



SCHÜLER HELFEN LEBEN SARAJEVO OFFICE

ANNUAL REPORT

2022

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LEBEN**




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Sarajevo, November 2022.





**Schüler Helfen Leben Sarajevo Office
Annual Report 2022**

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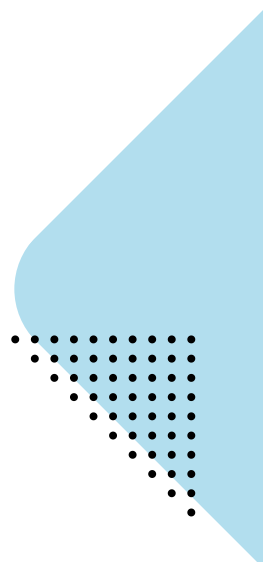
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I Aim of the document

The Annual Report outlines the results of the activities and operations of the SHL Sarajevo office for 2022. This report is written following milestones, goals and outcomes presented in the Strategy, approved project proposals to external donors and activities financed from the SHL budget. The document presents work areas, including program, financial, administrative, cooperative, and promotional aspects.


II Social and Political Context of Operations

The political and social situation in Bosnia and Herzegovina is worsening. The country is in unrest and instability due to constant political turmoil, making it challenging to predict social and political developments of the country or expect any meaningful economic growth and application of standards in the European integration process. Nationalistic and separatist narratives peaked in 2022 are threatening the peace, stability, and the country's integrity, including the functioning of state institutions which was even more noticeable in an election year.

When it comes to the political situation, European Commission issued a report titled Key findings of the 2022 Report on Bosnia and Herzegovina, indicating that parties based in the Republika Srpska entity blocked state-level legislative and executive institutions until spring 2022, leading to an almost complete standstill in reforms during that period. Due to problematic electoral law, Bosnia and Herzegovina's Constitution still breaches the European Convention on Human Rights (ECHR). Amendments to improve electoral standards were rejected in Parliament. General elections took place on 2nd of October; according to the preliminary findings of OSCE/ODIHR, they were overall competitive and well organized but marked by mistrust in public institutions and ethnically divisive rhetoric, which additionally increased feelings of distrust among the general population. Tensions were additionally amplified when the High Representative imposed significant amendments to the Constitution of the Federation entity and to the Bosnia and Herzegovina election law, aimed at addressing functionality issues and the timely formation of authorities.

Additionally, reports state that progress still needs to be made to ensure an enabling civil society environment. Challenges persist as regards freedom of assembly, particularly in the Republika Srpska entity, where activists are subject to intimidation and judicial prosecution. Significant reforms are still needed to ensure that all citizens can exercise their political rights and to ensure non-discriminatory, inclusive, and quality education for all, including overcoming the practice of "two schools under one roof".

UNFPA, ProMente, and Ipsos study show that 51% of young respondents perceived that their opinion was not considered in the decision-making processes, even though 24% of them wanted to be involved, and 82% "believe that it is important for youth to be more involved in decision-making in aspects and measures concerning the position of young people and in decision-making itself." This tremendous percentage of youth who believe that social engagement is essential to make progress in the



country, combined with their perception that their opinion is not heard in socio-political space, is justifying SHL initiatives/actions, especially having in mind the finding of the European Commission report of shrinking space for the exercise of citizen rights.

Some positive aspects of the current political development came when the European Commission proposed to grant BiH candidate status on the 12th of October. The European Union Council will further decide on this proposal. Nevertheless, this is seen by most as a political decision that is not based on facts and gives a false feeling of progress which is not visible in the European Commission report on BiH for 2022. Additionally, Freedom House noted in their "Freedom in the world 2022" report that Bosnia and Herzegovina is "partly free", scoring 53 out of 100 points, which is unambiguous evidence of the current situation in the country.

Besides the aspects of the political crisis mentioned above, it is essential to notice that situation in post-conflict Bosnia and Herzegovina is furthermore complicated by destabilizing the world political landscape, resulting in a profound political and psychological impact on domestic developments. The current situation with Russian aggression in Ukraine activates PTSD in the first (survivors of the war - parents) and second-generation (young people) and fuels the increased anxiety and fear of war. This development directly impacts young people, who feel hopeless, lacking the capacity and knowledge to deal with the situation they find themselves in. UNFPA survey results show that more than 40 per cent of young people believe inter-ethnic tensions in BiH are possible. This data is even more worrying, keeping in mind global developments concerning the Russian invasion of Ukraine. European Commission report notes that Republika Srpska entity authorities and parties advocated for a neutral stance on Russia's aggression against Ukraine, contesting the country's alignment with EU statements and obstructing the full implementation of restrictive measures against Russia. The current situation further fueled tension within the BiH community, which noticeably affected the younger population. In this situation, additional support is needed for the youth as actors on whom the country's future depends.

Civil society can be a significant factor in building resiliency as civic space changes. This can be done by simplifying the narrative, creating activities that will strengthen relationships with the local communities and finding creative ways to influence those in power. These kinds of activities would address above motioned social problems and allow taking over civic responsibility, especially for young people. Local (in)formal initiatives show that resistance and continuous struggle can make a difference in BiH's resiliency and standard of living. These initiatives emphasize the need for civic engagement in decision-making processes and give the tool to influence decision-makers. Youth education in the field of activism and civic responsibility and engagement is needed as a binding factor that will enable positive change.

III Aims and Objectives

The main aim of the Schüler Helfen Leben Sarajevo Office is to provide opportunities to the young of Bosnia and Herzegovina to become educated, active, and engaged citizens while increasing the mobility of youth on the in-country level and internationally.

III.1 Strategic Objectives

The work of Schüler Helfen Leben Sarajevo Office is grounded in the “Strategic Plan of the SHL Sarajevo Office” for the period 2022-2027, focusing on three major areas of intervention, perceived as the guiding principles embodied in the following themes and commitments: Education, Mobility and Activism.

Through a commitment to the personal education of participants at our educational events, we will provide quality education resulting in the empowerment of young people in BiH to become active citizens and change advocates by supporting them in challenging divisive, discriminatory, and oppressive social constructs and narratives. This commitment has been fulfilled by providing educational events that enable our participants to take an active role in their local communities. In an ex-post evaluation (conducted for the period 2020-2022), as high as 95% of respondents claim that educational activities organized by the Schüler Helfen Leben Foundation provided them with knowledge and skills that they did not have the opportunity to acquire in school. At the same time, 97% of them claim that acquired knowledge during the educational activities of the Schüler Helfen Leben Foundation was useful even after attending the activities in their everyday life. Similarly, 89% of respondents claim that at the activities of the SHL, they made friends with whom they could work together on future projects/activities.

Through a commitment to reducing division in society and delivering purposeful mobility opportunities for young people of different ethnic, religious and political backgrounds, we will strive to enable conditions for young people to have intercultural experiences aiming at the reduction of prejudices and stereotypes and fostering understanding resulting in strengthening trust-building and reconciliation processes within BiH. This commitment has been fulfilled by enabling youth encounters from all parts of Bosnia and Herzegovina. Even though 69% of our respondents in ex-post evaluation say that during the activities of the SHL, they did not socialize/make contact for the first time with members of another ethnic group, at the same time, 92% note that through socializing at activities, they had the opportunity to learn something new/positive about their peers who are members of another ethnic group.

Through a commitment to empowering young people to implement their ideas and projects in local communities (after learning and moving), we are offering grant schemes suitable for different levels and types of youth ideas and projects. This

commitment has been fulfilled by supporting small-scale projects. In the ex-post evaluation, 81% of our respondents claim that their idea is more visible in the community after the implementation of the project. In comparison, a similar percentage of our respondents (85%) claim that their project/idea inspired other young people to become active in the local community.

III.2 Specific Objectives

Specific objectives are transposed from approved project applications, which follow the organization's strategic orientation. Specific objectives are fulfilled, corresponding with the statements and findings of the Ex-post evaluation, whose outline is described in section III.1 of this Report. Detailed analysis can be found in the accompanying document titled Ex-post Evaluation of Youth Education Program 2020-2022.

III.3 Milestones (Targets) reached in 2022

During 2022 we have implemented and supported a total of 216 activities that directly engaged 5491 participants that were coming from 68 communities of Bosnia and Herzegovina. Our secondary target population were citizens of BiH, who were indirectly reached through knowledge sharing and youth-led initiatives supported within the program. We estimate that we reached around 184.055 individuals (ultimate beneficiaries of the positive social change) in at least 80 communities in BiH.

The breakdown of activities/participation is as follows:

