

**GODIŠNJI
IZVJEŠTAJ O RADU**

**ANNUAL WORK
REPORT**

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SADRŽAJ

GODIŠNJI IZVJEŠTAJ O RADU AMICA EDUCA

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SAŽETAK

U periodu od januara do decembra 2017.godine, Udruženje "Amica Educa" (Amica Educa) je direktno podržalo osnaživanje 1789 osoba putem različitih grupnih i individualnih aktivnosti doprinoseći njihovoj socijalnoj i profesionalnoj funkcionalnosti, ostvarenju njihovih prava i unapređenju njihovog položaja u sistemu obrazovanja, zdravstva, socijalne zaštite i na tržištu rada.

Efekti osnaživanja su vidljivi u poboljšanju njihovog mentalnog zdravlja, te na nivou socijalnih interakcija u porodici, radnom mjestu, tržištu rada i zajednici.

Profesionalci/ke pomagačkih zanimanja (uključujući studente/ice) su stekli znanja i vještine koje im omogućavaju pružanje kvalitetnijih usluga klijentima/icama ili učenicima/cama, ali su stekli i lične dobrobiti putem iskustvenog učenja na radionicama. Primjenjujući i prenoseći znanje stečeno na radionicama, profesionalci/ke ostvaruju multiplikativne efekte i pozitivno utiču na rad institucija i organizacija u kojima rade.

Žene u riziku od narušavanja mentalnog zdravlja su unaprijedile znanja i vještine potrebne za bolje funkcioniranje porodice, roditeljstvo, društveni aktivizam, bolju poziciju na tržištu rada i samozapošljavanje, te zastupanje svojih prava i rodne ravnopravnosti. Pozitivni rezultati su vidljivi u povećanju samopouzdanja, entuzijazma i motivacije za akcije i promjene koje žele da naprave u porodičnom okruženju i zajednici.

Aktivnosti kao što su okrugli sto, ulična kampanja, 94 medijska nastupa kao i različiti oblici saradnje sa nevladinim organizacijama, obrazovnim, zdravstvenim institucijama i institucijama socijalne zaštite su doprinjele vidljivosti Amica Educa u zajednici i podizanju svijesti građana Tuzlanskog kantona o važnosti očuvanja mentalnog zdravlja svih članova društva, važnosti psihološkog i socioekonomskog osnaživanja žena i rodne ravnopravnosti.



1

PSIHOEDUKATIVNE RADIONICE

U skladu s ciljevima projekata, psihoedukativne radionice organizirane su za profesionalce/ke pomagačkih zanimanja, te žene u riziku od narušavanja mentalnog zdravlja.

1.1. Psihoedukativne radionice za profesionalce/ke pomagačkih zanimanja

S ciljem unapređenja profesionalnih vještina stručnjaka/inja pomagačkih zanimanja, organizirane su psihoedukativne radionice na sljedeće teme: Seksualno zlostavljanje u djetinstvu, Art terapija, Terapija muzikom – bubnjevima, Plesovi univerzalnog mira, Kreativno izražavanje slikanjem i Historija umjetnosti.

Za studente/ice treće i četvrte godine Edukacijsko-rehabilitacijskog fakulteta Univerziteta u Tuzli organiziran je prvi modul radionice (od ukupno tri) na temu Kreativno izražavanje slikanjem. Nastavak edukacije pet grupa studenata/ica planiran je u prvoj polovini 2018.godine.

Učesnici/ce radionica (ukupan broj učesnika/ca je 154) ističu dobiti na ličnom i profesionalnom nivou stečene kroz iskustveno učenje na radionicama (uglavnom povezane sa poboljšanjem socijalnih i interpersonalnih vještina koje vode do boljeg funkcioniranja na radnom mjestu i u svakodnevnom životu).

Učesnici/ce izvještavaju o povećanju znanja i razumijevanja međuljudskih odnosa, ponašanja djece, razumijevanja konteksta koji utiče na razvoj ličnosti, rodne ravnopravnosti, znanja o komunikaciji i kreativnim procesima. 39% učesnika/ca koji rade sa djecom i odraslima (uglavnom u školama, obdaništima i nevladinim organizacijama) izvještava o povećanju spremnosti i sposobnosti da se bolje povežu s svojim klijentima/icama i učenicima/ama i da bolje razumiju kontekst iz kojeg oni dolaze i njihova ponašanja. Unapređenje njihovih interpersonalnih vještina je dovelo do poboljšanja vještina podučavanja i savjetovanja u njihovom svakodnevnom radu. Izvještavaju o primjeni novih metoda u svom radu i boljim rezultatima u obezbijedenju psihosocijalnih i edukativnih usluga djeci i odraslima.





Učesnici/ce su prihvatili radionice kao mogućnost i za svoje psihološko osnaživanje (pored profesionalnog usavršavanja) koje im omogućava bolje suočavanje s izazovima u svakodnevnom radu, porodici i društvu. Efekti su vidljivi u povećanju samopouzdanja, prihvatanju sebe (onakvim kakvi jesu), osjećaju slobode i otvorenosti za nove uvide, prepoznavanju i izražavanju potreba, emocija i namjera, povećanju tolerancije i prihvatanja i, povezano s tim, boljim odnosima s drugima, adekvatnijim reakcijama na stres, postavljanju granica, jasnih ličnih ciljeva, te povećanju motivacije za dostizanje tih ciljeva.

Kreativne tehnike kao što su slikanje, crtanje, modeliranje, sviranje muzičkih instrumenata su se prihvatile kao resursi koji mogu umanjiti stres, anksioznost, povećati unutarnji mir, ali i osjećaj ispunjenosti i zadovoljstva postignutim uspjehom (uspjeli su naučiti nešto za što su mislili da nisu talentirani). Neverbalnim pristupom, koristeći multisenzorne kanale, dodirujući njihov vizuelni, auditivni i iskustveni stil učenja, kreativne tehnike su omogućile pristup ličnim poteškoćama o kojima učesnici/ce nisu bili spremni da razgovaraju i lične procese učinile bržim.





1.2. Psihoedukativne radionice za žene u riziku od narušavanja mentalnog zdravlja

U okviru psihoedukativnih radionica na teme Nenasilna komunikacija, Porodična dinamika, Pozitivna disciplina u odgoju djece, Kreativno izražavanje slikanjem, Rodna ravnopravnost, Lične i poslovne vještine, te savjetovanja s ciljem kreiranja Pasoša kompetencija obezbijeđena je podrška ženama u riziku od narušavanja mentalnog i socijalnog zdravlja u njihovom zauzimanju za sebe i ostvarivanju prava u porodici i društvu, te razvoju vještina koje povećavaju zapošljivost.

Podržavajući 97 žena, projekat je doprinjeo prevenciji rodne diskriminacije u porodičnom okruženju i društvu. Aktivnosti su bile usmjerene na povećanje njihove motivacije i aktivizma za promjene koje one žele i mogu napraviti vezano za njihovo mentalno zdravlje i kvalitet života, polažaj u porodici i njihovu ulogu kao majke, zapošljavanje, te uticaj koji mogu ostvariti u zajednici.

Iako imaju različite nivoe obrazovanja, dolaze iz porodica sa različitim pozadinama, sve učesnice su imale potrebu za



razvojem samopouzdanja i vještina koje bi im omogućile da samostalno postavljaju i dostižu vlastite ciljeve, da se adekvatno nose sa stresnim situacijama, formiraju adekvatne društvene odnose, odnose sa partnerom, sprovode odgovorno roditeljstvo, unaprijede svoju zapošljivost i steknu zaposlenje, te da iniciraju i sprovode promjene u svom okruženju.

Iskustveno učenje je imalo uticaj na njihovo psihološko osnaživanje što je unaprijedilo njihovo kritičko razmišljanje, prihvatanje sebe onakvima kakve jesu, motivaciju za dalje učenje i mijenjanje nefunkcionalnih obrazaca ponašanja. 85% of 97 učesnica je postalo svjesno važnosti preuzimanja





odgovornosti za svoj život, te su postale proaktivnije i usmjerenije prema cilju (u odnosu na prvobitnu obeshrabljenost i pesimizam). Usvajajući znanje o porodičnim sistemima, odgoju djece, nenasilnoj komunikaciji, rodnoj ravnopravnosti, zakonima koji štite njihova prava kroz institucionalne mehanizme, neke učesnice su (po prvi put) postale svjesne porodičnih i društvenih ograničenja s kojima se žene susreću, predrasuda, diskriminacije i rodno zasnovanog nasilja. U isto vrijeme, učesnice su uspjele da, kroz lične procese, prihvate svoje živote, ali i da razmotre mogućnosti za promjene ili iniciraju željene i moguće promjene.

Efekte osnaživanja, o kojima je izvjestilo 85% od 97 žena, su povezani s njihovim ličnim rastom (povećanju emocionalne inteligencije, samosvjesnosti, samopouzdanja, poboljšanje slike o sebi i prihvatanje sebe), kao i znanjem i socijalnim vještinama koje su im poslužile da započnu promjene u relacijama sa drugima, te promjene vezane za njihovu ulogu i položaj u porodici i društvu. 55% učesnica vidi mogućnost i način kako da upotrijebi stečeno znanje i vještine s ciljem poboljšanja svoje pozicije na tržištu rada.

Percepcija o njihovom trenutnom položaju (u odnosu na muškarce) se promijenila za vrijeme psihoedukacije, što je vodilo boljem razumijevanju rodne ravnopravnosti (kod 85% od 97 žena). Mnoge od njih su prepoznale svoj neravnan položaj u porodici, radnom mjestu i tržištu rada nakon što su postale svjesne razlike između pristupa rasursima i kontrole nad rasursima. Postale su svjesne sveprisutne nejednakosti u raspodjeli moći između spolova, kao i zloupotrebe moći koja dovodi do rodno zasnovanog

nasilja. Nakon što su usvojile širu perspektivu o društvu u kojem živimo (koje je još uvijek patrijahalno), uticaju društva (stereotipne rodne uloge) na mentalno zdravlje žena i muškaraca, 80% učesnica, smatra izjednačavanje pozicije žena i muškaraca u društvu važnijim nego što je to smatrala prije učešća u projektu. S obzirom na to, učesnice su bile motivirane da pokrenu diskusiju o promjenama svog položaja u porodici (porodične uloge, vlasništvo, donošenje odluka), da uključe rodno senzitivni prisup u odgoj djece, unaprijede vještine samoprezentacije na intervjuima za posao i tržištu rada, te u zajednici u kojoj žive.

Unapređenje poslovnih vještina učesnica (pored ličnih), što je bio fokus radionice Lične i poslovne vještine i savjetovanja za kreiranje Pasoša kompetencija, je povećalo zapošljivost 20 žena. Učesnice su ohrabrene da promijene sliku o sebi koja je bila povezana sa podcjenjivanjem svog znanja, vještina i sposobnosti, da objektivnije uoče svoje snage i slabosti što ih je motiviralo i usmjerilo prema traženju posla i pokretanju i/ili unapređenju malog biznisa.



2

PSIHOLOŠKO SAVJETOVALIŠTE

Sve aktivnosti psihološkog savjetovišta su usmjerene na osnaživanje korisnika/ca za razvijanje unutarnjih kapaciteta potrebnih za prevladavanje kriznih životnih situacija.

Nakon prvog kontakta sa korisnicima/cama putem SOS telefona ili njihove posjete Amica Educi, podrška korisnicima/cama je obezbijedena putem različitih vrsta usluga.

Usluge procjene i planiranja su prva usluga koju dobijaju korisnici/ce i obuhvata: stručnu procjenu aktuelne situacije, potreba, snaga i mogućih rizika za korisnike/ce i donošenje individualnog plana vezanog za usluge koje nudi Amica Educa (kao što je psihoterapija, psioedukativne radionice ili drugi specifični tretmani).

2.1. Savjetovanje i psihoterapija

Savjetovanje i psihoterapija uključuje individualnu, partnersku, porodičnu ili grupnu podršku djeci, mladima, odraslima i porodicama. U 2017. godini, sesije su organizirane jednom sedmično sa 4 terapeuta/ice, 1 savjetnicom i 3 terapeutice-edukantice (edukantice su bile angažovane u periodu od januara do jula 2017.godine). Svi angažirani profesionalci/ke, zajedno sa članicama tima Amica Educa (ukupno 12 osoba) su bili supervizirani putem 35 supervizijskih sesija. Redovni sastanci terapeuta/ica sa program direktoricom i socijalnom radnicom su organizirani s ciljem praćenja i evaluacije rada, te prilagodbe pristupa i aktivnosti (u slučaju da je potrebno) i unapređenja cjelokupnog procesa podrške.

U toku 2017. godine, održano je 507 psihoterapeutskih sesija (439 individualne, 22 partnerske/porodične i 46 grupne sesije) za 52 klijenta/ice (45 žena i 7 muškaraca).

