

From Open

School

To Open

Society

**Bosnia and Herzegovina
Community
Education
Model**

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SCHOOL
TO OPEN
SOCIETY

Bosnia and Herzegovina Community Education Model

Tuzla, 2011

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Design:
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For the publisher:
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Publisher:
Community Foundation Tuzla, Tuzla

Note: Texts and sources used in the text were translated from English to Bosnian by Selma Tobudić

February, 2011

500 copies printed

Publishing sponsored by:

FREUDENBERG
STIFTUNG



The views expressed herein do not necessarily reflect the views of those who supported or financed the printing of the manual

CIP Cataloguing

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Native American proverb

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Introduction - motivation , cooperation, credits

“Setting an example is not the main means of influencing another, it is the only means.” –
Albert Einstein

BH Community Education Model is a result of many years of cooperation between Community Foundation Tuzla, International Association "Interactive Open Schools" and the German Foundation "Freudenberg Stiftung", mostly building on the Freudenberg Foundation experience in the field of community education, shared experience and knowledge gained through involvement in international YEPP¹ network, and the experience and work of our local partners in Tuzla.

However, nothing of what is stated below, would have been possible without, first of all, the vision and ideas by Mr. Christian Petry, the Freudenberg Foundation director, Ms. Monika Kleck, Program Director for Bosnia and Herzegovina from 2000 to 2003, and openness and willingness of the then Director of Primary School Simin Han Mr. Osman Hasić, who together represent an example of individual drivers of change in a community and a proof that each of us individually can make a difference for the better.

Special thanks are owed to Ms. Angelika Krüger, YEPP Programme Director, who selflessly invested her knowledge and energy through YEPP program in Tuzla, and encouraged the exchange of experiences and improvement of knowledge about new approaches to community development and the community education field within the YEPP network. The process that took place over the past six years, which resulted in this Model, would have been impossible without enthusiasm of a large number of activists who decided to participate in the activities, first in Simin Han, and later in several other local communities in Tuzla. We are extremely grateful to Ms. Senada Pepeljak, Ms. Halima Husić, Mr. Kemal Kurević, Ms. Ernesa Mešić, Ms. Spomenka Mičić, as well as partner organizations and institutions: Primary School Simin Han, Women's Association Simin Han, local community Simin Han, Humanitarian Organization Prijateljice, Youth Center IPAK and many others to whom we owe apologies for not mentioning them by names due to the lack of space. Thanks to them, and everything that has been integrated in our work, we have tried to create our own Model, hoping that the examples used, methods and approaches presented will be of use for others to try to implement, adjust and efficiently use it in their respective communities and community schools.

We truly hope that our Model, which we believe to be a successful example of putting to practice the principles of community education, community and youth organizing and empowerment, will encourage others to try it out, review it and respect it, and with certain adjustments apply it - in short, we hope that we will contribute to a fruitful exchange of experiences between all involved in the community education process, local communities and society development.

¹ YEPP (Youth Empowerment Partnership Programme) –for more information see Annex 1 and <http://www.yepp-community.org>

Who is this Model intended for?

BH Model is intended primarily for individuals, regardless of whether they are teachers, pedagogues, social workers, organizers and activists in a community, working in non-profit or public sector, the unemployed or students, all who want to see and generate changes in their environment.

One of the goals of this Model is to stimulate them in thinking and acting in their community.

We also hope that our Model will be applied in:

1. Schools and local communities
2. Civil society organizations whose activities are related to the field of community development and education
3. Public structures and institutions responsible for planning and implementing all forms of education in BH
4. Public structures and institutions responsible for local communities governing, communal affairs and active involvement of citizens in the life and development of their community

What does the Model contain?

Conceived as a kind of a roadmap for the work in communities and schools, the first section of the Model describes the concept of community education and philosophy behind the community schools and centers. The second section, Why community education in BiH?, discusses current situation in BH society and education and establishes a realistic need for improvement, which community education can provide. The third section of the BH Community Education Model is Tuzla case of empowerment of youth and community; a practical example with an aim not only to promote and advocate the principles of community education but also to encourage discussion with civil society organizations and institutions that are engaged in similar activities, which would contribute to a more intensive application of the principles of open society² in general. This section explains the course of process and basic assumptions necessary for its unfolding, while the fourth section, Examples in use, proposes concrete activities and methods that were "tested" in Tuzla, and that the users of this Model can use in their work. The part entitled If you want to know more contains additional information related to activities that are integral part of the introduction of community education in schools and communities and the last section, Appendix, provides some examples of the implementation of community education.

² For more information on community education see Section 1. What is community education?, pp 9 and 10

1.

What is community education?

It is often heard that only upon completing their formal education do the people who have just begun working actually start learning, whereas their previous education seems to be merely a ticket to the world of adults, the employed. Education is usually associated to the period of life during which we learn about something and once that the process is completed, we are expected to apply what we have learned. We know, however, that things do not work that way “in the field”, and that it is only when we are presented with the opportunity to apply practically what we have learned in theory, do we really begin to learn.

„Many schools are like islands, set apart from the mainland of life by a deep moat of convention and tradition. A drawbridge is lowered at certain points of the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night“ - William, Carr. *Community Life in a Democracy*, 1942

In some parts of the world, the concept of community education is a response to the challenges that the global society puts before the school system. It is believed that the birthplace of community schools is Flint, Michigan, USA, where the process of community education began in the early 1930s. At about the same time the so called village colleges appeared in Britain, with an aim of incorporating the aspects of schooling and community life in one institution and thus „abolishing the duality of education and everyday life“³. In Western Europe there have been many attempts to develop models of community education and only at the end of the century were these models supported by the authorities, and in some countries put into effect. During the 90s, the concept of community schools, through a process of democratization of economic and social institutions, was introduced in the Eastern and Northeastern European countries, primarily thanks to the support of numerous donors, such as Charles Mott Foundation, and SOROS Open Society Fund. In many countries, such as Great Britain and USA, responsibility for technical support programs for community schools lies in the hands of non-governmental organizations that carefully monitor their development and progress.

Possibly the most important fact associated with community education is that it is directed at developing and promoting a culture of learning in schools, embodying any other educational institution, and other places where the education occurs, in the community and the society in general. It seeks to transform the school from an island mentioned in the opening quote to a part of the mainland of life. In the next section we will try to describe community education principles and summarize them in simple catchphrases such as the following:

The culture of learning comprises a redefined and extended concept of lifelong learning. UNESCO International Commission on Education in the 21st century identified the need for establishing a learning society, for which the establishment of schools and formal education is of primary importance, because without it no person would be able to utilize their full potential. To achieve this, nothing can replace the formal education system, where each individual is presented with different forms of knowledge. In a society in which each individual is a teacher and a student, the school will encourage and support the culture of learning – a desire for learning and pleasure derived from it, and encourage intellectual curiosity.

COMMUNITY EDUCATION IS FOR EVERYONE REGARDLESS OF THEIR AGE, BACKGROUND, INCOME, NEEDS...

One of the basic principles of community education is that the learning process we are exposed to actually never stops – you live you learn, as the proverb says. Education is not only schooling and as such cannot be merely reduced to the curriculum or limited to a certain period of life.

³<http://www.infed.org/schooling/b-vilcol.htm> (accessed in July 2010)

As all other social activities, education should be placed in a natural context and it should be understood as lifelong learning. Lifelong learning or education for life is an organized process that allows people of all ages to gain access to a broad range of various educational opportunities / and / or trainings, in order to be able to easily take control over their own lives and make informed decisions regarding their future.

COMMUNITY EDUCATION IS PRACTICAL USE OF WHAT WE KNOW AND INTEREST IN WHAT WE NEED TO KNOW.

Community education is based on the belief that "the seeds of the solution to a community's problems are contained within that community".⁴ The concept of "openness" implies a shift from the traditional perception of education as a process in which those who have knowledge pass it on to those who do not, towards a more efficient and important process in which a skilled and trained facilitator⁵ helps people to express their knowledge, experience and values that can provide answers to the problems of a particular community.

Through life we all acquire and develop many skills that we learn on our own, through interpersonal relations, situations we encounter, etc. Although very important, these informal skills are not a part of the education acquired in school, they are not taught, although a certain level of some skills such as communication skills, the ability to achieve successful emotional relationships, leadership skills, motivational and organizational skills are required from us and significantly contribute to a personal achievement of an individual in a society. The concept of community education implies that we need to become aware of such skills, put them to use and perfect them, in which case the role of a teacher as a facilitator is a very important one, as will be explained below.

COMMUNITY EDUCATION FULLY USES ALL RESOURCES FOR THE LEARNING PURPOSES

Community education assumes full and adequate utilization of all resources in terms of facilities, materials, and services. In doing so, public spaces should be maximally used by all persons in the community, whereas all persons, such as parents or people who are not directly involved in schools or community centers, should be allowed to contribute as volunteers by providing their knowledge and skills.

EDUCATION IS A RESULT OF CONTRIBUTIONS FROM ALL COMMUNITY MEMBERS

"Everyone can contribute" is a principle of community education, which implies involvement in the sense of civic duty of all community residents to participate in decision making about their fate and the fate of the communities in which they live. All agencies or organizations that provide educational, social, economic and cultural services cooperate with all members of a community and mutually coordinate their activities (interdisciplinary and inter-sectoral cooperation).

⁴ The term community in the quote refers to a group of people connected in any way possible (and can therefore refer to a school teaching staff as a community), however in the text it refers primarily to a group of people connected in democratic order, which assumes civic engagement activities in dealing with issues and working on improving living conditions.

The quote was taken from Rennie, John. Why Community Education? Poster, Cyril et Kruger, Angelika eds. *Community Education in the Western World*. Routledge. 1990. pg 4

⁵ The term process manager/facilitator refers to a person responsible for carrying out a teaching or some other process or stimulating ideas and creating a positive atmosphere in a particular group. The term facilitator is used in this sense hereafter (see further explanation in section If you want to know more, pp 59-60)

National Community Education Association/NCEA, a member of International Community Education Association/ICEA lists the following principles of community education:

- Lifelong Learning: Learning begins with birth and ends with death. Formal and informal education opportunities should be provided to all members of the community regardless of different circumstances.

- Community Involvement. Segregation or isolation of people based on age, height, race, ethnicity, religious and other affiliation prevent full development of the community. Programs, activities and services in the community should involve as many community members as possible.

- Efficient Use of Resources: There should be a strong collaboration between community's physical, financial, and human resources in order to meet the community's various needs and desires.

- Self-Determination. Local people are in a position to determine community needs and desires. Parents, as primary and most important educators to their children have the right and responsibility to be involved in their children's education.

- Self-Help. People are best served when their capacity to help themselves is encouraged and developed. When people assume responsibility for their own well-being, they become more independent.

- Leadership Development. Identifying, developing and using community leaders' capacity is a pre-requirement for successful self-help and improvement efforts. (Leader: ability to motivate and inspire others to accomplish common goals. Leaders recognize, develop and prepare the leaders of tomorrow).

- Institutional responsibility for meeting local community's needs: Public institutions are obligated to develop programs and provide services that address continuously changing public needs and interests.

- Integrated Delivery of Services: Organizations and agencies that operate for the public good can put their limited resources to good use, meet their own goals and better serve the public by closely collaborating with organizations and agencies with similar goals.

- Decentralization. Services, programs, and other community involvement opportunities that are closest to people's homes have the greatest potential for high levels of public participation. Whenever possible, these activities should be decentralized and made available in locations with easy public access.

(<http://www.ncea.com/thefutureofcommunityeducation.aspx>, accessed in May, 2009)

COMMUNITY EDUCATION IS EMPOWERING

Another key principle underlying the community education philosophy is empowerment – empowerment of young people involved in the process of comprehensive education, which would provide them with an adequate basis for an active life, empowerment of all citizens in order to make them acknowledge their abilities and acquire skills needed for active involvement in the society, and empowerment of the community as a result of empowering individuals who are ready to work on problem-solving issues.

COMMUNITY EDUCATION IS A COMMUNITY SCHOOL

It is probably true that people from different countries in the world would agree that their respective countries are in need of change, especially due to the fact that they would recognize their schools in the aforementioned opening quote. The community education concept and accomplishment of its goals can be best achieved through transformation of traditional schools to community schools, that is community centers⁶, which put into practice the principles of community education and understand the importance of community involvement in enhancing education for the children, family and public in general.

⁶Both terms (community school or community center) are used, therefore, te tako prema nekim autorima Both terms (community school or community center) are used; therefore, according to some authors, the school facing outwards towards the community becomes a community center (also community learning center), although there can be some other institutions, especially in cases where the schools maintain a traditional approach to education, in which community education programs can be applied and which thus become community education centers, that is community centers.

Other facilities in the community can also be used for community education, but the following facts indicate the reasons why schools are the best resource for the community centers⁷:

- They are available in almost every neighborhood and even the smallest communities;
- They have the largest share of spending public resources in most communities;
- They are owned by the community and are financed by tax revenue;
- In accordance with the abovementioned, schools should be at the community's disposal every day and every night during the year and to people of all age groups;
- They should be managed by their community through its legal entities and local organizations;
- They represent a huge potential for the public both physically, in terms of facilities and equipment, as well as in terms of personnel.

Table 1: Differences between a traditional and a community school ⁸

Traditional school (a school with only one objective)	Community school (a school with more objectives)
1. A school day = 6 – 7 hours	1. A school day = 14 – 16 hours or more
2. A school week = 5 days	2. A school week = 6 or more days
3. An academic year = 39 – 40 weeks	3. An academic year = 52 weeks
4. Students = children and teenagers	4. Students = children, teenagers and adults
5. Curricula – adjusted only to the children and teenagers	5. Curricula – ongoing education for children, teenagers and adults
6. Low involvement of parents and amateurs in the experience that a child acquires through learning	6. Extensive involvement of parents and amateurs in the experience that a child acquires through learning
7. Limited recreational and social activities possibilities	7. Numerous recreational and social activities possibilities
8. Enhancing knowledge is limited to what can be done in a classroom	8. Knowledge is enhanced throughout a school day and in after-school hours
9. Very limited use of the community as a study lab	9. Intensive use of the community as a study lab
10. The school is usually closed for community groups who need place for gathering	10. The school is usually open for community groups for gathering and carrying out program activities
11. People whose children do not go to school are not closely connected to the school	11. People whose children do not go to school are also actively involved
12. Limited communication with the community as a whole	12. Communication with the community is present at all levels
13. No direct impact on reduction of unemployment rate	13. Re-qualification programs and counseling significantly affect unemployment issues

⁷Lôrinzi, Csaba. A Handbook for Program «Community Centers» in Southeast Europe. Open Society Institute. New York, 2002

⁸Ibid

14. The school is primarily focused on its own school community	14. Ulaže se veliki napor u pripremu ljudi za učešće u aktivnostima različitih zajednica čiji su oni dio
15. Very little direct planing and managing in unifying efforts put in by a family, school and community	15. A lot of planning and focusing is invested in coordinating the efforts by families, schools, and the community with an aim of efficient development of the youth
16. The influence on solving social issues is made Through a planned academic prograss	16. A more indirect approach towards solving social issues
17. The influence on removing obstacles to social Progress only through intellectual interaction in children only while at school	17. Social barriers such as intolerance, hate, , Indifference, prejudice, religious intolerance, etc, are disscused about and solved immediately
18. The concept of „unity of goal“ focuses only on What comes primarily from intellectual engagement	18. „The unity of goal " aimed at achieving unity and development of the whole community is one of the primary goals
19.Racial integration is influenced only through interaction between teachers and children.	19. Significant direct effort is invested in integration of people of all ages and socio-economic status through various programs and activities
20. Common goals are almost completely related to academic fields' program	20. Community developmetn and problem-solving within the community become objectives to all community members
21. The school does not initiate community development projects	21. The school initiates a number of community development and improvement projects
22. The school is not directly involved in community development issues	22. The school becomes a catalizator in encouraging people to solve community development issues
23. The school provides a sense of pride and success only for the intellectual elites.	23. The school provides a sense of pride and success for all community members.

Unlike traditional schools, community school find connecting the school and community resources an integral part of work. Therefore, community schools use additional resources to relieve school staff which should be prepared to respond to the challenges that students bring to school, providing learning opportunities that develop the academic and non-academic skills and build social capital - networks and relationships that encouraged learning and create opportunities for young people, thereby strengthening their communities. There are many different models of community schools, which is logical given that their primary goal is to address the needs of the communities in which they are located and to be modeled accordingly, but they all share the following principles: ⁹

1. **Foster partnerships** - partners share resources and knowledge in the design and implementation of community school operation
2. **Share responsibility for the results** - clear, commonly set results are the basis for the operation of the community school.
3. **Set high goals for all** - community schools are organized to support learning. Children,youth and adults learn by high standards and are expected to be active citizens of the community.
4. **Rely on the power of the community** - community schools draw on resources from the entire community, from its people, organizations and the schools themselves.
5. **Embrace diversity** - community schools know their community. They work on developing respect and strong positive identity of people of different backgrounds who are committed to the well-being of all.

⁹ Coalition for Community Schools <http://www.communityschools.org/index.php?option=content&task>
(accessed in May 2009)

In the words of one of the advocates "community education as an education reform or a philosophical concept is not so much focused on the structure of knowledge as it is on the vision of mankind and with it begins to establish open society. "⁰ Open Society is a society based on the understanding that no one has monopoly over truth, that different people have different views and interests and that there is a need for establishing institutions protecting the rights of all people by enabling them to live together in peace.

2.

Why Community education in Bosnia and Herzegovina

The fact that BH is a country in transition has been heard by its citizens countless times. Let us therefore mention that BH society is in transition from postwar to an ordered society, and it is undergoing the transformation from former socialist to capital social order, which contributed to the transition to a new political, democratic and multiparty system and consequently, economic system of the open market and private ownership. The ongoing transition period, as well as many other things in our country, is particular and complex, while the gap we find ourselves in is quite peculiar. Indefiniteness, as a crucial feature of the transition process, or the fact that we are “drifting” somewhere in between, is something that BH citizens experience daily, together with uncertainty resulting from the fact that no one truly understands what the term “in-between” refers to and when it will end. The situation is even more complicated than this, since after the war people expected a faster development of the country and return to “normal” lives; however, since the improvement is happening slowly or not at all, and the country seems to be stagnating, the uncertainty felt by its population is growing by day.

In addition to problems of poverty, unemployment, inequality in access to education, changes within the very structure of the family, and parents' roles that other countries face as well, Bosnian society faces specific obstacles, primarily related to the still present consequences of the conflict: the presence of war traumas which have not yet healed, population displacement, non-restructured and non-reformed social systems and factual division of the state which affects all aspects of everyday lives of BH citizens. In overcoming particular challenges caused that BH faces community education can be of great advantage. In the following part we will try to mention some of the obstacles that exist in BH society and through community education principles we will try to explain the ways in which introducing community education can improve conditions in BH society.

2.1 BH education in the light of political and economic situation

There are two publications dealing with the issues of future social development of BH, that we have used as the basis for considering disadvantages in the BH society and the BH educational system, in particular the needs that the community education could meet. This is primarily UNDP BH Human Development Report on Millennium Development Goals (MDG) Where will I be in 2015? (June 2003)¹³ and the National Human Development Report (NHDR) Social inclusion in BH (2007).¹⁴

The existing education system finds itself at the crossroads of three paths as part of on-going transition processes: the first path is the “old” system, inherited from the former Yugoslavia, but still strong and resistant to change; another is the “new” system, designed in Dayton and established by the peace agreement and the Constitution as an imposed decentralised system that does not guarantee any well-being and does not develop multiculturalism and tolerance; and finally a “third” path, an authentic model that follows the European system and is based on interests and goals that are akin to it. Which of these paths will prevail remains to be seen, but one can at least hope that the third option will be given the chance to prove its worth. BiH Human Development Report 2003: Millennium Development Goals. UNDP BiH. June 2003. pp 85-6

¹³<http://www.undp.ba/index.aspx?PID=14>, accessed in April 2009

¹⁴<http://www.undp.ba/index.aspx?PID=14>, accessed in April 2009

It can be said that, according to these reports, the lack of the appropriate political mechanisms that would regulate various sectors of the society is the main problem that BH faces. Moreover, the division of the state established under the Dayton Agreement is transferred to the lowest levels of social life and opened up space for the "unsettledness", present not only in education sector but also other systems including the system of moral values. It is no wonder then that, as stated in the 2007 report, the population's trust in social structures virtually does not exist, and their sense of powerlessness and apathy is growing day by day due to very slow changes at higher levels of power.

NHDR report of 2007 discusses the economic exclusion, which is reflected in the lack of material goods but also in the lack of opportunities. Financial insecurity that people experience causes their exclusion or limited involvement in processes in educational, health care, political sectors, etc. One of the main issues which needs to be addressed is the reduction of poverty.¹⁵ However, it is important to note that the reports emphasize the importance of solving the causes that lead to problems, not the consequences resulting from them. " The issue of poverty reduction in BiH can, in principle, be conceptualized in two basic ways: reactively – as a fight against poverty, or proactively – as a fight for a prosperous society and sustainable development. The former approach currently prevails in BiH, with all of its inherent constraints."¹⁶

According to data collected as part of the research conducted on behalf of UNDP in 2007 by Oxford Research International and published in the report "The silent majority speaks" (2007) the feeling of stagnation, typical for countries in the transition process, is once again mentioned. The report, however, points to another aspect of the transition process typical for the country and the frustration of its citizens - a large gap between wishes and possibilities - the result of expectations that "someone else" will take care of the problems, preferably in the upcoming electoral process, and when it does not occur, they begin to lose faith in their own ability and capacity to contribute to change.

„Some people expect that things will improve but most of them say that conditions in many other sectors are the same and do not expect any change in the near future (...) People see that not many things change, they expect some change but want a "major change": it seems that they expect not gradual but radical shift. It appears that the aspirations of people and their expectations based on the current situation are not in accordance. "

Since one of the goals of BH is to achieve universal primary education, it is clear that poverty and economic uncertainty can affect the access to primary education sector. The data related to unemployment rate is of special importance, since it is associated with low level of education and thus economic insecurity. Despite the fact that there is a continuous increase in the level of education of the population of Bosnia and Herzegovina, a significant portion of the population has only primary school level education. According to the report (2007), nearly 42% of BiH population has low level or no education at all. Only 18.8% of young people (age group 18-24) in EU countries will continue their education upon completion of compulsory education, while in Bosnia this percentage is much higher and amounts to 31%.

