



Ex-Post Evaluation of Youth Education Program 2025

SCHÜLER HELFEN LEBEN SARAJEVO OFFICE



EX-POST EVALUATION OF
YOUTH EDUCATION
PROGRAM 2025

Sarajevo, December 2025

Schüler Helfen Leben Sarajevo Office

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Sarajevo, December 2025

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I Aim of the Document

The Ex-Post Evaluation of the Youth Education Program seeks to capture how SHL's 2025 educational activities influenced young participants' motivation, skills, and behaviors. These changes were examined using a quantitative ex post survey, complemented by a qualitative section containing open-ended questions that elicited participants' reflections and perceived impacts. The report offers a broader picture of program outcomes by incorporating participants' personal viewpoints—their impressions, emotions, and beliefs about how the program affected them. The survey results provide meaningful insights into students' perceptions of the program, and their feedback informs an assessment of their needs and expectations regarding its relevance and overall effectiveness.

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 using an online survey administered to participants at 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 used to select participants for the online survey (quantitative research phase). The total respondent sample is (53) fifty-three. Samples were collected from across the 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 examines the motivation for participation 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, presented as 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 learned skills.

The third section examines 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 online survey questionnaire was open to the public for 20 days, from 10 to 30 November 2025. An electronic questionnaire was distributed via an online aggregator to conduct the survey. A total of 53 respondents from Bosnia and Herzegovina participated in the study, all of whom were enrolled in our education program. This research was focused on Motivation, Competencies and Engagement.

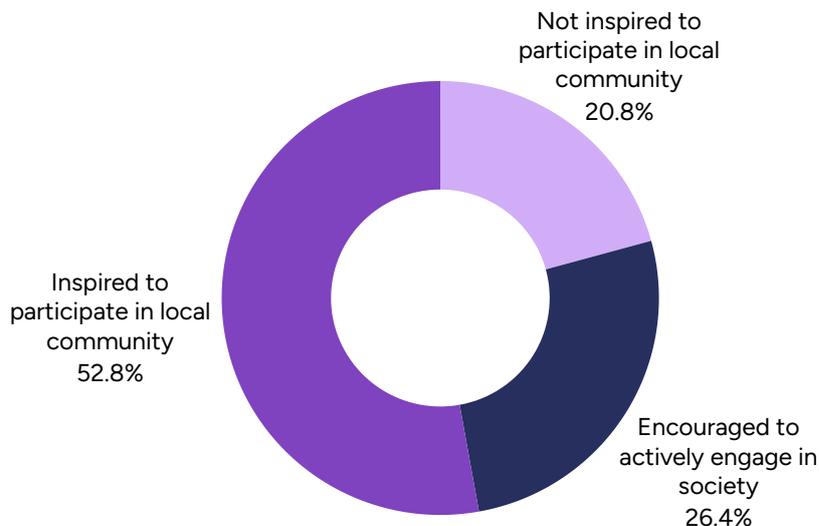
3. Limitations

Necessary precautions were maintained throughout the execution of the study, including the selection of methods and techniques, data processing, and analysis. As with all research endeavors, the study is not without limitations. A significant limitation is the timeframe. During the short period of the research, it was a significant challenge to reach all respondents within the timeframe.

