

One-Year Youth Leaders Training

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Only later does one see things purposefully, in harmony with the whole of human society, but only youth is the age when we learn.
Marcel Proust

Introduction



A diverse offer of activities, seminars and trainings within non-formal education in the youth sector is a significant opportunity for children and young people on the municipal level to gain experience outside the family, friends and school environments. Both the governmental and non-governmental youth sector on the municipal level require qualified volunteers and experts in youth work who are able to provide activities of importance for young people. Within the municipal administration, this is the youth officer or another officer entrusted with responsibility for the youth sector. In the non-governmental sector in BiH, these are mainly young people volunteering at an association or helping out at a youth centre.

It will be a while still before youth associations in Bosnia and Herzegovina have qualified young people employed there (as is the case in many European countries) with the same rights as any other employee in the government or business sector.

Trained employees working professionally are also needed in the informal youth sector. Since volunteers involved with youth associations are currently not paid in BiH for their work, they require additional motivation to attract young people to work in associations, especially in view of the rather difficult situation young people face today. One type of motivation is often the opportunity to gain knowledge useful not only for youth work, but also for personal development. New knowledge, skills and experience of democratic and social values facilitate, among other things, the transition from school to employment, which can be of great importance in view of today's situation with youth employment.

This manual for a one-year training of youth leaders contributes to professionalizing the youth non-governmental sector and is the result of years of experience gained through the Project of Building and Support to the Youth Sector in BiH implemented by the



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German Technical Cooperation (GTZ).

It is intended for institutions that deal with young people and plan to professionalise their work and train their young employees. Local associations and youth councils can be of special importance since they bring together young people who wish to be recognised as responsible youth representatives and partners in cooperation with the government.

This Manual features graphs from the evaluation of the GTZ training programme implemented in four regions (east, north, and central Bosnia and the region of Herzegovina) and includes responses from the 75 available respondents out of the total of 94 trainees. Evaluation was conducted depending on the region one to two years after the training, and its aim was to examine its long-term impact and outcomes.

We hope it will also help you build youth capacities and contribute to the sustainability of the non-governmental youth sector in BiH.

We would like to thank Mr Danijel Dragicevic for his generous help in preparing and implementing the training programme.

The Authors

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1 The Youth Leaders Concept and Reasons for Professionalisation

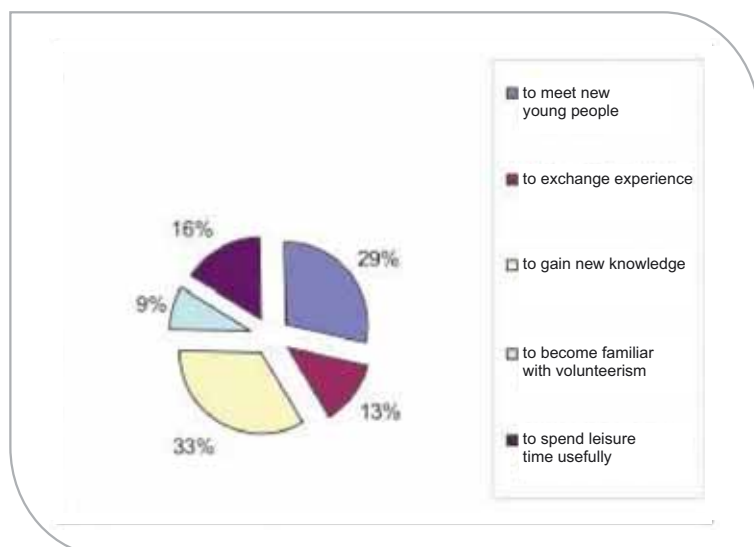


Training active young people involved in youth councils and associations benefits society since it professionalises youth work. It produces multipliers with expert knowledge, but also persons who directly work with young service users and participants of non-formal education activities. The training is a long-term process that requires combining expert knowledge, practical exercises and experience. It presupposes the development of democracy and civil society in order to reinforce the social interest of young people.

In the widest sense, professionalisation entails personal development from taking up an activity to turning it into a profession, leading also to standardisation and improvements in quality of activities for youth, non-formal education and political commitment for local youth policy development and implementation.

Professionalisation in the youth sector means the same. Unfortunately, there is no institution (school, faculty, etc.) in Bosnia and Herzegovina where an individual may acquire the knowledge and degree necessary for professional youth work. This also brings into question the professional work of youth councils, associations, unions, networks, etc.

So far, youth work in the non-governmental sector in BiH is mainly reduced to the work of volunteers, both for financial reasons and due to the lack of institutions offering formal education in this area. It was not approached professionally, instead it was a leisure activity or source of additional income for students without quality control.



Graph 1: Motivation for attending training

The GTZ Development and Support of Youth Structures Project has conducted four trainings for youth leaders from four different regions in BiH.



Youth Leaders are young men and women who advocate improvements in the position of young people in their communities. On the one hand, they work on creating youth activities to make the best use of leisure time at a youth centre or elsewhere, and on the other, cooperate with the government (mostly on the local level) in order to resolve youth problems and satisfy youth needs institutionally and durably through local youth policy development.

Without trained and professional youth leaders, quality youth work is impossible to achieve, because they are the link between the government and young people, and the government is unable to plan and conduct youth work without the cooperation and participation of committed and knowledgeable young people.