¹⁵According to World Bank 18.9% of the population in BH, that is approximately one million citizens, live below the poverty rate (monthly income less than 231.10 KM) more on: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20205084~isCURL:Y~menuPK:435735~pagePK:148956~piPK:216618~theSitePK:430367,00.html>

¹⁶Report on Human Development 2003: Millenium Development Goals in BiH. UNDP BiH. June 2003.pg 21

When it comes to education, the division of the state into "two different Entity models of education management, and a visible decentralisation (or fragmentation) of education by cantons in the FBiH, make the creation of a single education policy nearly impossible. This is the case even if only basic goals and targets are at issue, let alone the creation of a single system of educational values. Indeed, the present situation maintains favourable conditions for those who wish to subject the education system to narrow national ideologies and interests"¹⁷

The most absurd example of subjecting the school to national interests is the concept of "two schools under one roof" that could be said to be an antithesis to openness as it stands for the division of students on the basis of their ethnicity and represents segregation in schools as a direct consequence of the lack of systemic order.¹⁸ To further emphasize the fragmentation and the possibility of "fishing in troubled waters" resulting from the above mentioned it is worth stating the well-known fact that in BH there are 13 different laws on education, that is 13 per each level of education, none of which was passed at the state level, so that each entity has its own law on education, and 10 cantons in FBH have their own respective laws, and so does Brčko District. According to 2007 NHDR, the concept of lifelong learning is completely neglected in BH, and adult education is practically nonexistent, which makes the population of uneducated, or inadequately educated, the most vulnerable category in terms of their (non) involvement in the society.

In 1996 International Commission on Education for the Twenty-first Century chaired by Jaques Delors compiled a report to UNESCO entitled *Learning: The Treasure Within*. Guided by the idea that, unlike formal education system which opts for knowledge acquirement rather than some other forms of learning, education should be understood as a lifelong process, the Report proposed four pillars which are described as foundations of education.

I. Learning to know– by combining a sufficiently broad general education with the possibility of in-depth work on a selected number of subjects. It also implies learning to learn with an aim of using lifelong education opportunities.

II. Learning to do - with an aim of the acquisition of professional competence and skills that enable people to deal with a variety of situations and to work in teams. It also implies learning to work in the context of various social and work experiences of young people that can be both formal and informal. .

III. Learning to live together– by developing an understanding of others and recognition of our interdependence through implementation of common projects, learning how to avoid conflicts respecting the values of pluralism, mutual understanding and peace.

IV. Learning to be - with an aim of supporting the development of an individual who will exercise greater independence and judgment combined with a stronger sense of personal responsibility. In this respect, education must not neglect any of the aspects of personal potential: memory, reasoning power, aesthetic, physical ability and the aptitude to communicate with others.

As already mentioned in the first part, the concept of lifelong learning is based on providing education opportunities to all population groups, in accordance with their needs and abilities, and in BH persons older than 65 are not included in any forms of education. In addition, according to the same report, only 3.3% of the youth population aged 15-24 years, who are not involved in some form of formal education have the opportunity to engage in some informal education and training, and the same is true for only 1.6% of persons aged 24-65 years. According to the above, the unfavorable political situation in BH, which then affects the economic conditions, is the key cause of unsatisfactory education system in BH, which reflects general state's inability to overcome divisions and begin to fully and positively utilize the resources available.

¹⁷ Report on Human Development 2003: Millenium Development Goals in BiH. UNDP BiH. June 2003.pg 76

¹⁸ See article Bosnia and Herzegovina: Teaching Intolerance, June 2008, on http://www.soros.org/initiatives/esp/atricles_publications/articles/bosnia:20080603?s accessed in August 2009.

2.2 How does community education address the needs of BH society and education?

The fact that 57% of the poor in BH has only primary level or no education at all, stresses the importance of education system which would have a universal character and set good foundations for continuing education at higher levels, especially considering the fact that there is "a slight increase in the percentage of pupils (currently estimated at 4%) left outside primary schooling enrolment"¹⁹.

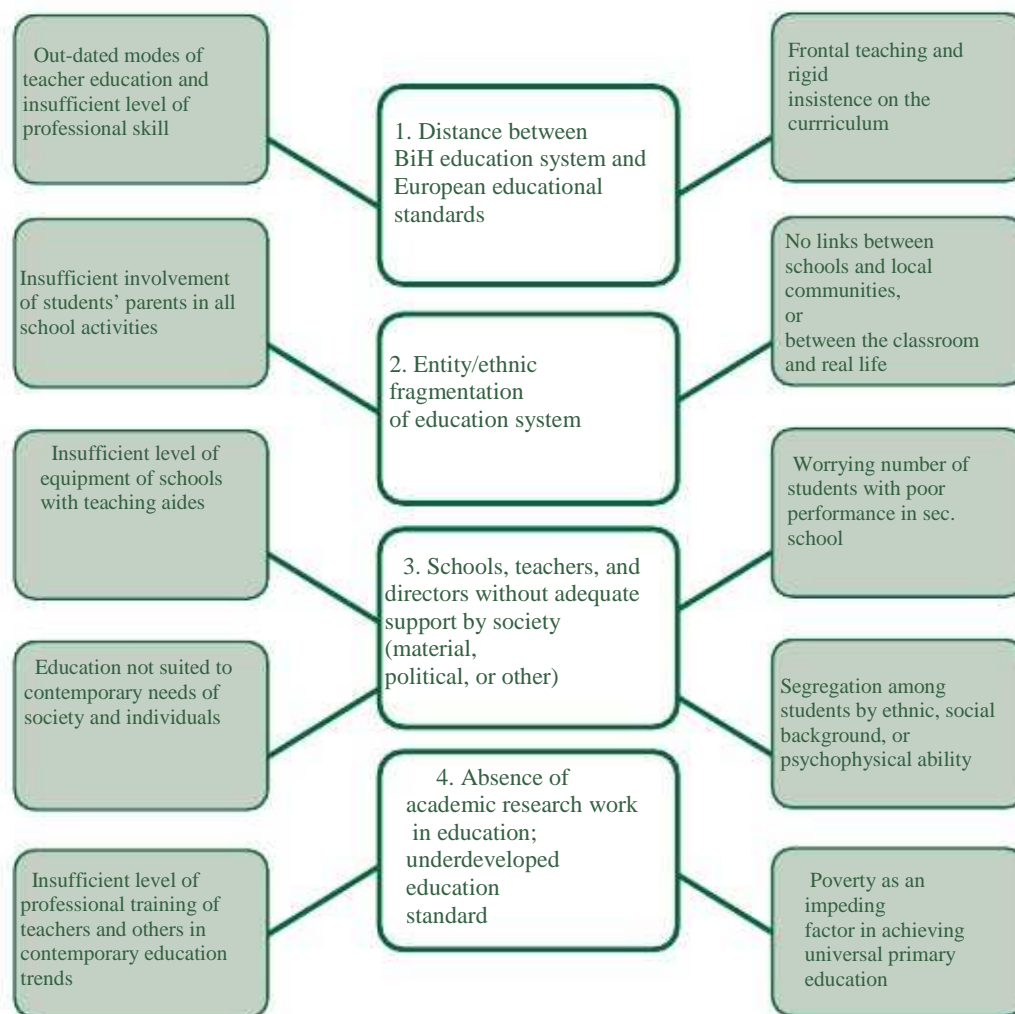
Most of the the smallest administrative units in BH, local communities, are in charge of an area that is usually associated with elementary school. In academic year 2004 / 2005 BH introduced a nine-year primary school period, which has further increased the importance of basic education in the lives of children, especially taking into account the fact that the pre-school education system is rather underdeveloped across the country (according to the MDG 2003 Report, pre-school institutions cover only 10% of children in BH) and certainly does not meet the existing needs.

Elementary school occupies an important place within the community due to the fact that every citizen has or knows a child who attends a primary school and so, although not directly involved in the work of a primary school, parents, family, acquaintances, in short adults who are not teachers, and indirectly involved and play a major role in facilitating or, in contrast, impede this very important period of education for the pupils, and thus, in the current organization of education in general, represent an under-utilized resource. Due to the presence of elementary schools in local communities and the focus of almost all its inhabitants to the educational institution, primary school is a fertile ground for the implementation of community education principles and standards..

The review of BH education sector presented in the MRDG 2003 Report given below clearly indicates the shortcomings of the entire educational system and points to its requirements that community education, with its principles and standards, can address. This is especially the case in elementary school that has set the foundations for the superstructure and not be an education segment separated from the living environment, or isolated and unconnected with others.

¹⁹Report on Human Development 2003: Millenium Development Goals in BiH. UNDP BiH. June 2003, pg 77

Scheme 1: Diagram of the situation in the education system in BiH at the beginning of the 21st century
- qualitative assessment²⁰



One of the aforementioned needs of the BH society is the necessity of creating and strengthening the adult education system, as well as all forms of informal education and skills-training. It is worth mentioning that in BH, as in the rest of the world, the population is getting older. According to the Work Force Survey in 2006 pensioners made up 15.6%, students 10.5%, and the employed 28% of the BH population. The same survey conducted in 2008 reported the following figures: pensioners constituted 17.2%, students aged 15+ involved in formal education 10.2%, while the employed comprised 24.8% of the BH population. The community education philosophy holds that human needs for education and learning do not cease through life, they simply change, which implies that the ways to address them need to change too. There is certainly a significant number of pensioners in BH who are still willing and able to “break” the stereotype that the society imposes on them upon their retirement. This is further emphasized by the fact that the society marginalizes and neglects people whose formal employment is completed, but whose active life and ability to contribute to the society has not yet ended.

The curricula and classes are still strictly divided into subjects and little is being done on their integration and adjustment into content that the students would use practically outside the classroom. In addition, the

teaching process conducted for future teachers is considered to be somewhat outdated.

Education is the kindling of
a flame, not the filling of a
vessel. -Socrates

²⁰Report on Human Development 2003: Millenium Development Goals in BiH. UNDP BiH. June 2003, pg 77

When I enter a classroom I should be someone who is open to new ideas, open to questions, and open to curiosities of the students as well as their inhibitions. In other words, I ought to be aware of being a critical and inquiring subject in regard to the task entrusted to me, the task of teaching, and not that of transferring knowledge.
– Paulo Freire. *Pedagogy of Freedom: Ethics, Democracy and Civic Courage* (<http://www.gigapedia.org> accessed in August 2009)

With minimal changes being introduced (such as transition of teacher education studies from two-year to four-year studies), the education is carried out through traditional methods, with very little practical knowledge, so that the new teachers fail to keep pace with their pupils' needs, in the same manner their teachers lagged behind their respective requirements. As a result, new generations of teachers mainly apply the teaching methods they themselves were exposed to, regardless of the theoretical knowledge of innovative pedagogical methods they have acquired, but not used practically.

The concept of community education implies that the community school should offer a wide range of services, such as health care, social support, etc. and be at students' disposal, which would disburden the teachers who could then devote more time to the process of teaching itself. The community education philosophy challenges the stereotype of the teacher as the authority, who transfers knowledge, and students as subordinate subjects, who are traditionally and conventionally encouraged to merely acquire knowledge, not to shape it according to their needs, questioning its appropriateness, usefulness and "practical" value. Therefore, community education requires "openness" of teachers towards students, the application of the bottom-up principle in the classroom through the adaptation of both content and methods, primarily for those they are created for.

Community education perceives teaching as guiding/ facilitating the process of learning. The teacher becomes the instigator (facilitator), the one who guides and facilitates the learning process. The most important aspect, however, is that in community education the teacher consciously works on "diminishing" his authority in the traditional sense, and tends to encourage students to take control over their education and assume responsibility for it. The key decision-makers on education in BH received education in a system that is simply no longer applicable because it is inflexible and does not respond to real needs of the individual in a modern world, which in addition to the theoretical knowledge requires practical and multidisciplinary knowledge, informally acquired skills, emotional intelligence and the ability to adapt.

The concept of community education provides an opportunity for decentralization, in terms of distribution of power, duties and responsibilities within the community in which it is applied because it starts with the assumption that each individual in the local community should be active, take responsibility and have a desire for improvement, which is to be achieved through their own contribution and commitment. Such decentralization is diametrically opposite to that which is currently present in BH society as a result of a state system which distributed the power but not the duties and responsibilities. The actual decentralization and the process of introducing positive changes that will start from the bottom up requires a strengthened community and its citizens, those who are aware of their own potential and willing to take responsibility for activism directed at development. Local communities, which have due to the war experienced massive changes, are in urgent need of a systematic approach to development that will unite all existing resources and act through education and other activities. The culture of learning, as one of the key characteristics of an open society, which community education develops and encourages, assumes that everyone is a teacher and that the learning process never stops. Most importantly, it also provides an opportunity for anyone to acquire or regain the lost self-confidence which lies in the fact that each of us can teach someone something. Introducing each segment of the principles of community education in schools and local communities achieves the same result - the empowerment of individual, regardless of their age, origin, education, national and religious affiliation, etc., and consequently, the empowerment of the community, which is of essential importance for meeting the needs of BH society.

Table 2: What BH needs and what community education offers

BH needs:	Community education offers:
Adult education/training	Lifelong learning concept
Re-buliding the community	Community empowerment/civic participation
(Re)integration of the displaced population	Community involvement /joint contribution/ participation
Systematic approach to changes based on realistic needs of the population	Joint Action Planning
Rationalization of education costs (eg omission of the cost of the professions that are not needed, that is upgrading qualification for the ones needed)	Maximum utilization of all resources available / Defining needs at the local level
Initiatives at the local level (school / community) as higher level structures are not functioning	Bottom-up approach
More autonomy at the local level	Decentralization through independent activities
More appropriately trained people (including re-qualification, etc.)	Infomal learning/training/more practical knowledge (rather than theoretical)
Active young people who will take critical approach to problem-solving in order to improve the living conditions	Empowerment of the youth through formal/ informal education and raising awareness
Defeating apathy	Self-help /empowerment/ volunteering
School which educates for life	Teacher as a guide/facilitator, student not as a passive recipient of knowledge, but as an active subject/teh culture of learning
School in line with technological advanced and labor market needs	Joint planning accordance to the needs/ Using all resources available
Higher involvement of the economy sector in the society	Cooperation between schools and businesses
Changes in the society as the result of the empowerment	School and/or the community as a (change agent) = civic society development

In the first and the second section we:

- provided a description of the community education philosophy
- presented its principles
- presented the existing needs in the BH society and concluded that community education can respond to those needs appropriately.

In the following section, we will:

- explain how it came to applying the community education principles in Tuzla
- introduce implementers of the community education process, their goals, principles, standards and activities to be undertaken to begin with the implementation of the community education philosophy.
- describe the entire process through stages in order to present guidelines of the BH Community Education Model that each school, local community and partners should adjust to their own taste, needs and desires.

3.

BH Community Education Model

The previously mentioned disadvantages in the Bosnian society and the slow pace at which the official institutions deal with them, have prompted Community Foundation Tuzla (FTZ) and their partnership association International Association "Interactive Open Schools" to gather individual approaches and experience gained in the community schools and centers development program, international youth empowerment programs, and programs for sustainable community development, into a singular Model that advocates the already known and accepted principles of community education.

Our model is the result of years of cooperation with activists, volunteers, school representatives, Board of Trustees and business firms in the process of organizing local communities and developing community schools, which we have been working on in the past six years in the area of Tuzla and the Tuzla Canton. The aim of the Model is to point to the distinctiveness of the integrated community development approach, which focuses on the young, their needs and requirements, their capabilities and capacity to participate actively in community development and community life. The particularity of the BH Community Education Model lies in the fact that by integrating the three components - the local community, the school and the youth

- it seeks to avoid the fraction and exclusion in target groups' access to education and continue the entire process of mutual opening of the stakeholders through the recognition and appointment of the- so-called multipliers, persons who will be able to apply this approach in the communities.

It is extremely important to include the young and encourage them to participate. Through the process of joint identification of needs, planning and implementation of activities, young people in local communities have the opportunity to actually make an impact on their immediate environment, a place where they live and where they go to school. The cooperation of all community members and the sense of togetherness that arises as a result from the Model encourage all participants to be more active in finding solutions to the problems they face, which do not necessarily depend on somebody else's financial resources, will and commitment.

Community Foundation Tuzla (FTZ) was established in February 2003, initially as the Community Foundation Simin Han, under the initiative of the residents of this Tuzla local community, Youth Empowerment Partnership Program (YEPP, see Appendix), and Freudenberg Foundation. The founders were Simin Han and Tuzla citizens who wanted to support efforts invested in continuing YEPP programs and developing other initiatives by the youth and the community. FTZ Office was first situated in AGORA Center, a community center in Simin Han, which is today one of the most visible results of what FTZ aims to achieve. In April 2005, the Community Foundation Simin Han became the Community Foundation Tuzla and extended its activities to the entire city, especially focusing on local communities Gornja Tuzla, Tušanj, Solina, Husino.

FTZ works on promoting philanthropy and volunteerism in the local community, so that all the citizens, and especially the youth, can play an active role in the process of community development. By using a holistic approach, FTZ connects the youth and the community organizations with the culture of learning and community education, including all stakeholders in the process of empowering individuals and the community. FTZ has actively cooperated with community members to determine the existing potential and resources within the community that can be used to develop and improve the standards of living and quality of life in the municipality of Tuzla. (<http://www.fondacijatz.org>)

International Association "Interactive Open Schools" (MIOS) Tuzla was founded in the late 2003, as a part of the project, "Development of Interactive Open Schools" (RIOS), implemented in Tuzla by the German Freudenberg Foundation. Twelve schools from Tuzla (BH), Osijek (CRO) and Novi Sad (Serbia) participated in the project. Primary School Simin Han Tuzla served as a model school in the project. MIOS aims to influence the educational process by advocating the development of community schools, and has developed programs focusing on strengthening three aspects of school life and work. This implies working at the school level with all stakeholders involved in school development and education process improvement/ students, parents, teachers, local community, school management and teaching process focusing on improving students' competences.

MIOS Mission is to empower community schools in the community to become effective institutions of learning and teaching focusing on students. Through the activities that it carries out in schools MIOS works on introducing democratic values in the classroom, teaching process and school development process. It aims to open schools towards the communities and establish partnership between them. MIOS actively works on improving the learning and teaching process through specialized training for teachers focusing on the use of community education methods in teaching and learning and the introduction of the interactivity principles for all participants in the educational process that takes place at school. ([Http://www.ioskole.net](http://www.ioskole.net))

3.1 Goal

In advocating for the BH Community Education Model, partner organizations FTZ and MIOS, defined a common goal focusing on the development of the local community and the empowerment of its individual members:

Create a positive environment for improvement of standards of living and establishing a learning culture that involves active engagement and self-initiative by the citizens, especially the youth.

3.2 Principles

In addition to the general principles of community education mentioned in the first part, the BH Community Education Model comprises the following principles:

- involve youth, give them opportunity to voice their opinion, enable them to participate in decision-making process within the local community and beyond;
- empower young people and other members of the community, encourage them to apply methods of strengthening self-confidence, bearing in mind the fact that a lack of faith in oneself is one of the key problems in post-war and transitional society;
- create cohesion within the community through joint action by the local people with visible and tangible results useful for the community;
- encourage schools to become community schools, which involves the transformation of teachers into facilitators of the learning process and the formation of development teams within schools that will work to develop openness, change the approaches to students and encourage the use of interactive methods;
- create changes in the governance of local communities and local administration, by broadening its scope of duty from infrastructure to a holistic process of community development focused on youth;
- involve business sector in the development processes because in BH it is not prominent in assuming responsibility within the society.

3.3 Assumptions/ Process partners and model introduction

According to our BH Community Education Model, the school is a partner of vital importance! Unlike some other forms of local development (see Appendix), our Model builds on the fact that the school is a key stakeholder that continually generates ideas and advocates for change in the community. At the same time, it is the school that must decide to open towards the community, prepare to change and accept new approaches and models of development. Our practical experience has shown that the true transformation of the community is possible only if the transformation of schools occurs.

In addition to the school, the engagement of and partnership with the local administration is of great importance; in BH in particular that would be the local community (MZ Savjet/Local Community Council), without whose involvement community development itself would not be possible.

The role that these partners will have in the process depends primarily on their desire, willingness and vision on development. In any case, the foundations for further development and improvement lies in partnerships established primarily between these two structures within the community, their information exchange, confidence building, defining levels of the involvement in the process, and agreeing on common goals and common activities as a basis for initiating change.

In addition to the school and the Local Community Council, the BH Community Education Model holds that establishing partnership with community centers and citizens' associations is of extreme importance, since they provide an adequate infrastructure and a base for further development and improvement of partnerships, information exchange, trust building, coordination of common goals and joint activities. It is worth mentioning that community centers represent excellent resources available in local communities. Although in most cases community centers lost the role they had in the former social system, they can, through the process of opening the community, once again become significant stakeholders in the community's development and empowerment. A good example is community center "Agora" in local community Simin Han, which was founded in 2003 by YEPP Tuzla, in cooperation with the Open Society Fund BH. Community Centre "Agora" is located in a renovated building of the former community center and represents a remarkable example of good implementation of the community education standards promoted through the Program for Community Centers in the Southeast Europe.²¹ The former community center premises now represent a meeting point for all community members. Through its activities and in cooperation with all local associations, the local community and the school, "Agora" has significantly influenced the rebuilding and improving local life in Simin Han, where during and after the war, major changes occurred due to migration and the arrival of the displaced population from the Podrinje area.²²

The role of FTZ as the motivator of the process of cooperation and partnership within the community consists of the following:

- facilitating the process of organizing for change;
- motivating and coordinating joint actions in the community
- providing an organizational and technical support to the activities carried out in the local community;
- providing training and workshop facilitator services for the stakeholders;
- providing services as an independent donor for small civil initiatives;
- providing services as the presenter of the program and the representative of the local stakeholders in international networks

The aim of the first part of the process of establishing and strengthening community partnerships, is certainly the inclusion of as many stakeholders²³ from the community as possible, which includes associations and civil society organizations, formal and informal groups that operate in the community, such as associations of women, retirees, environmentalists, sports clubs, cultural clubs, etc.

The fourth, and the most important group, which must be included in the process, is the youth, for whom the process was created in the first place. Youth councils, student councils, all forms of youth organizations or initiatives should be actively involved in the process from the very beginning. As already stated, the empowerment of the youth is one of the essential aspects in community development.

Although the process of opening the school and the community is participatory, meaning that all participants in the process are actively involved in all stages, it has been proven that having a motivator and a mobilizing agent, an independent stakeholder, a civil organization (or an individual) who would encourage and lead the process is quite useful, as is the case in some other activities related to the community operating processes. The motivator of cooperation and partnerships in the community initiates the process, works on developing a sense of mutual trust and belonging to the community, creates opportunities for acquiring new skills and abilities of individuals involved, provides training services, and ensures that the organization/institution representatives, i.e. stakeholders, participate equally in the process. The mobilizing agent of the community, in the truest sense of the word, encourages and facilitates the process of preparing the community for change, acting as a facilitator of the process, which is extremely important, especially at the time of initiation and planning, when the partners need to be directed and reminded of a common goal and work extensively on developing and maintaining constructive dialogue.