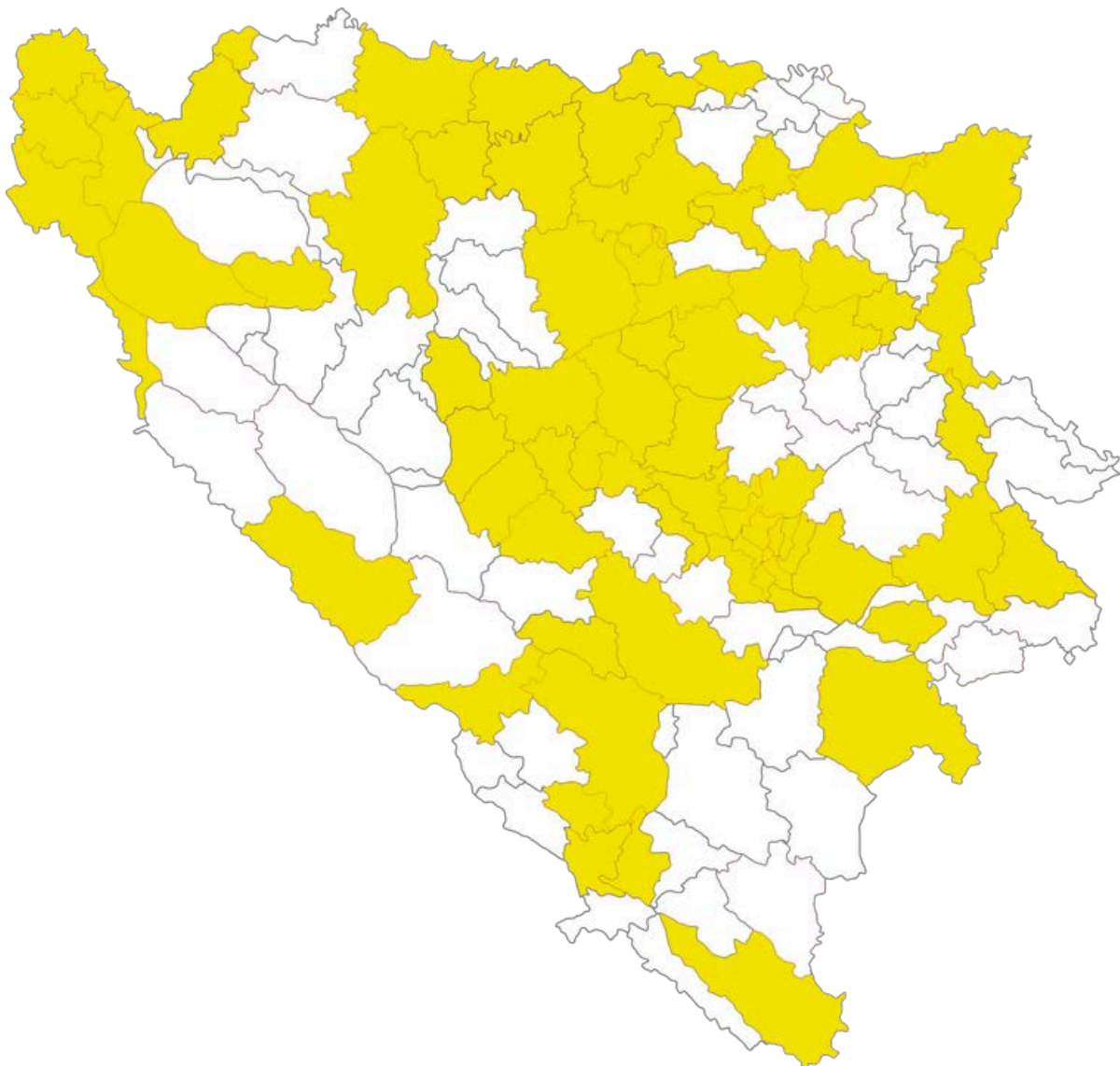
| Youth Education | PLANNED | | | IMPLEMENTED | | | | | |
|--------------------------------|-----------|-----------|--------------|-------------|------------|------------------------|-------------|---------------|-------------|
| | In-class | Online | Participants | In-class | Online | Successfully completed | Enrolled | Phys. Persons | Indirect |
| Activity | | | | | | | | | |
| Promotional tour | 4 | | 180 | 4 | | 262 | 262 | 262 | 786 |
| Stand Up Seminar | 1 | 4 | 80 | 1 | 4 | 80 | 102 | 63 | 480 |
| Move On Seminar | 1 | 4 | 80 | 1 | 4 | 97 | 191 | 78 | 1455 |
| Boost Up Seminar TOT | 1 | | 16 | 1 | | 15 | 15 | 15 | 75 |
| Boost Up Seminar Follow Up | 2 | | 24 | 2 | 1 | 28 | 28 | | 140 |
| Power Up Seminar | 4 | 5 | 135 | 4 | 5 | 149 | 222 | 106 | 2980 |
| Development new PUS | | 2 | | | 2 | | | | |
| TOTAL | 13 | 15 | 515 | 13 | 16 | 631 | 820 | 524 | 5916 |
| Youth Policy | PLANNED | | | IMPLEMENTED | | | | | |
| | In-class | Online | Participants | In-class | Online | Successfully completed | Enrolled | Phys. Persons | Indirect |
| Activity | | | | | | | | | |
| Quartal meeting ASuBiH | 2 | | 20 | 2 | | 18 | 20 | 12 | 360 |
| Quartal meeting ONAuBiH | 2 | | 10 | 1 | | 10 | 10 | 10 | 200 |
| Mentorship meeting ASuBiH | | 10 | 10 | 13 | 64 | 107 | 107 | | |
| Mentorship meeting ONAuBiH | | 10 | 5 | 15 | 49 | 81 | 81 | | |
| TOTAL | 4 | 20 | 45 | 31 | 113 | 216 | 218 | 22 | 560 |
| Academy | PLANNED | | | IMPLEMENTED | | | | | |
| | In-class | Online | Participants | In-class | Online | Successfully completed | Enrolled | Phys. Persons | Indirect |
| Activity | | | | | | | | | |
| Enrollment process | 1 | | 46 | 1 | | 40 | 40 | 40 | 200 |
| Preparation Sesion | 1 | 1 | 30 | 1 | | 24 | 24 | | |
| Meeting of council of teachers | 1 | | 8 | 1 | | 8 | 8 | 8 | 64 |
| Education sesions | 2 | 2 | 18 | 2 | 2 | 18 | 20 | | |
| Study visit | 1 | | 20 | 2 | | 18 | 18 | | |
| TOTAL | 6 | 3 | 122 | 7 | 2 | 108 | 110 | 48 | 264 |
| TOTAL | PLANNED | | | IMPLEMENTED | | | | | |
| | In-class | Online | Participants | In-class | Online | Successfully completed | Enrolled | Phys. Persons | Indirect |
| | 23 | 38 | 682 | 51 | 131 | 955 | 1148 | 594 | 6740 |

The breakdown of supported grants is as follows:

| Projects / Grants | PLANNED | IMPLEMENTED | | | |
|-----------------------|-----------------|-------------|-----------|----------------------|------------------------|
| | | Supported | Executed | Direct beneficiaries | Indirect beneficiaries |
| Grant | Support planned | Supported | Executed | Direct beneficiaries | Indirect beneficiaries |
| Youth Policy Grant | 2 | 4 | 4 | 305 | 127500 |
| Youth education Grant | 20 | 20 | 18 | 1091 | 5455 |
| Youth project's Grant | 10 | 12 | 12 | 3140 | 44360 |
| TOTAL | 32 | 36 | 34 | 4536 | 177315 |
| TOTAL | 32 | 36 | 34 | 4536 | 177315 |

| GRANT TOPICS | |
|--------------|-----|
| Youth spaces | 31% |
| Inclusion | 6% |
| Culture | 31% |
| Education | 13% |
| Media | 16% |
| Networking | 3% |

The territorial distribution of participants is given below:



Map of Bosnia and Herzegovina municipality showing local communities (68) in yellow from where participants of the SHL activities were coming.

IV Activities

Activities realized during 2022 are tracked throughout the year, resulting in a monitoring data matrix. Monitoring data shows that all planned activities are performed according to the schedule outlined in an Annual Work Plan for 2022.

All activities planned are executed following assigned task lists. All tasks comply with donor regulations and expected results, grant and contract requirements, local governmental regulations and laws, and ethical standards.

When it comes to participation and event organization/deployment, monitoring data indicates full compliance with grant and contract requirements (see table of activities in section III.3 Milestones (Targets) reached in 2022).

Below is presented performance matrix with type of activity and related tasks/processes needed for activity to be executed from preparation to evaluation phase.

| Tasks/Processes | Youth Education | | | | | | | | Academy | | | | | | | | | | | |
|---|-----------------|------------------|------------------|-----------------|----------------------|----------------------------|------------------|---------------------|--------------|------------|------------------------|-------------------------|---------------------------|----------------------------|------------|--------------------|--------------------|--------------------------------|-------------------|-------------|
| | Activities | Promotional tour | Stand Up Seminar | Move On Seminar | Boost Up Seminar TOT | Boost Up Seminar Follow Up | Power Up Seminar | Development new PUS | Youth Policy | Activities | Quartal meeting ASuBIH | Quartal meeting ONAuBIH | Mentorship meeting ASuBIH | Mentorship meeting ONAuBIH | Activities | Enrollment process | Preparation Sesion | Meeting of council of teachers | Education sesions | Study visit |
| Preparation | | | | | | | | | | | | | | | | | | | | |
| Registration opening | | NA | Y | Y | Y | Y | Y | Y | NA | | | | | | | Y | Y | Y | Y | Y |
| Selection of Participants | | NA | Y | Y | Y | Y | Y | Y | NA | | Y | Y | Y | Y | | Y | Y | Y | Y | Y |
| Selection of Trainers | | NA | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Seminar material Procurement / Stock | | NA | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Trainer Contract Documentation Ensurance | | NA | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Contract Preparation | | NA | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Contract calculation | | NA | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Documentation Control | | NA | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Handkasse | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Food and Supplies procurement | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Contracts Signed | | NA | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Implementation | | | | | | | | | | | | | | | | | | | | |
| Seminar Attendance | | Y | Y | Y | Y | Y | Y | Y | NA | | Y | Y | Y | Y | | Y | Y | Y | Y | Y |
| Coordination of Group and Trainers | | NA | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Travel Cost Payment | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Food Control and maintenance | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Reporting | | | | | | | | | | | | | | | | | | | | |
| Trainer Reporting | | NA | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Coordinator Reporting | | Y | Y | Y | Y | Y | Y | Y | Y | | Y | Y | Y | Y | | Y | Y | Y | Y | Y |
| Coordinator and Trainers | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Administration / Finance / Support | | | | | | | | | | | | | | | | | | | | |
| Handkasse Settlement | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Accounting | | Y | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Maintenance | | Y | Y | Y | Y | Y | Y | Y | NA | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |
| Evaluation | | | | | | | | | | | | | | | | | | | | |
| Programme Evaluation Meeting | | Y | Y | Y | Y | Y | Y | Y | Y | | Y | Y | Y | Y | | Y | Y | Y | Y | Y |
| MEL Report | | Y | Y | Y | Y | Y | Y | Y | Y | | NA | NA | NA | NA | | Y | Y | Y | Y | Y |

During 2022, process (activity) monitoring has tracked the use of inputs and resources, the progress of activities and the delivery of outputs following the approved budget. Items marked with Y indicated that the activity had been successfully completed, while the NA mark signifies that action was not applicable/nor planned for task/process within the given activity.

Critical Path analysis is performed to predict project duration by analyzing which sequence of activities has the least scheduling flexibility. Early dates are calculated by performing a forward pass using a specific start date, and late dates are calculated by performing a backward pass starting from the completion date. Analysis indicates that no risk has been identified since we registered increased activities and participants versus planned ones.



Participants of the SHL Academy during one of the sessions

IV.1 Youth Activist Education

Youth activist education in SHL Sarajevo Office is conducted according to four pillars of education developed by Jacques Delors for report Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century (ED.96/WS/9, 1996):

- Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- Learning to live together, by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

- Learning to be, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.