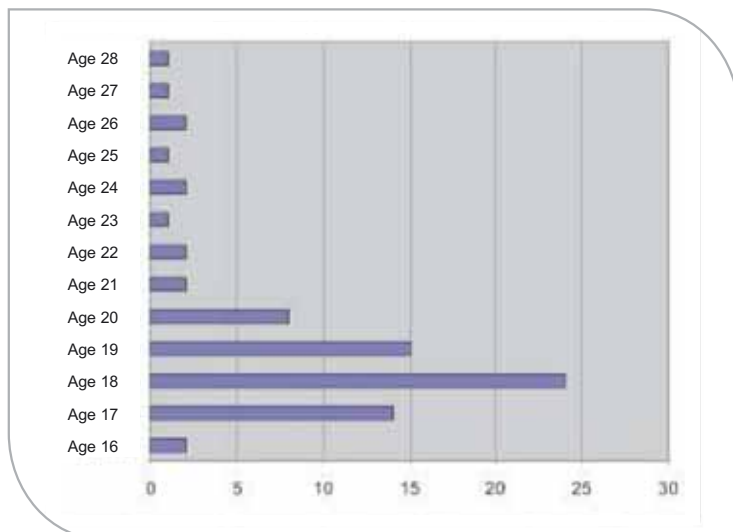
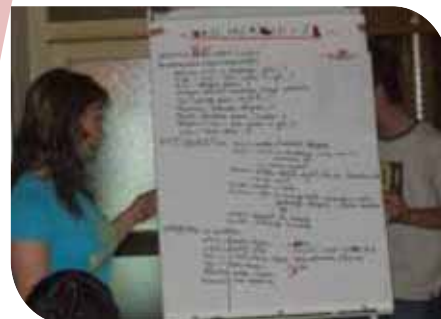
Quality youth work is impossible without trained and professional youth leaders.

2 Training Aim and Target Group

The aim of the training is to enable active young people to become youth leaders, to gain knowledge, practical experience, life skills and the will to participate in social events, and to be able to transfer all this to young people in their communities who are not active. In this way young people become citizens who take on responsibilities, have the courage to express their opinions and get involved in decision making. In this way, they also participate in planning (youth policy) and implementing youth activities in the community, and they are part of the decision making process in the government (primarily for youth issues, but in other matters as well). This is how they create their future.

Training contributes to the direct involvement of young people in decision making by offering them skills on how to participate in government structures in a democratic way. The local community cannot precisely determine the needs and problems of young people without their contribution, either through research or through participation in bodies that deal with youth issues.

This concept of youth work is adapted to secondary school students, but can be useful for both older and younger youth. Training should include young people from different places in order to increase impact and build networks. For example: better exchange of experience, removing prejudice towards neighbouring municipalities, improving cooperation on projects, etc.

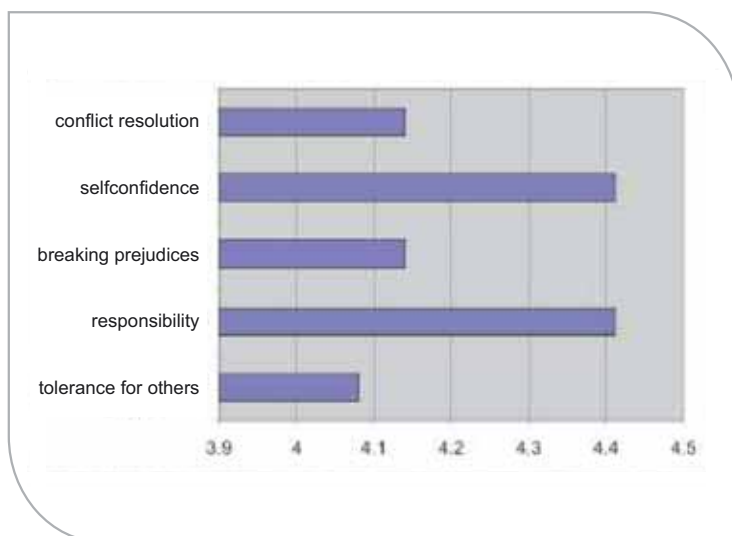


Graph 2: Age structure of participants (1-2 years after training)

It is important to choose young people who will not leave their communities during or soon after the training (to go to university, for employment, etc.) or stop being involved in youth work, because that way you lose people you have invested in.

3 Outcomes and Impact of the GTZ Training

The training enables individuals to gain self-confidence, review their abilities and potentials, learn to work in a team, have practical experience of solidarity, creativity, communication skills, and develop a sense of social responsibility. Apart from that, the individual will learn to participate in discussions with arguments, find and use information and materials, and will acquire management and business skills. This facilitates better access to employment and makes for a successful career.



Graph 7: Impact of training on the personal development of participants

In terms of the social aspect, training can contribute to young people becoming more involved and spending their leisure time usefully, transferring their knowledge and experience to others and having the government approach children and young people in an organised manner.

Successful training can positively affect the involvement of young people, but also their position in the social community.

Throughout the training, young people learn and gain experience about what it means to be a responsible citizen, how to get involved and get others involved in social processes. All the topics covered are imbued with the idea of young people changing the role of youth in society – from a



The individual will learn to participate in discussions with arguments, find and use information and materials, and will acquire management and business skills.

