination and perception of the most discriminated categories

Defining the concept of discrimination, more precisely their understanding of that concept, was the first question for all target groups in the research. (The question was open-ended.) **Young people** mostly define discrimination as individual behavior towards other people who are treated with contempt, insult, humiliation or abuse. This answer was given by 43.9% of young people. In second place is the definition that talks about unequal treatment of different groups or persons because of their different characteristics. 39% of young people answered that way. And in third place, 12.9 young people answered that discrimination is dishonesty and injustice.

On the territory of Kosovo*, 41 interviews were conducted with young people. The gender structure is as follows: 20 men and 21 women. Focus groups were conducted with six parent participants and seven teacher participants. Two members of the academic community and two members of the local administration were interviewed. The questionnaire for civil society was filled in by ten organizations. The work plan was followed and everything went smoothly.

Teachers define discrimination by emphasizing that the essential determinant is unequal treatment, towards a specific group based on their specific attributes. The emphasis in certain determinants is different, so in some it is unfair treatment, in others it is systematic disrespect of rights and freedoms.

"Discrimination is unfair treatment of a person or group based on their membership in a particular category, such as gender, race, nationality, religion, sexual orientation or disability."

"Discrimination is a systematic or individual disrespect or limitation of the rights and freedoms of a person or a group based on a certain characteristic. "

"Discrimination is unfair or unequal treatment of someone because of his or her sex, race, religion, nationality or other characteristics."

"Discrimination is a negative attitude and behavior towards people because of their belonging to a certain group, be it their gender, ethnicity, sexual orientation or other characteristics."

For **parents**, discrimination is most often defined as unfair treatment towards other groups and persons.

"Discrimination is unfair treatment or discrimination against a person or group based on certain characteristics such as gender, race, nationality, sexual orientation or disability." It is unfair and violates basic human rights."

In order not to enumerate the definitions offered by respondents from civil society, the academic community and local self-government, we will present what those definitions have in common. Respondents define discrimination most often as unequal or unfair treatment of other persons or groups, with some the emphasis is on one of these categories, while with others both categories are mentioned, both individuals and groups. In the definitions offered, unequal and unfair treatment is caused by certain specific group or individual characteristics, from national ethnic or some other group affiliation to disability for individual persons. Teachers recognize gender discrimination as a specific type of discrimination that is conditioned

by belonging to different gender groups. All participants distinguish between gender and sex, with the fact that no one, in explaining gender, went beyond the framework of roles that coincide with biological conditioning, more precisely, all definitions went within the framework of male-female gender roles.

Some participants point out that to some extent gender differences must be respected as predetermining for a certain job. And that sometimes they are not meaningless.

"I recognize that there is gender discrimination and inequality, I believe that some aspects of that inequality are based on the biological differences between men and women. For example, physical differences can lead to different demands and expectations in the workplace. I think it's important to distinguish discrimination from differences that arise from biological factors."

"I understand the need to include and respect different identities, but I think we focus too much on individual choices and ignore the biological differences that underlie our existence." Nature has set certain boundaries and roles for men and women, and we should accept them instead of challenging them."

One of the teachers is of the opinion that acting against nature and abolishing gender differences can be harmful.

"Trying to remove that difference can lead to the loss of traditional values and the destabilization of society."

It is evident that for some teachers, gender roles are tied to tradition, and according to them, tradition is the foundation of society, so their commitment to the prevalence of gender stereotypes is always questionable from the point of view of whether it is sincere and whether it stems from accepting the harmfulness of stereotypes or whether it is socially desirable. In their answers in the focus group discussions, the parents point out that in our society, despite certain changes for the better, gender discrimination is still present, and that it should be continuously fought against. The task is to make people aware of what gender discrimination is and that it is fundamentally unfair. According to the parents, education within the family plays a big role in that struggle.

"As a parent, this worries me, because I want my child to grow up in an environment that values equality and respects all individuals." I think it is crucial to educate children about the importance of gender equality and the fight against discrimination. It is also important to empower and support girls to believe in themselves and their potential."

"... it is crucial to be aware of the presence of gender discrimination so that we can take steps to overcome it. It is necessary to work on education and raising awareness about gender equality in order to change stereotypes and prejudices that lead to discrimination."

Among young people in Kosovo*, participants in our research, the most discriminated groups are women and girls, as stated by 46.3% of young people, followed by persons with disabilities and developmental disabilities 41.5%, followed by Roma with 39% and the LGBT community with 36.6%.

Civil society organizations from Kosovo* emphasize children, youth, the LGBT community and people with disabilities.

As the most vulnerable group in the context of discrimination, young people in Kosovo* state women and girls 34.1%, LGBT community 24.4% and Roma 17.1%.

Civil society organizations in Kosovo* recognize that discrimination is present in their environment, for some it is even excessively present.

Young people from Kosovo* overwhelmingly 75.6% disagree with the statement that women and men are equal in their environment. The degree of disagreement ranges from strongly disagrees 24.4% to disagree 51.2%. It should be noted that none of the young respondents said that women and men are equal in their society. According to teachers, gender roles and insistence on them can lead to discrimination, and that they are present to some extent in school.

"In my opinion, the gender division of roles can be a form of discrimination against women and girls. When certain roles and responsibilities are automatically assigned to only one gender, it can limit the opportunities for women and girls to engage in other spheres of society. For example, if women and girls are predominantly assigned housework and childcare, they may feel restricted and focused only on those roles, while men and boys are assigned other areas such as leadership and careers."

However, there are also different opinions that place the acceptance of gender roles in the domain of tradition and established patterns, which are not necessarily bad. This leads us to the conclusion that it is necessary to work with teachers in the context of overcoming the patriarchal legacy and adapting it to modern conditions.

"I understand that gender roles can be perceived as a form of discrimination, but I think it can also be a result of traditional social norms and expectations." In some cultures, certain roles are a long-standing tradition and part of cultural heritage. This does not necessarily mean that women or girls are discriminated against, but that there is a social pattern that has been present over time. It is important to work to promote equal opportunities for all genders and break down gender stereotypes, but it should be done in a way that respects and understands cultural diversity."

This fight against gender inequality and the overcoming of stereotypes is very well observed by parents and they suggest that we can fight against it only through joint actions. Parents also mention their personal experiences with gender discrimination and its consequences. In the answers, we see that it is clearly connected that the struggle for a more inclusive society also leads to a reduction of gender-based discrimination.

"...it is important to promote dialogue and exchange of opinions on gender discrimination in order to work together to overcome it. Only through open and honest discussions can we understand different perspectives and work together to build a more inclusive society."

Here we also have two interesting personal experiences of gender discrimination from different perspectives:

"...I have experience with the consequences of gender discrimination. As the father of a teenage girl, I have noticed that she often faces stereotypes and limitations based on her gender. I see how certain expectations are imposed on girls and how their freedom of choice is hindered. This frustrates me because I want my daughter to be treated the same as her male peers and to have the same opportunities for development and success."

"... I faced the consequences of gender discrimination, but in a different way. As the father of a teenager, I noticed that I was expected to act a certain way, to be "manly" and to suppress my emotional expressions. This is really limiting because I want to be a supportive father, but I often feel like my emotions and vulnerability are unimportant or inadequate. I think it's important to break down those gender stereotypes and allow men to feel free to be authentic and express their emotions."