²¹ Open Society Institute. Guidelines for Implementation of the Project «Community Centers» in Southeast Europe. August 2002, and Lörinzi, Csaba. Guide to «Community Centers» In Southeast Europe. Open Society Institute. New York, 2002.

²² For more on community center „Agora“ see <http://agoracentar.org>

²³ Stakeholders are individuals or institutions, associations and organizations, informal groups of citizens and citizens who participate in the life of their community. A significant number of stakeholders has participated in the communities where the Model has been implemented, especially in schools, local communities, ERs, associations and their branches, such as women's and pensioners' associations, youth organizations and sports clubs. In almost every community we have cooperated successfully with a community center or a local reading center, which can be singled out as an important gathering place for the local population, that is, stakeholders of the community, which is used not only for social activism meetings but also as a place where various celebrations take place.

Since community education requires a holistic approach to education and community development, advocating and supporting such a process requires versatility and excellent abilities and skills for management, facilitation, motivation, negotiation, organization and delivery of training. And most importantly, it requires outstanding ability to adapt to the situation in order to determine the right time to step away from the process, once it starts, so that the process participants could develop a sense of ownership of the process and not feel it was imposed on them.

Bearing in mind the various roles, knowledge and skills that the initiator of the process must have, it is worth mentioning that it is not necessary that it be a civil society organization, but any institution / organization which possesses all the necessary capacities and capabilities, which follows in the footsteps of the BH Community Education Model goals and principles!

As an initiator of the process of cooperation and partnership within the school MIOS:

- provides education and training for teachers on approaches and methods for opening teaching and learning processes to the community as a place of learning
- motivates and supports teachers in innovating teaching and learning process
- facilitates the process of democratization within the school
 - involvement of all stakeholders -parents, students, teachers, representatives of local community, school management - in school development
- advises the school in the process of community school development
- works on involving the school as a stakeholder in the community development into the process of community organization
- motivates the school to promote and implement the concept of lifelong learning
- organizes and connects the teachers in the region in order to strengthen the dialogue, exchange experiences and promote inter-cultural approaches
- assists schools in self-evaluation by the community school standards
- promotes and presents the program and community schools in the community and at the international level.

Scheme 2: The network of stakeholders participating in BH Community Education Model



3.4 Activites /steps

In accordance with the above stated goal, in the process of developing BH Community Education Model our starting point was the fact that citizens have the right and responsibility to be involved in the development of their communities and neighborhoods, but they also need to develop capabilities to develop cooperation and take action, in order to improve some aspects of their community life. One of the vital aspects for our concept is the involvement of the young people, since we believe that youth involvement will have twofold effect. Firstly, it will provide for long-term sustainability of the process, and secondly, young community members will be a unique resource that provides extremely innovative views on community development, completely up to date with the current trends.

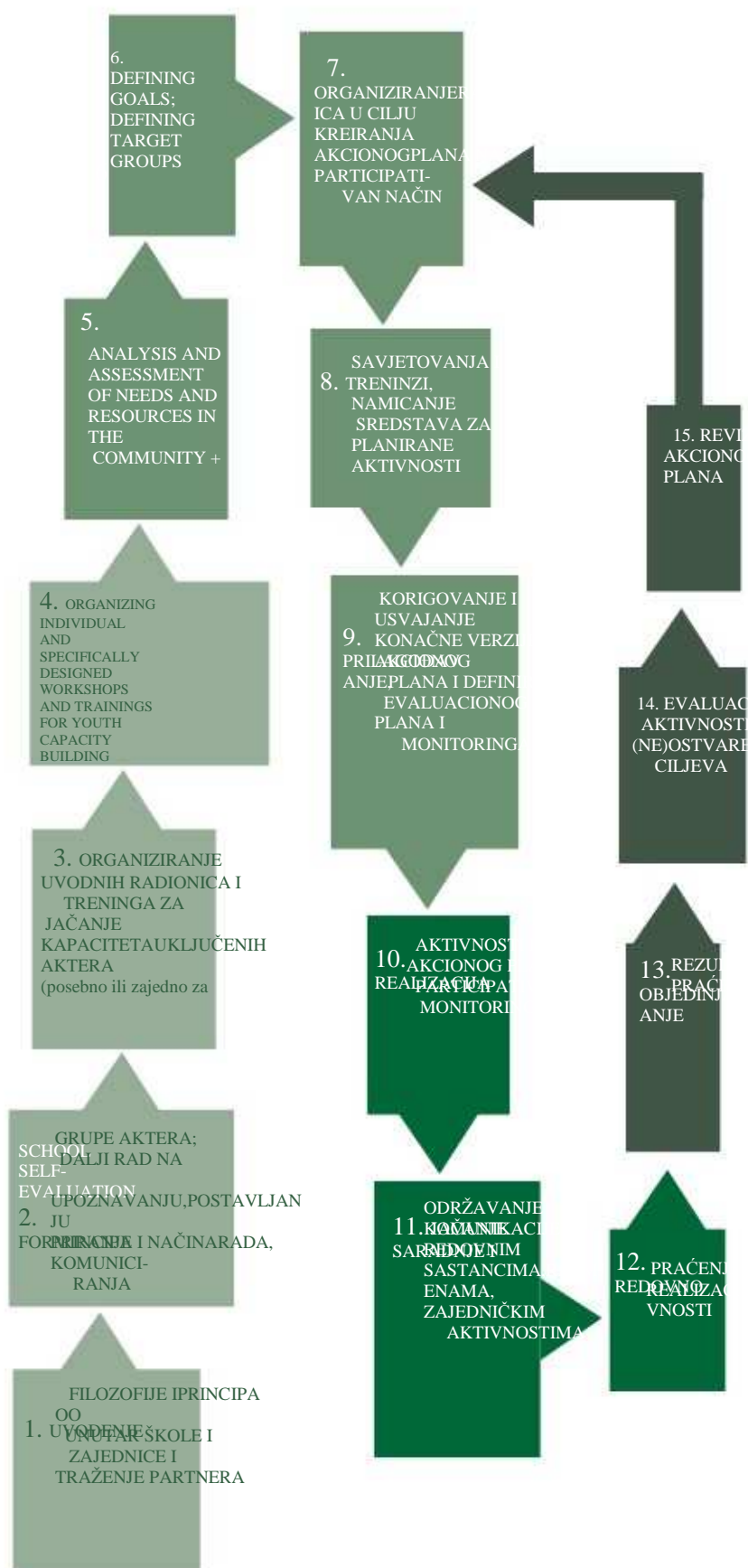
Considering the fact that the process of positive change in the community and developing the learning culture in the community is a long-term process, the BH Community Education Model presupposes the inclusion of the committed community members, organizations and individuals who are willing to make a long-term investment of their own time and resources for the common good of the community.

Accordingly, the BH Community Education Model proposes activities that have to be adjusted and modified over time in accordance with the wishes and needs of each community respectively. Each community has its unique characteristics, not only in geographical terms, but also when it comes to the ways of involving the citizens in the processes of change. Some citizen groups are more active than the others, because individuals vary in their abilities, capabilities, motivation and access to resources. Also, many community members remain skeptical and unwilling to participate in the informal forms of education in the community.

Regardless of the motivation of the citizens in the selected communities and the existing local resources and knowledge in these communities, we believe that the BH Community Education Model can be implemented in every local community since it is organized in the way that allows that the four key stages of activity process be adapted and improved depending on the needs and resources of the community in which they are being implemented. The stages are given in chronological order; each of them is organized in several interconnected and overlapping steps, which we believe are necessary for process initiation, planning, implementation, sustainability, and finally evaluation and possible repetition or implementation in other communities, always in an innovative and customized way.

Seeking to develop a systematic and easily acceptable approach for practitioners in the community development process, in Tables 3 and 4, we provide a clear description of the process stages with their corresponding activities, expected results and specifically organized training sessions, which represent a key link BH Community Education Model, since its main objective is to develop the culture of learning and developing the capacity of the local stakeholders to facilitate participation in the democratic development of the community. It is especially worth mentioning that Table 4 comprises a wide range of services, activities and functions that the process implementer, organizer and facilitator provides within the community in the process of BH Community Education Model implementation.

Scheme 3 :
Step-by-step
review of the
BH
Community
Education
Model



I –Establishing and Strengthening partnerships

Purpose:

To connect the citizens with civil initiatives and form a group of stakeholders within one or more local communities, or neighborhoods, which are connected geographically and demographically, creating a partnership between the three sectors: business (profit), civil (non-profit) and government sectors.

The process participants can have different views on history, resources, and needs of the community, local community, and neighborhood. Furthermore, not all community members are equally aware of the opportunities, nor do they possess the same knowledge and skills on ways of involvement in democratic process of community development. It is therefore necessary to establish a common base for cooperation and partnership, a starting point for the development of learning culture and advocacy for change that the citizens can refer to. In that respect, the process facilitator must find ways to meet more often with certain of civil associations' representatives in order to interact with the prospective partners and stakeholders' representatives within the community, its existing infrastructures, such as schools, community centers, clubs, etc. In this respect it will be easier to create a clear picture on one community's resources and opportunities that can be used for activities and trainings to be implemented through BH Community Education Model. ovaj

Goal:

To motivate a group of stakeholders to cooperate and adopt community education principles with an aim of establishing cooperation of activities that are either being implemented or are planned to be implemented in the community by the BH Community Education Model facilitators, other associations, institutions, agencies and civic groups.

Participants:

School, organized youth groups (students' and youth councils and organizations), LC Council representatives, civil associations, sports and other clubs, entrepreneurs, etc.

Steps:

I a) Introducing the community education and community development concept to the key partners

At the very beginning of the first implementation stage of the BH Community Education Model the facilitator organizes an introductory seminar with the local stakeholders' representatives (schools, local administration, local associations, the youth, entrepreneurs, etc.) on community education and development. Since the school is one of the most important partners in the process, the facilitator should organize additional consultancy on priorities that the school should work on, referent points that need to be dealt with within the community, cooperation and communication. In our case, Community Foundation Tuzla focused on organizing and delivering trainings in the communities (Simin Han, Tušanj, Solina, Husino and Gornja Tuzla), while the International Association „Interactive Open Schools“ MIOS Tuzla worked on organizing and delivering trainings in primary schools designated as target communities of the BH Community Education Model in Tuzla (Simin Han, Tušanj, Solina, Husino).

I b) Forming a group of stakeholders

It is of vital importance to choose committed participants for the process of community development; the participants should be the ones who are prepared to volunteer for the community, true enthusiasts who take the BH Community Education Model aims as their own, and work together on improving the level of the culture of learning, strengthening the sense of local togetherness and the sense of ownership over the community.

In our Model's first stage, we first established whether there was an expression of interest for cooperation by the stakeholders, after which we called initial meetings with them. In the very first meeting of the stakeholder group we agreed on the membership of the community development group, appointed the facilitators, means of communication and information exchange between the stakeholders, as well as the principles we would follow in implementing the BH Community Education Model.

At the same time, Development Team was founded at school, whose role was to define guidelines on cooperation within the school and establish connection with other stakeholders from the community.

I c) Education /training/seminars for the participants

Regardless of various previous knowledge that the process participants might have, introductory trainings on active citizenship and the role of the third sector in the community development should be organized in all target communities. Our experience has also shown that organizing additional seminars for adults on citizens' participation in decision-making processes and cooperation between the civil society and government is often compulsory.

Furthermore, the facilitator is concurrently in charge of the development process and democratization occurring at schools, change generators, and community development. In our case, as mentioned before, one of the partners, (MU „Interactive Open Schools“) was particularly focused on cooperation with schools and forming Development Teams within the school. In BH Community Education Model special attention is drawn on education and training for the Development Team members (representatives of students, parents, teachers and management, as well as local community and active associations' representatives) in order to enable them to work on democratization and planned school development. Schools also hold trainings for teachers on didaktičko-metodičkom segmentu in teaching process and methods which enable implementation of the teaching process outside the classroom and school yard. For more detail on trainings conducted see Table 3 and 4, and Section 4 Examples in use.

I d) Support to forming or already formed youth groups

Since the BH Community Education Model opens discussion with local stakeholders by posing a question regarding a current position of the children and youth within the community, it is clear that at the focus of education lies the insistence on establishing networks with youth groups and organizations in target communities. Since the level of youth organization in Tuzla and other cities in BH is very low, it is important to invest extra effort into providing support for the youth in order to help them organize and take active participation in the community development. Therefore, the partners (FTZ and MIOS) organized special trainings and seminars for youth capacity building within the BH Community Education Model, with an aim of integrating their needs, desires, knowledge, skills and capabilities for active involvement in the life of the community. Tables 3 and 4 in Section 4 Examples in Use list concrete examples of the youth trainings conducted.

Furthermore, in the very development stage of the BH Community Education Model, it is necessary to organize workshops for the participants on evaluation methods and methods of defining goals on the basis of results gathered through needs assessment, with an aim of conducting a qualitative and quantitative analysis of the needs and resources of the community. In our case, MIOS carries out trainings on internal evaluation for Development Team members by the Community Schools Standards, after which the Development Team carries out internal evaluation. The final result should be a defined development level for each area of quality, which should serve as a basis for the further planning.

I e) The process of analyzing/assessing the needs/requirements of the community

The process of analyzing the problems in the community and the level of school development begin immediately in the first stage of the process, since the data is being collected since the initial meetings with representatives of different groups in the community. The general information on the community is of great importance, since all participants could later exchange their notes and results, and thus learn more about the community they inhabit. The participation of youth in the process of community situation assessment is vital, since it provides them with an opportunity to learn more about all aspects of life of a community: geographic and democratic structure, inter-sector cooperation, local resources (institutions, associations, and businesses), crucial issues, priorities that can be commonly solved, issues that can be resolved with better cooperation with LC Council representatives, issues related to the children and youth, safety situation, environment protection issues, additional education needed, and the opportunities of acquiring skills and competences requested by the labor market.

Results:

- An established group of stakeholders with an adequate level of knowledge and skills, which involves the youth;
- Process participants became more aware of the education needs of the children, the youth, and families, and their needs in terms of generally improving standards of living;
- Local stakeholders' representatives are aware of the very important roles that they have in the process of community development and strengthening the learning culture;
- The youth are actively involved in the local development group; they participate and state their opinion on the issues important for the community;
- Urađena analiza problema i nedostataka u zajednici te nivoa razvijenosti škole.**

In order to say that we have successfully completed the first stage of the BH Community Education Model there has to be an absolute partnership among the school, community and the youth on all issues important for the community development. The school open for communication builds a mechanism with the community, the community accepts the school as a change generator and the youth is involved in the planning and decision-making processes in the community.

II - Planning

Purpose:

Allow the representatives of the target community to take equal participation and contribute to the development and life improvement of their environment through participatory community development planning process. It makes no sense to plan activities and invest efforts, time and money into projects that the communities will not appreciate and feel as their own. The community motivator does not take solutions from the “outside“, nor does s/he rights the wrongs and problems magically. Our experience has shown that the joint needs analysis, priority identification and action planning in the community in a participatory manner gives excellent results, because all participants in the process commit to participate in thus created Action Plan implementation. Certainly, not all stakeholders will participate equally in all activities, trainings and seminars, and it is therefore very important to be realistic and concrete in compiling Action Plan.

Furthermore, one must bear in mind that BH Community Education Model is particularly interested in the area of organizing trainings and seminars which aim to assist the process participants in acquiring the skills that will help them to independently create their environment and their faith. Even the activities which are seemingly rather simple and easy, such as organizing cleaning activities, are organized in the manner to teach the process participants something new and to raise their awareness of their living environment and its protection.

Goal:

Define the community priorities and plan action which will involve a significant number of civil groups and community representatives, which will further contribute problem-solving in the community.

Participants:

Stakeholders' group: the community, school, youth groups (students and youth councils and organizations), LC Council representatives, civil associations, sports and other clubs, entrepreneurs, etc.

Steps:

II a) Mapping resources and needs of the community;

The local stakeholders, as community representatives, usually have a clear perception of their community's needs, but since the needs change constantly, it is necessary to occasionally carry out the analysis of the community's needs, which would involve a number of community members, different age groups, using a variety of research methods. Projects, trainings and other activities which will afterward be included in the Action Plan should respond to the citizens' diverse needs.

The needs assessment conducted in the participatory manner, in addition to identifying problems and updating information on the community, focuses on mutual understanding of the situation in the community, the existing knowledge and resources of the community, wishes of the citizens, especially the youth and their ideas on the environment they want to live in, and many other ideas and opportunities related to community development. This is also a good way to initiate optimal participation of the community members in actions that serve for the greater good of the community and that will be implemented in the following stage of the process.

During the six-year implementation of the BH Community Education Model in local communities in Tuzla, we used various methods for community mapping and analysis described in Section 4: surveys, activating interviews, SWOT analysis, focus group discussions, listening process in individual interviews with the community members, questionnaires for the community resources and capacity inventory. Some of the methods used in schools were the following: SWOT analysis, work environment questionnaires, interviews and self-evaluation questionnaires, school documentation analysis, etc.

II b) Defining goals, areas of activity, youth target groups to focus on, etc.;

The overall goal of the BH Community Education Model mentioned at the beginning of the Section set by the partners who initiated the Model pilot implementation stage is as follows: create positive environment for improvement of standards of living and establishing the culture of learning, which presupposes active involvement by the citizens, especially the youth and their taking initiative in the community life and development. In addition to the overall objective, all target communities have set specific objectives, of which the most frequently mentioned ones were: youth empowerment, community empowerment, cooperation and partnership. In accordance with the objectives set, the Action Plan further defines concrete joint actions and projects to be carried out for each of the Model's target groups.

In addition to particular criteria applied in selecting the target communities, the partners singled out the youth of the community as one of the main target groups of the BH Community Education Model, since they should be actively involved in the community's life and development from the early stages. In this respect additional support should be given to capacity building so that they could participate equally in the planning and decision-making processes.

Moreover, BH Community Education Model emphasizes the role of the school as a special target group in the BH society, since not only is there a school in almost every local community but it also represents an important community resource, which, in a number of communities, truly represents a unique resource and idea generator for the community. However, in every community in which we have implemented the Model as pilot project the primary schools need an additional support in order to achieve the "openness", which is why we place emphasis on the position of schools as the Model's target group.

The third target group comprises active citizens, associations and organizations that have decided to engage in the process, but do not need additional trainings and seminars for their personal and organizational capacity building aimed at participation in the community development.

II c) Action Plan design

The participants in the needs assessment analysis know that it always produces an abundance of ideas, some of which are realistic and feasible in a short-term period, while others require longer planning and more time for implementation. Some ideas and proposals aimed at solving problems and responding to the needs of the citizens cannot be solved at the community level at all; they need to be solved at higher levels of authority. It is therefore crucial to prioritize them by applying very simple criteria: now-soon-later. In this way the stakeholders can agree on what can be done immediately and what needs to be dealt with urgently and thus requires a prompt reaction by the local community development group.

Action Plan should contain plan of activities including timeframes, appointed persons, goals for each of the activities, and follow-up indicators to be used in the overall process evaluation stage and new planning. The local stakeholders participating in drawing the Action Plan for community development should include not only the new initiatives and projects that need to be organized and initiated separately, but should also include the lesser, short-term activities which will significantly influence the process of confidence building and strengthening the sense of togetherness. Long-term activities are certainly listed in the Action Plan, noting that their implementation will last longer and will be divided in the initial phase and other phases. The vital role that the school assumes in the process has been mentioned; it is therefore extremely important at this stage to connect and harmonize the activities carried out within the school with the dynamics an life of the community, in other words, community activities. In drawing the Action Plan school Development Team representatives list school priorities, ideas, projects, activities that will, on the one hand, help accomplish goals and priorities identified within the community, and on the other hand, provide resources for their accomplishment.

II d) Presenting the Action plan to all stakeholders/ Discussion

Once the Action Plan is completed and all projects and activities that the local stakeholders will carry out, individually or jointly, in the period of one year, it is necessary to discuss and adopt the Plan in one of the meetings with the local stakeholders. Those who are available to invest their time into community development will easily accept responsibility for implementation of some activities, but one should bear in mind that the process facilitator will organize, but not implement most of the joint activities. In particular, the role of the community mobilizer is to inspire stakeholders' representatives that participated in drawing Action Plan to take over the tasks that they have committed to earlier. However, the mobilizer does everything to facilitate the tasks for the community volunteers by assuming the responsibility of communicating with the group and information exchange process.

II e) Action Plan Correction and Adoption

Community mobilizer, i.e. the BH Community Education Model implementation facilitator, assumes the role of the moderator during the adoption of the Action Plan and works on harmonizing the activities to be included in the Action Plan. It is possible that certain disagreement occur among the community members at this stage. The Action Plan and School Development Team Plan should be in accordance that is the Action Plan should hold all the activities within the community in which the process holder is the school.

Results:

- the partners jointly participate in assessing problems and resources available within the community;
- all members contribute to defining the current issues in the community relating to children, family life and quality of life generally;
- the participants jointly set the desired goals and activities that they want to carry out in order to generate change;
- the partners should eventually become completely independent and assume full responsibility for their respective activities.

At the end of of the second phase of the implementation of the BH Community Education Model the facilitator of the process has taken over the responsibility for consistent implementation of what is stipulated in the Community Action Plan. The local stakeholders have accepted the tasks set in the Action Plan and are prepared for the process of defining and accessing the resources necessary for activities' implementation.

III – Implementation

Purpose:

To consistently implement the Action Plan for the BH Community Education Model, which is certainly one of the most important parts of the whole process.

The implementation stage emphasizes the importance of consistent monitoring of the implementation of the Action Plan, not only by the mobilization initiator in the community, but also all other stakeholders (stakeholder student groups and other citizens) who will be involved in some of the projects and activities planned. In our experience, the duration of the implementation phase is expected to be the longest since it comprises about 90% of the entire process. At this stage the local stakeholders take on more significant roles in the process, because they have to take leadership over specific actions and activities. The issues discussed and considered at the stage of establishing partnerships and planning, are now practically applied in the community and their results will be visible within the community in a short-term period. The results might range in organizing an activity in the community or organizing capacity building training for active local groups' members, such as women's associations, pensioners' groups, etc. It is worth mentioning that even the simple activity such as cleaning a playground, or the river bed or a school yard, organized by joint efforts of several stakeholders can easily stimulate the process and convince the participants that even these small steps can lead to positive change in the community.

Goal :

The overall objective of the implementation stage is to improve the standards of living in the community, which can be achieved only through long-term process and continuing cooperation between the local stakeholders. Specific objectives of the implementation phase of the Action Plan relate to further improving cooperation and community partnerships, organizing training and workshops for capacity building for the active citizens and the youth, and implementation of concrete and visible activities in the community that will strengthen the mutual trust and the sense of belonging within the community.

Participants:

The initial group of the local stakeholders participates in the implementation stage, whereby it is expected of them to encourage other groups of citizens and motivate them to engage in implementing activities and projects of the Action Plan.

