



# UMiD

Learn, think and act!

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## WHAT IS NON-FORMAL EDUCATION?

Lifelong advancement entails lifelong learning as well. Such an approach to learning acknowledges three forms of education that complement each other. These forms are formal, non-formal and informal education. We live in a society in which non-formal education still has not been sufficiently appreciated and recognised, even though it enables us to become an integral part of the society that is willing to strive for personal and social progress.

### What is the origin of non-formal education?

The concept of non-formal education was born as early as in the late 60's and at the beginning of the 70's when it appeared on the scene as a notable complement to formal education. There are numerous reasons but one of the main arguments is that formal education did not manage to keep up fast enough with the changes taking place in the field of science and technology. In 1972, UNESCO defined non-formal education as "an organised educational activity taking place outside the formal system, whose purpose is to meet the needs of the beneficiaries as well as to reach their learning goals". It is important to break down the prejudice according to which non-formal education has no form at all. There is, indeed, a particular form of non-formal education. It is thus non-formal but, in fact, formal, one might say.

Non-formal education comprises a clearly defined framework for delivering education. The programme is tailored to the target group's needs and it incorporates precisely outlined goals, flexible concepts and voluntary-based participation, regardless of age, experience and previous education. In addition, the trainer (the educator, the facilitator) is trained and competent, and such education is accompanied by an interactive, horizontal relationship between the trainer and all participants. What is particularly worth mentioning is the exchange of experiences and skills, i.e. the focus is on practice-based learning, hence the participants find themselves in the centre of the learning process and undergo it personally (as part of themselves) and not as something that has been imposed.

Non-formal education offers a variety of programmes about and training courses on various topics, which can be classified into two categories: educational programmes (programmes designed for acquiring diverse knowledge and skills) and programmes concerning upbringing (programmes designed for developing attitudes and learning positive life values). It is intended for all interested persons, young people, adults, parents, minorities. Consequently, non-formal education has made its way into society in many countries and has been verified by the competent institutions, which means that the corresponding diplomas and certificates can be added to a university degree.



We would like to acknowledge and extend our heartfelt gratitude to

Rubeena Esmail

for her encouragement and support.

## Coming out of "illegality"

Non-formal education in Bosnia and Herzegovina is slowly but confidently coming out of "illegality". Recognition of the training course designed for Youth Leaders "*Learn, Think and Act!*" (UMiD), as a prerequisite for active youth participation in the society, is the initiative by means of which the Institute for Youth Development KULT has been ensuring greater youth social inclusion, developing social responsibility, influencing changes in attitudes and overcoming prejudices, and has been enhancing young people's confidence upon relying on non-formal education methods. Perhaps the most important purpose of UMiD is to urge the public authorities to recognise non-formal education programmes and consequently distinguish them as "important". Once this goal has been accomplished, non-formal education can finally be recognised by the competent public authorities, thus it will assume its rightful place in the society, because an investment in education is, in fact, an investment in the community. In the course of establishing a non-formal network of Youth Leaders from Bosnia and Herzegovina, and from other countries as well, known as UMiD Alumni, the Institute is generating a driving force that has the ability to identify and influence current issues while advocating positive changes in the society.

Non-formal education knows no boundaries, prejudices, religions, regions or nations; it recognises people as the citizens of a country and provides them all with equal opportunities. In some cases, it represents another chance for all those who had prematurely left formal education, or for those who have found themselves on the edge of the society due to rejection and the lack of understanding. Thanks to non-formal education, we learn, acquire theoretical and practical knowledge, experiences and values throughout our lives, which can surely be perceived as an asset in one's own life.

Formal education cannot provide tools that would be enough for keeping young people informed and active in their local communities, therefore the demand for non-formal education programmes in developing countries is very high. Young people need a reason to become active in their communities. If they see that they are able to influence the problems they face, they consequently embrace an additional motive for learning and pursuing active participation in local community development.

Regardless of all outstanding issues and dilemmas, the importance of non-formal education cannot be diminished and the fact is that its role in the society is greater than one is willing to admit. So, let us be the driving force of the society.



## WHAT IS POLITICAL/CIVIC EDUCATION?

### Civic education

According to the Stanford Encyclopaedia of Philosophy, whenever and however undertaken, civic education, i.e. civic upbringing, prepares the citizens of a country, especially young people, to carry out their roles as citizens<sup>1</sup>. Civic upbringing means nurturing virtues, knowledge and skills necessary for pursuing political participation. In light of the obvious, there are typical components of a democratic society that each and every citizen has to be introduced to, and they entail the absolute majority rule, legal opposition, government's mandate, independent judiciary, independent trade unions and the like. Democracy makes up an important part of civic education. Of course, there is no such a thing as two identical democracies. The reason for this is that the key democratic values can be differently interpreted and evaluated. All societies that define them are also different. Any country which aspires to democracy must develop its own strength and fight its own weaknesses. It is important to prompt young people to perceive democracy as the weapon that they can use, if equipped with sufficient knowledge, for changing their society.

### Political education

"Politics, education and, indeed, political education are all forms of intentional action; they are guided by objectives and values. As far as the free education of youths and adults is concerned, a good way of reaching consensus might be to put one's trust in public debate, but those responsible for political education have to make sure that these values are legitimate. We can agree, however, that the state should seek to prevent evil and that, as a cultural and welfare-based system, it should focus its efforts on positive values. Politics is not about implementing a historical or moral code; it's about negotiating between a set of interests and objective-fuelled conflicts according to the situation. Political education has to do justice to these points."<sup>2</sup> It is, therefore, very important to politically educate young people, for along with civic education they can play the key role in the society.

Research cannot help us determine what the job of political/civic education is, since such a definition is subject to change and is dependent on the community. However, Klaus Rothe outlined the tasks that may be perceived as the common ones:

1. Developing and strengthening a liberal democratic value awareness,
2. Understanding the basic task of politics as being to solve current problems by introducing binding decisions on contentious public issues,
3. Gaining a basic knowledge in all of the most important political issues with regard to the future such as democracy and its threats, the relationship between the economy and the ecology, the future of the consumer-based society, globalisation and the union of Europe,
4. Learning certain skills such as how to approach information, media, etc.

<sup>1</sup> Available from: <http://plato.stanford.edu/entries/civic-education/> (accessed 11 February, 2012, at 2.50 p.m.)

<sup>2</sup> Bernhard Sutor, Theoretical Fundamentals; in: Wolfgang W. Mickel (publisher), Handbuch zur politischen Bildung, published by the Federal Centre for Political Education, Band 358, Bonn 1999, pp. 66-67



Democracy is a permanent process. It is hence reliant on active citizens. Political education seeks to stir the interest in politics and create presumptions for young people to become active mature citizens. Teaching young people to think and make decisions on their own is noteworthy. It is not surprising that the act of promoting the basic knowledge of politics is among the primary tasks of political education. To have a sound knowledge of the basic concepts is deemed to be essential in the field of political/civic education.

“One of the fundamental objectives of political education is to develop an understanding of politics among pupils and to give them an insight into how politics works and how it is connected”<sup>3</sup>.

After all, those who do not know how the political system works and who are unable to see the big picture will fail to take advantage of their ability to participate; they will not have the necessary democratic skills and they will remain politically immature.

## TO WHAT EXTENT ARE YOUNG PEOPLE ENGAGED IN POLITICAL AND SOCIAL LIFE?

Although the number of young people who go out to polls and vote has increased in the past few years, the conclusion is that the number of young people who are holding influential positions which enable them to exercise control over decision-making processes is insufficient. During the BiH Local Elections held on 7 October 2012, according to the findings provided by the Central Election Commission, the total number of young voters (18 to 30 years of age) was 612,527, while 334,215 (54.6%) young persons obtained their right to vote. The names of 8192 young persons appeared on the list of the candidates running in the Elections.

Various surveys and studies have shown that young people are not interested in politics and social life. A particular approach to youth work, however, proves that if we provide them with the right knowledge and the opportunity, they become active and aware of their role and power.

Ever since its establishment, the Youth Council of the Municipality of Stari Grad Sarajevo has been working very hard so as to meet the objectives set out in the Action Plan for 2012. The Youth Council members have managed to arrange and hold meetings with the Mayor, celebrate important international dates, develop the Declaration on the Improvement of Youth Position that has been supported by 17 current Councillors, strengthen its capacities in several training courses and seminars, join the implementation process concerning the Youth Strategy of the Municipality of Stari Grad Sarajevo, and they have succeeded in persuading the Mayor and the Municipal Council to ensure the funds for their Youth Council, for the year of 2013. Hence, we can confidently say that once young people are given an opportunity, they can, indeed, influence changes taking place in the society.

All levels of government lack for the programme based and the strategic approach to supporting the improvement of young people’s position in BiH. Development of youth strategies at all levels and their implementation would allow young people to become actively involved in political and social life. However, apart from this, it is also necessary to educate young people outside the formal school system and introduce them to the opportunities that lie ahead of them. The Institute has been delivering the certified training course for Youth Leaders known as UMiD for ten years now. This training course offers young people the opportunity to gain additional skills, develop their capacities and become acquainted with the ability to exercise their rights, both in their community and in the society. The training course additionally encourages young people and motivates them to actively and skilfully make steady efforts to improve the living standard in their community, while advocating the enforcement of the youth laws and the local youth strategy implementation, as they observe the democratic principles of civil society and the basic human rights in their own manner of proceeding.



<sup>3</sup> Politikdidaktik Kurzgefasst, published by the Federal Centre for Political Education, Bonn 1994, p. 17

## WHAT DOES IT MEAN TO BE A YOUTH LEADER?



If you ask the older generation what it means to be a Youth Leader, they will probably start enumerating the prominent figures of their own youth who rebelliously and very bravely represented youth voices. Back then, the definition did not seem to matter very much. But if you ask today's young people what they mean by the term "Youth Leader", they will try to give you a definition as the answer to your question. With or without the definition, it is of great significance to know what it means to be a Youth Leader and more importantly to be one. To get educated, pursue self-advancement, possess certain knowledge and skills... the list is fairly long if we are going to talk about what we should be doing in order to become a leader.

Youth Leaders are young boys and girls who make every effort in their communities to improve young people's status. On the one hand, they strive towards providing young people with a supply of activities so as to meaningfully complement their leisure time spent at youth centres or somewhere else, and on the other hand they cooperate with public authorities (mainly at the grassroots) in order to address youth issues and meet youth needs, institutionally and in the long run.

How did they get to this position? Since we live in a society in which it is unthinkable, and even more commonly misunderstood and unaccepted to be a successful, educated, eloquent and capable young person who knows what he/she wants out of his/her future,

apart from everything else, makes a strenuous effort to improve young people's status, Youth Leaders struggle to overcome these prejudices. The secret lies in determination, perseverance and desire to make changes towards a better future for young people. Unfortunately, we live in an environment where three in four young people are unemployed. Most of them are not married, they have no children and their housing issue remains unresolved. They have a pessimistic look at the future, and when asked to rate their living standard their answer is "moderate". Young people indicate inappropriate education, unemployment, lack of housing conditions and social neglect as the most common youth issues. They must realise that they themselves are responsible as the bearers of initiatives for the development of essential life skills and core competencies that will help them throughout the future. This important role belongs to Youth Leaders who act as a link between young people and public authorities. It is important to note that these young persons have acquired the necessary knowledge, experience and competencies to deal with this respective matter. They show their readiness to struggle for and advocate young people's rights and the improvement of their status by means of their activity, creativity and expressed desire for making changes. Youth Leaders decide on their position in the society having a clear goal which is engagement in decision-making processes, particularly in those that are important to young people and that inspire others to get actively involved. As

they unselfishly convey their knowledge, they stand out as the leaders in their society and surroundings. How to acquire the necessary experience? Bosnia and Herzegovina has no institution (a school, a college and the like) in which an individual can acquire the knowledge and the profession necessary for pursuing professional youth work. Voluntary work is not a common practice in formal educational institutions. Youth work that has so far been carried out within the NGO sector in BiH is mainly limited to the work undertaken by volunteers – due to both financial reasons and the lack of the institutions that offer formal education concerning this particular field. It has not been approached professionally and has mainly been confined to complementing leisure time, or it has been a source of additional financial assets for students. Therefore, the best way to reach this goal is by means of pursuing non-formal education programmes. According to the findings of a BiH survey known as Youth Voices<sup>4</sup>, 52.4% of respondents stressed that there had been no practical lectures, while 47.6% of respondents attend some form of practical sessions. It is important to stress that three quarters of respondents (71.5%) have never attended courses or training, while merely a quarter (24.9%) of them said they had attended some form of non-formal education programmes. As demonstrated by the practice common across many European countries, and even wider, the best way to acquire new knowledge and skills, in young people's opinion, is through non-formal education. This is how they meet other persons, overcome prejudices, learn, think and act, thus they become active participants in decision-making processes. In addition, they develop their sense of teamwork, solidarity, creativity and ability to communicate. Youth Leaders' efforts and activities contribute not only to youth but to the entire society. They are a pillar of the future. Young people must realise how much power they possess and the information on how to use this power can be obtained through non-formal education.

