



YOUTH NEEDS ASSESSMENT

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INTRODUCTION

Youth needs assessment is a part of the implementation of the “Initiative for Creative Dialogue and Education” project, implemented by the TPO Foundation. The aim of the project is empowering youth and women in local communities through teaching them leadership, peace, and human rights skills in order to be able to advocate for better social inclusion and gender equality.

Youth participation in the public life is one of the key issues addressed by a variety of institutions and organizations at the European level. In recent years, activities related to active citizenship of young people have been intensified in Europe. Young people represent a very important social capital and resource that is not activated or sufficiently involved in the planning and implementation of important programs in this field, both on local and global levels.

In Bosnia and Herzegovina, a number of youth programs have been implemented for many years within the various non-governmental organizations, yet a large number of young people who graduated from universities still do not have the opportunity to obtain additional knowledge and skills needed in the rapidly changing economic market, which is constantly placing new demands on young people. In an effort to meet the needs of the community, as well as those of individuals, TPO Foundation provides appropriate educational materials and trainings that can help young men and women become actively involved in social and political work in their local communities, and beyond.

The goal of this assessment is the examination of attitudes, opinions, and needs of young people with regards to leadership, communication, employment, work, position of youth in the society, and many other issues, in order to create a basis for development of educational materials for young people. The purpose of preparing educational materials is to encourage young people to actively participate in the public life of communities and to improve their quality of life, as well as to provide them with support in the development of knowledge, skills, and attitudes they will use in order to adapt to the constantly changing demands of the labor market, and thus seize the opportunity for employment.

Lejla Mušić, docent at the Faculty of Political Sciences of the University of Sarajevo, docent Merima Osmankadić, and assistant Amina Isanović Hadžiomerović from the Faculty of Philosophy of the University of Sarajevo, as well as Bojana Tomašević and other members of the Youth Council of the Municipality of Novo Sarajevo helped in conducting this assessment. We would like to take this opportunity to thank them for their time and support.

Methodology

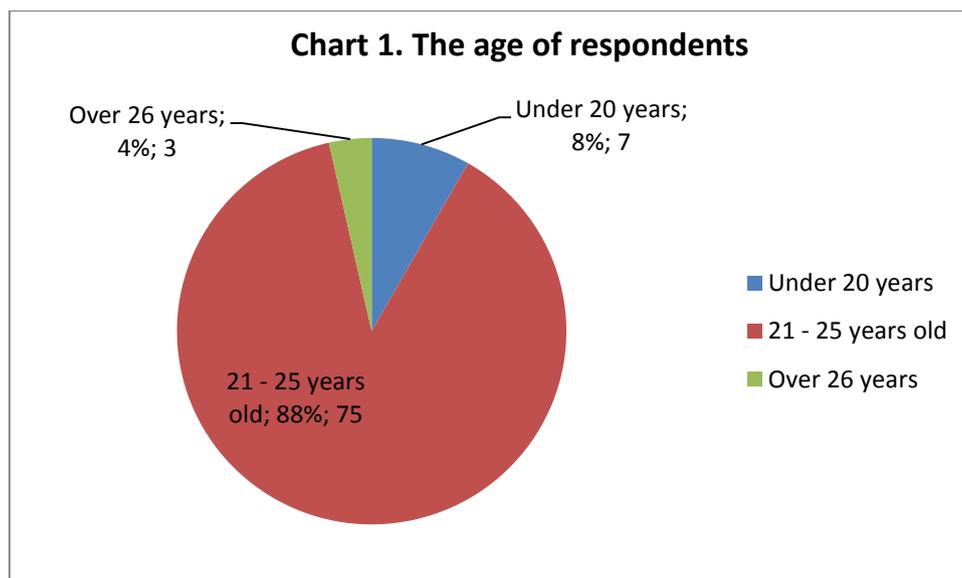
Quantitative and qualitative methods of data gathering were used for the examination of youth attitudes and needs. In addition to the questionnaire, group discussions with young people were also conducted in order to more thoroughly examine how they understand certain issues and to give them the opportunity to express their concerns and needs. The questionnaire contained 17 combined-type questions (open and closed questions). The first part of the questionnaire referred to the structure of the sample, whereby the following had been taken into account: respondents' age structure, gender structure, year of study, or whether they graduated from a faculty and, if so, which one. Discussions with youth were conducted in groups immediately after filling out the questionnaires. The assessment was conducted from January to March 2014. Each part of this publication contains a textual, tabular, and graphical presentation of these results.

COMMENTS AND THE RESULTS OF QUESTIONNAIRES AND DISCUSSIONS

85 male and female respondents participated in the research, including male and female students from the Faculty of Political Sciences of the University of Sarajevo (Department of Social Work and Department of Sociology), the Faculty of Philosophy of the University of Sarajevo (Department of English Language and Literature – Teaching and Linguistics programs, Department of Pedagogy, Department of History, and Department of Comparative Literature and Librarianship), as well as the activists of the Youth Council of the Municipality of Novo Sarajevo, including high school and university students (Faculty of Law, Faculty of Forestry, Faculty of Economics, Faculty of Pharmacy, Faculty of Agriculture and Food Science, and Faculty of Civil Engineering).

Faculty/Organization	Number of respondents
Faculty of Political Sciences in Sarajevo	40
Faculty of Philosophy in Sarajevo	28
Youth Council of the Municipality of Novo Sarajevo	17
TOTAL	85

All 85 respondents stated their sex – 10 of them were male and 75 were female. The largest number of respondents (88%, or 75 persons) were between the ages of 21 and 25, 8% (7 respondents) were under 20 years of age, and 4%, or 3 respondents were older than 26 years.



The following text brings a statistical overview of the questionnaire results, sorted by questions, with graphics, comments, and explanation of specific issues.

PART 1.SUCCESSFUL JOB PERFORMANCE

1.1. Do you think that, for a successful job performance, it is necessary to have a team leader who knows how to lead a business?

Every successful company/organization/group should have a strong business figure at its helm, a leader with a vision who is able to run the business. **Around 98% of respondents (83 persons) stated that a job will be done more successfully if there is a team leader who knows how to lead a business.** One of the respondents said that “this is necessary for the adequate performance management, team management, and organization, but also for achieving business plans and goals.”

When asked the question *Why is it important to have a team leader?*, 76 respondents provided a wide range of interesting answers – “someone needs to pull the strings, but also to be open to every type of dialogue, as well as to foster understanding, cooperation, and encouragement, especially for young people,” “that person could be an example to others, a good mentor, and could reduce the possibility of mistakes at work because he/she would be familiar with the work matter,” etc. Moreover, a large number of respondents stated that the level of education of the person who is at the head of the team is very important for a successful performance of a job, and that this person should always be ready to cooperate and compromise in order to complete the job successfully.

In order to obtain a clearer overview, the answers were classified into several categories: coordination and guiding, organization and distribution of tasks, competencies and experience, achieving the goals of the group, as well as establishment of order and taking responsibility.