The training produces important outcomes and impacts both during and afterwards:

Impact on society

At the beginning, young people have a very pessimistic and negative attitude towards society and processes leading to the improvement of living conditions. They believe that they cannot change anything by voting in the elections, and that their opinions have no bearing on decision making in their communities. In Bosnia and Herzegovina young people often see their future in another country. During the training, their views are drastically changed: Through various campaigns they undertake themselves, they become true advocates of voting in the elections, they join decision making bodies working on youth issues on the municipal level and come to understand that their ideas are welcome. Most training participants come to see that their community has the potential for a better future and that they can be one of its creators.

Activities for other young people in the community

Young people are not satisfied with the activities on offer in their town. They believe their peers have nowhere to spend their leisure time. That is why they often plan projects for them and conduct various activities such as: sports competitions, creative workshops, non-formal education courses, fieldtrips, etc.

Campaigns and street events to activate other young people

During the training, the participants involve young people who wish to be active in the community into their groups or associations. They conduct campaigns and street events to attract young people. The so called Youth Day proved to be a very effective way to gather new activists. This day is full of numerous activities for young people and is used to provide promotional materials about the groups and associations existent in the community or being set-up. The promotional materials include details on the ways young people can get involved, as well as contact information.

Cooperation with the government

Youth work in the non-governmental sector is sustainable only with the cooperation and support of the government, especially on the local level. Although young people do not have a positive attitude towards them at the start of training, they later realise that the municipal administration often includes a youth officer (or other officer in charge of youth issues). By establishing a partnership, the municipality is prepared to provide young people with room for activities - even space to set-up a youth center - and include a budget item for youth related projects. The youth officer becomes the link between youth representatives and the municipal administration, and advocates improving the position of young people.



Throughout the training, young people learn and gain experience about what it means to be a responsible citizen, how to get involved and get others involved in social processes.

Participation in decision-making

Youth leaders become responsible and professional representatives of all young people in the community and become involved in decision making processes affecting young people. We can, therefore, find them in working groups for drafting a youth strategy, and even as coordinators of such groups.

Space (centre) for young people with a diverse offer of activities

Training provides young people with the self-confidence to take on responsibilities and unify their activities and actions in a single place – the youth centre. They become capable of lobbying with municipal authorities for space (these are often former culture centres), reconstruction and equipment for youth centres. Centres become self-sustainable through the income they earn from minimal fees for their services, such as: internet access, printing seminar papers, sale of beverages, non-formal education courses etc.

Lobbying for budget funding

Young people lobby for the introduction of a budget item for youth projects. Funding is based on predetermined criteria in order to ensure equal and needs-appropriate spending. Youth Leaders advocate increased funding each year.

Exchange of experience in the region

Through the training programme, young people get to know their counterparts from other places and regions. Their cooperation is, thus, not limited only to joint workshops, but continues through regional activities and mutual visits. Youth people exchange experience and help each other in more extensive projects.



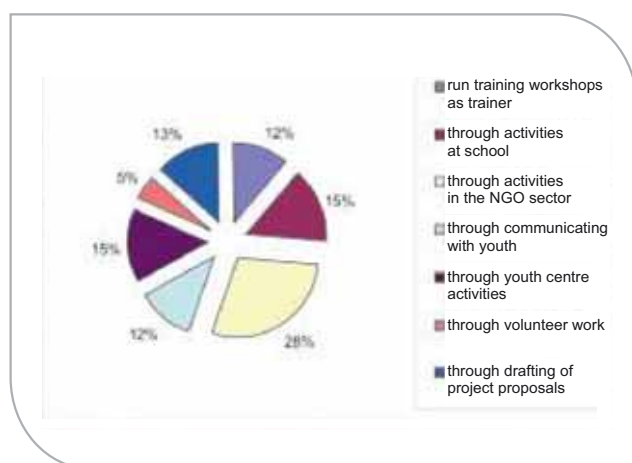
Young people lobby for the introduction of a budget item for youth projects.

Removing Prejudice

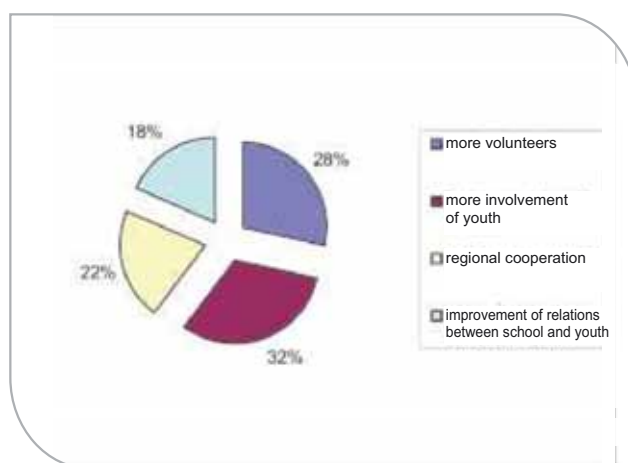
During the initial workshops, the participants seldom socialise and are reluctant to form working groups with young people from rural areas or young people of another nationality. Informal socialising as well as the workshop topics leads to the group becoming a team without boundaries or reservations towards young people who are somehow different. Frequently, friendships form between young people irrespective of their differences.