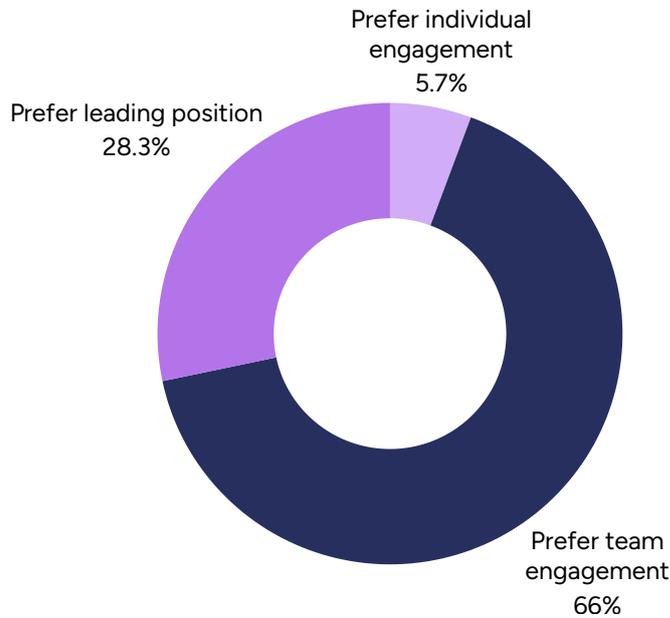
III Results

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 the 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 91% that their participation in the educational activity/ies inspired other young people to get active in their local community, while 53% 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. In the participation section, 26% of our respondents report being encouraged to engage independently and to act actively in the local community/civil society. When summarized, it is visible that 79% of respondents are eager to act, while 21% are not.

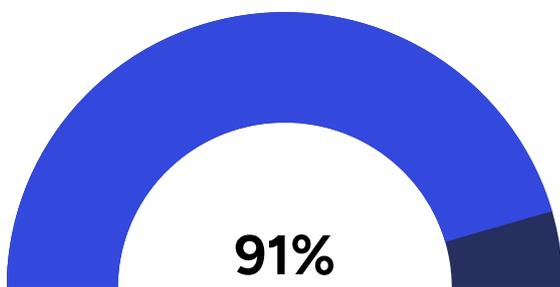


Participation in educational activities organized by the Schüler Hefen Leben Foundation inspired participants to engage in the local community/civil society



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

After motivation and inspiration to act at the community level, the collaboration-preference level is examined. Initiating and maintaining reciprocal relationships among young people is crucial because it is grounded in creative collaboration, empathy, and problem-solving within a supportive environment. The largest share of our respondents (66%) claim that they love working in a group and as a team member to contribute to the community, while 28% love working as a leader and leading the way. Only 6% prefer individual engagement. When we summarize the results, it is evident that the participants are ready to participate in or lead collaborative learning through which a sense of belonging, acceptance, and mutual respect develops.



...said that their participation in the seminar inspired other young people to get active in their local community

The participants' sociometric positions within their local communities proved highly inspiring to their peers. Most respondents (91%) reported that their engagement encouraged their peers to become active in their local communities. Based on this result, we can conclude that our participants are leaders in fostering peer competence, self-confidence, and autonomy in active citizenship within their local communities.

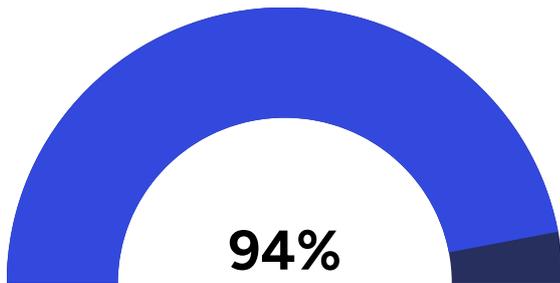


When it comes to question “What motivates you to be an activist?”, our respondents placed on the first rank socializing and working together to solve problems in their local community 42%, personal improvement and personal development is second largest fraction with 23%, while community well-being is same as second fraction represented with 23%, and last driver is creating space for other young people 13%. Socialization is a key to their success, as evidenced by the statement that, during our activities, they made friends with whom they could work together in the future, endorsed by 89% of our respondents.



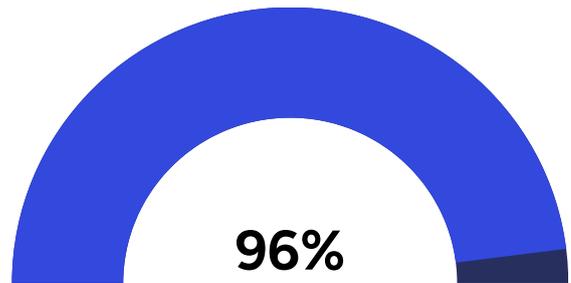
2. Acquired competencies through educational activities

In this section, we sought to learn from our participants whether we provided them with knowledge and skills that they could not acquire through formal education, and whether they are using these skills in their everyday lives. In a very large percentage (94%), they report that educational activities provided them with knowledge and skills they did not have the opportunity to acquire in school, and that the knowledge acquired from these activities was practical after attending the activities (96%).



