2020-2023!

Ex Post Evaluation of Youth Education Program 2020-2023

SCHÜLER HELFEN LEBEN SARAJEVO OFFICE

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EX-POST EVALUATION OF YOUTH EDUCATION PROGRAM 2020-2023

SCHÜLER HELFEN LEBEN

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STVARAJMO ZAJEDNO

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I Aim of the Document

The Ex Post Evaluation of the Youth Education Program spans a four-year period, from 2020 to 2023, adopting a comprehensive approach to assess changes in participants' motivation, competencies, and behaviors. The methodology incorporates both quantitative and qualitative techniques to provide a well-rounded understanding of the program's impact.

The longitudinal nature of the evaluation, conducted over four years, enables a through examination of the program's long-term effects. This extended timeframe facilitates the observation of how participants' motivations, competencies, and behaviors evolve over time.

The use of a quantitative ex-post survey adds a structured and measurable dimension to the evaluation. This survey format relies on descriptive statistical analysis, offering concrete data on changes in motivation, competencies, and behaviors. It provides a standardized approach for collecting responses, facilitating the identification of trends and patterns across the participant group.

The qualitative component involves an open-ended inquiry, allowing participants to express their perceptions, emotions, and beliefs in their own words. This qualitative data provides rich, in-depth insights into the subjective experiences of the participants, capturing nuances that may not be quantifiable.

The timing of the survey is strategic, with the first phase conducted in November 2022 and the second phase in December 2023. This timing aligns with the conclusion of the program, ensuring that participants have completed a significant portion of the education program and have had time to reflect on its impact.

The evaluation includes a feedback mechanism to assess the needs and expectations of students regarding program outcomes. This ensures that the program aligns with participants' expectations and provides insights into potential adjustments for future iterations.

A focus on usability in the feedback process emphasizes a commitment to ensuring that the program is not only effective but also practical and user-friendly for the participants. The two-phase approach enhances the depth of the evaluation by capturing changes over multiple time points. This allows for a nuanced analysis of how perceptions and experiences may evolve throughout the program.

By concentrating on the personal levels of participants, the evaluation aims to provide a comprehensive understanding of the program's outcomes. This approach goes beyond objective metrics to explore the subjective impact on individuals, offering valuable insights for program improvement and future planning.

II Research Methods

II.1. Research design and methodological approach

During empirical research, both quantitative and qualitative methods have been used in the two-part setting. In the first part, quantitative research has been performed in form of an online survey. Surveyed are participants of our educational events, aimed at exploration of the variance of experiences of young activists, and understanding their reflection on programs that they have attended. The second part which is qualitative in nature is related to their overall impression and possible programme impact evaluation.

II.1.1. Sampling and Stakeholder selection

In the quantitative research phase, the online survey utilized a rigorous random sampling procedure to ensure the selection of participants representative of the diverse population involved in the educational events. The overall respondent sample consisted of 235 individuals who willingly participated in the survey. Specifically, 162 respondents were surveyed in November 2022, while an additional 73 individuals provided responses in December 2023.

To capture a comprehensive perspective, samples were intentionally drawn from both the Federation of Bosnia and Herzegovina and the Republic of Srpska, covering the entirety of Bosnia and Herzegovina. This deliberate inclusion of participants from different regions aimed to encompass the diversity of experiences and perspectives within the entire geographical scope of the program. By incorporating respondents from both entities, the survey sought to obtain a holistic understanding of the program's impact across the broader landscape of Bosnia and Herzegovina.

II.1.2. Questionnaire Design

The questionnaire designed for the quantitative survey of youth activists who participated in the Youth Education program in Bosnia Herzegovina is crafted to provide a nuanced understanding of the multifaceted landscape of their engagement. Through three comprehensive sections, the survey seeks to unravel the motivations, acquired competencies, and the intricacies of youth activism within the context of Bosnian and Herzegovinian communities involved in SHL Sarajevo Office's educational programs.
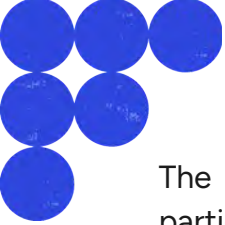
The first segment of the questionnaire delves into the motivations that propelled participants to enroll in educational initiatives. It prompts them to reflect on the inspiration behind their involvement in local communities, encouraging them to articulate the collaborative aspects of their engagement with fellow youth activists. Additionally, the questionnaire explores the driving forces behind their activism, delving into whether their endeavors have served as catalysts for inspiring others to contribute to community development.

Moving on to the second section, the survey aims to draw a detailed picture of the competencies gained through SHL's educational programs. Participants are presented with a seven-item list covering various aspects, including knowledge and skills not conventionally acquired through formal education, the development of intercultural competencies, future collaboration prospects, changes in attitudes, and the practical utility of acquired skills. This section seeks to capture both the tangible and intangible outcomes of their educational experiences.

The third section shifts the focus towards youth engagement in civil society. It unravels the circumstances under which participants initiated or sustained their activism, examining the role of SHL's educational activities in shaping ideas for additional engagement in local communities. The survey probes into the current status of projects initiated during SHL education activities, investigating whether these projects serve as inspiration for others and assessing their visibility within the local community. This section provides a holistic perspective on the evolution and impact of youth activism in the civil society sphere.

Complementing the quantitative aspects, the qualitative design component invites respondents to share spontaneous reactions and final thoughts on the program. This open-ended section aims to capture the essence of their experiences, encouraging participants to articulate specific moments that have left a lasting impression. Through this, the survey aims to uncover the emotional and qualitative dimensions of the participants' engagement with SHL's activities, enriching the overall narrative of the program's impact.
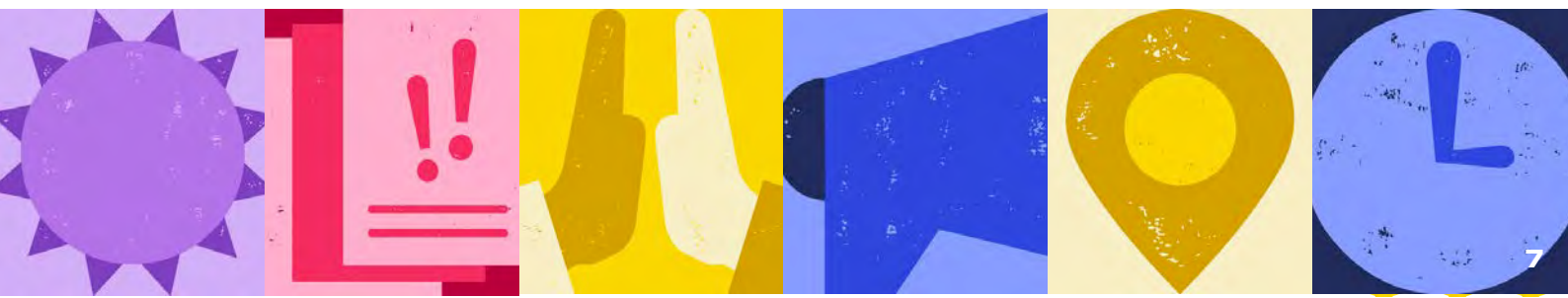
II.2. Data Collection

The online survey questionnaire was made accessible to the participants during two distinct periods: from November 2nd to 9th, 2022, for the initial phase, and from December 1st to 8th, 2023. Employing an electronic format, the questionnaire was disseminated through an online aggregator platform to facilitate the survey process.