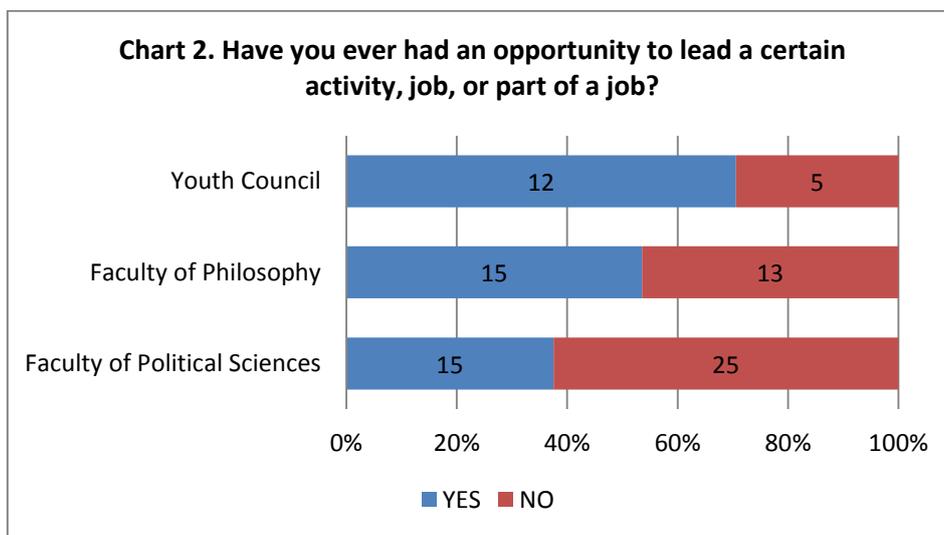
Answers	Number of respondents	%
Coordination and guiding	21	28
Organization and distribution of tasks	17	22
Competences and experience	16	21
Achieving the goals of the group	6	8
Establishment of order and taking responsibility	6	8
Other	10	13
TOTAL	76	100

The largest number of respondents who think that it is necessary to have a team leader for a successful job performance believe that this is important because of coordination and guiding (21 persons). Next in line are organization and distribution of tasks (17 persons), competencies and experience (16 persons), achieving the goals of the group (6 persons), and the establishment of order and taking responsibility (6 people).

Other respondents stated that it is necessary to have a team leader for a successful job performance because “there is no good team without a good leader,” “otherwise the system does not work,” “it is important to have a leader who has certain skills, such as communication and cooperation with others, because that is the only way to establish authority,” etc.

1.2. Have you ever had an opportunity to lead a certain activity, job, or part of a job?

Around 49% of respondents (42 persons) stated in the questionnaire that they had an opportunity to lead a certain activity, job, or part of a job. Results indicate that the Youth Council group is a group in which the majority of respondents (12 persons, or nearly 71%) had the opportunity to lead a certain activity or job. 37.5% of respondents (15 persons) in the group from the Faculty of Political Sciences had the opportunity to lead a certain activity or part of the job, while 62.5% of them (25 persons) did not have that opportunity. In the group of respondents from the Faculty of Philosophy, 54% (15 persons) had the opportunity to lead a certain activity or part of the job, while 46% of them (13 persons) did not have that opportunity.



Respondents who gave a positive answer to this question listed various activities which they have had the opportunity to lead, such as “school projects, presentations,” “management activities within the NGO sector,” “leading a folklore group,” etc. In order to obtain a clearer overview, answers were classified into several categories: managing activities within NGOs, managing a volunteer project or part of a project, managing activities at work, managing school projects/presentations, and other activities.

Type of activity/work	Number of respondents	%
Activities through engagement in NGOs or volunteer projects	18	43
Activities at work	10	24
School projects/presentations	9	21
Other	5	12
TOTAL	42	100

The majority of respondents who had the opportunity to lead a certain activity, job, or part of a job did so through engagement in the NGO sector, including volunteer projects (43%), followed by activities at workplace (24%), and within the framework of projects/presentations in school or at the faculty (21%).

PART 2. LEADERSHIP AND CHARACTERISTICS OF A GOOD LEADER

2. 1. Do you know what leadership is?

Leadership initially appeared in non-economic social theories and, according to these theories, a leader is a person who, through his/her own words, deeds, and personal example, has a significant influence on the behavior, thoughts, and/or emotions of a particular number of people (either followers or the general population). Leadership actually begins with the action or initiative, and a team leader is the one who launches the initiative and does not wait for things to get solved on their own. It should be emphasized that a leader is not born as such, but rather becomes a leader through education, along with certain predispositions.¹

The respondents were asked whether they know what leadership is, and around 93% of them (79 persons) said that they do know, while the remaining 7% of them (6 persons) were not familiar with the term “leadership”. We also asked them to explain this term, and 11 of the 79 respondents who answered affirmatively to the question did not explain their own vision of leadership. Therefore, we can state that only around 80% of the total number of respondents (68 persons) explained what leadership is.

The largest number of respondents, 31% or 21 people, identified leadership with a person or a team leader, while 26% of them (18 persons) defined leadership as the process of leading certain activities/groups. 15% of respondents (10 persons) identified leadership with management, and 12% of them (8 persons) stated that leadership is the ability to lead a group in order to achieve a particular goal.

Answers	Number of respondents	%
A team leader	21	31
Leading activities/groups	18	26
Management	10	15
Ability to lead a group in order to achieve a particular goal	8	12
Other	11	16
TOTAL	68	100

We classified the following answers as ‘other’: “the ability to direct a team,” “qualities of a person who can successfully coordinate activities,” “adoption of important decisions for the team and their implementation,” “an individual’s ability to organize certain activities, and conduct conversations and communicate with the group,” etc.

Based on the responses of respondents who defined the term of leadership in the questionnaires, and the conducted interviews in groups, it can be concluded that respondents are familiar with the term “leadership”.

¹ LEADERSHIP: *Enhancing leadership skills to work in the local community (2012)*, TPO Foundation, p. 22

2.2. In your opinion, which are the qualities of a good leader?

A leader should have a remarkable number of qualities, skills, and abilities. The most important among them are motivation, initiative, ambition, creativity, originality, reliability, ability to adapt to different situations, honor and moral integrity, willingness to become a leader, confidence, self-esteem, belief in one's own values, etc.² Possessing most or all of these qualities is a guarantee for a successful leadership.

When we asked which qualities a good leader should have, all respondents provided an answer, and nearly all of them listed several qualities. A review of the responses with a number of repetitions is given below:

Qualities of a good leader	Frequency
Communication skills/interaction with others	45
A high level of education	26
Organization	23
Expertise in a particular field	21
Responsibility	21
Flexibility	10
Cooperation	9
Creativity	8
Fairness	5
Empathy	5

According to the respondents, the most necessary qualities a good leader should have are: communication skills/interaction with others, a high level of education, organization, expertise in a particular field, responsibility, flexibility, cooperation, creativity, fairness, and empathy.

Other qualities of a good leader mentioned by the respondents are: understanding, authority, moral and ethical values, tolerance, reliability, patience, ability to coordinate a larger number of people, awareness, ambition, adaptability, objectivity, openness, accessibility, respect for the rights and needs of others, the ability of resolving conflicts, accuracy, enthusiasm, commitment to work, etc.

All the qualities listed by the respondents are very significant, but it is essential to emphasize the importance of other qualities a good leader should possess: initiative, ability to adapt to different situations, confidence, self-esteem, and belief in one's own values.

² LEADERSHIP: Enhancing leadership skills to work in the local community (2012), TPO Foundation, p. 24

2. 3. Would you like to acquire certain leadership skills?

Nowadays, the skills essential for successful leadership in job performance have been identified as extremely important. Therefore, it is necessary that the young generation acquires certain leadership skills. As we have already noted, a leader is not born as such, but becomes one through education combined with certain predispositions. Leaders combine their innate talent for leadership with the knowledge and skills acquired through learning and practice.