3.2. Gender roles/relation

In the questionnaire for young people, we tried to determine the perception of the state of society in terms of gender inequality and different "traditional" values. In the opinion of 46.3% of young women, it is easier for women to be employed in Kosovo* society, 65.9% claim that the most important decisions in the family are made by men, and even more of them, 70.7%, state that men most often manage the family's money. It is obvious that young people notice significant differences in the position of women and men, which are always to the detriment of women. This state of affairs shows that there are still strong generators that prevent equality in gender roles and overcoming gender roles themselves. One of the generators is tradition, but there are also modern cultural/value models suited to neoliberal systems. These systems are much closer to traditional values and therefore favor the maintenance of gender stereotypes and gender inequality.

Table no. 4 To what extent do you agree with the following statements/ Kosovo*?

	Disagree	Neither agree, nor disagree	Agree
	%	%	%
Men are more easily employed than women	43.9	9.8	46.3
Boys are more likely to get higher grades than girls if they are interested in the subject	48.8	4.9	46.3
Women are mainly responsible for being mothers and working in the household	46.3	12.2	41.5
The most important decisions in the family are made by the man	2.4	31.7	65.9
The man manages the family money most often	4.9	24.4	70.7
Both women and men have the same opportunities for education	22.0	29.3	48.8
Norms in society dictate that women are destined to be housewives	26.8	17.1	56.1

Table no. 5 To what extent do you agree with the following statements/ Kosovo*? according to gender

	Male			Female		
	Disagree	Neither agree, nor disagree	Agree	Disagree	Neither agree, nor disagree	Agree
	%	%	%	%	%	%
Men are more easily employed than women	50.0	10.0	40.0	38.1	9.5	52.4
Boys are more likely to get higher grades than girls if they are interested in the subject	50.0	10.0	40.0	47.6	.0	52.4
Women are mainly responsible for being mothers and working in the household	55.0	.0	45.0	38.1	23.8	38.1
The most important decisions in the family are made by the man	5.0	40.0	55.0	.0	23.8	76.2
The man manages the family money most often	5.0	35.0	60.0	4.8	14.3	81.0
Both women and men have the same opportunities for education	20.0	35.0	45.0	23.8	23.8	52.4
Norms in society dictate that women are destined to be housewives	30.0	15.0	55.0	23.8	19.0	57.1

When distributing this question according to gender, the results in Kosovo* give the following picture. Respondents expressed a significant egalitarianism in gender relations by agreeing with the position: women are mainly responsible for being mothers and working in the household, it is more acceptable for 38.1% of women and 45% of men. However, the interviewees expressed strong traditionalism in the following two positions: The most important decisions in the family are made by the man 76.2% and the position "The man most often manages the family money" 81.%. In Kosovo*, recognition of inequality in employment is not so present, this difference in favor of men is observed by 52.4% of women and 40% of men.

Table no. 6 Average rating on a scale from 1 to 5 (1 do not agree at all, 2 do not agree, 3 neither agree nor disagree, 4 agree, 5 completely agree/ Kosovo*

	Average
Men are more easily employed than women	2.95
Boys are more likely to get higher grades than girls if they are interested in the subject	2.95
Women are mainly responsible for being mothers and working in the household	2.73
The most important decisions in the family are made by the man	3.93
The man manages the family money most often	3.95
Both women and men have the same opportunities for education	3.51
Norms in society dictate that women are destined to be housewives	3.54

When we talk about gender equality in the family, parents declare that it should exist and that children should be brought up in that spirit. They also consider the harmful consequences of gender discrimination, but even there are differences, which appeared as among teachers, where a part of parents still emphasizes that gender differences should not be rejected and that they naturally determine gender roles to some extent. Of course, when gender differences are perceived, physical strength is always emphasized as the key determining difference.

"I think traditional gender roles are still deeply rooted in our society, and that can have negative consequences." When children grow up with the idea that certain jobs are reserved only for men or women, it can limit their freedom of choice and their potential. We need to fight against those stereotypes and give children the opportunity to develop their interests and talents regardless of gender"

"I am not sure that it is necessary to completely equalize the roles of men and women in the house." I think that everyone has their own natural predispositions and that certain jobs can be done better by taking those differences into account. For example, men are often physically stronger and may be better at some more difficult physical tasks, while women have a gentler nature and may devote themselves more to taking care of children. We don't have to completely get rid of traditional roles, but we should recognize and respect those differences"

From the above, different models of education in different families arise. The development of gender roles in each family is different and of course depends on the parents. This different attitude towards gender roles in parents is always in the vision that they are better prepared for life in the environment given to them.

"... I think that children need to learn certain skills and responsibilities that are associated with traditional roles in the family. In this way, they will be prepared for different situations in life and will learn to recognize and appreciate the role of each gender. We should not be afraid to give children guidelines about what is expected of them in certain roles."

"I understand your opinion, but I think it is important that children are not limited by stereotypes. We should encourage them to explore different interests and break free from traditional roles that can be limiting. In this way, we will create a society that is open to all talents and abilities, regardless of gender."

One of the questions to which we asked young people to answer was how they assess the position of women in society compared to some previous period. More than two-thirds of the respondents, 68.3%, think that the position has remained the same, 17.1% of respondents said that it is going backwards, and only 14.6% of young people think that the position of women has improved.

Interlocutors from CSOs assessed that the problem of discrimination in the country is the same compared to the period of the past 5 years.

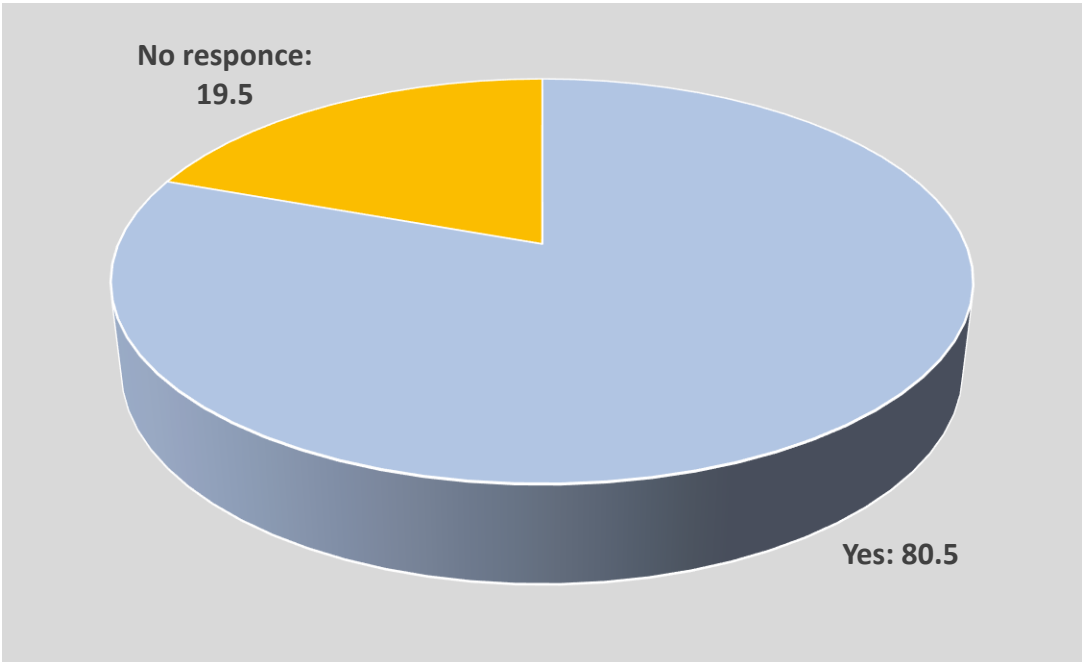
Almost half of young people, 43.9%, have encountered discrimination several times or someone close to them has encountered discrimination. 14.6% of young people encountered discrimination once, and 41.5% of young people often encountered discrimination. The answer I have never encountered discrimination was chosen by no one. This can be explained by the fact that the work was done in the north of Kosovo*, where inter-ethnic tension is at its peak and where the political crisis is increasing, so we can take these answers as an indicator of the current political position of the citizens.