Steps:

In the third phase of the implementation of the BH Community Education Model it is necessary to carry out the following steps and group activities:

III a) Adoption and publication of the Action Plan in the community / informing the population about the process;

Before the beginning of the process of the implementation of specific activities and projects that have been agreed on in the Action Plan, it is necessary to make the content of the Plan available for the population of the community in which the Model is being implemented. In that respect, it is useful to produce promotional material, that is, brochures with process objectives, participants and specific activities, which will facilitate the process of promoting the Action Plan. The material should motivate the community members to take action. All members of the local Community Development Team should take responsibility for distributing information related to the projects and activities listed in the Action Plan.

III b) Operational process and the implementation of the Action Plan;

The mobilizator of the community is obliged to support the citizens, not only in terms of distribution of information, but also the organization of individual activities under the Action Plan, if the members of the Local Group for Community Development committed to undertaking organization of a project or an activity.

At school level, this step is reflected in the implementation of community schools development projects in the community, with practical tasks implemented by teachers after the completion of training, counseling at school level led by mobilizers, involvement and participation in other stakeholders' initiatives relating to the target youth group. The community school development projects should contribute to increasing the openness of the school, which means that they should involve stakeholders from the community in the implementation, and should not be "closed" in school environment. These projects should certainly focus on engaging students and parents.

III c) Trainings, consultancy, activities and projects for the stakeholders and fundraising for the activities planned;

As stated above, one of the most important components of the BH Community Education Model is the organization of training and capacity building workshops for the community members, which represents a mandatory part of each phase.

In the implementation phase, special emphasis is given to capacity building of the young, active citizens, community schools and community centers that represent the change generators and initiators within communities.

In the implementation stage, the training of particular use was the trainings on project management, communication, and fundraising, respectively. In addition to the two-day thematic trainings, the community mobilizer is obliged to continuously carry out consultation with various groups active in the community about the ways of managing actions, campaigns and fundraising. The community Mobilizer ensures that the methods and approaches used in the training are up-to-date and in line with today's modern methods of communication and cooperation (Internet and e-mail use), in order to create opportunities for local stakeholders to take on new tasks and responsibilities the process of community development.

In addition to organizing capacity building training and workshops for the community members, the community mobilizer initiates and motivates other stakeholders to implement a series of campaigns and small projects that are already listed in the Action Plan. In our case, some of the most successfully executed campaigns and activities are the following:

- Removal of the illegal waste dumps from Simin Han
- Repair of the bridge near the primary school "Simin Han"
- Setting up traffic lights at the main crossroads in Simin Han
- Advocating for reconstruction of the heating system in the elementary school "Solina"
- Reconstruction of the school yard in primary school „Tušanj“
- Reconstruction of the drinking water spring in Husino
- Winter scout camping in Ljubache
- A few successful projects on establishing an open eco-classroom in school yards
- Spring-fairs, *mahalijada*, fun Olympics, games without borders, sports competitions, cultural events aimed at strengthening the sense of belonging to the community, fostering cultural traditions, building trust, cooperation and team spirit within the community

... As well as the activities of organizing and holding training for tourist guides, training in entrepreneurship, public-advocacy, communication skills development and environmental awareness raising training (composting and recycling).

Local stakeholders must be actively involved in fundraising and mobilizing local resources for implementation of the activities listed in the Action Plan. A significant number of the above mentioned activities, require good communication and cooperation with municipal authorities, so a lot of projects and activities can be implemented with the intervention of the Municipality, without additional funds from the outside, with the largest contribution made by the stakeholders themselves, by investing their volunteer work in implementing activities.

For the projects that require the provision of materials and covering other tangible project implementation costs, the participants join in writing project proposals and requests to be sent to local businesses and local authorities. In addition, the community Mobilizer also seeks other fundraising opportunities such as foreign donors.

III d) Improving communication between the stakeholders and the community;

The community mobilizer aims at facilitating the tasks that the community volunteers undertake by taking over responsibility for communication process and information exchange within the group. Effective communication through regular meetings, other forms of information exchange and regular joint activities will significantly facilitate the implementation phase; it will be easier to coordinate activities and the tasks will be properly and timely distributed among the stakeholders.

The process mobilizer therefore organizes individual thematic meetings in the community, in schools with the youth and, of course, authority representatives at the local community level, in order to maintain good communication among the stakeholders and develop diverse practical approaches in problem-solving process.

III e) Monitoring activities;

The process of monitoring the activities, training and actions carried out in the community begin at the implementation stage of the BH Community Education Model. The stakeholders need to agree on methods of monitoring activities, even if they refer to seemingly simple matters such as the appropriate forms for monitoring the participants in the process, where not only the number of the participants is recorded, but also their gender and age. Thus recorded information is very important for the process, which helps ensure equal participation of the young and the adults, men and women. The output monitoring requires preparation of the appropriate questionnaires for the participants of each activity respectively, in order to obtain the participants' opinion on the implementation of certain activity. Regular monitoring of the results achieved and participants' opinion help process organizers take appropriate corrective steps as soon as in the implementation phase. In practical terms this means that, for instance, gender balance can be achieved by inviting more participants of the gender that is less involved in the process. Similar changes can be made with the selected activities, projects and trainings if they are monitored regularly and if the results of the already conducted activities are assessed on time. For more information on the monitoring and evaluation process within the BH Community Education Model see Section IV.

Results:

- the stakeholders meet regularly to exchange experience, which contributes to the sense of togetherness and increases the level of activism among participants (providing positive examples);
- Most of the local community members are familiar with the details and the activities and projects for the benefit of the community proposed in the Action Plan and the manner of its implementation, through specific actions, and the youth and other community members feel more positive;
- the stakeholders are motivated to raise funds from local donors and mobilize the available local resources
- regular monitoring of the activities provides the participants with an insight into improvements made and the opportunity to influence and make the necessary changes, and reach conclusions that can be used in future planning.

IV – Monitoring and Evaluation

Purpose:

Monitoring and evaluation are essential parts of the BH Community Education Model and, as is the case with other process, are carried out to evaluate the results achieved and impact assessment produced in the community, with an assumption that the change process will contribute to the process of learning, understanding and negotiating on various perceptions by the activity implementers, that is local stakeholders.

Conventional methods of monitoring and evaluation are most often associated with the engagement of the experts from abroad, whose evaluation is usually based on measuring performance against the predetermined criteria using standard tools and techniques. However, monitoring and evaluation within the BH Community Education Model implies direct participation on behalf of the stakeholders, the implementers of specific activities and projects in monitoring and evaluation, that is the so-called participatory monitoring and evaluation (PME).²⁴

²⁴ In addition to YEPP participatory approaches to monitoring and evaluation (PME - see Appendix 1), there are many other examples of using PME, such as participatory evaluation in the educational process with the youth (T-Kit on Educational Evaluation in Youth Work, see section Literature / Sources, pp. 90)

Goal:

The purpose of the evaluation process in the BH Community Education Model is to help participants learn from the experience, improve and change the existing situation, and motivate them to continue to cooperate and work jointly within the community. One of the objectives is to document the results of the entire process in order to use them as the basis for dissemination of the process, or as the basis for approach improvement.

Each evaluation is a learning process because it allows participants to access to a new kind of knowledge and provides them with an opportunity to discover something new. Each participant of the evaluation will certainly question their own opinions and views when discussing their respective views on the issues. The participants in the evaluation process are able to develop or improve their ability of tolerance, because the process of evaluation requires the ability to accept solutions or outcomes that do not have to be in accordance with the personal, professional and organizational values of all participants. All those involved in the evaluation must be prepared to participate in adopting conclusions and results that do not necessarily have to be of their own choice.

Participants:

The participants in the monitoring and evaluation of the BH Community Education Model implementation process are a group of stakeholders, the evaluator, the citizens' internally guided PME and PME joint management in which project staff and representatives of beneficiaries jointly devise and lead the entire PME cycle. In participatory evaluation, which had been implemented in the BH Community Education Model at the very beginning of the process, in addition to the changes and improvements that occur after the evaluation in terms of the selected methods, approaches, projects and activities, the changes also occur on a personal level for the participants, which is certainly a complex process.

Through participation in the evaluation process, the participants' change their attitudes, values, ways of understanding others and that is precisely what participation is and requires: the openness towards changing not only the way of doing things, but also the way of thinking. Therein perhaps lies the reason for certain degree of resistance to evaluation, which is in fact resistance to internal and external changes which may arise or which may be required as a result of the evaluation process. In cases where the "resistance" to the evaluation process occurs, the role of the mobilizer / motivator can be of crucial importance. Although the mobilizer represents the so-called independent stakeholder, he/she can operate "inside" the community, bringing it closer and explaining the importance of the concept of monitoring and evaluation in building awareness of the process among the stakeholders, who should be fully aware of all the positive and negative results of certain activities in order to continue the process successfully. During the "resistance" phase, all stakeholders should acknowledge the process and be fully aware of all the positive and negative results of specific activities in order to continue the process successfully.

Steps:

In the monitoring and evaluation process, it is important to take the following steps:

IV a) Integrating monitoring and evaluation results

The approach to the evaluation process within the BH Community Education Model is flexible and adapts to a specific situation in each target community. Building on our six-year experience, the local partners and their staff engaged in the implementation of the BH Community Education Model plan the evaluation process and manage it step by step. An important aspect for the overall evaluation process was appointing a person responsible for supporting the evaluation process (evaluation facilitator). However, the role of the local stakeholders, or participants in every part of the process was evaluated as crucial in our approach. The local stakeholders or participants, the beneficiaries of certain activity, for whom a project was planned and implemented within the BH Community Education Model, must participate actively in collecting and analyzing the data, designing new approaches and adjusting the existing methods.

This process helps strengthen the process implementers and its participants, share control over the contents, course and results of monitoring and evaluation activities, and identify and take steps for improvement.

IV b) Evaluation /assessment of the (un)accomplished goals

Outcome evaluation is the most common method of project evaluation. Outcome evaluation means monitoring goals against the set success indicators and taking certain steps in case implementation is not headed in the right direction. Chapter 4 comprises a logical framework table which illustrates the approach we applied in setting the goals and appropriate success indicators for the implemented activities. In school the outcome evaluation is carried out by the community school standards. Although the evaluation of the school development in different quality areas²⁵ is conducted at the beginning of the process, a regular internal evaluation of the school needs to be done in order to determine the level of the goal achievement, that is, priorities. This process is participatory because the school initiates internal evaluation and involves all the stakeholders involved in school life. All stakeholders / participants in the evaluation have certain responsibilities and tasks in the process evaluation. They participate at various levels and in different stages, and most importantly everyone is involved. Evaluation must be democratic, transparent and at the same time accessible to all concerned. In some cases, evaluation is done by an external evaluator, which is not in contrast with the idea of inclusion of all. On the contrary, one of the tasks of the evaluator should be to involve different stakeholders and facilitate interaction between them during the evaluation process. Having an external evaluator might be advantage, since it is usually considered that such an evaluator can do his job more easily, with less compromises than the so called „insider“ would.

IV c) Action Plan revision

Since the implementation of activities and projects, as well as achieving goals depends on the support and interest expressed by the local stakeholders, the reaction of end users of projects, services and organized activities, funds approved by the interested donors, existing needs of local community and overall social, political and economic situation in the BH society, it is necessary to work constantly on revising and assessing the goals set.

Action Plan revision done in agreement with interest groups in local community will facilitate: project implementation, information dissemination, promotional activities, and positive experience exchange. This will enable the higher structures of power to access the Plan, provide critical insight and advice on improvements to be made in the future and gather different approaches to community development.

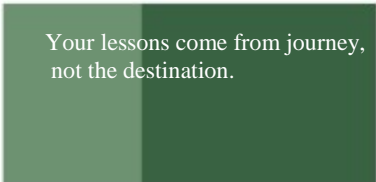
During the Action Plan revision, the stakeholders in the community need to know what they have monitored in the entire process, reported about in the stakeholders' meetings or other project meetings and analyze the objectives achieved, what needs to be done in order to achieve the overall goal and how to incorporate certain proposals and changes into the Action Plan. The changes and improvements which should be achieved after the evaluation of the BH Community Education Model may represent motivational factors for all participants in a particular process.

The motivation of the participants in the implementation process depends not only on the fact that it recognizes the success achieved and identifies the shortcomings, but also in its ability to examine the way in which the evaluation was conducted, analyze the attitudes of the participants, atmosphere in which it was made, and discuss with participants what comes after the publication of evaluation results.

²⁵For more information on community school standards see 3.5 Standards , p.

Results:

- primary implementers / stakeholders are **ACTIVELY INVOLVED** – they do not simply provide information;
- the capacity of local people to analyze, revise and undertake specific activities is strengthened;
- all implementers / stakeholders jointly participate at various levels;
- the responsibility of taking corrective steps is delegated;
- at the end of the year, the stakeholders are able to assess what has been completed and why certain activities failed to succeed, thus gaining experience;
- joint evaluation enables the stakeholders to re-define the activities for the following period, maintain greater control over the process by applying lessons learned;
- the atmosphere within the community is improved through all the above-mentioned, which positively influences the motivation of all and increases the desire for participation.



Your lessons come from journey,
not the destination.

It is important to stress that the pace and duration of specific phases and activities in the process depend on the community within which they take place: the willingness of the partners to participate, technical support provided to the process, political and social environment in the community, the dynamics within the group of stakeholders etc.

In some places it might take more time to form a group of stakeholders and motivate them, while in some other places the planning phase will take up most of the time. Usually steps from I a to II d require the most time and energy, due to a detailed assessment of the community needs, which should include as many people as possible.

This phase is one of the most important phases because it establishes self-confidence within the community and creates a sense of ownership of the process, builds mutual trust, which is extremely important for the sustainability of the process and creating change over a long period of time. We should not, however, ignore the importance of the monitoring of the Action Plan implementation and its evaluation in the meetings in order to assess results and goal accomplishment. Upon the completion of each of the above steps certain outcomes in the community should be achieved (see summary in Table 3) and the process support should be provided by the independent stakeholder through a variety of services (see Table 4).

Finally, it is important to emphasize once again that the uniqueness of the BH Community Education Model lies in equal involvement and motivation of the youth, the school and the community and it is therefore essential that all representatives participate in the above mentioned phases and steps. Only the equally motivated and actively involved participants in the process can achieve results that contribute to the gradual improvement of the community life and process, creating more meaningful and longer-lasting changes in the society in which they live.



Table 3:
Phases,
activities,
expected
results and
trainings of
the BH
Community
Education
Model

TRAININGS	<ul style="list-style-type: none"> • The youth is empowered and be presented with the opportunity to organize, participate in and express their opinion on issues / problems within the community. What is community education? Democratic school development. Training for the stakeholders (Team building). Training for the school Development Team. Training for the teachers in the school. Youth Bank Trainings. Trainings for the young leaders in the community. Training School sports clubs – empowering youth in self-organizing process 	<p>Trainings related to needs assessment and situation analysis methods</p> <p>Trainings related to the phases of planning, goal defining and draw up of the Action Plan</p> <p>Trainings related to school needs priority analysis – internal evaluation</p> <p>Workshops with community members (future workshop /open space / world cafe, see Case Study and Literature)</p>
EXPECTATIONS*	<ul style="list-style-type: none"> • The participants in the process will Increase your understanding of your community's history, political and social conditions, current state in relations between the parents, schools and community; • The participants in the process will become more aware of the needs of the children and families within the community; • The participants in the process are given more opportunities to meet and interact with other prospective partners, representatives of the stakeholders in the community • The formed group of stakeholders includes the youth and assesses its importance for the community development; 	<ul style="list-style-type: none"> • the partners will jointly participate in analyzing the issues and resources available within the community with special focus on youth opinion, • everyone will be able to contribute to defining existing disadvantages in the community regarding children ,family life and the quality of life in general ;• the partners will jointly determine the desired goals and activities that they want to undertake in order to generate change, everyone discusses the Plan, •the partners should eventually become completely independent and assume responsibility for their activities.
ACTIVITIES/STEPS	<p>1a) Introducing the community education and community development concept to the key local partners (including schools, local administration, associations, the youth, entrepreneurs, etc.)</p> <p>1b) Forming a group of stakeholders and Development Teams in schools</p> <p>1c) Preparing and training stakeholders' group, school Development Teams; inviting school representatives; using school documentation;</p> <p>1d) forming and/or supporting youth groups in the community and school</p> <p>1e) needs analysis in the community and school development level assessment</p>	<p>2a) mapping resources and needs in the community</p> <p>2b) defining goals and target groups</p> <p>2c) drawing up the Action Plan</p> <p>2d) discussing Action Plan with all the stakeholders</p> <p>2e) changing the Action Plan in accordance with the conclusions of the discussion, harmonizing it with the school development plan and Development Team's development plan</p>
PROCESSES	I Establishing and strengthening partnerships	II Planning

<p>Training on fundraising, writing projects, long-term sources of fundraising, Trainings relating to the Action Plan and activities, Trainings on communication skills, presentations, resolving conflicts</p>	<p>Training on participative methods of monitoring and evaluation</p>
<ul style="list-style-type: none"> • Most community members will be familiar with the details of the Action Plan and the manner in which it will be implemented; through specific actions and youth and other residents will feel more positive; • the stakeholders will be motivated to collect money from the local donors and mobilize available local resources • The stakeholders will meet regularly and exchange experiences which will contribute to the sense of togetherness and increase the level of activism among the involved (providing positive examples); • regular monitoring of the activities will enable participants to have insight into certain activities and provide them with the ability to influence and make necessary changes, come to conclusions that can be used in the future planning 	<ul style="list-style-type: none"> • • at the end of the year, the stakeholders will be able to evaluate the outcomes and assess the reasons why certain actions failed, thus gaining experience; • joint evaluation of the stakeholders will re-define activities for the next period, improving the process through the lessons learned • The environment within the community will improve through the above mentioned steps, which will positively affect the motivation of all and increase desire for participation.
<p>3a) adopting the Action plan in the wider community and its publishing / informing everyone in the community</p> <p>3b) start implementing activities listed in the Action Plan</p> <p>3c) training, consulting, and activities for the stakeholders and fundraising for the planned activities</p> <p>3d) strengthening and maintaining good communication in regular meetings, exchanges and joint activities</p> <p>3e) tracking / monitoring activities</p>	<p>4a) integrating monitoring information on the activities planned</p> <p>4b) Evaluation of the activities: (un)accomplished goals / at the school level, evaluation is conducted by the community school standards</p> <p>4c) Action Plan revision</p> <p>4d) Follow the steps from 2 d above!</p>
<p>III Implementation</p>	<p>IV Evaluation</p>

* Note: Table 4 lists activities that the community education process implementer carries in order to achieve the expected results

Table 4: Services, activities and functions which the implementer, organizer and the process leader provides/conducts within the community as a part of the community education

Functions 		Trainings	Counseling	Development	Services	Fundraising ²⁶
Phase/Step 						
Phase I Establishing and strengthening partnerships	Introduction –community education and community development explained to the partners	Seminar on CE and its standards training on interactive learning, cooperation and communication	How to work together	Conntacting other involved in community education areas	Collecting and distributing information on community education	Finding possible donors for this area
	Forming a group of stakeholders and school Development Team/ Strengthening the local unity,local ownership /increasing the level of the learning culture	Training: active citizen and the role of the civil society organizations (CSO) Training: citizens' participation in decision-making Training: cooperation between CSO and government Training: Democratic management in school and forming a Development Team Training in school: Interactive learning and cooperation	Setting rules on cooperation, forming local development teams: Information exchange Regular communication within the community (School Development Team participate in the stakeholders' group)	Local stakeholders network	Conntacting Groups/ development team Facilitating/ Running meetings	cooperation with local community and Municipality regarding the meeting costs;using public premises, such as schools
	Youth involvement	Training: youth activism, developing youth councils, community leadership, Youth Bank, running students' councils, running school sports clubs	Counseling for organizations and youth groups	Youth groups and organization networks, Initiate establishing/ strengthening Students' Council	Forums on youth issues and needs	Motivating local businesses and government to support youth programs
	Situation analysis in the community, assessment of resources problemsand needs	Training on evaluation methods (situation analysis and needs Assessment can be done separately In school) Training on internal evaluation in school	Process support	Exchange of information between relevant subjects and authorities regarding possible assistance	Organizing workshops and facilitating meetings	Motivating local businesses and government to support community development
Phase II – Planning	Defining goals, Target groups, areas of action for individual target groups	Training on goal defining methods				
	Defining action plan, short-term activites for building the sense of ownership and cohesion, and short-term activities focusing on the issue	Training on project management Training on fundraising Development of the community schools in the community Training on project learning Training on service learning	Counseling on methods of action running, community school development in the community, fundraising, establishing communication and partnership between school-Development Team – community	Presenting the plan in order to adjust it to the local development plans		Fundraising for financing less visible actions in the community
Phase III and IV – Implementation and Evaluation	Implementing Action Plan	Training on project management	Counseling on methods of running campaigns, action, fundraising, etc.	Harmonize actions with overall community development; Draw up Development Plan for the schools and harmonize it with the Community Action Plan	Organizing forums, meetings and facilitating individual actions	
	Regular communicaiton through meetings, exchange and joint action	Training on communication	Counseling on the process, feedback, improvement, and evaluation of the implemented activities		Facilitating meetings	
	Regular monitoring of the implemented activities and tracking achieved outcomes; evaluation of the achieved outcomes	Training - monitoring and evaluation Reflection on results of school internal evaluation	Process support	Evaluation reports to be used for further community and school development	Facilitating meetings	Fundraising for process evaluation

²⁶ In Tuzla example, Community Foundation Tuzla provides support to civil initiatives through its small grant program that associations, schools, etc can apply to. MIOS's «Fund for development of open schools in the community/Fond za razvoj otvorenih škola u zajednici» supports schools in implementing projects and practical tasks

3.5 Standards

The standards represented here are conceived as a result of the process that takes place within the community and school, that is, as a framework for development and something that needs to be achieved after a certain period. Through the process of organization of the development of the community and community school, by applying the principles of the community education, the following results should be achieved:

In the local community

- Group of stakeholders with the appropriate level of knowledge and skills formed
- Participation of young people as a result of the empowerment occurred- the representatives participate in local stakeholders' groups, the stakeholders' meetings and thus participate in decision-making process, though only in the local community; they are empowered through the activities of various programs focusing on young people (leaders, Youth Bank, etc.)²⁸
- principles of action, communication and working rules established
- common goals set
- an operational plan with evaluation plan developed
- residents of the community informed about all the processes / activities / methods of information dissemination
- few tangible results accomplished
- change in the target group generated

In school

- Development Team at school - a group that represents the "medium" which adopts and implements programs / activities that support the principles of community education are ;
- The existence of a common vision at the school level regarding the direction in which the school needs to develop, taking into account the specific characteristic traits of the environment in which it is located;
- The existence of programs that help empower all members community involved in the development of community schools for the benefit of all residents, especially the youth;
- Students have a "voice" during schooling and can discuss problems, give the initiative, implement projects – Students' Council at school;
- Teachers constantly receive information and develop their skills related to interactive learning and teaching and innovation process, starting from the needs and learning strategies of students;
- The teaching process is extended outside the classroom, to the community which means that the students can meet their own community, identify problems, create a functional connection between the teaching contents, students' capabilities for specific activities and improvement of life conditions in the environment. The teacher facilitates the teaching process;
- A group of teachers who, ideally on their own initiative, exchange experiences on specific teaching methods, the curricula and develops improvements;
- Training program for teachers adopted, or approved by the official institutions (ministries);
- Resource base for trainers and consultant relating to the development of community schools, documentation, etc. In addition to contributing to local development, standards, or achievement related to the process of community education, they introduce the principles of community education philosophy in a concrete way and contribute to longer-term positive social changes.