Respondents were asked whether they want to acquire certain skills needed for leadership, and around 94% of them (80 persons) responded in the questionnaire that they do want to acquire such skills, while nearly 6% of the respondents (5 persons) were not motivated to acquire the skills needed for leadership. Each of the five persons who were not motivated to acquire leadership skills were from the group of respondents from the Faculty of Political Sciences, and four of them also responded in the questionnaire that they tend not to take the initiative in their environment and have no experience of working in non-governmental organizations.

According to the responses from the questionnaire, as well as the group discussions, it can be concluded that there is a great interest in leadership among respondents, and that they are aware that the acquisition of skills needed for leadership would contribute to their individual development and task performance.

PART 3.COMMUNICATION SKILLS

3.1. How important are communication skills and why? What is necessary for successful communication?

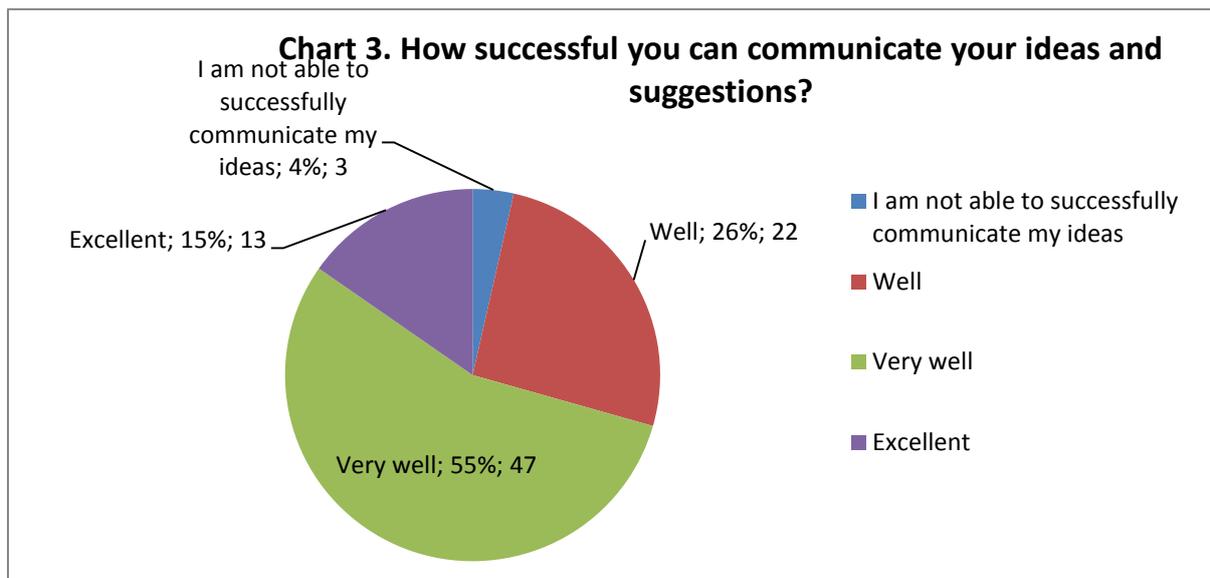
Communication is important in all areas of life, including at work, and communication skills in the workplace are necessary for career development, as well as for managing the workplace and for good communication with coworkers. Communication skills help us present our ideas more easily and prevent misunderstandings and problems which can occur, especially when referring to a leading position. Moreover, success largely depends on the ability to communicate.

All respondents who answered the question *How important are communication skills and why?* (83 persons in total, or 98%) believe that communication skills are “very important for a successful job performance” because they enable us “to convey our ideas, attitudes, and knowledge, which leads to the achievement of the final goal.” Respondents stated that communication skills are essential for the achievement of good cooperation with people, problem solving, and successful relationship between the leader and the team, as well as for a successful job performance and creation of good interpersonal relationships at the workplace.

Effective communication is an indicator of a successful job performance, and leads to cost-effectiveness, i.e. the faster performance of tasks. The most common answers to the question *What is necessary for successful communication?* include “good knowledge of the subject being discussed,” “respect for the opinions of others,” “self-confidence,” “articulate and concise speech,” “active listening,” as well as “accuracy and precision.”

3.2. Do you believe that you can successfully communicate your ideas and suggestions?

Around 96% of respondents (82 persons) said in the questionnaire that they are able to communicate their ideas and suggestions successfully. When asked how successfully they can communicate, 26% of respondents (22 persons) stated that they can do it well, 55% of them (47 persons) stated they can do it very well, and 15% of them (13 persons) stated that they are able to excellently communicate their ideas and suggestions. Approximately 4% of them (3 persons) responded in the questionnaire that they are not able to communicate their ideas and suggestions.



Interestingly, although the majority of respondents believe that they are able to communicate their ideas and suggestions successfully, communication skills are number one when it comes to skills that respondents want to improve. Moreover, a very small number of participants in the research were active during the group discussions. During the discussions, young people often stated that they have a fear of public speaking and would like to improve their communication and presentation skills.

It is likely that one of the reasons for the difference in responses in the questionnaire and during the group discussions is a tendency in our society for people to provide desirable answers in the questionnaire, while they actually show their true opinion during the group discussions. Or, it could be that communication skills of the young people are not sufficiently developed nor properly directed, which is why they want to further improve them.

PART 4.SKILLS REQUIRED FOR EMPLOYMENT

4.1. What additional skills do you feel you need to acquire to complement your educational profile?

As lifelong learning has become a necessity, it is essential to invest more in ourselves and acquire different types of competencies. Competencies and knowledge have become essential preconditions for fulfillment of personal ambition of every individual, for active participation in various social processes, and the possibility of employment. It is important to undertake the necessary measures to ensure the educational system responds to the needs of employers, and to create quality staff in order to meet the demands of the labor market, both in Bosnia and Herzegovina and in the countries of the European Union.

All respondents (85 persons) answered the question *What additional skills do you feel you need to acquire to complement your educational profile?*, and most of them listed several skills they would like to acquire.

The most common responses related to the skills the respondents want to acquire were communication skills (27), foreign languages (18), skills acquired through professional practice (15), computer literacy (10), writing project proposals (7), and other skills.

As for other skills, the respondents stated that they would like to learn more about personality psychology, social psychology, human resource management, methods for overcoming conflict situations, methods for coordinating the needs of people in a team, lobbying of the media and donors, human rights, participation in various training programs related to leadership, to enrich their vocabulary and overcome fear of public speaking, to acquire leadership skills, organization and management skills, presentation skills, etc.

Additional skills	Frequency
Communication skills	27
Foreign languages	18
Professional training	15
Computer literacy	10
Writing project proposals	7
Other	20

During the group discussion, respondents in all groups mentioned lack of practical training in education as the most significant problem, and stated that they do not have the opportunity to apply in practice the theoretical knowledge they receive in schools and colleges, which subsequently leads to major problems in employment. Therefore, the majority of respondents said that it is necessary to acquire skills through professional training in the field they have chosen to study in order to complement their educational profile and increase employment opportunities.

4.2. Which skills are, in your opinion, necessary for young people to find a job?

Education and training should provide more general knowledge and skills required in the labor market. For the purpose of more effectively linking higher education with the needs of the labor market, it is necessary to enable young people to gain competencies important for their further professional development as early as during their secondary education. However, even before that, it is crucial to consider the demands of employers concerning the required professional profile, knowledge, and skills. Employers are the ones who should provide young people with more information about the labor market and advise them in choosing a career. Considering that this is a rarity today, young people should do their best to further improve the necessary skills through workshops, trainings, guidance, and counseling.

