



GROUP "HAJDE DA..."

NARRATIVE REPORT FOR PROJECT

"YOUTH POLICY, PEACE EDUCATION AND PARTICIPATION IN YUGOSLAVIA"

May, 10th – July, 1st 2002

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Basic facts about the project

Increasing need for participation of young people in process of creation and development of youth policy and various peace education programs intended for young people (within school system or out of it) initiated "Youth Policy, Participation and Peace Education in Yugoslavia" project, realized by "Hajde da..." group.

The core of the project was educative seminar that was organized May 25th -28th 2002, in the premises of British Council in Belgrade. "Hajde da..." group organized and conducted this seminar with support and help of Ministry of Education and Sports, British Council, Federal Secretariat for Sports and Youth and UMCOR (Belgrade and Užice offices). Ph.D. Howard Williamson, Mark Taylor and Biljana Lajović conducted the seminar, with assistance of Stanislava Vučković. Mark Taylor and Ph.D. Howard Williamson are well known international experts in the field of youth participation, development of youth policy and intercultural studies, particularly active within various programs of Council of Europe and European Union. Biljana Lajović is counselor of minister of education, in Education and International Education Cooperation Department.

Aims of the project were:

1. To improve knowledge and skills of persons responsible for creation and realization of youth programs
2. To establish and improve cooperation between various (government and non government) organizations, agencies, and institutions engaged, both in formal and non-formal education of young people
3. To support model of work that enables young people to realize importance of active participating in creation and realization of peace education programs and youth policy
4. To enable participants to understand methods of work and ways of youth policy in other countries

Attendants of the seminar were:

- Representatives of Ministry of Education and Sports (Youth Department and Department for international cooperation and advanced professional training) professors and professional associates from two Belgrade high schools – Fifth Belgrade high school and Philological high school;
- Representatives of NGOs – Postpesimisti, Jugoslovenski centar za prava deteta, Group MOST, Group 484, CEDEUM, EH 21 from Belgrade, PROTECTA from Niš, Korak u razvoju from Valjevo, youth organization Kick from Bajina Bašta;
 - Students of Valjevo high school, Belgrade high schools (Fifth Belgrade high school and Philological high school) and Užice high school.

Twenty-six participants attended the seminar. List of participants is enclosed at the end of the report (appendix #1).

Karlo Boras, assistant of federal secretary for sports and youth and Aleksandar Janković from Youth Department of Ministry of Education and Sports also took part in the program. They presented projects, activities and plans of institutions they're representing.

Participants mentioned above are immediate users of "Youth Policy, Participation and Peace Education" project, while all the young people our participants are working with are intermediary users.

Activities

This whole project was realized through three phases:

1. Preparation phase included contacts with participants and donors, gathering the group, planning the preliminary seminar program in cooperation with trainers, research on the needs of participants considering relevant topics and providing suitable premises for work and accommodation of participants and trainers. Our criteria in choosing the participants were:

◊to choose the participants from various towns/cities (Beograd, Bajina Bašta, Niš, Valjevo, Užice),

◊to create the connection between representatives of different sectors of youth work (Ministry of Education, Federal Sports and Youth Department, schools, NGOs),

◊to create an opportunity for young people (students of high schools from Belgrade, Valjevo, Užice) to actively influence work of these organizations, whose programs are intended for themselves

The very program of the seminar was conceived according to aims of the project and it was finalized as flexible program adjusted to the needs and capacities of the target group. Working premises were kindly provided by British Council and accommodation of participants was provided and organized thanks to Ministry of Education with support of UMCOR.

1. Realization phase started May 23rd. It was preparation day for trainer team. During that day final consultations of trainer team were carried out and specific aims of the training course were defined.

Aims and objectives of the training course:

- ❖ To bring people together to share and learn from each other and with each other
- ❖ To build bridges between different sectors and actors present (structures, concepts, people)
- ❖ To consider youth policy development
- ❖ To compare understanding of formal and non-formal learning
- ❖ To experience participative learning methods
- ❖ To open possibilities for concrete projects.