²⁷During the implementation of this process MIOS had built a model of the Community Schools Standard and the methodology for internal evaluation. The development builds on the existing literature, international and personal experiences and needs of schools. In the process of its creation the following participants participated: partner organizations, schools, professionals, other associates of MIOS, and the consultants.

More on Community Schools Standards visit: <http://ioskole.net>

²⁸ For more information on FTZYouth Programs visit: <http://www.fondacijatz.org>

Tabel 5: Local and global aspects of standardization



The following is an example of the internal evaluation process by the standards of the school.

The process of internal evaluation was attended by 15 persons, of which there were 2 Students' Council representatives, 2 School Council representatives, 4 community representatives, 3 teachers' representatives, 2 school Development Team representatives and 2 representatives of school management. Internal evaluation was carried out by the evaluation team / sub-team of the school Development Team. We had a total of three meetings. At the first meeting we made a presentation of the project and distributed the material which provided information on the standards and indicators for internal evaluation standards. In two other meetings the evaluator facilitated us in reviewing all internal evaluation standards which we used for evaluation.

- Within the Action plan for schools in the next period we will focus on the following priorities

Priority	Initiative	Who will manage the activities?	Deadline	Resources/support needed
Parents' involvement	Create Plan of activities	Development Team	Late January	
Community development	Create Plan of activities	Development Team	Late January	
Volunteering	Create Plan of activities	Development Team	Late January	
Services	Create Plan of activities	Development Team	Late January	

When we started implementing the first phase of this project, we did not know if it would be well received by the other participants and how many of them would actually be interested to participate in internal evaluation, and assist the school development. Taking the first steps was a pleasant surprise since all group members expressed their interest and commitment to contribute. Going step by step through the process of getting acquainted with the standards, holding meetings in the atmosphere of trust and open exchange of ideas, we realized that some of the participants were not sufficiently informed about the many activities undertaken within the school. This was expressed in the mark we did not expect to receive. Reviewing indicators for standard „PARENTS PARTICIPATION“ one by one, we got the results we were surprised by, but it was the only indicator to determine priorities for further work.

- Which activities did the school undertake to improve the set priority:

We organized general parents' meetings at which we presented lectures on the topic:

"The importance of cooperation between schools and parents", create flyers and booklets for parents (the ways in which parents can become involved in school work) in order to motivate the parents. (about 320 parents attended the meeting)

The school's Journalism group published articles with interviews of parents in the school papers. (5 parents interviewed). All head-teachers both at the parent-teacher meetings and in their classes, encouraged cooperation with parents.

Some parents participated in cleaning the school yard. (Attended by 60 parents, 15 members of the local community and 200 students) We organized a roundtable:

"A parent as a teaching assistant". (attended by 20 parents),.

²⁹At the international level, the partnership among a number of civil society organizations resulted in Standards of Excellence for community schools. For more information visit <http://www.icecs.com>

- Describe your accomplishments?

The parents are better informed about the work, current issues, project activities, carried out by the school. The cooperation and involvement of the parents has contributed to their increase in interest for helping and participating in school progress. The activity of the fundraising for provision of video surveillance equipment was completed successfully. Some other events at school were organized in cooperation with parents. One of such events was Literary Night, when the outstanding students were awarded books. Parents' Council actively participates in assisting teaching process and in reconstruction of certain school premises and facilities.

The local community has initiated GAF projects for investment in local area. The Parents and Students Councils initiated two projects:

1. Repairing school facade
2. Repairing and placing pavement in school yard and street near the school

Teachers and students prepare agenda for important events in the local community, visit pensioners, and cooperate with other schools and institutions

- Describe that changes that have occurred?

Changes can be observed in the level of interest and knowledge that parents have acquired.

The cooperation is improving day by day, and we expect even better results in the future.

- Lessons learned?

Conduct planning carefully and see what is really important for school development and empowerment.

Harmonize the implementation deadlines with goals defined.

3.6 Model Sustainability

Long – standing experience of FTZ and MIOS has gained a certain understanding of the process of community education that can be shown through the following challenges and learned lessons:

In the community	In the school
<p>1. The empowerment of young people and the community demands time</p> <p>Creating the atmosphere of change, finding and improving relevant persons, the establishing of the partnership, and working together on the implementation of joint activities is a time-consuming process that does not end when short-term initiatives are realized, but it continues until the realization of long-term results.</p>	<p>1. Transformation in teaching approach demands time</p> <p>In order to change the strict, hierarchical, frontal school system into a democratic, team-oriented and flexible one, long-term aims are needed, that will be realized by gradual introduction of the new knowledge.</p>
<p>2. The process needs to be managed until it becomes self-sustainable.</p> <p>Starting the process and then abandoning it means stagnation in the process of changes but also the loss of trust of the stakeholders who will resist re-joining in the process. The combination of short-term and long-term aims gives a constant feeling of the presence of the change within the community</p>	<p>2. Cooperation at the official level is a precondition</p> <p>The cooperation with school authorities is necessary from the beginning in order for process to be adopted. The acquisition of the approval of the program and activities gives the necessary space to schools so that they can try new methods.</p>
<p>3. Nothing can be taken for granted</p> <p>Everyone included in the process must be informed about everything as much as possible. For this reason, it is best to update the information, and repeat them during the process to ensure equal participation for everyone. Local stakeholders must constantly be aware of their roles, duties, and obligations.</p>	<p>3. Short and often meetings</p> <p>The experience has shown that the participants in the trainings are more satisfied and motivated if the trainings are shorter and if there is more of them</p>

4. Young people should be involved as earlier as possible

It is best to include young people at the very beginning of the process because that contributes to their strengthening and faster taking over of the responsibilities.

4. Practical approach - concrete examples

Teachers, parents, and school management demand concrete examples and activities, detailed information and practical instruments that will make the situation better. Trainings in schools and interactive methods proved to be very successful

5. Joint actions and projects

Cooperation is the best in jointly worked out and concrete activities/projects.

5. The „bottom-up“ approach

It proved to be ineffective if students are 'sent' from the school and 'ordered' to participate. The process of practical use of knowledge is much more successful if the participants are given the chance to offer their resources on their own.

Holistic approach

It is necessary to constantly insist on the holistic perspective by networking, organizing and empowering young people within the community development and the influence on public politics. Neglecting any of these segments leads to losing the long-term effect, limiting the potential for positive changes within the community and the sustainability of the process.

FTZ and MIOS have started a complex and long-lasting process and the issue of its sustainability is extremely important. Further challenges are primarily referring to further continuation and supplementation of the started process of change through constant projects and activities, intensifying the approach and applying the model. In order for the Model to become sustainable, besides respecting the above stated recommendations, it is necessary to constantly work on the following:

- Strengthening the feeling of the togetherness in a way that the community is the 'owner' of the process
- Expanding the activities/projects
- Intensifying the cooperation with business sector in local communities
- Good cooperation with school management and authorities
- Operative development of the school
- Theoretical organization and offering the training package
- Constant search for financial resources
- Influence on public politics

In third section we:

- Presented the history of community education in Tuzla
- Presented FTZ and MIOS as partners in implementation of community education while organizing the community and encouraging "openness" of schools
- Presented the aim, principles and standards of BH Model of community education
- Made a detailed outline of the process through stages

Further on we will present practical experiences through some practical methods used during FTZ and MIOS activities

4.

Examples in Use

The mentioned methods below are, first of all, ‘tested’ in FTZ and MIOS activities and in this part they are divided according to stages of OO Process and community organization due to easier planning and theoretical organization of the process. It must be mentioned that some of them can be used for different purposes, that is to say in different periods either of the planning or implementation due to establishing the connections/networks within the community, but also due to evaluation of work and process. Some of the methods are explained in detail below, and in the part ‘If you want to know more’.

I – Establishing and strengthening partnership

At the stage of the partnership establishment (but of course, not only at the beginning but also further on during the process), the meetings are obligatory and key way of achieving goals, so that they must be well organized and planned in order that they lead to certain results. Below, we give an example of organizing and holding a meeting with a group of stakeholders, as it takes place within the FTZ community organization project .

Activity: MEETING WITH THE REPRESENTATIVES OF THE COMMUNITY

Goal: Forming the stakeholders group / Evaluation of the potentials and needs of the community

Method: Workshop – round table discussions/ SWOT analysis
ica

Description:

Introduction: Welcome; explaining the purpose of the workshop; presenting the role of FTZ/independent stakeholder in the process of community organization; introducing the participants.

Part 1: roles and positions of the particular groups in the community and the responsibility for the development of the community (the role of the authorities, public institutions, NGOs, and citizens)- **GROUP WORK**

Part 2: Group work summary- representatives of each group present their work

Part 3: SWOT analysis of the community – with reference to the previous group work and the defined roles of everyone in the community; the participants define strengths, weaknesses, opportunities, threats – **GROUP WORK**

Part 4: Group work summary – representatives of each group (not the ones who already presented in the previous part) summarize their work

Part 5: Conclusions

Participants³¹:

- representatives of the local community (public sector)
- representatives of the community hall (public sector)
- representatives of Eko-zeleni association (nongovernmental sector)
- representatives of the association of Retired Persons (nongovernmental sector)
- headmaster of the elementary school (public sector)
- representatives of students board/council
- representatives of the youth council (or the youth groups if the youth council is not formed)
- representatives of cultural club (nongovernmental sector)
- representatives of public-health institution/surgery (public sector)
- elementary school pedagogue (public sector)
- female representatives of the women association (nongovernmental sector)
- representatives of parents council
- representatives of Red Cross (nongovernmental sector)

³¹The proposal of possible representatives is given; participants will differ in each community

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> There is a large number of different associations (NGOs, sport associations, football club, culture associations) The existence of the institutions in local community area (school, surgery, hall, fire department, post office) Elementary school The existence of strong sections Factories (industrial district) Agricultural resources – farming cooperative, farmer association People that are willing and competent to work in the community/interest and motivation Each association is motivated for the development of the local community The tradition of organizing social activities Correlation among certain associations when organizing the marking of certain dates in cooperation with the local community or individually 	<ul style="list-style-type: none"> agricultural resources of the community are unused the existence of cultural club with the inability of its activation due to financial problems the cooperation of associations is not always good / not all members are motivated low employment rate and bad material situation of the population bad infrastructure, lack of connection in travel communications, bad TV reception decrease in birth-rate there is no feedback from the authorities there is no mutual cooperation within the associations the association of Retired Persons does not have its own premises bad school equipment and insufficient outer/external motivation of the students
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> all resources that are at the disposal when implementing certain action should be used (lobby and influence the politics towards the community) motivate the individuals to implement actions since this place has a large number of associations, they should participate more in the activities of the municipality and canton great children's potential and the possibility to prove themselves in other environments the citizens should be stimulated in further progress and more dedication for the benefit of their community use the existence of agricultural resources demand the responses from the authorities (municipality or canton) regarding requests, in a period specified under the law whether they be positive or negative 	<ul style="list-style-type: none"> bad financial situation of the population progressive decrease in birth-rate and old age population emigration of the population increase in number of criminals, drug addicts (due to non-engagement in the community) insufficient material/financial help of the wider social community (municipality) lack of understanding from the authorities (not getting the permissions for implementing a certain action from the authorities in charge) an individual's abuse of the position collapse of large number of associations many children become members of the section for material/financial benefit

Materials: call for the participants with the agenda, conference room, list of participants, markers, sticky

tape, flip chart
e n a - b l a, i c h a

Activity: INTRODUCTORY TRAINING FOR THE REPRESENTATIVES OF THE SCHOOL DEVELOPMENT TEAMS – MODULE I

Goal:

- present the concept of community education and community school in the community
- explain the role and importance of the development team in schools, their structures, work and assignments
- strengthen schools so that they can form school development teams and include all the stakeholders of the community in those teams.

Method:

group work, work in pairs, role play, presentation of the information and opinions during the seminar activities, lecture.

Description: Introductory training lasts for two to three days/ 8 hours a day/. Work begins by defining the expectations of all present members and then by coordinating the planned with the expectations of the participants. During the work, lectures and workshops take turns, where the participants connect theory and practice when solving the existing 'problems' and in this way they reach the solutions and results. The participants are getting to know the concept of community education, community school in the community, ways of managing, the meaning of democratic school, how to effectively use school and community resources for better teaching of the children, how to realize the cooperation with the local community.

At the end of the education the participants get assignments to work in practice:

-to define, by using SWOT analysis, the initial situation in school, including all stakeholders in the school – parents, students, local community, teachers, management

-to examine the presence of team work within the school development teams and make an analysis with recommendations.

Participants: teachers, headmasters, parents, students, representatives of the local community.

Materials: presentations on community education and community school in the community, flip chart, felt pens, colour paper, summaries on community education for the participants, assignment for development teams in practice.

Activity: TRAINING ON THE STANDARDS OF COMMUNITY SCHOOLS IN THE COMMUNITY FOR THE REPRESENTATIVES OF SCHOOL DEVELOPMENT

Goal:

- present the concept of self-evaluation according to 'Standards of community schools in the community'
- educate the members of school development team on steps of self-evaluation according to standards of the elementary schools in the community
- make an action plan of the activities for the implementation of the self-evaluation process in schools

Metoda: g

Method: group work, work in pairs, individual work, lecture, presentation of the information and opinions during the seminar activities

Description: training lasts for two to three days /8 hours of work. The first assignment is the reflection on the previous seminar and the reflection on the assignments done in practice. During the training, teachers are familiarized with the following: the standards of community schools in the community, the concept of self-evaluation and the importance of self- evaluation for the development of the community school in the community, instruments for measuring of the school's achievements according to standards of community schools, and with the use of the final report and its recommendations for school development. During the seminar, the participants need to realize the essence of each of the standards, what does it mean in practice, and which school results can be connected with certain standard. The participants fill out the questionnaires and try to evaluate them, practice the skills of interviewing and how to fill in the record lists.

Participants: 3 representatives of each development team, mainly teachers, who represent a part of evaluation team.

Materials: presentation on standards of community schools, self-evaluation instruments, questionnaires for different target groups, interview protocols, record list tables, assignment

Activity: SEMINAR „DEVELOPMENT AND WORK OF SPORTS' CLUBS,,

Goal:

- Improve skills of self-organization of students as future active citizens;
- Promote healthy life style habits;
- Contribute to strengthening behavioural component in primary schools;
- Support development of sports at school;
- Educating students on work and role of the schools' sports club.

Method: group work, discussions, pair work, role play, presenting information and opinion during

Seminar activities

Description: Seminar lasts 4-6 days and comprises two modules (8 work hours per one day). During the seminar the students are introduced to the leaders' characteristics, discuss about who the leaders are in their living environment. One of the topics discussed were healthy life style habits. The students learn what it means to be a good sports leader and which knowledge they need to acquire in order to become a leader of a sports club. An important aspect of the training is to teach students how to establish and run a sports club and which principles are important so that a school's sports club could operate. Another important education segment is the role and tasks of the teacher, who has the role of the adult assistant. The teachers are also introduced to the sports club concept, its purpose and basic elements. The seminar comprises workshops and sports' activities for the students. At the end, the students get a practical task: to establish a school sports club in their own school, form sports teams in schools, choose management teams within the school sports club, develop a statute, and hold the first, constitutive meeting.

Participants: up to 5-8 students and a teacher as an adult assistant

Materials: brochures: 1. Young leader; 2. School sports club; 3. Sports leader; 4. Adult assistant, supplies (markers, flip chart, pens), potatoes, bags, basketballs, volleyballs, table tennis equipment, rope.

Activity: TRAINING „ESTABLISHING A YOUTH BANK“ FOR YOUTH BANK (YB)³² BOARD MEMBERS
- Part 1 NEEDS ASSESSMENT and Part 2 ACTION PLANNING

Goal: getting to know all members, needs assessment and the role of the YB in meeting them, compiling an Action Plan

Method: group work, discussion/panels

Description:

1. INTRODUCTON –

Goal: introduce participants to each other, create a positive environment, describe the training course, present basic information regarding the Youth Bank to the participants

2. NEEDS ASSASSMENTS

Goal: create a realistic picture on local issues affecting the lives of the youth; set priorities that the Board will focus on

³²For more on Youth Bakn project see <http://www.youthbank.org/> (on project generally) and http://www.fondacijatz.org/index.php?option=com_content&view=article&id=48&Itemid=88&lang=bs on Youth Bank

Activity „Auction – who wants 5 KM?“

The facilitator shows coins to the group and tells them that one of the participants will be given the money. The decision on who will be given the money will be made on the basis of the ideas presented by the participants. For the next 5 minutes each participant thinks about money winning idea. They then present their ideas respectively, while the facilitator encourages discussion on each idea presented (written down on the flipchart) that the participants later vote on. Each participant can cast vote for one idea only, but cannot vote for their own ideas.

During discussion, the participants talk about the election process and set needs/priorities of the youth in the community by answering the following questions: What happened? Which ideas were popular with the majority, which were serious and which were not? What were the elimination criteria? It is important that the facilitator ask the students if they dismissed ideas based on their content or the way in which they were presented.

This activity can serve as the basis for setting the criteria for project evaluation that the YB Board can later use.

Upon the completion of the activity the group should have a clear picture of the local issues affecting the youth and start thinking about the projects that will be financed.

3. ACTION PLANNING

Goal: YB Board should prepare their Action Plan

During this activity the group thinks of Action Plan, what needs to be done in the 6-month period. The participants are given sheets with the table presented below or it is presented in the flip chart:

Activities	Now	Soon	Later	Costs
1. Your criteria for grant allocation				
2. Who is eligible?				
3. Projects/activities that we will not support?				
4. Grant size?				
5. How and when will decisions be made?				
6. Flyers and application forms				
7. How often will the Board meet?				
8. Delegation of responsibilities – who is the Chair, PR for Evaluation Team, etc.?				
9. Which rules should you set?				
10. Other.....				

Participants discuss the above mentioned matter and set priorities, timeframes for activities, determine activity-related costs with an aim of clearly defining Action Plan.

The facilitator moderates the discussion and makes sure that everyone is involved. The Action Plan that the group defines needs to be reviewed; the implemented activities need to be compared to the planned activities listed in the Plan.

(* Other parts of training relating to the YB Board deal with detailed development of allocation criteria, principles applied in project/activities election, and communications skills.)

Participants: YB Board members (note: the Board is established before the training through workshops, Youth Board introductory presentation and candidate application)

Materials: flip chart or board, markers, A4 paper in different colors, Golden Rules copy, a 5KM coin

II - Planning

There is a series of methods that can be applied in this process phase such as community mapping, interviews, survey, the Future Workshop, community organizing methods by Paul Cromwell, Tony Gibson, Peter Gardner³³, etc. Each of them builds on realistic planning based on realistic needs by the local community population, who are involved in data collection and problem defining.

Activity: DETAILED COMMUNITY NEEDS

Goal: Assessments of needs/resources of the community/ Encouraging citizen participation

Method: activating interviews³⁴ (additional description in Section If you want to know more)

Description: Simin Han is a Tuzla suburb, which due to war underwent a complete population structure change.

At the time of conducting activating interviews (2003) displaced persons comprised 80 to 90 % of the population of Simin Han. In addition, Simin Han faces problems common to most of the BH communities, such as poor infrastructure and high unemployment rate. In 200, Community Foundation Simin Han was established as the first foundation in BH, focusing on lobbying, networking, etc., taking over the role of the organizer in the community and the running AGORA community center.

The process comprises the following two phases:

1. Defining the purpose of the interviews: - In Simin Han the goal of the activating interviews was, in addition to collecting information on needs and resources of the community, primarily to empower the citizens and civil associations/groups through the process of increased participation in problem solving within the community and activity planning process, which would contribute to improving standards of living. The purpose of the interviews was to find out what the citizens are interested in, what they need in their community, and what prevents them from organizing activities independently. It is also important to establish the visibility of the AGORA center in the community in order to improve its work. The purpose was therefore twofold:

Structural data	Activating
Are the community members familiar with the possibilities of (self) organizing?	Which activities would community members like to be involved in?
Are they familiar with the work of the Community Foundation/	What do community members need?
Are the AGORA center's activities familiar/transparent enough?	What do they want?
How do the citizens organize themselves (clubs, associations...)?	How would they like to be organized?
What are potentials and resources in the community?	If not, why can they not be organized?
What do the community members think of SSimin Han/the level of local patriotism?	What do community members see as their potential? Where do they see their opportunities?

³³For more information on Paul Cromwell, Tony Gibson and Peter Gardner's methods see web sites listed in Section Literature

³⁴<http://www.partizipative-methoden.de/en/index.php?page=description-activating-survey>

2. Initial analysis: - initial community data collection and observation. Pre-analysis provided the following data:

a) general data

-high unemployment rate

-poverty

-displaced persons

-unfavorable economic situation

-environmental issues

-the lack of middle class

-existing associations/a certain level of the community civil engagement already present

b) data collected through observation

-population is curious

-children and youth are already active, mostly outside their homes

-majority of population spends a lot of time outside their homes

-population is hard-working, although some people are unemployed they manage to keep themselves busy

-they like to talk

-most of them have gardens

-they are interested in new things and are relatively active

3. Initial analysis revision: - Community Center AORA employees agree that some changes need to occur in the community; the activating interviews were the first step in encouraging citizens' involvement. In case the community members were not motivated after the initial interviews it would be necessary to conduct interviews again, focusing on setting new goals in line with the situation.

4. Training and preparation of the interviewers: - 24 interviewers work in pairs; they underwent training where they learned about interviewing techniques, encouraging conversation, resolving possibly complicated situation and motivating methods. All interviewers are given questionnaires, invitation for the citizens and official AGORA Center identification card.

5. The main survey: - main part happened two to three days upon training completion. The community was divided into regions and the goal was to interview at least 10% of the adult population of the community. Focus groups were organized as well, since they are useful due to authenticity of the statements, higher level of motivation in the interviewees in a short-term period. The interviewers would meet in AGORA Center café in order to exchange experience and motivate each other.