The research successfully aggregated insights from a total of 235 respondents based in Bosnia and Herzegovina, encompassing participants from all our education programs. The primary focus of this research revolved around investigating Motivation, Competencies, and Engagement aspects within the surveyed participants.

II.3. Limitations

Necessary precautions were maintained during the execution of the study, selection of methods and techniques, data processing, and analysis. As in all research endeavors, study is not free from limitations. A major limitation that can be identified is the timeframe. In the short period of conducting the research it was a great challenge for us to reach all respondents within the timeframe.
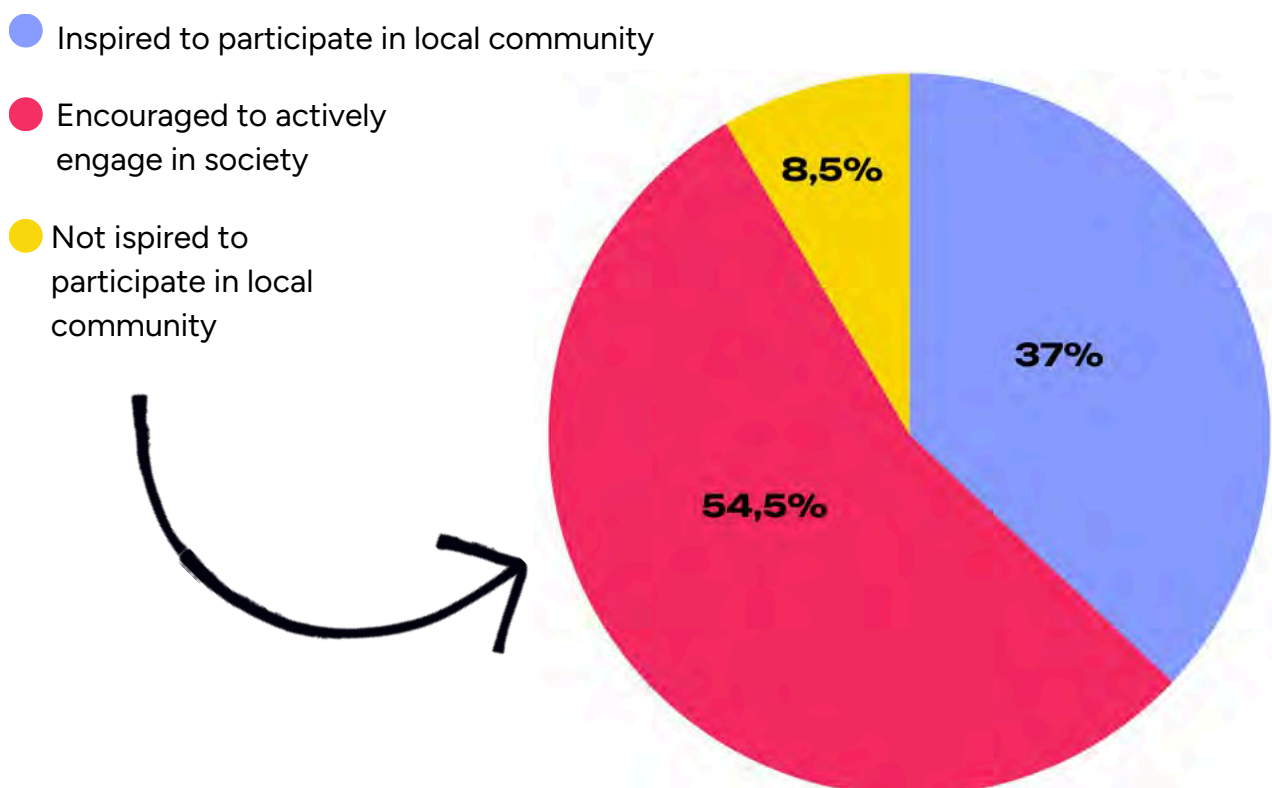
III Results

III.1. Motivation for participation in educational programs

Motivation for participation has been examined through four lenses: inspiration, encouragement, collaboration with others, and personal drivers for activism. Inspiration as the process of being mentally stimulated to do or feel something, especially to do something creative is angle from which this dimension has been looked at, since this was referring to their concrete experience with our activities that they have attended. Our respondents claim in large part (87%) that their participation in the educational activity/ies inspired other young people to get active in their local community, while 37% of respondents claim that participation at our activities inspired them to join a group/organization engaged in activism/engagement in the local community/civil society. Within participation part, one more finding is significant - 54,50% of our respondents claim that they have been encouraged to engage independently and actively act in the local community / civil society. When summarized it is visible that 91,36% of respondents are eager to act, while 8,50% is not. Breakdown is as follows:

🔵 Inspired to participate in local community

🔴 Encouraged to actively engage in society
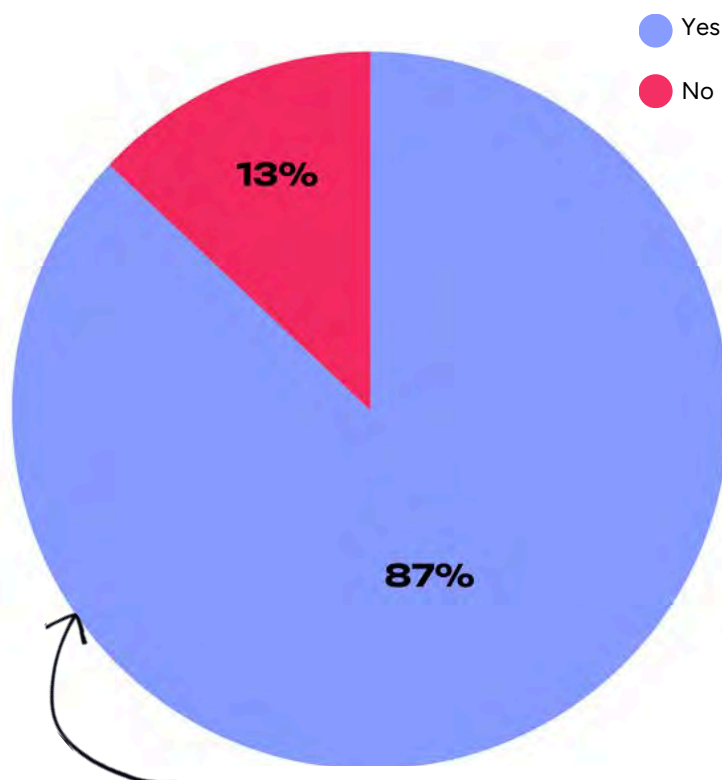
🟡 Not ispired to participate in local community