Young people should constantly develop and upgrade their skills. According to 48 respondents, the most important skills needed for hiring young people are communication skills. Computer literacy, learning foreign languages, and writing project proposals also occupy an important position when it comes to the skills necessary for young people to complete their educational profile and find suitable employment positions.

As mentioned in the previous question, both in the questionnaires as well as during group discussions, the respondents cited the lack of practice in education as the most significant cause of major problems in employment. Respondents believe that young people need more practical skills in order to increase employment opportunities.

Among other skills and qualities the youth need in order to find a job, the respondents indicated the following: experience, competency in a specific occupation, adaptability, responsibility, motivation, creativity, cooperation, organization, efficiency, flexibility, persistence, positive attitude, self-confidence, self-esteem, self-initiative, ambition, dedication to work, active listening, empathy, willingness to adapt, knowledge of business culture and correspondence, willingness to start “from scratch”, desire for continuous learning and improvement, leadership skills, rapid reaction and decision making, critical thinking, accessibility, curiosity, commitment, enthusiasm, etc.

PART 5. NON-FORMAL EDUCATIONPROGRAMS

5.1. If you had an opportunity to participate in a certain non-formal education program (workshop, seminar, course, summer school, practice), which area would you choose?

Learning and improving throughout the entire life has become essential, and more attention is paid to non-formal education. Through formal education, basic knowledge and skills are being adopted according to previously defined plans and programs. However, formal education does not really pay attention to a person's individuality, and is often inadequate. As opposed to formal education which involves forms of education which occur in schools and are prescribed by law, non-formal education offers a variety of new knowledge and skills, and supplements the formal education. Moreover, non-formal education programs give people a chance to access all information which is neither available in formal education, nor represented to the extent it should be. It is important to stress that non-formal education has an essential role when it comes to employment. If a person cannot find an adequate job, non-formal education is a way in which that person can work on themselves and their own qualifications, thus increasing their chance to find a job. This includes various seminars where they can enhance their communication skills, team building skills, writing curriculum vitae and motivational letter, preparing for an interview, attend a variety of foreign language courses, computer literacy lessons, etc. Learning and improving is the main path to employment.

The most common answers given by the respondents regarding the participation in non-formal education programs include the improvement in the area they are currently (or were previously) studying. According to this, respondents from the Faculty of Political Sciences were most interested in social work, particularly working with children, which is not surprising as these are students from the Department of Social Work, while respondents from the Faculty of Philosophy were most interested in learning foreign languages, as well as pedagogy and adult education. The largest number of respondents from the Youth Council would like to participate in programs about project writing, human rights, youth activism, and foreign language courses. Answers common to all three groups were communication skills, learning foreign languages, working with children, and project writing.

YOUTH COUNCIL OF THE MUNICIPALITY OF NOVO SARAJEVO

If you had an opportunity to participate in a certain non-formal education program, which area would you choose?

Ecology, protection of human rights, tolerance building, women's rights, advanced course on project writing; Workshops and seminars regarding working with children and socially disadvantaged persons; Human rights, humanitarian law, youth activism; Participation in workshops for project writing, and workshops concerning the improvement of youth status in Bosnia-Herzegovina; Various types of research in the area of science and art; Areas of rapid learning and reading; Communication skills, leadership, sustainable development; Course in English and German language and practical training in a pharmacy – communication with patients; Human rights; Literature, German language; Medical and ecological branch.

FACULTY OF POLITICAL SCIENCES OF THE UNIVERSITY OF SARAJEVO

If you had an opportunity to participate in a certain non-formal education program, which area would you choose?

Prevention programs, social psychology, group social work; Foreign language courses; Practical training related to the profession of social work; Area of politics or business economics; Writing project proposals; Sociology, psychology, social work; Workshops with children; Education of children; Programs concerning children, family, and domestic violence which are, unfortunately, widespread problems in our country, and there is little done on their prevention; Work with children with special needs; Negative phenomena in the society – juvenile delinquency, drug addiction, alcoholism, and so on; Journalism.

FACULTY OF PHILOSOPHY OF THE UNIVERSITY OF SARAJEVO

If you had an opportunity to participate in a certain non-formal education program, which area would you choose?

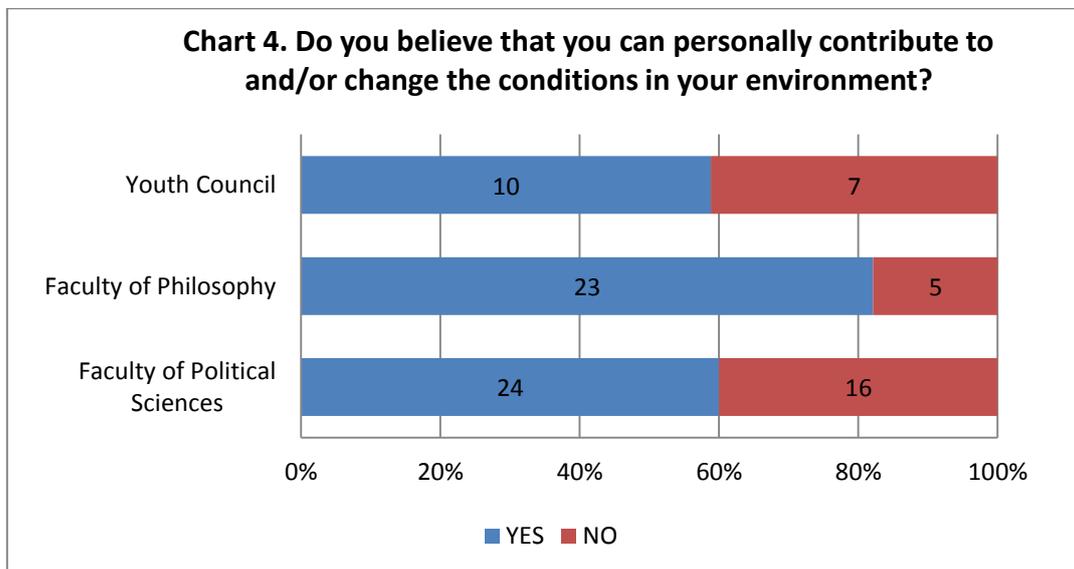
Pedagogy and psychology; Lifelong education and active learning; Communication skills and leadership; Creative skills; Computer science; Adult education; Body language; Arabic language; Swedish language; Seminars on linguistics and teaching; Linguistics, translation; Practical training related to the Department of English Language and Literature, Linguistics program; Working with children with special needs; Creating a positive atmosphere in the classroom; Literature focused on the status of women and their rights; Working with youth; Practical training in a school or educational institution in order to acquire necessary experience for the work I do; Leadership and learning foreign languages; Seminars on the topic of education, learning about politics; Dialogue among employees in an organization; Learning at a pre-school age, adult education; Economy, law, sport; Special pedagogy; Developing business plans; Computer science.