Participants of Youth Education Program during the "Training of trainers"

IV.1.1. Aim of Youth Activist Education

The program's overall goal was to empower young people in BiH to become active citizens and change advocates by supporting them in challenging divisive, discriminatory and oppressive social constructs and narratives. It was accomplished through a specific aim which implies engaging and motivating young people through educational activities to lead social change initiatives, get involved in decision-making processes, and demand political responsibility for problems that concern them. Our educational activity model was based on young people's skills and knowledge development in civic competence and active participation in society. The target population was young people from Bosnia and Herzegovina, aged 14 to 30 years, with different levels of civic engagement experience, knowledge and educational background. All educational activities were tailored to the specific needs of youth with different experience backgrounds to encourage active participation in the community. A total of 25 educational activities were organized (9 in-class and 16 online), gathering 369 participants. During the open call, we received a total of 582 applications.

The program's specific target groups of the program were:

- Youth with no or minimum experience in civic engagement;
- Youth with certain experience in civic engagement;
- Supporters of youth in civic engagement (youth workers, professors, young professionals).

Youth Activist Education aimed at target groups is guided by two recommendations of the Committee on Culture and Education of The Parliamentary Assembly of Council of Europe (Non-Formal Education Report, Doc. 8595, 15 December 1999), who:

(1) acknowledges that formal educational systems alone cannot respond to rapid and constant technological, social and economic change in society; thus, they should be reinforced by non-formal educational practices, and

(2) non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities outside the formal educational system. An important part of non-formal education is carried out by non-governmental organizations involved in community and youth work.

IV.1.2. Educational Activities: Scope, Monitoring and Evaluation

Youth Activist Education had a focus on the different backgrounds and experiences of specific target groups of the program.

Regarding basic education for youth with no or minimum experience in civic engagement, we organized five seminars (one in-class and four online on Moodle platform). Within this series of seminars, 102 participants took part, and 80 participants successfully completed all planned activities.



Participants of Youth Education Program

The sessions aimed to educate youth on the ways and possibilities of engagement in society, such as activism and volunteering. The approach of the work was such that it encouraged the participants to think critically about their local environment, increasing the participants' interest in getting to know others and reducing differences in the ethnic, religious, and socio-economic sense. Ultimately, the program stimulated participants to implement their first volunteer action addressing a local community's relevant problems.

Seminar participants also got the opportunity to get in touch and connect with peers from different communities (administrative-political, urban-rural, and ethnic and religious) in Bosnia and Herzegovina. They learned to recognize the social context in which they study, live and act, and to discuss the needs of young people in their local communities, including challenges, needs, and obstacles they encounter in everyday life, ultimately creating a vision of the desired future.

Throughout the process, the participants are supervised by experienced young trainers, who serve as role models for the participants. Through attending SHL's educational activities, trainers transformed from inactive young people to role models of youth work by implementing activities in the field (volunteer actions, grassroots projects), providing participants with a model of youth activists with whom they can identify.



Participants of Youth Education Program during "Stand Up Seminar"

During the implementation of four online and one in-class seminar, project coordinators and trainers conducted direct observation of participants, indicating that:

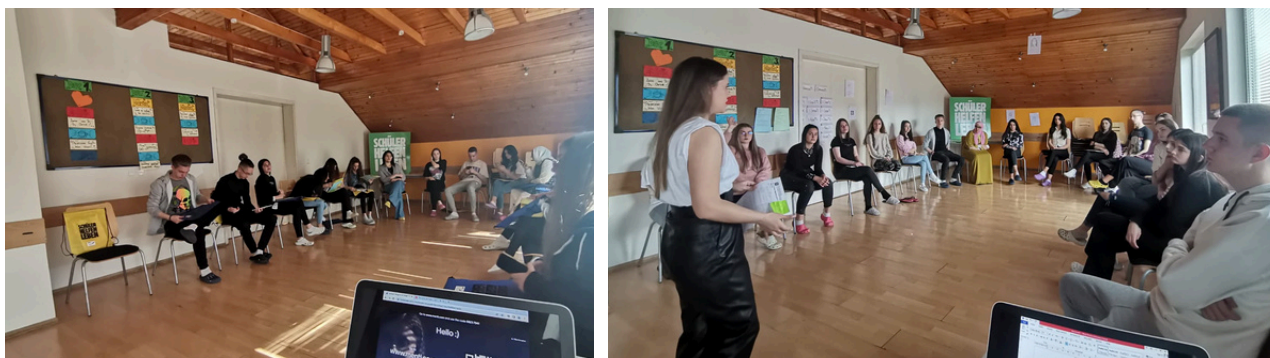
- The objectives of our seminars have been fulfilled. A total of 80 participants completed the entire seminar, and 74% of them successfully created their proposal for volunteer action. In total, 80 participants out of 102 enrolled made 44 proposals for volunteer actions. As some participants agreed to work together on a common problem, the number of volunteer actions was fewer than the number of participants who completed the seminar. Out of 44 volunteer actions, the ten best received financial and mentoring support during their implementation in their local communities, which were implemented in 2022.

As a direct evaluation measure, we have deployed an entry assessment (before educational activity), exit assessment, and discussion with participants.

Examples of their evaluative outlook are:

- The seminar was a completely new and challenging experience for participants. The entire educational content offered through the seminars constantly provoked opinions and attitudes, while peer educators (trainers) encouraged open conversation and sharing of views. During the Zoom sessions, it became evident that participants needed an interlocutor who would appreciate their opinion and question their beliefs in their environments. We believe that seminars teach participants to take their own views on the social problems surrounding them.
- Participants learned about their position and functioning in civil society during the seminar. For example, for the first time, participants were introduced to the rights and obligations of high school students. This also resulted in vivid discussions about the rights and obligations of teachers - especially interesting was the reaction of a participant who stated, "so it never occurred to us that they (teachers) have some rights".
- Our observation is that high school students have already become accustomed to online learning tools compared to the previous year. They are pleased to use Moodle and Zoom for these purposes. Mobile phones are still the most common medium among high school students, and we received a lot of advice on which segments should refine the seminar to adjust it for learning via mobile phones.
- Before, I did not know how to relax and talk in front of people, but this seminar gave me the opportunity to let go of that fear. (Respondent SUS I-IV2022)
- Honestly, these workshops have changed my view of people and the world. Before, I did not think I would ever end up in volunteer action or do something that I would not get personal monetary profit from it. But after all the workshops and seminars, I realized that it is not all about money and that it is much better and nicer to do something for the benefit of society. (Respondent SUS I-IV2022)
- The first reason I applied to this seminar was to meet people from other cities. All the expectations I had were fulfilled because at the seminar I met many interesting and positive people who were there for their ambitions and for the sake of their creativity. I would like to meet as many of them as possible, in person, and that will certainly be one of my plans soon. (Respondent SUS I-IV2022)

- I am so happy to meet new people from different cities, get acquainted with their attitudes and problems in their region. (Respondent SUS I-IV2022)
- It was phenomenal. I am glad to meet other young people who share their opinions and influence others. I learned a lot from everyone. (Respondent SUS I-IV2022)

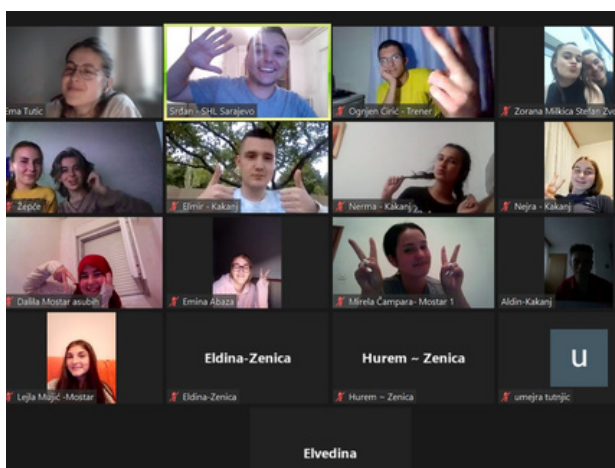
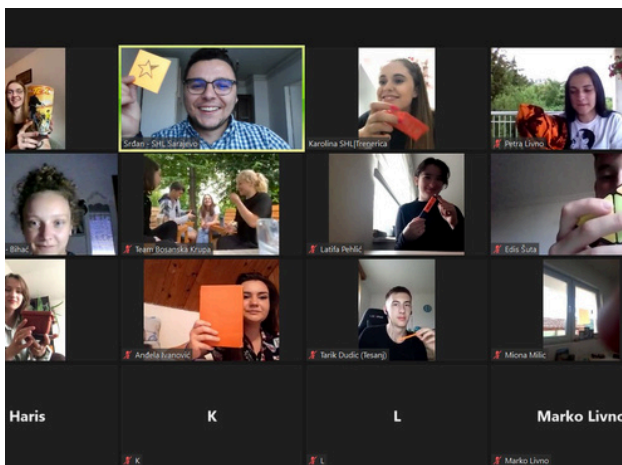


Participants of Youth Education Program during "Stand Up Seminar"

Education for youth with certain engagement experiences on civic engagement was delivered in the frame of five seminars (one in-class and four online on Moodle platform) gave an opportunity for 191 participants to develop specific skills, such as project proposal writing, project management and implementation, volunteer recruitment, knowledge of the political system, and awareness of activist-social trends. In the end, 97 participants completed all the activities that the seminar foresees. In this way, we increased the project skills of active young people and their level of participation in their local communities by implementing independent initiatives. As a result, the number of available opportunities for the participation of young people in local communities has increased.

Participants apply to the seminar in groups of four members with a proposal for a specific initiative in the community tailored to their needs. During the seminar, through practical experience and under the guidance of trainers, they transform their ideas into feasible projects for which they can achieve financial and mentoring support to implement the same. The financial support is not big (up to 200 €) because we encourage participants to introduce the local community to their idea after the seminar and collect additional contributions (financial or material).

Four online seminars were implemented to provide knowledge and skills necessary for youth to write and implement small-scale youth projects. They used the SHL's Moodle platform and Zoom sessions to develop and implement their original project ideas. In total, 11 teams were supported and participated in in-class seminars to increase their readiness for implementing small-scale projects in their respective communities. Compared to the previous year, a notable change was that we managed to motivate many participants from seminars intended for inactive youth to continue their activist path in this seminar.