Participation in educational activities organized by the Schüler Hefen Leben Foundation inspired participants to engage in the local community / civil society

After motivation and inspiration to act on community level, collaboration preference level is examined. Initiating and maintain reciprocal relationships among young people is crucial because it is based on creative collaboration, empathy, and the ability to solve problems in a friendly environment. Largest extent of our respondents claims that love working in a group and as a member of the team to contribute to the community (59,14%), while 37,74% love working as a leader and leading the way. Only 5,1% prefer individual engagement. When we summarize the results, it is evident that the participants are ready to be a part or to lead collaborative learning through which a sense of belonging, acceptance and mutual respect develops.
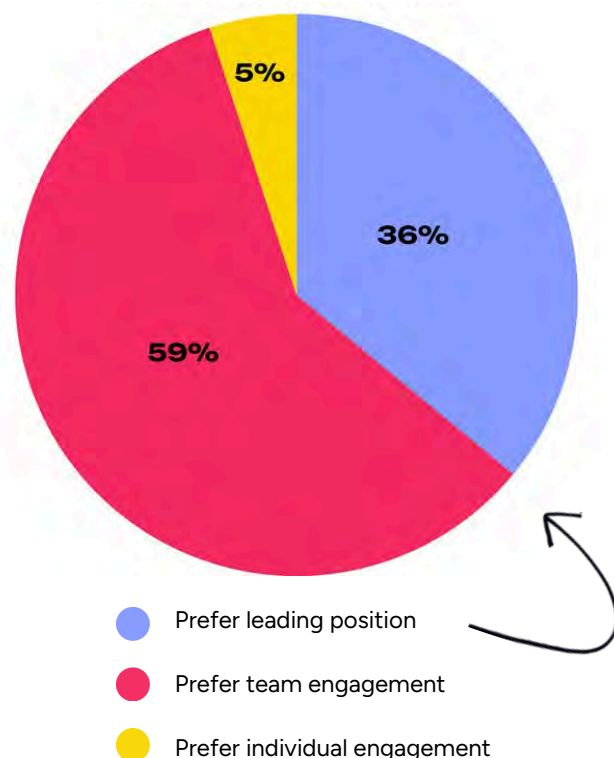
- Prefer leading position
- Prefer team engagement
- Prefer individual engagement

Participation in educational activities organized by the Schüler Hefen Leben Foundation inspired me to collaborate with other activists

- Yes
- No

Participation in the seminar inspired other young people to get active in their local community

The sociometric position of the participants in their local communities proved to be very inspiring for their peers. Mostly respondents (87% of them) claimed that their engagement was encouraging their peers to become active in their local communities. Based on this result, we can claim that our participants are leaders in encouraging peer competence, self-confidence and autonomy in active citizenship in their local communities.

When it comes to question "What motivates you to be an activist?", our respondents placed on the first rank socializing and working together to solve problems in their local community (41%), personal improvement and personal development is second largest fraction with 20%, while community well-being is third fraction represented with 19%, and last driver is creating space for other young people 15%. Socialization is a key for their success, which is visible from statement that at our activities they made friends with whom they could work together in the future, which is endorsed by 89% of our respondents. Within 6% of answers listed under Other are in most of the cases (9 respondents) all of the above, while one had a statement: "When community groves, I am growing as well.".
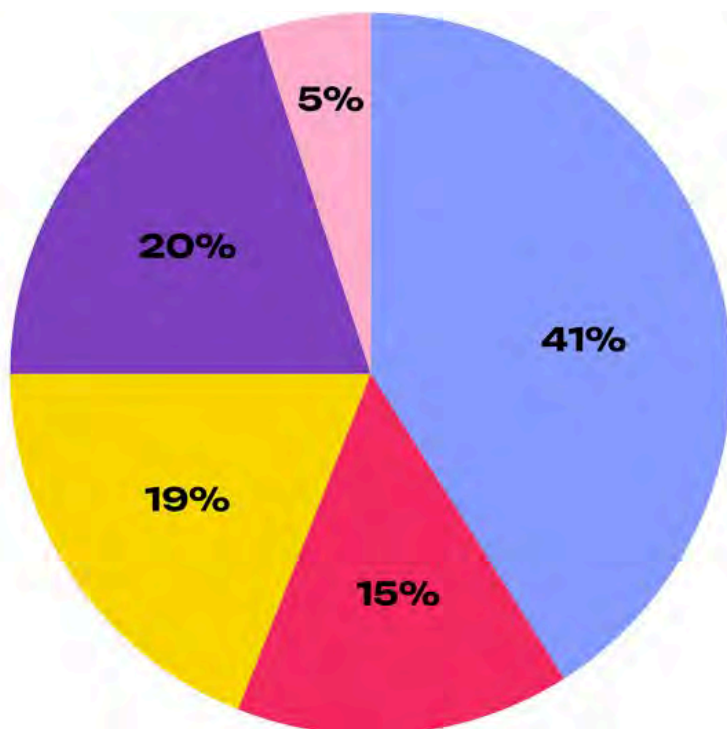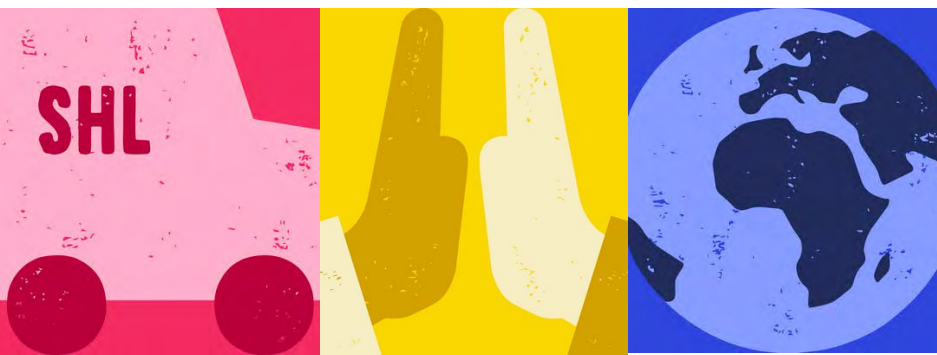

Participation in educational activities organized
by the Schüler Hefen Leben Foundation
inspired me to collaborate with other activists

Legend:
- Socializing & working together to solve problems of local community
- Creating space for other young people Prefer individual engagement
- Community well-being
- Personal improvement
- Other