The existence of Youth Leaders is extremely important from the point of view of democracy based activism and youth participation in decision-making processes. This is how they become the citizens who are inclined to take the initiative, and express their opinions about and views on issues relevant to young people in their local community. Being a link between youth and public authorities, Youth Leaders are central, if not the most important part of the chain. Thanks to them, young people can reach out to public authorities by using their own skills and knowledge, thus emphasise the significance of establishing the cooperation between youth and public authorities. Public authorities will hence get the necessary information on young people's status and needs, and become aware that their partners are (non-formally) educated and motivated young people who, indeed, eagerly assume responsibility for their own future but for the society's future as well. In view of what we have just said, a conclusion can be reached that for the purpose of establishing a functional system we have to enable all agents to equally participate in it. It is not only important to hear youth voices, it is even more important to be attentive, thus try to solve problems occurring in their communities in the most effective way. Of course, public authorities are not the only duty-bearers. In order to stand out as equal partners in the decision-making process, young people must take a stand on their problems, but also understand that these problems will be accumulating if they keep waiting for others to address them. Let us stress the following once again: Quality youth work cannot be possible, without proficient and trained Youth Leaders, because they are the ones who represent the link between youth and public authorities, and public authorities are not able to plan and carry out youth work without the cooperation with and the information flow from young people. Therefore, young people must take the initiative to improve and strengthen their position in the society. As long as they believe that they are not strong enough to achieve their goals, not a single change will take place.

Young people, take advantage of non-formal education programmes to become proficient and create a better future. Allow yourself to become a Youth Leader. Learn, Think and Act!

<sup>4</sup> Youth Voices, Survey on Youth in BiH, Quantitative Research Findings, MDG Achievement Fund, Sarajevo, February, 2012.

## WHY IS PROFESSIONALISATION IMPORTANT?

Professionalisation, in its broadest sense, involves the development of an individual in the course of engaging in an activity all the way to his/her calling (occupation), during which the standardisation and the quality improvement take place. Professionalisation in the youth sector means the same. BiH lacks for formal educational institutions that deliver vocational training in the field of youth work, and thus it is hard to say whether we have professionals in this field. According to the Youth Law of FBiH, youth work is planned, purposeful and conscious youth support through youth voluntary participation. It is inevitable that those who work with young people should have the competence, knowledge, skills and abilities they need to do the job successfully. In case youth work is conducted by a person who is not competent, this could do more harm than good.



Youth work should be conducted by Youth Officers and Youth Workers. Youth Officers are competent civil servants who are employed in a public administration office, at any level of government, and whose duty is to work with young people as part of their job description. There are also cases when certain departments in charge of youth work, which incorporate several Youth Officers, are established at particular levels of government. Youth Workers, who possess professional qualifications for their work, often carry out youth work in non-governmental organisations, but it is also possible for them to be employed in public institutions, such as social work services or public administration bodies.

Due to the lack of formal education for these categories, the Institute is conducting the certified training course for Youth Officers as an interactive programme over a period of 16 days. The goal of the programme is to equip Officers with the knowledge and skills necessary for the enforcement of the Youth Law of FBiH and the Law on Youth Organising of RS.

In some Western European countries (e.g. Ireland, Germany) there are study programmes organised for Youth Workers. However, continued non-formal education, which entails an appropriate curriculum, can produce significant results. Non-formal education of young people results in professional multipliers, but also in persons who work directly with other young people. Such a training course is a long-term process as part of which it is necessary to combine professional knowledge, practical exercises and experience.

Youth Workers, who are the main link between youth and the government, must be professional in the work they do and recognised by the competent institutions. Given that the position of Youth Worker has not been recognised as a profession, the Institute for Youth Development KULT has found a substitute in the NGO sector through the training course for Youth Leaders.

Why is that important to at least have educated Youth Leaders if we do not have formally recognised Youth Workers? Imagine yourself going to see the doctor, because you have to get a surgery, but the doctor tells you that your surgery will be done by his young colleague, even though he/she has not studied medicine, but has gained experience by undertaking voluntary work. It is hardly likely that you would agree to this. That is why professionalisation in the field of youth work/activities is necessary.

Youth activities are carried out by NGOs, i.e. by Youth Leaders and activists. Youth Leaders are the persons who undertake the training course UMiD and are afterwards able to perform the following tasks:

- undertake voluntary work in their community,
- get additionally educated about the youth sector related topics,
- take part in the activities conducted by one or more organisations, and independently organise activities,
- motivate passive youth to become proactive,
- participate in events concerning youth work and the work conducted by youth,
- are active members of decision-making bodies which are in charge of youth issues,
- represent young people's opinion during public appearances, etc.

Since Youth Leaders make other young people active – their peers (activists), the reason for having their efforts professionalised is even greater. Activists are young people in local communities who willingly, but occasionally, take part in various activist campaigns and most commonly are not interested in getting trained for Youth Leaders. Apart from them, we would include even activists from offspring political parties, who support the work and programmes of a certain political party.

The non-formal education programme plays a significant role when it comes to lifelong learning, and acquiring new professional competencies that will make young people more competitive on the labour market that keeps challenging them with the increasing complex requirements<sup>5</sup>. As for the recognition, the process itself is equally important as the product. The act of recognising sometimes results from self-recognition and the appreciation of the work one does through youth work, and the influence non-formal education has on us and on everything around us.

<sup>5</sup> Youth Voices, Survey on Youth in BiH, Quantitative Research Findings, MDG Achievement Fund, Sarajevo, February, 2012.

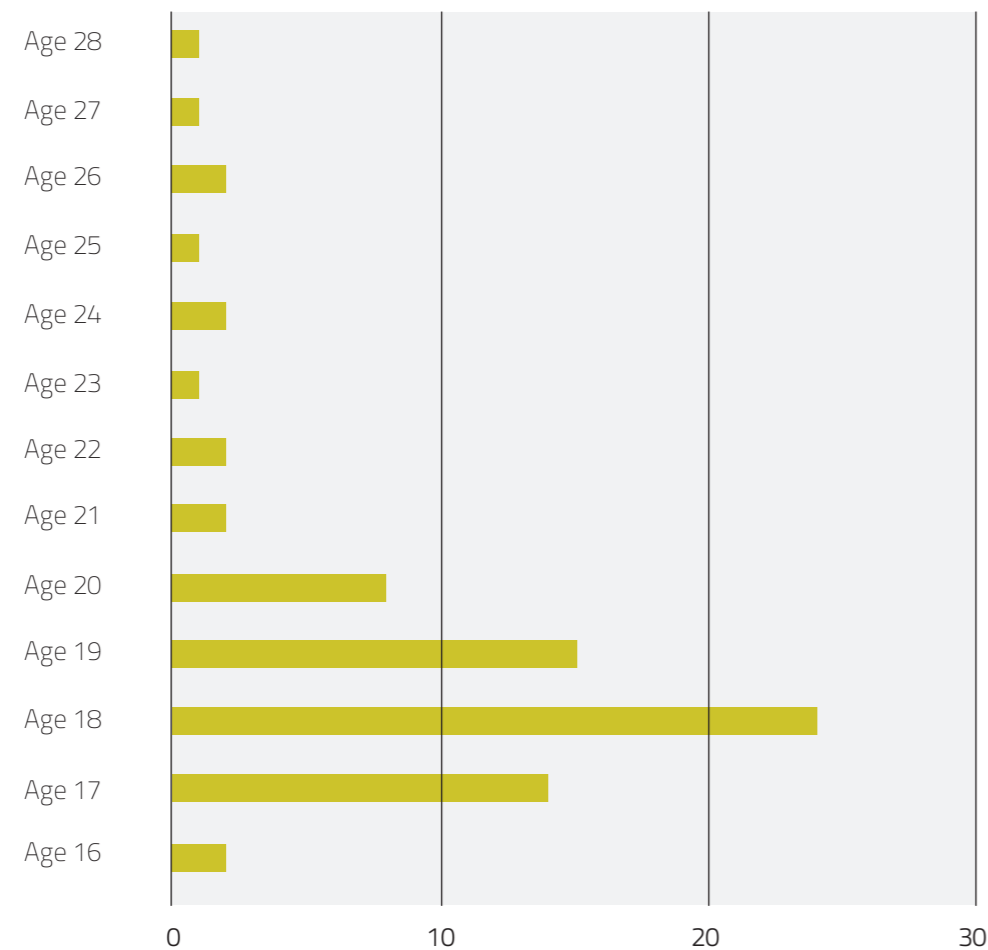




## UMiD?

Only half of all employed young persons in Bosnia and Herzegovina work in the profession they have been educated and qualified for. Therefore, it is not surprising that young people believe that university degrees no longer hold the promise of jobs. This fact outlines the need for the existence of non-formal education programmes by means of which young people will gain the skills and competencies required in an active race on the labour market. *UMiD (Learn, Think and Act!)* is the certified training programme for Youth Leaders during which the participants become the citizens who willingly take the initiative, hence express their views and actively participate in decision-making processes in their communities. During the training course, young people have the opportunity to develop the sense of teamwork, solidarity, creativity, communication and many other skills.

More than 200 young persons from BiH and the region have so far undertaken the *UMiD* training programme.



Since the Institute for Youth Development KULT has acknowledged the importance of non-formal education, it has been offering active young people, 15 to 30 years of age, as well as passive young people who will consequently become engaged through the influence exerted by their peers who are undertaking the training course, the opportunity to acquire new knowledge, skills and experience through *UMiD*. This is how we get active young people who understand the relevance and the importance of their role in the society.

Youth organisations and local administration offices are indispensable agents in the course of improving young people's status. Besides them, there are all former *UMiD* participants who are the driving force of the society. Therefore, the recognition of non-formal education by the institutions in charge of this matter is important. This is how youth participation in decision-making processes, as well as the act of raising awareness of active participation in politics, will be encouraged.



## What do we want to achieve with this training programme?

*UMiD* is intended to ensure greater youth involvement, develop youth social responsibility, influence changes in attitudes and overcome prejudices, empower and strengthen partnerships among young people, thus enhance their self-confidence. This is how young people become the citizens who take responsibility and gain the right, but also who trigger the need to express their opinion. In this way, they participate in the course of planning and conducting youth activities in the community, get involved in decision-making processes (notably in those concerning young people but in other processes as well) upon shaping their own future. Apart from this, active young people (Youth Leaders) have the ability to acquire knowledge, experience, skills and willingness to engage in social occurrences and convey them to other young people. The training course contributes to young people's direct involvement in democratic decision-making processes concerning the target group. Local communities can not precisely identify the needs and problems of young people without their contribution, either through research or by joining the bodies dealing with youth issues. Therefore, it is vital for young people to recognise the importance of their own role in the society. Cooperation with local authorities is of primary importance.

The role of local authorities is to support their youth by providing them with a better future and the possibility of equal participation. In addition, local authorities will obtain the information on young people's

status in the community and their problems, thus they are going to create a youth policy<sup>6</sup> that will be effective in addressing youth issues and meeting youth needs. Furthermore, it is necessary to influence local authorities to recognise non-formal education programmes as a requirement for youth democratic participation in the society. Upon establishing *UMiD Alumni*, the network of Youth Leaders from BiH and the region, who have already undergone the training course *Learn, Think and Act!*, we empower youth partnerships, i.e. the network of conscious young people who are willing to take responsibility. These young persons represent a valuable "source of bright ideas" and the driving force that is able to identify current problems and consequently influence them upon advocating changes in the society. Such a youth work concept is adapted to high school and college students, but it can also be useful to older and younger persons. The training course can include youth from different places in order to maximise the effects, for example: a better exchange of experiences, elimination of prejudices against neighbouring municipalities, cooperation on projects and the like. It is important to note that young people are not going to leave the community they live in (study courses, their work and the like), or abandon youth work, during the training course or shortly after its completion.

## How do we achieve this?

In the course of delivering the *UMiD* training programme, we convey knowledge and experience in a creative and educational manner, thus we develop conscious and educated young people ready to actively participate in decision-making processes. As we provide advisory support and sustain civic initiatives that are to be carried out by the training participants, we encourage them to write project proposals aimed at addressing the issue young people are facing in their local community. Upon initiating and encouraging the establishment of *UMiD Alumni*, we create networks among the existing Youth Leaders whose ideas contribute to giving rise to a better youth environment.

Young people, local communities, youth associations and institutions in charge of recognising non-formal education must become aware of the importance and the advantages of the training concepts which offer professional development opportunities. In order to ensure even participation of all agents, it is necessary to keep all parties involved in the process equally informed. The rights and obligations must be clearly outlined. Not a single agent can and is allowed to deny their responsibilities. If we want to have a functional system, non-formal education, available through training courses such as *UMiD*, represents an excellent and efficient way towards meeting the set goal.

Therefore, young people, let us recognise the relevance of non-formal education. Let us learn, think and act so as to create a better and more fruitful future.