Korisnici/ce su ispoljavali teškoće u funkcioniranju u porodici, radnom mjestu, društvu, lične i relacijske poteškoće kao što su depresije, anksioznost, emocionalne blokade, bračne/partnerske krize, poteškoće poslije razvoda, poteškoće pri odgoju djece (samohrani roditelji), žalovanje, seksualno zlostavljanje u djetinstvu, fizičko zlostavljanje, pokušaji suicida, ratne traume i gubici, ovisnost o psihoaktivnim supstancama i razne druge poteškoće povezane s niskim samopouzdanje, seksualnom orijentacijom, bolestima i finansijskim problemima.

Podrška obezbijedena putem savjetovanja i psihoterapije je unaprijedila sposobnost klijenata/ica da se nose sa emocijama u smislu prepoznavanja i izražavanja, da adekvatno reaguju na svakodnevne životne izazove, povećala motivaciju za učenje i integriranje vještina ophođenja sa stresom, postepeno mijenjajući svoj položaj u porodici, radnom mjestu / školi i društvu. Bračne krize, razvodi, samohrano roditeljsvo i emotivne blokade s kojima se susrelo nekoliko klijenata/ica su doveli do usvajanja negativnih uvjerenja, osjećaja bezvrijednosti i nefunkcionalnih odbrambenih mehanizama kod klijenata/ica. Putem savjetovanja i psihoterapije, ove situacije su prerađene a negativna uvjerenja su promijenjena, što je omogućilo klijentima/icama da posmatraju situacije realnije i iz različitih perspektiva, te ih motiviralo da se fokusiraju na svoje resurse i kompetencije. Većina starijih žena je ispoljavalo duboko ukorijenjene obrasce ponašanja preuzete od svoje primarne porodice koji su postali transgeneracijsko "naslijeđe" prenešeno nesvjesno izazivajući negativne uticaje na sadašnje relacije, uglavnom sa njihovom djecom. Najveći napredak u ovim slučajevima je bilo ohrabrivanje žena da preuzmu akcije bez obzira na svoju dob što je razultiralo kvalitetnijim socijalnim i emocionalnim odnosima s drugima. Dodatno, podrška ženama je pružena i u grupnom radu gdje su imale priliku da unaprijede i fizičko i psihičko zdravlje



(fizičke vježbe za žene, Plesovi univerzalnog mira) nakon čega su njihove psihosomatske teškoće umanjene.

Neke od korisnika/ca su, prije savjetovanja ili psihoterapije, bile prethodno uključene u druge aktivnosti Amica Educe (psihoedukativne radionice). Iako nisu bile potpuno svjesne svog psihičkog stanja prije uključivanja u aktivnosti, neke žene, učesnice psihoedukativnih radionica, su prepoznale potrebu za dodatnom (individualnom) podrškom. Ove žene, dodatno podržane putem individualnih i psihoterapijskih sesija su razvile kapacitete da prevladaju depresivnost i anksioznost povezanu sa bračnim krizama, seksualnim i fizičkim zlostavljanjem, različitim traumama, itd.

Implementacija drugih projekata Amica Educe u saradnji sa školama (Prekidanje tišine o rodno zasnovanom nasilju i Porodične grupne konferencije) je rezultirala osnaživanjem šest učenika/ca srednjih škola i studenata/ica na fakultetu da potraže profesionalnu podršku za prevladavanje posljedica vršnjačkog nasilja, dugotrajnog porodičnog nasilja, neprihvatanja njihove seksualne orijentacije i da rade na ranim simptomima depresije. Šest učenika/ca i studenata/ica su motivirani redovni dolazak na sesije s ciljem povećanja samosvjesnosti i samopouzdanja, prihvatanja emocija i razumijevanja uticaja događaja iz prošlosti na njihovo ponašanje kao i na njihove školske rezultate i odnose s drugima. Dvoje od njih (uzrasta 17 – 20 godina) su osnaženi da rade na svojoj autentičnosti i prihvatanju sebe vezano za svoju seksualnu orijentaciju prihvatanjem svog homoseksualnog identiteta što im dalje pomaže u oporavku od dugotrajne depresije i paničnih napada. Klijenti/ca su shvatili da moraju uzeti u obzir podršku šire socijalne mreže s obzirom na to da su odbačeni od članova svoje najbliže porodice.

2.2. Psihoedukativne i kreativne radionice za djecu

Psihoedukativne i kreativne radionice za djecu su organizirane kontinuirano tokom 2017. godine i obuhvatile su 4 grupe djece (ukupno 23 djece). Organizirano je ukupno 56 radionica. Rad sa svakom grupom je organiziran jednom sedmično tokom 4 mjeseca.

U okviru psihoedukativnih i kreativnih radionica korišteni su inovativni pedagoški i metodički pristupi s ciljem psihosocijalnog osnaživanja djece, odnosno razvoja stabilnih i



jakih ličnosti sposobnih da se suoče sa različitim životnim izazovima.

Saradnja i povjerenje unutar grupe se brzo razvijalo kroz igre i kreativni rad što je dovelo do slobodnijeg izražavanja emocija, povećanja samopoštovanja i samopouzdanja kod djece tokom njihovih interakcija u grupi. Različite igre i tehnike slikanja, crtanja, modeliranja su imale pozitivan uticaj na njihovu svjesnost o svijetu koji ih okružuje, o njihovom unutarnjem svijetu, koncentraciju, socijalno učenje, samopoštovanje, samopouzdanje, ali takođe, na međusobno povjerenje, poštovanje i toleranciju. Predškolska djeca (uzrasta 5 – 7 godina) su unaprijedila koncentraciju, imaginaciju, te finu motoriku potrebnu za pisanje.

Pored ovoga, tehnike art terapije su imale pozitivan uticaj na razvoj živonih vrijednosti povezanih sa empatijom, prijateljstvom, povjerenjem i moralnim vrijednostima. Svako dijete je naučilo da poštuje različitost i da se izražava bez straha da će biti kritikovano ili procjenjivano.





2.3. Psihoedukativna podrška za žene – radionice Moje veličanstvo – Žena



U periodu od marta do juna 2017. godine organizirano je 12 psihoedukativnih radionica za 14 učesnica. Heterogenost grupe u smislu godina starosti, socioekonomskog statusa, obrazovnog nivoa, religioznih uvjerenja je doprinjela kvalitetnim diskusijama učesnica tokom kojih su mogli sagledati specifične teme iz različitih perspektiva. Iako je grupa bila brojna, kreativni angažman učesnica i njihov aktivizam za vrijeme obrade specifičnih tema je rezultirao intenzivnim ličnim radom učesnica. Učesnice su imale mogućnosti da rade na razvoju svijesti o određenim temama i unapređenju slijedećih ličnih tema: organizacija ličnog razvoja, lične granice, motivacija, osnovne ljudske potrebe, osjetila, stilovi komunikacije, resursi (prirodni, lični, materijalni), vlastite posebne vještine, zadovoljavanje vlastitih potreba, povezivanje sa unutarnjim djetetom, itd. Za vrijeme radionica, žene su posebno izrazile svoju zabrinutost vezano za zanemarivanje, potiskivanje i negiranje vlastitih potreba kao i postojanja unutarnjeg djeteta, ali su, takođe, pokazali spremnost da se, u budućnosti, povežu sa potrebama i aktiviraju prema zadovoljenju svojih psiholoških, fizičkih i duhovnih potreba.

Učesnice su započele aktivno raditi na povećanju vlastite odgovornosti pri korištenju dostupnih resursa, kao i unapređenju ličnih stilova komunikacije koji utiču na kvalitet njihovog života.

Na nivou grupe, uočene su pozitivne promjene na nivou samopouzdanja, postavljanja vlastitih granica (postalo je lakše reci NE), shvatanja važnosti ličnog razvoja i osnaživanja. Evaluacija sprovedena na osnovu inicijalnih i finalnih upitnika je pokazala da je većina učesnica unaprijedila sliku o sebi

kada su u pitanju sljedeći aspekti: opšti osjećaj sigurnosti u životu, zadovoljstvo pri postavljanju granica u relacijama s drugim ljudima, verbalizacija vlastitih potreba, verbalna ekspresija vlastitog mišljenja i sugestija, nivo samopouzdanja i motivacije za nastavak rada na sebi i iniciranje pozitivnih promjena.



2.4. Osnaživanje porodica sa djecom i mladima u riziku - Porodične grupne konferencije

Projekat "Porodične grupne konferencije" (PGK) se realizira u saradnji sa Centrom za socijalni rad Tuzla od 2016. godine s ciljem unapređenja sistema podrške i usluga za porodice s djecom i mladima u riziku, putem osnaživanja porodica kako bi porodice djelovale kao donosioci odluka u procesu rješavanja svojih problema. U 2017. godini, pored Centra za socijalni rad ostavarena je saradnja sa šest osnovnih i jednom srednjom školom sa područja Grada Tuzla kojima je omogućeno da iniciraju PGK za učenike/ce koji su u riziku.

Predstavnic/e škola su tokom dvodnevno treninga stekli znanja za iniciranje PGK kao i primjenu ovog modela rada u odgojno-obrazovnoj praksi. Tokom 2017. godine podržano je 11 porodica (organizirano 11 PGK) sa ukupno 137 učesnika (23 djece i mladih ispod 21 godine, 16 roditelja, 59 članova/ica njihove šire socijalne mreže i 39 profesionalaca/ki).

Podržane su porodice koje su se susrele s različitim poteškoćama: socijalna izolacije djece uzrokovana čestim mijenjanjem škole i selidbom, vršnjačko nasilje, neredovno pohađanje škole uzrokovano neodgovornim roditeljstvom, prisustvo teških hroničnih oboljenja kod roditelja, nasilje nad



djecom, razne teškoće uzorokovane razvodom roditelja, te problemi finansijske prirode koji su bili prisutni u većini ovih slučajeva.

Na svakoj od 11 održanih PGK razvijeni su Planovi zaštite porodice u kojima su sadržani konkretni koraci podrške koji vode rješenju ili ublažavanju određenih porodičnih problema. Amica Educa je pratila implementaciju Planova tokom dva mjeseca nakon njihovog usvajanja.

Svi resursi Amica Educe su korišteni kako bi se članovi porodice dodatno podržali. Članovi porodica su dodatno podržani putem savjetovanja i psihoterapija, psihoedukativnih i kreativnih radionica, psihosocijalnih radionica za žene. Profesionalci/ke iz drugih nevladinih organizacija, Centra za mentalno zdravlje Tuzla, Odgojnog

centra Tuzla, škola, Centra za socijalni rad su prisustvovali informativnom dijelu porodičnog sastanka onda kada je to bilo potrebno, kako bi sa učesnicima/cama podijelili informacije koje su u skladu sa centralnim problemom porodice i ponudili usluge u okviru njihovih organizacija / institucija.

Porodice su postigle značajne rezultate u smislu poboljšanih socijalnih i emotivnih relacija; negativna uvjerenja, osjećaj bezvrijednosti i odbrambeni mehanizmi su zamijenjeni pozitivnima, što je motivisalo učesnike/ice da se fokusiraju na svoje resurse i kompetencije umjesto na slabosti. Neki od učesnika/ca su ohrabreni da prevaziđu negativne stavove društva prema traženju stručne psihološke pomoći, te su redovno dolazili na sesije psihoterapije, što je povećalo njihovu svjesnost o emocijama i ulogama koje su "dodijeljene" svim članovima porodice. Nekolicina djece i mladih su uspjeli poboljšati svoj uspjeh u školi, odnose sa vršnjacima, te redovno pohađati nastavu.

2.5. Druge aktivnosti

Ekfeti aktivnosti kao što su psihosocijalna podrška za žene – radionice Plesovi univerzalnog mira i Reiki, psihosocijalna podrška ženama povratnicama u Snagovo, grupa samopomoći Porodična dinamika, fizičke vježbe za žene i relaksacione masaže su vidljivi u uspostavljanju psiho-fizičke ravnoteže, unapređene socijalizacije, dobrostanja i kvaliteta života uopšteno.



3

RODNA RAVNOPRAVNOST

3.1. Projekat "Prekidanje tišine o rodno zasnovanom nasilju"

Projekat "Prekidanje tišine o rodno zasnovanom nasilju" se realizira od 2014. godine s ciljem preveniranja rodno zasnovanog nasilja putem informisanja, edukacije i komunikacije bazirane na društvenim vrijednostima koje podržavaju jednaka prava i poštovanje prema svim članovima zajednice, bez obzira na njihov spol.

U toku 2017.godine Amica Educa je realizirala projekat u suradnji sa Osnovnom školom "Kreka" Tuzla i dvije srednje škole (u Tuzli i Lukavcu).

U prvoj polovini godine (januar – juni) nastavljena je implementacija aktivnosti započelih u 2016.godini u dvije srednje škole (u Tuzli i Lukavcu) obuhvatajući ukupno 700 učenika/ca upisanih u školsku 2016./2017.godinu. Projekat se fokusirao na problem rodno zasnovanog nasilja u vezama mladih i educirao učenike/ce o rodu i rodno zasnovanom nasilju sa ciljem sprečavanja generacijskog ponavljanja ciklusa nasilja. 20 vršnjačkih savjetnika/ca iz srednjih škola u Tuzli i Lukavcu je obučeno za vršnjačke intervencije, vršnjačke edukacije i vršnjačko savjetovanje na temu rodno zasnovanog nasilja u intimnim vezama mladih.