Promoting Voluntary Service

Young people conduct most community activities as volunteers. In voluntary service, they find personal motivation and satisfaction through such things as new friendships, travel, personal development and high esteem in their municipality, etc. For them, voluntary service is the starting point for developing a career and gaining experience and knowledge about the world of employment, and it also helps them establish business contacts. This sort of community involvement enables them to broaden their horizons and find out about current achievements and trends.



Graph 3: Ways of applying knowledge and skills from the training



Graph 4: Usefulness of training in later life



Informal socialising as well as the workshop topics lead to the group becoming a team without boundaries or reservations towards young people who are somehow different.

4 Preparation for the Training

The one year training for youth leaders is conducted with selected young active people from a number of municipalities. This facilitates the exchange of experience and creates regional cooperation.

The following should be done before the start of the training:

identify the municipalities that will participate in the training programme

To be cost-effective and for reasons of practicality, it is best to concentrate on a single region. The ideal number of municipalities is between 4 and 6, and it is best if they have infrastructure links to facilitate cooperation between the participants. Another important element is the interest of the government for cooperation, because a large portion of the training is based on building a partnership with the government. Municipalities that devote attention to young people in their development strategies should be selected, and those with decreasing numbers of young people should be avoided.

find appropriate trainers

Before starting preparations, it is useful to first choose the trainers, because their opinions on the entire programme (schedule and division of topics, timeframe, prior experience with accommodation, etc.) can be very useful.

develop an application form

The application form is the first step in selecting training participants. An example of the application form can be found in the appendix.

distribute the application form in the selected municipalities and gather applications from candidates

The application form is distributed to schools, associations and places frequented by young people. If possible, a contact person (e.g. president of the student council, school pedagogue, association coordinator, etc.) should be appointed to gather the filled out application forms and forward them to the training organiser.



Another important element is the interest of the government for cooperation, because a large portion of the training is based on building a partnership with the government.

select 20-30 of the most active young people from each municipality based on the application forms

20 to 30 individuals (from each municipality) should be selected based on the filled-out application forms and they are to participate at a workshop to determine the final selection of participants. Important criteria to bear in mind are equal representation in terms of gender and urban/rural areas.

conduct an introductory workshop to make the final selection

An introductory workshop should be held in each municipality and of the pre-selected most active young people 8 to 10 of them should be selected for the entire training. Make sure these are not the people that talk the most, but rather those that provide the best answers. Trainers should have a significant role in the selection process. The workshop plan can be found in the appendix.

acquire parental consent

Minors selected for participation in the training and accompanying activities require parental consent.

develop a plan for the entire training

For the purposes of better orientation, it would be good to develop a schedule for the entire training. The schedule should include the names of workshops and activities, the month and framework date, names of the trainers, as well as the resources available. An example can be found in the appendix.



An introductory workshop should be held in each municipality chosen for the training.

The following should be taken into account:

training duration and timeframe

The training should start in October, and the selection should be done in September, at the beginning of the school year. In this way, the workshops and activities can be incorporated into school holidays. Since the programme includes about 12 workshops, a plan should be developed for when they will be conducted, and months without a lot of schoolwork should be chosen (e.g. June is not a good month for workshops lasting more than one day or for demanding activities).

planning workshop sites

If the participants come from different places, a plan should be developed as to where the workshops will be held. Group trips and socialisation are always positive for young people. It is necessary to compile information on accommodation, prices, suitability for seminars, as well as distances from the participants' place(s) of residence, weather conditions, etc. Make sure at least one workshop or joint activity is held in each participant's place of residence if possible. If training is conducted in only one municipality, make sure participants come from various associations, students councils and schools from both urban and rural areas.

selection of trainers

Trainers should be interviewed and introduced to the concept of the training programme. Preferably, they should be experienced in conducting interactive workshops with young people, but also have experience in youth work, and be flexible to work for entire days and on weekends. Furthermore, the trainers should be given an opportunity to exchange information on their work and the participants even though they are divided according to their workshops and will not always have a chance to meet at seminars.

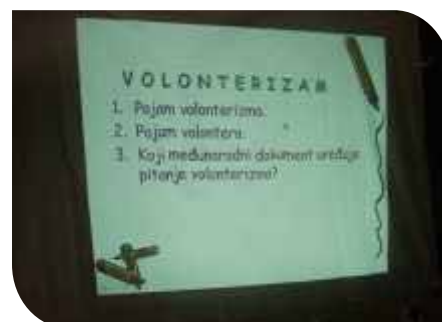
selection of regions and municipalities to be included in the training programme


Choosing the region and municipalities (if not predetermined) is one of the most difficult tasks : On the one hand, it is important for young people to be interested in youth work, and on the other, one must ascertain (perhaps even sign an agreement, an example agreement is provided in the appendix) the readiness of local authorities to help young people and recognise the training as a contribution to developing civil society and the community. The training only provides the foundations for further development of youth work and a youth policy.



The training only provides the foundations for further development of youth work and a youth policy.