Participants of Youth Education Program during "Move On Seminar" (Online and Inclass)

During the implementation of four online and one in-class seminar, project coordinators and trainers conducted a direct observation of participants, indicating that:

- The objectives of our seminars have been fulfilled. A total of 97 participants completed the seminar, and 90% of them created their project proposals, meaning that at the end of the online process, participants developed 22 project proposals. Out of 22 project proposals, we supported 11, which were implemented in 2022.
- During the seminars' implementation, a crucial aspect was writing youth project proposals. The participants in our seminars had no prior knowledge of this topic. Therefore, the trainers invested a lot of effort and did an excellent job. Considering that all groups, 22 of them, prepared their project proposals and presented their ideas at the end of the seminar, it shows the potential of young people and this type of training. In this way, the knowledge about writing projects among the young people who participated in the seminar increased. This was confirmed by the projects implemented after the in-class seminar.

- During the implementation of the online seminar, we had several surprises, primarily related to the participants' motivation for participation. For example, the team from Zvornik participated in the seminar (in full) even though they were on an excursion to Montenegro and were one of the most active. Several participants came from graduations, celebrations, and trips. This showed us that the participants were motivated and satisfied with the seminars.
- A positive development is an increase in the number of participants from the Republic of Srpska compared to previous years. This is primarily the result of Promotional tours conducted during the first part of the year. On the other hand, we lacked teams from western Herzegovina, so it is necessary to strengthen the presence in that region in the coming period.

Examples of participants' evaluative outlooks are:

SHL's seminars always leave a mark on my informal education and gaining experience, so it was extremely wonderful to hang out with friendly and smart people and go through certain types of training and assignments. Another unforgettable and beautiful experience. Thank you, SHL team, for your support of this type and your contribution to young people in Bosnia and Herzegovina! (Respondent MOS I-IV2022)

Attending this seminar was a great success for me, and therefore, I had no fear except a little stage fright. Now the jitters and fear are passed for me. (Respondent MOS I-IV2022)

The biggest challenge is to learn something new and conquer the old self. (Respondent MOS I-IV2022)

This is a new experience for me, I have not attended a project of these dimensions, and this, of course, brings with it a certain amount of fear, but of course nothing that I am not ready to fight. (Respondent MOS I-IV2022)



Participants of Move On Seminar on teambuilding activities in Sarajevo


The third focus of educational activities was intensive capacity development training of youth workers and teachers – supporters of youth in civic engagement. Within this component, youth workers, who dealt with youth issues throughout the civil sector, were given the opportunity to learn more about youth work and organizational and development strategies to improve their personal and organizational capacities. Alongside youth workers, professors who coordinated student councils or led extracurricular activities in secondary schools were trained. This category of our target group represents the only available mentors and youth leaders in small rural communities where civil society structures are not developed. A total of 13 seminars were organized for all three subgroups (seven in-class and six online) gathering 265 participants, of which 192 participants completed all activities that this seminar foresees.

When it comes to the seminar implemented for the teachers, project coordinators and trainers conducted a direct observation of participants, indicating that:

- Teachers represent a significant factor in the development of young people and, therefore, of our participants. By implementing a seminar precisely prepared for teachers, we have created a team of teachers ready to support their students in the youth engagement process. A total of 42 teachers were given the opportunity to participate, 22 completed online training, while 14 of them were given the opportunity to improve their skills through in-class seminars.
- After the seminar, the teachers motivated and supported their participants in applying for seminars aimed at young people. It is also important to note that many teachers supported their participants during the project implementation and using acquired knowledge greatly improved the projects themselves. Thus, the result of the volunteer action in Kakanj was the support of a local company amounting to 22 000 BAM. This is just one example that vividly represents the results achieved through support for teachers and their students.



Participants of Power Up Seminar for professors



Regarding the seminar implemented for the third focus group, youth workers (representatives of youth organizations), we organized four online and three in-class seminars. Before the implementation, we surveyed the youth organization sector and concluded their needs regarding education and capacity building. Seminars were offered in four packages (one online phase, followed by an in-class seminar) covering topics of Project cycle management, Fundraising, Strategic Planning and Organizational Management. We noticed a significant positive impact on the organizations and their development, which participants reported during the evaluation of the seminars. These seminars were essential for small youth organizations in their beginnings, allowing them to learn and implement the knowledge gained immediately.

Examples of participants' evaluative outlooks are:

I think the seminar brought a revolution in my classroom, both with me and with the students. Of course, I'm talking about positive changes. (Respondent PUS FU 2022)
In the end, I really want to thank you from the bottom of my heart. So many beautiful stories, good people, and positive people I have met over the past few weeks, although only through the platform can you see and feel how you work, with what desire and what purpose. Just when I thought it was gone, you proved that there are still organizations and young people who care deeply about even younger generations and their future. This is a lifelong experience, and I hope to share more beautiful stories with you. A big thank you again, and may we have a beautiful future with young hopes on which these lines of positive stories and the trace of what we are doing now will remain engraved. (Respondent PUS FU 2022)

The seminar program and top trainers gave me a lot of confidence in the new approach to working with students. On the other hand, with all the skills learned at the seminar, I feel freer when directing students to activities at school and in the local community. Currently, my colleague and I are working on a joint project with students through which we should train the cabinet within the school for socializing on literary evenings. (Respondent PUS FU 2022)

The program is highly creative, diverse, and full of rich content. It helped me a lot to strengthen my self-confidence and working with fellow professors helped me learn new things, share reflections, and learn firsthand what the situation is in other schools (on various issues). In addition, I also activated students to be part of the SHL. (Respondent PUS FU 2022)

After completing the Power up Seminar, you fulfilled all my expectations. I have learned much about teaching and have done something new. Learned. You will be the wind at my back for the rest of my life. To change my education and my attitude towards education, I will be a pioneer of good and quality ideas. It is time to get back to school! (Respondent PUS FU 2022)

When it comes to the seminar implemented for the youth workers (peer to peer educators), project coordinators and trainers conducted a direct observation of participants, indicating that:

- This type of non-formal education enabled young people who participated in our programs in previous years to become trainers and transfer the acquired knowledge and experience to the new generations. In this way, a real peer-to-peer approach is created that gives desirable results.
- Continuous support to trainers through additional activities and training (online training and meetings) enabled the creation of a cohesive group ready to implement the activities of our and other organizations in the coming period.
- Throughout the program implementation, in addition to conducting seminars, the group followed and supported the program participants. Through the implementation of volunteer actions and small projects, the participants of this component (trainers) additionally educated and supported the participants, enabling the more straightforward and better implementation of the supported activities.



Participants of Boost Up Seminar "TOT"



Team building for Support group / Trainers



Session on visual facilitation for young trainers

Examples of participants' evaluative outlooks are:

I love this foundation's atmosphere, innovation, and creativity, and I want to be a part of that creativity again this 2022. In addition, I learned most things at SHL's seminars and events, and they followed me and were always there from my first activist steps. SHL gave me my first chance to earn something on my own; of course, that is no small thing for any young person. Through these three years, I have changed and worked on myself through the foundation, and I would like to continue this year. The seminar's content has always been interesting and swept off its feet again this year. And honestly, I have not been a participant in the seminar for at least a year (if not more), so I am anxiously waiting for a cool seminar, but who is waiting for that welcome? Plus, I have not seen what an SHL house looks like since it was renovated, so I do not want to miss this opportunity. (Respondent PUS PCM 2022)

I am applying to this seminar primarily because of the vast amount of knowledge and new skills I will acquire and because of socializing with SHL people :) It is amazing how much last year's Boost up (for online facilitation) helped me create better workshops and training in the offline world. I am delighted with how SHL youth education is approached and the innovative ways in which they improve it - so I want to help achieve certain goals, not only in education but also in wider, and to promote these positive attitudes and stories further. (Respondent PUS PCM 2022)

So far, my civic engagement has been minimal, but after the seminar, the desire for change awoke in me. With the knowledge of this seminar, I can do a lot for myself and my local community. (Respondent PUS PCM 2022)

In addition to the already mentioned educational activities implemented this year, we created two new online (MOOC) courses for the third focus group. These courses covered Advocacy for youth organizations, Public Relations and social media for youth organizations.



Participants of the Power Up Seminar "PCM" during the sessions

IV.1.3. Practical Youth Engagement

Experience is a crucial result of the Youth Education Program. The program supported participants on two levels to ensure the practical application of the knowledge gained at the educational activities.

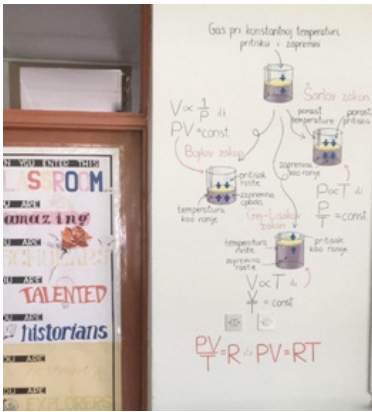
First, the basic level implied financial and full mentorship support for our participants in the implementation of 10 volunteer actions (which included but were not limited to: improvement of space for the leisure time of students, organization of small-scale events, such as book festivals, concerts, environmental protection actions, integration of VET (Vocational Education and Training) student practice in activistic format). Through support on this level, we partially shared the responsibility with participants of the program who had no or minimal experience in civic engagement by helping them with all logistic aspects of voluntary actions. All ten volunteer actions were successfully implemented.

Examples of volunteer actions:



Volunteer action results in Mostar

Free hairdressing days - It is possible to combine formal education and activism, as the high school students and the vocational high school teachers in Mostar proved to us. During the Stand Up Seminar, the vocational school students designed a volunteer action through which they applied the knowledge acquired at the school to point out the needs of the elderly. With the help of a school pedagogue who participated in our Power Up Seminar, they cooperated with retirement homes in Mostar. They enabled the elderly to use the services of 25 vocational students with the mentoring of teachers, such as hairdressing and make-up services. During the action, over 60 elderly people took part. Through this activity, the participants wanted to point out ageism as a form of discrimination and the necessity of greater inclusion of older people in activities that contribute to the community because, in this way, a greater impact can be achieved.