Učenici/ce i školsko osoblje informirani su i educirani na temu roda putem informativnog materijala, foramskih predstava i diskusija u svim razredima u obje srednje škole. Učesnici/ce aktivnosti su postali svjesni raznih oblika rodno zasnovanog nasilja (a ne samo fizičkog nasilja kao oblika nasilja koje su, prije edukacije, jedino mogli prepoznati), upoznati su sa statističkim podacima i transgeneracijskim prijenosom rodno zasnovanog nasilja, krugom nasilja, itd.

Interaktivna i iskustvena edukacija (putem radionica) omogućila je kreiranje sredine u kojoj, ne samo da su se osporavala prevladavajuća uvjerenja nego se i interveniralo u slučajevima rodno zasnovanog nasilja. Baš kao i učenici/ce, većina školskog osoblja nije bila svjesna kako tradicionalne rodne uloge i uvjerenja pridonose slučajevima rodno zasnovanog nasilja. Mladi ljudi koji su sudjelovali u projektu, savjetnici/ce i mentori/ce volontera izvještavaju o povećanju znanja, samopouzdanju u vođenju grupa i savjetovanju pojedinaca/ki.

U drugoj polovini godine (juli – decembar) započeta je realizacija aktivnosti u Osnovnoj školi "Kreka" u Tuzli. Planirano je da se aktivnosti u Osnovnoj školi "Kreka" realiziraju do juna 2018.godine. U školu je upisan značajan



broj djece u riziku i djece romske nacionalnosti. Zajednica u kojoj se projekat sprovodi je tradicionalna, patrijarhalna sa nejednakim odnosima moći. Rodni stereotipi i rodne uloge koje se dodjeljuju djevojčicama i dječacima ih čine ranjivim za rodno zasnovano nasilje. Fokusirajući se na ove teme, projekat educira učenike/ce i školsko osoblje o rodu i rodno zasnovanom nasilju sa ciljem prevencije generacijskog ponavljanja nasilja. Cilj obuke školskog osoblja je nastavak i multiplikacija rada na prevenciji rodno zasnovanog nasilja nakon završetka projekta.

U periodu od jula do decembra realizirane su sljedeće aktivnosti:

- 6 mladih nezaposlenih osoba su educirani za vođenje edukacija na temu rodno zasnovanog nasilja i angažovani kao volonteri/ke, voditelji/ce radionica sa djecom.
- 12 potencijalnih volontera/ki završilo je obuku u trajanju od 5 dana o rodno zasnovanom nasilju, trening u trajanju od 5 dana o pedagoškim i

kreativnim metodama za rad s djecom i uz pomoć mentora/ica u toku 10 dana su kreirali individualne radionice. Odabrani su najbolji scenariji radionica i prvih 6 volontera/ki odabrano je za rad na projektu.

- Dvije grupe nastavnika/ca i stručnog osoblja su pohađale jednodnevni trening o prevenciji rodno zasnovanog nasilja. 30 nastavnika/ca završilo je edukaciju i primilo Priručnike za sprječavanje rodno zasnovanog nasilja koji su kreirani posebno za nastavnike/ce osnovnih i srednjih škola a koji se mogu koristiti u nastavi za promicanje ravnopravnosti spolova i prevenciju rodno zasnovanog nasilja.
- 6 volontera/ki, projektno osoblje i članovi/ice Lutkarske skupine kreirali su i izveli dvije forumske i jednu lutkarsku predstavu za oko 300 djece osnovne škole.
- Ukupno je održano pet dvosatnih psihoedukativnih radionica na temu prevencije rodno zasnovanog nasilja za ukupno 85 učenika/ca.



3.2. Projekat “Digitalna inkluzija marginaliziranih žena”

U julu 2017. godine završen je trogodišnji projekat “Digitalna inkluzija marginaliziranih žena”. U periodu od januara do jula realiziran je trening digitalnog opismenjavanja i psihoedukativne radionice za dvije grupe žena (peta i šest grupa). Na osnovu popunjenih prijava za učešće i intervjua, odabrane su 24 učesnice projekta. Praćenje napretka učesnica u toku projekta sproveli su projekt koordinatorka i voditelji/ce treninga i radionica. Razmjena informacija između projektnog osoblja je bila konzistentna i omogućila je projektnom osoblju da prepozna različite potrebe učesnica i prilagodi projekat prema tim potrebama. Trening su završile 22 od 24 žene (dvije su odustale zbog bolesti i zaposlenja).

Kao i u prethodnim grupama, starostna dob učesnica bila je različita, imali su različit nivo obrazovanja ali su sve imale zajedničku potrebu “izlaska iz kuće”, nalaženje zaposlenja i pronalaženje okoline koja im može pružiti podršku.

Tokom psihoedukativnih radionica, učesnice su postale svjesnije vlastitih mogućnosti, važnosti brige o sebi, te svjesne važnosti podrške koju jedna drugoj mogu pružiti. Kreiranje sigurnog okruženja tokom radionica je ohrabrilu učesnice da podijele traumatična iskustva kao što je nasilje u porodici te da u okviru grupe pružaju podršku jedna drugoj.

Nakon što je jedna učesnica podijelila svoje iskustvo zlostavljanja u porodici (zbog čega je u procesu razvoda), ostale učesnice su, takođe, prekidajući tišinu o porodičnom nasilju, iznijele svoja iskustva.

Osim podrške na radionicama, učesnicama je pružena podrška i putem drugih aktivnosti Amica Educe (individualna psihoterapija, psihosocijalna podrška u grupi putem Plesova univerzalnog mira, psihoedukativne radionice na različite teme, savjetovanje radi sticanja Pasoša kompetencija). Tri učesnice su tokom trajanja aktivnosti pronašle zaposlenje koje im nije ometalo pohađanje aktivnosti u grupi.

Rezultati trogodišnjeg projekta – U periodu od avgusta 2014. do jula 2017. godine, 6 grupa učesnica (ukupno 72 učesnice) je završilo edukaciju u okviru projekta. Rad sa svakom grupom učesnica (12 učesnica u grupi) je trajao 6 mjeseci.

Pored sticanja digitalnih vještina, osnaživanja putem psihosocijalne edukacije projekat „Digitalna inkluzija marginaliziranih žena“ je pomogao učesnicama (19% od 72 žene) da pronađu zaposlenje nakon učešća na projektu. 24% učesnica je našlo način da ostvari prihode putem prodaje svojih proizvoda, brigom o starima ili radom u drugim domaćinstvima. Nekoliko učesnica je ostvarilo pravo na penziju a nekoliko započelo volonterski angažman u Amica Educi i drugim lokalnim organizacijama,





3.3. Projekat “Osnažena – Aktivna na tržištu rada”

Osnaživanje žena putem digitalnog opismenjavanja i psihosocijalnih radionica je nastavljeno u okviru novog projekta “Osnažena – Aktivna na tržištu rada” koji je implementiran u periodu od jula do decembra 2017.godine. Pored 12 treninga digitalnog opismenjavanja i 12 psihoedukativnih radionica za unapređenje ličnih vještina, u okviru projekta obezbijedena je podrška i putem 12 radionica za unapređenje poslovnih vještina s ciljem povećanja zapošljivosti žena na tržištu rada i njihovih mogućnosti za samozapošljavanje.

11 od 12 učesnica, dugotrajno nezaposlenih žena, je završilo 72 sata različitih edukacija u toku 6 mjeseci. Potrebe učesnica koje su završile osnovno obrazovanje se razlikuju od učesnica koje imaju fakultetsko obrazovanje i, dok one imaju mnogobrojne sličnosti vezane za socijalnu isključenost radi dugotrajne nezaposlenosti, njihovi planovi za zaposlenje i mogućnosti za isto se značajno razlikuju. S obzirom na različite potrebe učesnica, edukacije i drugi oblici podrške su bile individualno kreirane u skladu sa potrebama učesnica.

Učesnice su imale priliku da razviju svoje samopouzdanje, komunikacijske vještine, samopoštovanje i razviju rodnu osvještenost putem radionica Lične vještine. U toku radionica Poslovne vještina učesnice su imale priliku da identifiraju svoje vještine, kreiraju CV i nauče kako da razviju poslovnu ideju i kreiraju poslovni plan. Putem treninga Digitalno opismenjavanje učesnice su imale priliku da nauče kako da koriste računare i windows aplikacije kao i da steknu certifikate digitalne pismenosti koji su vrlo često jedan od zahtjeva poslodavaca.



Nakon završetka svih radionica i treninga, učesnice su pripremile prezentaciju stečenih vještina, te su koristeći stečeno znanje kreirale svoj Curriculum Vitae i poslovne planove. Predstavljanje sebe potencijalnim poslodavcima i prezentacija svoje poslovne ideje su bili sastavni dio edukacije. Prezentacije su izvedene pred članicama grupe, voditeljima/icama radionica i treninga što je pružilo priliku učesnicama da rade na svojim vještinama prezentacije. Učesnicama je obezbijeden dodatni mentoring i individualno savjetovanje pri prijavama za posao i razvoju poslovnih planova.

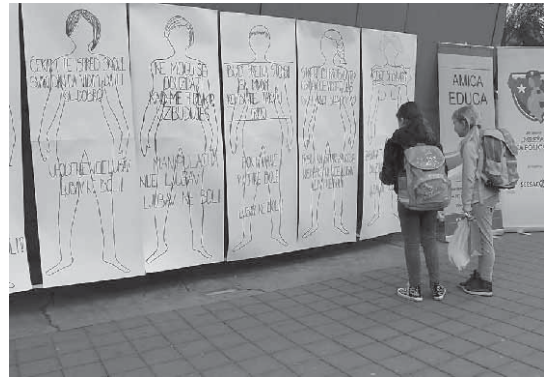
Po završetku projekta tri učesnice su kreirale i razvile svoje poslovne planove (osnivanje udruženja fokusiranog na organsku i zdravu hranu, pokretanje online biznisa fokusiranog na proizvodnju unikatnih šalova i marama, te kupovina koza u svrhu proizvodnje različitih proizvoda od kozijeg mlijeka). Jedna učesnica koja je napustila školovanje na četvrtoj godini je odlučila da se vrati u školu i završi dodiplomsko obrazovanje. Jedna učesnica je našla zaposlenje pri lokalnoj stranci a još jedna učesnica se zaposlila kao prodavačica. Pet učesnica aktivno traže zaposlenje i šalju prijave na oglase za posao. Neke od izjava učesnica vezane za promjene koje su doživjele kroz učešće u projektu su: „Osjećam se bolje, imam više samopouzdanja.“, „Razvila sam sposobnost izražavanja svojih misli, osjećanja i potreba.“, „Doživjela sam promjenu u razmišljanju, djelovanju i funkcionisanju.“

3.4. Kampanja “Ljubav ne boli”

Kampanja je pripremljena i implementirana u martu i aprilu 2017. godine u saradnji sa Mrežom Žena Policajaca BiH i Koalicijom za borbu protiv mržnje Tuzla. Kampanja je

implementirana unutar veće kampanje koja se sprovodila u cijeloj BiH pod nazivom Dižem glas protiv nasilja. Ulična kampanja je implementirana u 4 općine Tuzlanskog kantona, a uključila je i pripremu i realizaciju 5 predavanja u srednjih školama u istim općinama, te medijsku kampanju. Ciljna grupa kampanje su bili mladi, specifično mlade djevojke koje ulaze u prve veze. Cilj kampanje je informisanje i edukacija javnosti (sa fokusom na mlade) o tipovima nasilja u vezama mladih, bračnim vezama i porodičnom nasilju. Tokom ulične kampanje prikazane su siluete ženskih tijela sa jakim porukama vezanim za ponašanja koje mlade djevojke doživljavaju u svojim vezama a koje su prihvaćene kao normalno i prihvatljivo ponašanje i čak kao izrazi ljubavi. Ove poruke su, ustvari, verbalno, fizičko, psihološko, ekonomsko i/ili seksualno zlostavljanje. Većina građana/ki je pozitivno reagovala na kampanju, ali nedostatak znanja vezanog za prepoznavanje verbalnog i psihološkog nasilja je bio očigledan. Većina građana/ki povezuje nasilje samo sa činom fizičkog nasilja.

Ulična kampanja je imala veliku medijsku podršku (30 pojavljivanja u medijima) i procjenjeno je da je direktno ili indirektno informirano 200000 građana. Informativna-edukativna predavanja u 5 srednjih škola su pripremljena i implementirana od strane predstavnice Mreže Žena Policajaca i predstavnice Amica Educe (tema prevencija rodno zasnovanog nasilja).



