



Ex-Post Evaluation of Youth Education Program 2024

SCHÜLER HELFEN LEBEN SARAJEVO OFFICE



EX-POST EVALUATION OF
YOUTH EDUCATION
PROGRAM 2024

Sarajevo, November 2024

Schüler Helfen Leben Sarajevo Office
Ex-Post Evaluation of Youth Education Program 2024

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Sarajevo, November 2024

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I. Aim of the Document

The Ex-Post Evaluation of the Youth Education Program aims to document the changes in motivation, skills, and behaviors of young participants in SHL education programs held in 2024. These changes are measured through a quantitative ex-post survey, with a qualitative aspect included through open-ended questions about participants' overall impressions and impact assessment. This document provides a broader understanding of the outcomes of current programs based on the personal perspectives of participants, including their impressions, emotions, and beliefs regarding the program's impact. The survey offered valuable insight into students' thoughts and feelings about the program, and the feedback collected helped assess their needs and expectations for the program's effectiveness and usability.

II. Research Methods

1. Research design and methodological approach

In empirical research, quantitative and qualitative methods are used in a two-part approach. The first part involved quantitative research through an online survey targeting participants in our educational events. This survey aimed to explore the variations in experiences among young activists and to understand their reflections on the programs they attended. The second part, which is qualitative, focuses on gathering participants' overall impressions and evaluating the program's potential impact.

1.1. Sampling and Stakeholder selection

A random sampling procedure was followed to select the sample for the online survey (quantitative research phase). The total respondent sample is (70) seventy. Samples were taken from the entire territory of Bosnia and Herzegovina.

1.2. Questionnaire Design

The questionnaire for the quantitative survey of youth activists who participated in the Youth Education program in Bosnia and Herzegovina is structured into three sections. Its purpose is to provide a comprehensive understanding of the current conditions, challenges, and various aspects of youth activism, as seen through the perspectives of Bosnian and Herzegovinian youth who have enrolled in and remained involved in SHL Sarajevo Office's youth education programs.

The first section focuses on the motivation for participating in these educational programs. It explores the factors that inspire youth to engage in their local communities, their experiences collaborating with other youth activists, the driving forces behind their activism, and whether their activism has inspired others to become involved.

The second section provides an overview of the competencies gained through the educational programs, categorized into a seven-item non-exhaustive list. These include knowledge and skills not typically acquired in formal schooling, intercultural competencies, potential for future collaboration, changes in attitude, and the practical applications of the skills learned.

The third section is dedicated to youth engagement in civil society. It explores the circumstances under which they started or maintained their activism, whether SHL's educational activities helped them develop ideas for further engagement in their communities, the current status of projects they initiated during SHL programs, how their projects have served as inspiration to others, and the visibility of these projects in their local communities.

This structure ensures a well-rounded perspective, capturing both historical and current insights into their engagement.

The qualitative component of the survey provides respondents with the opportunity to share final thoughts about the program. It invites them to reflect on and share any particularly striking or impressive experiences they had as a result of SHL activities, offering a platform for spontaneous reactions and reflections on the program.

2. Data Collection

The questionnaire for online survey was open to public in the period 7-18 November 2024. An electronic questionnaire was distributed using an online aggregator with the aim of conducting a survey. A total of 70 respondents from Bosnia and Herzegovina participated in the research, having participants of all our education programs. This research was focused on Motivation, Competencies and Engagement.