Volunteer action results in Kakanj

Let us step into the world of microphysics - We believe in purposeful cooperation among youth and teachers; therefore, our educational activities are designed to complement each other, as proved through the example of the Power Up Seminar and Stand Up Seminar. E.M. (Zenica-Doboj Canton, Central Bosnia) participated in the Power Up Seminar for Teachers and Professional Associates. As a genuine change leader in her school, she encouraged a group of high school students to become active and apply for the Stand Up Seminar. During the seminar, students mentored by Enida imagined the school of the future and developed volunteer action to redesign the cabinet for Physics. Students, together with Enida, wrote a letter of enquiry sent to the addresses of businesspeople and the municipality of Kakanj, asking for more support. To sum up, SHL initially donated approx. 700.00 BAM, which led to additional fundraising activities resulting in additional investments in the school with over 20,000.00 BAM by the local community from which all future generations will benefit.

Second, a more advanced level of support implies financial and limited guidance support for groups of participants in implementing ten small-scale projects in their local communities, of which eight were successfully implemented. Participants are given knowledge and support in preparing project proposals and financial and mentorship support during implementation. Responsibility for the preparation, implementation and evaluation of small-scale projects was given to the groups of participants. These projects included activities such as cultural events organization, providing non-formal education, organization of tailored workshops for specialized audiences, refurbishing sports facilities etc.).

Examples of small-scale grants:

In from cinema screen - The project was implemented in Livno by the participants of the Move On Seminar and members of the ASuBiH local team. The project aimed to create a space for young people to go and see a movie projection in their city, which was not possible for the past decade due to the closure of the local cinema. The project's activities consisted of organizing the first movie projection and lobbying the local authorities to renovate and reopen the cinema. The project was successful in both areas; the movie projection was a great success; not only did more than 60 youngsters come, but thanks to the effort of young people, decision-makers were delighted with the results. After a couple of meetings, they decided to invest in new equipment that will enable Livno's local cinema to have modern projections in the future.

Mirror of the soul - The informal group of youngsters implemented this project in Milići, a small local community in Eastern Bosnia and Herzegovina. This group managed to engage with their peers and to involve the wider community in the project. The project aimed to create a week of activities for young high school students that involved workshops on mental health, art exhibitions, sports tournaments and humanitarian evenings on which the wider community saw the project's results. One of the project's most important results was a collection of 3 600 BAM donations, which was used to help a young person in need.



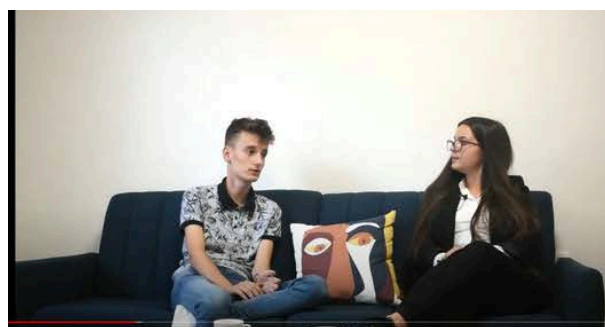
Implementation of project in Milići

Artists club - A group of young musicians from Trebinje applied the idea of creating several workshops about different arts. In their local community, they mapped an outstanding Youth Center. With this project, they managed to organize workshops and bring large numbers of young people into one place and motivate them to continue their artistic path. Especially essential was cooperation with Youth Center, which was keen on getting more alternative, young people to use their space and share their perspectives. The unintended consequence of the project was that the group became known in their city as a motivator, so even parents of young people articulated that they would like to see more of their work and possibly more workshops about arts in the future.



Implementation of project in Trebinje

Tone - This was a project of young people from Mostar that wanted to create and share positive narratives through video podcasts. Mostar, as a community and their youth, suffers from numerous problems, especially ethnic division. These young people decided that they wanted to shed light on those who are positive examples and can share a positive narrative and motivate others to become part of the change. The project group recorded two episodes and shared them with the public during the implementation. We expect they will continue working on this project and creating new, motivating episodes that will contribute to the overall state of youth in their community.



Screenshot from one of the episodes of "TONE PODCAST"

IV.1.4 Strengthening Youth Activist Capacities

To place solid ground for peer-to-peer education within this scheme, we educated youth activists to participate effectively in our training sessions for youth with no or minimum experience and with certain experience in civic engagement. Within this schema, intra-generational learning was secured, making the transfer of peer experience possible. Learning in the same generation circle enabled knowledge sharing among participants in a comfortable setting.

Support group served as the primary student peer-to-peer leadership network at SHL. Support group formed an action-oriented, problem-solving group (12 members) that worked to identify issues close to youth from disadvantaged communities bringing them closer to their peers in urban areas. Participants came from 11 communities across BiH: Bosanska Krupa, Kostajnica, Goražde, Banja Luka, Donji Vakuf, Usora, Pale, Gračanica, Konjic, Mostar and Laktaši. In total, these 12 young trainers led ten seminars for youth with no or minimum experience and with certain experience in civic engagement.

Also, from this year's experience, there is a willingness among young people to make mistakes and learn from them in this collaborative setting. This, in turn, created tremendous possibilities for faster learning and action implementation. This was best seen in the progress achieved with the support group, which created an inclusive learning environment for all the participants. This, in turn, fostered an open and collaborative experience for all involved.

IV.2 Youth Leadership Education

The Youth Leadership project is designed to facilitate the development of young activists with a strong sense of responsibility for solving social problems and engaging in constructive civic participation. Youth leadership education is a multi-modular construct grounded in needs-based curriculum development. Needs-based curriculum development is a highly dynamic process based on three significant instigators:

1. Education needs to be reported by former participants of SHL education programs (historical perspective).
2. External evaluation recommendations.
3. Needs aim to alleviate risks identified/predicted in relevant analyses of today's society.



Graduates of 4th Generation of SHL Academy

IV.2.1. Aim of Youth Leadership Education

The Academy aims to empower and civically engage young people who build trust and lead social change initiatives within and between communities in Bosnia and Herzegovina, resulting in prepared young people who envision a shared future and act together. The aim is to be achieved through two dimensions. First, by enabling critical thinking and confrontation of different opinions about the past and future among young leaders in Bosnia and Herzegovina by activating mechanisms for the reduction of xenophobia, homophobia, and hatred towards “others” based on religious, ethnic, or other prejudices and stereotypes among young people from different backgrounds will result in the prevention of social cohesion erosion. This will be continued by the second dimension, which is supporting young leaders influencing community issues significant to them by using democratic mechanisms for civic participation through advocacy, research, mobility, and networking resulting in the prevention of youth disillusionment and prolonged stagnation.

The Academy and its components are built on values of empathy, tolerance, solidarity, justice, morality, antifascism, anti-nationalism, human dignity, and human rights. Along with education and empowerment, the Academy will support the growth of its participants in the light of fellowship and unity. The Academy will provide a sense of shared identity; graduates of the Academy will make a cohesive group of young people ready to face the challenges together and, when in doubt, lean on the values of the Academy to prevent possible conflicts in the future. This intensive leadership program is attended by 20 students, and during 2022 in total, we had 184 program-oriented encounters through 47 activities with 46 participants in various phases of the program.

IV.2.2. Candidates Selection Process

The candidate selection procedure had two phases: Recruitment and Selection procedure. Recruitment included the following aspects: Talent acquisition: mapping and contacting prominent activists from SHL programs and other organizations; presenting the program and motivating them to apply; Recruitment at SHL events: the program coordinator visited SHL's activities organized through other programs and presented the Academy to the participants; Recruitment through partners: scheduled meetings with partner organizations that have young membership or volunteer groups; attend events intended for young people (conferences, seminars, lectures) with the aim of creating opportunities for the promotion of the program; Recruitment through previous trainees: asking students to share the invitation and suggest individuals they know for direct contact; General recruitment: through social media activities and general promotional activities. During recruitment and public call total of 46 applications were received. After the termination of the public call, the primary selection of candidates based on their application forms (46 candidates), followed by interviews with selected candidates (40 candidates) and the Entry Exam within the First preparatory session (24 candidates).



Participants of 5th generation of SHL Academy

After the selection and Entry Exam, 20 candidates enrolled in the program, while two withdrew from the programme. Two free places are currently available and are under admission consideration.

IV.2.3. Teaching and Learning


During 2022, the following topics were elaborated: strategies of activism, methods and techniques of activism, the activism of interest groups, local self-government, personal development, civic responsibility, European and regional integrations, economy and economic development, interest groups activism in the frame of four (4) education activities (two in-class and two online on Moodle platform) in which 18 participants take part.



Participants of Academy during the session

To increase the quality of educational activities and to harmonize the participants' needs with the educational activities' goals, in 2022, we also organized one (1) Meeting of the council of teachers.

A completely new programme has been created for the fifth generation of participants. The central module of the Academy is Activism. This module is designed to activate and equip young people with the knowledge and tools to build momentum towards lasting change in their local communities and society. The module is envisioned as a merger of strategic thinking and tactical planning. Satellite modules that orbit around the central one is designed to strengthen their capacities to (re)think, engage and act so consequently, we developed five modules that provide candidates with a broader understanding of influential factors that may affect their civic engagement. First is a module based on a cross-sectoral portrait of the state through the economy, law, and political lenses. The second module will carefully analyze narrative performances, as meaningful societal actions are not possible without understanding the tellings of a political/community narrative and how collective memories/accounts are structured and expressed. Once mapped and carefully analyzed, mainstream narratives are to be challenged in the context of the transformation of inherited ethnic conflicts into functional (trans-ethnic) relationships based on the principles of freedom, equality, and civil solidarity, which leads to the Academy's third module on deconstructing social realities. Setting up a canvas with a clear image of state-of-affairs in society is fertile ground for creating a vision of a desired and sustainable future, presented through the Academy's fourth module of future studies. The idea of the desired future is students' manifesto for generations to come, clearly expressing intentions, motives, and views on how Bosnian-Herzegovinian society should evolve and become a functional member of the European family. Without solid individuals with positive personality traits and developed personal skills needed for sustainable change, societal action or reimagination of the future is impossible. The twinning module on personal development and leadership focuses on building values such as empathy, equality, and leadership, working on candidates' emotions, behaviors, and motivations to reach their full potential to impact growth on a cognitive, social, and emotional level.