PART 6. CONTRIBUTION AND TAKING INITIATIVE TO CHANGE THE CONDITIONS IN THE ENVIRONMENT

6.1. Do you believe that you can personally contribute to and/or change conditions in your environment?

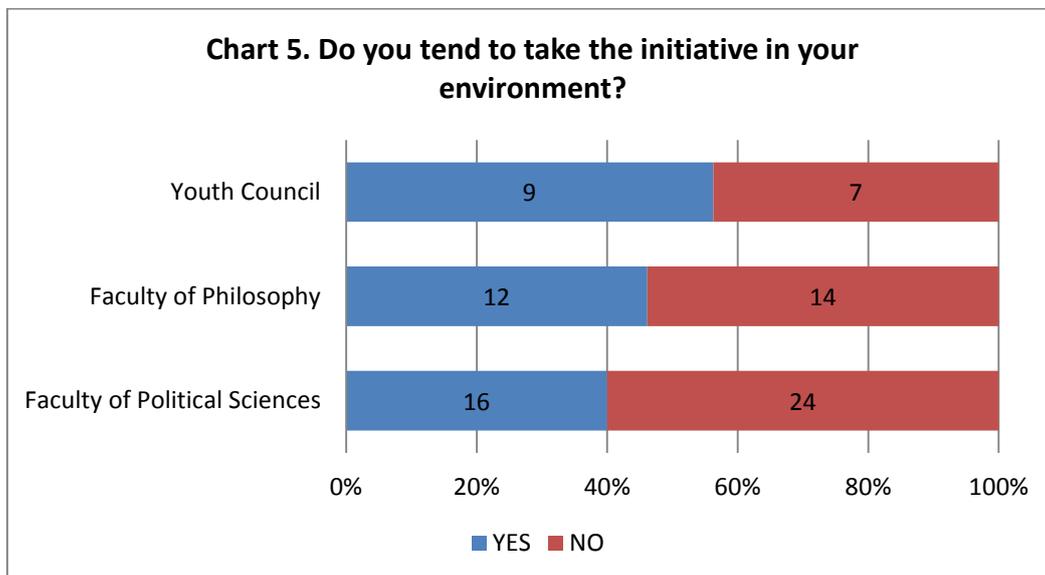
When talking about the attitudes of young people toward their personal contribution to changing the conditions in the environment they live in, 67% of respondents (57 persons) believe that they can contribute to and/or change the conditions in their environment, while 33% of them (28 persons) answered negatively.

In the Youth Council, 59% respondents (10 persons) believe that they can change the conditions in their environment, while 41% of them (7 persons) believe the opposite. In the group of respondents from the Faculty of Philosophy, as many as 82% (23 persons) believe that they can contribute to the change of conditions in their environment, as opposed to 18% (5 persons) who believe they cannot change them. In the group of respondents from the Faculty of Political Sciences, 60% of respondents (24 persons) believe they can change the conditions in their environment, while 40% (16 persons) believe they cannot.



6.2. Do you tend to take the initiative in your environment?

82 persons provided the answer to the question *Do you tend to take the initiative in your environment?* and 45% of them (37 persons) answered that they tend to take the initiative in their environment, while 55% of respondents (45 persons) answered that they tend not to take the initiative. Groups of respondents from the Faculty of Philosophy and Faculty of Political Sciences have a prevalence of persons who tend not to take the initiative in their environment (54% from the Faculty of Philosophy and 60% from the Faculty of Political Sciences), while in the group of respondents from the Youth Council of the Municipality of Novo Sarajevo, 56% (9 persons) tend to take the initiative in their environment, while 44% (7 persons) do not.



A certain number of respondents who tend to take the initiative in their environment also provided additional skills which would help them in doing so, and these are: communication skills, organizational skills, development of a business plan, and conflict resolution skills. Respondents also stated that courage, resourcefulness, team work, and overcoming stage-fright would help them realize their ideas more effectively.

Respondents who tend not to take the initiative in their environment stated that primary reasons are the lack of necessary skills and motivation, and too many obligations.

Some of the answers are provided below:

- I think that I have not acquired enough knowledge on this topic at the university. I would like to further educate myself.
- I tend not to take the initiative because I cannot change many things; I need more self-confidence and optimism.
- I think I am not an open-minded person. One of the necessary skills is openness, desire to work, etc.

- I tend not to take the initiative because I am not the type of person who is inclined toward leadership.
- I simply tend not to take the initiative; there is no greater motive behind it.
- I tend not to take the initiative because of the lack of communication skills, stage-fright, and so on.
- I take on too many things; I have too many obligations and work to do.
- I tend not to speak in public.
- Lack of self-confidence, being unsociable.
- The reason I avoid taking initiative is because most young people today are passive when they have to take up a challenge; communication is very important, just as important as the desire for self-assertion.
- Having too many obligations at the faculty and other responsibilities.
- I simply tend not to take the initiative, but I do think I have developed the necessary skills.
- I have too many obligations at the faculty, so I only take those obligations I really have to.
- I have neither the necessary skills needed for public communication, nor the specific area I would like to work on.
- Better time organization and overcoming stage-fright.
- I do not like to stand out. It is necessary to know the matter for which the initiative is taken, and to have communication skills.
- I tend not to take the initiative because I do not have the main skills, and those are the skills of leadership, management, and counseling.

Based on these answers, we conclude that young people should be provided with more different content, as well as seminars and workshops in order for them to acquire more knowledge, experience, and skills necessary for their professional growth. Moreover, it is necessary to motivate young people and convince them that they can do something for the society, but also to develop their self-confidence so that they can take the initiative and make a change.

According to the results of questionnaires and group discussions, most respondents tend not to take the initiative in their environment, and a large number of them consider they personally cannot contribute to or change the conditions in their environment. They stated that the main reason for this is the lack of necessary skills and motivation. More work should be done on raising the awareness of young people regarding the importance of their active participation in the community and society.

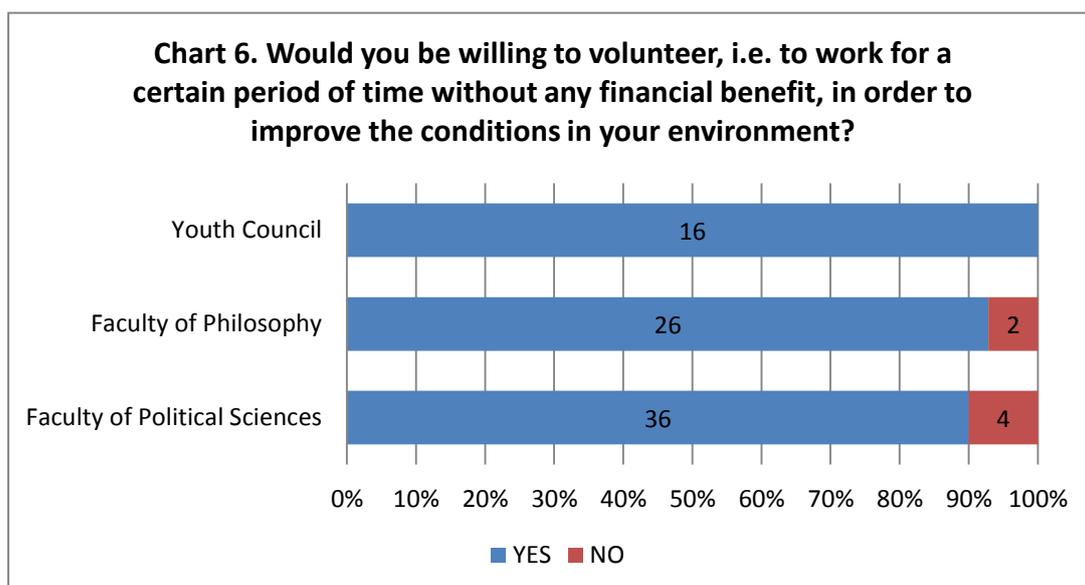
Young people need to realize that they should not wait for others to solve their problems; instead, they have to show the interest and take care of their own contributions and growth. Nevertheless, even more important is the fact that young people should be inspired and motivated in order to do something not only for themselves, but for the society as well.