Seminar lasted four days (May 25th - 28th) and it took place in newly opened premises of British Council. Since one of the activities of British Council, here in Yugoslavia, is support of youth programs the seminar was open By Criss Gibson, British Council manager. He emphasized importance of youth work.

Daily program of the seminar (consisted of four working phases) lasted from 9.30 till 17.30. Entire program of the seminar is enclosed within appendix #2.

Day by day summary of seminar activities:

May 25th 2002. – During first day of seminar participants and trainers introduced themselves to each other. The participants made known their expectations and trainers defined meaning of youth policy.

Participants' expectations were:

- To meet individuals and organizations dealing with youth problems,
- To exchange experience,
- To find out about possible ways of motivating young people to participate in youth projects,
- To learn new techniques of multicultural work,
- To get information on concrete actions in the field of development and implementation of youth policy.

The significance of creating a coherent youth policy, which would help easier transition from teenager to adult, was pointed out. That kind of policy should necessarily include intercultural learning, and also branches such as health care, jobs, criminology, and drug addiction. There is also a question of communication between all actors included in development of youth policy – (various) Ministries and NGOs. Clear communication between all participants of that process is vital.

Karlo Boras spoke in behalf of **Federal Secretariat for Sports and Youth**. He described situation of young people in Yugoslavia and spoke of priorities of Federal Department. The state could support youth organizations through infrastructure (acquisition of equipment, providing the premises and other conditions necessary for functioning of youth non-government organizations). Top priority of Federal Secretariat for Sports and Youth is financing of programs aimed to facilitate flow of information between government and non-government youth organizations and also connecting these organizations and bringing them to cooperation within mutual projects.

Aleksandar Janković spoke in behalf of **Ministry of Education and Sports**, presenting the work of Youth Department. Youth Department was established in November 2001 as the only governmental institution of republic of Serbia, in charge of youth problems. Reasons for establishing such ministry were – creating of national youth policy and strategy, achieving the cooperation with youth expert organizations, support of youth organizations' projects in Serbia, facilitation of transition period necessary for transferring the authorities to republic institutions.

Priorities are:

- Increase of participation of young people in resolution processes at all levels,
- Adequate representation of youth in all aspects of public life,
- Acceptable law regulations concerning all youth problems,
- Providing regional connections and intercultural learning,
- Campaign against social discrimination,
- Voluntary work,

- Policy of information and networking,
- Campaign against high-risk behaviour.

One of the main aims of this seminar was to establish connection between representatives of state institutions in charge of youth problems, teaching staff, NGOs and young people. Therefore we present the results of activities aimed to introduce and connect these groups.

Representatives of **government organizations** and institutions think that implementation of youth policy requires:

- participation of young people
- quality education as foundation
- proper law basis
- programs for preventing drug addiction and alcoholism
- development of communication skills
- participation of disabled persons
- evaluation of level of students' knowledge and evaluation of teaching staff
- methodology liable to criticism
- sexual education
- connection of creators and users of youth programs.

Young people think that they need:

- reformed school system
- more openmindedness of school staff
- right to participate (in creating proposals, decision process...)
- proper evaluation of knowledge.

NGO activists think that is very important for young people:

- to accept and develop new models (values, identities)
- to carry out reforms of school systems, so that school finally becomes friendly place for children and young people
- to enable participation of young people and to support youth initiatives.

They emphasized importance of demonstrating alternatives to young people, increasing their self-respect, developing habits of giving and sharing and also importance of establishing youth centers.

May, 26th 2002. – The second day of seminar was dedicated to three topics – questions of youth policy, presentation of Ministry of Education, "Hajde da..." group and peace education.



Ph.D. Howard Williamson

Youth Policy:

Ph.D. Howard Williamson pointed out elements of youth policy relevant for consideration of that policy in Central and Eastern Europe:

- **Aims and tasks**

Precise definitions will enable clearer and more applicable youth policy.