5 Training Topics



 The training should include the following:

Name	Content	Duration
Introductory Workshop	See Appendix	1 day
Civil Society and Youth Organisation	What is an open society, freedom of association, civil society; citizens' roles and initiatives; what are non-governmental organisations (NGOs); how can young people organise themselves and what one needs to know before establishing a youth organisation	1 day
Team Work	Definition of a team, phases of team development, making an efficient team, characteristics of a successful and unsuccessful team, decision making in a team	1 day
Voluntary Service	Definitions of voluntary service: who are volunteers, why is the development of voluntary service important; how to involve volunteers in the work of an organisation; developing voluntary service programmes; remuneration / recognition of volunteers	1 day
Introduction to Youth Policy	Definition of youth policy, mechanisms for developing a youth policy, the 12 elements of a youth policy	1 day
Project Management	Preparing and writing a project proposal (identifying the problem and defining the objective, implementation plan, budget)	3 days
Advocating for a Youth Policy on the Local Level	Mechanisms and elements of a local-level youth policy – role play, simulated events, good practice examples from BiH	2 days

Public Advocacy	Definition of public advocacy; main terms who, for whom, with whom, what; methods of lobbying	2 days
Communication and Public Relations (Working with the Media)	Active listening, I-speech, non-verbal communication, the communication chain; Media (what is a news bulletin, press release, interview, press conference, media relations)	2 days
Reporting	Why are reports necessary and who needs them; keeping records; narrative and financial report	1 day
Gender Equality	The family and the socialisation process, identity, prejudice, sexuality; youth work with boys and with girls	2 days
Youth work	Methods of youth work; self-sustainability of youth centres; training and activities for other young people	2 days
Peaceful conflict resolution	What is a conflict, how does it arise and how can it be resolved peacefully	2 days
ADDITIONAL MODULES		
Working with girls	Supporting girls in gaining self-confidence and participating in running youth organisations, acquiring the necessary information about the legal framework of gender equality, and introducing them to the forms and ways to detect violence; working on prevention, but promoting civic/youth activism as well.	4 days
Environmental protection and environmental awareness	The importance of the environment	4 days
European Union planning game	During the planning game, the participants learn about the EU and its institutions and simulate the work of the Council, Parliament, Commission and candidate countries	4 days
Entrepreneurship	What is entrepreneurship, youth entrepreneurship, business plans, additional revenue for youth centres	4 days
Peer education on health	About peer education and its importance, sexual and reproductive health of young people and HIV/AIDS prevention, healthy lifestyles, prevention	4 days

Make sure at least one workshop is held in each participant's place of residence if possible.

■ ■ ■ Achievements and problems should be evaluated after each seminar.



Time should be planned at each seminar/workshop for informal interaction with the participants. Talk to them about the problems within their association, youth problems in the municipality and their vision about possible solutions.

Financial and advisory support during the course of project implementation is necessary.

Project proposals that the participants will write during a seminar should be connected to a training topic (voluntary service, public advocacy, campaigns, recruiting new members, etc.).



6 Methodological Approach

Theoretical foundations

The participants should acquire a theoretical basis for each topic covered, including elements such as: definitions, examples from other municipalities and countries, expert terminology, official domestic and international documents – laws, rules of procedure, decisions, etc. Lectures are only one of the possible methods. Some participants can prepare presentations before the seminar. Texts can be handled through discussions in working groups, explained and presented to others.

Simulations, discussions and exercises

If you do not wish to approach the theoretical background deductively, but would rather enable the participants to reach their own conclusions from examples and experience, some areas can be simulated to presented through some other real life examples. In this way, the participants learn how to act in certain situations. They can discuss these issues in order to facilitate better exchange of experience and opinions.

Exercises are to be performed in groups and they prepare the participants for independent implementation and application of activities in their municipalities (e.g. budget tables, evaluation questionnaire, writing a project proposal, etc.).

It is necessary to connect theory as much as possible with the actual situation in the municipalities of the participants.

Irregularities should be pointed out, but also positive examples from the social environment.



Simulations and exercises should be based on concrete examples, and the participants should be aware of their connection to real life.



Projects

Active young people participating in the training should apply what they learn in their municipalities. That is why they are given the opportunity to write and implement projects to test their knowledge gained at the workshops (e.g. Youth Day, Human Rights Day campaign, research on youth needs, working with the media, etc.)

During the training, the participants will write a project proposal (for each municipality) and they should be able to receive small grants to implement their projects. Projects must have the character of social action and they must be specific for each municipality, e.g. trying to solve a smaller problem of young people in the municipality through a street campaign.

Involving the media to follow project implementation is of critical importance in terms of more young people finding out about the activities and opportunities offered.

The project should attract as many inactive young people in the community as possible, so the best suited are campaigns for space or other youth issues, street actions, etc.

All activities should involve the young people who had applied to participate in the training, but did not make the final selection.



7 Evaluation and Monitoring



Evaluation

Evaluation is an opportunity to assess the training and is needed for a number of reasons:

- 1) training overview and identification of programme strengths and weaknesses
- 2) evaluation of the educational and methodological approach
- 3) performance assessment
- 4) orientation towards future training
- 5) identifying shortcomings and needed changes
- 6) control of one's own learning process.

If circumstances permit, we can perform an evaluation before the start of training, after the introductory workshop for example. This will enable us to compare the knowledge and experience gained by the participants during the training.

It would be good to ask participants after each workshop (or during a seminar) whether they are satisfied, how they plan to use what they have learned about the topics covered, whether they have any suggestions, etc. This information can be used to improve subsequent workshops.

If possible, i.e. if the participants are available after a longer period following training, the long-term impact and outcomes of the training may be evaluated, such as how much the training helped them in their work, whether they managed to transfer their experience and knowledge to others, etc.



If circumstances permit, we can perform an evaluation before the start of training, for example, after the introductory workshop.