3.3. Expectation from the project and willingness to engage

Probably burdened by existential questions, 48.8% of respondents are not interested in the topic of gender equality and gender violence. It should be said that the distribution within this attitude is such that 9.8% decidedly rejected dealing with this topic, while the other 39% were not very interested. 31.7% of the respondents expressed a fair amount of interest, and almost a fifth, 19.5%, were very interested. interested in this topic.

The expressed readiness for various types of civil activism in the fight for gender equality in Kosovo* is as follows: 34.1% are ready to sign petitions, 29.3% would participate in advocating for a change in the law. The least willingness to learn about gender discrimination and gender violence was shown by 22%, and in the end, participation in the work of CSOs was only 17.1.

Chart 2. Would you participate in this project (result in %) Kosovo*



Four fifths of young people, 80.5%, expressed their desire to participate in this project. The distribution according to gender shows that participation was indicated by 70% of men and 90.5% of women.

In 65.9% of cases, their expectations from the project are to bring about changes for the better in the context of discrimination, in the second place of expectation is the realization of a better life for women, which was answered by 12.2% of young people

All the CSOs we spoke with are very willing to get involved in the fight against discrimination, the fight against violence, and building peace. Depending on the scope of its activity, this involvement ranges from supporting victims, lobbying for better laws, implementing educational programs, supporting social entrepreneurship with the aim of economic independence of marginalized groups, promoting inclusive policies and human rights.

All teachers are ready to participate in programs and projects that deal with gender inequality. Teachers in Kosovo* most often operationalize this in a way that they are open to providing students with the knowledge and skills they need to promote inclusion and equality. Fighting stereotypes is a fundamental task.

"I believe that education about gender equality is crucial in the educational process. Through projects dealing with this topic, we can provide students with the knowledge and tools needed to break down stereotypes and promote equality. Through discussions, workshops and activities, we can foster understanding, empathy and respect among students."

"As a teacher, I feel a responsibility to create an inclusive environment for all students."

"Participating in gender inequality projects allows me to support and promote gender equality. I want students to grow up aware of their rights and freedoms, without restrictions that may arise from stereotypes or prejudices".

"Of course, participating in projects would affect change, and I would definitely get involved."

3.4. State, media and OCD

Gender equality and the fight against violence as a topic must be present in educational programs, teachers say. These programs must be seriously designed and can be implemented in cooperation with guest lecturers and organizations that would organize workshops on the topic, all with the aim of giving a broader perspective on this topic and to encourage permanent discussion.

"I believe that education about gender equality is crucial in the educational process. Through projects dealing with this topic, we can provide students with the knowledge and tools needed to break down stereotypes and promote equality. Through discussions, workshops and activities, we can foster understanding, empathy and respect among students."

"I agree with that, but I also think it's important to emphasize the importance of reasoned debate based on facts." Students should be provided with resources and tools that enable them to research, analyze and make informed decisions about gender equality topics. Also, teachers can organize guest lecturers or workshops to provide additional perspectives and encourage deeper discussion."

Interlocutors from the local administration and the scientific community emphasize that the state is crucial in the fight against discrimination. Its primary task is to establish a legislative framework for the implementation of consistent policies in this area. In addition, the state must ensure constant and consistent implementation of these laws. In addition, continuous work in improving catches and law enforcement is also important because there is always room for that.

When we talk about implementation, the state has the task of ensuring access to justice and support for victims of discrimination as well as for all other victims. Continuous work should be done on education and the establishment of inclusive practices for all minority and marginalized groups.

In addition to the state, CSOs are recognized as an extremely important partner, they are always more sensitive to recognize the processes of discrimination and to react promptly, either in terms of helping victims or in terms of advocating change or adopting new legal regulations dictated by social reality and the manifestations of the problems we are dealing with. in the face.

Civil society organizations are a reliable partner to the state, without which public policies would not be improved in the best possible way, both in terms of content and speed of response. From the point of view of our interlocutors, this cooperation is extremely important and should be constantly encouraged and improved.

Another segment of the state, through CSOs, can effectively work on the education and training of citizens on the issue of gender-based violence.

Gender-based violence and gender stereotypes are generated by certain traditional patriarchal patterns, but also by entrenched structural elements, namely the unequal distribution of power between women and men, which is immanent in today's cultural and political practices. Lack of education, social inequalities, low awareness of the presence of the problem of gender-based violence are a heavy social anchor to which this problem is tied and it is very difficult to move it. When talking about the specifics of the local climate, only the legislative framework and policies to combat gender-based violence, which are different from country to country, are mentioned.

Regarding the role of the media in the fight against gender-based violence, our interlocutors primarily answered what that role should be, but did not look back at the current situation. From their point of view, the media is a key factor in the formation of public opinion on any problem. From that point of view, their role in preventing gender-based violence is also great. Their role is specified through awareness-raising activities, promotion of inclusivity, but also the fight against gender stereotypes that are often present in the media. The media can also put pressure on the government to change certain policies in order to improve the legislative framework. The media must be more sensitive to the position of the victims. Reporting ethics must be raised to a higher level.

About the role of the media, we can end with a quote from one parent from the focus group who says:

"I agree that the topics of gender inequality and violence are important, but I think their promotion should be balanced." One should be careful in the choice of content and the way of presentation, in order to avoid creating prejudices or sensationalism. It is important to provide objective information and encourage empathy and understanding, but without creating unnecessary fear or stigmatization."

3.5. Conclusion Kosovo*:

- Research participants in Kosovo* clearly and accurately define discrimination and gender-based violence.
- The most discriminated group are the Roma, besides the Roma there are also women and girls, the LGBT community and the disabled.
- There is an evident perception that there is no equality between women and men in their society.
- Access to education is seen as the area where women are closest to an equal position.
- The topic of gender equality is recognized as important, and as a topic that everyone must deal with much more and more seriously.
- Individuals of a more conservative orientation admit that the topic is important, but that it must be approached cautiously, because gender divisions and their mapping onto gender roles are often more appropriate and must be respected. The survival of certain patriarchal models must be respected.
- A large number of participants (four fifths of young people, 80.5%) are ready to get involved in work on projects related to gender equality and the prevention of violence.
- The topic of gender-based violence must be included in curricula.
- The state is a key actor in the fight against discrimination, it provides the foundations of the fight, it defines the legislative framework and should be at the forefront of that fight.
- CSOs are indispensable and very important actors in the field of combating gender-based violence, but also in the field of partnership with state bodies in the creation of policies.
- The media is a key communication channel and should be more sensitized to these topics. Their role in developing empathy and raising awareness is indispensable.
- Certain gender stereotypes towards women are significantly present in both women and men, although at first this could not be concluded with a relatively small percentage agreeing with the view that women are destined to work in the household, which probably figured as a socially desirable answer.
- With certain "hard" patriarchal stereotypes such as "The most important decisions in the family are made by the man" and "The man usually manages the family money", the number of agreements is higher among the female persons, 65.9 and 70.7.
- About half of men and women do not see that social norms are the origin of stereotypes such as the attitude: women are destined to be housewives.