6. Interview analysis: - the analysis criteria are set prior to interviewing; interview analysis results should be published in order to make them available to the citizens.

7. Citizens' meeting: - Citizens' forum was organized soon upon completion of the interviewing phase; it presented the citizens with the work of AGORA Center and Foundation, as well as with the interviewing results. Since the meeting represents a sensitive phase of the process, since by attending the meeting the citizens express a certain level of motivation that needs to be maintained, the forum needs to be well prepared and managed.

8. Counseling and follow up of the civil initiatives/groups: citizens' motivation is best retained by producing some visible results. Therefore, they should focus on short-term activities which produce tangible results. The role of the moderator/facilitator was essential in adjusting the community members' needs (a too professional moderator can "put off" members) and focusing them on short-term goals, not neglecting the importance of having fun in the process.

Učesnici: Participants: 147 Simin Han community members - 61 members of the following civil associations/informal groups: School and Students' Council (11 members); youth active in Youth Bank project (6); Simin Han youth, visitors of Kultur café in AGORA Center (8); children from child care in HO Prijateljice (12); Women's club - HO Prijateljice (10); Pensioners' association (10); Women's Association (4).

Materials: questionnaires designed in accordance with the data needed/community needs; process facilitator responsible for interviews; interviewers (optimal number since they work in pairs/ depends on the size of the community), training for interviewers, promotional material (flyers, brochures, media) intended for informing the community members, team for data analysis and presentation at the citizens' meeting.

Activity: SCHOOL SITUATION ANALYSIS

Cilj: Goal: take a snapshot analysis of the situation/development/ activities/accomplishments in the school; initiate participation of stakeholder in the process in school analysis development; establish networks among partners in the process of empowerment and development of the community school.

Method: SWOT analysis carried out in groups

Description: participants do the SWOT analysis as an initial activity in the process of community school development planning During the process the participants are supported by MIOS consultants, who set deadlines, assist in analysis and help participants focus.

Participants: teachers, parents, students, school management, local community. The number of participants depends on school, that is, on decision on the number of representatives of all the groups mentioned above. MIOS consultants help involve as many people as possible.

Materials: paper, pens, SWOT Table

Activity: ACTION PLANNING IN LOCAL COMMUNITIES

Cilj: Goal: Designing an Action Plan in a creative process of defining desired goals and problem-solving

Methods: workshops, brainstorming, mind mapping, prioritizing, etc.

Description: INTRODUCTION: welcome participants / ice-breakers and/or energizers; describing the purpose of the workshop;

PART 1: the participants are split into groups and do the activity „Walk into the future“ (they answer the questions: What do we want to change in our community in the next five years? What are the positive changes that we want to see in the future?)

PART 2: if the participants listed a significant number of changes they need to be prioritized in a way that every participant votes for the two most important changes in his opinion (for instance, they circle or check them); the suggestions with the most votes will be further reviewed and considered as desired goals. After listing the desired changes and defining expectations the participants work in their respective groups and focus on designing activities/projects that may lead to implementation by using brainstorming method.

PART 3: workshop facilitator explains the meaning of the term INDICATOR and its purpose; participants then work in groups to determine which of the listed activities/project can be realistically achieved, they set their priorities, etc. and determine which indicators need to be monitored in order for the mentioned activities to be successfully implemented. Each group designs a mini Action Plan for their activities, which comprises answers to questions WHAT (activity will be carried out?), HOW (will it be implemented, what needs to be monitored/what are the important indicators), WHO (is responsible for implementation and management of the activity and whose support is needed) and WHEN (do the activities/project end? What is the timeframe for implementation/duration). At the end of this phase each group presents their plans to other participants.

PART 4: participants give comments, suggestions related to planned activities, they are then integrated and listed in the Action Plan if all participants agree on them; final comments on workshop are made, etc.

Participants: a local group of stakeholders (local associations' representatives, youth group representatives, local community representatives, school representatives) and other community representatives.

Materials: participant list, paper, markers, whiteboard, seloptape

³⁵ Action planning in Tuzla communities of Simin Han and Gornja Tuzla was done in accordance with YEPP principles, participatory planning and objective monitoring (POM). For more information on YEPP (Youth Empowerment Partnership Program) see Appendix, p.59

Activity: THE FUTURE WORKSHOP WITH YOUTH COUNCILS/ACTION PLANNING

Goal: if Youth Council is already established in the local community, the action planning done by the youth must be in accordance with the Action planning designed by other stakeholders; in other words, the planned activities must be integrated in the general community Action plan. In the introductory part of the workshop an evaluation activity can be conducted, such as „Youth participation ladder“, described in the Section Evaluation, or some other activity in order to collect initial information on youth position in the community.

Duration:

INTRODUCTION

Greeting, energizer/ice-breaker, introducing participants/facilitator/workshop

Phase 1: THE CRITIQUE PHASE

Each participant writes 7 answers to the questions: What is it that I do not like about my community/What is missing? On separate pieces of paper (post its or alike). Upon completion, the facilitator assists groups in grouping answers in clusters according to topics, e.g. social life, infrastructure, communication, economy, education, etc.

Phase 2: UTOPIA

All participant set priorities in the community, using voting or some other methods; they determine the problems that need to be addressed. They are then divided into groups and each group selects one cluster and then suggests Utopian solutions. The participants need to know that the purpose of this part of the workshop is to relax and focus on ideal solutions, rather than the realistic ones. The purpose is to create a bank of ideas that will be used in the next step. In addition, the participants sometimes define ideal situation, not the solutions that led to that situation, so that the facilitator needs to assist participants in defining solution which should ideally occur if a certain problem was solved. At the end, representatives from each group represent their solutions to the rest of the class.

Phase 3: THE IMPLEMENTATION PHASE

Each group selects some of the suggested ideal solutions and designs a mini Action Plan with realistic activities which will lead to problem solving. The participants need to define the following: WHAT problem needs to be solved? HOW to solve it/which activities need to be undertaken? WHO is responsible for specific activities? WHEN will they be finished?/provide a timeframe for defined activities. At the end each group represents its Plan.

PART 4: REFLECTION/CONCLUSION

Participants and facilitator exchange opinion on workshop, the most/least interesting parts of it, they evaluate the activities done. The workshop ends with energizer/ice-breaker.

Methods: group work, brainstorming/prioritizing /creative thinking

Participants: Youth Council members (youth organization/local community representatives)

Materials: list of participants, paper, markers, whiteboard, seloptape, cards (post-its)

³⁶Energizers/ ice-breakers/ de-inhibitors used in meetings, trainings, seminars, etc. usually help participants get to know each other, relax, motivate and cross social barriers and/or think unconventionally. Some examples are listed in Section

Activity 1 IZRADA STRATEŠKOG PLANA RAZVOJA ZA 4 GODINE I DALJE OPERACIONALIZIRANJE PRIORITETA PO ŠKOLSKIM GODINAMA

Goal:

- Design a Strategic development plan for school building on the Standard principles and SWOT analysis;
- develop a approach to school operational planning;
- initiate participation process for all stakeholders in school and connects them with the community

Methods: workshop, SWOT analysis

Description: DT works on a 4-year Strategic development plan specifying goals, activities, deadlines,

resources and indicators. The school decides how many stakeholders will participate in the process. The role of the consultant for community school development is vital, since he/she monitors and assists DT, advises them on how to involve all stakeholders, organize and set realistic goals and activities. The participants meet in regular periods to develop Strategic plan segments or are split into groups, where each group works on a particular segment. Prior to this activity, the Development Team members carry out SWOT analysis, as one of the introductory activity. It is important to include segments that result from school's participation in action planning for the community and set these as two parallel processes.

Participants: teachers – all members of the teaching staff, management – everyone, students, parents, local community members

Materials: paper, markers, selotape

Activity: TRAINING FOR ORGANIZERS IN THE COMMUNITY

Goal:

- introduce the basis and principles of organizing communities, active citizenship and it practical use to the participants
- building leadership capacity in local communities and civil society organizations

Method:

Brainstorming, PP presentation and group work

Description:

1. Introduction – Welcome the participants and define goals, seminar program

2. Community Foundation Tuzla's process of organizing the community

Presentation on project and brochure distribution relating to organizing a community process

3. What is civil society and what is its role?

PowerPoint presentation introduces to the participants the general role of the civil society in the development of the community and the state, current state of the civil sector in BH.

4. Active citizenship

Brainstorming – the participants are presented with an opportunity to say what, in their opinion, active citizenship is and to which extent it is present in our communities. After that, the PowerPoint presentation specifies the definitions and specific examples of active citizenship as active an indicator of the level of the civil society development.

5. Organizing communities?

Brainstorming – ask up to 4 participants to say in ten words what they think organizing a community is, and then ask 4 other participant what is not. Write everything down on a flip chart.

PowerPoint presentation specifies the bases and principles of community organizing. It focuses on the importance of the involvement and the area of community organizing, which directly advocates for civil participation in order to overcome the feeling of exclusion from the process of solving local problems, especially in order to motivate the ones whose voice is least heard: the members of the marginalized groups, new members of the community, people who do not believe that their involvement can make any difference in the community. It draws attention to the role and importance of school in community organizing process.

6. Principles and phases of organizing community?

-This part facilitates identification of specific elements, and benefits that the organization, community and an individual will receive from organizing the community. In that way both community and an individual are motivated to become social responsible.

-Participants are split into four groups in which they discuss the advantages of organizing the community for the organization, community and individual. After ten minutes they write their answers on a flip chart.

PowerPoint presentation points to importance of organizing the community and summarizes the matter.

7. Conclusions and the completion

The conclusion briefly turns to the seminar and the participants are requested to evaluate the workshop.

Participants:

Representatives of civil society organizations, local community council members, up to 25 participants in a group. These are mostly the most interested, already active members of the community.

Materials:

One big room suitable for group work, flip chart, selotape, markers, outlet, video top, laptop and list of participants

III - Implementation

Activity: Workshop Project proposal writing

Goal:

- introduce basis for project proposal writing and project elements to the participants
- introduce different opportunities for project fundraising, basic goals and criteria for small grants, that is, introduce Community Foundation Tuzla as a donor to the participants
- organize practical activity, where the participants design a project proposal draft

Methods: group work, brainstorming

Description:

1. Introduction

Goal: Welcome and meet the participants, warm-up

2. Workshop goals:

Goal: briefly present workshop goals and work plan to the participants

3. Presentation: Foundation as a donor

Goal: Present various needs in the community/school and various donors: Introduce FTZ as a donor, as well as the goals and criteria for small grant programs.

³⁷FTZ conducts the above mentioned workshops as an integral part of its programs Grant support for civil initiatives (Small grants) and/or organizing the community (for more on programs see <http://www.fondacijatz.org>)

4. Project proposal elements

Goal: Compile a list of project proposal elements; explain their meaning and list tools used in developing project ideas (table of plan of activities and logical framework matrix)

Brainstorm the list of project proposal elements and write them down; once the list is created and the participants have used up all of their ideas, PowerPoint is used to present all elements and their description

(e.g. – Problem description is...)

- | | |
|--|--|
| - Information on applicant | Logical Work-frame (LWF) |
| - Project title | specific objectives /project goal |
| - The overall project objective | expected outcomes |
| - Project timeframe | activities' description |
| - Participants in project implementation | narrative and table budget description |
| - INTRODUCTION/ Description of problem to be solved in project | |
| - Project beneficiaries | |
| - Project summary/ resume | |

5. Brainstorming – preparation for group work

Goal: Participants define several versions of project proposals and choose three to be used as practical examples.

They discuss and define several project ideas and use 3-4 of them during the seminar as a practical example. The participants are split into groups and each group is given a flipchart which already comprises a list of basic project elements. For each of their respective examples groups should specify the following:

- information on the applicant;
- participants in the project implementation;
- project's work title;
- timeframe and overall goal

6. Energizer/Ice-breaker – Fruit salad (see examples in Section If you want to know more)

7. Devising PLAN of activities

Goal: Each group should devise a plan of activities for their respective projects/examples

8. Defining expected outputs (short-term) and outcomes (mid-term)

Goals: Each group needs to define LFW elements and integrate group activities into LFW

9. Presenting group work projects

Goal: Each group presents their projects in up to 10 minutes

10. Conclusion

The conclusion summarizes the workshop, and the participants are then requested to briefly evaluate the workshop (maybe just one word that describes how the participants feel upon completion or some similar activity, Rapid Assessment – see Section If you want to know more).

Participants: at least 5 persons, depending on participants/beneficiaries (teaching staff if the workshop is done at school, members of some informal groups/associations, local support group members, and alike); mostly people who have limited or no knowledge of project proposal writing.

Material: a large room suitable for group work, flip chart, selotape, markers, one small ball, outlet, video top and laptop

Activity: TRAINING FOR REPRESENTATIVES OF SCHOOL DEVELOPMENT TEAMS – MODULE II –
KONFLIKTI COMMUNICATION AND CONFLICT

Goal:

- Empower school Development Teams with the necessary communication skills for cooperation and work;
- Strengthen the cohesion of the members of Development Teams in school;
- Contribute to the development of management skills in school development projects;
- Motivate school principles to include teachers, pupils/students, parents, regional and local institutions in creating a school policy;
- Develop creative ways of presenting the school to the public/community.

Method: positive techniques of active learning through creative and practical examples, individual, group work and pair work, role play, presenting information and opinions during the seminar activities

Description: The training lasts 2-3 days (8 hours per day of training). During the training the participants have the opportunity to deal with the area of communication and conflict and in a practical manner use techniques of non-violent communication. The participants are specifically focused on examples and personal experiences while practicing possible constructive conflict-solutions. The training is focused on strengthening the skills and recognition of situations within which participants may apply the non-violent communication techniques. Basic terms that the participants deal with are communication, conflict, (non)-violent communication, I-messages, conflict transformation, mediation in classroom and school environment. Furthermore, during the training participants discuss discussion on communication problems from the perspective of different roles present at school (teachers, parents, managers, students, local community). Techniques of theoretical and workshop approach are used in the training. At the end of training the participants are assigned with a practical task: to examine the environment in the workplace using the questionnaires given and conduct analysis with recommendations.

Participants: representatives of school Development Teams: 3 - 4 participants (teachers, parents, school management)

Materials: Presentation on communication and conflict, supplies (paper, flip chart, pens, markers, glue), plasticine

Activity: TRAINING FOR REPRESENTATIVES OF SCHOOL DEVELOPMENT TEAMS – MODULE
III – PROJECT MANAGEMENT

Goals:

Illustrate the importance of projects for school development and opening towards the local community;

- Strengthen cooperation between Development Teams and parents in the school;
- Educate members of Development Teams on the skills of writing, implementation and evaluation of community school development projects;
- Support schools in creating projects that will include activities for the benefit of the school and community;
- Contribute to the development of management skills in school development projects;
- Develop creative ways of presenting the school to the public /community.

Method: positive techniques of active learning through creative and practical examples, individual, group work and pair work, role play, presenting information and opinions during the seminar activities

Duration : During the training, the participants are presented with the importance of skills in writing project proposals in transitional society and the change that has occurred in the way of financing and fundraising in primary schools.

The participants also receive theoretical input on project management and work on an imaginary project in which they practically apply the knowledge of the basic elements of project application. Then the participants work on developing applications using the ideas or the needs defined previously by the school Development Team.

The training methods used: theoretical lectures, practical group work and plenary presentation of the work done in groups. At the end the participants are assigned with a practical task: to develop a project proposal based on the priorities defined in the school operational plan for a particular school year.

Participants: 3-4 School Development Team representatives: teacher, principal, parents, representatives of the local community

Materials: a project application, a filled out copy of a project application, supplies (paper, flip chart, pens, markers, glue), the presentation on Project management cycle

Activity: PROJECTS FOR THE DEVELOPMENT OF COMMUNITY SCHOOLS IN THE COMMUNITY

Goal:

- Promote community schools in the community;
- Empower the school Development Teams in the change process ;
- Support schools in their efforts to become community schools;

Description: after the training on how to write project applications, the representatives of the Development Teams have a task to design a project application and apply to the Community School Development Fund. Projects should generally be directed to community schools development in the community and involve as many students and parents, and to disseminate activities in the community.

Participants: direct implementers of the activities: the representatives of DT, other participants: parents, teachers, local community, students

Materials: funds, project application

Activity: TRAINING ON FUNDRAISING

Goal:

- participants are presented with fundraising techniques through a PowerPoint presentation;
- define techniques that a group wants to use - at least 2 different techniques and a defined plan of activities;
- Make specific plan for activities for each of the techniques that the group will implement.

Method: lecture, brainstorming, discussion, group work, presentations

Description:

1. Welcome notes and introduction (15 min)

Guided activity and energizer

2. Defining goals and work plan (10 min)

Oral presentation on the training objectives and agenda

3. What is fundraising? (30 min)

Brainstorming and theoretical lectures. Basic things to consider when starting fundraising campaign. What do we need to bear in mind? Presentation on the basic fundraising techniques

4. The first steps in organizing a fundraising campaign? Selection of techniques and partners
Through group discussion define the techniques of fundraising that the group consider to be appropriate for the period and the context of the community in which fundraising will be conducted.

5. Develop a fundraising strategy in each respective group (45 min)

The groups are formed on the basis of discussions, participants develop a framework plan of action for fundraising with the support of the facilitator. The plan must contain milestones; timeframes and goals.

6. Presentation of the action plan and coordinating group work

The leader of each group presents the plan to other groups, which can pose questions and make comments.

The facilitator writes the comments down, and assists group leaders in reviewing their plans in accordance with the participants' comments.

7. Conclusion and workshop evaluation

The facilitator briefly summarizes the course of the workshop, and the participants complete an evaluation questionnaire.

Participants:

Up to 20 adult participants, gathered around the same idea that requires fundraising. For example, the training was organized for the Parents Council of the Primary School „Simin Han" who decided to launch a fundraising campaign for video surveillance in the schoolyard to prevent juvenile delinquency and use of narcotics in the vicinity of the school.

Materials:

one large room, the classroom with benches arranged for group work, flip chart, sticky tape, markers (10 pcs.), post-its, outlet, video top and laptop

Activity: TRAINING FOR ADVOCACY/LOBBYING

Goal :

- introduce participants to the lobbying and its basic elements
- introduce the participants to the tools for developing and implementing lobbying in communities
- organize practical exercises through which participants can develop ideas and draft a strategy for lobbying in their communities
- emphasize and elaborate the "Ten Golden Rules" for success in advocacy

Method: brainstorming, PP presentations and group work

Description:

1. Welcome note and introduction

Guided activity and energizer

2. Specifying goals and agenda

Oral presentation on the training objectives and agenda

3. What is lobbying?

Brainstorming and PowerPoint presentations on the basics of what lobbying is and why we need it. Presentation points to the importance of addressing the problem, overcoming obstacles and determining targets for the campaign management.

4. Lobbying strategy/steps

PowerPoint presentation on the six-step strategy of lobbying strategy and brief insight into the importance of all steps. The aim is to familiarize the participants with the tools for developing and conducting lobbying in communities.

5. The participants are divided into four groups, depending on the number of participants in the workshop, and within 45 minutes they develop steps of the lobbying strategy. Prior to this step the participants have agreed on problems which need to be solved and which require a public campaign, and thus work in groups on concrete examples on the group in communities. The aim of the group work is to develop ideas and become familiar with the specific steps of lobbying strategy, which will certainly serve to resolve the problem after the completion of training.

6. Presentation of group work results and evaluation

The representative of each group will briefly present the steps of lobbying strategy that the respective groups worked on. The participants will have the opportunity to ask questions, give suggestions and evaluate the group work together.

7. 7. Ten Golden Rules of Lobbying

Brainstorming and Power Point presentation on ten basic rules of lobbying.

8. Role play - lobbying meetings

The participants are divided into four groups and use the same example as in the first exercise; they try to solve the problem in the meeting with the target group or target of the campaign. Within each group the members are divided into lobbyists and targets, they stimulate a realistic situation and learn how to use the body language, problem presentation and lobbying tactics to solve the lobbying-related problem in "face to face" communication.

9. Review of the Role Play - suggestions for improvement and implementation of public policy advocacy

The group representatives present their work, and other participants have the opportunity to comment on it and discuss the advantages and disadvantages.

Questions, conclusions and completion

The conclusion summarizes the course of the workshop and agrees the next steps for the implementation of lobbying campaign and solving the aforementioned problems. Afterwards, the participants are asked to briefly evaluate the workshop.

Participants:

local group of stakeholders (local associations' representatives, representatives of youth / youth organizations, local community representatives, school representatives), and other community representatives

Materials:

one large room with seating arranged suitable for group work, outlet, video top, laptop, attendance sheet, flip chart, sticky tape, markers

Activity: YOUTH PARTICIPATION LADDER³⁷

Goal: This activity is a tool for evaluating the position of the youth within the community, at the beginning of the process (Phase I or II) or at the end (Phase IV).

The ladder distinguishes between six levels of youth participation, ranging from 0 = no participation to 5 = full participation

Method: The tool should be used as part of a focus group discussion; separate focus groups should be held for youth and adults should be held since their perspectives may differ.

Description: First, the facilitator explains the purpose of the activity and different quality levels of youth participation ladder. Then, each participant makes an assessment on youth participation by drawing a dot on the appropriate rung of the ladder. It has to be made clear that each person may draw only one dot on the ladder.

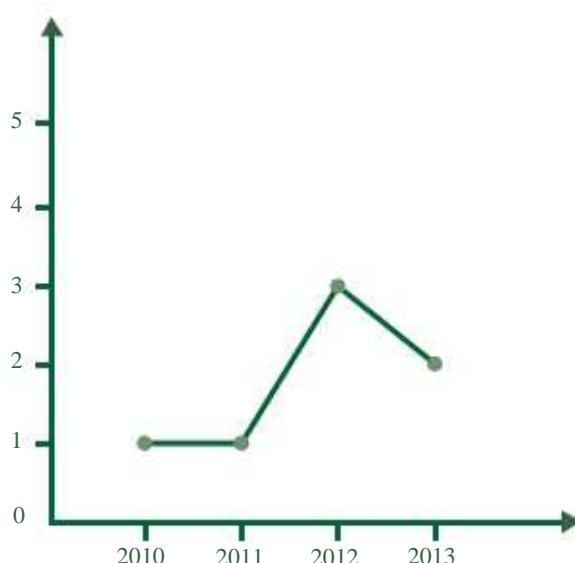
The group assessment is discussed in a way that the participants are first asked to explain why they chose a particular rung of the ladder. They then discuss the reasons and what needs to be done to improve the quality of youth participation in the community. During a group discussion, the group analyzes and interprets the information given, while the facilitator writes down the reasons that the participants listed evaluating the quality of youth participation and suggesting improvements.

If the activity is done repeatedly, the scores of the assessments can be summarized in a graph to visualize changes in the quality of youth participation over time (see graph below).