4

SARADNJA SA VLADINIM INSTITUCIJAMA I NEVLADINIM ORGANIZACIJAMA

Amica Educa je uspostavila i/ili nastavila saradnju sa nekoliko institucija i organizacija sa područja Tuzlanskog kantona i Bosne i Hercegovine:

- **Ministarstvo obrazovanja i nauke Tuzlanskog kantona**

- S ciljem realizacije projekata, Ministarstvo je izdalo Saglasnost Amica Educi za implementaciju aktivnosti u osnovnim i srednjim školama.
- Amica Educa je dostavila Ministarstvu Priručnik za nastavno i stručno osoblje osnovnih i srednjih škola "Prevenција rodno zasnovanog nasilja u školama" s ciljem njegovog distribuiranja. Priručnik je kreiran od strane radne grupe "Zajednica za promjene" koju je formirala In fondacija BiH. Amica Educa je članica radne grupe zajedno sa još četiri organizacije civilnog društva iz BiH, čiji su projekti podržani od strane In Fondacije iz BiH i Fondacije "Kinderpostzegels" iz Holandije.

- **Grad Tuzla** – predstavnici Amica Educe su učestvovali u Radnoj grupi za izradu Akcionog Plana za mlade u okviru Strategije za mlade Grada Tuzla za period 2017. – 2026. godine i Radoj grupi za razvoj preventivnih i alternativnih mjera iz oblasti maloljetničkog prestupništva na području Grada Tuzla.



- **Općina Živinice** – saradnja je pokrenuta na inicijativu Općine Živinice koja je prepoznala Amica Educa kao organizaciju koja može pružiti podršku ženama sa područja Općine. S tim ciljem, tokom 2017.godine organizirana je edukacija u oblasti Nenasilne komunikacije za članice Vijeća Žena i predstavnike/ce Općine. U narednom periodu (2018. - 2020.godine) saradnja sa Općinom će biti nastavljena u okviru projekta "Osnaživanje žena za akcije u zajednici".
- **Centar za mentalno zdravlje Tuzla** – saradnja uključuje razmjenu informacija i upućivanje klijenata/ica u skladu sa njihovim potrebama. Osim razmjene informacija, saradnja je ostvarena i u organizaciji i realizaciji Okruglog stola na temu "Mentalno i socijalno zdravlje žena". Predstavnici/ce Centra za mentalno zdravlje, Asocijacije XY iz Sarajeva i Amica Educe su istakli riziko faktore koji utiču na mentalno zdravlje žena dovodeći žene u nižu poziciju u odnosu na muškrace, te predstavili aktivnosti koje ove institucije i organizacije sprovode na području prevencije i tretamana mentalnih poteškoća u okviru svojih projekata i programa;
- **Centar za socijalni rad Tuzla** – saradnja se ostvaruje u okviru projekta "Porodična grupna konferencija". Ugovor o saradnji i Aneks Ugovoru definira aktivnosti obje strane koje doprinose unpređenju mentalnog zdravlja i socioekonomskog statusa porodica u riziku na području Grada Tuzla.



- **Služba za zapošljavanje Tuzlanskog kantona** – potpisan je Sporazum o saradnji kojim se regulišu obaveze obje strane, a koje se odnose na implementiranje aktivnosti usmjerenih na poboljšanja položaja nezaposlenih osoba na tržištu rada, te promociju obrazovanja odraslih. Osim dosadašnje saradnje u formiranju grupa nezaposlenih žena, učesnica treninga Lične i poslovne vještine, saradnja je ostvarena i u selekciji i formiranju grupa dugotrajno nezaposlenih žena, učesnica projekta “Osnažena – Aktivna na tržištu rada”.
- **Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli** - nastavljena saradnja u okviru projekta "Tandem Univerzitet - Amica Educa". Projekat uključuje edukaciju studenata treće i četvrte godine u oblasti Kreativnog izražavanja slikanjem i drugih kreativnih metoda koje se primjenjuju u radu sa djecom i odraslima.
- **Mreža Nenasilne komunikacije** – predstavnica Amica Educe je bila uključena u formiranje neformalne mreže Nenasilne komunikacije u BiH. Aktivnosti mreže imaju za cilj širenja nenasilnog ophođenja u svakom segmentu društva (obrazovanje, socijalna zaštita, politika, itd.). Predstavnica Amica Educe je stekla Certifikat trenerice Nenasilne komunikacije pri Svjetskom centru za Nenasilnu komunikaciju.
- **Centar za edukaciju i obrzovanje Tuzla** – saradnja ostvarena u implementaciji treninga i savjetovanja za korisnice Amica Educe (trening Poslovne vještine i savjetovanje s ciljem kreiranja Pasoša kompetencija);
- **Centar za promociju cjeloživotnog učenja Erazmo Tuzla** – saradnja ostvarena u implementaciji traninga Digitalno opismenjavanje za korisnice Amica Educe;



- **Fondacija lokalne demokratije / Centar za pravnu pomoć** – saradnja ostvarena u obezbijedenju besplatne pravne pomoći korisicama Amica Educe.
- **Sigurna mreža BiH / Udruženje “Mreža žena policajaca BiH”** – saradnja ostvarena na pripremi i implementaciji kampanje “Ljubav ne boli” s ciljem preveniranja i smanjivanja rodno zasnovanog nasilja u vezama mladih.
- **OSCE Tuzla / Koalicija za borbu protiv mržnje** – saradnja uključuje planiranje i implementaciju zajedničkih aktivnosti koji doprinose preveniranju i osuđivanju incidenata motiviranih mržnjom i drugih događaja uzrokovanih netolerancijom.
- **SOS Program za mlade** – YES centar, SOS Kinderdorf BiH – saradnja ostvarena na jačanju kapaciteta Amica Educa korisnika/ca (mladih osoba) u okviru programa/projekata za mlade koje organizuje YES centar.
- **Osnovne i srednje škole u Tuzlanskom kantonu** – saradnja je ostvarena u okviru projekta “Porodične grupne konferencije” i “Prekidanje tišine o rodno zasnovanom nasilju”.



5

ORGANIZACIJSKI RAZVOJ

Razvoj Amica Educe se ogleda u razvoju ljudskih resursa, povećanju vidljivosti organizacije, povećanju broja programa/usluga koje nudi Amica Educa, u oblasti zagovaranja, te razvoju infrastrukture.

Stručnost osoblja Amica Educe prepoznata je od strane vladinih institucija i nevladinih organizacija u Tuzlanskom kantonu što je rezultiralo angažmanom stručnih osoba Amica Educe u različitim aktivnostima:

- Obezbjedeana je supervizija za dvije socijalne radnice zaposlene u Centru za socijalni rad Tuzla (kontakt osobe za realizaciju projekta "Porodične grupne konferencije");
- Pripremljen je i realiziran trening na temu Prevencija rodno zasnovanog nasilja u školama za nastavnike/ce i predstavnike/ce Ministarstva obrazovanja iz 3 kantona (na poziv IN Fondacije – fondacije za unapređenje socijalne inkluzije djece i mladih u BiH)
- Pripremljene su i realizirane 3 radionice na temu izazova sa kojima se LGBTI osobe susreću u društvu: LGBTI i heteronormativno društvo, LGBTI i religija i LGBTI i Coming Out za članove/ice Tuzlanskog otvorenog centra (na poziv Tuzlanskog otvorenog centra);
- Pripremljena je i realizirana devetodnevna radionica Nenasilna komunikacija za članice Vijeća žena i zaposlenice Općine Živinice (na poziv Općine Živinice);
- Realizirane su dvije radionice Nenasilna komunikacija za članove/ice Koalicije za borbu protiv mržnje i članice Centra za promociju cjeloživotnog učenja Erazmo Tuzla (na poziv ovih organizacija);
- Održano je predavanje za učenike/ce Opće gimnazije Katoličkog školskog centra Tuzla na temu: Adekvatno predstavljanje potencijalnim poslodavcima (na poziv Katoličkog školskog centra);
- Predstavnicu Amica Educe je stekla Certifikat Trenerice Nenasilne komunikacije pri Svjetskom centru za Nenasilnu komunikaciju nakon što je ispunila sve zahjeve za certificiranje;
- Predstavnicu Amica Educe je učestvovala na Konferenciji "Savremeni izazovi i perspektive društvenih i humanističkih studija", organiziranoj od strane Filozofskog fakulteta Univerziteta u Tuzli izlaganjem rada na temu "Socijalni rad i mentalno zdravlje".

Web stranica

Kreirana je nova web stranica Amica Educe (posjećena 21646 puta u toku 2017.godine), kao i You Tube kanal sa 29 arhiviranih video zapisa o različiti aktivnostima Amica Educe.



DONATORI

U 2017. godini, aktivnosti Amica Educe su bile podržane od strane slijedećih organizacija:

AMICA Schweiz, Švicarska;

Cfd – Feministička mirovna organizacija, Švicarska;

IN fondacija – fondacija za unapređenje socijalne inkluzije djece i mladih u BiH;

DVV International, Njemačka, Ured u Sarajevu;

Ministarstvo za rad, socijalnu politiku i povratak Tuzlanskog kantona;

Federalno ministarstvo obrazovanja i nauke;

Grad Tuzla;

NdL mreža (Mreža Plesova univerzalnog mira);

Sigurna mreža u BiH / Fondacija lokalne demokratije;



STATISTIČKI PODACI

| PSIHOEDUKATIVNE RADIONICE | | | | | | | | | |
|---|--------------------|-------------|-----------|------------|----------|------------|-----------|------------|---------------------|
| Tema radionica | STATUS UČESNIKA/CA | | | | | TOTAL | SPOL | | Broj dana radionica |
| | Zaposleni | Nezaposleni | Studenti | Penzioneri | Domaćice | | Muškarci | Žene | |
| Porodična dinamika | 4 | 5 | 1 | 2 | 0 | 12 | 0 | 12 | 9 |
| Kreativno izražavanje slikanjem | 3 | 5 | 0 | 5 | 0 | 13 | 0 | 13 | 9 |
| Pozitivna disciplina u odgoju djece | 10 | 4 | 3 | 0 | 0 | 17 | 0 | 17 | 9 |
| Lične i poslovne vještine | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 9 |
| Pasoš kompetencija | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 20 |
| Rodna ravnopravnost | 6 | 4 | 3 | 2 | 0 | 15 | 0 | 15 | 3 |
| Nenasilna komunikacija | 12 | 5 | 3 | 0 | 0 | 20 | 3 | 17 | 9 |
| | 9 | 3 | 0 | 2 | 2 | 16 | 0 | 16 | 9 |
| Kreativno izražavanje slikanjem za studente (Projekat "Tandem Univerzitet – Amica Educa") | 0 | 0 | 60 | 0 | 0 | 60 | 8 | 52 | 15 |
| Plesovi univerzalnog mira | 25 | 2 | 0 | 8 | 0 | 35 | 1 | 34 | 9 |
| Terapija muzikom – bubnjevima | 6 | 5 | 0 | 0 | 0 | 11 | 0 | 11 | 9 |
| Seksualno zlostavljanje u djetinstvu | 6 | 1 | 2 | 0 | 0 | 9 | 1 | 8 | 9 |
| Art terapija | 8 | 1 | 1 | 2 | 0 | 12 | 1 | 11 | 9 |
| Historija umjetnosti | 15 | 8 | 1 | 3 | 0 | 27 | 0 | 27 | 3 |
| TOTAL | 104 | 63 | 74 | 24 | 2 | 267 | 14 | 253 | 131 |
| % | 39,0 | 23,6 | 27,7 | 9,0 | 0,7 | 100 | 5,2 | 94,8 | |

PSIHOLOŠKO SAVJETOVALIŠTE

| Aktivnosti | STATUS KLIJENATA/ICA I UČESNIKA/ICA | | | | | | UKUPNO | SPOL | | Broj aktivnosti |
|---|-------------------------------------|-------------|-----------|------------|----------|-----------|------------|-----------|------------|-----------------|
| | Zaposleni | Nezaposleni | Studenti | Penzioneri | Domaćice | Djeca | | Muškarci | Žene | |
| SOS telefon | 34 | 51 | 12 | 14 | 1 | 0 | 112 | 22 | 90 | 0 |
| Individualna psihoterapija i savjetovanje | 5 | 13 | 7 | 7 | 1 | 0 | 33 | 2 | 31 | 439 |
| Porodična i partnerska psihoterapija i savjetovanje | 2 | 8 | 0 | 0 | 0 | 0 | 10 | 2 | 8 | 22 |
| Grupna psihoterapija i savjetovanje | 0 | 8 | 0 | 0 | 1 | 0 | 9 | 3 | 6 | 46 |
| Porodične grupne konferencije | 63 | 32 | 0 | 13 | 0 | 0 | 137 | 26 | 82 | 11 |
| | 0 | 0 | 0 | 0 | 0 | 29 | | 15 | 14 | |
| Psihoedukativne i kreativne radionice za djecu | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 9 | 14 | 56 |
| Psihoedukativna podrška za žene – Moje veličanstvo Žena | 8 | 3 | 0 | 3 | 0 | 0 | 14 | 0 | 14 | 12 |
| Psihoedukativna podrška za žene – Plesovi i Reiki | 5 | 5 | 2 | 2 | 3 | 0 | 17 | 3 | 14 | 41 |
| Tjelesne vježbe za žene | 7 | 0 | 0 | 13 | 0 | 0 | 20 | 0 | 20 | 90 |
| Grupa samopomoći –Porodična dinamika | 6 | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 8 | 6 |
| Psihosocijalna podrška za žene povratnice u Snagovo | 0 | 6 | 0 | 5 | 0 | 0 | 11 | 0 | 11 | 2 |
| Relaksacione masaže | 3 | 0 | 0 | 1 | 0 | 0 | 4 | 1 | 3 | 16 |
| TOTAL | 133 | 126 | 21 | 60 | 6 | 52 | 398 | 83 | 315 | 741 |
| % | 33,4 | 31,7 | 5,3 | 15,1 | 1,5 | 13,1 | 100 | 20,9 | 79,1 | |