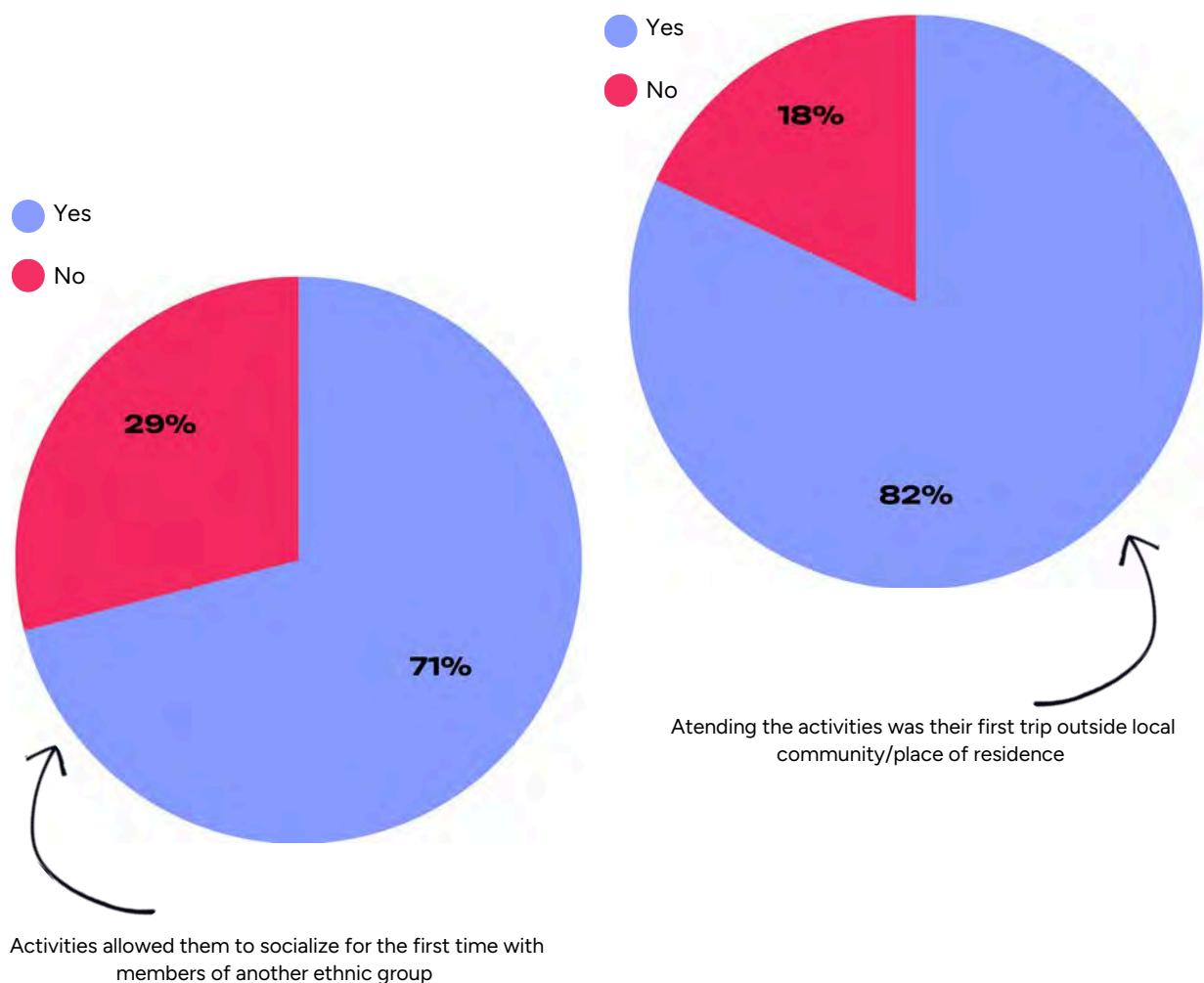Pie chart values: 41%, 15%, 19%, 20%, 5%

III.2. Acquired competencies through educational activities

In this section we wanted to learn from our participants whether we offered them (new) knowledge and skills that they cannot gain in formal education, and whether they are using the knowledge and skills gained in their everyday life. In very large percentage they claim that educational activities provided them with knowledge and skills that that did not have the opportunity to acquire in school (96%), and that acquired knowledge from the educational activities were useful after attending the activities (97%).

This is in line with statement by Committee on Education and Culture of the Parliamentary Assembly of the Council of Europe that formal educational systems alone cannot respond to rapid and constant technological, social and economic change in society ((Doc. 8595, 15 December 1999, Non Formal Education Report))

Educational activities provided participants with knowledge and skills that they did not have the opportunity to acquire in formal education

Acquired knowledge from the educational activities was useful after attending the activities
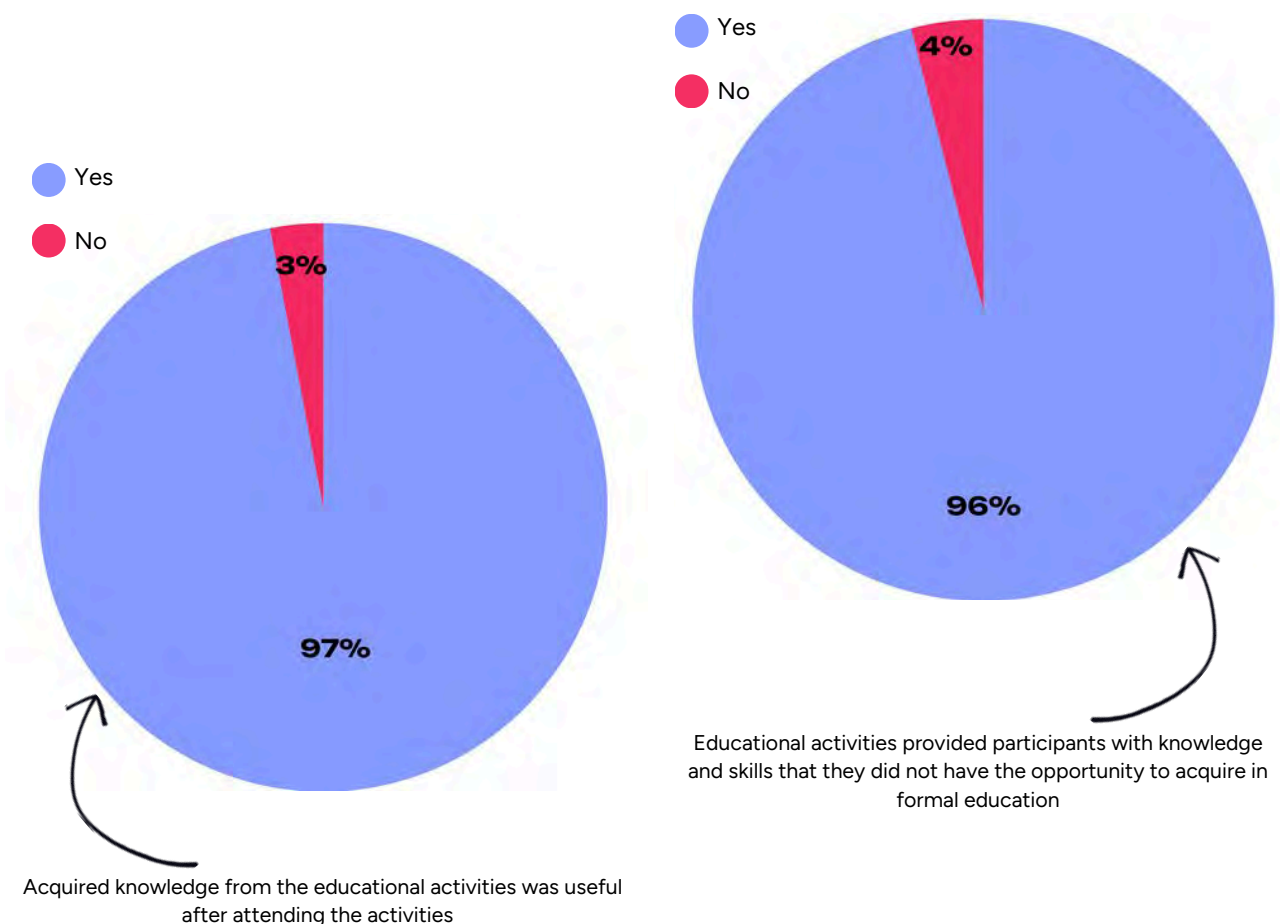
Secondly, we examined Intercultural competencies they had/gained through four item list containing: stepping out of their local community, socialization with members of other ethnic groups, learning new things about others (otherness) and making friends with whom they can collaborate in the future. For mostly of respondents (82%) our activities are not their first opportunity to trip outside their local community. Also, majority of respondents (71%) claims that before participating in our activities, they had no opportunity to meet their peers from other ethnic groups, and that SHL event made possible for them for the first time to socialise with members of ethnic group different that their own.