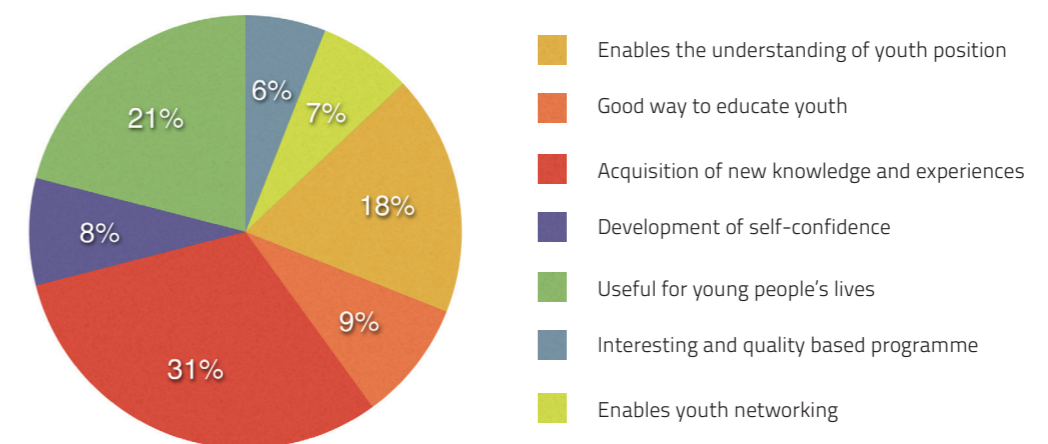
<sup>6</sup> Youth policy means the overall institutional mechanisms of government's care for youth. (Youth Law of the Federation of BiH, Official Gazette of FBiH, No. 36/10)

## WHAT HAVE WE ACHIEVED SO FAR?

The importance and success of a training programme are best reflected through its achieved results. In this way, one can easily point out the advantages and the weaknesses of non-formal education. We are going to present the performance accomplished by *UMiD* which accounts for an example of a successful training programme designed for Youth Leaders.

During the training course, the participants gain confidence, recognise their skills and resources, learn how to work in teams, experience solidarity, creativity and ability to communicate through practice, and develop the feeling of being socially responsible. In addition, each participant learns how to make arguments in support of a discussion, search for and use information and materials that he/she needs, and how to acquire management and business running skills. This enables him/her to easily cope with the business world and make a successful career. In terms of social matters, the training course prompts young people to become more engaged and spend their leisure time doing meaningful things, hence convey their knowledge and experience to other young people. The importance and the success of a training programme are best reflected through its achieved results. In this way, one can easily point out the advantages and the weaknesses of non-formal education. We are going to present the performance accomplished by *UMiD* which accounts for an example of a successful training programme designed for Youth Leaders.

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Public authorities consequently start pursuing organised children and youth care. A successful delivery of the training course has positive effects on youth engagement and their position in the community. Throughout the training course, young people learn and gain experience first and foremost about what it means to be a responsible citizen, and how to get themselves and others involved in social processes. All of the training topics are intertwined with this idea and the participants subconsciously change their role in the society from a passive to an active one. (Figure 2)

During but also after the training course, the participants change their attitude and opinion according to which they are convinced that they cannot affect social changes. At first, young people have a very pessimistic and negative attitude towards the society and processes which lead to the improvement of living conditions. They believe that their election votes cannot change a single thing and that their opinion has no impact on decision-making in the community in which they live. It is quite common for them to envisage their future in another country. During the training course, their attitudes radically change. Various campaigns urge them to become true advocates of the right to vote, join the bodies that make decisions concerning young people and they start realising that their ideas are eagerly embraced.

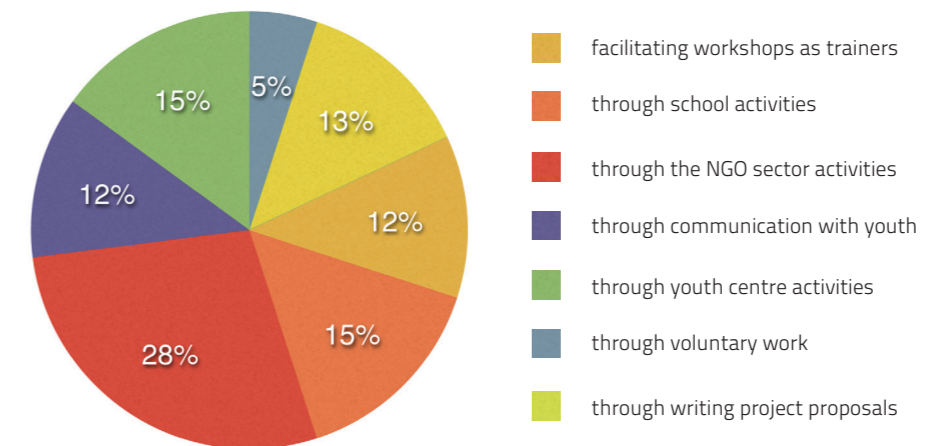
Most of the training participants learn that their community holds opportunities for a better future and that they are those who create it. In their opinion, their peers have no place to spend their leisure time doing meaningful things, since they are often dissatisfied with the supply of activities in the place in which they live. Therefore, they plan and implement activities for other young people in the community, such as sports competitions, creative workshops, excursions and the like. In addition, following the training course, they start launching various campaigns and organising street events (events celebrated all around the world, e.g. the Youth Day) in order to motivate and attract other young people. While attending the training course, the participants eagerly strive to include other young people, who desire to become active in the community, in their local organisations. Therefore, during the Youth Day celebration, different youth activities are carried out and are accompanied by promotional materials endorsing local organisations. Promotional materials usually contain contact information and the details explaining how interested young people can get involved thus become active participants in social processes.

One of the most important segments of the training course is the establishment and the maintenance of cooperation with public authorities. Youth work carried out by the NGO sector can be sustainable only if supplemented by the cooperation with and the support provided by authorities, especially at the grassroots. Although young people initially do not have a positive attitude towards them, during the training course, they become aware that there is a person responsible for youth affairs employed in their Municipal Administration Office (this person is often a Youth Officer). In the course of establishing a partnership relationship, municipalities are willing to provide young people with a space for taking the desired actions and include the budget line concerning young people in the corresponding municipal budget. A Youth Officer consequently becomes the link between young people and municipal authorities, and is



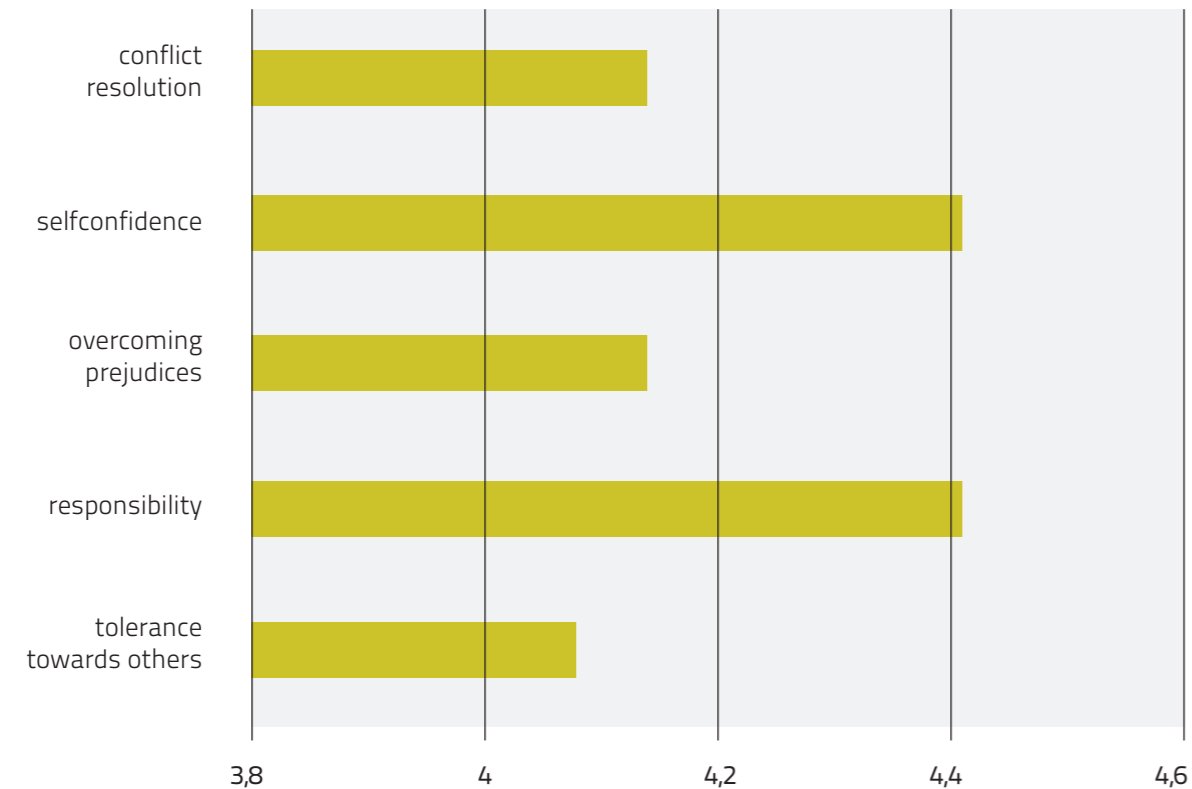
between young people and municipal authorities, and is committed to improving young people's status. This is where the opportunity for young people lies to urgently and persistently request the introduction of or the increase in the budget line for youth projects. Even though all these governmental youth support mechanisms are legally binding in almost all countries of the region, it appears to be quite common that they have not been put into practice yet just because youth voices have not been loud enough to argue in favour of proceeding in compliance with legal provisions that directly concern them.

Youth Leaders struggle for the budget line concerning youth projects to get increased each year. Involvement of young people in the process of developing documents that are important for dealing with youth affairs is of particular significance. This is how Youth Leaders become responsible for and professional representatives of all young persons in the community, and how they get engaged in all decision-making processes that concern them. Therefore, we can see them taking part in working groups on developing youth strategies and even as their coordinators. The training course equips young people with confidence and willingness to take responsibility so as to consolidate their activities and actions in one place – at youth centres. They are capable of lobbying their municipal authorities to ensure the facilities (many of them are former cultural centres) and collect funds needed for renovating and furnishing these premises for the purpose of turning them into youth centres. Such centres become self-sustainable through incomes resulting from minimum service fees, for example: internet provision services, printing services, selling soft drinks, etc. This is how young people get equipped with the necessary space they are going to utilise in a quality manner through well organised leisure time. The training programme enables them to learn more about their peers from other places and regions who are also active. Thus, their cooperation is not limited to joint workshops only, but it continues through regional activities and mutual visits. Upon writing project proposals, young people share their experiences and help each other.



During the initial workshops, the participants are reluctant to socialise or form working groups with young people who come from rural areas and with those who are of different nationalities. Non-formal gatherings as well as the workshop topics contribute to turning the group into a team without obstacles and which no longer refrains from young people who are somewhat different. Private friendships among these young persons are very common. Young people carry out most of the activities in their communities on a voluntary basis, whereby all of their running costs are covered (transport, food, phone and the like). They perceive other types of personal motivation and satisfaction in voluntary work, e.g. new friendships, travelling and the like. It should be noted that after the training course, young people start running workshops themselves as trainers thus keep conveying their knowledge and experience (Figure 3).

Young people have to be encouraged to become actively involved in social processes and the best way to equip them with such a feeling is to introduce them to training courses offered as part of non-formal education, since they acquire new knowledge and experience in an educational, creative and interesting manner. In addition, they gain self-confidence, feeling of being responsible, break prejudices, become more tolerant, opt for peaceful conflict resolutions and become the citizens who are ready to assume an active role in the society (Figure 4).



## READY, SET, GO!

In order to accomplish notable results, one of the most important steps is to be well prepared. It is necessary to get organised on time, anticipate potential obstacles, select the participants and the trainers, gather technical information and develop the working materials, as well as the activities that will be conducted during the training course. Therefore, in the following section we are going to identify the best and the most effective way of facilitating the training course for Youth Leaders.

The training course for active youth is delivered to young people selected from several municipalities, since this is the best way for the participants to share their experiences, which results in regional cooperation. Young people thus acquire the necessary knowledge, experience and skills. For the purpose of accomplishing this, it is essential to identify the municipalities that will take part in the training course and this is something that should be done beforehand. Selection of the region and the corresponding places is one of the most difficult tasks (if it had not been done previously). On the one hand, it is essential that young people are interested in youth work, and on the other hand it should be checked, and if possible an agreement should be signed (the Draft Agreement is available as the appendix to this brochure), to what extent the local authorities are ready to support young people and recognise the training course as a contribution to the development of civic awareness.