RODNA RAVNOPRAVNOST

| Projekti/aktivnosti | STATUS UČESNIKA/CA | | | | UKUPNO | SPOL | | No of workshops days |
|--|--------------------|-------------|--------------------|---------------------|------------|-------------|-------------|----------------------|
| | Zaposleni | Nezaposleni | Učitelji / školska | Penzioneri / domaći | | Muškarci | Žene | |
| Digitalna inkluzija marginaliziranih žena | | | | | | | | |
| Trening digitalnog opismenjavanja | 0 | 12 | 0 | 0 | 12 | 0 | 12 | 12 |
| Psihoedukativne radionice | | | | | | | | 12 |
| Osažena – Aktivna na tržištu rada | | | | | | | | |
| Trening digitalnog opismenjavanja | | | | | | | | 12 |
| Psihoedukativne radionice | 0 | 12 | 0 | 0 | 12 | 0 | 12 | 12 |
| Poslovna edukacija | | | | | | | | 12 |
| Prekidanje tišine o rodno zasnovanom nasilju | | | | | | | | |
| Radionice za učenike srednjih škola u Tuzli i Lukavcu | 0 | 0 | 148 | 0 | 148 | 110 | 38 | 6 |
| Supervizijski sastanci sa vršnjačkim savjetnicima | 0 | 0 | 20 | 0 | 20 | 2 | 18 | 5 |
| Trening volontera | 0 | 8 | 4 | 0 | 12 | 2 | 10 | 20 |
| Radionice za školsko osoblje (Osnovna škola "Kreka" Tuzla) | 30 | 0 | 0 | 0 | 30 | 7 | 23 | 2 |
| Forumske i lutkarske predstave za učenike/ice u Osnovnoj školi "Kreka" | 0 | 0 | | 0 | | | | 3 |
| Radionice Prevencija rodno zasnovanog nasilja u Osnovnoj školi "Kreka" Tuzla | 0 | 0 | 289 | 0 | 289 | 159 | 130 | 5 |
| UKUPNO | 12 | 32 | 172 | 0 | 523 | 114 | 90 | 91 |
| % | 2,3 | 6,1 | 32,9 | 0 | 100 | 21,8 | 17,2 | |



| OSTALE AKTIVNOSTI | | |
|--|-----------------|-----------------------------------|
| Activnosti | Broj učenika/ca | Broj radionica / predavanja, itd. |
| Okrugli sto "Mentalno i socijalno zdravlje žena" | 59 | 1 |
| Uvodna radionica Nenasilna komunikacija za članove/ice Koalicije za borbu protiv mržnje | 19 | 1 |
| Uvodna radionica Nenasilna komunikacija za članove/ice Centra za promociju cjeloživotnog učenja ERAZMO Tuzla | 25 | 1 |
| Trening na temu Prevencija rodno zasnovanog nasilja u školama za nastavnike/ce i predstavnike/ce Ministarstva obrazovanja | 38 | 1 |
| Radionice: LGBTI i heteronormativno društvo, 2.LGBTI i religija 3.LGBTI i Coming Out za Tuzlanski otvoreni centar | 10 | 3 |
| Predavanja za učenike/ice Opće gimnazije Katoličkog školskog centra Tuzla na temu: Adekvatno predstavljanje potencijalnim poslodavcima | 150 | 1 |
| Predavanja za učenike/ce srednjih škola (5 škola) Prevencija rodno zasnovanog nasilja / kampanja "Ljubav ne boli" | 300 | 5 |
| UKUPNO | 601 | 13 |

| | Ukupan broj učesnika/ca i klijenata u 2017. godini | Ukupan broj radionica / sesija u 2017. godini |
|---------------------------|---|--|
| Psihoedukativne radionice | 267 | 131 |
| Psihološko savjetovalište | 398 | 741 |
| Rodna ravnopravnost | 523 | 91 |
| Druge aktivnosti | 601 | 13 |
| UKUPNO | 1789 | 976 |

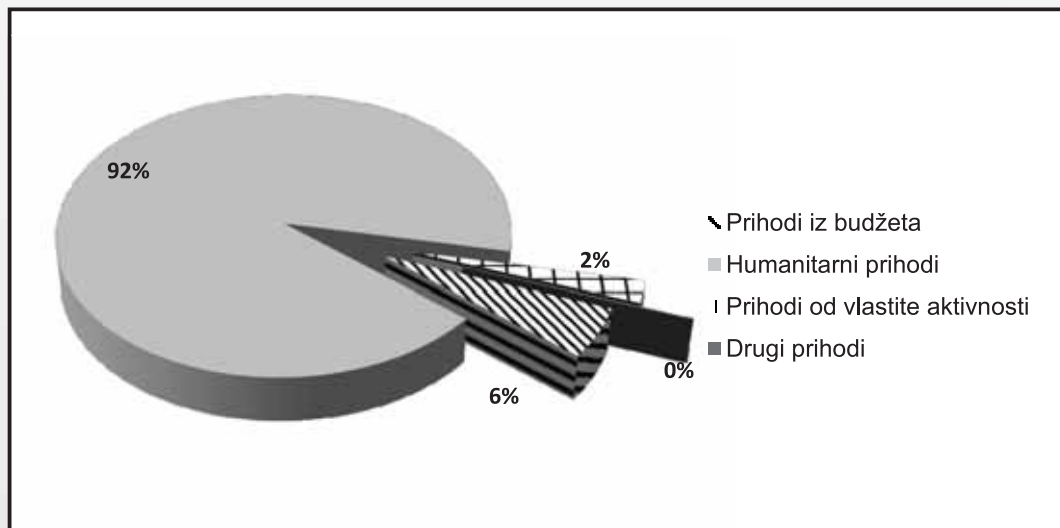


FINANSIJSKI IZVJEŠTAJ

8.1. Prihodi

Ukupan prihod ostvaren u 2017.godini iznosi 299.977 KM, što je u odnosu na prihod prethodne godine povećanje za 4.804 KM ili 1.6 %.

| Pregled ostvarenih prihoda | | | |
|----------------------------|--------------------------------|--------------------|------------|
| No | Opis | 01.01.-31.12.2017. | |
| | | Iznos KM | % |
| 1 | Prihodi iz budžeta | 16.370 | 5,46 |
| 2 | Humanitarni prihodi | 27.6314 | 92,11 |
| 3 | Prihodi od vlastite aktivnosti | 6.926 | 2,31 |
| 4 | Ostali prihodi | 367 | 0,12 |
| | UKUPNO PRIHODI | 299.977 | 100 |





8.2. Rashodi

Ukupan rashod ostvaren u 2017. godini iznosi 299.607 KM, što je u odnosu na rashod ostvaren u prethodnoj godini povećanje za 4.985 KM ili 1.7%.

| Pregled ostvarenih rashoda | | | |
|----------------------------|------------------------------------|--------------------|------------|
| No | Opis | 01.01.-31.12.2017. | |
| | | Iznos KM | % |
| 1 | Plaće i ostala primanja zaposlenih | 148.798 | 49,66 |
| 2 | Materijal i energija | 16.773 | 5,60 |
| 3 | Usluge | 44.174 | 14,74 |
| 4 | Amortizacija | 20.526 | 6,85 |
| 5 | Putni troškovi | 3.578 | 1,19 |
| 6 | Drugi troškovi | 65.374 | 21,82 |
| 7 | Finansijski rashodi | 384 | 0,13 |
| | UKUPNO RASHODI | 299.607 | 100 |

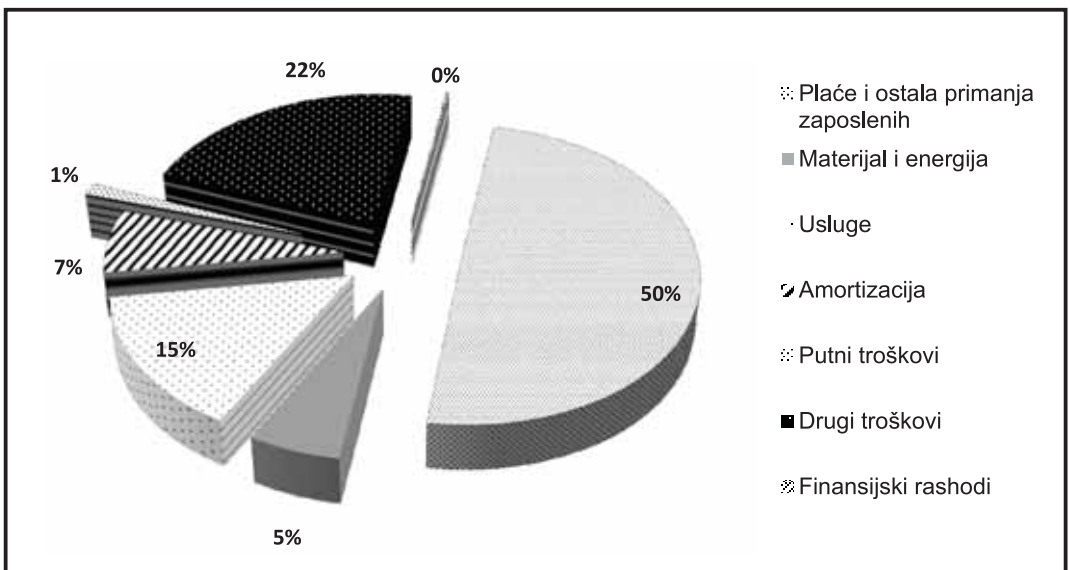






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ANNUAL WORK REPORT
AMICA EDUCACIÓN

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SUMMARY

Covering period January – December 2017, Amica Educa projects' activities have directly supported empowerment process of 1789 individuals through different group and individual activities contributing to improvement of their social and professional functionality as well as their rights and position in education, health, social care system and labor market.

Having different activities in the projects leading to achieving specific goals Amica Educa has provided comprehensive support to the target groups. The empowerment effects have been seen in improvement of their mental health as well as on the level of social interactions in family, workplace, labor market, community.

Professionals from helping and other disciplines (including students) have gained knowledge and skills that enable them to provide more qualitative services to their clients / students, but also personal benefits from experienced based learning. By applying and sharing the knowledge gained at the workshops, professionals make multiplication effects and

positively influence the work of the institutions and organizations they work in.

Women at risk of mental health problems have improved their knowledge and skills needed for better family functioning, parenting, activism in community, better position at the labor market and self-employment as well as fulfilling their rights and gender equality. The positive results are seen in increased self-confident, enthusiasm and motivation for actions and changes they want to make in family and community.

Public actions such as round table, street campaign and 94 media appearances as well as various types of cooperation with education, health and social care institutions contributed to Amica Educa's visibility and awareness raising of Tuzla Canton citizens regarding mental health of all society members as well as psychological and socio-economic empowerment of women and gender equality.



1

PSYCHOEDUCATIONAL WORKSHOPS

In accordance to the projects' goals, psychoeducational workshops have been organized for professionals in helping disciplines and for women at risk of mental health problems.

1.1. Psychoeducational workshops for professionals in helping disciplines

Psychoeducational workshops on following topics: Sexual Abuse in Childhood, Art therapy, Music Therapy – with Drums, Dances of Universal Peace, Creative expressive painting and Art History have been organized for professionals in helping disciplines aiming to improve their professional skills.

Students of Faculty for Education and Rehabilitation at Tuzla University (third and fourth year of study) have participated at first module (out of three) of the workshop Creative Expressive Painting. The education of five students groups will continue in the first part of 2018.

Feedbacks of the workshop participants (total number is 154) have been emphasizing personal and professional benefits

(mainly social and interpersonal skills leading to better everyday functioning) gained in experience based learning at the workshops.

Participants reported about increase of knowledge and understanding of relationships with others, children's behavior, contexts that influence the development of personality, gender equality, communication and creative processes. They are more ready and capable to connect with the clients and school children and to better understand the context they are coming from and their behaviors. This was the impression of 39% participants who work with children and adults (mainly in schools and kindergartens and NGOs). Improvement of their social and interpersonal skills leads to improvement of their teaching and counseling skills in their work. Participants reported about the application of new methods in their work and improved results in providing psychosocial, pedagogical services for children and adults.

Participants have been accepting the workshops as opportunity for psychological empowerment (along with





professional) that improves their capacities for dealing with problems and challenges they encounter in everyday work, family and society. The effects are seen in: increase of self-confidence and self-acceptance, feelings of freedom and openness for new insights, recognizing and expressing needs, emotions and intentions, increase of tolerance and acceptance, more efficient connections with others, more adequate reactions to stress, setting boundaries and clear personal goals, motivation for achieving those goals.