Level	Participation quality	Indicators
0	none	Youth are not involved in any activities at all. The empowerment of young people does not play any role in the community planning process.
1	very low	Youth have been involved in a few activities with little or no opportunity to have influence over the situation. Youth empowerment is taken into account from time to time.
2	low	There are activities targeting youth on a regular basis. Youth participate in activities on a regular basis. Youth empowerment is taken into account in planning processes, but youth are not directly involved.
3	intermediate	Youth have the opportunity to influence the planning and implementation of some local activities. Youth are asked regularly for their opinion about specific activities. Young people's opinions have an impact on the planning and implementation of some local activities. There exist formal structures/institutional bodies for youth participation (e.g., a youth council)
4	high	Youth have the main responsibility for several activities. Youth are represented in the local stakeholders' group. Formal / institutionalized bodies for youth participation are consulted on a regular basis. The opinions of youth have an impact on the design and implementation of activities in general
5	very high	Youth fully participate in all decision-making processes related to the development of the local community. There is no planning without the participation of youth. The opinions and needs which young people have specified are the starting points for designing and implementing the local programs.

³⁸ Taken from Stroka, Cordula in cooperation with YEPP Program Team. Manual for Evaluation Facilitators – Tools. Second edition. Berlin 2009. p. 60

Quality of youth participation in the community



Participants:

representatives of local youth associations, informal groups of youth, student council, youth council and other young people from the community

Materials: list of participants, the ladder drawn on a sheet of paper or flip chart, markers, sticky tape; duration between 45 minutes and 2 hours, depending on the number of participants and the degree of agreement/disagreement within the group.

Activity: TIME LINE

Goal: analysis and visualization of the key events/developments in the local community

Method: participatory method for analysing and visualising key events in a local community over a period of time. The Time Line should include events from past to present, important events and developments that happened in the community, as well as general political or economic developments that had a major impact on it. The Time Line activity should be repeated every year towards the end of the project implementation phase and before a new Action plan is made.

Description: The exercise is facilitated by the local coordinator and evaluator, if appointed. The participants are divided into small groups of up to 5 people and each group draws their own Time Line (chronologically listing events important for the community). The groups then share and discuss their results and put them together into one single time line. Different colors can be used to distinguish positive developments from negative ones or specific events in the community from general developments in the area or country. The discussion process that accompanies the joint Time Line construction usually gives valuable insights into participants' diverse perceptions and interpretations of developments in their local community and beyond. The Time Line exercise is therefore a useful tool for reviewing and summarizing important developments over the course of one year or several years. An example of a Time Line for Simin Han community carried out in 2004 is shown on the next page.

Activity: INTERNAL EVALUATION OF SCHOOLS BY COMMUNITY SCHOOL STANDARDS – NEW CYCLE

Goal:

- Determine compliance or non-compliance of the elements of the Community School Standard in the community, based on the level of achievement of the specified quality indicators of certain areas of assessment and evaluation;
- Determine the level of effectiveness of the implemented system of community schools in the community in meeting specified requirements of the set Community School Standards;
- Provide opportunities for the school, which is the subject of certification, to continuously improve its quality;
- Enable the issuance of certificates of Community schools in the community to schools that are subjects of certification.

Method: survey, interview, analysis of school records

Description: Team for internal evaluation within the DT organizes target groups: students, teachers,

parents, management to conduct the interview. Each of the target groups is given the appropriate questionnaires after which they are reviewed in accordance with the pre-prepared Excel tables to summarize the frequency response.

After the survey follows the interview phase which involves the local community; focus groups with target groups are held and the interviews are conducted in accordance with the questions prepared prior to the actual focus group meeting. The third phase is the analysis of school records using record sheets / the first and third phases are implemented by the DT and the second phase by MIOS. After all the information is gathered it is forwarded to MIOS, who prepare the final evaluation report and recommendations of what to do or plan in the coming months. This activity takes a minimum of 1, 5 months.

Participants: teachers – all teaching staff and management members, students - one student from each class, parents – of the students involved in the survey, representatives of local communities – involved only in the interview phase. In the interviewing phase the school organizes focus groups of the above mentioned groups with 5 – 8 members.

Materials: questionnaires for students AUU; questionnaires for teachers AUN; Survey questionnaires for the parents - AUR; questionnaires for the management - AUM; interview protocols for students, teachers, parents, management, local community, record sheets for each of the 5 Community School Standard in the community, descriptors for interviews final report template; Excel tables to summarize the results.

Activity: TRAINING„EVALUATION OF YOUTH BANK WORK“ FOR YOUTH BANK (YB) BOARD

– Part 4: Barometer – Young people lead project

Aim: help YB Board identify how/to which extent is their YB „lead by the youth“

Method: group work, panel discussion

Description:

PART 1- Distribute copies of the barometers; ask the group to examine a list of statements on each side of the sheet, check if everyone understands the statements. The group should then mark their answers on the scale for each pair of statements.

Activity can be adapted to the observation of specific projects, events or issuing grants.

When a group fills in their sheets, and sum up their results as follows:

- 1.add a plus for marks on the right side
- 2.add a minus for marks on the left
3. add all points
4. the total is a number up to 50

PART 2 – Discussion

If the result is above 30 points it indicates that there is a culture in which young people lead activities.

The result between 20 and 30 represents an average value. The participants discuss the following issues: whether they are satisfied with the global picture that the barometer illustrates, are there some areas that are stronger than others?

Could we make some changes that would enable young people to be more engaged in leading YB? Are there any differences in scores between the adults and youth - in this respect, what changes do you think you we could make ?

Note:

You may want to compare scores of YB with something else you think is run by young people. Also, you can use this barometer with the group after a certain course of time, repeating it every month in order to measure YB development in terms of youth participation.

		Continuous													
		MINUS						PLUS							
	Adult leadership	5	4	3	2	1	0	1	2	3	4	5	Youth leadership		
1	Adults make an operational plan for YB												Youth make an operational plan for YB	1	
2	Adults give ideas and proposals for grants and funds allocation												Youth give ideas and proposals for grants and funds allocation	2	
3	Adults decide how much time the youth will spend on YB activities												Youth decide how much time the youth will spend on YB activities	3	
4	Adults plan meetings												Youth plan meetings	4	
5	Adults make all major decisions during the meetings												Youth make all major decisions during the meetings	5	
6	Adults supervise the meetings												Youth lead the meetings adults simply provide support	6	
7	Adults decide what kind of support young people can receive												Youth decide what kind of support they want to receive from adults	7	
8	Adults decide when to provide the support												Youth decide when to receive the support	8	
9	Adults evaluate the work (success)												Youth evaluate the work (success)	9	
10	The voice of the adults promotes YB												The voice of the youth promotes YB	10	
							0								
	Total	MINUS							PLUS						Total score

Participants: YB Board members

Materials: a copy of the table for every participant, pens

5.

Conclusion

October 2010 was the year of new general election for Bosnia and Herzegovina. It has been over a month and the government at the state, entity and cantonal levels, has not yet been formed. Generally speaking, the political rhetoric has not advanced, and the country faces even greater divisions. Although the time stands still in the current political life, the same cannot be true of life opportunities that continue to develop in negative direction. The population is poorer and in more debts than before, and the economic situation is worse since the global recession affected BH, although the inhabitants, in line with the Bosnian well-known sense of humor hoped that since everything in BH fails, so would recession. The good news of abolishing visa regime for the Schengen states from December 2010 is certainly positive, although it is clear that it is not worth talking about improvements made towards the EU accession because, according to the messages by the EU officials, Bosnia and Herzegovina is threatened by an even greater set back when compared to neighbouring countries.

Ima jedna modra rijeka
Široka je, duboka je

Sto godina široka je
Tisuć ljeta duboka je

O duljini i ne sanjaj
Tma i tmuša neprebolna

Ima jedna modra rijeka

Ima jedna modra rijeka -
Valja nama preko rijeke.

- Mehmedalija Mak Dizdar,
Modra rijeka (1969)

The above mentioned is only part of the negative information that the population of BH is exposed to daily and repeatedly. On the other hand, some positive and good examples, such as a number of many successfully organized humanitarian actions, activities of the diligent and extensive civil society, which in some segments assumed the role of "new" public sector in BH, illustrates that all we sometimes need is encouragement and motivation.

Reading about community education in, say, the United States it is possible to come across sentences that talk about the inadequacy of the education system, many social issues and changes that the population face, the need that schools and education, and society in general, begin to provide children and adults with knowledge and skills needed to adapt to changes and overcome problems. These problems are similar to ours, and it seems, that we could use similar solutions. The structure of local government in BH, a relatively good presence of schools in local communities and the existing needs in the BH education, are sufficient reasons and conditions for a successful implementation of the concept of community. The BH Community Education Model represents the much needed incentive and encouragement, providing an opportunity for an active, multidimensional process of empowerment of all members within the community by focusing on the process of better and more comprehensive education, constant community development, more open approach to young people and other more or less marginalized groups of citizens, providing support and finding resources.

Of all the consequences of war, the most complex or the longest-lasting seems to be the one that led to the sense of isolation and alienation of the individual, for which every instance of powerlessness seems great, every problems seem difficult or impossible to solve, while their ability to change anything seems to be lost. It is obvious that the population of Bosnia and Herzegovina needs major changes and it is equally obvious that they will not come easily, nor will "someone else" make them. It is in human nature to shy away from change, much as they might be wanted and needed.

The fact that this country has been in such poor condition for such a long time certainly does not help its citizens break from the status quo state they find themselves in, losing their will for activism. On contrary, it only strengthens the feeling that neither individual, nor a group for that matter, can bring positive change. We believe that education is unique capital that no one can take from us, which grows the more we invest in it. By placing the school at the center of the community, all its capacities and resources, at everyone's disposal, encouraging each person to become active and responsible towards their environment, the concept of community education provides the opportunity to focus on the interest of the young people, and further aims to meet the needs of all citizens through their own efforts, creating local communities and individuals who are doing something for their own sake.

³⁹For more on social capital analysis in BH and the role of the civil society in BH see UNDP National Human Development Report 2009, entitled The Ties That Bind: Social Capital in BH (<http://www.undp.ba/index.aspx?PID=14>)

6. Appendix

6.1 YEPP – Youth Empowering Partnership Program

YEPP is an international program for youth implemented in several European countries, including BH. The areas of the cities in which YEPP is implemented are defined as Local Program Sites (LPS) due to unstable and specific living conditions: half-urban areas, reduced social cohesion, limited possibilities for youth and community development, etc. In all YEPP centers certain interventions and activities have been organized and implemented in local, private and independent sectors. YEPP Local Programs Sites in Tuzla are two local communities: Simin Han and Gornja Tuzla.

YEPP's guiding principles are ECOLOGY, EMPOWERMENT, SOCIAL INCLUSION AND GENDER EQUALITY. YEPP aims to achieve the following goals: 1. Youth Empowerment by enabling disadvantaged children and youth to take control of their lives in their local communities so that they become active citizens of Europe and their national societies, 2. Forming cross-sectoral partnerships and partnerships with individuals at local, national and transnational level, to foster youth and community empowerment and 3. Advocacy with an aim of influencing public policy so that the principles of youth empowerment and community empowerment become mainstream, not an exception, in public and independent programmes across Europe. At the local level YEPP aims to achieve:

- Empowering youth through providing support in education and trainings, creating new employment possibilities by encouraging self-initiative and self-organizing, as well as entrepreneurship ideas;
- Reconstructing the community and infrastructure by promoting active citizenship and joint action;
- Developing democracy and democratic culture, promoting tolerance, strengthening social cohesion and civil initiative projects;
- Encouraging partnership among public, private and non-government sectors within the community.

6.1.1. YEPP Concept of Change and Participatory YEPP Monitoring and Evaluation- PYME

With an aim of fully comprehending YEPP's Concept of Change it is important to describe the program's guiding principles shared by all members of the YEPP Community Network, that underpin all the structures, projects and activities at the local, regional/national and transnational level of the. The following 10 principles guide YEPP's work:

- 1) Identify the needs of the local community and mobilise local resources: All efforts aimed at bringing about positive change in communities must start with a participatory analysis of local problems and needs and activate existing resources.
- 2) Establish cross-sectoral partnerships: Long-term and systemic change in communities can only be brought about by joining forces and coordinating the efforts of individuals, organisations and other stakeholders in the community.
- 3) Involve local stakeholders in strategic planning, implementation and evaluation: Local stakeholders need to be encouraged and enabled to participate actively in all parts of the programme cycle.
- 4) Create opportunities for young people's active participation in decision-making: Supporting youth empowerment requires creating spaces, organizational structures and procedures that allow and enable young people to make decisions about issues that affect their lives.
- 5) Recognise the competency of young people: Children and youth must be considered agents of change and not merely recipients of assistance. Young people's individual abilities and skills need to be recognised and developed.
- 6) Bridge gaps between schools, youth, the community, and non-formal education: Schools are needed as active contributors to positive community development and youth empowerment. This requires that schools open their doors to the community and adopt non-formal and participatory learning approaches.

³⁰ Local Program Sites (LPS) are areas/communities where YEPP is being implemented and they are characterized by high level of social and economic issues that negatively affect the youth and opportunities presented to them. In such areas there are many initiatives for community development and youth empowerment, but there is a need for better cooperation and partnership in order to create positive change.

⁴¹ Strocka, Cordula in cooperation with Duke, Paul. Engelhardt- Wendt, Ewa. Krüger, Angelika. Leupold, Ste. Youth Empowerment Partnership Programme: Manual for Evaluation Facilitators - Part 1: Guidelines. Berlin October 2008. pp. 8/9

- 7) Invest in capacity building: Long term change needs capable people to pursue agreed goals. Through capacity-building in formal and non-formal settings, both young people's and adults' ability to create change in their communities are strengthened.
- 8) Provide equal opportunities: YEPP aims to provide equal opportunities and respect for young people of both genders and from all religious, cultural, social and economic backgrounds.
- 9) Integrate local, regional, national, and transnational dimensions: Local development processes are supported systematically by a transnational network that allows YEPP community members to learn from each other and jointly develop new initiatives both within and across national borders.
- 10) Advocate for new policies: Policies targeted at young people, in particular disadvantaged youth, and their communities are often underdeveloped, fragmented and deficit-oriented. The partners in YEPP advocate more holistic approaches which follow principles of empowerment, participation and partnership.

YEPP' Concept of Change

A YEPP's Concept of Change consists of a continuous participatory process of situation analysis, strategic planning, action, monitoring and evaluation at the level of the local community defined as Local Programme Site

The Cycle of Change begins with Situation analysis of what is happening in the local community. The local needs, problems, challenges and existing resources are identified

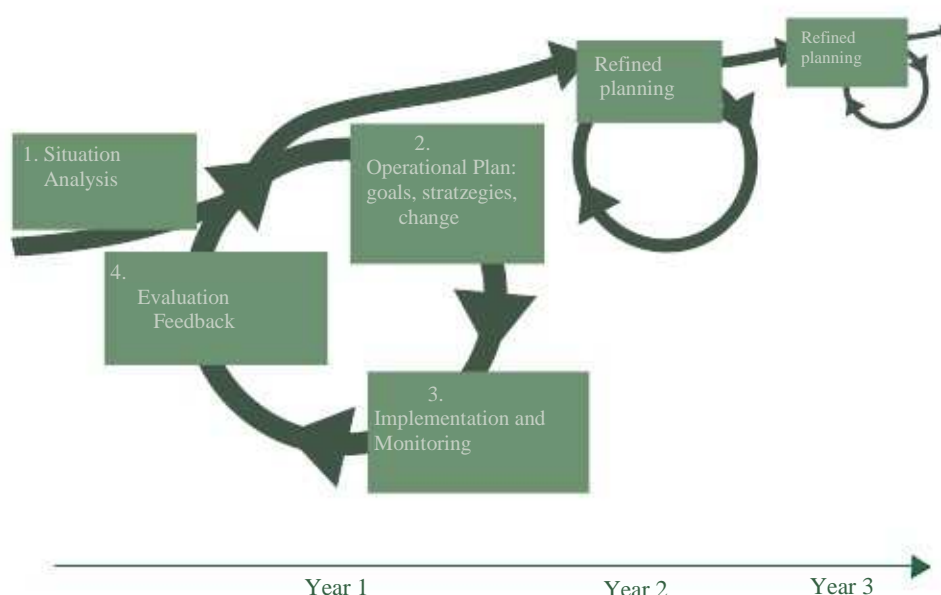
Within the framework of the overall YEPP goals, the Local Support Group (LSG), consisting of representatives of all organizations/associations of all sectors involved in the community professionally supported by the local coordinator, establishes objectives for positive social change and creates a local Operational Plan. This plan defines projects and activities that will be carried out as a means to achieve the local objectives and YEPP's overall programme goals. Part of the Operational Plan is a Monitoring and Evaluation Plan that defines how the LSG, supported by the EF, will check the progress in achieving their goals and objectives. During Operational Plan implementation, Monitoring Teams (MT), supported by the evaluator, check the progress of the work in the LSG and local projects and activities, using the method of Participatory Output Monitoring (POM).

Once a year, all involved in the program meet up to evaluate if, and to what extent, all the projects, activities and developments in the Local Programme Site have contributed to achieving the local objectives as well as the overall programme goals of YEPP. The evaluator creates an evaluation report, which is presented to the LC, LSG and the YEPP Programme Team.

On the basis of these evaluation results, the LSG revises and refines its operational plan, taking into account the lessons learnt so far. These lessons are also shared with the other programme sites within the YEPP Community Network through transnational activities, regular visits by the Programme Team and direct exchanges between Local Programme Sites.

The entire Cycle of Change is then repeated, ensuring that the LSG learns from both their more successful and less successful actions and improves its efforts to create positive change in the environment.

CYCLE OF CHANGE AT THE LOCAL LEVEL



According to the YEPP approach to organizing community the Local Support Group members (LSG) and project organizers conduct evaluation internally through regular monitoring and recording of the accomplishments made by LSG and local projects/activities. Such method of internal evaluation that YEPP Model proposes is called POM (Participatory Output Monitoring). Evaluation is carried out by LSG members and people involved in projects/activities, who should be motivated for monitoring the results of the activities since they are directly influenced by them (participatory evaluation). LSG members choose monitoring teams responsible for collecting and recording data on regular basis and presenting them in LSG meetings. POM is activity-oriented. The outputs are used to discuss the reasons for success or failure, in order to adopt immediately recommendations for improvement of project/activities or LSG work in general.

Based on the above mentioned it can be said that YEPP is quite similar to BH Community Education Model, especially in terms of inclusion of all community sectors and focusing on youth. However, this model does not adequately emphasize the importance of school as one of the stakeholders. Practical experience that the BH Communication Model builds on has shown that school management and teaching staff, in addition to students, youth and other individuals and/or organizations, stakeholders without whose participation and advocacy for opening school towards the community and adoption of the community education principles in teaching, neither youth nor the community can benefit in the long run.

6.1 OSCE Mission in BH⁴²

OSCE BH works to develop mechanisms within the existing power structures in order to create favorable grounds for education reform. Compared to the BH CE Model, the OSCE approach is more top-to-down oriented and represents a long-lasting form of political influence and advocacy. The model has an organizing aspect within the local community and an access to the microenvironment that due to its local, and consequently more appropriate character, could be more efficient in the long run. prilagođenijeg, long-term character could be more effective.

Since 2002 OSCE Mission to Bosnia and Herzegovina has been working on supporting the education reform system in BH. Its main objective is to promote the adoption of political and legislative measures that will influence the development of an educational system, which would be efficient and accessible to all, which will, in the opinion of the OSCE also positively influence the long-term stability of the country. If the education system continues to be based on national divisions, the population of Bosnia and Herzegovina will continue to live in a society that is constantly threatened by division and disintegration. If, however, the education system provides grounds for tolerance, respect, and civil participation in every aspect of life, Bosnia will become a country such as its citizens.

Reforming the education system usually is not included in the transitional support activities in the post-conflict countries. However, there is a strong belief in the region, as in other post-war divided societies, that education has a very significant role in shaping the attitudes of young people and their families, forming their views on human rights and diversity, and promoting (or obstructing) the development of awareness of the future leaders and citizens who are tolerant and raised in the spirit of civil society. The existing fragmented system, in which students are educated in accordance with the three biased, nationally marked curricula, which either assimilates or separates them, aims to create three separate groups of citizens who do not understand one another and, therefore, do not trust each other.

The OSCE Mission has played an active role in education reform in BH since July 2002, when, upon the request of High Representative and in agreement with the Permanent Council of OSCE, it took the key role of coordinating and directing the work of the international community in the field of education. As the reform progressed, this role has grown and transformed into the role based on consensus building, information exchange, monitoring and reporting on the reform and reform implementation, as well as encouraging the BH authorities in fulfilling local and international responsibilities.

⁴²Taken from <http://www.oscebih.org/education/bos/?d=2> i <http://www.oscebih.org/education/bos/role.asp?d=2> (accessed in October 2010)

The OSCE Mission staff uses their experience to provide support in the political, organizational and legislative sense, and help advance the reform process and encourage the local stakeholders, from citizens to higher instances of power – ministries - to take responsibility for implementation of the reform. With the Mission's presence in the field, with staff in charge of education reform related issues, is deployed in 14 field offices throughout BiH, the OSCE seems to be the only organization capable of overseeing the progress of education reform at the school and local communities' level, where the implementation of reforms is of essential importance.

The role of the OSCE in supporting and facilitating work in this complex process is, by its nature, primarily political. The OSCE and its staff are working to raise awareness about the need for reform among officials, experts and citizens, through various policy and program activities.

The work of the Education Department of the OSCE Mission has been divided into five programs in order to provide two different yet complementary approaches to achieving goals listed in the top section:

- Coordination of work / political support;
- Legislation;
- Access to education and non-discrimination;
- Participation of citizens in the education reform process ;
- Finance and Management in Education.

If you want to know more

ORGANIZING MEETINGS

One of the most important activities for each process is meeting organized as work done by several people who facilitate a planned exchange of opinions in order to participate in the preparation, decision making and finding solutions to problems or implementation of activities.

Meetings can be classified by purpose (informative, decision-making, planning, evaluation, etc.), the number of participants (consultation, team meetings, assemblies, conference, etc.) and a way of running (exploitative-authoritative, well-intentioned-authoritative, consultative, or group-participatory). The process of organizing meetings is conducted by the following stages:

Planning and preparing meetings - technical and content preparations need to be done

Technical preparation

Time – an ideal meeting does not last longer than 2 hours!

Place – easily accessible for all participants

Meeting room – comfortable, warm, with a lot of light

Aids

Invitation

Materials depending on the type of meeting (invitation specifying place, time and title of the meeting, agenda and brief description, possibly handouts for discussion),

Minutes – Record of minutes

Content preparations

The purpose of the meeting – needs to be clearly defined since it determines the type of the meeting and the agenda

Problem defining -

The agenda – depends on number of participants, purpose;

Critical items on the agenda need to be defined as well as the people responsible for each of them (speakers, presenters...)