During 2022, as tasks for independent work, candidates had to complete and submit two tasks/homework assignments. Within the module Local Self-Government: to write/develop initiative before the municipal council (on the topic of their choice). The initiative should reflect their interest while conforming with the rules and procedures for submitting the initiative before the municipal council (of their choice: being the residents of one or one of their choices where their topic makes more sense). Within the module Personal Development: to write an essay after reading the book *In the Name of Identity: Violence and the Need to Belong* (Les Identités meurtrières) by Amin Maalouf, reflecting their immediate/direct impression and how this book relates to their life and their experience. The reason for selecting this book is that this is a thoughtful exposition of the clash engendered by modern ideas of nationhood between a person's many identities and allegiances. The author argues for a new approach that does not box people into an exclusive, singular identity based on nationality, ethnicity, or language, which, according to him, is the primary source of so much violence of the last century.

IV.2.4. Study Visits

In 2022, two study visits were organized to support the learning process.

The first study visit was organized within the module European and regional integrations, during which candidates visited the Directorate for European Integration of the Council of Ministers of Bosnia and Herzegovina. The Directorate for European Integration is a permanent, autonomous, and professional body of the Council of Ministers of Bosnia and Herzegovina, which coordinates the processes and activities of the institutions in integrating BiH into the European Union. Candidates had an opportunity to learn about the competencies of the Directorate, which are related to the commitments stemming from the integration process, alignment of legislation with the *acquis*, financial assistance of the EU for BiH, translation of legislation and other documents, and communication and training for various target groups to provide institutional, professional, and technical support to BiH integration into the EU.

The second study visit was organized within the module Economic Development, during which candidates visited companies in the business district of Tešanj Municipality. They had an opportunity to learn about Public-private dialogue, which is a process that involves communication between citizens, businesses, and civil society organizations on the one hand and the state, local self-governments, public enterprises, and other institutions on the other, regarding public interest affairs. Business zones are one of the instruments of incentive and development of entrepreneurship and development of the economy, not only the environment in which they are located, but also the region, and the idea behind this is that even in turbulent times, economic development is possible.

IV.2.5. Group and Individual Coaching

During the program, three group reflection sessions were conducted. During those sessions, participants participated in a group discussion on issues related to the organization of teaching and learning, logistical issues to be resolved, monitoring of student retention, progress, and obstacles. Besides group sessions, 40 individual coaching sessions were organized with participants on their request elaborating topics about homework assignments, student activist engagement, obstacles to attendance, and their notes on growth during the Academy program.

IV.3 Youth Policy

The purpose of youth development policy program is to encourage the use of youth development principles that help youth achieve developmental assets and skills that support a successful transition to self-sufficiency (Hamilton, S. et.al. Principles for Youth Development, In S. Hamilton M. Hamilton, & K. Pittman Principles for youth development (pp. 3-22), sage, 2004):

- Help youth to build their strengths and develop the competencies, values, and connections;
- Support youth voice and engagement;
- Encourage youth to develop strategies that involve their peers;
- Promote community involvement and collaboration with youth organizations;
- Provide long-term commitment to youth development.

IV.3.1. Aim of Youth Policy

Through Youth Policy Program, we actively worked towards empowering youth-led organizations with young leaders who possess critical thinking, have the skills and knowledge necessary to make an impact on decision-makers, and are competent representatives of the youth in Bosnia and Herzegovina. Using education, mentoring and financial support as a tool, we supported the development of youth organizations for independent work on issues related to their target groups. Also, by encouraging and supporting independent projects or initiatives that aimed to improve their status in society, we inspired and equipped leaders of these youth organizations to empower their membership and structures in purposeful youth participation.

The focus of youth policy intervention was on two of our spin-off organizations - the Association of Secondary School Students in BiH (ASuBiH) and the Youth Press Association in BiH (ONAuBiH). During 2022 in total, we had 216 program-oriented encounters through 144 activities with 22 participants.

IV.3.2. Strengthening of the Capacities

The development of organizational competencies through the youth policy program aims to empower and position youth organizations as relevant actors in society. The key areas for developing organizational capacities concern planning, management and supervision within the organization, orientation towards users, human resource management, public relations, and monitoring and evaluation.

Through active work with the leadership structures of organizations, in the year, we based our work on the perceived needs of each organization.

During 2022, in addition to activities related to improving administrative and financial procedures (explained in IV.3.5.), an important aspect of development was ensuring the continuity of development of the steering board members. Through work with the organizations' management structures, creating a suitable environment for the organizations' development, both in working with employees and with the members of the organization itself, was ensured. The focus was placed on onboarding new personnel that occurred in both organizations, which included the transfer of knowledge, regular meetings, and monitoring visits.



Gallery of photos from implementation of various activities within Youth Policy programm

When it comes to the organization's development as an influencing factor in society, it is important to note that establishing new partnerships and continuing cooperation with partners and donors was an important aspect of work within the organizations. To ensure the sustainability of organizations, we focused additional time and effort on this specific topic. As a result, in 2022, they established cooperation with institutions such as European Commission and USAID, and continued cooperation with Porticus, DW Akademie and many more local partners.

Regarding additional capacity building, we ensured that educational opportunities were available for both the members of the organizations and for members of steering boards. In this way, using online and in-class activities/training, we ensured knowledge and experience transfer that helped in better and smoother work with organizations. Members had an opportunity to participate in Power Up Seminars held during 2022 with topics of Project cycle management, Fundraising, Strategic Planning and Organizational management. In total, 29 members of the organization's structures participated in the seminars, which increased their knowledge of topics and improved their day-to-day operations.

IV.3.3. Project Work

Keeping in mind that the organizations that are part of the Youth policy program are led by high school students and young people, continuous support to the leadership structures was given in addressing problems and adequate project planning, implementation, and evaluation. Through our activities, we provide adequate support to ASuBiH and ONAuBiH in preparing, implementing, and reporting four (4) projects, which directly included 305 young people. Projects implemented were ranging from "Social day in BiH" implemented by ASuBiH, to "Month of media literacy" and "Youth magazine Karike" implemented by ONAuBiH, encompassing topics related to students and media activism.



Gallery of photos from implementation of various activities within Youth Policy program

IV.3.4. Mentorship Support

To position the organizations of the Youth Policy Program as relevant actors in society, we see the necessity of continuous mentorship support to leadership structures of these youth lead organizations. With continuous mentorship support, we strived to form close and caring relationships with organizations, which was the basis for an open discussion about needs and challenges.

Following the above, in 2022, we implemented a total of 141 mentorship activities (28 in-class and 113 online meetings) with organizations in which we made 188 contacts, with a total of 15 members of the leadership structure participating. During those meetings, we worked on reviewing and evaluating implemented activities, as well as the creation of plans for activities in the next period.

Mentorship support was provided to each organization separately through 13 in-class and 64 online meetings with ASuBiH, which involved 10 participants directly and 15 in-class and 49 online meetings with ONAuBiH, which directly involved five participants. Different mentorship meeting was organized on topics such as how to work with youth from small rural communities, how to motivate members, as well as how to deal with employees etc. Mostly we talked about issues in the day-to-day work of organizations, such as project planning, as well as numerous issues regarding implementation.

IV.3.5. Administration Finance Support

During 2022, a comprehensive Collegiate Administrative and Financial Review were made with an assessment of the capacity of the Association of High School Students in Bosnia and Herzegovina and Youth Press Association in Bosnia and Herzegovina by the Schüler Helfen Leben Foundation in Sarajevo.

The strategic commitment of the Schüler Helfen Leben Foundation is to strengthen youth engagement by providing financial support to the ideas of youth projects through the management of grant schemes for different levels and types of youth ideas and projects, including but not limited to grants for local initiatives, grants for projects dealing with politically sensitive issues, grants for cross-border projects and grants for the spin-off organizations. This commitment is reflected in providing mentoring support to youth organizations by supporting the strengthening of their programmatic, administrative, and financial sustainability and stability.

Through the support of administrative and financial transparency and competitiveness, the Collegiate Review is periodically conducted. It aims at an evaluative overview of the association's internal controls, including the management of the organization and accounting processes. These reviews provide the association with work that complies with laws and regulations and help maintain accurate and timely financial statements and data collection. The Collegiate Administrative and Financial Review was conducted with the capacity assessment of these two associations in the period from 30.11.2021.-31.08.2022.

The aim of the Collegiate Administrative and Financial Review, with a capacity assessment of ASuBiH and ONAuBiH, was to establish the practice of working in finance and administration of both organizations during 2021. To achieve the objective, three basic aspects of the business were considered:

- Financial and administrative aspects of the ASuBiH and ONAuBiH organization;
- Financial and administrative aspects of financial records;
- Financial and administrative aspects of project management of other donors;
-

For both organizations, recommendations were issued, and those have been accepted and implemented by both organizations. An action plan for improvement was developed and executed in 2022.

IV.4 Promotion and Outreach

IV.4.1. Aim of promotion and outreach

Knowledge of the activism strategies and their role is a precondition for youth to be active in society, to claim their voice to be heard (through the deployment of efficient and effective activist strategies) and participate in youth work. The existence of non-formal education and small grant opportunities that SHL Sarajevo offers conveys an important message to youth: that they can engage in their local communities, and there are means within their reach to ensure these actions are visible and impactful in their immediate surroundings.

For SHL, promotion and outreach for and with youth is a means of interacting with them and having direct knowledge of their experiences. It, therefore, needs to be understood as an instrument for a two-way exchange with young people, which enables the SHL to access information from youngsters rather than see such activities as a one-way exercise in which the SHL only imparts information to children.