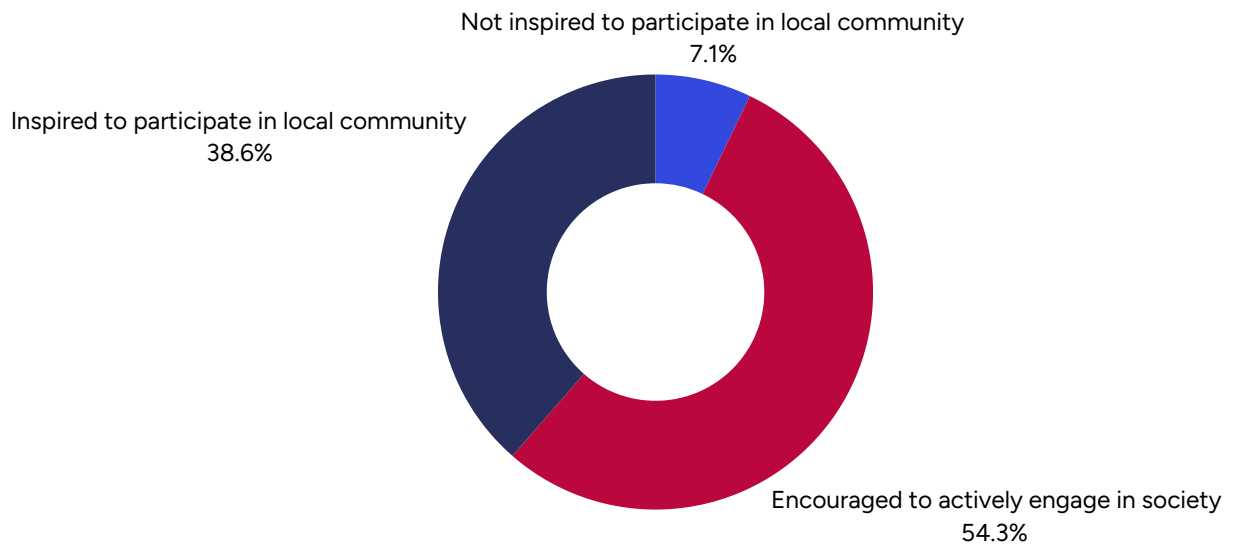
3. Limitations

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

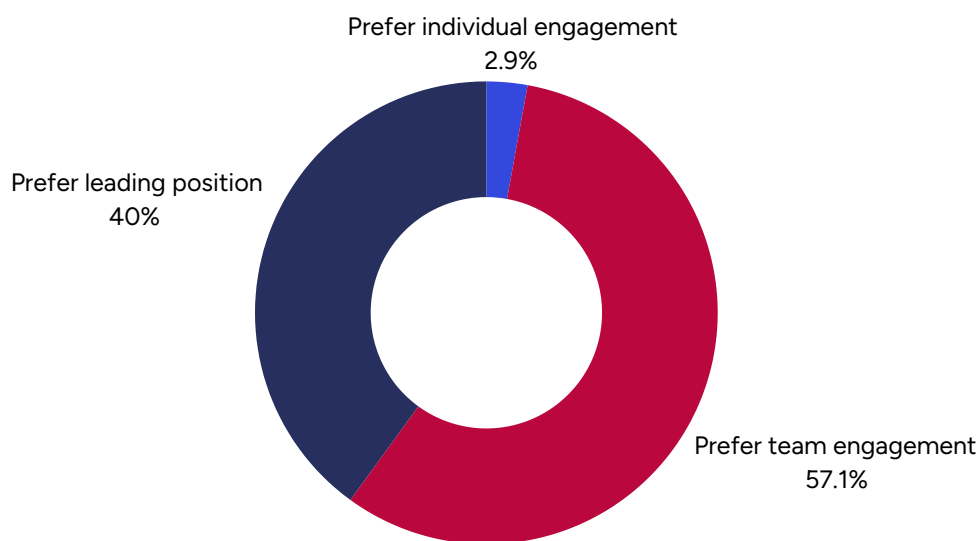
1. Motivation for participation in educational programs

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 89% that their participation in the educational activity/ies inspired other young people to get active in their local community, while 38.6% 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 the participation part, 54.3% 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 93% of respondents are eager to act, while 7.1% are not.

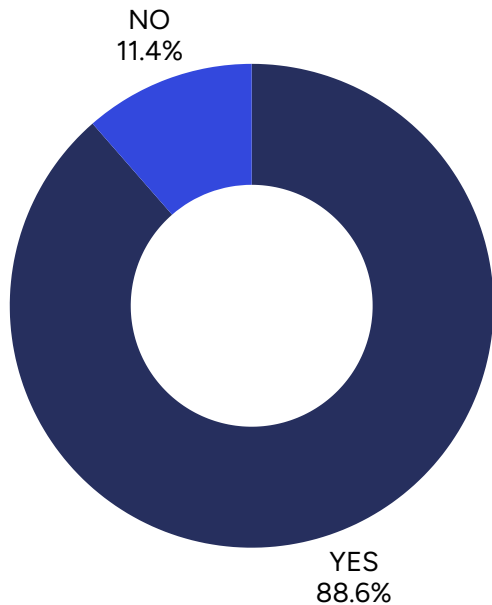


Participation in educational activities organized by the Schüler Hefen Leben Foundation inspired participants to engage in the local community/civil society

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 57.1%, while 40% love working as a leader and leading the way. Only 2.9% 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.