94%

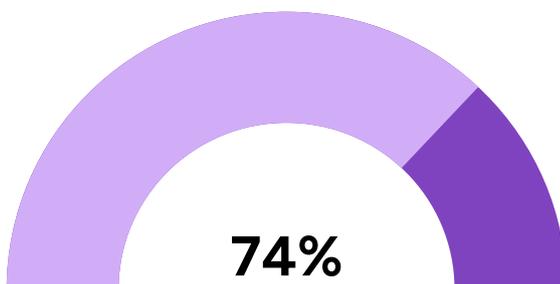
...said that the educational activities provided them with knowledge/skills that they did not have the opportunity to acquire in formal education



96%

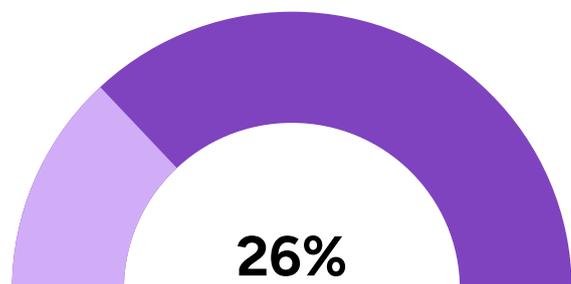
...said that the acquired knowledge from the educational activities was useful after attending the activities

Secondly, we examined the Intercultural competencies they had/gained using a four-item list comprising: stepping outside their local community, socializing with members of other ethnic groups, learning new things about others (otherness), and making friends with whom they can collaborate in the future. For most respondents (74%), our activities are not their first opportunity to travel outside their local community. Additionally, 74% of respondents report that, even before participating in our activities, they had the opportunity to meet peers from other ethnic groups.



74%

...said that attending the activities was not their first trip outside local community/place of residence

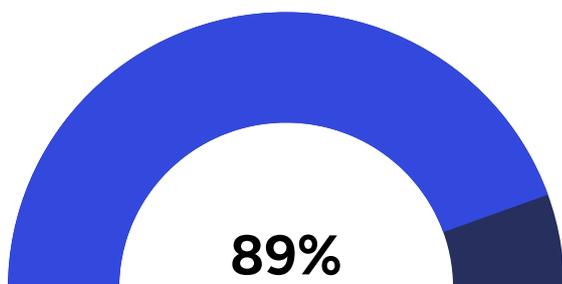


26%

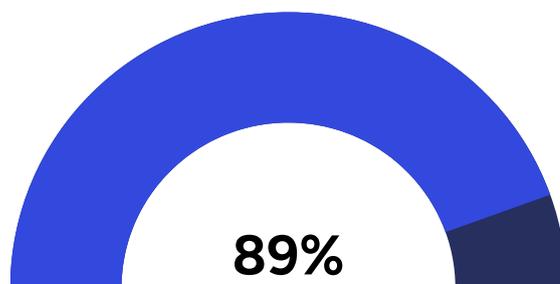
...said that the activities allowed them to socialize for the first time with members of another ethnic group

3. Engagement in Civil Society

Most of our participants had the opportunity to travel outside their local communities and to socialize with members of other ethnic groups. On the other hand, 89% of participants reported learning something new/positive about their peers from another ethnic group. Additionally, 89% of respondents reported that during the activities, they made friends with whom they could work in the future. This showed that our activities provide youth with opportunities to broaden their experiences and knowledge of 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.