PART 7. VOLUNTEERING AND WORKING IN NON-GOVERNMENTAL ORGANIZATIONS

7.1. Would you be willing to volunteer, i.e. to work for a certain period of time without any financial benefit, in order to improve the conditions in your environment?

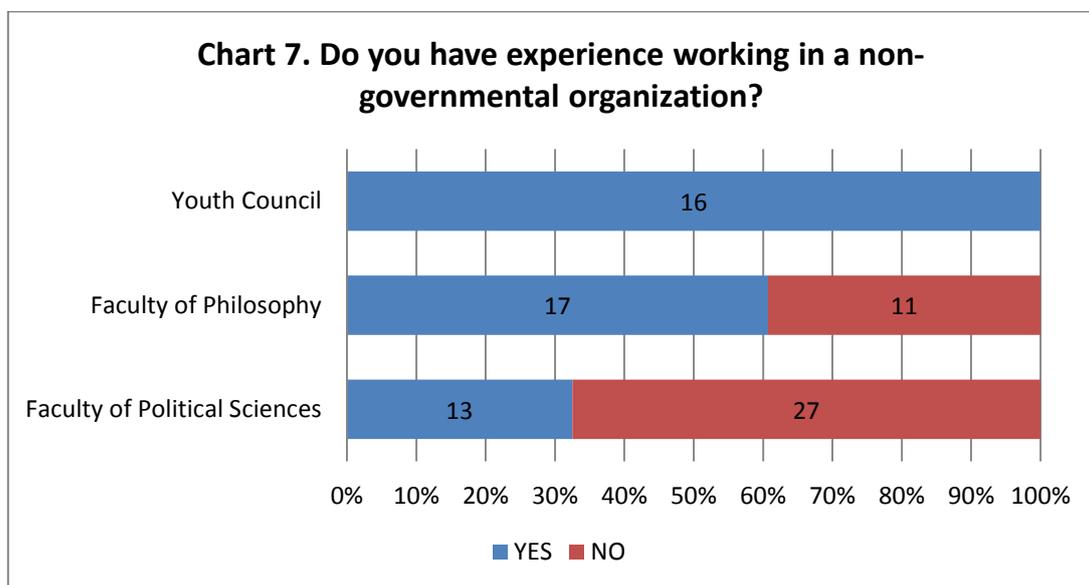
Nowadays, volunteers play an important role in the wellbeing and prosperity of countries, and of society in general. Volunteers are people who perform a certain job for free, and volunteering refers to unpaid, non-profit activities an individual does voluntarily. It is, in effect, a voluntary activity, a voluntary dedication of personal effort, time, and skills for the benefit and wellbeing of the organization/community, or perhaps for the common wellbeing. In their own specific manner, volunteers promote and advance the work of the community for the common wellbeing. Volunteering is extremely important for youth because, through volunteerism, young people become active in the society while trying to initiate the necessary change. Moreover, one can easily obtain certain knowledge and skills through volunteerism, which can later be useful when looking for a job or developing a carrier. Furthermore, we volunteer to help those in need, and we do something for ourselves as well through gaining new experiences and establishing a large network of contacts.

The results of the questionnaires have shown that respondents are aware that young people can benefit from volunteering. The question *Would you be willing to volunteer in order to improve the conditions in your environment?* was answered by 84 persons. 93% of respondents (78 persons) gave a positive answer, while 7% (6 persons) answered that they would not volunteer, i.e. work for a certain period of time without any financial benefit, in order to improve the conditions in their environment.



7.2. Do you have experience working in non-governmental organizations?

When speaking of engagement in non-governmental organizations, 84 persons provided an answer to this question. Around 55% of respondents (46 persons) have worked in non-governmental organizations before. As activists from the Youth Council, all respondents from this group, by default, have worked in a non-governmental organization. Thus, if we observe only the students from the Faculty of Philosophy and Faculty of Political Sciences, 44% (30 persons) have worked in non-governmental organizations, while 56% (38 persons) have not. Students from the Faculty of Political Sciences are the group with the least number of respondents who worked in non-governmental organizations – 32.5% of them (13 persons) have worked or are working in non-governmental organizations, whereas 67.5% (27 persons) do not have any experience working in non-governmental organizations.



PART 8. INTERESTS AND MOTIVATION

8.1. What are your major interests? What motivates you?

No single person can be always and equally motivated for all issues because there are always certain issues and contents that are more interesting than others, depending on individual interests. However, it is very important to motivate young people and encourage them to research and have a larger number of interests.

The majority of respondents are interested in and motivated for helping others, as we can see from their answers. Moreover, a large number of them state that they want to develop their potential in an area of their studies, or an area which is closely linked to their studies.

Accordingly, in addition to humanitarian activities, the respondents from the Youth Council are interested in the methods of improving the conditions of young people in the society. They are mostly motivated by their own success, and the realization that they did a good deed and, in doing so, achieved good results. Respondents from the Faculty of the Political Sciences are most interested in working with particular vulnerable groups, especially women who are victims of violence, and working with children. Their motivation is the improvement of social and economic situation in the country and positive changes which are happening every day. Respondents from the Faculty of Philosophy want to work on improving and updating their existing knowledge, as well as to work with people, especially children – same as the respondents from the Faculty of the Political Sciences. They are highly motivated for this, knowing that their effort and actions will benefit not only themselves, but others as well.

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<p>What are your major interests? What motivates you?</p>	<p>Youth activism, and the greatest motivation for work is positive criticism and desire to do more each time; Success and hard work that give positive results are what motivates me; I am most interested in and motivated by the issues from the area of humanitarian work; How to help the helpless, the poor, and people with intellectual disabilities; My motivation is to help others; Working in a good team and socially useful activities; Desire for improvement; Work in the local community, success of young people from Bosnia-Herzegovina who live abroad; Helping others, smiles and happiness of other people; I am mostly interested in the condition of young people and methods for improving it – that is also my motivation; My motivation is to succeed in life; I am most interested in science and research; Working with children is my interest; First aid, youth education; My older colleagues motivate me; I am interested in humanitarian work; Satisfaction and gratitude of others as the result of my work are my motivation.</p>
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What are your major interests? What motivates you?

I am interested in social changes constantly occurring in the society, as well as in the very role of an individual within the society; My motivation is to go abroad; Working with children is my motivation; The condition of women in the country; Readiness for progress and achievement of a particular goal in order to succeed; I am mostly interested in working on the empowerment of women who were victims of violence; Everything connected to the BiH society, and the general situation in the country; Working with vulnerable groups; Helping others; I am mostly interested in how young people can find a job, and motivated by the desire and hope for a better future; My interest are exceptionally talented children who do not have the resources for education; I am interested in sociology, and my motivation has always been my family, as well as the improvement of social and economic situation in the country; I am motivated when I see that someone appreciates me for my skills and talents; I am interested in social work, and the possibility that one day I could help vulnerable groups in this society is what motivates me; At work, good company and money is what motivates me; I am motivated by the fact that everything I do in life, I achieve on my own; I am interested in relationships between people, in general. Absolutely nothing motivates me in this country. Keep calm and suffer on; I am interested in the condition of children in the society and their education; Research journalism; My motivation is my success in education; The situation we are in, which is also my motivation to do my best for a better future.

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What are your major interests? What motivates you?