- **Law regulations and co-management**

It is necessary to set youth policy (that would result from cooperation of Ministry, young people and NGOs) in law terms. But the structure that would set aside representatives of NGOs is also required.

- **Inter-sector approach to youth policy**

- **Decentralization**

It is necessary that young people from different parts of the country have same rights and opportunities.

- **Criteria of fund raising**

Limited budget of all youth policies is real problem. Another problem is transparency of information on distribution of funds aimed for solving youth problems. Besides, NGOs should be fully informed on what basis they could get money for projects.

- **Non-formal education**

This kind of education is very significant within youth policy, but it is sometimes difficult to include it since the politicians are not aware of its meaning and consequently disregard it. During last few years non-formal education became important part of youth policy world wide.

Council of Europe defined primary domains and tasks of youth policy.

Primary domains of youth policy are:

- Education, trainings and employment
- Youth work and non-formal education
- Health care
- Housing problem
- Social insurance
- Family policy and children care
- Culture and spare time
- Crime policy regarding young people
- National defence and military service.

There is attached material (contributed by Ph.D. Williams) within appendix #3 and #4 explaining the context of examining the youth policy "5 C-s" and material pointing to dynamic cycle of youth policy "The D-s".

For the rest of the day participants had opportunity to see presentation of work and achievements of "Hajde da..." group, performed by Darko Marković.

Biljana Lajović presented results of Ministry of Education competition for accreditation of programs offered by NGOs. Great number of projects entered the competition, but only 27 of them, dealing with youth problems, were selected – 2 projects dealing with drug addiction, 1 dealing with health care, 2 dealing with teaching on the whole, 1 dealing with management in sports... Most of them are psychological programs (dealing with communication skills etc.).



Peace Education session

At the end of the day, we discussed peace education, particularly constructive ways of solving conflicts, communication skills, tolerance of differences. Although the war in our country has stopped, there is still great deal of violence within all levels of our society. It is specially noticeable among young people. There is intolerance based on nationality, religion and other differences and it can be overcome only by mutual efforts of all actors. Participants from west Serbia (Valjevo, Užice, Bajina Bašta) proposed a project of learning/ teaching the constructive conflict management in high schools.

May, 27th 2002. – Third day of the seminar was dedicated to presentation of reforms of school system by Ministry of Education, non-formal learning and education and participants' concrete plans for the future.

Biljana Lajović stated main education changes:

- democratization of education
- Decentralization of school system
- Improvement of education quality
- improvement of infrastructure of schools and modernizing of equipment.

Informal education (term used by Mark Taylor) satisfies needs of community or group and it is realized through additional school or extracurricular activities and not through curricula. It is the one of possible fields of cooperation between NGOs, young people and Ministry of Education. The main feature of non-formal education is active and empirical learning. There are no right or wrong answers in informal learning and the teacher is equal with the students in the process of learning. Ph. D. Howard Williamson thinks that the best results could be achieved through combination of formal, non-formal and informal education. Formal education provides information young people should have, but they also wish to participate in education process. Therefore, informal education refers to empirical learning about near phenomena – peace education, dealing with conflicts... When an educator wants to deal with certain problem he/she must think of the most convenient method for that subject. But every educator should have in mind that for young people it is not enough to acquire knowledge and skills, but also to develop self confidence, expressiveness, interactiveness... Part of the day was dedicated to discussion about possible programs and projects for facing previously defined problems and solving them.

May, 28th 2002. – The last day of seminar was opportunity for participants to conceive concrete projects they could implement in future, related to the topics treated during seminar.

Participants came up with projects such as “Intercultural learning”, “Participation” and “Dealing with conflicts in schools”. Those were high-quality projects reflecting high motivation of participants and their excellent knowledge, both previous and newly acquired.