Creative techniques as painting, drawing, modeling, music instruments playing have been accepted as resource that can

reduce stress, anxiety, give the inner peace but also feelings of fulfillment and success (as they succeed to learn something they thought they do not have talents). By nonverbal approach, using multi-sensory channels, tapping into participants' visual, auditory and experiential learning style, creative techniques approached their personal difficulties they have not been ready to talk about and made the personal processes faster.



1.2. Psychoeducational workshops for women at risk of mental health problems

Support to women at risk of mental health problems in advocating and fulfilling their rights in family and society as well as improving the skills for better employability has been provided within psychoeducational workshops: Nonviolent Communication, Family Dynamics, Positive Discipline in Raising the Children, Creative Expressing Painting Gender Equality, Personal and Business Skills and counseling leading Competency Passport creation.

Supporting 97 women, the project has contributed to prevention of discrimination in family and society. Activities have been focused at increasing the motivation of women, their activism for changes they want and can make related to their mental health and quality of life, position in family and their roles as mother, employability as well as their influence in community.

Although participants have different educational level, come from different family settings, all of them have been expressing the need for support in increasing self-confidence



and skills that would enable them to set and achieve personal goals independently, to adequately cope with stressful situations, form adequate social relationships, partner relationships, be responsible parent, improve their employability and get employment as well as to initiate and make changes in their surroundings.

Experienced based learning made influence on their psychological level what raised their critical thinking, self-acceptance, motivation and strength for further learning and changing their nonfunctional patterns of behavior. 85% of 97 women accepted / understood the importance of taking the responsibility for own life, so they became proactive and goal





oriented (instead of being pessimistic and discouraged previously).

Gaining the knowledge about family systems, child raising, nonviolent communication, gender issues, laws protecting their rights through institutional mechanisms some women (for the first time) open their mind concerning family and society caused prohibitions that women are facing, prejudices, discrimination and gender based violence. In the same time they also succeeded to, through personal processes, accept their lives and to consider or initiate wanted and possible changes.

Empowerment effects reported by these 85% of 97 women have been related to their personal growth (increasing their emotional intelligence, self-awareness, self-confidence, self-image and accepting oneself) as well as knowledge and social skills that served them to change/start changing relationships and attitudes in family, community. 55% of them see possibilities and the way how to use gained knowledge and skills to improve position in the labor market.

Perception about their positions (comparing to men) has changed through psychoeducation leading to better understanding of gender equality (85% of 222 women). Many of them recognized their unequal position in family, workplace and labor market after they understood the difference between having access to resources and the control over the resources. They become aware of the omnipresent unequal distribution of power among the sexes as well as misuse of this power that leads to gender based violence. After understanding the wider perspective of the

society we live in (that is traditional patriarchal), its influence on mental health of men and women (following stereotypical gender roles) 80% of participants considered placing women in an equal position with the men more important than before. Having this awareness about importance of equal positions, women have gained motivation for discussing and changing their position in the family (property ownership, family roles, decision processes), including more gender sensitive approach in raising their children, improving their self-presenting skills at job interviews and labor market and generally in community they live.

Improvement of women's business skills along with personal ones that was focus of the training Personal Business Skills and Competency Passport counseling increased employability of 20 participants. Participants have been encouraged to change their self-perception that was related to underestimation of own knowledge, skill and capabilities, to perceive their strengths and weaknesses more objectively what gave them motivation and direction in searching for job or in starting / improving their small business.



2

PSYCHOLOGICAL COUNSELING

All of Psychological Counseling activities are aimed at empowerment of beneficiaries to develop their inner strengths necessary for overcoming life crisis.

After the first contact made by beneficiaries on SOS telephone or their visit in Amica Educa the support to beneficiaries is provided through different services.

The services of estimation and planning are the first support provided to the beneficiaries and include: the estimation of the actual situation, their needs, strengths and risks for beneficiaries as well as creation of the individual plan related to services offered in Amica Educa (such as psychotherapy, psychoeducational workshops or other specific treatments).

2.1. Counseling and psychotherapy

Counseling and psychotherapy include individual, partners, family or group support to children, youth, partners and families. In 2017 sessions were organized once a week with 4 therapists, 1 counselor and 3 trainee therapists (trainee therapists were engaged within counseling center from January to July 2017). All professionals engaged along with team members (in total 12 of them) have been supervised during 35 supervision sessions. Regular meetings of therapists with Program director and Social worker are organized aiming at monitoring and evaluation of the work leading to adaptations (if necessary) and improvement of the whole supporting process.

During 2017, 507 psychotherapeutic sessions (439 individual, 22 partners/family, and 46 group sessions) were organized for 52 clients (45 women and 7 men).The beneficiaries have been expressing difficulties in their functionality in family, work place, society personal and relational problems such as

depressive and anxiety related disorders, emotional shut-down, marital crisis, after divorce period, single-parenting, grieving, sexual abuse in childhood, physical abuse, suicide attempt, war trauma - loss of a brother, psychoactive substances addiction and other numerous problems related to low self-esteem, sexual orientation, illness and financial issues.

Support provided through individual and group psychotherapy improved their ability to deal with emotions in terms of recognizing, allowing and expressing emotions, increasing motivation to learn and integrate stress management skills and to adequately respond to everyday life challenges, gradually changing their position in family, workplace / school and society. Marital crisis, after-divorce period, single-parenting and emotional shut-down of several clients that have caused certain negative beliefs, feelings of worthlessness and defense mechanisms were challenged and replaced with positive ones, which allowed them to view situation realistically and from different perspectives and motivated them to focus on their resources and competencies. Most of the elderly women were dealing with deeply seated patterns of behavior taken from their parents' families that became transgenerational heritage passed unconsciously and negatively affecting relationships mostly with their children. Major progress in these cases was to encourage them to take action regardless of their age which resulted in improved quality of social and emotional relations with others and lessened psychosomatic difficulties after engaging in exercises for women, Dances of Universal Peace, etc.

Some of the beneficiaries have been included previously in other Amica Educa activities. Although not being fully aware of their psychical conditions before, some women



participating in seminars and workshops recognized the need for additional (individual) support. These women being additionally supported in individual and group psychotherapy sessions developed their capacities for overcoming depressive and anxiety related disorders, marital crisis, sexual and physical abuse, different kinds of traumas, etc.

Implementation of other Amica Educa projects in cooperation with schools in Tuzla (Breaking the Silence on Gender Based Violence and Family Group Conference) empowered six high-school / university students to seek professional support to overcome consequences of bullying, long-term exposure to domestic violence, non-acceptance of their sexual orientation and to treat early symptoms of depression. Six (high school / university) students were encouraged to regularly attend sessions in order to increase their self-awareness and self-confidence, acknowledge emotions and understand how past effects their present behavior as well as their results in school and relations with others. Two of them (17 and 20 years old) were empowered to work towards authenticity and self-acceptance regarding their sexual orientation by embracing homosexual identity which can help recovery from long term depression and panic attacks they were exposed to. Clients acknowledged they must be taking into account support of extended social network, since they are being rejected from their own families.

2.2. Psychoeducational and creative workshops for children

Psychoeducational and creative workshops for children organized for 4 groups of children (23 children in total) continuously during 2017. The work with one group has been organized on weekly basis during 4 months (56 workshops have been organized in total)

Psychoeducational and creative workshops have included use of innovative pedagogical and methodical approaches aiming at psychosocial empowerment of children to be able to develop their stable and strong personalities capable to confront different life challenges.

The cooperation and trust within the groups have been developed very fast through games and creative work what resulted with children' increased openness and freedom to



express their emotions, increased self-respect and selfconfidence during their verbal expression in the groups.

The techniques of drawing, painting, modeling, and games have had the positive influence on their awareness about inner and out world, concentration, social learning, their self-respect, and self-confidence, but also on mutual trust, mutual respect and tolerance. Preschool children (age 5-7) have increased their hand motility needed for writing, concentration, imagination.

Beside this, using the art therapy techniques, children have adopted the life values related to empathy, friendships, trust and other moral values. Every child has learned to respect the differences and to express her/him without fear of being estimated.





2.3. Psychoeducational support for women - My Majesty - the Women



In the period March – June 2017 12 workshops My Majesty Women were realized. The group has completed work with 14 participants / women. The diversity of the group in terms of age, financial, cultural, religious, and educational differences, contributed to quality discussions during the workshops. Although there were a large number of participants, with their creative engagement and activity during work on specific topics, the group entered into a deep mode of work on themselves.

They had the opportunity to work on raising awareness and improving the following content: limitations in personal development, personal boundaries, motivations, basic human needs, senses, communication style, resources (natural, personal and material), their own special skills, meeting their own needs, connecting with an inner child, etc.

During the workshop, women shared their concerns about neglecting, suppressing or denying their own needs, as well as the existence of an inner child. But they also showed determination to engage themselves in the future to be more closely connected with needs and to become active in satisfying their psychological, physical and spiritual needs.

In addition, women have recognized and then began to actively work in increasing their own responsibility in using the available resources as well as in improving their own style of communication that influences their quality of life.

At the level of the whole group there was evident improvement in setting the boundaries (it is easier to them

to say NO), on the level of confidence and the importance of personal development and empowerment. Evaluation based on initial and final questionnaires has shown an increase in the self-perception of the following items: general sense of security in life, satisfaction in setting boundaries with other people, articulating their own needs, (verbal) expression of their own opinions and suggestions, level of confidence and motivation to continue working on themselves and making changes to the better.



2.4. Empowering families with children and youth at risk - Family Group Conferences

The Family Group Conferences (FGC) project has been realized in cooperation with the Centre for Social Work Tuzla from 2016. The aim of the project is improvement of the support system and services for families with children and youth at risk, through empowering families to act as decision maker in the problem resolution process. In 2017, beside the Centre for Social Work, the cooperation was established with six primary schools and one secondary school from Tuzla enabling them to initiate PGCs for their pupils at risk.

School representatives attending two days training have gained knowledge for initiating PGCs and for applying this model in educational practice. 11 families have been supported in 2017 (11 FGCs organized) including 137 participants in total (23 children and youth under the age of 21 year, 16 parents, 59 members of families' wider social network and 39 professionals).

Supported families have been experiencing different issues such as social isolation of children caused by frequent school



changing and moving, bullying, irregular school attendance caused by irresponsible parenting, severe chronically illness of parents, violence against children, divorce and financial difficulties that are present in most of these cases.

Plans for Family Protection have been developed at each of 11 PGCs containing concrete steps of support that lead to solving or alleviating family problems. Amica Educa has been monitoring the implementation of the Plans for two months after being adopted at the PGCs.

All Amica Educa's resources were used in order to additionally support families. Family members have been additionally supported through counseling and psychotherapy, psychoeducational and creative workshops, psychosocial workshops for women. Professionals from other

nongovernmental organizations, Centre for mental health Tuzla, Educational Centre Tuzla, schools, Centre for Social Work have participated at informative part of family meeting when needed, in order to share information related to family problems and offer services within their organizations / institutions that can be of support to families.

Results for some families were achieved in terms of improved quality of social and emotional relations, negative beliefs; feelings of worthlessness and defense mechanisms were challenged and replaced with positive ones, which motivated them to focus on their resources and competencies. Some of the participants were encouraged to overcome the negative attitude of society towards seeking a professional psychological help, so they regularly attended sessions and increased their awareness of emotions and roles every family member is assigned to. Some of the children and youth managed to improve their results in school, relations with peers and to regularly attend classes.

2.5. Other activities

The effects of activities such as Psychosocial support for women - Dances and Reiki, Psychosocial support for women returnees in Snagovo village, Self-help group Family Dynamics, Physical recreation exercises for women and Relaxation massages are seen in establishing the psychophysical balance, improved socialization, wellbeing and the quality of life in general.



3

GENDER EQUALITY

3.1. Project Breaking the Silence on Gender Based Violence

The Project Breaking the Silence on Gender Based Violence (GBV) has been implemented from 2014 aiming at prevention of gender based violence through information, education and communication on social values that uphold equal rights and respect for all community members regardless of their gender.

In 2017 Amica Educa has realized the project in cooperation with Elementary School Kreka Tuzla and two high schools (in Tuzla and Lukavac)

In the first half of the year (January – June) the implementation of the activities that started in 2016 has continued in two high schools (in Tuzla and Lukavac) including 700 students in total enrolled in school year 2016/2017. Project addressed the issue of gender based violence in youth relationships and educated students about gender and gender based violence in order to prevent perpetuation of cycle of violence across generations. 20 each peer counselors from high schools in Tuzla and Lukavac were trained for peer intervention and peer education, and peer counseling on the topic of gender based violence in youth intimate relationships.



Students and school staff have been informed and educated on the topic of gender through informational material, two gender forum plays and discussions in all classes in both high schools. Upon completion of the project majority of students and school staff is aware of various forms of GBV (while prior to the project they could only recognize physical violence as a form of violence), statistics and trans-generational transference of gender based violence, contributing factors, wheel of violence etc.

Interactive and experienced based education (workshops) created environment that not only to challenge prevailing beliefs but to also intervene in cases of GBV. Just like students majority of school staff was not aware how traditional gender roles and beliefs contribute to cases of GBV.

