



## ONLINE TRAINING PROGRAMME - GROUP 2

### PROJECT PROPOSALS BY PARTICIPANTS

#### B. K. (Montenegro)

##### **Breaking Bias – Youth Action Against Gender Stereotypes**

*This project aims to tackle gender stereotypes among young people by promoting critical thinking, media literacy, and active participation. Gender stereotypes remain a key barrier to equality, especially in media and everyday life, influencing young people's choices, confidence, and opportunities. The project will bring together youth aged 16–25 from Montenegro and partner countries to participate in workshops, training sessions, and intercultural exchanges. Participants will learn how to identify gender bias in media, advertising, and social networks, and develop skills to challenge it through creative expression.*

*As a main activity, participants will co-create awareness campaigns, including short videos, podcasts, and social media content promoting gender equality and diverse role models. The project will also include a final public event involving local stakeholders and media representatives.*

*The project contributes to EU priorities by addressing gender stereotypes and empowering youth. Its impact includes increased awareness, improved skills, and stronger youth engagement in promoting equality.*

#### E. M. (Montenegro)

**Problem:** *Many young people in Montenegro do not have enough opportunities to gain practical skills and real-life experience due to an outdated education system that focuses mainly on theory.*

**Idea:** *The project will organize workshops, mentoring sessions, and exchange activities where young people can develop practical skills such as communication, teamwork, and digital literacy.*

**Participants:** *The project will include young people from across Montenegro, as well as participants from other EU countries, giving equal opportunities to all and encouraging wider participation.*

**Goal:** *The goal is to help young people gain useful skills, feel more confident, and have better chances to find opportunities in their own country.*

**Impact:** *This project will encourage young people to stay, become more active in their community, and build their future in Montenegro.*

#### M. D. (Montenegro)

*Building on my project idea from last week, I would like to further develop the concept of a youth council network that would connect young people from different municipalities across the country. Young people in Montenegro often don't get the chance to participate in decisions that directly affect their lives, and this network would be a concrete step towards changing that. Each municipality would have a local team of 5 to 10 young people who would meet once a month in local youth centres or libraries. Once a quarter, representatives from all municipalities would gather at a central session in different cities to exchange experiences and work on shared initiatives. The project would last two years and would include training in leadership, civic engagement and EU youth programmes. Alongside physical meetings, the network would have an online platform where young people could post local problems, suggest ideas, vote on priorities and track project progress in real time. This way, even young people from the most remote*



Co-funded by  
the European Union



parts of Montenegro could be active participants - regardless of geographical barriers. This project would not only empower young people to take part in their community life, but would also create a generation of young leaders who understand how democracy works in practice - which is especially important in the context of Montenegro's EU integration.

### S. S. (Montenegro)

#### Understanding the past, choosing the future

This project aims to help young people in Montenegro to move past old historical divisions by developing their ability to think independently. The goal is to encourage them to explore different historical narratives, understand how they shape the present, and collectively create a plan for a solidarity future.

#### Key activities are:

1. **„The other side” workshops:** Organized sessions where participants would look at the same historical events from various sources. This activity would help young people learn how to spot fake news and understand that every story has more than one perspective.
2. **Future dialogues:** Trips to important locations in country where the meetings would be designed for open discussions about modern challenges and the European values that can help solve them.
3. **Facts over myths campaign:** Participants would create a social media campaign to break common historical myths and stereotypes in Montenegro. By using facts that are discovered during the workshops, they would promote a more truthful and inclusive version of our shared past to a wider audience.

**Impact of this project:** building critical thinking, developing empathy through open discussions, where participants would learn how to listen to and respect those with different backgrounds, which directly reduces social distance and prejudice, promoting social cohesion by connecting youth from different parts of Montenegro, which would replace old divisions with new friendships based on mutual understanding, and lastly project would prepare a new generation to be active and informed, which would contribute to a stable and tolerant Europe.

### D. G. (Montenegro)

#### LEARNING WITHOUT WALLS

This project presents a new approach to education as a flexible, creative, and youth-driven experience that goes beyond the classroom. It aims to support young people who feel disconnected from traditional learning by offering alternative, engaging ways to gain knowledge and skills.

Participants will learn through outdoor workshops, community-based projects and group-led sessions. Activities will include problem-solving challenges, storytelling, debates, and collaborative projects that are focused on real life issues. Instead of passive learning, young people will take active roles in designing and leading parts of the program, encouraging ownership and motivation.

The project will also use digital tools and creative methods, such as video-making and interactive presentations, to make learning more dynamic and relevant to young people. Mentors will support participants through the process, helping them reflect on their learning and develop important life skills.