Atending the activities was their first trip outside local community/place of residence

Activities allowed them to socialize for the first time with members of another ethnic group

As its seen in the graph, most of our participants had an opportunity to travel outside their local communities, as well as to socialize with members of other ethnic groups. On the other hand in the following graphs, we can see that 92% of the participants noted that they learned something new/positive about your peers who are members of another ethnic group. Also, majority of respondents (89%) state that during the activities they made friends with whom they could work together. This showed as that our activities are giving an opportunity for youth to broaden their experiences and knowledge about members of other ethnic groups in BiH. This is evidence that our
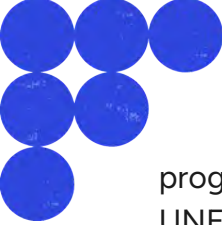
programmes are in compliance with principles of intercultural education, namely UNESCO's Principle III, which states that intercultural education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations, while applying through our curriculum treatment of the heritages, experience, and contributions of different ethnic groups with comparable dignity, integrity, and significance. (UNESCO Guidelines on Intercultural Education, Doc.No. ED.2006/WS/59)

Legend: Yes (blue), No (red)

11%

89%
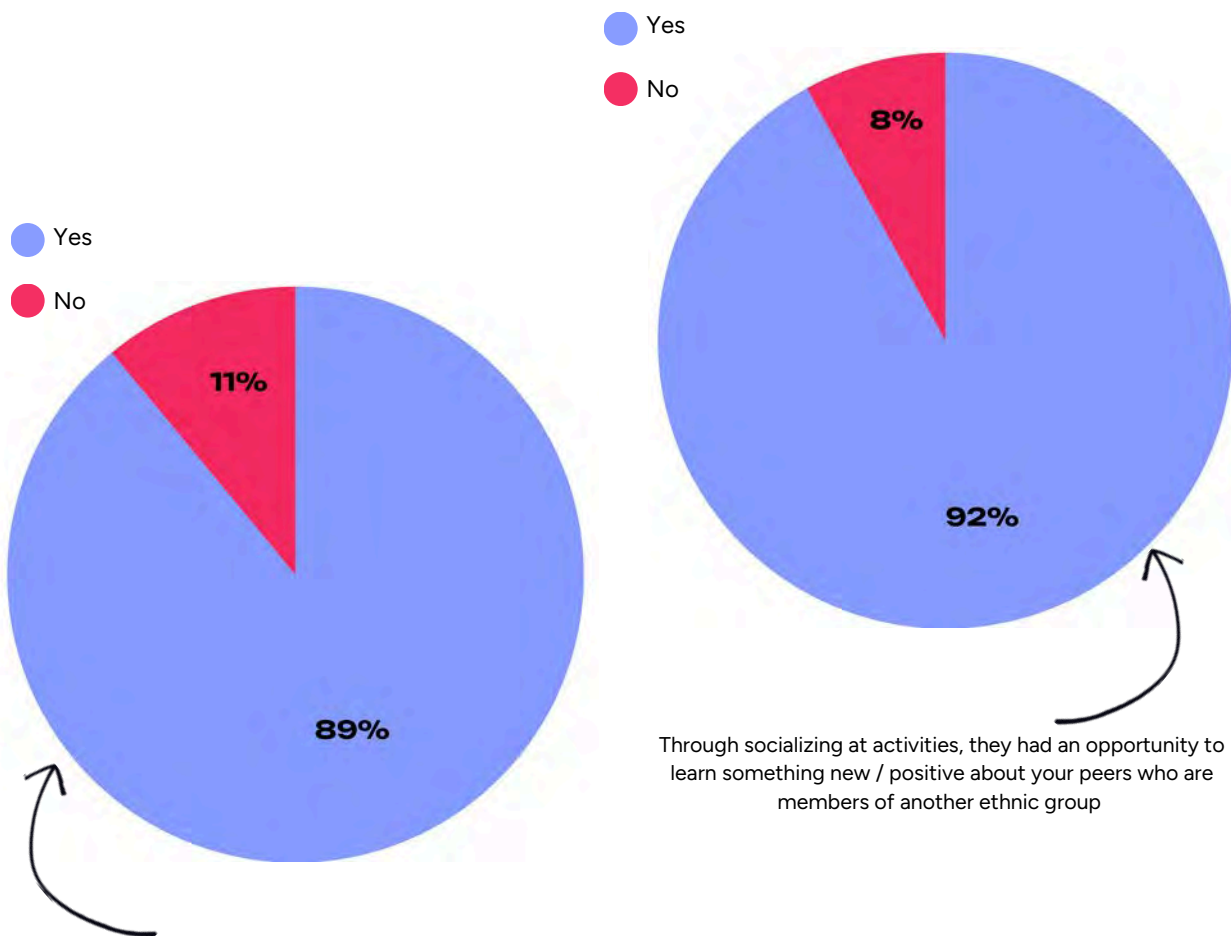
During activity they made friends with whom they could work together in the future


8%

92%

Through socializing at activities, they had an opportunity to learn something new / positive about your peers who are members of another ethnic group
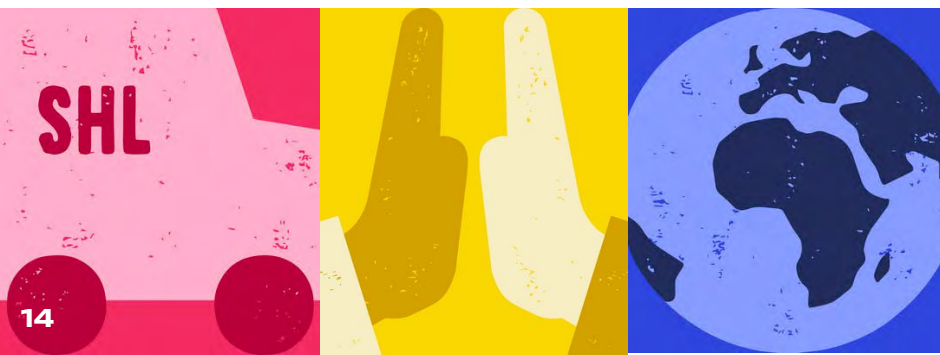
III.3. Engagement in Civil Society

Engagement presents one of the core aspects of SHL work, we are striving to enable young people to become active members of their communities through civic engagement. In this section, we wanted to learn about the impact of SHLs activities on levels of participants engagement, as well as to see how they used knowledge and experiences gained through our activities. In large numbers, they say that seminar taught them how to be active, and 90,6% of them said they want to be more active in society.