4. REPUBLIC OF NORTH MACEDONIA

In the Republic of North Macedonia, 22 men and 24 women answered the questionnaire for young people. In the focus group discussions, there were eleven parent participants and thirteen teacher participants. Two members of the academic community and three members of the local government were also interviewed. Eight civil society organizations also filled out the questionnaire. No problems were noted during operation.

4.1. Understanding discrimination and perception of the most discriminated categories

The dominant definition of discrimination among 54.3% of the surveyed young people from Macedonia emphasizes unequal treatment of different groups and persons due to their different characteristics. Another prominent definition emphasizes belittling, insulting, humiliating and abusing individuals. When teachers talk about discrimination, they emphasize the subordinate position, while the second definition emphasizes the point that the object of discrimination is what is unacceptable to us or what we do not understand.

Teachers:

"Putting others in a subordinate position"

"Division, humiliation, the desire to highlight a group that is more dominant, regardless of whether it is gender, race, color, nation, is present in all areas of society."

"Rejecting disrespect for a certain person's views, we always associate it with something that is not acceptable to us and try to discriminate against what we see." Sometimes our unresolved ambiguities are just fears we don't want to accept easily..."

In the case of parents, discrimination against persons with disabilities is highlighted or discrimination is linked only to discrimination on the basis of nationality, which, in the opinion of the interlocutors, is common for Balkan societies.

Parents:

"It belittles certain characteristics of a person who has some kind of disability. Some sort of disparagement because of some trait or economic status"

"Mainly, on a national basis, due to the fact that we have such a Balkan society"

CSOs define discrimination through the realization of human rights and freedoms and as unequal treatment before the law. All interviewed CSOs point out that discrimination in Macedonia is present to a large extent.

CSO:

"Discrimination is an injustice and a violation of the rights of others because of ethnicity, gender, age, skin color, etc."

"Discrimination is an action, a behavior, a procedure that threatens or prevents the realization of human rights and freedoms of certain individuals or groups"

"Discrimination is unequal treatment based on certain personal traits or characteristics..., a difference in the enjoyment of rights resulting from personal or group characteristics."

With the local administration and participants from the academic community

"Discrimination is unequal treatment based on belonging to a group"

Discriminated groups in Republic of North Macedonia are, according to the responses of young people, 45.7% Roma, 30.4% women and girls, 23.9% people with disabilities and people with developmental disabilities, and 17.4% national ethnic religious minorities.

Participants from the CSO sector emphasize that the problem of discrimination has remained the same in the last 5 years.

Focus group participants distinguish between sex and gender. They define gender as a biological given and gender as a social construct.

Teachers refer to Roma as a discriminated group. Parents emphasize discrimination based on material status and discrimination against the poor, parents mention the LGBT community and people with disabilities.

CSOs emphasize Roma, Women, LGBT community and people with disabilities.

According to the responses of young people, the most vulnerable group in Republic of North Macedonia are Roma 39.1%, women and girls 13% and persons with disabilities and developmental disabilities 13%.

28.2% of young people state that women and men are equal in Macedonian society. On the question of equality, a large part of young people in Republic of North Macedonia remained undecided, 34.8%. However, 36.9% of young people believe that the inequality between men and women present in Macedonia.

When talking about examples of gender discrimination, teachers emphasize the position of girls from Islamic families who grow up and are brought up according to other cultural patterns that the interlocutor considers more rigid, so the example is cited.

"I have an example in a school where a girl was veiled and was not allowed to continue studying."

"In our society, gender discrimination is particularly emphasized among Muslims, among us Christians it is being eradicated, but it is still very present."

Discrimination against men is also mentioned:

"...a guy who looked feminized wasn't allowed in the disco."

Parents single out some of the following cases. Here, the concept of positive discrimination as a negative example in the case of a single mother is interesting.

"Yes, I currently work in a private company where the boss prefers to hire men because the women would get pregnant."

A woman employed in a company benefits more than anyone, even though she does not perform her work tasks, just because she is a single mother."

Finally, we also have attitudes that are often seen as an argument for gender differences, and which are also reflected in gender roles.

"And how about women retiring at 62 and men at 64?"

This should be taken into account and the issue of gender should be approached in the correct way because there are certain gender differences, but they cannot be abused. Women should be allowed, for example, to choose the role of housewife if that suits them. In education, the goal is to emphasize that there is a need for freedom of choice, but for it to be an essential freedom of choice, we must abolish social norms that impose certain roles, which means we must first overcome patriarchal and conservative restrictions through education and practice. Therefore, gender discrimination is not only a problem of laws and regulations, but a broader social problem rooted in ossified patriarchal structures, but also in liberal and neoliberal ideological patterns. The power structure is always on the side of men.

Parents see the cause of gender inequality and imposed gender roles in religious and cultural traditions, with the fact that there is one, we can call it Christian centrism, where the tradition

and patriarchy of other religions is treated as a negative phenomenon and cases from one's own culture are not cited. It can also be read that one barrier to discrimination is the education of women.

"There is a division, with some ethnic groups more, with some less. They have a different culture of living and do not easily give up their dominance over women."

"Sexual and gender discrimination in our country has its cultural and even religious roots, in some ethnic communities those roots are more difficult to eradicate. It also depends on the level of education."

"The reason why there is less gender discrimination in more urban areas, bigger cities is that women are more educated, more economically independent."

"...But that is also discrimination." Here it is, but in other countries they don't consider it discrimination."

4.2. Gender roles/relations

According to the claims we used to measure the position of men and women in certain social segments and cultural models, it shows that young people in Republic of North Macedonia register the smallest inequality between men's and women's positions in terms of opportunities for education. 60.9% of young people do not agree with the opinion that boys get higher grades in school than girls even though they are interested in the subject in the same way, this answer is followed by agreement with the opinion that both women and men have the same chances for education, the percentage of agreement is 80.4%. The greatest differentiation among the respondents is present in agreement with the attitude, the most important decisions in the family are made by the man, with each degree of agreement roughly a third of the respondents. 30.4% of respondents agree with that opinion, 32.6% of respondents are undecided and 37% of young people agree. The greatest agreement was expressed with the views that women are mainly responsible for being mothers and working in the household 50%, then men are more easily employed than women 41.3%, men tend to manage the family money 39.1% and finally the norms in society impose that are women destined to be housewives 45.7%

Table no. 7 To what extent do you agree with the following statements?/ Republic of North Macedonia