**Co-funded by  
the European Union**



*Special attention will be given to inclusion by involving young people from diverse social and cultural backgrounds, especially those facing educational or social barriers. By working together in small teams, participants will build confidence, improve communication skills and strengthen their sense of responsibility.*

*The long-term goal of the project is to inspire lifelong learning and motivate young people to become active and responsible.*

### **E. C. (Montenegro)**

#### **From Knowledge to Action: Empowering Youth through Practical Learning”**

*This project aims to improve the quality of education and support community development by empowering students with practical skills and applied knowledge. Although education is widely accessible today, there is still a lack of high-quality, practice-oriented learning opportunities. Therefore, this project focuses on a balanced approach: 60% practical work and 40% theoretical learning.*

*The project will be implemented through workshops, mentoring sessions, and collaboration with local institutions, inspired by EU support systems such as Europe Direct and EURES, which promote access to opportunities, mobility, and citizen engagement. Students will gain hands-on experience in real community projects, strengthening their competencies and civic participation.*

*The main goal is to bridge the gap between academic knowledge and real-world application, fostering innovation, critical thinking, and active citizenship. This ambitious and forward-looking initiative contributes to building a more skilled, engaged, and socially responsible generation of young people.*

### **T. N. (Montenegro)**

#### **Challenging Gender Stereotypes Among Youth Through Media and Education**

*My project idea focuses on tackling gender stereotypes among young people, especially those that are present in social media and everyday life. Many young people are influenced by stereotypes about gender roles, which can affect their choices, confidence, and participation in society.*

*The project would bring together youth from different countries to take part in workshops, discussions, and media-related activities. Participants would learn how gender stereotypes are created and how they can be challenged, especially in online spaces. They would also create their own campaigns (such as social media content or short videos) to promote gender equality.*

*This project is aligned with the CERV priorities, particularly in addressing gender stereotypes and promoting equal participation. It is realistic because it includes practical activities like workshops and awareness campaigns, but also innovative because it uses youth creativity and digital tools.*

*In the long term, the project would contribute to more inclusive attitudes and empower young people to challenge stereotypes in their communities.*

### **B. K. (Montenegro)**

#### **Project Idea: Breaking Bias – Youth Action Against Gender Stereotypes**

*This project aims to tackle gender stereotypes among young people by promoting critical thinking, media literacy, and active participation. Gender stereotypes remain a key barrier to equality, especially in media and everyday life, influencing young people’s choices, confidence, and opportunities. The project will bring together youth aged 16–25 from Montenegro and partner countries to participate*





Co-funded by  
the European Union



*in workshops, training sessions, and intercultural exchanges. Participants will learn how to identify gender bias in media, advertising, and social networks, and develop skills to challenge it through creative expression.*

*As a main activity, participants will co-create awareness campaigns, including short videos, podcasts, and social media content promoting gender equality and diverse role models. The project will also include a final public event involving local stakeholders and media representatives. The project contributes to EU priorities by addressing gender stereotypes and empowering youth. Its impact includes increased awareness, improved skills, and stronger youth engagement in promoting equality.*

### **I. Š. (Montenegro)**

*Following the third session, I would like to present my idea for a youth project focused on improving education opportunities in Montenegro. The project aims to support high school students, especially those from rural areas, by providing access to practical skills and non-formal education.*

*The main activities would include workshops on digital literacy, critical thinking, and career orientation, combined with mentorship from young professionals. The project would also promote youth mobility through short exchanges with students from neighboring countries, encouraging intercultural learning and cooperation. A key objective is to reduce the gap between formal education and labor market needs, while also strengthening civic engagement among young people. The project would be implemented in partnership with local schools, NGOs, and municipalities to ensure sustainability and wider impact.*

*Through this initiative, I hope to empower youth in Montenegro to become more active, skilled, and confident in shaping their future.*

### **D. V. (Montenegro)**

#### **Youth Changing Podgorica**

*This project is designed to motivate and encourage 30 young people from Podgorica (aged 15–20) to become more actively involved in their community and to initiate the changes they want to see. Over the course of three months, participants will take part in four interactive workshops where they will learn about civic engagement, European values, communication, and project writing.*

*Afterwards, they will work in designated teams and, with the support of mentors, develop their own ideas such as improving schoolyards, organizing campaigns against peer violence, or launching recycling initiatives. The three best ideas will be selected and implemented with financial and organizational support.*

*A special focus will be placed on engaging young people whose voices are less often heard and who have fewer opportunities due to various barriers. The project aims to show young people that their voice matters and that, with a bit of support, they can create real and visible changes in their community.*

### **A. Đ. (Montenegro)**

#### **Project Title: Young People Building Inclusive Communities**

*This project aims to strengthen civic engagement and social inclusion of young people aged 16–24, particularly those from rural areas and with fewer opportunities. The initiative will create a safe and participatory space where participants develop skills in active citizenship, intercultural dialogue, and community leadership. Through a series of interactive workshops, mentoring sessions, and group work,*





Co-funded by  
the European Union



young people will identify local challenges related to youth participation, inclusion, and community well-being. They will then design and implement small-scale community initiatives such as awareness campaigns, peer-learning workshops, volunteering actions, and youth-led community events.