Outreach presents a double advantage:

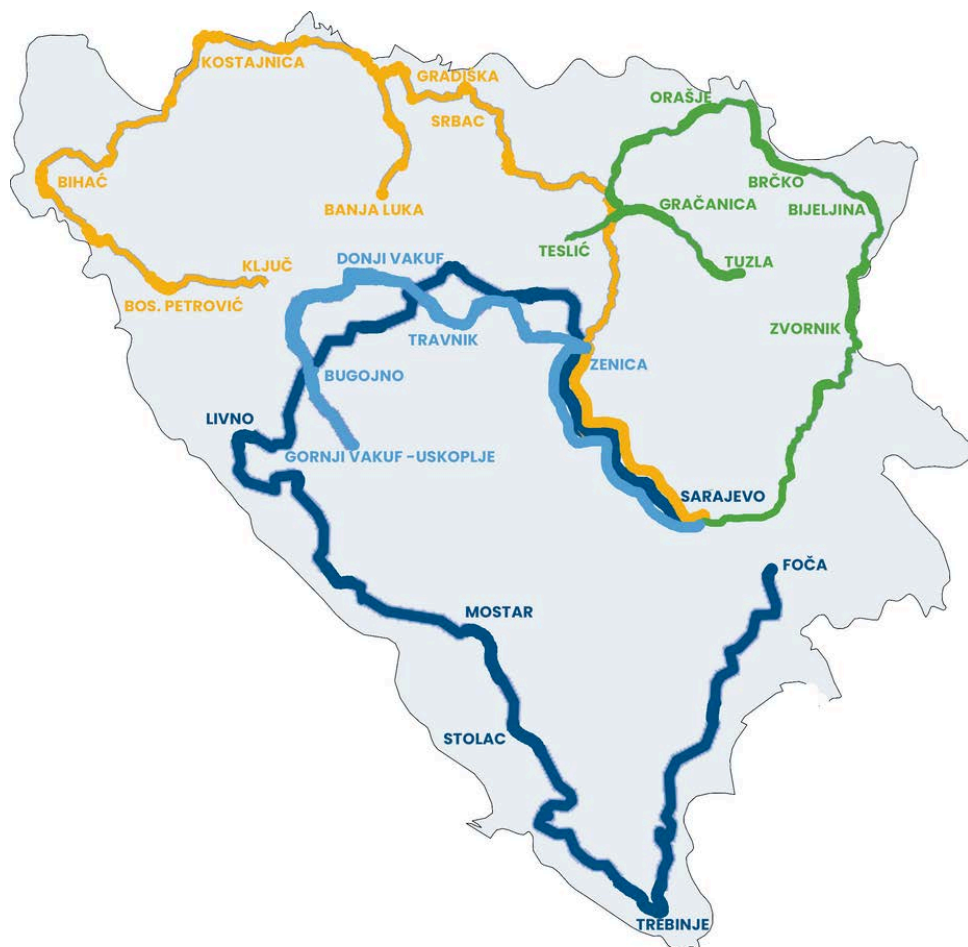
- (1) it helps to ensure that messages and the channels through which they are conveyed are defined by those they target and therefore reach them more effectively;
- (2) it contributes to building youth competencies for learning and communicating about their activist engagement and the mechanisms to deploy activist initiatives.

This is also critical to the youth's right to be heard and participate in the local community. During 2022, we visited 25 local communities engaging in promoting SHL activities to 261 participants. Besides visits, via e-outreach schema using social media, we have broadcasted 390 posts reaching an audience of 2.5M.

IV.4.2. Promotional Tours

Fieldwork gives us an invaluable opportunity to meet young people in their communities and be updated on the trends and status of young people in BiH, as well as the needs of the community, while at the same time encouraging young people in their unsupportive environments. It is designed to visit various parts of Bosnia and Herzegovina and engage with youth within specific communities. This activity is our way of communicating with young people and getting familiar with current problems in their local communities. For promotional tours in 2022, we visited 25 communities in four regions of BiH (Herzegovina, North-West, North-East and Central BiH). With this type of fieldwork, we are also establishing closer relationships with youth organizations, youngsters in general, schools, and representatives of civil society, which are giving us a unique overview of activities that are going on in the youth sector in this specific community.

During the implementation of the promotional tour, we managed to meet with 261 participants from visited communities all over Bosnia and Herzegovina. We managed to meet representatives of youth-led NGOs, civil society organizations, employees in the public sector, representatives of high schools, non-formal youth groups, high school students and youth in general.



Map showing Promotional tours routes and visited local communities

Promotional tours were executed according to the following tours:

- Promotional tour I - Livno, Mostar, Stolac, Trebinje, Foča; (113 participants)
- Promotional tour II - Srbac, Gradiška, Banja Luka, Kostajnica, Bihać, Bos. Petrovac, Ključ; (54 participants)
- Promotional tour III - Zvornik, Bijeljina, Brčko, Orašje, Teslić, Doboj Istok, Gračanica, Tuzla; (83 participants)
- Promotional tour IV - Zenica, Travnik, Donji Vakuf, Bugojno, Gornji Vakuf - Uskoplje; (11 participants)

Key insights/lessons learned:

- Local organizations in smaller communities are shutting down or are about to shut down. This is a consequence of the lack of funds for work and lack of support primarily from local authorities but also from other institutions/organizations on different levels, including the donor community;
- In the post-COVID period, there was a gap in the shift of generations within organizations because in 2.5 years that there were no intensive gatherings, there was no room to build the capacity of new generations to come to take over the leadership of organizations;
- Young people in local communities have fewer opportunities to act as a result of the lack of active youth organizations, which increases lethargy withing youngsters in the communities;
- Political parties years ago established their spin-off youth organizations and thus are constantly taking funds from the budget intended for young people. According to the organizations we visited, this trend worsened during and after the COVID-19 pandemic.
- Young people emphasized mobility within BiH as one of the possible tools for increasing motivation and creating a more active role in communities.



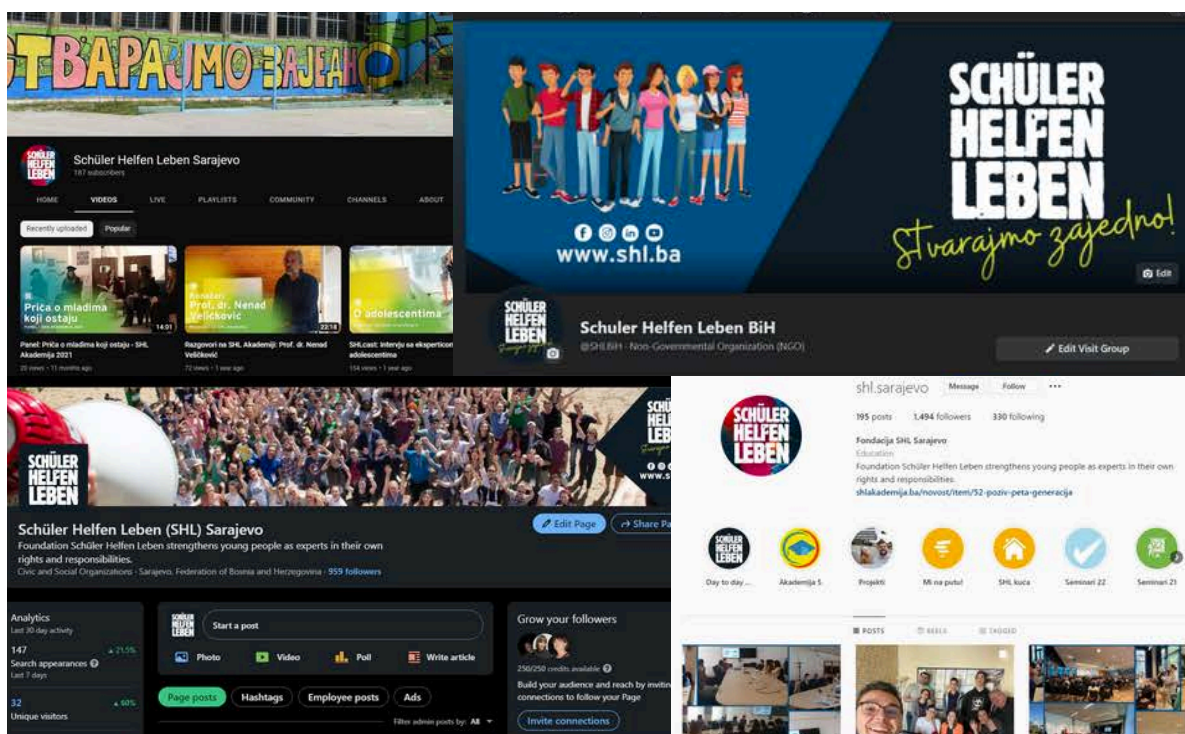
Members of SHL team on different meetings during Promotional tour

IV.4.4. Public Relations

The goal of public relations is advertising to the target audience to inform them about the activities and general work of SHL in Bosnia and Herzegovina. Through different channels (primarily social media), we share information about open calls and current activities, promote good practices and value of non-formal education and personal development, and present positive examples, both of activities and of young people who are successful in their field of activity.

The primary target audience to whom SHL Sarajevo addresses in its communication through social media networks is young people from Bosnia and Herzegovina aged 15 to 25. Currently, 40% of our followers on social media networks are aged 15 to 18, and 47% of 19-25 years old. The secondary target audiences are teachers and professors and more experienced youth workers and parents of the participants, who, in the structure of current followers together, make up to 13% of the total number of followers. Most of the target audience is students in secondary schools, who make up 44.3% of followers. A somewhat less significant audience segment is students, represented by 28.7% and employed young people make up 18.3% of the total number of followers. A higher percentage of gender representation in the target audience belongs to the female population (62.6%).

In total, we published 390 public releases on social media networks and the SHL website, with a reach of 2.5M. On average, we had around 40 posts per month, reaching about 250 000 individuals per month via social media channels of SHL. Regarding the number of public releases, May was the busiest month with 87 posts, while August was the most successful month in terms of persons reached, with 1.3M.



SHL Social media landing pages (Youtube, Facebook, LinkedIn and Instagram)

IV.5 Small Grants Schema

IV.5.1- Aim of SGS

The Small Grants Scheme aims to improve the reach and impact of the SHL Sarajevo Office by providing mentoring and financial support for community-based civic initiatives and activities focused on positive youth development. The scheme invested in individuals and organizations providing a critical community-based response to emerging topics such as art and culture, reducing the phenomenon of shrinking spaces for youth, and capacity building of youth workers to address local youth-related issues.

IV.5.2 Supported Small Grants

Areas of intervention for 2022 were: support to combatting neglecting minorities in society, supporting amateur theatrical groups addressing emerging themes of interest to the local youth population, creating, and supporting the visibility of young visual, literature, performing and music artists, strengthening local sports teams, stimulating inclusion and participation of disabled youth. Within the scheme, 12 projects were supported, and as such, they directly involved 3140 youth people.

Examples of grants supported:



The coexistence of Roma and Bosniaks: a national minority or a combination of linguistic wealth? The project aimed to reduce stereotypes and prejudices against national minorities through research on linguistic wealth. The project is being implemented in the elementary school "Kiseljak 1" in Bilalovac. Under the guidance of a German language teacher, students at the school created a dictionary of Bosnian-Roma-German. In addition to having fun and socializing, the students explored these three languages. They created a unique trilingual dictionary with over 500 expressions by sharing language knowledge and skills, raising intercultural skills, and improving multiethnic collaboration among the students at this elementary school.