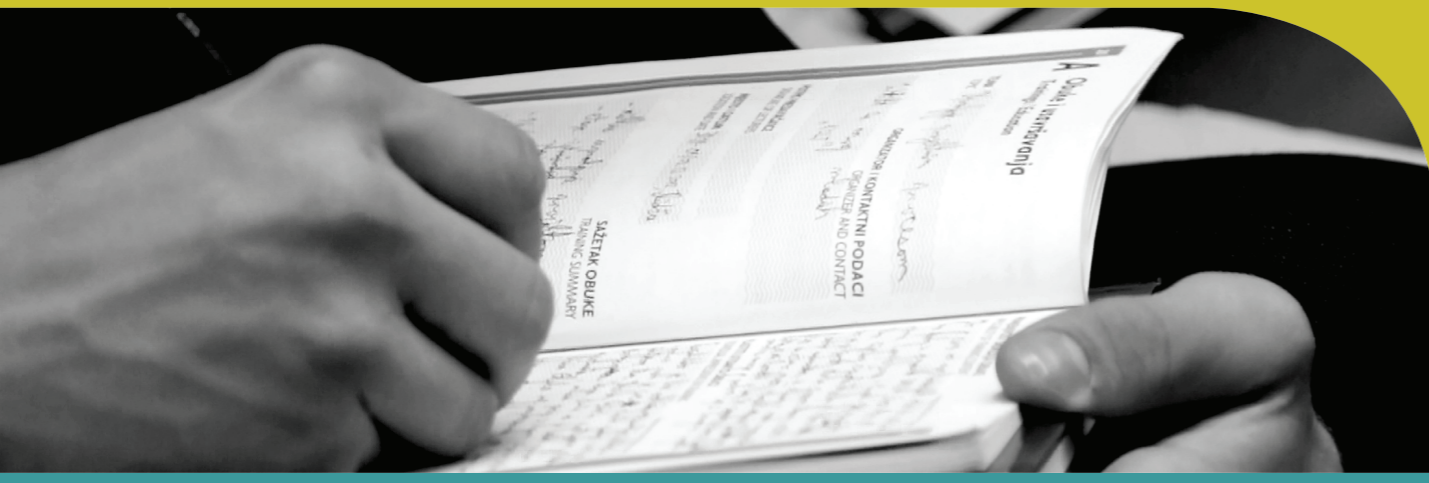
It is important that even the local authorities get interested in establishing cooperation, because the training course is largely related to building a partnership relationship with them. Municipalities which focus on youth in their developing strategies should be selected. The training course is a good prerequisite for initiating and enhancing current youth work and youth policies. Therefore, it is important to give the opportunity to young people from all municipalities so as to ensure equal and active participation of all young people, and consequently develop best cooperation among them.

Prior to making all essential preparations, it is necessary to select the trainers since they have to give their opinion about the whole training programme (a schedule and trainer assignments, dates, previous experience with regard to facilitating accommodation, etc.). This is something that asks for a particular consideration. The trainers should be invited to an interview and should be introduced to the training concept. It is preferable that they have already gained experience in facilitating interactive workshops delivered to young people, but also in the field of youth work, and they should be flexible and available to work all day and during the weekends. It is desirable for the trainers to maintain communication with each other, even though they will be facilitating different workshops and will not have a chance to see each other during the seminars. These are people with inherent and distinguishing features, who are experienced and who are going to approach young people in an original and comprehensive manner, thus convey the necessary knowledge and skills.



Furthermore, the first step in the course of selecting the participants is creating the Application Form (the sample Application Form is available as the appendix to this brochure). Then, it is necessary to determine the method of distributing the sheet forms. In the past, sheet forms were distributed to schools, companies and places where young people gathered, and where there was always a person (e.g. a Student Council Chair, a School Educational Assistant, an Association's Coordinator and the like) in charge of collecting the completed sheet forms which were submitted to the training course organiser. The simpler and more effective way is to create online sheet forms. In this way, young people apply by sending online submissions and the application forms are forwarded directly to your email address. This is how equal opportunities and possibilities are ensured for all young people regardless of the region they come from. Individuals will be selected (from each place separately) according to the completed sheet forms, whereby they will take part in a workshop which is to be organised so as to make the final selection of the participants. In case you are not able to deliver such a workshop, apart from the questions indicated in the Application Form, you can ask for a CV, a cover letter or fulfilment of a specific task (a video, a text, a jingle, a photo) so as to select the best and the most creative training participants. Equal gender and urban/rural participant representation should be a strong criterion. It is necessary to select those young people who provide the best answers and not the ones who are the most detailed. It is desirable for the Committee, which is to be summoned specifically for the purpose of selecting the participants as well as the trainers, to have a great role in the selection process. Underage participants must have parental consent to take part in the training course and the supporting activities. Once you have selected the participants, it would be a good thing to make a schedule of all training activities. It should incorporate the workshop and activity titles, month and date, trainers' names and available resources (a sample is available as the appendix to this brochure).

It is of particular importance to focus on planning the beginning and the end of the training course. The training course should start sometime in October and the selection process in September, right at the beginning of a school year. Thus, the workshops and the corresponding activities can consequently be delivered during school holidays. However, there is no obstacle to delivering the training course at some other time, in which case it should be adjusted to the participants' school/college assignments and commitments. Since the training course entails approximately 12 workshops, it is necessary to make a plan indicating when they will be delivered and to take into account the months during which the participants are not burdened with school assignments (e.g. June would not be convenient for multi-day workshops or activities, while July and August are more appropriate). In addition, there is a possibility of incorporating the workshops into a summer school (which would last for 5 days). In this way, you will save time, certain financial assets and you will give young people the opportunity to learn and socialise for a longer period. If the participants are from different places, a plan of delivering the workshops should be made.



Group travelling and socialising are good incentives for young people. It is necessary to gather information on accommodation, fees, eligibility for holding seminars, participants' location and the corresponding distance, weather conditions, etc. Try to deliver at least one workshop, if possible, in the places the participants come from. If the training course is to be delivered to the participants from the same place, you should attempt to include the participants from different organisations, student or youth councils, urban and rural areas, and the like.

The training course can be refined at whatever time and to whatever possible degree, or extent. Upon acquiring new knowledge, new experiences and observing the flaws, it becomes polished, gets better and better, becomes quality based, and it gives young people the opportunity for more active and decisive participation in decision-making processes.

## TRAINING COURSE TOPICS

### 1. Project cycle management

Workshop on defining, developing, implementing and evaluating projects

The aim of this workshop is to familiarise the participants with what a project proposal is and how to write one, hence animate them to develop projects for their respective organisation in accordance with its target group's needs. The participants get trained to lead the process of writing simpler project proposals. During the workshop, they learn about different approaches to writing projects and about the methodology for teaching them how to fill out any application form.

The workshop guides the participants through the project cycle and it ends with practical advice on donors' requirements and details that ask for attention. It enables the participants to realise the significance of the project planning process and its cycle, and to understand the importance of group work upon coming up with a project idea. Numerous practical exercises, familiar examples and theoretical insights facilitate the participants to lay the foundations for proceeding with (self-)training but also for undertaking independent work on the topic in question.

This training course topic prompts the participants to think about a project as the opportunity for accomplishing their goals and pursuing their organisation's mission.

The emphasis of the entire training concept is based on the process of developing a (preliminary) project, upon being guided through all of its phases:

- 1) Research on a target group's problems and needs,
- 2) Project planning,
- 3) Defining issues and needs to be dealt with a specific project,
- 4) Determining desired outcomes and success indicators,
- 5) Defining activities according to a project related objectives and results,
- 6) Identifying assumptions and risks, as well as planning considerations to avoid risks.

All project proposal development phases are closely related to a logical framework which is used by many donors and which is recommended to be used by the participants, regardless of the fact that many donors do not even require it.

## 2. Fundraising

Workshop on raising funds for the implementation of project ideas

The Fundraising workshop revolves around familiarising the participants with what fundraising is and encouraging them to seek additional funds for their organisation's projects. The participants learn how to lead the fundraising process, attend meetings held with prospective donors, analyse their potential donors, etc. During the module, they gain experience concerning different approaches to seeking funds, learn to communicate with donors, and evaluate internal and external impacts on donors' opinions about applicants.

Numerous practical exercises and examples, as well as theoretical insights, provide the participants with the opportunity to grasp the fundraising basics. They acquire particular skills during a simulation interview: donor-applicant, and upon analysing the simulation.

This workshop is a continuation of the Project cycle management workshop and it actually prompts the participants to think about fundraising opportunities in order to address the problems and meet the needs of their target group.

The whole training concept is based on the fundraising process, upon mastering the following topics:

- 1) Manner of raising funds,
- 2) Internal and external impacts on donors' opinions about applicants,
- 3) Identification of familiar and prospective donors,
- 4) Manner of addressing a donor,
- 5) Communication with a donor before and after funding,
- 6) Simulation interview: donor-applicant and the simulation analysis,
- 7) Making a fundraising action plan for the respective organisations.

More than 200 young persons from BiH and the region have so far undertaken the UMiD training programme.

## 3. Gender equality

Workshop on sex, gender, sexual orientation and gender identity, stereotypes and discrimination, and sex/gender based violence

This workshop introduces the theoretical insights into gender equality, and it defines sex and gender, outlines gender based stereotypes, and analyses how society imposes different rules for people of different sexual orientations/gender identities. Furthermore, it encourages young people to explore their gender roles and discuss issues related to their bodies, and talk about the differences and similarities between men and women. As part of this workshop, we deal with the issue of violence, gender-based violence and particularly with violence occurring in adolescent relationships, upon introducing practical tools for recognising violence and deciding what to do in such situations. Young people thus get to know themselves, society which uses its policies to evaluate persons against one another, and they also realise how to go beyond the established patriarchal practice and how to create a more equal society by relying on their own examples.

Gender equality is an essential component part of a democratic society, and it means that men and women are equally present in all areas of a public and a private life, that they are entitled to an equal status, equal opportunities to all rights, as well as to equal benefits resulting from the achieved results.



## 4. Teamwork and leadership

Workshop on defining, developing and differentiating between a team and a group, a leader and a manager, and on a constructive conflict resolution in a team

This workshop centres upon familiarising the participants with what a team, teamwork and leadership are, hence animate them to strive for developing the features of a good team player and a prominent leader. The participants get trained to recognise the branches of knowledge which require their additional efforts, pursue education and self-improvement according to the fields of their interests and recognised personal features. During the workshop, they become aware of the benefits resulting from good teamwork, and by keeping other team members informed they become motivated to build the team spirit and to more successfully undertake a joint task for which they feel collective responsibility. The workshop participants approach teamwork as an organisational process that demands the focus on people just as much as the focus on the work product. They consequently become cognizant of personal and team advantages of the leadership approach and of the team leading concept compared to team management. Upon completing the workshop, the participants will be motivated to use their influence as the leadership approach.

On the one hand, the workshop is an introductory and animating model for the participants experienced in the field of teamwork and team management, but even for those who lack for such experience, and on the other hand it grasps the inner significance of the need for teamwork and the leadership approach. The training lays the foundations for a more successful implementation of other training modules since it prompts the participants to acquire leadership competencies, the sense of teamwork based actions and non-formal education that is used even for delivering the training course on this topic.

The workshop enables the participants to acquire and advance team and leadership based knowledge and skills, upon being guided through the following stages:

1. Defining teamwork and what it looks like to work in a team,
2. Recognising advantages resulting from teamwork and the participants' role in a team,
3. Exploring the differences between a team and a group (a team 2+2 = 5, a group 2+2 = 4),
4. Learning about the team development phases,
5. Becoming familiar with constructive conflict resolutions in a team according to the sources of conflict occurrence,
6. Realising the differences between a good and a bad team,

7. Defining leadership,
8. Exploring different leadership types and styles,
9. Learning about the features of a good leader and a leadership network.

## 5. Self-empowerment

Workshop on personal growth and development, and presentation skills

While growing up, young people often face real, everyday life difficulties. The task assigned to them by the society often entails the pursuit of positive ways to overcome their daily problems and to thereby grow up into socially useful individuals. Personal growth and development is a topic that involves strengthening and raising awareness of an individual's capacities and resources, self-exploring and examining the paths of one's own being aimed at improving and enhancing the quality of living. The key workshop topics are as follows:

1. Communication with people from my own environment (assertiveness and sending I-messages),
2. Emotions,
3. My identity and the meaning of my life.

Personal growth and development emphasises a positive attitude towards life that is considered to be a process from which we constantly derive new knowledge and experiences, thus our ways of coping with difficulties become developed. Personal growth and development calls for curiosity, constant encouragement and the act of discovering new creative strengths of a person. Such workshops enable the participants to explore themselves and others in a creative way which is interlaced with experiences. Communication, by its very nature and purpose, is a tool that people use to convey some of their attitudes and beliefs, establish a relationship with other people, meet some of their needs and interests, etc. People communicate in different ways whereby they have various goals on their minds. When we want to present ourselves and our ideas in the best possible way, accomplish a specific goal, presentation skills are indispensable. This workshop facilitates the participants to become familiar with:

- 1) Successful presentation features,
- 2) Manner of making presentations,
- 3) Presentation structure,
- 4) Non-verbal communication.



## 6. Youth policy

How can young people get engaged in decision-making processes?

One of the basic ideas of this workshop is to make the participants familiar with how public authorities, especially at the grassroots, address youth issues. They can argue in favour of the improvement of their position and status only if they are knowledgeable about the mechanisms for facilitating their involvement in decision-making processes. Therefore, it is necessary for them to become acquainted with various indicators that make a youth policy in one local community efficient. The best advocacy is based on legal methods by means of which a local community can be motivated and ultimately persuaded to make certain progress so as to improve the position of its young people. Generally speaking, the topic encourages the participants to think about their own involvement in the community, engage their peers, and take a stand as equal partners primarily in the political decision-making process.

## 7. Public advocacy

Public advocacy/representation is an indispensable part of civic activism

Public advocacy takes place in those democratic societies in which the citizens can formally and truly exert influence over institutions and public authorities. NGOs, as organised citizens, rely on public advocacy to complement the official political system by creating opportunities for making their voices heard through a constant dialogue, especially during non-election years when the interaction between political parties and voters is significantly mitigated than when public authorities fight for their voters' affection throughout the election race.

Public advocacy is often mistaken for other concepts of influencing changes in the environment, which contain similar elements. These concepts are: informing, educating and communicating (IEC), social marketing, public relations, etc. Public advocacy differs from other approaches because it always strives to change a policy or a programme, i.e. it results in a signed binding resolution (laws, ordinances, decisions). It is therefore tentatively called legislative advocacy.