At the end of the seminar participants suggested future activities:

- To continue the work of the group through meetings (every six months), so that exchange and mutual education continues
- To stay informed about each other’s activities so that we could help each other
- To support each other’s projects
- To organize information center, providing “who-offers-what” and “who-needs-what” information

The program of the last day (May, 29th) turned out to be different from previously planned. It was planned that some of participants visit schools, in cooperation with Ministry of Education. The aim of these visits was to inform participants about activities of Ministry in the field. However, we had to give up that idea because of certain organization difficulties. Therefore, presentations of Ministry’s concrete projects were included into workshops conceived and conducted by Biljana Lajović during previous few days.

Instead visits to schools, May 29th was dedicated to discussion about “Hajde da...” and identification of some problems emerging in the work of the group. It was useful development and improvement of capacities of the group, with support of international experts.



Presentation of the project - **Conflict management in schools**

3. *Evaluation phase* includes analysis of expectations and evaluation questionnaires (filled out by participants), creation of seminar protocols, and writing reports (by project trainers and coordinators).

Effectuated goals of the project

This seminar was unusual example of immediate cooperation between local NGO and institutions such as Federal Sports and Youth Department and Ministry of Education and Sports. It was very useful, as a successful attempt of establishing and improvement of cooperation between government and non-government institutions.

It is also an example of active participation of NGOs and young people in development of strategies of work with young people. We find it very significant that representatives of Federal Department and Ministry of Education described plans and programs of their institutions and had opportunity to get feed back information, directly from people those programs are aimed for. Such exchange of experience, ways and methods of work, as well as mutual action of schools, ministries and NGOs, should achieve significant results in the field of work with young people.

There is still no established youth policy in Yugoslavia, so one of the features of this seminar was repeated citing of good and bad examples from other European countries. We also tried to take over certain models and adapt them to local context and conditions.

Participation in the field of learning and designing future plans and concrete projects was strongly emphasized during the seminar. The participants had opportunity to learn actively and also to practice what they have learned, adapting the topics according to

their own capacities and interests. Proposals for future actions and projects are conceived and we hope that society will be open for realization of new projects in the field of youth work.

In order to evaluate training on the whole, participants were asked to give statements about following aspects of this training course:

- a) Cognitive effects of the training
- b) Attraction of activities (how interesting they were)
- c) Applicability of gained knowledge and experience
- d) Realization of contacts and cooperation between participants

a) There are several resources for "Cognitive power" of this training course:

Program of the training is designed to provide new knowledge and skills in the field of work with young people. Therefore, the greatest number of answers refers to concrete topics and problems treated during the training. According to their own words, the participants learned a lot about:

- youth policy (in Yugoslavia and other European countries),
- participation,
- peace education,
- reform of the school system
- non-formal education.

These answers are general and offer insight only to fields participants learned a lot about. However, part of the examinees gave very precise answers, stating that this training course helped them to learn following:

- ways to develop strategies for work with young people (at all levels - schools, projects or state level...),
- what one should know before starting any action
- how to transform ideas and concepts into action
- importance of perceiving the problem from various points of view

Part of the participants had knowledge resources other than this program. To them, working method of trainer team, ways of communication and structure of the group were very stimulative and helped them to gain knowledge about:

- cohesion of the group
- communication with different people
- ways of successful presenting of one's ideas
- activities of other participants (Ministry, NGO...)
- themselves

b) While evaluating how interesting this training was, participants had in mind contents of program and methodology of work.

Regarding contents, participants found that activities within following topics were most interesting:

- peace education (especially films presented)
- formal and non-formal learning

- intercultural learning
- reform of school system
- youth policy
- drug abuse.

Methodology of work (set by authors and conductors of this training course) was combination of didactic and interactive approach. It turned out that, for the group with this particular structure (great number of young people and other individuals preferring workshop method as a mean of education), the most adequate approach is the one that involves them (participants) completely. Consequently, following activities were the most interesting for them:

- Activities in small groups – team work on concrete “assignments”, and also
- Games
- Discussions

Program activities that stimulated intensive communication between participants and open possibilities of active participation for everyone, created an atmosphere of exchange of knowledge, experience and ideas. Consequently, not only the trainer team, but also participants themselves were source of new knowledge, skills, competencies, for each other.