	Disagree	Neither agree, nor disagree	Agree
	%	%	%
Men are more easily employed than women	32.6	26.1	41.3
Boys are more likely to get higher grades than girls if they are interested in the subject	60.9	26.1	13.0
Women are mainly responsible for being mothers and working in the household	34.8	15.2	50.0
The most important decisions in the family are made by the man	30.4	32.6	37.0
The man manages the family money most often	45.7	15.2	39.1
Both women and men have the same opportunities for education	4.3	15.2	80.4

Norms in society dictate that women are destined to be housewives	34.8	19.6	45.7
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Table no. 8 To what extent do you agree with the following statements?/ Republic of North Macedonia according to gender

	Male			Female		
	Disagree	Neither agree, nor disagree	Agree	Disagree	Neither agree, nor disagree	Agree
	%	%	%	%	%	%
Men are more easily employed than women	45.5	27.3	27.3	20.8	25.0	54.2
Boys are more likely to get higher grades than girls if they are interested in the subject	59.1	27.3	13.6	62.5	25.0	12.5
Women are mainly responsible for being mothers and working in the household	36.4	13.6	50.0	33.3	16.7	50.0
The most important decisions in the family are made by the man	31.8	18.2	50.0	29.2	45.8	25.0
The man manages the family money most often	36.4	9.1	54.5	54.2	20.8	25.0
Both women and men have the same opportunities for education	4.5	4.5	90.9	4.2	25.0	70.8
Norms in society dictate that women are destined to be housewives	40.9	9.1	50.0	29.2	29.2	41.7

The egalitarian position is expressed in attitudes towards education, where 70.8% of women and even 90.9% of men agree with the statement that women and men have the same chances for education. The respondents from Macedonia are extremely egalitarian because only a quarter of them agree with the views: the most important decisions in the family are made by the man and the man usually manages the family money. The greatest conservatism was expressed in agreement with the view that women are mainly responsible for being mothers and working in the household, with which 50% of women and 50% of men agreed. As a significant result, it should be noted that a relatively small number of respondents apostrophize social norms as a compulsion that women are destined to be housewives, 50% of men and "only" 41.7% of women.

Table no. 9 Average rating on a scale from 1 to 5 (1 do not agree at all, 2 do not agree, 3 neither agree nor disagree, 4 agree, 5 completely agree/Republic of North Macedonia

	Average
Men are more easily employed than women	2.93
Boys are more likely to get higher grades than girls if they are interested in the subject	2.22
Women are mainly responsible for being mothers and working in the household	3.13
The most important decisions in the family are made by the man	3.11
The man manages the family money most often	2.91
Both women and men have the same opportunities for education	4.24
Norms in society dictate that women are destined to be housewives	3.11

The perception of young people is that the position of women in their society is improving 47.8%, regressing 8.7%, not changing and remaining the same 43.5%

82.6% of youth have a case of discrimination in their personal experience, whether it happened to them or to someone close to them. That percentage is distributed as follows: 13% once, 45.7 several times and 23.9% often. 17.4% of respondents do not have a personal experience of being discriminated against or someone close to them being discriminated against.

One opinion of an interlocutor from the academic community should be highlighted

"When you say man, they mean stronger." Violence is associated with that weight and size. Women are more sensitive, men are cold, and that's how we teach children, and they should be strong, not to express emotions. Previously, a man was not allowed to cry. And that is a serious problem in further communication"

"Economic inequality, position of women in the past, tradition, cultural values, stereotypes and prejudices"

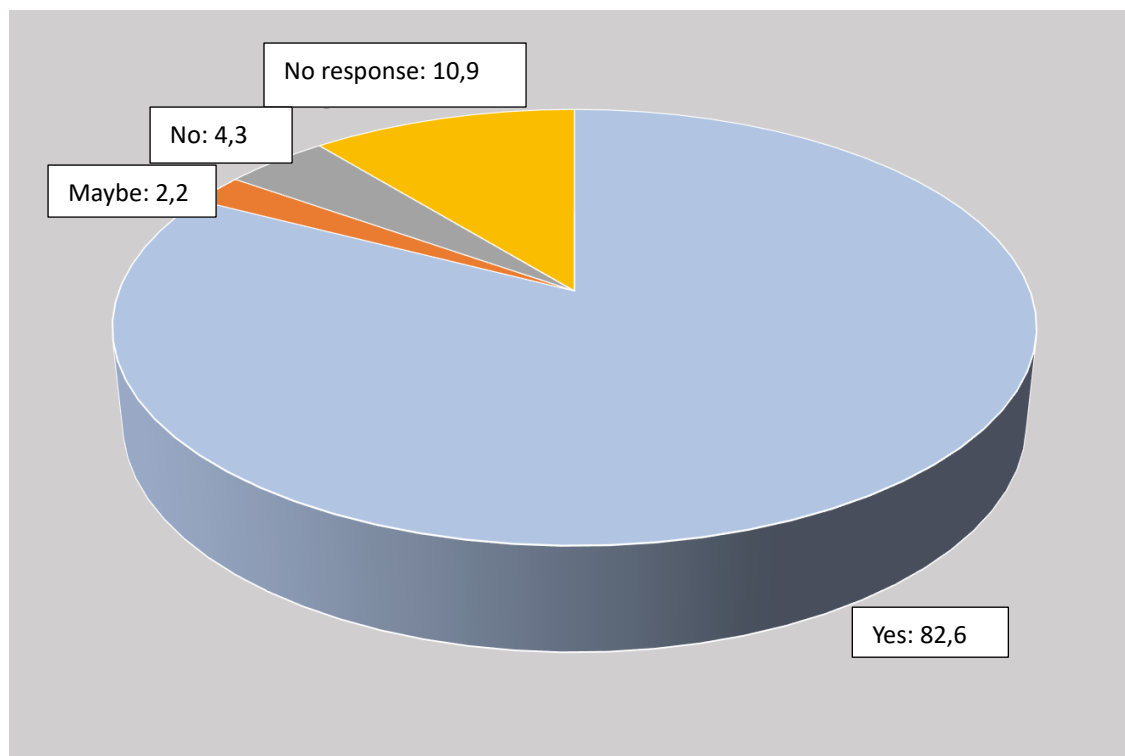
4.3. Expectations from the project and willingness to engage

We can say that a significant majority of young people are interested in the topic of gender equality and violence prevention, 63%, and 32.6% are very interested and 30.4% are fairly interested. 26.1% of young people said that they barely follow this topic, only 10.9% of young people decidedly said that they are not interested in this topic at all.

Young people from Republic of North Macedonia in 41.3% of cases are ready to engage in advocacy in the fight to overcome gender roles and the fight against gender-based violence. After advocacy, signing petitions is 34.8%. Most young people would devote themselves to learning about this problem, 47.8%.

Four fifths of the surveyed youth would participate in this project, 82.6%. Only 4.3% did not complete the answer. Maybe 2.2% answered and 10.9% didn't answer. The results according to gender in Macedonia give a balanced ratio in the project, 81.8% of men and 83.3% of women would participate.

Chart 3. Would you participate in this project (result in %) Republic of North Macedonia



Most civil society organizations would be involved in the fight against gender-based violence and overcoming gender inequality. Some would be actively involved through advocacy and education, and some who deal with other topics would give full support to that struggle and would not be actively involved.