## 8. Civic activism and volunteering

Good afternoon. I would like to volunteer!

The Civic activism and volunteering workshop aims at familiarising the participants with what a civil society, volunteering and youth activism are, thus animate them to get actively engaged in social processes taking place in their community and even beyond. The participants get trained to prompt their peers to pursue non-formal education concerning those topics that will enable them to become active participants in the political decision-making process. During the training course, they learn about personal and social volunteering benefits, and involvement in the youth sector.

The workshop introduces the participants to voluntary work and a civil society, it deals with civic education and ends with youth activism. Interactive workshops enable the participants to realise the importance of

volunteering, learn important information on volunteer involvement in our country and Europe, and to understand the significance of civic education within youth activism. Numerous practical exercises and familiar examples, including theoretical insights, facilitate the participants to lay the foundations for extending their education and for their engagement in the community as well.

Civil society, volunteering and youth activism as a thematic field represents a very important unit. On the one hand, the workshop is an introductory and animating model for the experienced participants, but even for those who lack for such experience, and on the other hand it grasps the inner significance of the need for volunteering and youth activism. Without this base, it is impossible to fully understand other training modules, as well as the concept of civic engagement and youth participation in the political decision-making process.

## 9. Human rights

From a letter written on a sheet of paper to a society based on equality

Through the two-day workshop on human rights, the participants acquire the basic knowledge about the concept of human rights, human rights protection system at the national and international level, and about national and international institutions in charge of protecting human rights. An important part of the workshop is an interactive discussion about the key issues in the field of human rights, existing laws and anti-discrimination mechanisms. The workshop participants get introduced to the history of human rights development in order to gain the insight into the reasons supporting the struggle for particular rights, then they are prompted to think about the significance of this fight in the light of the existing human rights protection mechanisms so as to reach conclusions about the necessity to actively participate in exercising these rights. The importance of the workshop on human rights is reflected in the fact that only a citizen who has knowledge of his/her rights that he/she is entitled to as a member of a particular community can be an active citizen willing to engage in social processes and can act as the initiator of changes.

Experience gained in the course of delivering the workshop on this topic shows that young people are often not fully aware of the interdependence between human rights and their status in the society. This is why the workshop encourages them to get engaged in social flows with greater courage and confidence, while bearing in mind the rights they are entitled to as the society members.

A Youth Leader is a person who introduces changes into the way his/her generation thinks and acts. A leader who exerts his/her influence keeping in mind the basic human rights principles (equality, indivisibility, universality) changes the world around himself/herself, while developing a new vision of the society which relates its progress to the respect for human rights.

## 10. Job searching

What do job searching, resume and cover letter writing, and job interviews entail?

Job searching is very important for the non-formal education of youth. On the one hand, due to its very convenience, this topic is essential to every young person who has no work experience, and on the other

hand it enables young people to get acquainted with all important things they need to become more competitive on the labour market.

Many young people do not have work experience, thus they need a better understanding of how to best present themselves to an employer and what to emphasise as their advantages. Furthermore, a lot of young people are not familiar with certain legal decisions that concern them and that they can avail themselves of upon seeking a job.

The aim of the training course is to train the participants to independently write their resume and cover letter, and fill out an application form, in other words everything a potential employer could ask for, and how to get ready for a job interview. During the module, the participants become aware of their own personal qualities which they can highlight as their advantages in their resume and during a job interview.

The thematic units are:

1. What does "job searching" mean (the meaning of active and passive job searching, how to fill out an employment plan, deadline for registering with the employment office, how to write a circular letter, how to make a personal SWOT analysis),
2. How to write a resume and a cover letter (the participants learn how to properly fill out the Europass CV form which represents a standardised CV template<sup>6</sup>),
3. How to get ready for a job interview (all kinds of possible interviews, how to physically present themselves to an employer, possible questions that an employer might ask them and the questions they can ask during a job interview).



## 11. Public relations

*"Give me the right product and the right arguments, and I will win the world market."* **Reeves**

*"To create an image is to create the whole portrait."* **Hill**

By means of delivering the Public relations workshop, UMiD aims to introduce its participants to the concept, definition, role and the importance of the topic, thus provide them with the necessary knowledge, tools, concrete examples, tips and recommendations that will help them decide which path to follow, and

<sup>6</sup> <http://europass.cedefop.europa.eu/hr/documents/curriculum-vitae>



how to establish the desired cooperation with the public and primarily with the media representatives. The media exert a too great influence over our lives since they "create" our image in public, contribute to polishing our professional image and promote our work. But also, the media can be a force inclined to diminish our work, give it a negative or a totally opposite meaning from the right one and thereby cause immeasurable damage to everything we do, our efforts and dedication. In view of everything we have said and many other equally important reasons, fruitful and uninterrupted cooperation with the media is of huge importance to Youth Leaders. The participants learn how to write a concise and quality official letter that will be used by all media representatives, how to overcome fear and uncertainty during public appearances, how to articulate a clear and concrete message, how to be best represented and presented in the media, what to highlight during public appearances, how to be appealing to the media and the public, and say everything that is important for the initiative, and how to set the presentation priorities.

## 12. European integration through the EU simulation

The Citizen Kane film:

**Bernstein:** "There's a lot of statues in Europe you haven't bought yet."

**C.F. Kane:** "You can't blame me. They've been making statues for some two thousand years, and I've only been collecting for five."

Just as the quote selected from the Citizen Kane film says, Europe is (very) old, diverse, complex and it comprises hundreds of cultures, peoples and traditions that have been incorporated into a whole new idea. The Old Continent, the Old Lady Europe, now encapsulated in the European Union, stands out as the desire and the goal of many countries that have not become a constituent element of this modern political, economic, cultural and business community yet. As part of the EU Simulation, young people simulate the performance of the EU institutions and engage in the process of admitting new candidate countries to the EU. During the workshop, up-to-date materials tailored to young people's needs are used. One of the most recent learning methods in the field of delivering non-formal education, which has been utilised for the last ten years, is learning through simulation and gaming. Apart from learning through role-playing and classical simulation exercises (**an experimental method that allows the study of the current state of affairs**), the simulation game has proved to be an excellent approach to young people through which they get well acquainted with each other, acquire and memorise the target knowledge, have fun, resolve conflicts and overcome prejudices that are quite common due to insufficient and rare communication and cooperation. This workshop aims at prompting the participants to look for more information on the European Union once they get back home.

## THE IMPORTANCE OF CIVIC INITIATIVES

Social engagement requires more than just being well-equipped with the theoretical knowledge. Adam Michnik said: "Start doing the things you think should be done, and start being what you think society should become. Do you believe in free speech? Then speak freely. Do you love the truth? Then tell it. Do you believe in an open society? Then act in the open. Do you believe in a decent and humane society? Then behave decently and humanely." Since we do not want the knowledge gained during the UMiD training course to remain at the level of theoretical insights, the participants launch local civic initiatives (LCI) in their communities. What does "civic initiative" mean? Put most simply, it is the action of citizens, undertaken individually or mutually, aimed at improving the state of affairs in a local community and in the society. As soon as the participants become able, after attending several workshops, to notice a particular problem that young people are facing in their community, they try to resolve it by conducting local civic initiatives. The first step is to employ the knowledge gained through the project proposal writing activities. Upon writing a project proposal, it is necessary to adequately examine the problem, present the project objectives, results and activities, and to identify the target group that will be affected by their idea. Since this is how they get the opportunity to proceed as the initiators of changes in their environment, their desire to learn increases, and they start observing the world and their place in it impartially. Non-formal education, thus, gives them the opportunity to become independent and aware that they are the ones who instigate changes.

In this process, a significant role is assigned to the Institute for Youth Development KULT since it provides young people with financial and technical assistance necessary for conducting such initiatives. After approving the proposed initiatives, the participants embark on their ideas. During the implementation process, they start animating a large number of people, especially the passive ones. Creative initiatives hold promise for urging passive young people to think about their precarious position, at least for a moment. The next step would be their involvement in one of the local organisations, which is very often the case. Various initiatives have been launched through all former generations of UMiD participants. They represent examples of good practice and brave young people who were not held back by the first obstacle they encountered. The existing Youth Leaders have demonstrated their readiness and determination to resolve particular problems as they regularly organise literary evenings, for it becomes obvious to them that their small community does not offer enough of cultural events, exhibitions with children, deliver organised workshops on various topics, organise concerts, renovate nurseries in their local community, remove offensive graffiti from the streets.



One of the initiatives launched by the training participants was a public debate on young people's needs in the local community, which revolved around discussions between young people and the representatives of the local authorities (the Mayor, the Deputy Mayor and the Head of the Budget Office). This public debate took place at the premises of the town library and the reading room, whereby young people expressed their needs and proposed specific measures and policies to be funded through the municipal budget. The Council for Youth enabled young people to make suggestions for developing the municipal budget, based on the conclusions that resulted from the discussions. Utilisation of the funds intended for young people was monitored by the Council for Youth (along with the suggestions for improving young people's social and cultural life, youth social policy measures and the like). Thus, in November 2011, during the first reading of the budget proposal for 2012, young people pursued their efforts and enabled all interested young persons from the community to attend the City Council Meeting and observe the discussion. Apart from the members of the Council for Youth and the volunteers involved in the project, other young people were invited so as to exercise their democratic right. Such a public event had never been organised before, because the citizens never exercise their legal right to observe local authorities' undertakings. In addition to this activity, a concert and a conference were organised during which young people presented the project accomplishments. It is important to note that the budget was adopted according to the proposal made by the youth from the local community.

In conclusion, civic initiatives are of primary importance for youth democratic participation. Many would say that it is pointless to fight, vote, advocate a particular right and the like, for they keep asking themselves whether it is really possible to make a single change. The answer is: They can change everything, only if they wish so. Upon undertaking the UMiD training course, the participants become Youth Leaders who have the knowledge, determination, experience and strength to solve problems in their local communities. In addition, they learn how to manage the assets they have at their disposal. The training participants become responsible citizens, i.e. persons who actively exercise their civil rights and perform their civic duties.



## COOPERATION WITH THE ECONOMIC SECTOR

In a region in which more than 50% of young people capable of working are unemployed, it is of particular importance to establish cooperation with the economic sector. In this way, we supply young people with the opportunity to develop their professional competence upon volunteering and gaining experience in a variety of companies, organisations and public institutions. This is how we get experienced young people with the necessary knowledge, who will actively be taking part in the course of creating a better future. Unfortunately, the public authorities still do not have a clear vision of a lasting solution to this problem, which leads young people to an unfavourable economic position and painful uncertainty whose end is not in sight. Except for gaining formally recognised experience that makes them administratively more competitive when applying for a job, no other major effects of apprenticeship programmes seem to exist. If we give young people a chance and establish a successful relationship with the economic sector, they will have the opportunity to become active members of the society who equally participate in decision-making processes. For the purpose of undertaking voluntary work, young people will seek to have their basic needs met and employment is one of them. It appears that in this case we are referring to the cause-and-effect relationship, because unemployment leads to poverty and poverty leads to social exclusion. We cannot say that young people see employment as a requirement for volunteering, since it is a personal decision made by each individual, but the fact is that volunteering is more noticeable in developed countries where these needs have been met.

Cooperation between the public and the private sector describes ventures of the government or the private enterprise that has been accomplished and has been operating through a partnership with the governmental authorities or the private sector. This cooperation involves contact between the public and the private sector, whereby the private sector provides the public with services or projects, and it anticipates the sustainable financial, technical and operational project risk. The government conduces to this cooperation by contributing to the public good by means of funding (providing grants for) particular projects.

Cooperation between the private (business), public (governmental authorities) and NGO (non-profit) sectors is of great significance to the society. The NGO sector influences the public and the private sector in a way that it obliges them to take responsibility and nourish the sustainability of social values. It represents a space for the public where they can get information on how to take part in decision-making processes and the like. The public sector (governmental authorities) requires effectiveness of the private and the NGO sector, and it relies on them by establishing successful cooperation and thus gets informed about the current state of affairs in the society. Cooperation with the public and the non-governmental sector enables the private sector (business) to provide public services through a private organisation. A large impact among these sectors results in cooperation that contributes to developing social responsibility, greater undertakings, competitiveness and active participation in making decisions that are important to all involved parties. A conclusion could be reached that they cannot exist without each other and that there are different cooperation and control related mechanisms among them. It is very important to give young people the opportunity to become familiar with this process so as to take the road that leads from theory to practice. During the training course, young people should be offered the chance to say in which company, organisation or public institution they would like to volunteer, hence the training organiser endeavours to make their wishes come true. In this way, young people recognise the importance of establishing cooperation with the economic sector, understand the power of making changes, and once their awareness gets developed they can proceed with great undertakings. In addition, upon supporting the national economy, and demonstrating the relevance and the viability of its existence, we provide young people with jobs and opportunities.

Experts in the field of economy have suggested that youth employment strategies should include initiatives for supporting youth entrepreneurship development, prompting small businesses run by young people, improving their knowledge and skills required on the labour market, providing grants and loans for the costs incurred upon pursuing additional education and the like.