Besides, activities engaging personality of the participant initiated feeling of total involvement into the working process and brought to better understanding of idea of participation in process of learning.

c) Participants’ answers on this subject were very heterogeneous, so we enclose them authentically (sorted out according to frequency of emerging)

- intercultural learning
- non-formal learning
- views of peace education
- ideas for concrete projects
- possible approaches to youth policy
- experience gained in group for youth participation
- various approaches, methods and ways of trainer work
- program and concrete methods developed within our small group
- “Jo jo hopla” – recommended bibliography
- games
- everything that's based not just on talking, but *action*
- information on particular steps taken in solving the problem of drug abuse
- contacts
- idea I have got for a workshop
- ideas and messages of films about peace education and intercultural learning

It is obvious that participants of this training course already have ideas how to use knowledge gained during the seminar in their fields of work. It is also important to point out that approaches and methods of work on which this course was based upon, are familiar to participants. They find these approaches and methods useful and intend to incorporate them into their own practice. The best possible indicator of applicability of

this training is the fact that several projects, programs and workshops were conceived during seminar (individually or in small groups).

d) This training was also successful in aspects of cooperation and contacts. It is indicated by number and diversity of answers (all participants and organizations were mentioned). In comments and messages for trainers (within evaluation questionnaire) certain praise is stated about the very idea of gathering the group of participants with so heterogeneous backgrounds. Participants of this training haven't had such experience before.

Bringing young people and representatives of NGOs, Ministry and schools to work together turned out to be effective way to introduce them to each other and help them achieve mutual understanding of positions and needs. It also resulted in planning the future strategies and actions. In that way, goals set at the beginning of training (regarding establishing contacts between participants from different sectors) are completely achieved.



Small group - What do young people need

Comments

As an immediate result of cooperation at "Youth Policy, Participation and Peace Education" project "Hajde da..." group and several other participants of the seminar participated in project of World Bank - "Youth for good governance-*A distance learning Course for Youth in Ghana, Uganda, Ukraine, United Kingdom, United States, Russia, Tanzania, and Zambia*".

It should be also mentioned that Ana Stanićević, student of Valjevo high school wrote an article representing her view of seminar. British Council in London will publish that article.

This seminar was pioneer attempt of mutual action of different sectors and actors, in the field of youth policy. We are of the opinion that projects like this one are necessary for further development of youth policy and youth work.

Future plans

“Hajde da...” group intends to develop new projects approved by Ministry of Education and in cooperation with participants of the seminar. These new projects should be answers to problems and needs of schools and participants of our seminar.

In behalf of “Hajde da...” group

Marko Pejović
Danijela Jović
Stanislava Vučković

Belgrade, July 10th 2002

Appendix #1

LIST OF PARTICIPANTS OF THE TRAINING COURSE "YOUTH POLICY, PEACE EDUCATION AND PARTICIPATION IN YUGOSLAVIA"

1. Mira Uzunović, student of Valjevo high school
2. Ana Stanićević, student of Valjevo high school
3. Jovana Nikolić, student of "Sveti Sava" high school
4. Suna Ibrahimović, student of "Sveti Sava" high school
5. Dušan Bogdanović, student of Fifth Belgrade high school
6. Miloš Živanović, student of Fifth Belgrade high school
7. Darko Soković, student of Philological high school
8. Dušanka Đimović, psychologist at "Sveti Sava" high school
9. Jasmina Čekić-Marković, professor of sociology in "Sveti Sava" high school
10. Katarina Knežević, associate of Ministry of Education
11. Danijela Maljević, Youth Department of Ministry of Education
12. Aleksandar Janković, Youth Department of Ministry of Education
13. Stanislava Vidović, NGO JCPD
14. Katarina Tošić, NGO EH 21
15. Andjelija Jočić, NGO CEDEUM
16. Dragana Babić, NGO Group 484
17. Milena Prvulović, NGO Group Most
18. Slobodan Simić, NGO Postpesimisti
19. Tamara Milanov, NGO Postpesimisti
20. Nenad Dimitrijević, NGO Protecta
21. Dejan Ivanović, NGO Korak u razvoju
22. Nemanja Marjanović, student of Užice high school
23. Ivan Marković, NGO O.O.Kick
24. Karlo Boras, Federal Sports and Youth Department