Young people who participated in the project both peer counselors and volunteer mentors reported on increase in their knowledge, self-confidence when it comes to leading groups and counseling individuals.

In second part of the year (July – December) Amica Educa has started the implementation of project activities in



Elementary School Kreka in Tuzla. According to plan, activities in Elementary School Kreka will be implemented until June 2018.

Large number of school children is children at risk and/or Roma children. They live in a low income area, in traditional, patriarchal past-oriented community with unequal power relations between adults and children. Gender stereotypes and roles attributed to girls and boys leave children especially vulnerable to GBV. Addressing this issue, project educates school children about gender and GBV in order to prevent perpetuation of cycle of violence across generations. School professionals (teachers and staff) are educated on the topic of gender, gender equality and GBV. The goal of the school professional's education is continuation / multiplication of the work on prevention of gender based violence after the end of project activities.

Activities realized in the period July - December are:

- 6 young unemployed people have been educated on group leading and GBV and are engaged as

volunteers in leading workshops with children.

- 12 potential volunteers completed 5 days training on GBV, 5 day training on Pedagogical and Creative Methods for Working with Children, and with the assistance of mentors completed 10 day individual workshop creation. Best workshop scenarios and presentations were selected and first 6 volunteers were selected to work on the project.
- Two groups of teachers and professional staff attended one day training on Prevention of GBV. 30 teachers finished training and received Manuals for Prevention of GBV created specifically for elementary and high school teachers that can be used in classes for promotion of Gender Equality and prevention of GBV.
- 6 volunteers, project staff and members of Theatre Group created and performed two Forum plays and a puppet play for approximately 300 elementary school children.
- 5 two hours psychoeducational workshops on the topic of prevention of GBV were held for total of 85 students.



3.2. Project Digital Inclusion of Marginalized Women

In July 2017, the three years project Digital Inclusion of Marginalized Women has been completed. In period January – July the digital literacy training and psychoeducational workshops have been organized for two groups of women (fifth and sixth project group).

24 participants were selected based on the analysis of application for participation and interviews. Monitoring of the participants' progress has been done by project coordinator and leaders of training and workshops. Exchange of information between project staff was consistent and it allowed project staff to recognize participants' needs in different areas and to adapt the project according to their needs. 22 participants have completed the training (one woman did not complete due to illness and one due to finding employment).

Like in the previous groups, participants were different ages, different educational levels but all do have common need which is getting out of the house, finding a job and finding a supportive environment.

Participating at psychoeducational workshops, participants have become more aware of their capabilities, the importance of taking care for themselves as well as the

importance of the mutual support they can provide. Safe environment created during the workshops encouraged participants to share traumatical experiences such as family violence and to support each other within the group. After one participants shared their experiences with the spousal abuse (and due to that she is in the process of divorce), other participants broke the silence on family violence and also shared their experiences.

Beside these project workshops, participants were provided with the support through other Amica Educa activities (individual psychotherapy, psychosocial group support – Danced of Universal Peace, psychoeducational workshops on different topics, counseling leading Competency Passports). Three participants have found employment during the project but it did not interfere with their attendance.

Three years project results - From August 2014 to July 2017, 6 groups of women (72 women in total) completed education within the project. The work with each group has lasted 6 months.

Aside from providing women with digital skills, empowering them through psychosocial education the project has helped participants (19% of 72 women) to find the employment after completing the program. 24% of the participants have started generating income through sale of their products, caretaking of the elderly or providing domestic services for others. Several participants were able to realize their





retirement benefits and several started volunteering in Amica Educa and other local organizations.

3.3. Project Empowered Women – Active in the Labor Market

Empowering women through digital literacy training and psychoeducational workshops has been continued within new project Empowered Women – Active in the Labor Market that was implemented in period July – December 2017. Beside 12 Digital Literacy trainings and 12 psychoeducational workshops for improving personal skills, additionally 12 workshops for improving business skills has been organized with the aim to increase employability of women at labor market and their possibilities for self-employment.

11 participants (out of 12), long-term unemployed women has completed 72 hours of different education during 6 months. The needs of participants who completed elementary education are completely different from ones who completed University education and while they have numerous similarities in regards to social exclusion due to long-term unemployment their employment plans and opportunities significantly differ. Due to different needs, educations and other forms of support have been individually tailored per participants needs.

Participants had an opportunity to develop their self-confidence, communication skills, self-esteem and raise their gender awareness through Personal Skills workshops. During Business Skills trainings participants had an opportunity to identify their skills, create a CV and learn how to develop a business idea and turn it into a business plan. During Digital Literacy training participants learned how to use computers and Windows application and gain a certificate of digital



literacy which is one of the requirements that employers often request.

Upon completion of all three workshops and training, participants prepared their sales pitch where they used their digital literacy skills to create a CV or a business plan. The self-presentation to a potential employer and presentation of their business idea was the integral part of the education. Presentations were done in front of the group and workshop and training instructors which provided participants with an opportunity to practice their presentation skills. Participants were provided further mentoring and individual counseling for job applications and development of business plans.

Upon completion of the project three participants created and are developed their business plans (founding an Association focused on organic and healthy living, starting an online business focused on designing and producing unique scarves, raising goats in order to create various products from goat milk). One participant who left University in her 4th year of studies decided to go back to school and finish her degree. One participant found employment as an administrator with a local party, another participant found employment as a salesperson and five participants are actively looking for employment and are sending job applications on regular bases. When describing changes that they experienced through participation in the project, they said: "I feel better, more confident", "I have a better ability to express my own thoughts, feelings and needs", "Changes in thinking, acting and functioning" etc.

3.4. Campaign – Love Doesn't Hurt

Campaign was prepared and implemented in March and April in cooperation with Network of Woman in Police and



Coalition for Fighting against Hate Tuzla. Campaign is implemented within country wide campaign called I Raise my Voice against Violence. It included street campaigns in 4 municipalities of Tuzla Canton, info-educative lectures in 5 secondary schools in the same municipalities as well as large media campaign. The target group was youth, especially young girls who are entering relationships for the first time. The purpose was to inform and educate citizens (with focus on young women) regarding types of violence in youth relationships, marital relationships and family violence.

Streets campaigns included presentation of women body silhouettes with strong messages related to actions and treatment young girls encounter in their relationship and that are accepted as normal and acceptable behavior, even as expression of love. These messages are actually verbal, physical, psychological, economical, and/or sexual abuse. Most of the people had positive reactions to the campaign, but the lack of knowledge regarding recognition of verbal and psychological violence and abuse was evident. Most people relate violence only to physical violence. The street campaigns had big media coverage (30 appearances in media) and it is estimated that number of reached citizens, directly or indirectly, is 200000. Informative-educative lectures in 5 secondary schools have been prepared and implemented by representative of the Network of Woman in Police and Amica Educa (topic Prevention of Gender Based Violence).



4

COOPERATION WITH GOVERNMENTAL INSTITUTIONS AND NONGOVERNMENTAL ORGANIZATIONS

During 2017, Amica Educa has established and/or continued cooperation with several institutions and organization in Tuzla Canton and B&H:

- **Ministry of Education, Science, culture and Sports Tuzla Canton**

- For the purpose of project implementation, Ministry has issued Consent letter for implementation of activities in two high schools and primary schools.
- With the intention to distribute the Handbook for teaching and skilled staff of primary and secondary schools - Prevention of GBV in School to the Tuzla Canton schools, Amica Educa has sent the Handbook to the Ministry representatives. The Handbook was created by working group Community for Change formed by IN Fondacija B&H. Amica Educa is the member of the Working group along with four other civil society organizations whose projects has been supported by IN Fondacija B&H and Foundation Kinderpostzegels.

- **Tuzla City Government** – Amica Educa's representatives participated in Working Group for creating of Action Plan for Youth as part of Youth Strategy for Tuzla Town (for the period 2017 – 2026) and Working Group for developing the Preventive and Alternative Measures in the field of Juvenile Delinquency.



- **Municipality of Zivinice** – Cooperation with Municipality of Zivinice (within Tuzla Canton) has started on initiative of Municipality that recognized Amica Educa as organization that can provide support to women living in the Municipality region. With that aim, education in Nonviolent Communication was organized in 2017 for women, members of Women Council and Municipality representatives. The cooperation will continue in following period (2018 – 2020) within the project Strengthening Women's Action in Community.
- **Centre for Mental Health** – the cooperation included the exchange of information and mutual referral of clients in accordance with their needs. Beside exchange of information, the cooperation has been established in organization and realization of the Round table Mental and Social Health of Women. The representatives of the Centre for Mental Health, Association XY from Sarajevo and Amica Educa have emphasized the risk factors that influence the mental health of women placing women at lower position in relation to men and presented the activities these institution and organizations are realizing in the field of prevention and treatment of mental health problems within their projects / programs.
- **Centre for Social Work Tuzla** – cooperation is being realized within the project Family Group Conferences. Agreement and Annex of Agreement defines the activities of both parties that contribute to the



improvement of mental health and socioeconomic status of families at risk in Tuzla.

- **Employment Office of Tuzla Canton** – The Agreement of Cooperation was signed that defines the obligations of both parties related to implementation of activities aiming at improvement of position of unemployed persons and promotion of adult education. Beside already existing cooperation in forming of groups of unemployed women, participants of Personal Business Skills training, the cooperation is widened also within new Amica Educa project Empowered Women – Active in the Labor Market related to selecting and forming groups of long-term unemployed women for project participation.
- **Faculty for Education and Rehabilitation of Tuzla University** - cooperation has been continued within the project Tandem University - Amica Educa. The project includes the education of students of third and fourth year of study in Creative expressive painting method and other creative methods that can be used in work with children and adults.
- **Nonviolent communication (NVC) network**- The nonformal network is established and one of the Amica Educa representatives is a regular member involved in developing the network. The aim is to disseminate the nonviolence in every segment of society (schools, social institutions, politics, etc.). Amica Educa representative become the certified trainer of NVC at World Centre of NVC.
- **Centre for Education and Training Tuzla** – cooperation established in implementation of training for Amica Educa beneficiaries (Business Education training and Competency Assessment leading to Competency Passport)



- **Centre for promotion of lifelong learning ERAZMO Tuzla** –cooperation established in implementation of training Digital Literacy for Amica Educa beneficiaries ;
- **Local Democracy Foundation / Centre for Legal Assistance** – cooperation established in providing free legal assistance for Amica Educa's beneficiaries/women.
- **Safe Network / Association Network of Women Police Officers** – cooperation established in preparation and implementation of campaign Love does not Hurt aiming at prevention and reduction of gender based violence in youth relations.
- **OSCE Tuzla / Coalition Against Hatred** – cooperation include planning and implementation of joint activities aiming preventing and condemning hatred motivated incidents and other events caused by intolerance.
- **SOS Youth Program** – YES Centre/SOS Kinderdorf B&H – cooperation related to strengthening the capacities of Amica Educa's beneficiaries (young people) within the programs / projects for youth organized by YES Centre.
- **Primary and Secondary schools in Tuzla Canton** – cooperation established within the project Family Group Conference and Breaking the Silence of GBV.



5

ORGANIZATIONAL DEVELOPMENT

The progress of Amica Educa has been seen in human resources development, increased visibility, enlargement of scope of programs/services offered, advocacy as well as infrastructure improvement:

Expertise of Amica Educa personnel has been recognized by governmental institutions and nongovernmental organizations what resulted in engagement of Amica Educa personnel in different activities:

- Supervision to two social workers employed by Social Work Centre Tuzla (contact persons for the Family Group Conferences project) has been provided;
- Training on Prevention of GBV in School Environment for teachers and representatives of the Ministries of Education of 3 B&H Cantons has been prepared and realized (after being invited by In Fondacija – foundation for improvement of social inclusion of children and youth in B&H);
- Three workshops addressing the challenges that LGBTI persons face in society: LGBTI and Heteronormative Society, LGBTI and Religion and LGBTI and Coming Out have been prepared and realized for the Members of Tuzla Open Centre (after being invited by Tuzla Open Centre)
- Nine days workshop Nonviolent Communication for members of Women Council and employees of Municipality Zivinice has been prepared and implemented (after being invited by Municipality of Zivinice);
- Two workshops Nonviolent Communication for members of Coalition for the Fight Against Hatred and Centre for Promotion of Lifelong Learning ERAZMO Tuzla have been implemented (after being invited by those organizations);
- Lecture for high school students of the Catholic School Centre on topic Adequate Self presentation to Potential Employers has been held (after being invited by Catholic School Centre)
- Amica Educa's representative has completed all the requirements for certification and became a Certified NVC Trainer at World NVC Centre;
- Amica Educa's representative participated at the Conference Contemporary Challenges and Perspectives of Humanities and Social Studies, organized by Faculty of Philosophy at Tuzla University by presenting the paper Social Work and Mental Health;

Web page

New Amica Educa webpage (21646 visitors in 2017) and You Tube channel with 29 archived videos about different Amica Educa activities have been created.