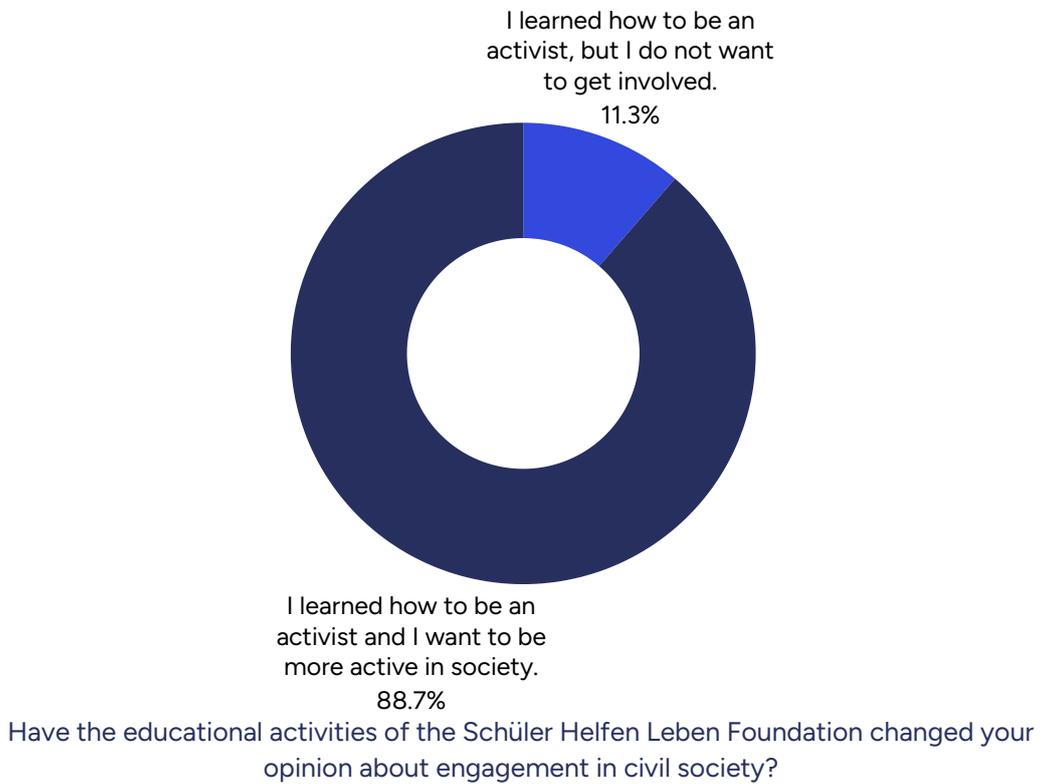
...said that during activity they made friends with whom they could work together in the future



...said that through the activities, they learned something new about members of another ethnic group

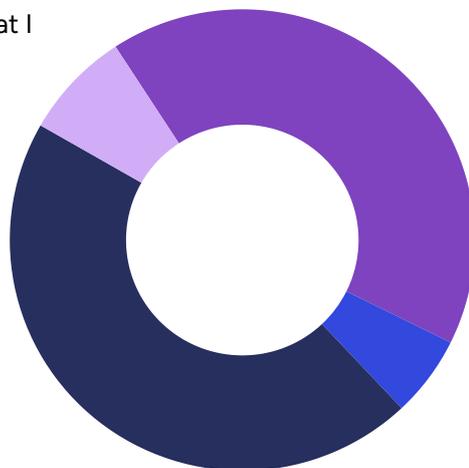


*UNESCO Guidelines on Intercultural Education, <http://bit.ly/4aORGxH> (February, 16 2026)



As one of the main pieces of evidence of the quality of the program offered by SHL, we refer to participants' responses to the question: "Has your participation in Schüler Helfen Leben's educational activities changed your perspective on engagement in civil society?" Results show that 89% of respondents reported increased desire to be more active in their communities, whereas 11% reported no intention to continue engaging in activism. When assessing the support provided through SHL's program in the development and implementation of youth ideas, a key indicator of our practical approach is the following: 45% of participants entered the educational activities with an existing idea, which they further developed and strengthened through the program, while 42% arrived without a concrete idea but were able to formulate one during the training and successfully develop it with the support of mentors and SHL.

I came with a ready idea that I turned into a project. 7%



I came without an idea, but during the educational activity I got an idea of what could be done in the local community. 42%

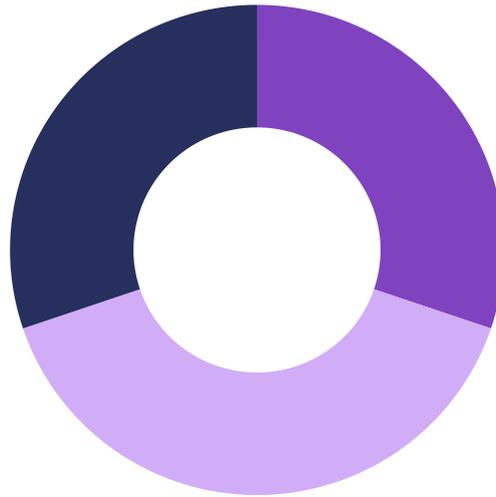
I came with an idea that I developed during the educational activity. 45%

I came without an idea and did not develop any during the educational activity. 6%

Have the educational activities of the Schüler Helfen Leben Foundation helped you develop a specific idea for your further engagement in the local community?