Most young people expect from this project changes for the better in relation to discrimination 58.7%, in second place is to learn more about this topic 10.9%, to achieve a better life for women 8.7%. A fifth of respondents, 19.6%, did not answer this question.

4.4. State, media and CSO

Regarding the role of the state, the interviewees from the local administration and the academic community emphasize that the state has enacted laws, we formally have them, but the problem is in their implementation. Members of the local administration say that they are doing a lot, but that they could do more. A new law is being prepared that will regulate gender discrimination and gender-based violence. Discrimination of women at work, for example when it comes to maternity, is not only a practice in domestic but also in international companies. When we talk about gender inequality, a question should be asked

"Women's economic inactivity on the labor market, unpaid work in the household and care for children and the elderly."

says a student from the academic community.

This brings us back to the fact that the problem of gender discrimination cannot be reduced to male-female relations, it is much more and represents a much broader social problem.

The topic of gender equality should be introduced in school programs, but it is crucial to cooperate with parents and families because it is ineffective to learn something at school and behave differently in the family.

The influence of the media is very important. The media must expand the range of topics they deal with. They should do all this in cooperation with the authorities in the state structures.

Social networks are very harmful violence that spreads through the networks is all present if you have clicked once on some violent video algorithm offers you such content again.

According to respondents from the local community, economic inequality and stereotypes are the main cause of inequality.

Patterns of behavior are learned from birth so they are deeply rooted in tradition and culture, we must engage in education, we must look for ways to reconcile tradition and the need for gender equality

The media rarely deal with the topic of gender-based violence, that's why our interlocutor from the academic community says

The role of the media is insufficient in covering topics related to violence and discrimination.

4.5. Conclusions Republic of North Macedonia

- Participants from Republic of North Macedonia clearly apostrophized tradition as one of the generators of gender inequality.
- Much more often, issues of inequality are linked to the traditions of other national groups of their own groups. is much less perceived because the behaviors deviate to a large extent from the Christian tradition.
- Non-application of the law is a problem in the implementation of gender equality.
- Involve parents as much as possible in the education process in general and in relation to this topic of gender inequality and gender-based violence.
- Economic inequality is an important cause of gender inequality.
- Respondents expressed enviable egalitarianism in the domain of gender roles.

5. ALBANIA

The gender structure of young respondents in the Republic of Albania is 14 men and 26 women. Focus group discussions with teachers had 10 participants and with parents 9 participants. Eight civil society organizations responded to the questionnaire. Two members of the academic community and two members of the local administration were interviewed. All activities related to research were successfully completed.

5.1 Understanding of discrimination and perception of the most discriminated categories

The definition of discrimination for 80% of the surveyed youth is that discrimination is unequal treatment of different groups due to different characteristics. In second place for 5% of the surveyed youth is belittling, insulting, humiliation, abuse, and for 5% of the surveyed youth, it is dishonesty and injustice.

For teachers, discrimination is:

"Discrimination is unequal treatment by members of society because of sex, religious beliefs, social, economic and racial differences."

Teachers almost exclusively relate discrimination to the individual.

Teachers see gender discrimination as:

Gender discrimination is unequal treatment due to gender and mentality, the culture to which an individual belongs.

Gender discrimination is the unequal treatment of women and men.

"Unequal treatment based on gender"

Young people in Albania single out women and girls 15%, people with disabilities and people with developmental disabilities 30%, the LGBT community 35%, the poor 17.5% and Roma 55% as discriminated groups. In Albania, young people also recognize discrimination based on skin color 40%.

In Albania, as the most discriminated group, Roma people dominate 50%, persons of different skin color 12.5% (a modality that only occurs in Albania) and the LGBT community with 12.5%.

Teachers in focus groups mostly differentiate between sex and gender. According to them, sex is what we are born with, and gender is how we are shaped during life in a given social environment.

"The difference between sex and gender is primarily related to the difference at birth, sex is natural, determined by nature, while gender differences are the result of values and the way we are educated in society or in the social groups to which we belong."

"I think gender and sex are different, gender is something an individual is born with and sex is what it represents throughout life"

But there are also certain incompleteness or the impossibility of clearly defining:

"I think sex and gender are different, gender is something an individual is born with and sex is what it represents throughout life."

"I think that sex is something that is born and that gender is based on social education and that's how education begins."

Reflections on gender inequality are very interesting. Gender inequality is recognized, but women, more specifically mothers, are not blamed for it because they raise boys and girls differently.

"In society, gender discrimination is presented as unequal treatment for the same job, for example." It was shared in the family that the woman's opinion may be secondary, and the man's opinion is more important."

"The burden of taking care of the children remains on the woman without taking into account that she can do other things outside the home."

"The family perceives free time differently for boys and girls. The time of freedom of movement and going out is of course determined, boys have more freedom, and for girls this time is more limited. And so, I can say that there is gender discrimination."

"Let's not forget that women are also the ones who discriminate against children." For example, a mother sees a boy differently from a girl, that's where discrimination starts, that's why these things happen all the time and appear in society, at work and everywhere else."

The inequality of men and women in Albania is seen by 65% of young people who did not agree with the statement that men and women in Albania are equal. 17.5% do not agree at all and 47.5% do not agree. 25% are undecided. Equality is confirmed by 10% of young people, circling the answer I agree, and not a single respondent agrees with the position I completely agree.

The teachers participating in the focus groups agree that the patriarchal culture affects gender discrimination, but they see the role of religion differently.

"Albania is a patriarchal society, we are a patriarchal society."

"Not so long ago, for example, we were undefined, faith was practiced from time to time when it was necessary." And right now, we have this conversion to the Muslim religion, for example. Clothes, and the need for prayer."

"I don't believe that religion has an influence, but patriarchal values exist and contribute because the opinion of the husband, father and brother is the most important"

"I have a madrasah (religious Islamic school) - near my house I see a lot of girls who don't want to go to that school, but the parents want it because boys and girls are separated from each other there and there are many girls who don't like this." They want normal schools and classes without wearing a headscarf (hijab) because you have to wear a headscarf in school. After all, it is a religious school. So, there's a lot that affects the family, because being in a class with only girls creates the idea that you're a woman with dignity."

There is no gender discrimination in school and boys and girls participate together in all activities, but it exists in the family and that is why we need to work with families. One must act as a personal example in raising children. Socialization in the family is basic. However, there is an opinion that women are the main culprits of the gender division of roles because they are the ones who bring up the children. A strict division of gender roles leads to discrimination.

"I think the family has the most important role in this aspect, so parents should do a lot with children and not only tell them, but also show them, as a role model." Because it's different than saying, 'Boys and girls should be equal,' and it's different when you're practicing this with your partner."

"We have to keep in mind that most women today complain about a partner who, for example, does not help them with housework and also raises boys. That is, if you complain that your mother-in-law did not raise your husband enough in his childhood and that he is like today, then you should start changing the way you raise your son"

"I think that the sharp division of gender roles is a factor that can deepen discrimination, I think that changes have started and that there are no longer such sharp divisions as there were a few decades ago."