- 🟣 I learned how to be an activist but I do not want to get active

- 🔴 I don't want to do activism anymore

- 🟡 I learned how to be active & I want to be more active in society
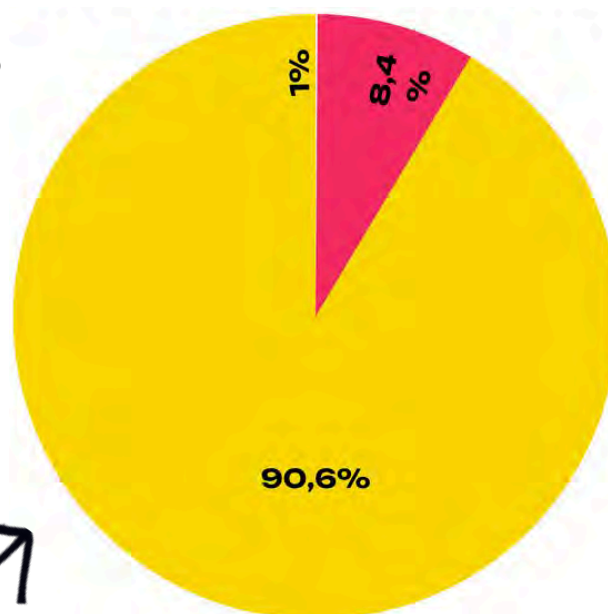
Has the seminar changed your opinion about engagement in civil society

Their ideas that were developed into actions during the seminars were in a large number implemented, and had significant impact not only on our participants, but also on the whole local communities. Evaluation showes that, majority of participants managed to transform ideas into project and implement them, which is a clear indicator of significant increse in engagement in local communities.
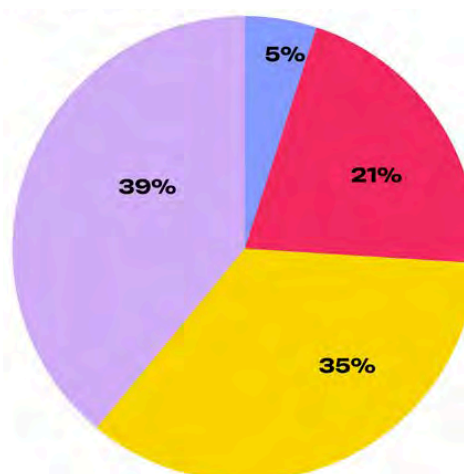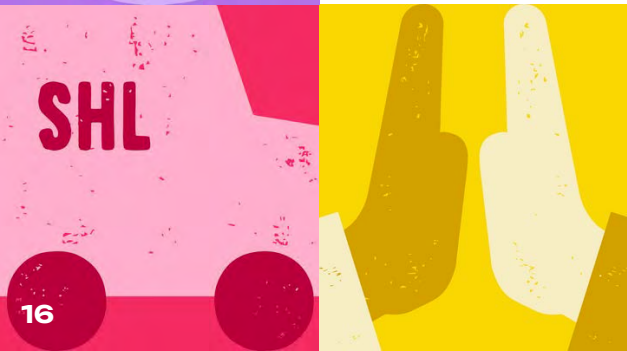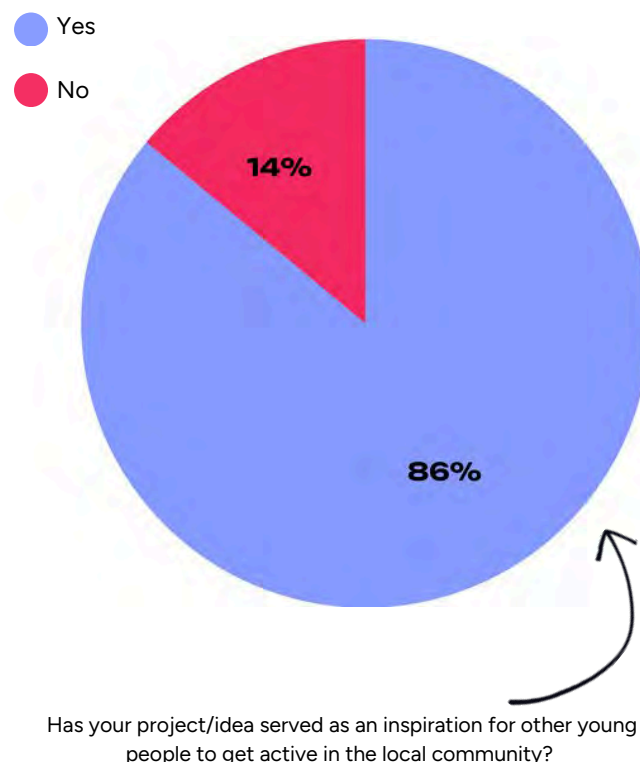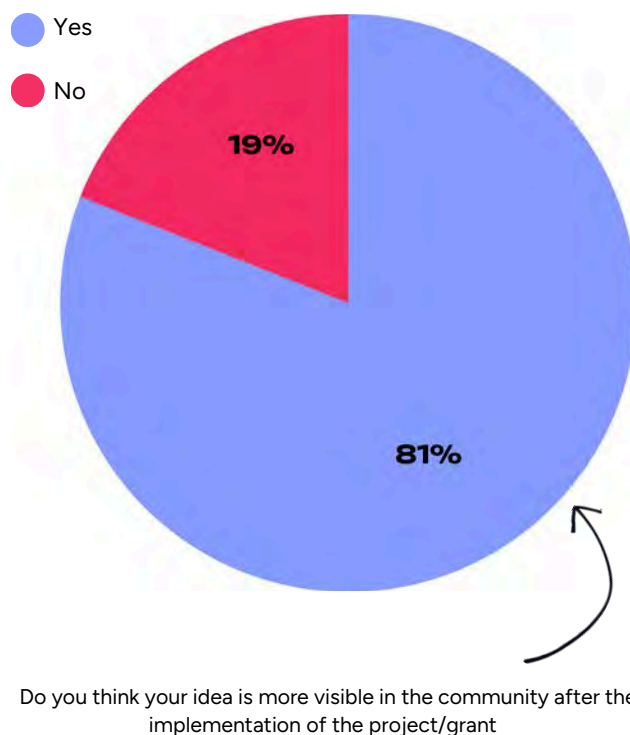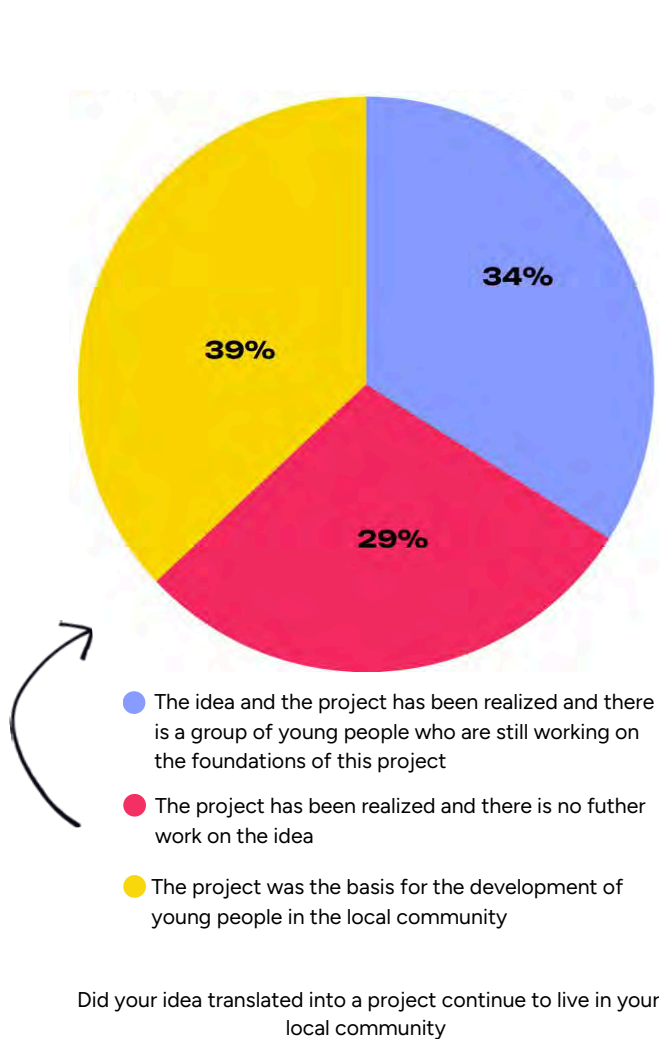