The project will also include online exchanges with youth organizations from other European countries to promote cooperation and sharing of good practices. Final activities will include a local presentation event and dissemination through social media and local networks. The project aligns with Erasmus+ and CERV priorities by promoting youth participation, inclusion, cooperation, and community development through realistic, achievable, and impactful activities.

### A. S. (Montenegro)

The "**Crisis Response Academy for Youth**" project was designed as an educational program that provides young people with basic knowledge and practical skills for acting in emergency situations. The idea is to familiarize young people with response procedures in case of natural disasters, fires, earthquakes, traffic accidents and other crisis events that can affect the local community. Through simulation workshops, team exercises and cooperation with experts in the field of civil protection, emergency aid and security, the participants would learn how to stay calm, provide basic aid and help others until the competent services arrive. The innovativeness of the project is reflected in the fact that young people, after training, would become peer educators who would pass on the acquired knowledge to their peers in schools and the community. The project would contribute to the development of responsibility, solidarity and civic engagement, and at the same time it would strengthen the community's resilience through the active involvement of young people in the promotion of a culture of prevention and safety.

### M. V. (Montenegro)

I'll build on my previous homework — young people in Podgorica and across Montenegro often feel that their opinions on everyday issues, such as the lack of well-maintained parks, promenades, fitness trails, or libraries, are simply not taken into account by local authorities.

My project idea is to create a system for collecting and presenting young people's views at the local level. Each neighbourhood would have a small team of young people responsible for gathering feedback from their peers through surveys, creative workshops, and social media campaigns (which are currently the most effective way to reach young people). The collected data would be organized into clear reports and formally presented to local institutions and decision-makers.

The project would last, for example, two years and would include training for participants in civic engagement, communication, and data collection.

In addition, an online platform would be developed where young people could at any time submit their ideas and concerns, making participation easy and accessible to everyone — including those who are less active in public life.

This project would not only address concrete local issues, but would also foster a sense of responsibility and motivation among young people to actively shape the future of their communities, as this type of engagement is more accessible and familiar to our generation, which I believe would also have a positive impact on youth motivation.





Co-funded by  
the European Union



### Anastasija Čeprijić (Montenegro)

#### BE THE CHANGE

*My project idea is about helping young people feel more confident and involved in their communities. “Be the change” would encourage young people to speak up, share their ideas, and take action on issues they care about. Through interactive workshops, participants would learn useful skills like communication, teamwork, leadership, and how to turn their ideas into real projects. The project would be open to everyone, with special attention given to including young people who often feel left out or don't have many opportunities. By working together and connecting with local organizations, participants would create small projects that make a positive difference in their communities, such as environmental actions social campaigns or educational activities.*

*At the end, we would organize a community event where participants can present what they've done, exchange experiences, and inspire others. The main goal is to show young people that their voice matters and that they can truly make a lasting impact in society.*

### Bogdan Dabetić (Montenegro)

*Today, the world is facing various problems, one of them is education, motivation, training and the development of artificial intelligence. As we are on the verge of modernizing the development of artificial intelligence, we have to take into account that it is a system that will not replace people but will help us in carrying out our daily tasks, it can also help us a lot in industry to increase production, which does not rule out that even today factories have a robotic system, while it has not yet reached its peak in the ecological sector, but we are certainly working to ensure that the ecological sector be easier and easier in order to improve their services and to be as efficient as possible. There are also traces of robotic halls in medicine, where of course artificial intelligence will perform surgery more precisely and a greater number of patients will be cared for than a doctor will do. Certainly the country that is at the forefront of this initiative is China, which is still working on its modernization today through the improvement of its chips in cooperation with Taiwan. More free time, but that the machine will not replace us but those things that were hard for us to work on, exhausting, required a lot of time, in that case we will have another side that will replace us in this kind of life. Of course, a machine will never have the emotion that a living being can have, but it can certainly help us in solving complex tasks. I think that this kind of system is very useful for the European Union, that the branches of the economy of all countries will be at a higher level without which there is no negative result. What we have to improve as a society is the awareness and knowledge that is needed for the new era, to be ready for a new revolution in which the individual can only help.*