## WHAT APPROACH SHOULD BE PURSUED?

The methodological approach used for training Youth Leaders is of great importance. It is essential to select appropriate methods in order to make the training course more appealing and acceptable to young people. What method will be used depends on a workshop topic, the trainers' preferences but also on the participants' profile. The common practice has revealed that a mixture of theory and practical work is the best way to convey and acquire knowledge.

Let us start with the theoretical approach. The participants have to gain a particular theoretical insight into all presented topics, such as: definitions, examples from other municipalities and countries, technical terms, official national and international documents – laws, ordinances, decisions and the like. A lecture is just one possible (but also undesirable) method. Furthermore, the participants can themselves make a presentation on a particular topic prior to attending the seminar. Articles can be processed in working groups, clarified and presented to each other. It is necessary to link the theoretical insights, as much as possible, with the actual state of affairs in the municipalities they come from. Irregularities, but also positive examples from their surroundings, should be outlined. If one has not gained sound theoretical knowledge and has not mastered it properly, no good practice is then possible.

Simulations, discussions and exercises are also listed among the recommended methods. If one does not want to deductively approach a theoretical part, but he/she wants to allow the participants to themselves reach conclusions based on individual cases and experiences (which is preferable), certain thematic areas may be simulated or presented through real-world examples. In this way, the participants learn how to behave and approach particular circumstances. This can lead to discussions so as to have a better exchange of experiences and opinions. Consequently, young people will see the relevance of all agents in the society and the manner they conduct their activities. They will realise that the lack of one component part can make the system dysfunctional and that young people have an important role in the decision-making process.

Exercises are conducted in groups and they make the participants feel ready to carry out and undertake specific activities (e.g. budget tables, evaluation questionnaires, project writing and the like) on their own.

Thus, they gain presentation skills, build self-confidence and overcome the jitters over public appearances and speeches. Upon doing their exercises, the participants have the ability to observe the state of affairs in other municipalities, discuss and suggest possible solutions to the problems.

Simulations and exercises should be based on concrete examples and the participants should have a clear idea of the corresponding link with the presented topic. If they fail to understand the connection between the topic and the practical sessions, further explanations and additional examples should be provided so as to clearly and accurately present them the current state of affairs.

In order to gain practical experience during the training course, the participants write a project proposal and they should be given the chance to obtain small grants for its implementation. Therefore, after undertaking the training course they will get the ability to implement projects, hence experience the knowledge gained in the workshops (e.g. the Youth Day, a campaign launched on the Human Rights Day, a survey on youth needs, working with the media representatives and the like). The projects must incorporate the features of social engagement and must be specifically related to the respective municipality, for example, to try to solve a minor youth problem in the community by launching a campaign. Therefore, the most appropriate campaigns to gain premises or some other benefits are fairs, youth associations, street actions and the like. Such active young people, who attend the training course, apply the gained knowledge through practice in their cities. All young people who had filled out the Application Form for taking part in the training course, but who were not shortlisted, should be included in all of the activities. Apart from them, the participation and involvement of passive young people, who have to get motivated and activated in order to understand and assume their role in the society, are important. Involvement of the media representatives that will be reporting on the project implementation, which is aimed at informing as many young people as possible about the activities and the opportunities offered to them, is of enormous significance. Furthermore, the society will acknowledge the relevance of such engagement and participation, and awareness of the public authorities will thus be raised and they will accordingly respond to the problems that young people face.

We can surely say that the manner of approaching the training course is among the most important steps for educating Youth Leaders. If the participants are unmotivated, they do not find the way knowledge is conveyed to them appealing enough, they believe that examples are poor and the like, and at the end of the training course there will be no young and capable leaders. Therefore, it is important to approach them in an original and easily comprehensible way. The methods should be tailored to their profiles and needs. When we combine methods, the resulting performance is excellent because our experience has thought us that the participants best learn, acquire knowledge and skills if they are exposed to the theoretical part first and then to the practice-based one.



## EVALUATION AND MONITORING

In order to get the overall insight into the extent to which the training course has been successful, we must focus on evaluation and monitoring which will enable us to notice the advantages and disadvantages of the training course so as to, therefore, refine and polish it.

### Evaluation

Evaluation stands for the possibility to recognise the training course and we need it for several reasons:

- 1) Follow-up review of the training course and determining the programme strengths and weaknesses
- 2) Assessing the educational and the methodological approaches
- 3) Assessing the reached goals
- 4) Focusing on future training courses
- 5) Identifying the gaps and the refinement needs
- 6) Controlling one's own learning process

In case of favourable circumstances, we can conduct evaluation activities prior to the training course (pre-testing), for example, after the introductory workshop, and then at the end of the training course, i.e. after delivering the last module (final testing). Thus, we will be able to compare the knowledge and the experience gained by the participants during the training course.

It is preferable to check, after each workshop (or during the seminar), if the participants are satisfied, in what way they benefit from the presented topics, whether they have their own suggestions and the like. This is how the following workshops can be improved.

If there is a possibility, i.e. if the participants are available after a longer period of time following the training course, its long-term effects and results can be evaluated as well. For example, to what extent the training course has helped them in proceeding with their own undertakings, whether they have shared their experience and knowledge with other active young people and the like.

### Monitoring

Monitoring systems allow all involved parties to get informed about the process of achieving the set goals. The system monitors the progress made by the training participants, their results in the community in which they conduct their activities and the corresponding effects (training, exercises, civic initiatives) are consequently measured. The key monitoring system questions would be:

- Are young people changing their attitude according to which they believe they cannot affect changes in the society?
- Are they planning and carrying out activities for other young people in the community?
- Are they launching campaigns and organising street events in order to activate other young people?
- Are they establishing and maintaining cooperation with the public authorities?
- Are they getting engaged in the process of developing documents concerning young people?
- Have they made particular premises (a centre) available to young people and are they providing activities as part of such facilities?
- Are they lobbying the introduction of or the increase in the budget line for youth projects?
- Are they exchanging their experiences and do they go to observe activities conducted by other organisations in the region?

- Are they eliminating prejudices against people who are somewhat different from them?
- Are they promoting voluntary work?
- Have their efforts been directed towards establishing an umbrella youth association in their community?

It is advisable to make these questions available as part of a table that should be filled out as an answer sheet every 2-3 months. The monitoring process can be divided into four basic activities: data collection, analyses and interpretation, making recommendations, alteration of the process.

**Therefore, evaluation and monitoring contribute to the quality of work, not only to the training course quality.**

**Monitoring** incorporates **the regularly occurring act of checking all key elements** by means of keeping records and providing recent data, regular reporting and supervising the project activities. This is an ongoing process that includes data collection and recording, data analyses and reporting on the project activities that have been carried out. **Evaluation** is a periodic **assessment of the changes concerning the desired results** that are related to the project activities, based on the data collected through the monitoring process. It is a process of making periodic measurements of the achieved results, effectiveness and the impact that the conducted activities have on the set goals. Monitoring and evaluation enable us to constitute a clear perception of the whole training course. They allow us to get closer to achieving the goal related accomplishments in a better and faster manner. In addition, we have an insight into the participants' opinions and attitudes, the way they perceive the training course, and what their tips for improvement are. Therefore, evaluation and monitoring are not trivial and should be approached seriously and professionally, since we are going to use the obtained data, not only to improve the training course as part of which the evaluation and monitoring have been conducted, but also to improve all future training courses.



## HOW TO ENSURE THE TRAINING COURSE SUSTAINABILITY?

In a society in which non-formal education has not been recognised yet, it is important to find the ways to ensure the training course continuity. It is thus essential to exert pressure over the public authorities to recognise non-formal education programmes. This is the best way of ensuring the training course sustainability. On the one hand, the public authorities would show that they care about youth education, and on the other hand young people would get actively involved in decision-making processes.

As we wait for non-formal education programmes to get recognised, one of the ways of ensuring the training course sustainability is by means of introducing local youth strategy action plans. In this way, we

highlight the growing need for non-formal education and young people become enabled to access the acquisition of knowledge and skills. The emerging Youth Leaders will have enough experience to actively and equally participate in decision-making processes, particularly in those that are relevant to young people. Moreover, the community will show its readiness to cooperate and improve young people's status.

Furthermore, the training course can be sustained through youth centres' concepts if it becomes their integral part. Young people would consequently be enabled to understand the essence of their position. Another way is through collaboration with partner organisations and donors who have recognised the importance of the training course for Youth Leaders.

The best way to ensure the training course sustainability is for sure the recognition of non-formal education programmes. The labour market is experiencing the increased demand for professional skills. This outlines the need for lifelong learning. Young people hence should be provided with as much information on access to non-formal education as possible, thus encourage them and raise their awareness of the importance of involvement in political activities and the non-governmental sector. Owing to the training course continuity, we get young and well educated people who represent the driving force of the society, ready to accept today's challenges and tackle problems.

Young people perceived as a "source" of smart ideas represent the future of the society. It is, therefore, necessary that the opportunities for pursuing education remain available to them throughout their lives. Non-formal education is a second chance for many of them because they had no possibility to get educated as part of the formal system. The training course empowers them to become the citizens who are knowledgeable, who break down prejudices and influence changes taking place in the society.

It is up to the public authorities to recognise non-formal education, thereby ensure the sustainability of the training course that provides equal opportunities to all young people.



## WHAT DID THE TRAINING COURSE MEAN TO ME?



It was a nice, sunny day. Meteorologically observed, I might not be telling the truth, but my memory witnesses the sunniest day ever when I chose to become part of a great social story and of my own, even more important, personal story. You know that life consists of moments and this was one of them.

The miles I daily walked **some time ago**, were collected as I was going down the path covering the same distance home-college-training/socialising-home. **Today** it appears to be more like home-office-youth centre/college/travelling/training/educational workshops/gatherings of non-formal groups of the citizens who share similar attitudes and interests/civil campaigns/workshop facilitation/course-socialising-home. In the meantime, somewhere **between then and now**, the training course, delivered by the Institute for Youth Development KULT, took place – *UMiD (Learn, Think and Act!)*, eagerly recommended to all participants. Yes, it teaches you to skilfully Learn and intelligently read, and then this makes it impossible for you not to Think, and to thoughtfully Act as a member of the society comes as a logical sequence of the activities.

My story about *UMiD* is the story about the acquired knowledge that I had not received through formal education, developed skills acquired through non-formal education, meeting like-minded people, time spent doing meaningful things, travelling, socialising while conducting activities initiated by activists, meeting people that make up my life, becoming aware of social problems, understanding the mechanisms of action and active participation in the decision-making process, learning about the way of changing undesirable solutions in the community, developing competencies for the labour market, respecting and fighting for human rights, establishing cooperation with political agents as decision makers, managing projects for the utilisation of funds provided by international donors and investors aimed at improving young people's position in our country, acquiring leadership and team based competencies, creative activity, overcoming prejudices, contributing to new generations, charity, tolerance and non-discrimination, recognising my own preferences and interests, finding myself.

*UMiD* upgraded my role of a student with new roles of an employee, activist, volunteer, civil responsible person who is fighting for her own i.e. our rights. The story about non-formal education does not end for it means life.

**Nejra Kadić**, Project Coordinator at the Institute

I learned about the training "*Learn, Think and Act!*" in an unusual way... it is unusual at least now when a great deal of young people use the internet to look for information. Namely, I found about *UMiD* from the monthly newsletter published by Ilidža Municipality, which was brought to me, neither more nor less, but by my grandmother. It seemed serious and interesting, so I decided to apply. Once I passed the initial



elimination, we embarked on the training. The training UMiD was my first contact with the NGO sector and I simultaneously got engaged in activism, and somehow everything matched. *UMiD* made it possible for me, first of all, to meet young people who desired changes just as I did and who were willing to be the driving force. This is exactly what UMiD made it come true. We attended various training sessions and learned about different topics that fully prepared us for getting involved in activism, volunteering and even for job seeking. We covered all kinds of fields such as how to write projects, how to write a CV and get ready for interviews, teamwork, gender equality, the media and media releases, advocacy and campaigns, etc. Upon undertaking the UMiD training, I started volunteering in various organisations, since this is part of the training. Hence, I met interesting people and gained memorable experiences. This training was really a turning point in my life.

Just before it, I knew I wanted changes and I wanted to make them, but I simply did not know how and in what way to do so. UMiD made this come true because I was introduced to my rights as a citizen, I learned which mechanisms and methods to use to obtain the rights I am entitled to, i.e. that all citizens are entitled to. After the training, I even gained my first work experience at KULT. I am now employed in an NGO, and it is my job that makes me able to pursue so much desired changes.

**Azra Hadžić**, Project Coordinator at the Association "Zašto ne"

New competencies. New acquaintances. New trips. New experiences. Broader views. PROGRESS.

This is what I associate with the training *Learn, Think and Act!*. I applied, I can say, unexpectedly. And it's a good thing I did, because I don't even want to think what could have happened if I hadn't. If I had not applied, I would have missed a lot. I've experienced new places, Višnjica near Slatina and Novi Sad. I've met energetic and ambitious young people from different parts of BiH, Serbia and Croatia, and made new contacts. I've learned how to write project proposals and apply for small project grants, and I believe that we need this skill in today's world no matter what we do. I've empowered myself and showed that I was able to successfully conduct an initiative that gathered ten young people from BiH and Macedonia. My first small initiative was of international character! Now I am an active citizen, ready to continue contributing to the society in which I live, learn, and to each day become a better person than I was the day before!