Monitoring

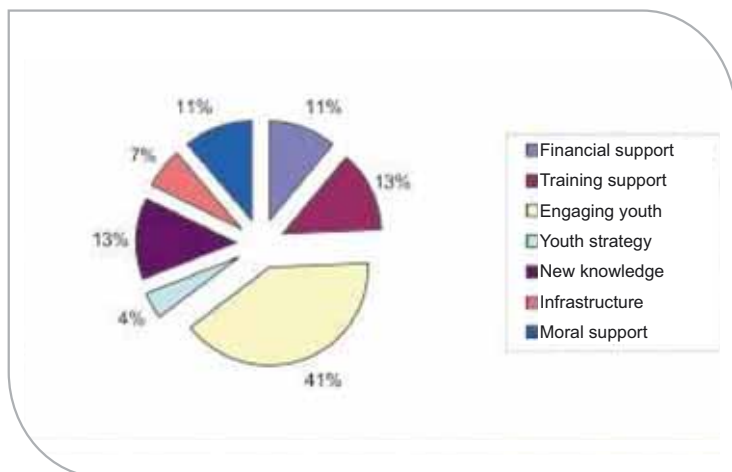
Monitoring systems enable all sides to be informed about the process of reaching set goals. The system enables monitoring of the training participants' progress and results in their communities, and impacts of activities (trainings, exercises, projects) are measured. The key questions in a monitoring system are:

- Are young people changing their opinion about being unable to effect change in society?
- Are they planning and implementing activities for other young people in the community?
- Are they conducting campaigns and street events in order to activate other young people?
- Are young people more interested in voluntary service?
- Has their engagement increased?
- Are they establishing and maintaining cooperation with the government?
- Are they involved in drafting documents affecting young people?
- Have they opened a space (centre) for young people and do they offer activities there?
- Are they lobbying for the introduction or increase of a budget item for youth projects?
- Are they exchanging experience and visiting activities of others in the region?
- Are they removing prejudice against people in any way different from them?
- Are they promoting voluntary service?
- Are they establishing/strengthening an umbrella youth association in their communities?



The above questions should be entered into a table and responses should be noted every 2 to 3 months.

8 Voices of Young People about the Training



Graph 5: Modes of GTZ support to local communities in improving the position of young people after the training



The training showed me that I can change whatever I want in my community.
(Senada, 17, Ilidža).

Training is one of the ways that young people can use their leisure time usefully. Every young person has the right to have fun, study, to decide how he/she will improve his/her life and make it more interesting. In my opinion, voluntary service is one of the best and most educational ways of learning.
(Semir, 18, Odžak)

Every job I do without getting paid, either in money or otherwise, is another success for me. Volunteering is one way to get young people actively involved in society.
(Milena, 20, Srebrenica)

Now, after the training, I can say I have gained knowledge, experience and maybe most important of all, the awareness that I can change things with my efforts and actions – something that seems impossible from the point of view of a passive young person. I know this because when I find myself in school or elsewhere and a topic is discussed that we had covered during the training, my peers know absolutely nothing about it, so I can explain it to them. Young people are an important, if not the most important, component of the population, because they will be leading the country one day. If they don't have any awareness now and don't want to work for anything, imagine how it will be in the future.
(Rijad, 18, Ilidža)

Young people are an important, if not the most important, component of the population, because they will be leading the country one day.



I have become more independent and responsible towards myself and the place I come from; I am now interested in completely different ways of having fun and completely new challenges.

(Irina, 17, Gradačac)

Implementing this programme, GTZ provided young people with a lot.

It showed them the way to the top, to the future, to victory. And it is up to us to follow it if we want to change our lives for the better.

(Ivana, 18, Vlasenica)

I have definitely changed my mind about young people leaving BiH. And I think young people are a great potential for building a better life in our country, which I didn't think before. I have learned another important thing through this training, and that is to be more democratic and to let people who are not talkative by nature express their opinions. I have learned to think as part of a team and to feel like I belong to this group, i.e. to learn, think and act. (NB: The training in central Bosnia was called "Learn, Think and Act!").

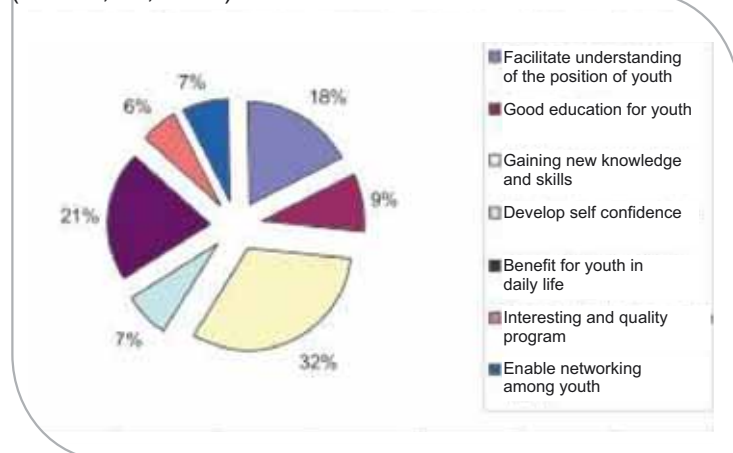
(Minela, 18, Ilidža)

Voluntary community service lets you meet new people all the time, broaden your horizons, destroy prejudice and learn, all of which are good ways to meet someone who can be useful to you and where you can make a place for yourself by showing that you are a responsible person.