Pictures from the implementation of the project
"The coexistence of Roma and Bosniaks"

My Theatre: The Bird Man
 The project is being implemented in Sarajevo by the association My Theatre. The project aims to create a theatre production that targets current social events. The play is conceived as a collaboration of regional performing artists through which young people will be given an opportunity to try and affirm themselves in their art. The play deals with "fame", success, career, family, love, and consumerism. The team of My Theatre project claims that we live in a world of illusory success in which we ignore each other and imply while hiding from each other. Such isolation leads to desocialization and alienation, and selfishness comes out as a product of such circumstances.



Picture from the implementation of the projects
 "The Bird Man"



Pictures from the implementation of the projects
 "Football Without Borders"

New Woman: Football Without Borders
 The Association of New Women from Semizovac is implementing a project named Football Without Borders. The project aims to develop social cohesion in Sarajevo Canton by developing amateur women's football. The New Woman says that the problem of social exclusion of girls with reduced opportunities, including girls with intellectual disabilities, girls from socially vulnerable families and members of ethnic minorities (e.g. Roma women), can be solved through the inclusivity of sports. During six months, as part of the SHL-funded Football Without Borders project, these girls with reduced capabilities trained together with the girls of the NEW WOMAN team to play football matches and share the joy of this game that has the power to unite and make us equal. Since these are the first inclusive activities of this kind in the municipalities of Vogošća and Ilijaš, the project was of great importance for the wider community and especially for the beneficiary group of the project. The project team claimed that "The amateur women's football team NEW WOMAN does not compete in leagues but plays football in the name of gender, social and ethnic equality, and therefore does not charge membership fees and sports equipment to its members."

Helem Nejse Late Nightmare Show Foundation Ekipa and Helem Nejse have launched an alternative platform for discussing socio-political problems relevant to young people in Bosnian society. The project aims to raise the quality and diversity of medical content in Bosnia and Herzegovina and to affirm the values and narratives alternative to the dominant ethnonational paradigm in our society. Through eight episodes, we could see a critique of socio-political reality, exciting guests and the only quiz in Bosnia and Herzegovina. We recommend the available episodes on the Helem Nejse YouTube channel; laugh a little and look at our society from a slightly different perspective.



Cast of Helem Nejse Late Nightmare Show

Obojena klapa: Manifesto Gallery A group of young artists in Sarajevo opened a contemporary art gallery named Manifesto Gallery. These young people aim to provide space, opportunities and assistance in the production, presentation, and affirmation of contemporary arts and to use art to initiate dialogue on social and political problems. At the Schüler Helfen Leben Foundation, we consider art and culture an important element of society and a platform for primarily young people's uncensored expression of views and opinions, so supporting these young artists was of great importance for socially engaged activities through art and culture.



Manifesto Gallery - events held during the implementation of the project

IV.5.2. Mentorship and Administrative Support of Grants Recipients

During the preparatory, implementation and reporting phases, we communicated with the organizations; we supported and helped administration of applications and project reports; we managed continuous communication with the activists of the supported projects, enabling them to functionally implement project, be fiscally accountable and to report within given timeframe.

IV.6. International and Interoffice Cooperation

IV.6.1. International

Application for Special Consultative Status with United Nations Economic and Social Council - On June 1st, SHL applied for Special Consultative Status with the United Nations Economic and Social Council as a joint action of SHL BER and SHL SARAJEVO OFFICE. Consultative status provides NGOs with access to not only ECOSOC, but also to its many subsidiary bodies, to the various human rights mechanisms of the United Nations, as well as special events organized by the President of the General Assembly. SHL's application is currently under review by the NGO Branch of ECOSOC. We have submitted documentation for conformity with ECOSOC resolution 1996/31 and the Charter of the United Nations before consultative status.

Participation at Transforming Education Summit in United Nations - Two policy briefs published at Transforming Education Summit United Nations, New York, 16, 17 & 19 September 2022 (Call for ending apartheid in education: Statement of Schüler Helfen Leben Foundation and Call for strengthening non-formal education: Statement of Schüler Helfen Leben Foundation). SHL believe that a critical aspect of transforming education to ensure inclusive schools where children are safe, healthy and equal, including in emergencies and protracted crises, is that schools must be free of any segregation and discrimination and are open to all youth. Therefore, we urged Summit to take a stand against apartheid in education. To reach as many young people aiming to be agents of change in society as possible, we called for more targeted and better structured intensive funding of non-formal education through United Nations agencies since coordinated global action is essential to activate youth on grass-root levels. Both statements are available at <https://www.un.org/en/transforming-education-summit/action-tracks> (Track 1 and Track 2).

Wellbeing Summit in Bilbao, Spain - Summit took place from the 1st till the 3rd of June. The event was focused on social change and art and had more than 1500 attendees, plus over 100 speakers and artists. Three days of talks, panel discussions, and interactive workshops with more than 60 renowned cultural, scientific, governmental, and social change leaders from around the world brought us valuable contacts and a platform for networking.

BiH Porticus' Partners Workshop, 04-07.07.2022. Annual meeting of all Porticus' partners in Bosnia and Herzegovina aimed at documenting stories of change(s) occurred during program implementation. During the workshop, SHL Sarajevo Office presented success stories from our work in the period 2020-2022.

IV.6.2. Interoffice Cooperation

Monitoring, Evaluation and Learning: Best Practices Exchange - During 2022, the Monitoring, Evaluation and Learning plan for Lübeck Office was initiated by SHL Berlin Office using the Sarajevo Office experience. This process included a one-day meeting in Berlin on October 5th, where a comparative analysis of both offices' activities was discussed. It is decided that SHL Sarajevo's role in this process is to provide support in the selection of a reasonable ratio of quantitative and qualitative instruments to be deployed for M&E purposes. The basis for discussion is already deployed instruments in Sarajevo Office (pre- and post-questionnaires, ex-post-questionnaires, semi-structured interview guides for participants, coordinators, trainers report, exit discussions). It is expected that the draft procedures for the Lübeck Office will be drafted at the end of the second quarter with an experimental application during Q3 and Q4 of the year 2023. The MEL Strategy should be finalized and adopted within Q4. Full implementation is expected to start in the year 2024.

International Project Partnerships - Youth policy: Coordination meetings - International Project partnerships are a cross-cutting area in SHL that supports youth-led organizations in the Western Balkans (WB6). Within this schema led by SHL Berlin, two organizations from Bosnia and Herzegovina are supported (ASuBiH and ONAuBiH). SHL Sarajevo office serves as a proxy between the organizations and SHL Berlin Office, ensuring that granted projects are implemented properly and assisting implementing organizations to comply with grant procedures. Bimonthly meetings are organized between the SHL Sarajevo office and SHL Berlin.

Participation at SHL-Jubiläum 2022, 6-08.10.2022. In 1992, our organization was founded as a student initiative during the Yugoslav war. We participated in a celebration from 06 until 09 of October and looked at what we have achieved in the 30 years. The event was shaped to discuss what is currently happening in regions SHL works and what we are planning for the future. On Thursday evening, 06.10., our anniversary weekend began with a festive event at the State Representation of Schleswig-Holstein in Berlin.

Act:ival for future - In the period of 6-11 of April 2022, SHL and SAME Network organized Act:ival for the future, the event that gathered youngsters from all over Europe intending to promote solidarity, mobility, and integration. SHL Sarajevo representatives implemented a session about South-East Europe, the current situation, and future perspectives.

IV.6.3. Local Cooperation

Partnership with Cantonal Public Institution Family Counseling Center - On the premises of the Cantonal Public Institution Family Counseling Center, on February 21, a "Memorandum of Understanding and Cooperation" was officially signed, which formalized establishing a partnership between the signatories: the Schüler Helfen Leben Sarajevo Foundation and the host, KJU Family Counseling Center. To promote psychosocial support, assistance and protection of the family as the nucleus of society and the participation of young people in non-formal education programs, acting director Aldijana Zagorac signed on behalf of the Family Counseling Center and on behalf of the Schüler Foundation Helfen Leben, director Aida Bećirović. During the meeting, the importance of an inter- and multidisciplinary approach to psychosocial support and the importance of education in this process was emphasized.

IV.6.4. Significant Visits to SHL Sarajevo Office

During 2022, the SHL Sarajevo office received two visits by Members of the Bundestag and one by a Member of the European Parliament.

Adis Ahmetović, member of the Bundestag (SPD) and Rapporteur of the Bundestag for the Western Balkans, as part of his visit to Bosnia and Herzegovina, met with employees of the Schüler Helfen Leben Foundation on February 6, as well as with participants of seminars for building training skills attended by young people from all over Bosnia and Herzegovina. He talked with the participants about the necessity of activist action and the need to change everyday life. During the conversation with the participants of the seminar for young educators, Ahmetović pointed out that it is necessary to maintain motivation and optimism and that young people are the ones who will bring changes in the future. He stressed that political engagement is possible even when there seem to be a lot of obstacles, explaining his activist path in German politics. Mr Ahmetovic offered concrete support to the work of the SHL Foundation.

On April 21, in the premises of the residence of the Ambassador of the Federal Republic of Germany, Mrs Margret Uebber, a meeting was organized between Mr Boris Mijatović, representatives of the Green Group in the Bundestag, with representatives of non-governmental organizations whose focus is on youth in Bosnia and Herzegovina. During the talks, information was exchanged about youth programs in Bosnia and Herzegovina and the problems that young people face daily. Mr Mijatović, after the offered perspective of active programs offered by the organizations present at the meeting, gave his full support to the work of the Schüler Helfen Leben Foundation and YIHR and RYCO.

Delara Burkhardt (SPD), a member of the European Parliament, started her visit to Bosnia and Herzegovina with a meeting with representatives of the Schüler Helfen Leben Foundation in Sarajevo. At the meeting on June 16, the work of the Foundation was presented to Ms Burkhardt, as well as the obstacles that young people in Bosnia and Herzegovina face when it comes to activism and the struggle for social change. Delara Burkhardt supported the Foundation's work and emphasized that it is vital and that empowering young people through SHL programs is an important step for their future.



Gallery - Meetings with local and international partners and visitors



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