5.2 Gender roles/relations

The perception of the position of women in Albania given by young people is shown through the degree of agreement with certain statements that show the position of women in society. The greatest equality is expressed in education. Where 70% of young people agree with the view that both women and men have the same chances in education. 40% of young people agree with the view that boys get higher grades. 52.5% of respondents agree with the opinion that the man makes the most important decisions in the house. There is a high degree of agreement among young people, 87.5% with the attitude that women are mainly responsible for being mothers and working in the household, but with the attitude that men manage the family money, the most common agreement is much less, 52.5%. That social norms impose women are destined to be housewives is a position with which 60% of young people agree.

Table no. 10 To what extent do you agree with the following statements?/Albania

	Disagree	Neither agree, nor disagree	Agree
	%	%	%
Men are more easily employed than women	15.0	32.5	52.5
Boys are more likely to get higher grades than girls if they are interested in the subject	22.5	37.5	40.0
Women are mainly responsible for being mothers and working in the household	7.5	5.0	87.5
The most important decisions in the family are made by the man	32.5	15.0	52.5
The man manages the family money most often	7.5	40.0	52.5
Both women and men have the same opportunities for education	15.0	15.0	70.0
Norms in society dictate that women are destined to be housewives	30.0	10.0	60.0

Table no. 11 To what extent do you agree with the following statements?/ Albania according to gender

	Male			Female		
	Disagree	Neither agree, nor disagree	Agree	Disagree	Neither agree, nor disagree	Agree
	%	%	%	%	%	%
Men are more easily employed than women	21.4	28.6	50.0	11.5	34.6	53.8
Boys are more likely to get higher grades than girls if they are	14.3	35.7	50.0	26.9	38.5	34.6

interested in the subject						
Women are mainly responsible for being mothers and working in the household	7.1	7.1	85.7	7.7	3.8	88.5
The most important decisions in the family are made by the man	21.4	14.3	64.3	38.5	15.4	46.2
The man manages the family money most often	.0	35.7	64.3	11.5	42.3	46.2
Both women and men have the same opportunities for education	7.1	14.3	78.6	19.2	15.4	65.4
Norms in society dictate that women are destined to be housewives	21.4	7.1	71.4	34.6	11.5	53.8

A significant number of respondents recognize equality in education, 65.4% of women and 78.6% of men agree with the view that both women and men have the same chances for education. Discrimination in the educational system is seen by 34.6% of women and 50% of men. There is a large agreement with the stereotype that women are mainly responsible for being mothers and working in the household, 88.5% of women and 85.7% of men, the conclusion that women are a little more conservative in terms of their role among our respondents in Albania. However, when it comes to decision-making, the perception of women is significantly more egalitarian with the position that the most important decisions in the family are made by men, 46.2% of women and 64.3% of men agree. The same results were found for the attitude that the man most often manages the family money. Among respondents in Albania, especially women, there is a relatively small percentage who agree with the view that social norms impose the role of housewife "only" on women, 53.8%, and men are much more explicit in recognizing this influence of social norms, 71.4%.

Table no. 12 Average rating on a scale from 1 to 5 (1 do not agree at all, 2 do not agree, 3 neither agree nor disagree, 4 agree, 5 completely agree/Albania

	Average
Men are more easily employed than women	3.40
Boys are more likely to get higher grades than girls if they are interested in the subject	3.18
Women are mainly responsible for being mothers and working in the household	4,20
The most important decisions in the family are made by the man	3,28
The man manages the family money most often	3,55
Both women and men have the same opportunities for education	3,85
Norms in society dictate that women are destined to be housewives	34

65% of young people in Albania think that the position of women is improving, 35% answered that the position has remained the same, none of the youth answered that the position has worsened.

72.5% of the respondents experienced discrimination personally or on the example of close people. Once 20%, several times 45% and often 7.5%. 27.5% answered either personally or someone close to them has never experienced discrimination

Some teachers felt discrimination in their personal example:

"... I was a sister with 3 brothers, so the idea was that they were boys, so I had to do more housework because it was a woman's job. Although I have thought and acted differently since childhood, when you are young, you are forced to participate in those divisions. Then you can eventually rebel and demand your rights."

Some teachers say that there is mild gender discrimination towards students:

"I noticed it with the girls here at school, but also with the girls we have in the family. For example, the attitude we have towards them is a little different than the attitude we have towards boys, we are more tolerant towards boys and stricter towards girls."

5.3. Expectation from the project and willingness to engage

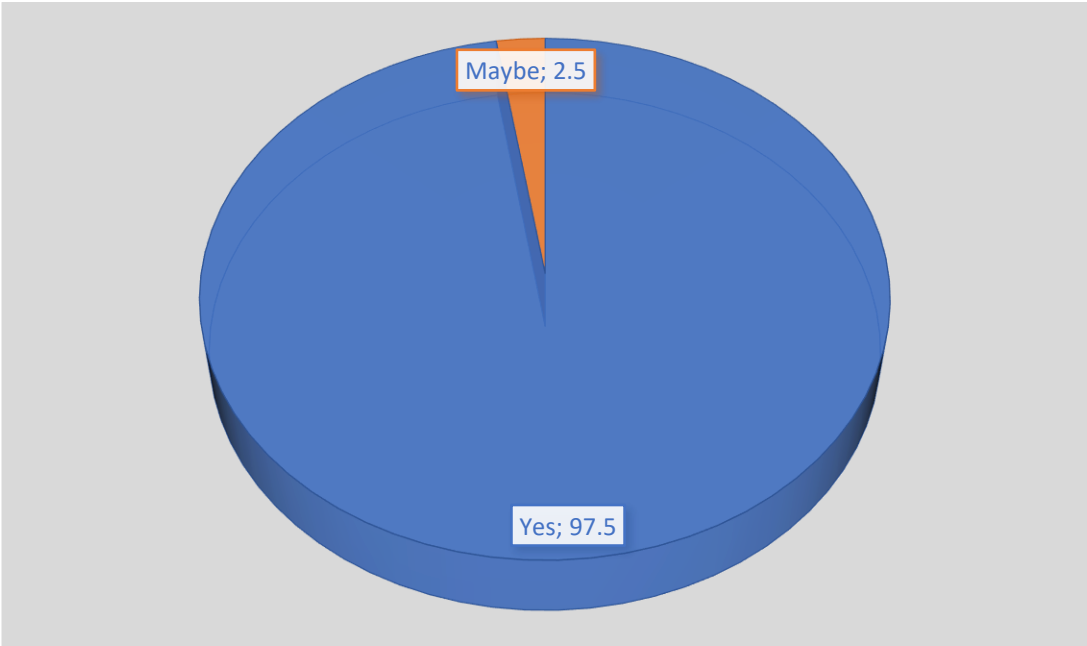
87.5% of young people surveyed are interested in issues of gender equality and violence prevention, 50% of young people are very interested in this topic and 37.5% of them are quite interested in this topic. Weakly follow the topic 12.5% while no one answered that they are not interested in this topic at all.

Signing petitions is acceptable to 60% of respondents, studying and learning about gender equality is acceptable to 65% of young people. 60% would be involved in the work of civil society organizations and 50% would participate in the advocacy and struggle for the implementation of the law.

In Albania, the majority of young people declared that they would participate in the project, 97.5%, the other 2.5% did not answer.

The gender structure of those who agree to participate is as follows: 92.9% men and 100% women.

Chart 4. Would you participate in this project (result in %) Albania



Expectations from the project are to learn more about this topic 40%, to make changes for the better in the context of discrimination 40%, to achieve a better life for women 16.7% and I don't know 3.3%.