(Kristijan, 17, Široki Brijeg)

I believe that with the knowledge we have gained through training, we can not only participate in solving certain problems, but we can be equal to all the people making the decisions.

(Emirka, 17, Ilidža)



Graph 6: Reasons for recommending the training to other young people



I think young people are a great potential for building a better life in our country.

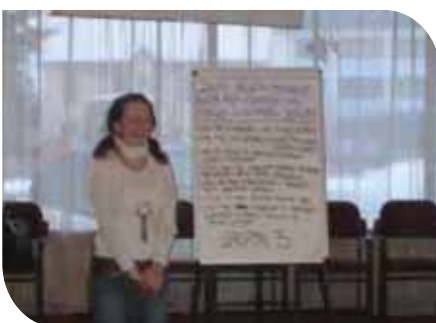
9 Appendices



- Application form
- Introductory workshop curriculum
- Workshop time-frame
- Memorandum of Understanding with local authorities



*I have definitely changed
my mind about
young people leaving BiH.*



YOUTH PARTICIPATING AN TRAINING APPLICATION FORM

Since this form is the only source of information about you and also the basis for selecting participants, please fill it out as completely and with as much concrete information as possible. Thank you.

INFORMATION ABOUT THE PARTICIPANT

Firs name			
Last name		F <input type="checkbox"/>	M <input type="checkbox"/>
Date of birth			
Place of birth			
Address			
☎ Telephone	Home		
	Mobile		
e-mail			
Education	Secondary school		Grade
			1 2 3
Are you a member of an association		YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES, wich one?			
Your position in the association			
<p>Have you already participated at workshops/seminars/trainings or another type of training on any topic? Which ones and who were the organisers?</p>			
<p>Motivation and reasons for wanting to participate in this training programme.</p>			
<p>What do you expect to receive through this training programme (knowledge, skills, experience).</p>			
<p>How do you plan to apply the knowledge gained after the training?</p>			
<p>An area of particular interest.</p>			

NB: The programme is based on three levels of learning: individual, organisational and community involvement. In order to complete this task, all participants applying for this programme should attend all the activities (trainings, consultations, grant) throughout the programme. We therefore kindly ask you to consider your ability to commit to this education programme before applying. Seminars will be held mainly on the weekends (about once a month throughout the year).

APPLICATIONS SHOULD BE SENT TO
e-mail, fax: 033/xxx xxx, address: xxx
or leave them with

FOR MORE INFORMATION, PLEASE CONTACT US.

Curriculum

One-Day Workshop: INTRODUCTORY WORKSHOP number of participants: 15-30

Time	Topic	Content	Method	Resources
10.00	Introduction of participants	The participants are divided into pairs and joined at the wrist by pieces of string. The pairs talk about themselves. At the end, they all sit in a circle and each participant presents his/her partner.	work in pairs, plenary	
11.00	Presentation of project and one year training	Workshop facilitator introduces young people to parts of the youth project and its activities. Participants can ask questions. The one year training is presented: topics, time and place, trainers, tasks/activities, etc. Questions. Participants' expectations.	presentation and interaction	
11.20	Principles that will be upheld	E.g. smoking, going outside, mobile phones we are all responsible for success or failure, all opinions are welcome, ask questions, get involved in the workshop even if you think you will make a mistake...	interaction	
11.30	Today's workshop – technical and organisation issues	Present the plan and topics of today's workshop.	Presentation	Flipchart, markers
11.35	Questionnaire on today's work	Questionnaires about the day's workshop (10 questions) are distributed to the participants, the same questionnaires will be distributed at the end (the participants are not told about this) to see how much they have learned.	filling out the questionnaire	questionnaire
11.50	Break			
12.20	Defining youth	Young people suggest an age limit for defining youth and explain their answers. The workshop facilitator tells them that young people in BiH are all those between 15 and 29 and that they make up 23 percent of the population (1/4).	brain storming	Flipchart
12.40	The position of young people in BiH and causes	Young people work in groups to come up with advantages and disadvantages of young people in BiH, and present their findings in groups classifying them according to similarity. Young people talk about whether there are more advantages or disadvantages and about how they see their position in their communities. They also seek out the roots of the problem.	working groups, interaction, discussion	Flipchart

Time	Topic	Content	Method	Resources
13.20	Positive changes in the position of young people	Participants list ways to achieve positive changes and who would be responsible for them. The trainer instructs the participants that the government is responsible and authorised for lasting changes.	interaction	Flipchart
13.30	Government structure in BiH	Young people list the various levels of government, cantons, ministries, municipal-level structures. Young people should be introduced to the basic government structures with a special overview of the municipal level: Municipal Council and Mayor.	interaction	Flipchart hand-out with government structure
14.00	Lunch			
15.15	Influence of young people on the government	The participants discuss whether young people (or citizens) can influence the government and how: elections, participating in the government, associations. They define the possibilities of wielding influence and young people choose the best way. A concrete example may be used: return of youth spaces, opening of cinema, construction of playground, etc.	interaction	Flipchart
15.45	Documents about young people	Young people are introduced to some of the more significant youth-related documents, e.g.: European Charter on Youth Participation, White Paper on Youth, RS Law on Youth, etc. They are then divided into groups and work on summarising the European Charter. Each group gets a different portion of the text to present to the plenary in their own words.	group work, plenary presentation	Flipchart, European Charter
17.15	Questionnaire on the day's workshop	Questionnaires on the day's workshop (10 questions) are distributed to the participants in order to find out what the participants have learned.	filling out the questionnaire	questionnaire
17.30	Workshop evaluation	In a circle marked with minuses on the outside and pluses on the inside, young people write in how satisfied they were with the workshop.		Flipchart