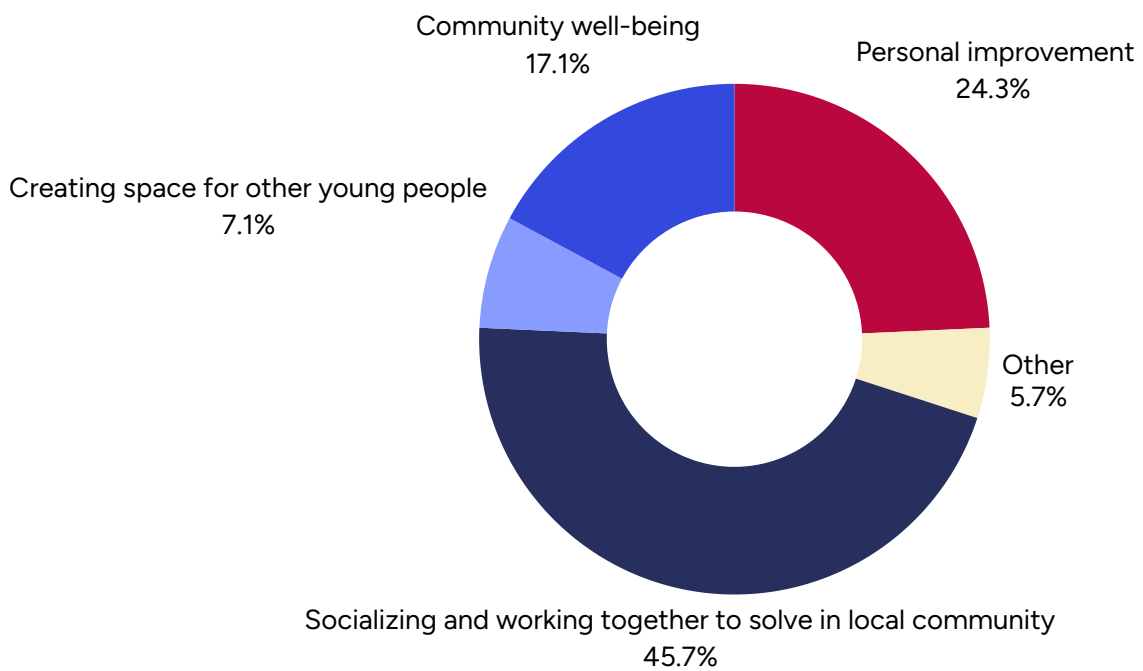


Participation in educational activities organized by the Schüler Hefen Leben Foundation inspired me to collaborate with other activists



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 88.6% 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.

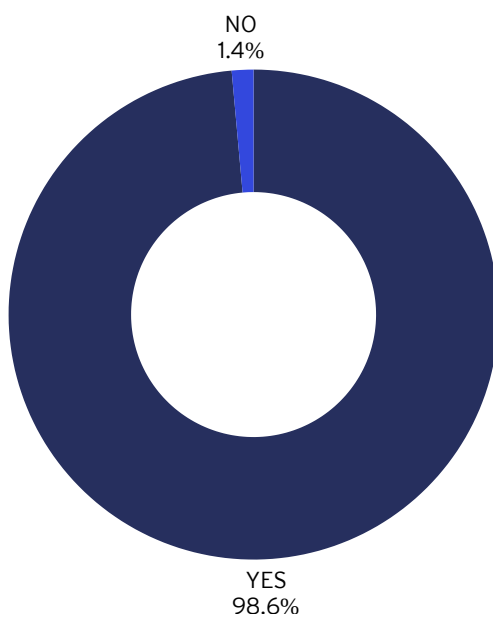


What motivates you to be an activist?

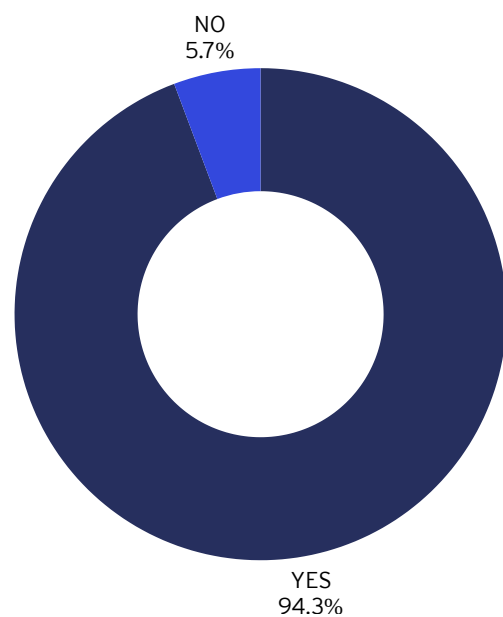
When it comes to question “What motivates you to be an activist?”, our respondents placed on the first rank socializing and working together to solve problems in their local community 45.7%, personal improvement and personal development is second largest fraction with 24.3%, while community well-being is third fraction represented with 17.1%, and last driver is creating space for other young people 7.1%. 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 91.4% of our respondents.