- 🟣 I came without an idea and I did not develop any
- 🔴 I came up with a finished idea that I turned into a project
- 🟡 I came withouth an idea but during the seminar I got an idea what can be done in the local community
- 🩷 I came up with an idea that I developed during an educational activity

Did the seminar help you develop your idea for engagement in the local community

Noteworthy of mentioning is that majority of our respondents in full extent developed their ideas and projects, and in large extent their projects/ideas served as an inspiration for other young people to get active in the local community. Those ideas and projects served as a basis for development of young people in local community. Encouraging is the notion that in large number of ideas is still visible in the community even after the implementation of the project/grant, and that it stands as a cornerstone of their actions.

Yes
No

34%
39%
29%

● The idea and the project has been realized and there is a group of young people who are still working on the foundations of this project
● The project has been realized and there is no futher work on the idea
● The project was the basis for the development of young people in the local community

Did your idea translated into a project continue to live in your local community

Yes
No

19%
81%

Do you think your idea is more visible in the community after the implementation of the project/grant

Yes
No

14%
86%

Has your project/idea served as an inspiration for other young people to get active in the local community?

III.4. Final thoughts on the programme - experience that has remained impressive/striking and that was experienced thanks to SHL activities

The SHL Foundation was the most important steppingstone in my activist development. EPE, 1

I wish more people knew about this, that young people knew that they really can both be able to do good and spread good. EPE, 7

At the very beginning of the activism of my group and myself, the Schuler Helfen Leben Foundation was the largest and only support for our diverse ideas. For us, as young people, support in the form of non-formal education is an item that goes above knowledge and skills. I am infinitely grateful that I had the opportunity to be a participant in SHL Foundation projects and learn a lot of new things, start projects in my local community and meet friends with whom I cherish my relationship on a daily basis. Thanks to the SHL team for always being there for us. EPE, 11

Definitely something powerful that remained - was meeting other people, and making new friends and exchanging experiences, and improving ourselves and waking up the great activist in me. EPE, 13

It was wonderful to work with like-minded people who gave us the wind at our backs to realize our ideas and dreams and make this world a better place for young people! Thank you and I can't wait for the invitation for new training and socializing! EPE, 19

I had excellent experience and it prompted me to make many changes that I made both in myself and in the area in which I live. The project itself was done well, but not only with my engagement, but with the engagement of other people who participated in it together, thanks to the coaches who transferred their knowledge to us- I'm glad I've participated in all the activities and hope to see you again soon. EPE, 21

By attending the SHL Foundation program, I learned a lot about others, and most of all about myself. I consider it as the greatest wealth of this program, because it has provided me with various activities, opportunities, engagements... Finally, I just want to thank you for the positive story and the idea you are spreading! Love you. EPE, 22

It is wonderful to participate in each of the activities of SHL! It helps my further work in the local community. Also, important is this model of non-formal education, which we cannot learn in school. EPE, 26

Thanks to your activities, I gained the confidence that I lacked in the complete building of the personality that I am today. My experience with you has motivated me to get involved in many new seminars and volunteering, which I had no opportunity to get involved before. EPE, 32

Thank you for everything, SHL is a wonderful story with even more attracted people. Experience worth attending and one of the most beautiful adventures and decisions made. I think every high school student should try at least one SHI Seminar! EPE, 33

I see the whole implementation of the project as a very challenging and fun experience, it is difficult to attract people to work in the cold weather or in general my community, but when you see that 10 or 15 people respond to your initiative, you feel very proud because these young people are the ones who will continue to change the local community and the world in which we find ourselves. As a person who went and passed the STAND UP and MOVE ON seminar, I can safely say that I have made great progress in the organization from the realization of volunteer action to the project itself. I am always grateful for the wonderful experiences, the wonderful team and actually for such opportunities. Realistically, no one will teach you to fill out a project application, to organize something like this, but thanks to SHL I was able to get to know myself and my capabilities better, so once again a big THANK YOU!, EPE 34

The activities of the SHL Foundation not only provided me with the skills and knowledge that I definitely could and will use in life, they gave me to build myself in a mental sense, to gain much more self-confidence and faith in myself., EPE 37

I look forward to the finale of the project, because our mark will remain present in future generations, i.e. they will benefit more from our project than we did., EPE 40
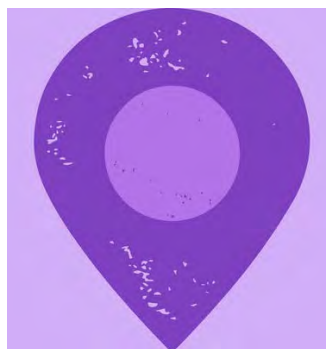
IV Conlusions