To get a permanent job, and to toughen up and become an exemplary teacher through experience; Working with people; I am interested in education, and motivated by work and engagement; To find a job, and my motivation is to finish my studies; My motivation is setting a goal, and then aiming to achieve it; I am interested in technology and its content; Working with children; I am motivated when I see the results of someone's work; Improvement of the students' conditions in Bosnia-Herzegovina; I am motivated by successful people and their careers; I am mostly interested in education. Although the state of education is excellent on paper, it is, unfortunately, inefficient when it comes to practice; My motivation is the desire for knowledge, progress, and my own improvement, but also the improvement of other people; I am interested in my teaching vocation, working with young people, and I am motivated by a desire for change, love towards work, and money; My utmost motivation is to do what I enjoy, to take care of children, to help people if I can, to read a good book; Music, painting, creative work, and that good feeling I have when I am being creative; Well organized work and positive atmosphere; I think I would like to work on projects about international relations. I am motivated by travelling, getting to know other people and places, so I would use that in my job; My interests are languages, working with children and adults. I am motivated by a desire for my personal growth and helping others; History, specific historical personas who have left a mark on the history of humankind; Healthy and motivating environment for work and new challenges; I am mostly interested in working with children with special needs, and they are my motivation considering that I have been working with them for years; My motivation is learning foreign languages. Travelling and learning new things is what interests me the most.

8.2. What topics would you like to learn more about?

Young people should be motivated to apply for a position in the labor market by obtaining knowledge and different competencies through various activities. They should also be knowledgeable and informed with regards to everything that is happening around them. That is why it is important to motivate them for extra curricular and continuous education. All activities in which young people participate have a common goal and that is to give them a possibility to improve themselves in a professional manner, and to create their own network of contacts. There are many initiatives which inspire people for additional learning and encourage them to communicate with others. Through various projects, seminars, and other types of education, it is necessary to involve the young people in the “real world”, so that they can become better informed about issues which interest them. In that way, they should demonstrate their knowledge in the business world and try hard to contribute to the social development of Bosnia and Herzegovina.

According to the results of answers from the questionnaire, we can conclude that young people are most interested in learning more about human rights, leadership, improvement of the position of women and youth in the society, the work of non-governmental organizations, education of children, and working with children with special needs. Thus, it is important to provide them with more information about these topics.

Respondents from the Youth Council want to get more information about human rights, i.e. rights of young people, disempowered people, but also about the protection of women’s and children’s rights, as well as about leadership, and improving youth capacities. In this group, there is also a large interest in the work of non-governmental organizations. The respondents from the Faculty of Political Sciences are interested in the issues regarding education of children, causes of family disputes the most frequent consequence of which is divorce, laws and problems of law enforcement, and the position of women in the society. Just like the respondents from the Youth Council, respondents from the Faculty of Political Sciences want to know more about human rights. On the other hand, respondents from the Faculty of Philosophy want to know what employment possibilities they have, as young people, after graduation. Additionally, they are interested in leadership and working with children with special needs, as well as in many other issues, as can be seen from the table.

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What themes would you like to learn more about?

Meeting other cultures, applying to seminars; Leadership and issues related to medicine; Promotion of human values; Sustainable development, communication skills; Human rights and laws; How to improve the life of youth in Bosnia-Herzegovina; The first step towards the improvement of the position of youth is to know what they want so that we can know where to start; Human rights, empowerment of youth politics, youth capacity building; Health care system, social policy, engagement of young people in non-governmental organizations; Health care system, ecology, architecture; Protection of children's and women's rights; Employment and the possibility of employment in Bosnia and Herzegovina, about non-governmental organizations and how they work; Humanitarian law and human rights; Rights of young people (students), rights of the weak and the infirm, and refugees; Statistic data about young volunteers, about active young people.

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What themes would you like to learn more about?

As I am studying sociology, I want to learn more about issues such as euthanasia and abortion; Writing project proposals; Education of children, and the most common causes of family disputes, with divorce as the most frequent consequence; Youth unemployment; Ecology – protection of environment; Women and their position in religion, politics, etc.; Orphans, women who were victims of violence; Socio-economic status of LGBT persons; Laws and law enforcement; I would like to know more about the participation in different kind of activities for youth; How do people fare in life after overcoming a crisis (drugs, alcohol); Youth and their lethargy in the society, non-governmental organizations and their impact on youth and other populations; I am interested in everything related to my vocation – social work; Youth and Islam, causes of family disputes, etc.; Personality psychology and feminism; Rights and protection of children, protection of family as it is the most important place for development of a healthy personality; Children with special needs; Education of children, causes of family disputes, harmfulness of social networks; How to use theory in practice; How to find a job in your area of study after graduation.

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What themes would you like to learn more about?

Youth employment; The importance of family and good relations within it for further development of individuals; Inclusion of children, gender equality; Employment opportunities for young people, what can a young person do after he/she graduates; Education abroad; Databases, information systems, copyright law; I would like to know more and participate in making projects for lifelong learning; Pragmatic part of teaching. We need more practical training in our educational system; Working on different types of projects should be included at the faculties; What is the manner in which students can quickly and effectively obtain their rights; Education of women, children and students about their rights; My vocation – teachers, professors, and education in Bosnia and Herzegovina; I want to enhance my communication skills, so I would like to know how to do that; International relations, travelling, different cultures, art, and learning which organizations deal with these issues and what are the benefits for students; Organization in business, skills needed for leadership and team leading; Leading and education of adults; Literature for youth and children; Nature, protection of environment, people and human relations. Working with children with disabilities; Social responsibility towards young people, position of youth in the society, interest of young people for positive changes.

PART 9. MEASURES FOR YOUTH EMPOWERMENT

9.1. Which measures/activities are, in your opinion, needed for the empowerment of youth in Bosnia and Herzegovina?

It is crucial to empower young people, as the group of utmost relevance for the development of the BiH society, and to create better conditions for them to obtain their rights and satisfy their needs. Only when that is accomplished, more young people will become active participants in the society at both national and local level.

The most common responses to the question about measures needed for the empowerment of youth in Bosnia and Herzegovina were related to the introduction of more professional training in the educational system, measures for employment of youth i.e. creation of more jobs, inspiring young people to actively participate through volunteering and working in the non-governmental sector, and participating in non-formal educational programs.

According to the results of the questionnaires, as well as the group discussions, we can conclude that the respondents are conscious that it is necessary for them to be more active and thus to secure a better future for themselves. They have to realize that a big part of this responsibility is on them and on their preparedness to do something for themselves.

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<p>Which measures/activities are, in your opinion, needed for the empowerment of youth in Bosnia and Herzegovina?</p>	<p>Raising the awareness of young people about advantages of non-formal education; Informing young people about opportunities they have; It is necessary to work on the enhancement of activities which will introduce young people to problems they might face and how to resolve them, and also how they, as individuals, can change certain negative things in the society; Motivate the youth to volunteer; Promotion of activities and workshops for acquiring new skills; Introducing more professional training in the educational system; The reform of educational system, more non-formal education; I think there should be more non-formal education, and a variety of workshops; More job opportunities for youth; To involve young persons in the NGO sector, and get them to become more interested in their problems and ask for help; There should be more activities, i.e. more workshops and trips for young people; Non-formal education, volunteering, public debates; More information about primary schools and high schools – educational guidance; Reform of education; Giving young people an opportunity to participate in all areas which interest them – from politics to scientific and research works; More jobs.</p>
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Which measures/activities are, in your opinion, needed for the empowerment of youth in Bosnia and Herzegovina?