All teachers are ready to be actively involved in the fight against gender discrimination and gender-based violence.

"I would like to contribute to gender equality, why shouldn't a woman also contribute to the establishment of gender equality?" These projects are very welcome."

I would be interested to participate and first to get informed and know how to act in different situations, why not contribute to gender equality?

Why wouldn't I like to take part in solving the problem if after this project we will be able to solve the problem of violence, it would give me great satisfaction."

5.4. State, media and CSOs

The state, the government has provided a legal framework for the fight against corruption, emphasizes the participant from the academic community

"For example, we set up programs in schools based on defined strategies, including the national strategy for gender equality. However, in practical implementation and more clearly defining the links of the system, the roles of different actors and the cooperation between them, I think there is still work to be done."

Our interlocutors say the following about the role of civil society organizations

"I think that civil society organizations have an essential role in the fight against discrimination." Projects and activities aimed at educating teenagers and young people, cooperation with different professionals, advocating for equal rights of different interest groups, I think that without the key role of civil society organizations there would be no progress."

"I believe that the main role is played even though the state or the administration has its own mission, I believe that the main role is played by civil society organizations that fight against discrimination in certain projects or in their mission, i.e. overcoming these created stereotypes, ways of thinking or changing the mentality that circulates in urban or rural areas. I believe that without civil society we would not be able to achieve this progress, because civil society is one of the best actors and partners for the community to pay more attention to issues of gender or racial discrimination and so on."

Causes of gender-based violence and gender inequality

"In my opinion, I would separate these two phenomena, violence and gender inequality. As for violence, the causes are part of culture and inherited between generations, where we take for example that the housewife was a person who had no rights and should fulfill all obligations for the betterment of the family and not be seen as equal to the husband or the head of the family. They were inherited from early childhood, so when the girls became married women, those habits and stereotypes were also passed on."

"Among the main causes, I would mention: Education and growing up in an environment that tolerates and accepts violence, patriarchal mentality, gender stereotypes that are taught to children very early. The models offered in society regarding the role played by men and women. I think the essence is in education and this form of education has very deep cultural and historical roots, so it can hardly be changed quickly."

The role of the media is very important from education to the dissemination of valid information, however their role can also be negative

"...I believe that the media is the main actor in the education of the family and the formation of positive values and the breaking of gender stereotypes."

"The media play a key role in the fight against discrimination by shaping public opinion, raising awareness and promoting positive social change." The media has the power to challenge stereotypes, ensure accurate and inclusive representation of diverse groups, and highlight issues related to discrimination and inequality. Responsible and ethical journalism can contribute to changing social attitudes and holding institutions accountable."

5.5. Conclusion Albania

- Expressed willingness of young people to get involved in the project 90%. Observing only women, 100% of them would join the project
- All teachers are ready to participate in the project
- The most discriminated group are the Roma
- The majority of young people are interested in fighting against gender discrimination, either by learning about it, by becoming a member of a CSO, or by participating in advocating administrative solutions and creating public policies.

6. GENERAL CONCLUSIONS

- It is obvious that the majority of participants quite clearly define the concept of discrimination and operationalize what it means. Within this framework, gender discrimination is recognized as well as the concepts of gender and sex and their distinction. In all societies, Roma people are recognized as the most vulnerable group. In addition to them, there are women, girls, the LGBT community, people with disabilities and people with developmental disabilities, national minorities, people of different skin colors. Migrants, the poor and the like also appear sporadically.
- Teachers and parents emphasize the great role of the family and that basic values are acquired through the process of socialization in the family, including those in the context of gender equality and attitudes towards violence. Of course, it turns out that it is very difficult to get parents interested and that their cooperation with the school is mostly related to their children's grades.
- The unequal position of women is recognized in all societies. Perhaps slightly less than men and women conform to gender stereotypes. Both men and women often do not recognize the normative compulsion of society that frames such processes.
- Stereotypical gender roles are recognizable and research participants are ready to join a project that would deal with the reduction of discrimination and gender-based and general violence.
- Tradition, both religious and cultural, to a large extent reinforces and reinforces gender stereotypes in all countries, but given the deep rootedness, a common language must be sought in order to make real sustainable advances.
- The state is perceived as an institution that basically should provide the legislative framework but also make an effort to implement it, which is not always the case.
- Signing petitions is acceptable for 80.8% of respondents, studying and learning about gender for 72.4% of young people. It should also be noted that 72.4% of young people are ready to express civic activism through the activity of advocating for new laws.
- Expressed willingness to participate in activities to overcome gender inequality can enable a continuous process of raising awareness and sensitizing society to the problems of gender inequality with the aim of creating a more democratic society with as little violence as possible.
- The majority of teachers, parents and young people are ready to join the project. There is a very favorable participatory potential among young people for dealing with the topic of gender equality and gender discrimination, which opens up great opportunities in the implementation of the project.
- We saw based on the answers that the participants, if not directly, then intuitively, can place gender-based violence in a wider social context and understand how harmful these processes are to society itself, and that solving them is not only about solving violence, but also about creating a more democratic and inclusive society, which should be a reversible process. We must fight against the social reproduction of gender inequalities.
- We can say that a significant majority of young people are interested in the topic of gender equality and violence prevention, 67%, and 30.5% are very interested and 36.5% are fairly interested. 25.1% of young people said that they barely follow this topic. Only 7.8% of young people decidedly said that they are not interested in this topic at all.
- 79% of those surveyed would participate in the project, of which 73.6% were men and 83.2% were women.
- The fight against gender-based discrimination is not only a women's issue. It is a broader social issue that concerns human rights, social peace, justice and economic progress.

- The willingness of our research participants to join this struggle is an indication of that growing awareness of the need for gender equality, and its significance for the whole democratization of society
- Therefore, the willingness of our research participants to join this struggle is an indicator of growing awareness of the need for gender equality, and its significance for the overall democratization of society.³
- The gender perspective is poorly represented in the curricula and programs, an even greater sensitization of the educational system and all actors involved in the system is needed with the aim of the most successful development of inclusive education.
- Through certain seminars, teachers had the opportunity to discuss the problems of discrimination and gender inequality, whether it was about practice at school or about curricula, but they are of the opinion that it should be done more often.
- Almost all CSOs are ready to participate in the project, but according to the opinion of our interlocutor from the academic community, it is necessary to further improve the cooperation between the state and CSOs.
- The negative impact of social networks and new media on the spread of gender stereotypes among young people has been recognized and determined. It is necessary to think about the possibilities of incorporating content on gender equality adapted to new media.
- In the countries covered by the project, the patriarchal (traditional model) of gender roles and expected behavior for men and women is still expressed. Since it is about multicultural societies, it is present that some gender characteristics of other traditional cultures are recognized as a "bigger" gender stereotype and a "bigger reflection" of inequality.
- Gender stereotypes are so incorporated in public opinion and even in political discourse that a lot of work is needed, especially with young people, to show how senseless they are and how socially mediated they are.
- The media deals weakly and superficially with the topic of gender-based violence and discrimination.

³ Čopić, Sanja, 2016. *Rodna ravnopravnost u Srbiji: stanje i perspektive*, Belgrade IKSI