Participants of our seminars are highly valuing commitment of SHL to youth activist education, its organization, and performance. They are inspiring each other, valuing collaboration with their peers, as well as support given by SHL in order to be encouraged to act. They enjoy working in a group and as a member of the team in order to contribute to the community. Their primary motivation is socializing and working together with their peers aimed to solve problems in their local community. With SHL they learn things that they did not have the opportunity to acquire in school, and they acquired knowledge which was useful to them after attending the activities. They are ready for collaborative learning, which contributes to achieving joint success and achievement, a sense of their own competence, self-confidence and autonomy. Although they have travelled outside their communities and contact with their peers from other ethnic groups are not new to them, they claim that they have learned something new and positive about others. During activities hey developed their ideas into projects, they projects/ideas served as an inspiration for other young people to get active in the local community, and in large number idea is more visible in the community after the implementation of the project/grant.

During this evaluation we have confirmed direct utilization of UNESCO Principles in our programmes, ensuring that we:

- provide for learning in an egalitarian context;
- correspond to the values taught;
- provide for interdisciplinary projects.
- promote the learners' active participation in the education process;
- integrate formal and non-formal, traditional and modern teaching methods;
- promote an active learning environment, for example through the conduct of concrete projects, in order to demystify book-based knowledge and
- We give people a sense of confidence and to acquire cultural skills, such as the ability to communicate or to co-operate with others.
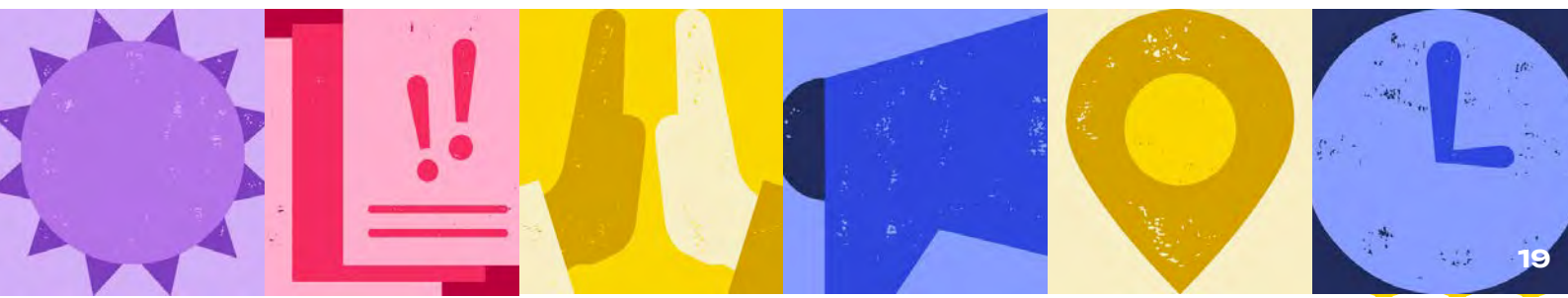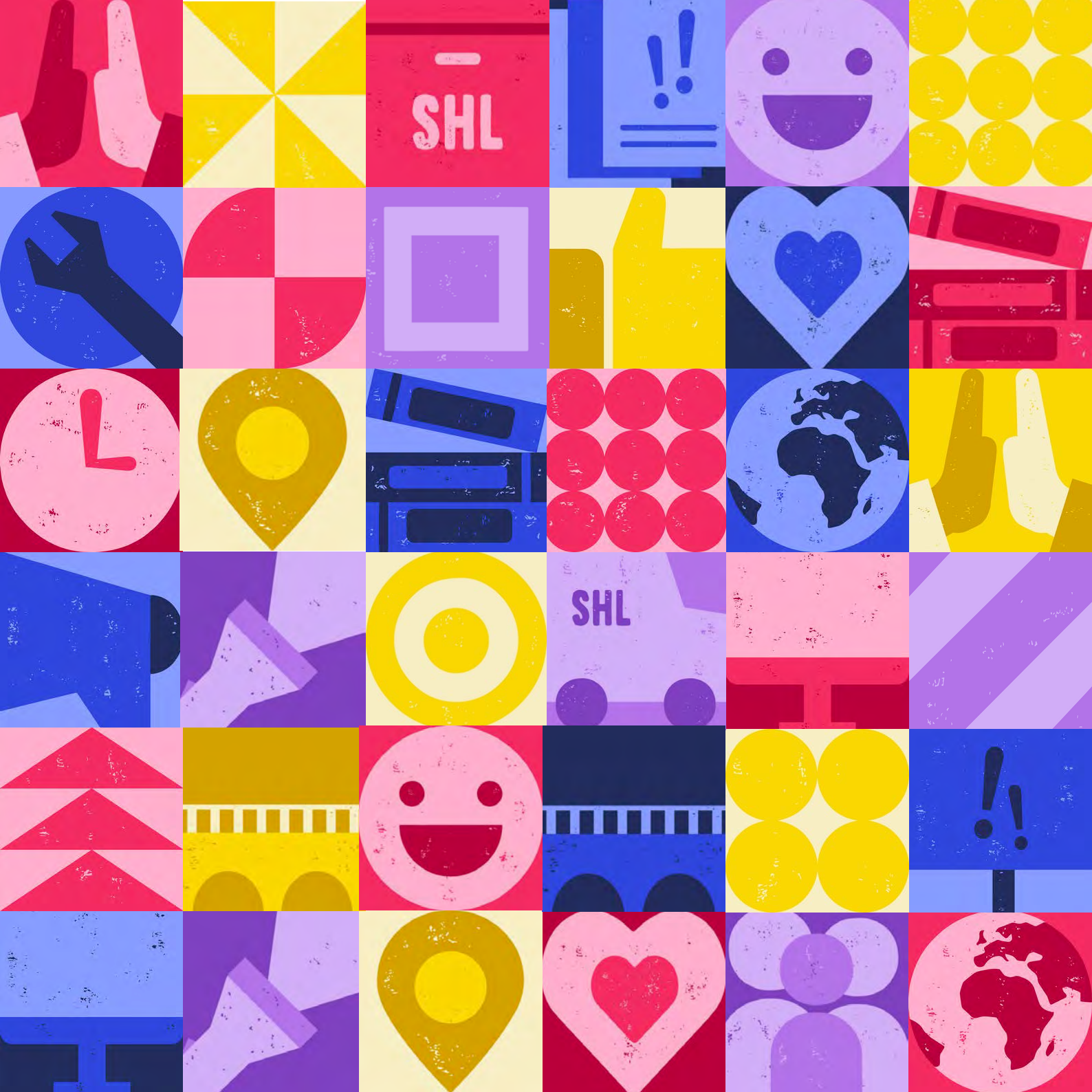
Fondacija
Schüler Helfen Leben