Taking into consideration that young people in Bosnia and Herzegovina are passive, they should become more active and, in that way, secure a better future for themselves; More social justice in the society. Young people are collectively depressed; Measures for the employment of youth; During education, there should be more additional activities, workshops, and certain types of jobs for them to be more successful; More jobs (improvement of the whole system at the national level) would encourage youth to invest in education; The whole system should be changed, starting with the educational system; It is necessary to organize more workshops, educations, seminars in order to attract and motivate young people; Involve young people into various types of projects, provide free education; Activism, familiarity with actual problems, scholarships, employment, trainee internship, professional training; Primarily, measures of education and preventive actions; Employment – opening safe and prosperous companies; Youth employment; Non-formal education programs; Involve young people in organizations, and implement professional training, not just theory at the faculties; Inspire young people to get rid of fear and be determined in reaching their goals because fear is the greatest cause of this situation; Stronger support from the relevant authorities; Influence the empowerment of personality and formation of responsible, honest, and conscious personalities; It is necessary to further engage young people in NGOs and provide remuneration for their work; Engaging young people in all spheres of life related to a better future for youth; Enable young people to implement theory in practice, to have trainee internships in order to have more courage to look for a job in a country such as this one.

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Which measures/activities are, in your opinion, needed for the empowerment of youth in Bosnia and Herzegovina?

Better opportunities for employment; Respect for the rights of youth and motivation for work and action; More engagement; More projects which would encourage and inspire young people; The youth should be included in educational workshops which would help them get off the streets; More professional training, motivating young people, offering different opportunities for the survival in this country; The youth themselves play an important role. If they are not interested, nothing can be done; Within the educational system, there should be more opportunities offered to young people to take initiative, but in most cases the educational system demands that students remain passive; The government should provide more incentives for the youth, especially for students. Education, job fairs, public debates, workshops, etc.; It is very important that young people receive professional training in their future vocation during their education. In Bosnia-Herzegovina, youth do not have enough professional training in schools and at universities, which is crucial if they want to achieve success at work; Consolidate several youth organizations into bigger organizations with common goals; Awaken young people and motivate them to do something; Reduce corruption, give young people an opportunity to obtain professional training, and then employ them. Ultimately, the government is the most responsible for this, and little can be done until the whole society starts changing. This is why any possible activity does not have a great impact. And of course, a great portion of responsibility lies on the youth themselves and on their readiness to do something for themselves; Volunteering; Raising awareness of social responsibility and responsibility for one's own life; Offer more jobs and opportunities for further education.

CONCLUSION

The goals of the youth needs assessment, conducted within the “Initiative for Creative Dialogue and Education” project, are the examination of attitudes, opinions, and needs of young people related to leadership, communication, employment, work, position of youth in the society, and many other issues, in order to create a basis for development of educational materials for young people. 85 young males and females participated in this research – activists of the Youth Council of the Municipality of Novo Sarajevo, students from the Faculty of Political Sciences of the University of Sarajevo, and students from the Faculty of Philosophy of the University of Sarajevo.

The largest number of respondents stated that a job would be completed more successfully if there was a team leader who knew how to lead a business, and that this is important because of coordination and guiding, organization and distribution of tasks, competency and experience, achieving the goals of the group, as well as the establishment of order and taking responsibility. Moreover, the majority of respondents led a certain activity or job through engagement in the NGO sector, including volunteer projects, activities at workplace, and within the framework of projects/presentations in school or at the faculty.

Based on the collected data, young people are familiar with the term “leadership” and they believe that successful job performance depends on the competence of the leader. The largest number of respondents equated leadership with a team leader, while others defined leadership as “guiding” certain activities/groups, or identified it with management; some stated that leadership is the ability to lead a group in order to achieve an objective. The respondents believe that a good leader should have the following characteristics: communication skills/interaction with others, a high level of education, organization, expertise in a particular field, responsibility, flexibility, cooperation, creativity, fairness, and empathy. Other highly important qualities of a good leader, which were not mentioned by the respondents, are: initiative, the ability to adapt to different situations, confidence, self-esteem, and belief in their own values. The respondents are very interested in leadership because they are conscious that acquiring the skills needed for leadership would contribute to their individual growth and be of use to them.

The respondents also believe that communication skills are very important, even essential, and that success largely depends on them. The respondents stated that communication skills are crucial for the achievement of good cooperation with people, problem solving, and achievement of a successful relationship between the leader and the team, as well as for a successful job performance and creation of good interpersonal relations at the workplace. However, although 96% of respondents consider that they are able to communicate their ideas successfully, communication skills are in the first place when it comes to additional

skills that respondents want to improve. They also stated that they have a fear of public speaking.

In this research, the biggest problems these young people mentioned were unemployment, discrepancy between the educational system and the needs of the labor market, and lack of practical skills which cannot be acquired during the formal education, which causes problems when it comes to the employment. Having necessary knowledge and skills in order to respond to the needs of employers is an important prerequisite for employment. As there is an ever increasing necessity for additional skills and knowledge which cannot be acquired at certain faculties or in high schools, as well as due to unstable conditions on the local labor market and the future opening of global labor market to young people from Bosnia and Herzegovina, the youth should expand their knowledge beyond their classrooms and take it to a higher level. In addition to the skills acquired through professional training, most respondents want to acquire communication skills, computer literacy, learn foreign languages and how to write project proposals in order to complement their educational profile and increase their employment opportunities.

Involvement in non-governmental organizations is of extreme importance when it comes to employment and development of social skills. When asked if they would participate in non-formal education programs, most respondents would choose an area of their studies, or an area closely related to their studies. Furthermore, young people want to improve their knowledge of computer science and foreign languages, and they want to have more professional training at the university in order to obtain experience and learn more about specific issues.

It is of high importance that young people become more active and show their interest for what the society has to offer. The general attitude among the respondents is that young people in BiH society are passive, and that they should realize they have to take the initiative in order to improve their life, resolve problems, and respond to their needs, instead of waiting for someone else to do that for them. Most respondents tend not to take the initiative in their environment, and a large number of them consider that they personally cannot contribute to or change the conditions in their environment. A particular number of respondents who tend to take the initiative stated that they also need communication skills, organizational skills, and conflict resolution skills to help them realize their ideas more efficiently.

Most respondents are conscious of the benefits of volunteering for young people and realize that volunteering is important for the wellbeing and prosperity of the society. Thus, they are willing to volunteer in order to further the work of the community for the common good. Those who are not interested in acquiring the skills necessary for leadership responded that they tend not to take the initiative in their environment and that they have not worked in non-governmental organizations.

Respondents show interest for humanitarian work, working with children, human rights, and various workshops related to the improvement of the position of young people in the society. They become motivated when they achieve a certain success and obtain good results in their business, but helping those in need also motivates them. They would like to know more about human rights and their protection, leadership, education of children, improvement of the position of youth and women in the society, as well as about the options they, as young persons, have after graduation.

In order to empower and motivate young people to work in the community for the benefit of the society, respondents state that it is necessary to introduce more professional training into the educational system, which would lead to creation of suitable jobs and workplaces for them, to give them a chance to participate in different kind of activities through volunteering in order to acquire additional skills and learn to work in a team, but also to give them a chance to participate in different non-formal education programs in order to acquire adequate qualifications needed to find a job more quickly.

All things considered, we can conclude that it is necessary to empower and motivate young people to acquire new knowledge and skills, supplementary to their formal education, which will help them find their own place in the community and society. In that way, they would become active participants of social changes on the basis of their own interests and needs, but also those of their community.