2. Acquired competencies through educational activities

In this section we wanted to learn from our participants whether we offered them 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 did not have the opportunity to acquire in school 98.6%, and that acquired knowledge from the educational activities were useful after attending the activities 94.3%.

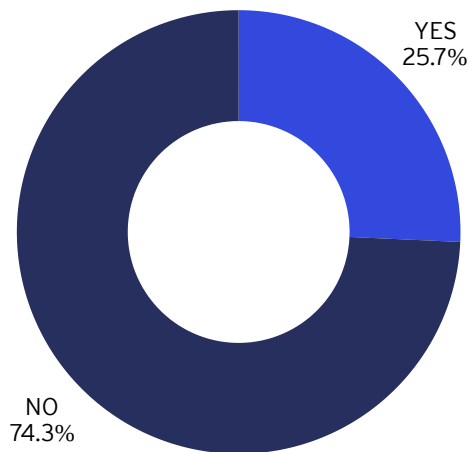


Educational activities provided participants with knowledge/skills that they did not have the opportunity to acquire in formal education

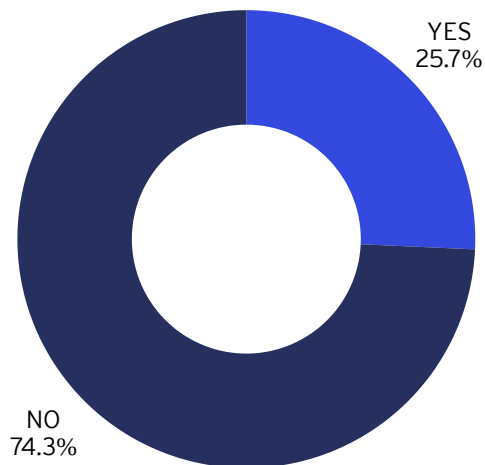


Acquired knowledge from the educational activities was useful after attending the activities

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 74.3% our activities are not their first opportunity to trip outside their local community. Also, majority of respondents 74.3% claims that even before participating in our activities, they had opportunity to meet their peers from other ethnic groups.

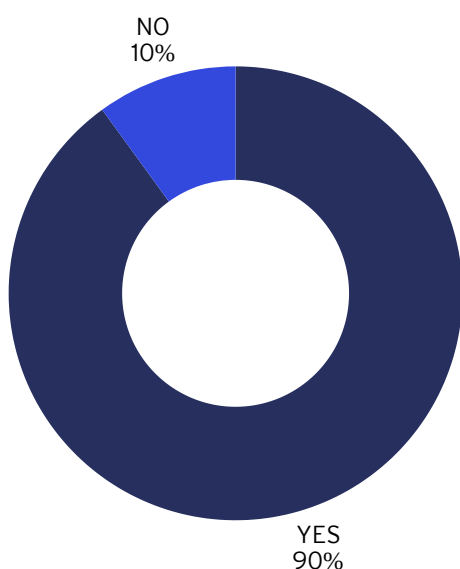


Attending the activities was their first trip outside local community/place of residence

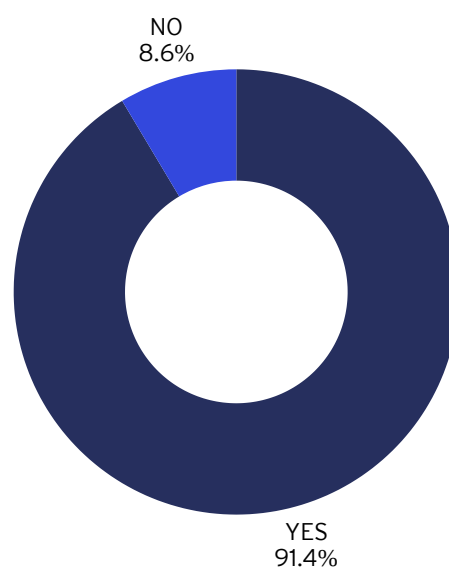


Activities allowed them to socialize for the first time with members of another ethnic group

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 90% of the participants noted that they learned something new/positive about their peers who are members of another ethnic group. Also, the majority of respondents 91.4% state that during the activities, they made friends with whom they could work in the future. This showed that our activities give youth the opportunity 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)