Trainers and educators:

1. Ph. D. Howard Williamson, Cardiff University, England
2. Mark Taylor, trainer and consultant, France
3. Biljana Lajović, psychologist and counselor of minister of education

Taking the minutes:

Marko Pejović, Group "Hajde da..."

Logistics:

Danijela Jović, Group "Hajde da..."

Appendix #2

PROPOSAL FOR A PROGRAM FOR THE TRAINING COURSE "Youth Policy, Peace Education and Participation in Yugoslavia" MAY, 25th – 29th 2002.

TIMING	SATURDAY 25	SUNDAY 26	MONDAY 27	TUESDAY 28
MORNING 9.15 –12.30	<ul style="list-style-type: none"> * Introductions and expectations * Input: <i>this course – exemplary of...</i> * Challenging exercise to help the group communicate (better) and set some ground rules 	<ul style="list-style-type: none"> * Interactive inputs: <i>Formal and non-formal learning – policy and pedagogy</i> * Testimonies: Hajde da + government official: <i>Philosophy and examples of our youth work</i> 	<p><i>Youth Participation in Yugoslavia:</i></p> <ul style="list-style-type: none"> -What exists? -What are the challenges? -Small group work - Feedback in plenary <p>* <i>Tips from other countries' experiences</i></p>	<p>Future-oriented workshops (Themes set by participants on the Monday afternoon)</p>
AFTERNOON 14.30 – 18.00	<ul style="list-style-type: none"> * Input: <i>Youth Policy – what could it be?</i> * Oral presentation of youth policy by representatives of federal and national youth departments * Reflections on YU youth policy presentations followed by plenary feedback * Visual process evaluation - Different method each evening 	<p>Peace Education</p> <ul style="list-style-type: none"> - Bases and links with other types of education - Examples of methodologies - Critical look at their use in YU <p>* Visual process evaluation</p> <ul style="list-style-type: none"> - Different method each evening 	<p><i>Intercultural Learning in practice:</i></p> <ul style="list-style-type: none"> - using challenging methodologies - Critical appreciation - Adaptation in Yugoslavia <p>* <i>Tomorrow – what do we need?</i></p> <p>Participants decide</p> <p>* Visual process evaluation</p> <ul style="list-style-type: none"> - Different method each evening 	<ul style="list-style-type: none"> * <i>Transfer / follow up</i> Group work * <i>Evaluation</i> - Individual written - Groups - Visual <p>Final words</p>
Evening program	Self-organized evening (free!)	Self-organized evening (free!)	Self-organized evening (free!)	Party

THE FIVE `C` s

A framework for considering `youth policy`

(developed during discussion of the youth law in Lithuania, November 2001)

Coverage

- **Geography**
- **Social groups**
- **Policy domains**

Capacity

- **Infrastructure**
- **State and voluntary orgs**

Competence

- **Management**
- **Professional skills**

Co-operation

- **Horizontal**
- **Vertical**
- **Policy domains**
- **Political/professional**

Cost

- **Resources**
- **Sources**

Appendix #4

The `D`s which inform a Dynamic cycle for youth policy
/an alternative model! /

Decision and Drive
(political)

Direction

Decentralization

Development
(political, professional, young people)
people)

Delivery
(professionals, young
people)

Dissent

Deficiencies

Debate
(political, professional, young people)