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 30%

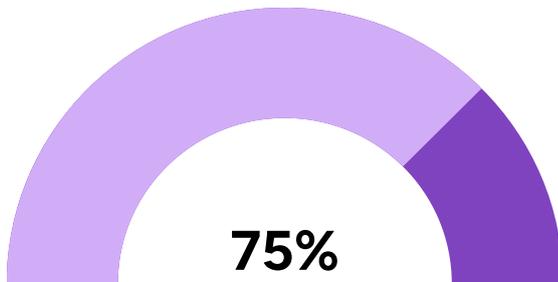
The project has been realized and there is no further work on the idea 30%



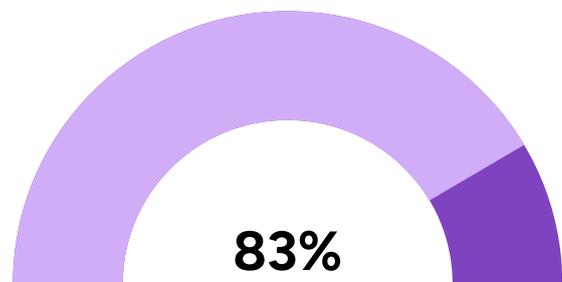
The project was the basis for the development of young people in the local community 40%

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

The majority of our respondents developed their ideas and projects to a great extent, and, to a large extent, their projects/ideas served as inspiration for other young people to become active in the local community. Those ideas and projects served as a basis for the development of young people in the local community. Encouraging is the notion that, in many cases, the idea remains visible in the community even after the implementation of the project/grant, and that it stands as a cornerstone of their actions.



...said that they think their idea is more visible in the community after the implementation of the project/grant



...said that their project/idea served as an inspiration for other young people to get active in the local community

4. Final thoughts of participants on the program

The evaluation findings confirm that the SHL's Youth Education Program continues to have a strong and meaningful impact on participating youth. Feedback highlights an atmosphere of openness, empowerment, and positive energy. As one participant summarized the experience: "Energy. Freedom of expression." (EPE, 9). This reflection captures the safe and inspiring environment created through the seminars.

Many participants emphasized the importance of continuing and expanding these opportunities. One recommendation stated: "Continue with the trainings and cooperation with schools." (EPE, 5), underlining both the relevance of the program and the need for sustained partnerships. The seminars were described as transformative spaces for connection and growth. As one young person shared, "The experience at the SHL seminar was wonderful and I am glad that I met young activists from other local communities." (EPE, 3). Another added, "The seminars in the SHL house will forever remain my dearest memories." (EPE, 2).

Strong appreciation for the team was also evident. One participant wrote, "First of all, great support for the SHL team. I admire you." (EPE, 4), while another humorously noted, "Hannes to get BiH citizenship :) Everything else is absolutely perfect with the work of SHL Sarajevo." (EPE, 15). These reflections demonstrate high levels of satisfaction and trust in the organization.

Constructive feedback was also provided, including suggestions to improve questionnaire design and strengthen follow-up communication with schools (EPE, 14).

Overall, the evaluation confirms that the program successfully creates inclusive, motivating, and impactful learning spaces for young people, while also offering valuable insights for further improvement and sustainability.

IV Conclusion

The evaluation shows that SHL's educational activities strongly motivate young people to participate, collaborate, and take initiative within their communities.

Participants describe the programmes as inspiring, socially engaging, and supportive of both personal growth and community-focused activism. They value teamwork, friendship-building, and the sense of belonging created through shared experiences. The activities provide knowledge and skills that participants believe they cannot acquire through formal education, and these competencies are applied in their everyday lives.

Engagement with peers from different ethnic groups broadens their understanding of others and reinforces principles of respect, solidarity, and intercultural learning. Their ideas and projects often continue to influence their communities long after implementation, demonstrating lasting impact and continued relevance.

Overall, the feedback reflects deep appreciation for SHL's work, strong emotional connection to the experience, and recognition that the programme significantly contributes to youth empowerment and active citizenship.

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