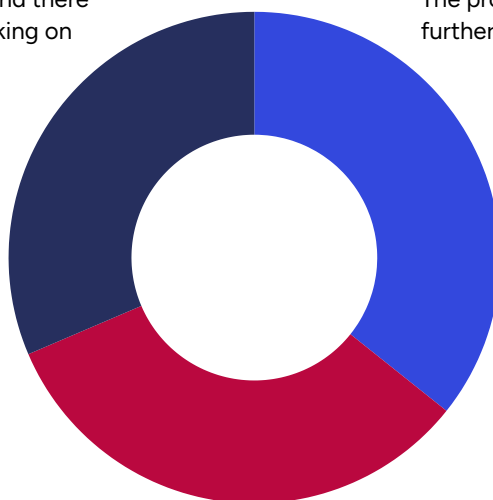
During activity they made friends with whom they could work together in the future



Through the activities, they learned something new about members of another ethnic group

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 31.4%

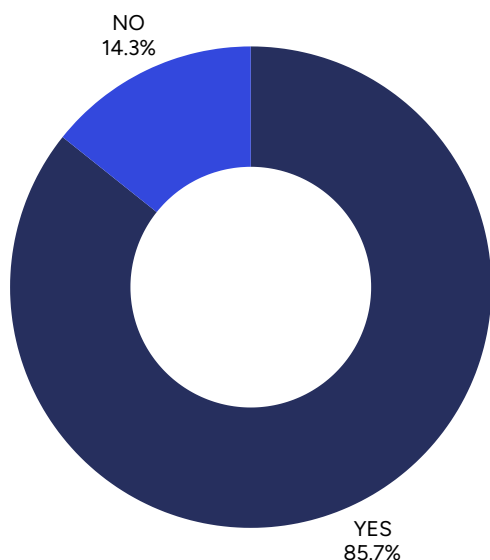
The project has been realized and there is no further work on the idea 35.7%



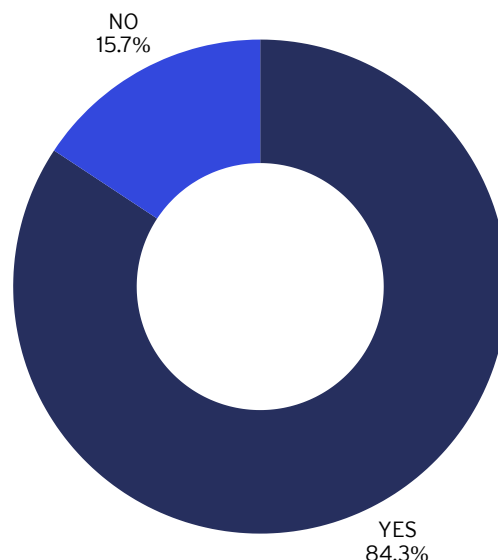
The project was the basis for the development of young people in the local community 32.9%

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

The 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 notion that in large number idea is still visible in the community even after the implementation of the project/grant, and that it stands as a cornerstone of their actions.



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



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

4. Final thoughts on the programme

The most beautiful experience is the people who surround you, you always learn something new from them, you get to know them, you find out their life story, and to this day one person has remained very close to me and we see each other often thanks to Shl. EPE,1

Through SHL I learned the importance of activism. EPE, 3

During my work on a volunteer campaign, for the first time I had the opportunity to directly deal with the deployment of financial resources myself, which helped me a lot in my further work in the non-governmental sector. In addition, I met a lot of people with whom I still come up with new ideas today and together we contribute to our communities. EPE, 5

The activities I carried out with the Foundation and my work as a coach helped me to get to where I am today, to find myself as a leader, as a resourceful, capable person with many ambitions. The foundation's approach to young people is world-class. EPE, 11

IV. Conclusions

Participants in our seminars greatly appreciate SHL's commitment to educating youth activists, as well as its organization and execution. They are inspired by the emphasis on peer collaboration and recognize the importance of support to encourage action. They enjoy working in teams, contributing to their communities through collective efforts.

Their main motivation is socializing and working together with others to solve local issues. Through SHL, they gain knowledge and skills they did not have the opportunity to learn in school, which have proven useful in their daily lives.

They are eager to engage in collaborative learning, which fosters shared success, boosts their sense of competence, and builds their self-confidence and autonomy. Although many have interacted with peers from different ethnic backgrounds, they report learning something new and positive about others through these activities.

As they developed their ideas into projects, their initiatives not only inspired other young people to become involved in their communities but also made a lasting impact, with many projects becoming more visible after implementation.

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