I've become aware of the environment in which I live and of every bad step I've made. I've realised that inaction is not a solution, but an excuse; that volunteering is not exploitation, but a learning process; to fight for one's own rights is not a shame, it's a necessity, and that the effort is always worth it.

**Nejra Neimarlija**, Project Assistant at the Institute



There was something unbearable about that morning. As I was sipping a cup of my morning tea, I was again reading the news articles which said that Bosnia and Herzegovina was threatened by "this or that", and was in need of a number of optimal conditions under which our society could develop. And again: there was nothing new to read from the newspaper. Dull and usual comments, and columns full of worn-out words attempting to raise awareness of the citizens, primarily of young people, to start acting differently, more bravely, bolder and more precisely than the older generations. But on that very morning, while listening to the socially engaged lyrics of the music band "Dubioza kolektiv", I realised that I couldn't wait for good opportunities to show up but that I had to create them myself. The columns suddenly did not seem demotivating, but on the contrary: I decided to change something! If nothing else, to expand my knowledge, meet new young people, try something new ... Back then, I was 17 years old. I filled out the application form for the training *Learn, Think and Act!*, a one-year training programme that teaches young people about volunteering, lobbying, public advocacy, teamwork, job search, and that the solution is

from the problem, but that the effort, work and dedication always pay off. That one should stay in the country and struggle. This morning, I was reading the news again: the situation is still not much better. But! May I share something with you? Hundreds of young people, including myself, feel better. Now we have the Youth Law, the Law on Volunteering, whose existence was a wishful thinking and now we make up a team that is pursuing similar initiatives. We have undertaken the UMiD training that offers much more than mere theoretical insights, provides the space and opportunities for employing what has been learned. Maybe now, we observe those gray news stories from a different angle: a problem is not always just a problem, but it is also a chance for young people to offer their solutions and become "the wheel of change." If you now ask me whether I am ready to tackle problems in the society ... Decisively: always!

**Muamer Logo**, PR at the Institute

## CHALLENGES WE ARE COMING ACROSS...

"Education is what remains after one has forgotten what one has learned in school", said Albert Einstein. Therefore, we need lifelong learning and advancement so as to pursue further education and actively participate in social processes.

It is a devastating fact that we live in a region in which non-formal education has not assumed its rightful place in the society yet. Formal education is still considered to be primary, basic and sufficient for the acquisition of skills and competencies required for undertaking a job. In the European Union, lifelong learning has been recognised as necessary for personal growth and development. Therefore, the mechanisms for its recognition have been developed. The Council of Europe has initiated, made and introduced the European Portfolio for Youth Leaders and Youth Workers by means of which non-formal education has been recognised as an essential element in the course of educating young people. In addition, there are Youthpass and Europass designed to enable young people to acquire new knowledge and skills, and consequently get an acknowledged certificate. One of the greatest challenges the Institute for Youth Development KULT is facing in the field of lifelong learning is the recognition and the validation of non-formal education by the competent institutions. The UN report known as Youth Voices (February 2012) indicates the alarming facts according to which three quarters of young people (71.5%) in Bosnia and Herzegovina have never attended a course or some other form of training, while only a quarter (24.9%) of them have. The most common forms of non-formal education are foreign language courses (39.7%), sporting activities (26.1%), education in the field of information technology (15.3%), professional skills development (7.2%), arts (5.8 %) and other (5.1%).

Public authorities still keep failing to understand the importance of non-formal education. A significant portion of young people also remains ignorant and passive, and simply does not show a considerable and long-term interest in social inclusion, although it offers them advancement important for starting their own career. The Institute is committed to relying on the laws which regulate volunteering, and one of them is the Law on Volunteering of the Federation of BiH, which was drafted and passed as a result of the initiative launched by the Commission for the Coordination of Youth Issues of the House of Representatives of FBiH and the Institute for Youth Development KULT, and thus prompt an active role of young people in the community and enhance their competitiveness on the labour market by enabling them to gain their work experience. Furthermore, the allocation of financial assets in general, and specifically for the purpose of addressing young people's problems, is an important indicator of the priority given to the target group issues, but also of what kind of progress can be achieved. It is necessary to convince the public authorities that there is a real need for greater financial investments in the process of addressing youth issues and promoting lifelong learning. Given that BiH and the region lack for a formal educational institution which would be in charge of educating people for assuming the position of Youth Officer, this job position is often held by people who have the will to work, yet they do not possess the competencies needed for developing and sustaining a youth policy. What lies ahead of us and what we all are looking forward to is the promotion of the Institute's certified training programme for Youth Officers in BiH and the region, which has already been recognised by certain government institutions. In addition, the Institute is conducting the initiative entitled Recognition of UMiD as a training course for active youth participation. It is a means by which we want to ensure greater youth social inclusion, develop their social responsibility, influence changes in attitudes and overcome prejudices, strengthen partnerships among them, and enhance their confidence. At the same time, we want to exert influence over the public authorities to recognise non-formal education programmes as a requirement for youth democratic participation in the society. Advocacy directed at decision makers to urge them to comply with the existing legislation in the field of youth work and to become committed to achieving measurable and sustainable results is often a tedious process. We lack for both horizontal and vertical cooperation among government institutions. Our efforts will be directed towards building even stronger partnerships with decision makers, both among them and with NGOs. In this way, we are going to try to influence the public authorities to acknowledge the importance of not only non-formal education but also of its recognition, which would enable young people's professional advancement, encourage their participation in decision-making processes, stir the entrepreneurial spirit and increase young people's assertiveness.

## Appendices

Organiser's logo

## PARTICIPATION AND YOUTH TRAINING APPLICATION QUESTIONNAIRE FORM <sup>7</sup>

Since this questionnaire is the only source of information about you and the basis for the selection of applicants, please fill out this form as precisely as possible and ensure clear answers as well. Thank you!

### APPLICANT'S PERSONAL INFORMATION

Name			
Surname		F <input type="checkbox"/>	M <input type="checkbox"/>
Date of birth			
Place of birth			
Home address			
☎ Telephone	Home		
	Mobile		
e-mail			
Education	Secondary school	Grade	
		1	2 3
Are you a member of an association?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
If so, please specify which?			
State the position you hold in the association			

**Have you already participated in workshops/seminars/training courses or any other type of training on any topic? If so, please specify which and indicate who the organisers were.**

--

**Motivation and reasons for your participation in this training programme.**

--

**What do you expect to gain from this training programme (knowledge, skills, experience)?**

--

**How are you going to employ the gained knowledge following the programme?**

--

**Indicate your particular field of interest.**

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**NOTE:** This programme entails three learning levels: individual, organisational and community involvement. In order to fulfil this task, it is desirable/mandatory that all participants, who apply for this programme, attend all of the activities (training courses, consultation sessions, grant) provided until the end of the programme; therefore, we stress that it is important for you to consider your availability to participate fully in this education programme. Please note that the seminars are scheduled to take place mostly at the weekends (approximately once a month for one year).

APPLICATION FORMS ARE TO BE SENT  
by e-mail, fax: 033/xxx xxx, to the address: xxx  
or submit them to

FOR ANY FURTHER INFORMATION, PLEASE CONTACT US.

<sup>7</sup> Taken from GTZ's publication "Youth leaders in Bosnia and Herzegovina: One year training to prepare young people for dealing with youth issues at local level", Sarajevo, 2007.



## CURRICULUM

One-day workshop: INTRODUCTORY WORKSHOP

Number of the participants: 15-30

Time	Topic	Agenda	Method	Tools
10.00	Introduction of the participants	The participants get divided into pairs and they get joined whereby a rope is wrapped around one of their hands. The participants who are paired off introduce themselves to their partner. At the end, everyone sits to form a circle and each participant introduces the partner he/she was paired off with.	pair work plenum work	
11.00	Introduction of the project and the one-year training course	The workshop facilitator introduces the participants to the parts of the youth project and to the corresponding activities. They are given the opportunity to ask questions. The entire one-year training course is presented as well: topics, time and venue, trainers, homework/activities and the like. Questions. The participants' expectations.	lecture with interaction	
11.20	Principles to be observed	E.g. smoking, leaving the room, using a mobile We are all responsible for both success and failure, all opinions are welcome, ask questions, get involved in the workshop, even though there is a chance to make a mistake ...	interaction	
11.30	Today's workshop – technical and organisational questions	Present today's workshop agenda and topics.	lecture	flipchart, marker pens
11.35	Questionnaire about today's content	The questionnaire about today's workshop content (10 questions) is handed out to the participants, and the same sheet form will be distributed to them at the end (we do not share this information with them) so as to see how much they have learned.	answering the questions	questionnaire
11.50	Break			
12.20	Defining youth	The participants propose the age limit for youth and explain their answers. The workshop facilitator tells them that young people in BiH are all persons between 15 and 29 years of age and that approximately 23% (1/4) of such young people live in BiH.	brain storming	flipchart
12.40	Youth position in BiH and the corresponding causes	The participants, engaged in working groups, indicate several advantages and few bad conditions for young people in BiH, and give their presentations in groups according to their similarity. The participants talk about whether there are more good or bad things for young people and how they see their position in their surroundings. They also look for the causes of the problems.	working groups interaction discussion	flipchart

Time	Topic	Agenda	Method	Tools
13.20	Positive changes concerning youth position	The participants list some of the possible ways of achieving positive changes and everyone who is responsible for them. The facilitator prompts the participants to realise that the government is accountable and responsible for permanent changes.	interaction	flipchart
13.30	Government structure in BiH	The participants enumerate all levels of government, Cantons, Ministries, municipal level structures. They should be introduced to the basic government structures, placing particular focus on the municipal level: MC and the Mayor.	interaction	flipchart handouts containing the government structure
14.00	Lunch break			
15.15	Youth influence on public authorities	The participants talk about whether young people (or citizens) can exert influence over public authorities and in what ways: elections, participation at government levels, associations. Possibilities for exerting influence are defined and the participants state what the best way in their opinion is. A concrete example can be used as a helping tool: gaining back the premises, opening cinemas, building playgrounds and the like.	interaction	flipchart
15.45	Documents concerning youth	The participants are introduced to some of the most important documents concerning youth, e.g.: the European Charter on the Participation of Young People, the White Paper on Youth, the Law on Youth Organising of RS and the like. They are then divided into groups and they work on summarising the European Charter. Each group gets a special section to be presented in the plenary session, using the language that young people are familiar with.	group work giving a presentation in the plenary session	flipchart European Charters
17.15	Questionnaire about today's content	The questionnaire about today's workshop content (10 questions), which was distributed to them at the beginning, is handed out to the participants so as to see how much they have learned.	answering the questions	questionnaire
17.30	Workshop evaluation	The participants express their satisfaction with the workshop in a circle that is marked s – (outside) and s + (in the centre), indicating to what extent they have been pleased with the workshop.		flipchart

## COOPERATION AGREEMENT

entered into by and between the Municipality and the Organisation

- **Project:** "Recognition of UMiD as a training course for active youth participation"
- **Project duration:** 1 August 2012 – 31 December 2014
- **Parties to the Agreement:**
  - Organisation (Project Developer)
  - Municipality (Local Government)

### Introduction

Bosnia and Herzegovina is among the European countries in which non-formal education still has not been recognised by the state government which is not showing the necessary interest in struggling to dramatically improve the current state of affairs. Upon experiencing the transition process to a democratic society and a free market, cooperation between the governmental authorities, a civil society and the profit sector remains unclear in Bosnia and Herzegovina. Even though young people are increasingly recognising the importance of civil society organisations as valuable resources for providing services in line with the citizens' needs (especially when it comes to the needs of women, children, persons with disabilities and youth), some problems still exist.

The NGO sector can play a leading role in the course of improving human rights upon pursuing its undertakings in cooperation with public authorities in order to ensure various benefits for its citizens. The NGO sector in Bosnia and Herzegovina lacks for young qualified professionals, youth leaders, who have been educated to promote active young people engaged in the community and to establish partnerships with the public authorities and the profit sector which will identify youth needs and improve their status in the society.

Non-formal education is a very important component part of the society's development, which enables the acquisition of new skills and the advancement of the existing ones, as a supplement to formal, regular education. Formal education often is not able to keep up with the development of new skills that are necessary on the labour market and which are crucial for the rapid advancement of technology, business and economy. Non-formal education is extremely important in this field because it is able to quickly adapt to the emerging needs on the labour market. Non-formal education in BiH is not sufficiently developed. There are significant differences between the cities and the larger municipalities on the one hand, and the rural areas on the other hand. Analysis of the position of young people and the youth sector in BiH shows that there is a lack of programmes for strengthening young people's capacities. Young people face various problems in their local communities: low youth employment rate and poor work experience, formal education does not meet the needs of the modern information society, it does not offer young people enough knowledge and experience concerning human rights and democratic principles, and there is insufficient youth participation in the society and in the decision-making process. Moreover, young people are passive in terms of taking part in the activities carried out by NGOs or in formal state youth representative bodies. Any attempt to solve these problems requires greater participation of the NGO sector in the course of educating young people. Therefore, this Project is a means by which we want to empower young people from both Entities to become active citizens and take the lead in protecting their rights, influence decision makers and improve the quality of their lives, upon accepting the democratic principles of a civil society and

### Goal

This Project is aimed at ensuring greater youth social inclusion, developing their social responsibility, affecting changes in attitudes and overcoming prejudices, enhancing and strengthening partnerships among them.