WORKSHOP TIMEFRAME

Region: _____

Implementation period: _____

Activity	Topic	Duration	Date	Place
Preparation	Identification of participants and preparation of project	2 months	September	Chosen region
Workshop	Active youth	1 day	October	Srebrenica
Workshop	Active youth	1 day	October	Bratunac
Workshop	Active youth	1 day	October	Vlasenica
Workshop	Active youth	1 day	October	Milići
Workshop	Civil society	1 day	November	Zvornik
Seminar	Team work and voluntary service	2 days	December	Zlaća
Workshop	Introduction to Youth Policy	1 day	January	Križevici/Zvornik
Seminar	Writing a project proposal	3 days	February	Tuzla
Consultations	Preparing a project proposal	One month	February/March	Region
Seminar	Local level youth policy - advocacy	2 days	March	Borje
Seminar	Public Advocacy	2 days	April	Milići
Monitoring	Project implementation	3 months	May/July	Region
Workshop	Narrative and financial report	1 day	May	Vlasenica
Seminar	Communication and Public Relations (Working with the Media)	2 days	June	Neum
Seminar	Gender equality	2 days	July	Ilidža
Seminar	Youth work	2 days	September	Teslić
Evaluation	Youth Education Project	One month	October/November	Region

**Memorandum of Understanding and Cooperation between
*name of organiser association (represented by authorised person) and
Municipality XY (represented by Mayor first and last name)***

- **Project:** One-Year Youth Leaders Training
- **Project donor:** _____
- **Organisation implementing the project:** _____
- **Project duration:** from ____ to ____

Introduction

Young people in Bosnia and Herzegovina are marginalised and can only partially participate in the development of the country. This project helps municipal structures improve the offer for young people and provide opportunities for participation.

Problem statement

Training active young people involved in youth councils and associations benefits society since it professionalises youth work. It produces expert knowledge multipliers, but also persons directly working with other young people. The training is a long-term process that requires combining expert knowledge, practical exercises and experience. It presupposes the development of democracy and civil society in order to reinforce the social interest of young people. Without trained and professional youth leaders, quality youth work is impossible to achieve, because they are the link between the government and young people, and the government is unable to plan and conduct youth work without the cooperation and information from young people.

Aim

The project contribution concentrates on the following areas: 1) professionalisation of youth work 2) support to young people and youth councils in selected municipalities 3) cooperation with local authorities on building up the necessary local youth structures 4) expert approach to strategic and planned solutions for youth problems

Contents of the Memorandum of Understanding

The aim of the cooperation between the municipality and the organiser is to create an environment oriented towards young people, where they are recognised as important members and where they can participate in decision making processes in order to be responsibly involved in creating a better future in the municipality.

In order to fulfil this joint aim, the parties are prepared to contribute in the following ways:

Organiser's contribution in Municipality ____

- 1) Activating young people in the municipality to conduct activities
- 2) training youth leaders
- 3) advising young people and their associations
- 4) advising and support form the mayor and political officials on youth issues
- 5) developing a plan for youth support in the municipality
- 6) close and coordinated cooperation with the municipality and development of a youth-friendly municipality

Contribution of Municipality ____

- 1) provide space(s) for youth work free of charge
- 2) appoint a youth officer (if one has not been previously appointed)
- 3) introduce a budget item for youth incentives in line with EU standards
- 4) support and funding for a youth council to be constructed in line with EU standards
- 5) close and coordinated cooperation with the organiser and development of a youth-friendly municipality

Signature and Date

Organiser

Mayor

date

date

*Name of organiser**Municipality ____*

*Implementing this programme, GTZ provided young people with a lot.
It showed them the way to the top, to the future, to victory.*

GTZ-Profile

Our Organization

The GTZ is an international cooperation enterprise for sustainable development with worldwide operations.

It provides viable, forwardlooking solutions for political, economic, ecological and social development in a globalised world. Working under difficult conditions, GTZ promotes complex reforms and change processes. Its corporate objective is to improve people's living conditions on a sustainable basis.

Our Clients

GTZ is a federal enterprise based in Eschborn near Frankfurt am Main. It was founded in 1975 as a company under private law. The German Federal Ministry for Economic Cooperation and Development (BMZ) is its major client. The company also operates on behalf of other German ministries, the governments of other countries and international clients, such as the European Commission, the United Nations and the World Bank, as well as on behalf of private enterprises. GTZ works on a public-benefit basis. All surpluses generated are channelled back into its own international cooperation projects for sustainable development.

GTZ – worldwide operations

GTZ employs some 10,000 staff in more than 120 countries of Africa, Asia, Latin America, the Eastern European countries in transition and the New Independent States (NIS). Around 9,000 of these staff are national personnel. GTZ maintains its own offices in 67 countries. Some 970 people are employed at Head Office in Eschborn near Frankfurt am Main. In addition, 365 staff work for supraregional projects based at various locations within Germany.