DONORS

In 2017 Amica Educa's activities have been financially supported by following organizations:

AMICA Schweiz, Switzerland;

Cfd – Feminist Peace Organization, Switzerland;

IN Fondacija – Foundation for improvement of social inclusion of children and youth in B&H;

DVV International, Germany, Office in Sarajevo;

Ministry of Labor, Social Policy and Return of Tuzla Canton;

Federal Ministry of Education and Science;

Town of Tuzla;

NdL network (Dances of Universal Peace Network); Germany

Safe network in B&H / Foundation of Local Democracy;



STATISTICAL DATA

| PSYCHOEDUCATIONAL WORKSHOPS | | | | | | | | | |
|--|---------------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------------------|
| Workshop topic | PARTICIPANTS STATUS | | | | | TOTAL | Gender | | No of workshops days |
| | Employed | Unemployed | Students | Retired | Housewives | | Men | Women | |
| Family Dynamics | 4 | 5 | 1 | 2 | 0 | 12 | 0 | 12 | 9 |
| Creative Expressive Painting | 3 | 5 | 0 | 5 | 0 | 13 | 0 | 13 | 9 |
| Positive Discipline in Raising Children | 10 | 4 | 3 | 0 | 0 | 17 | 0 | 17 | 9 |
| Personal and Business Skills | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 9 |
| Competency Passport | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 10 | 20 |
| Gender Equality | 6 | 4 | 3 | 2 | 0 | 15 | 0 | 15 | 3 |
| Nonviolent Communication | 12 | 5 | 3 | 0 | 0 | 20 | 3 | 17 | 9 |
| | 9 | 3 | 0 | 2 | 2 | 16 | 0 | 16 | 9 |
| Creative Expressive Painting for students (Tandem University – Amica Educa project) | 0 | 0 | 60 | 0 | 0 | 60 | 8 | 52 | 15 |
| Universal Peace Dances | 25 | 2 | 0 | 8 | 0 | 35 | 1 | 34 | 9 |
| Music Therapy with Drums | 6 | 5 | 0 | 0 | 0 | 11 | 0 | 11 | 9 |
| Sexual Abuse in Childhood | 6 | 1 | 2 | 0 | 0 | 9 | 1 | 8 | 9 |
| Art Therapy | 8 | 1 | 1 | 2 | 0 | 12 | 1 | 11 | 9 |
| Art History | 15 | 8 | 1 | 3 | 0 | 27 | 0 | 27 | 3 |
| TOTAL | 104 | 63 | 74 | 24 | 2 | 267 | 14 | 253 | 131 |
| % | 39,0 | 23,6 | 27,7 | 9,0 | 0,7 | 100 | 5,2 | 94,8 | |

| PSYCHOLOGICAL COUNSELING | | | | | | | | | | |
|--|---------------------------|------------|-----------|-----------|------------|-----------|------------|-----------|------------|------------------|
| Activities | CLIENT/PARTICIPANT STATUS | | | | | | TOTAL | GENDER | | No of activities |
| | Employed | Unemployed | Students | Retired | Housewives | Children | | Men | Women | |
| SOS Phone | 34 | 51 | 12 | 14 | 1 | 0 | 112 | 22 | 90 | 0 |
| Individual psychotherapy and counseling | 5 | 13 | 7 | 7 | 1 | 0 | 33 | 2 | 31 | 439 |
| Family and couple psychotherapy and counseling | 2 | 8 | 0 | 0 | 0 | 0 | 10 | 2 | 8 | 22 |
| Group psychotherapy and counseling | 0 | 8 | 0 | 0 | 1 | 0 | 9 | 3 | 6 | 46 |
| Family group conferences | 63 | 32 | 0 | 13 | 0 | 0 | 137 | 26 | 82 | 11 |
| | 0 | 0 | 0 | 0 | 0 | 29 | | 15 | 14 | |
| Psychoeducational and creative workshops for children | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 9 | 14 | 56 |
| Psychoeducational support for women - My Majesty The Women | 8 | 3 | 0 | 3 | 0 | 0 | 14 | 0 | 14 | 12 |
| Psychoeducational support for women - Dances and Reiki | 5 | 5 | 2 | 2 | 3 | 0 | 17 | 3 | 14 | 41 |
| Physical exercises for women | 7 | 0 | 0 | 13 | 0 | 0 | 20 | 0 | 20 | 90 |
| Self-help group - Family Dynamics | 6 | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 8 | 6 |
| Psychosocial support for women in Snagovo | 0 | 6 | 0 | 5 | 0 | 0 | 11 | 0 | 11 | 2 |
| Relaxation massage | 3 | 0 | 0 | 1 | 0 | 0 | 4 | 1 | 3 | 16 |
| TOTAL | 133 | 126 | 21 | 60 | 6 | 52 | 398 | 83 | 315 | 741 |
| % | 33,4 | 31,7 | 5,3 | 15,1 | 1,5 | 13,1 | 100 | 20,9 | 79,1 | |



| GENDER EQUALITY | | | | | | | | |
|--|--------------------|------------|-------------------|-----------------|------------|-------------|-------------|----------------------|
| Projects/activities | STATUS UČESNIKA/CA | | | | TOTAL | GENDER | | No of workshops days |
| | Employed | Unemployed | Students / school | Retired / House | | Men | Women | |
| Digital Inclusion of Marginalized Women | | | | | | | | |
| Digital Literacy Training | 0 | 12 | 0 | 0 | 12 | 0 | 12 | 12 |
| Psychoeducational workshops | | | | | | | | 12 |
| Empowered - Active in the Labor Market | | | | | | | | |
| Digital Literacy Training | 0 | 12 | 0 | 0 | 12 | 0 | 12 | 12 |
| Psychoeducational workshops | | | | | | | | 12 |
| Business Education | | | | | | | | 12 |
| Breaking the Silence on Gender Based Violence | | | | | | | | |
| Workshops for high school students in Tuzla and Lukavac | 0 | 0 | 148 | 0 | 148 | 110 | 38 | 6 |
| Supervision meetings with peer counselors | 0 | 0 | 20 | 0 | 20 | 2 | 18 | 5 |
| Training of volunteers | 0 | 8 | 4 | 0 | 12 | 2 | 10 | 20 |
| Workshops for school staff (Elementary School Kreka Tuzla) | 30 | 0 | 0 | 0 | 30 | 7 | 23 | 2 |
| Forum and puppet theater plays for children in elementary school Kreka | 0 | 0 | 289 | 0 | 289 | 159 | 130 | 3 |
| Workshops Prevention of GBV in elementary school Kreka Tuzla | 0 | 0 | | 0 | | | | 5 |
| TOTAL | 12 | 32 | 172 | 0 | 523 | 114 | 90 | 91 |
| % | 2,3 | 6,1 | 32,9 | 0 | 100 | 21,8 | 17,2 | |



| OTHER ACTIVITIES | | |
|--|--------------------|---------------------------------|
| Activities | No of participants | No of workshops / lectures etc. |
| Round table Mental and Social Health of Women | 59 | 1 |
| Introduction workshops Nonviolent Communication for members of Coalition for Fight Against Hatred | 19 | 1 |
| Introduction workshop Nonviolent Communication for members of Center for Lifelong Learning ERAZMO Tuzla | 25 | 1 |
| Workshop Prevention of Gender Based Violence in Schools /organized by donor In Fondacija | 38 | 1 |
| Workshops 1. LGBTI and Heteronormative Society, 2. LGBTI and Religion and 3.LGBTI and Coming Out for Tuzla Open Center | 10 | 3 |
| Lectures for high school students of the Catholic School Center - Adequate Presentation to Potential Employers | 150 | 1 |
| Lectures for high school students (5 schools) - Prevention of gender based violence/ Campaign Love does not Hurt | 300 | 5 |
| TOTAL | 601 | 13 |

| | Total number of participants/clients in 2017 | Total number of workshops/sessions in 2017 |
|-----------------------------|---|---|
| Psychoeducational Workshops | 267 | 131 |
| Psychological counseling | 398 | 741 |
| Gender equality | 523 | 91 |
| Other activities | 601 | 13 |
| TOTAL | 1789 | 976 |

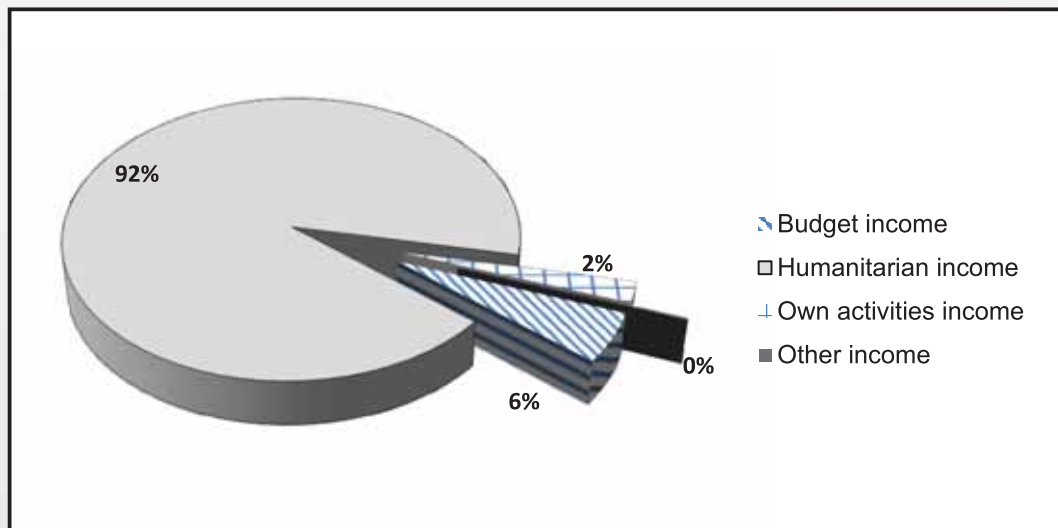


FINANCIAL REPORT

8.1. Income

Total generated income in 2017 accounting period is 299.977 KM, which in comparison to income in last year is increase of 4.804 KM or 1.6 %.

| Overview of income | | | |
|--------------------|-----------------------|--------------------|------------|
| No | Description | 01.01.-31.12.2017. | |
| | | Amount KM | % |
| 1 | Budget income | 16.370 | 5,46 |
| 2 | Humanitarian income | 27.6314 | 92,11 |
| 3 | Own activities income | 6.926 | 2,31 |
| 4 | Other income | 367 | 0,12 |
| | TOTAL INCOME | 299.977 | 100 |

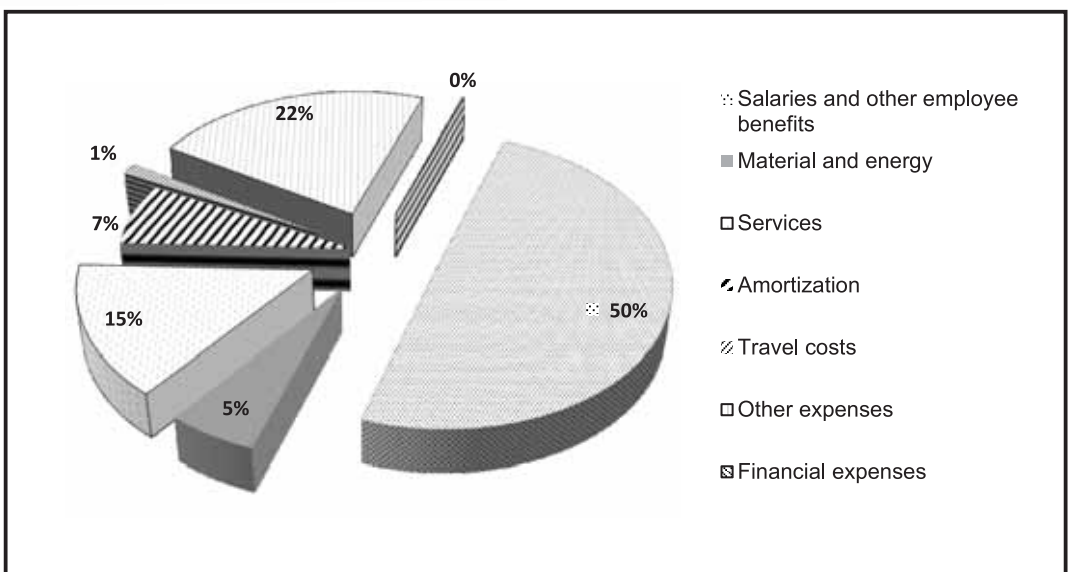




8.2. Expenses

Total expenses in 2017 accounting period are 299.607 KM, which in comparison to expenses in last year is increase of 4.985 KM or 1.7 %.

| Overview of expenses | | | |
|----------------------|--------------------------------------|--------------------|------------|
| No | Description | 01.01.-31.12.2017. | |
| | | Amount KM | % |
| 1 | Salaries and other employee benefits | 148.798 | 49,66 |
| 2 | Material and energy | 16.773 | 5,60 |
| 3 | Services | 44.174 | 14,74 |
| 4 | Amortization | 20.526 | 6,85 |
| 5 | Travel costs | 3.578 | 1,19 |
| 6 | Other expenses | 65.374 | 21,82 |
| 7 | Financial expenses | 384 | 0,13 |
| | TOTAL EXPENSES | 299.607 | 100 |





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