At the same time, we want to exert influence on the public authorities to recognise non-formal education programmes as a requirement for youth democratic participation in the society.

Establish UMiD Alumni, a network of Youth Leaders who have undertaken the training course Learn, Think and Act!, whereby we will obtain a "source of bright ideas" and the driving force that is able to identify current problems and influence them, upon advocating changes in the society.

### Content of the Cooperation Agreement

Cooperation between the Local Government and the Institute for Youth Development KULT entails the creation of an environment that is directed toward young people and in which young people can participate in decision-making processes. Therefore, they responsibly get involved in creating a better future in their community, but also at higher levels.

**In order to accomplish this mutual goal, the Parties to the Agreement are willing to make a contribution that incorporates as follows:**

#### a) Contributions to be made by the Institute for Youth Development KULT

- Training course *UMiD (Learn, Think and Act!)* for a group of three Youth Leaders for a period of one year (8 modules per 2 days and the summer school over a 5-day period);
- financial and advisory assistance in the course of developing and conducting local civic initiatives launched by the training participants;
- equipping the training participants with knowledge and skills they need to professionally perform their tasks in the workplace and in the society;
- establishing a sustainable partnership between local organisations, a civil society and the Local Government;
- advisory support to youth associations concerning greater youth social participation related issues;
- integration of Youth Leaders in a local non-governmental organisation's undertakings;
- activating youth leaders to independently initiate and implement activities for their equal participation in the local community's work and life;
- establishing UMiD Alumni, a network of Youth Leaders who have undertaken the training *Learn, Think and Act!*.

#### b) Contributions to be made by the Local Government

- Support and assistance in the course of implementing the project activities aimed at increasing youth social engagement and their involvement in the decision-making process;
- support in the course of conducting the advocacy campaign directed at the competent institutions to urge them to recognise non-formal education as a form of active youth participation;

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- cooperation with youth associations and the training participants involved in the Project;
  - pursuing efforts directed at establishing sustainable partnerships between local civil society organisations and the local authorities;
  - willingness to strive for polishing youth policy mechanisms;
  - close cooperation and coordination of the activities with the Project Developer.

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Mayor of the Municipality

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President of the Organisation

About the  
Institute for Youth  
Development KULT

## Our mission

Our vision is an open society with the empowered citizens who participate in all decision-making processes in public life.

The mission of the Institute for Youth Development KULT is to create and advocate legal and other strategic solutions, as well as to build and strengthen the capacities of associations and governmental authorities in Bosnia and Herzegovina and the region, for a successful and sustainable youth policy.

### Citizen involvement in social trends

Bearing in mind that all citizens have equal rights and that we live in a society based upon the principles of democracy, it is of great importance for them to be part of all social events, especially of those that concern them. The basic idea of an open civil society is to ask the citizens to identify the needs and the problems they struggle with, enable them to directly or indirectly take part in decision-making processes, give them the opportunity to join the efforts to improve the environment they live in.

### Empowering citizens to take civil action

The citizens have to be equipped with the knowledge and skills necessary for them to become responsible participants in their social lives. To furnish them with such knowledge and skills means to enable them to be not only the observers of changes that are taking place, but to contribute to both the personal and social development, in accordance with their interests and capabilities. In view of the concept of civil society, the role of the non-governmental sector, among other things, is for the most part to enable the citizens to become actively involved.

### Young people as the initiators of the democratisation of society

Nowadays, young people form a key component of the population that can and should steer the process of democratisation in Bosnia and Herzegovina and the region. They have grasped best assumptions and reasons to improve the surrounding circumstances. To make this possible, they need affirmative legal solutions, strategic orientation of politics and society, as well as structures and capacities that will be available to them for taking their actions. In summary, it is the commitment of decision makers that is important for developing and maintaining a successful and sustainable youth policy.

## The opportunity

### Striking position of youth

In developing countries, including Bosnia and Herzegovina and the region, young people account for a marginal population which is mainly neglected. The least frequently heard voice is that of young people and their role is considered to be insignificant. All available statistical findings reveal devastating circumstances young people have been coping with: The largest portion of the unemployed is recorded among young people, they are the ones who mainly and most commonly leave their country for good, the existing approach to the education and health sectors is not aligned with their needs, young people are for the most part drawn into the criminal milieu, there is a shortage of customised supply of concepts eligible for spending their free time doing meaningful work, they do not show keen interest in devoting themselves to a family life because they lack the basic essentials of everyday existence, young people also show a tendency to stress unfavourable attitudes towards the progress of the society in which they live.

Young people are not in any sense whatsoever encouraged to become entrepreneurial, their participation in the labour market remains unequal, they are not provided with the opportunities to be equally politically active, they are not trained or encouraged to strive towards social inclusion, and if neglected by their own families, which is often the case, they are left alone to take care of themselves.

### Non-strategic government care for youth

Governmental authorities do not perceive young people as the source of any potential capacities suitable for becoming developed, but as the source of problems that have to be resolved, thus they have not prompted the feeling of socio-political and moral responsibility to ensure sustainable planning and investment in young people, thereby the improvement of life quality for all citizens. Legislative and strategic solutions are deficient and often exist on paper only, never having been implemented. They do not offer a long-term problem solving approach, but only superficially alleviate the current burning issues. A youth policy, mainly at higher levels of authority, has been reduced to such a minimum which has resulted from strenuous efforts made by the international community and local non-governmental organisations, usually by local youth organisations. There are very few political decision makers who are inclined to invest more in young people and truly fight for their equal position in society.

### The role of youth organisations

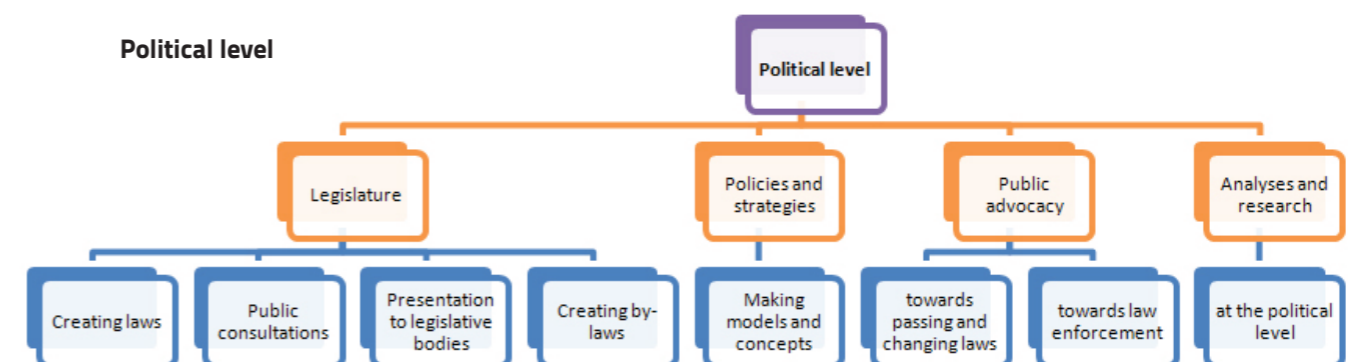
Youth NGOs are active mostly at grass-roots level which young people distinguish as the only concrete and accessible one. They establish cooperation with local authorities aspiring to improve the position of youth. Such organisations primarily volunteer, are not professionalised and have no developed capacities. Youth NGOs often do not have the least possible requirements needed for conducting their work (space, equipment, funds for basic existence, etc.), are not always confident of getting understanding from governmental authorities, are not sustainable and are dependent on donations and projects, provided either by local authorities or by international institutions.

Since there is the lack of networking among local youth organisations, they do not perceive each other as the power conducive to facilitate mutually conducted activities but as unhealthy competition.

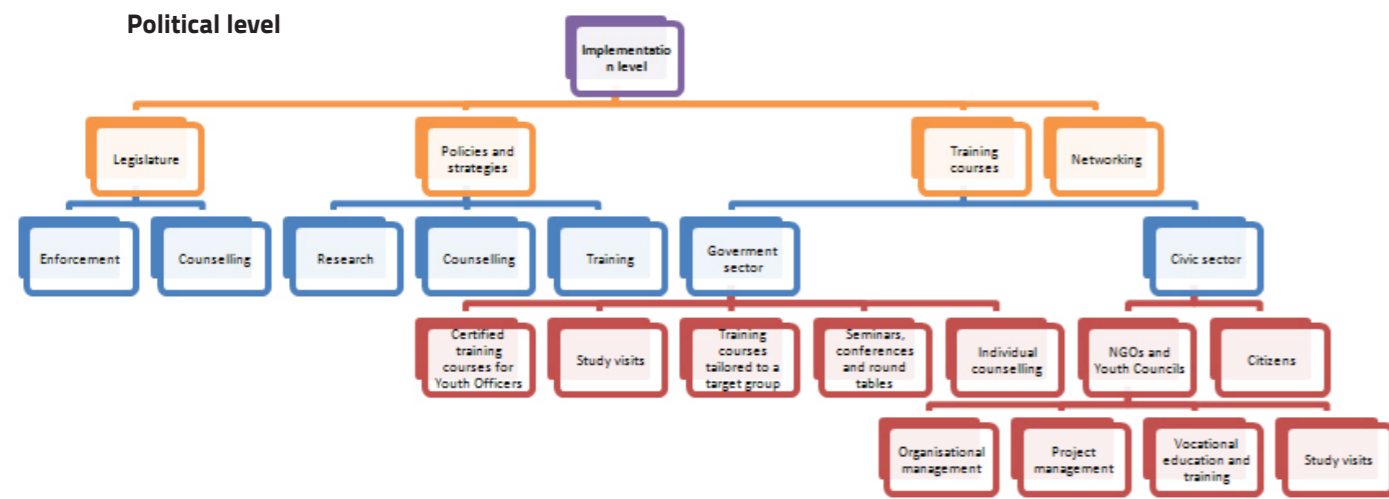
## Our strategy

Vision: An open society in which the citizens are trained and included in all decision-making processes in public life. In order to contribute to the fulfilment of this vision, the Institute for Youth Development KULT performs its activities in accordance with two strategic directions, at:

- 1) Political level and
- 2) Implementation level.



In order to reach long-term sustainability in terms of the consequences of our actions, we strive towards pursuing cooperation with all levels of government in Bosnia and Herzegovina and the region upon proposing changes to and adopting legislative and other political solutions (policies and strategies) that will legally and systematically regulate youth care and their institutional constitution. The process of adopting such documents asks for making analyses of the current state of affairs and needs, organising public consultations with the citizens and stakeholders (non-governmental and international organisations, public institutions, etc.), public advocacy towards political entities, as well as the media promotion in the aftermath of the entire procedure of adoption. Our role and cooperation with legislative and executive authorities are being maintained in the course of drafting by-laws, law enforcement programming, counselling and keeping others informed.



Political decision-making as such will not give rise to any noticeable improvement, if decisions remain unimplemented. The Institute endeavours full enforcement of adopted documents and therefore encourages the competent institutions to do the same by providing them with necessary information and advice, and frequently technical support.

In addition, we deliver certified training courses to the representatives at all levels of governmental authorities in Bosnia and Herzegovina and the region in order to enable them to professionally carry out their work in the field of youth care. We organise training programmes and study visits for local youth organisations, youth councils and youth leaders to build up and strengthen their organisational and project related capacities, and cultivate their networking to cooperate on similar activities and share their experiences. Numerous national and regional conferences and round tables contribute to the enhancement of cooperation between the government and non-governmental sectors, elimination of prejudice, exchange of experiences and raising the level of awareness of all stakeholders. Media campaigns raise awareness among the citizens, especially among young people, of their entitlement to participate in social processes that affect them, which is their responsibility as well.

## The challenges

The act of allocating funds, generally speaking, and specifically to address youth issues, is an important indicator of the priority level assigned to this target group, but also of the progress range that can be reached. It will eventually be unavoidable to convince governmental authorities that greater financial investments will be needed for resolving youth issues.

Since Bosnia and Herzegovina and the region have encountered the insufficiency of formal educational institutions that would be in charge of training people for the position of youth officer, this position is often assumed by persons who are willing to enthusiastically do their work, however they lack the competences to develop and manage a youth policy. What lies ahead is the promotion of our certified training programme for youth officers in Bosnia and Herzegovina and the region, which has already been recognised by some government institutions.

The process of advocating towards decision makers to comply with the existing legislation in the field of youth work and thus pursue achieving measurable and sustainable results is often demanding. Both horizontal and vertical cooperation among government institutions is left out. We will aspire to build even stronger partnerships with decision makers, both among them and with the non-governmental sector.

Young people predominantly do not show a considerable and long-term interest in seeking social inclusion, although this ambition also offers encouragement important for starting their own career, which is something that can easily be expected in view of a high youth unemployment rate. The Institute adheres, by means of laws regulating the culture of volunteering, to encourage youth taking an active role in the community and increase their competitiveness in the labour market after they have acquired their work experience.

## Additional information

Institute for Youth Development KULT was founded in 2002 under the name Association KULT, by a group of young people who had gathered to highlight the existing youth issues and contribute to finding the corresponding solutions. Nowadays, the Institute has approximately 25 full time staff members and over 20 part time outsourced associates, as well as nearly 15 active volunteers.





[www.mladi.org](http://www.mladi.org)