Possible solutions

Experts on introductory notes

Implementers

Responsibility issues

2. Charing a meetings– it is important to pay attention to the following aspects when organizing a meeting

- Punctuality
- Method of presentation - it helps establish a positive atmosphere, if you conduct in a cordial and friendly manner the participants will feel more relaxed and prepared to work also; introducing participants who do not know each other, will positively affect the atmosphere.
- The basic rules of conduct - are intended primarily to ensure the participation of those present and these are, and for the leaders and participants, as follows:
 - i. Be honest at all times;
 - ii. Be trustworthy and confidential with the information presented at the meeting;
 - iii. Listen to everyone, even if you disagree;
 - iv. Do not interrupt;
 - v. Avoid ethnic, oppressive, racist and sexist comments;
 - vi. Participate;
 - vii. Respect the agreed brakes, the beginning and the end of the meeting.

⁴³NGO Handbook: Cookbook for Associations. ODRAZ – sustainable community development. Zagreb, 2002.

- Establishing a sense of security - the role of the moderator is to create a sense of security for all participants and therefore you should:
 - i. Feel safe and comfortable with the subject represented;
 - ii. Listen to everyone and encourage them to act;
 - iii. Clearly disclose information;
 - iv. Speak in a way that expresses respect to all participants;
 - v. Respect and appreciate the experience of each participant;
 - vi. Not judge the participants;
 - vii. Be honest in your relationship with the group. If you do not have the information that the group requires, tell them (the moderator is, after all, a human being).
- Participation - the goal of a meeting is the exchange, active participation is desirable and can be achieved in several ways using inclusion techniques

Inclusion technique examples:

Partners for discussion - a simple technique to begin any discussion. Once you pose questions to the group, ask each participant to find a partner and spend a few minutes discussing the question. When discussion is completed, one of the two partners reports on a conversation. The same technique can be used for three participants.

Mixed salad - Each participant receives several pieces of paper and is asked to write one idea (related to the topic of the meeting, the subject of discussion, etc) on each piece. The pieces of paper are then placed in a cardboard box or bowl, and one of the participants mixes them thoroughly. Then the box /bowl is sent from one participant to other and they take as many pieces of paper as they initially put in the box/bowl. When all the pieces of paper are taken, each participant reads the ideas that he/she got and discusses them with other

Forward the envelope – the participants sit in a circle. Everyone receives a strip of paper on which they write a question and put it in an envelope. The facilitator begins by taking a strip from the envelope and answering the question. Then the envelope is forwarded to the next participant who does the same. Once all the participants and the facilitator participated the game can be ended or repeated. The game is repeated when the need for inclusion is greater than usually. If there are more ten participants, they are divided into smaller groups. The questions in the envelope depend on the topics of the meeting, its goals, etc.

"Hot Potato" - a particular item is given to a person who wants to participate in the discussion. Only the person who has the item can participate. The technique is useful if the group has no major disagreements.

2:1 - If there are people who dominate, this technique will be useful for restoring balance and giving everyone the opportunity to contribute to the discussion. The rule of the activity is that no one participates twice before everyone has participated at least once, no one can speak four times before all the the other have participated twice etc.

3. Adjourning the meeting - an equally important part of the meeting is its end. If you do not do it appropriately, the participants will leave without feeling that something has been done. Therefore, it is necessary that the facilitator during the discussion, when the participants express their views, opinions, decisions, etc., draws conclusions. They then need to be discussed and adopted at the meeting, in writing and delivered to the participants. It is also important to keep minutes that will serve as a reminder for the attendees and the source of information for those who did attend. The person who will take minutes certainly needs to be appointed before the meeting begins, and the requirements for records need to be clearly defined.

The role of the facilitator

Every discussion consists of two important aspects:

- what the group discusses (content)
- the manner in which they discuss about it (process)

The process is the means through which the group should consider the contents in the most productive manner possible. The role of the facilitator is to create and facilitate a process that will help the group discuss the content in a satisfying and productive way.

The role of the facilitator is very different from the traditional role of the teacher. The facilitator is responsible for:

- Facilitating the process
- creating an atmosphere suitable for learning
- posing problems
- encouraging the process in which causes and solutions of the problem will be discovered
- helps the group work independently as much as possible
- establishing a process for planning activities.

Education should focus on learning rather than teaching. Where possible,

The facilitator should establish a learning situation in which the adults and / or young people will find answers and solutions to their problems independently, on their own. The facilitator is neither an expert nor a lecturer. The facilitator helps participants to interact, gain new information and build their experience. The facilitator leads a process that will help participants to achieve their goals within a specified period of time. The key role of the facilitator is to help the group to gain experience and learn together.

Facilitator's skills

The following skills are not ultimate but only an inspiration for a possible profile of the facilitator.

The facilitator should:

- be creative, observing, friendly, capable of connecting;
- foster inclusion;
- create an appropriate environment;
- ensure that all listen;
- allow everyone to speak;
- critically analyze the problems that occur;
- accept positive criticism;
- be ready to adapt to the situation;
- be familiar with the tools available and
- treat all participants with respect.

A good facilitator;

- keeps group oriented to the content and process;
- remains neutral as far as possible;
- is an informed guide who helps the group to find a way to reach your goals;
- listens more than he speaks;
- adapts to different learning styles;
- encourages everyone to get involved, bearing in mind that people participate in various ways (some speak only in small groups, they nevertheless contribute, while others talk constantly but do not contribute);
- protects members from attacks by other groups;
- is aware of gender issues and cultures;
- encourages group work or slows it down, when necessary
- if necessary, repeats what happened in a workshop, meeting, etc. and helps the group to connect the different stages of meeting / workshop etc.

⁴³Facilitators' Role and Facilitation Skills. Compiled by Ste

Leupold, YEPP Programme Team, Berlin, December, 2008

SWOT ANALYSIS

SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is used for identification of both positive and negative aspects within and outside a community. The analysis of the situation can be used in strategic planning and decision making. Realistic insight into weaknesses and threats that undermine the efforts invested in generating change is the first step in dealing with the creative forces and capabilities.

The areas that need to be considered when using a SWOT analysis to analyze the community are the conditions and infrastructure for economic development, traffic infrastructure, the existing level of cooperation, resources and opportunities for education, natural, cultural and traditional heritage, and the quality of life within the community. The analysis can also consider the situation in sport, culture, social activities, etc.

In order for SWOT analysis to be successful it is important that it involves as many stakeholders as it as possible because that will directly contribute to its quality.

SWOT analysis framework

POSITIVE ASPECTS		NEGATIVE ASPECTS	
Strengths		Weaknesses	
INTERNAL Human, spacial, traffic, natural, cultural, financial and other resources The existing economic activity Experience	Build your strengths <ul style="list-style-type: none"> • What are the strengths of your community in relation to the existing resources? • What is the level of human capital - expertise, diversity of knowledge and skills, educational structure? • What is the climate for economic development? is there support for local self-government, infrastructure, etc.? • Are there any natural and cultural values? • How do you rate the quality of life in the community? etc... 	Minimize your weaknesses <ul style="list-style-type: none"> • How can you improve human resources, spatial and other resources? • What activities are not of efficient? • What are you doing wrong? • What should be avoided? • Is any of your weakness seriously threatening the community development? 	
Opportunities		Threats	
EXTERNAL Development trends Economic situation in the country Sources of financing Legislation Political situation Current trends in the country/world Technological aspects	Use opportunities <p>Which new trends in the country and the world are in your favor?</p> <p>Are social changes favorable to you? Have any changes in policies that have positively affected opportunity to develop your community occurred?</p> <p>Are there any new opportunities for financing, or a new donor/program to help the economy, local self-government and civil sector?</p> <p>Who are the people related to your community in some way that can provide you with the needed support?</p>	Remove threats <p>What are the existing threats in your environment That obstruct your work?</p> <p>Are the new trends in the country and the world unfavorable for you? Are they in favor of your competitors or do they support other programs?</p> <p>Do the social changes threat the opportunity of your community development?</p> <p>Are the main donors leaving your community or has their financial situation changed?</p> <p>Has the policy changed in the field that you had in mind when planning development?</p> <p>What are the neighboring communities doing?</p>	

FUTURE WORKSHOP

Future Workshop (FW) is a method that aims to develop ideas or projects within the community development, focusing on solving problems in a democratic manner through participation and cooperation. FW is designed in a manner that it embodies the principles of creative problem solving while expressing the principles of participatory democracy through the social organization of group participants.

It is characterized by three main aspects:

- It focuses on the dynamics within the group, unlike other approaches that focus on methods or Problem solving as a leading factor;
- It is based on modern concepts related to facilitation of the creative problem-solving;
- It emphasizes on working together and learning through cooperation and interaction of all participants focused on seeking ways to build, maintain and develop responsible community.

ACTIVATING INTERVIEWS

Saul Alinsky, who is considered to be one of the pioneers of community organizing was also among the first who used activating interviews in their work, guided by the idea “never, ever do for anybody what he or she can do for themselves“, believing that the resources within the community can best be developed in communicating with the people.

Activating interviews are a part of the so-called action research that basically uses classical sociological methods with practical work in the field, thus adding to them a useful, more meaningful dimension. They are an integral part of the holistic approach to solving problems in the community in which members have an equal role as both examiners and investigators. The purpose of using activating interviews lies in the assumption that people, residents of a certain area, are capable of organizing themselves, but they need time and support to gain self-confidence and start believing in their own abilities, to which the activating part of the interview particularly refers. The interviews are not conceived as mere inquiry tool used for collecting certain information; their aim is to raise awareness in the examiners through the dialogue with the respondent by pointing to their common problems and their opportunities.

The aim of the activating interviews is determined depending on the needs of the community, but can also be used as a method that in various phases of the process within the community with the following goals, eg:

a) Motivating interviews (the first steps towards establishing the structure self-organization in the community):

- First step, initiating the process of community organizing
- Stirring public interest in joint activities
- Contacting the citizens
- Assisting citizens in finding / defining their interests
- Upon completion of the interview, the interested citizens meet in the organized / guided meetings
- Formation of civic groups
- Community organizers support civil groups

b) Data collecting interviews:

- Obtaining of qualitative and quantitative data
- Analysis of social and economic situation
- In addition to the organizers in the community, these data are important for the local administration, politicians, etc.

c) Interviews to renew or adapt goals:

- Strengthening the existing networks and creating new ones
- Renewing the existing programs
- Defining new goals

⁴⁵Future Workshop is a futuristic method developed by Robert Jungk, Ruediger Lutz and Norbert R. Muellert in the 1970s. The method allows a group of people to develop new ideas or find new solutions to social problems. Future Workshop is particularly suitable for participants who do not have much experience with the process of creative decision making, such as children or young people. It also requires thorough preparation and support by trained leaders / moderators. It is often used in spatial planning in order to involve citizens in planning and decision making.

⁴⁶For more visit <http://www.infed.org/thinkers/alinsky.htm>

Community development which comprises community building and organizing aims at empowering an individual or a group by providing them with the skills they need to bring about change in their community. It is a broad term that deals with the practical methods of discipline and civil leaders, activists, involved citizens and professionals aimed at improving local communities. Community Development includes a number of possible approaches such as:

- community economic development-CED
- community capacity building
- social capital formation
- political participatory development
- nonviolent direct action
- ecologically sustainable development
- asset-based community development
- faith-based community development
- social work in the community
- community based participatory research - CBPR
- community mobilization
- community empowerment
- community participation
- community based planning – CBP
- community-driven development- CDD

EVALUATION ACTIVITIES

The following section provides an overview of the basic evaluation activities and a detailed methodology of the questionnaires.

Method	Application	Advantages	Challenges
Questionnaires, surveys, checklists	When it is required to collect a lot of information quickly and/or easily in a non-threatening way	May be completely anonymous, Does not require major costs to be conducted, Easily comparable and analysed, Applicable to a large number of people, Possible to obtain a wealth of information, Many questionnaires already exists.	It could happen that feedback is not reliable , The wording of questions could lead a respondent to some of the answers Impersonal In preparation of the survey it could happen that it is necessary to engage a survey expert Does not give a proper picture.
Interviews	When it is required to fully understand one's impression and experience or learn more about their answers to questions from questionnaire	Provides a full scope and depth of information, Develops relations with the clients, Allows flexibility in client relations.	May take a long time, Analysis and comparison may be hampered, May require significant costs, Surveyors may influence the respondent's opinions.

Insight into documentation	When it is required get an impression about the functioning of the programme without interfering with the programme. Based on inspection into application, financial documentation, correspondence, minutes, etc.	Access to comprehensive information relevant to the past period, Does not affect the implementation of the programme or client's habits – beneficiaries of the programme, Information is already available, Less possibilities to create a pre-formed opinion about information.	Often requires more time, Information could be incomplete, It is necessary to have a very clear picture about what is required, Not a flexible way to obtain information, Data limited to what is already available.
Monitoring	When it is required to obtain accurate information about how the programme is functioning, especially in the field of processes.	Programmatic activities are monitored while ongoing, May be adapted to ongoing events.	It could happen that it is difficult to interpret the observed conduct, It could happen that it is difficult to categorise observations, May influence the conduct of participants in the programme, May require significant costs.
Focus groups	When it is required to have a detailed overview of the subject through a group discussion about e.g. reactions about the experience or suggestions regarding the understanding of usual remarks etc.	A fast and reliable way to obtain usual impressions, May be an efficient way to obtain a large volume and depth of information for a short time, May convey key information about programmes.	May be difficult to analyse answers, Requires a good facilitator, May be difficult to organise the gathering of 6 to 8 people.
Case studies	To have a full understanding and to show the experience of clients in the programme and to conduct a comprehensive survey by using cross-comparison of specific cases.	Creates a complete picture about experiences of clients related to programmes and inputs, processes and outputs. A good tool to illustrate the programme externally.	The process of collecting, organising and describing details is usually time-consuming, Illustrates the depth of information, but not its width.

QUESTIONNAIRES

Although questionnaires, as a method of collecting information, are often considered as the most useful, making a good questionnaire and conducting a high quality survey is not easy at all. The following advice aim at facilitating the process relating to some practically proven facts and systematic process. Questionnaires can be used as a method of collecting information regarding the needs assessment (a step in stage I of the above presented CE process) and/or as a method of monitoring and evaluation in the finishing stage IV of the cycle (see Activating interviews above).

Stages of preparation and conducting surveys and questionnaires are:

A - Preparation

B - Design

C – Creating questions

D – Writing the instructions

E – Writing the introductory letters

F – testing phase

A. Preparation

Survey or questionnaire must be written in simple language . The next key step of the preparatory stage is

To determine the aim of the project need assesment

B. Design

In designing a survey or questionnaire it is important to consider the following:

- The size of the survey . If the group is large – which is often the case with community centres, it is recommended to use closed questions because this type of questions can be easily ranked and processed on the computer

If the qualitative information is needed within the analysis, it is necessary to organize separately the interviews or focus groups in order to collect the additional information .

- In which way will the information be analyzed ? Many tools that are electronically scanned can be made at home. However, it happens sometimes that a survey or questionnaire demand the use of special pre-designed barcodes. This problem can be solved by hiring in-house department for the market research , external agencies or university that can help in tool designing. Manual table analysis also a method of processing results

C. developing the questions

Nothing is as frustrating as sending hundreds of questionnaires and later finding out that a large number of respondents interpreted questions in a wrong way . For this reason it is very important to follow some main guidelines when developing the questions . Surveys and questionnaires use three types of questions:

- Open questions: When answering the respondent uses his own words. It is necessary to leave empty space or line for the answer.

- Closed questions: The list of possibilities is given according to respondent's choice. The choice is marked with a cross or circle. The use of closed questions is recommended in cases where quantitative information are needed.

- Mixed questions: Combination of closed questions and open set of answers. There are several types of

Closed questions:

- Multiple choice: These questions usually include a list of four or more answers out of which the respondent must choose one.

- Yes/No questions: This type of questions is used when the answer can be given in two mutually exclusive choices

- Nominal scales . Examples of nominal scales

Likert Scale (1932). Questions ask the respondent to rank or grade values and principles by using Likert Scale

Example:

I completely disagree

I do not agree

I somewhat agree

I agree

I completely agree

Interval scales. Questions that are used for collecting demographical data are based on interval scales. What follows is the example of a question typical of interval scale:

How many children attend the English language course once a week?

Less than 10

10-15

15-20

20-25

D. Writing the instructions

The fourth stage in preparing surveys or questionnaires includes writing the explicit instructions. It is necessary to determine the following: in what way the respondents need to fill in the form, do they need to indicate their choice by circling or crossing The items, writing the comments etc... how much time can be spent on filling in the form , to whom they need to send the filled forms and when.

E. Writing the introductory letters

Introductory letters are of crucial importance because they are the way to explain the reasons for sending the survey . Besides that, this is where you describe the advantages that the respondents will get from the survey.

F. Revision

After the questionnaire is finished , it is useful to revise it. Revision can indicate to the problems in structure and/or design of the questionnaire , as well as provide answers to the following questions:

- Are the instructions clear and precise?
- Can the respondents understand questions without difficulty?
- Can the respondents answer the questions without difficulty?
- Are the respondents given enough space to write their comments ?

In the end ..some advice for successful surveys

It is important to bear in mind that each community must develop their respective styles, methods and procedures of conducting surveys. At the same time, types of surveys developed by one center can be very different from the surveys used in other centers .Social and economic position, the level of literacy etc., are factors that need to be considered in initiating and conducting surveys.

Eleven short pieces of advice for successful conducting of surveys:

- aims of survey must be determined.
- the use of simple and clear questions is recommended.
- it is not recommendable to use open questions since it is hard to analyse the answers to such questions
- The questions must be tested with a certain number of people
- The number of 384 samples of any population gives 95% reliability
- Examiners must be qualified in conducting surveys,
- The deadline for finishing the survey must be determined
- Results of surveys must be analysed by using data processing tools or manually
- the public can be informed about the results
- it is recommended to thank briefly everybody who participated in the survey
- The findings should be reacted upon . . . the surveys that will be an end in itself should not be conducted

ENERGIZERS/ ICE-BREAKERS

1. CONCENTRATION (or WHY DO PEOPLE RESIST CHANGE?)

Materials: -

Duration: 10-15 minutes

Group size: 10-20 participants

Objective: energizer, fun

1. Participants stand in two rows facing each other;
2. One group/row turns back to the other group, giving them 30 seconds to change something about their appearance (switch jewelry, untie the laces, switch clothes, etc.). The members of the first group then turn and must find at least 10 changes. The groups then switch roles.

Variation: depending on the workshop purpose and subject matter the facilitator can, upon completion of the activity, point to the fact that all participants first „restored the previous order“; they first put the things they have changed in their initial position, and use it as a starting point for the discussion on why people dislike and/or resist change and get the participants to talk about motivation issues, passivity, etc.

2. FRUIT SALAD

Materials: chairs participants sit on

Duration: up to 15 minutes, depending on a group size

Veličina grupe: 10 – 30 participants

Objective: ice-breaker, fun

1. Participants sit on chairs in a circle;
2. Each person is told in an alternate way which fruit they are e.g. apple, banana, orange, pear, etc. Participants then repeat which fruit they are.
3. One person stands in the middle of the circle and their chair is taken away.
4. She or he shouts the name of one of the fruits for example “Banana!”
5. All participants who received this name must stand up and search for another chair.
6. The person in the middle also tries to sit down.
7. The person remaining has to continue calling names of fruits and all participants must search for another chair. If she or he says „Fruit salad!“, all participants have to search for another chair..

3. RAPID ASSESSMENT

Materials: -

Duration: 15 to 25 minutes, depending on a group size

Group size: up to 30 participants

Objective: to collect participants' impressions in a fast way.

1. Participants are told to move around in the room until the facilitator gives a signal to stop. They are then asked to pair up with one partner and to talk about an important issue, eg. “What was most impressive for me yesterday?” (The questions are adjusted to the workshop, event on which the activity is carried out).
2. After two minutes the pairs dissolve and continue walking around until they receive the next signal.
3. After the signal new pairs are formed. This time they discuss about some other issues (eg. “which subjects would I like to discuss today?”) for two minutes.
4. Upon the completion the facilitator can interview some pairs about the responses or ask some pairs to describe their conversations to others.

⁴⁸For more visit websites listed in Section Literature/Sources

4. DRAW AN 8!

Materials: -

Duration: 15 minutes, depending on the need

Group size: unlimited

Objective: to help participants relax/a warm up activity

1. Participants stand up and loosen their muscles.

2. The facilitator asks participants to draw an 8 with the different parts of their bodies; for instance, one can start with “Draw an 8 with the right foot”, then „Draw an 8 with the right knee“, „Draw an 8 with the left foot“, „Draw an 8 with the left knee“ etc.

3. All different parts of the body can be mentioned. In the end the head is moved slowly and carefully in both directions drawing an 8.

5. PIZZA MASSAGE

Materials: -

Duration: 15 minutes

Group size: unlimited

Objective: to help participants relax/ get to know each other

1. Participants form a circle or pairs of equal height or gender depending on their sensitivity.

2. They first massage the shoulders of one another (the facilitator first demonstrates how to do it).

3. Then the pizza dough has to be „kneaded“ on the back of the person they paired up with, then they add the salami, mushrooms, pepperoni and other ingredients (as demonstrated by the facilitator). In the end a lot of cheese is added and the pizza is put in the oven.

4. Then the pairs change roles, or if in circle, participants turn to opposite direction so that each participant will receive a pizza massage.

6. HUMAN KNOT

Materials: -

Duration: 15 minutes

Group size: unlimited

Objective: to help participants relax/get to know each other/build team spirit/establish communication/cooperation

1. Participants and the facilitator form a circle; with their eyes closed they put out their hands in the middle and start moving towards the center; they must not stop until they grasp a different person's hands.

2. When all participants pair up, they open their eyes and see that they are all tangled up. Tell the participants to untangle without letting go the hands.

Books, publications, articles

Freire, Paulo. Pedagogy of Freedom: Ethics, Democracy and Civil Courage (available at: www.gigapedia.org)

Open Society Institute. Guidelines on implementation of the Project «Community Centres» in Southeast Europe, August, 2000.

National Human Development Report – Millenium Development Goals «Where will I be in 2015?»/ UNDP publication, 2003 (available at: www.undp.ba/index.aspx?PID=14)

Leupold, Ste . Facilitators' Role and Facilitation Skills, YEPP Programme Team, Berlin, 2008.

Lôrenzi, Czabo. A Handbook for Program «Community Centers» in Southeast Europe. Open Society Institute. New York, 2002

Kos Mikuš, Anica et al. School and Mental Health: Handbook for Teachers. Gračanica: Osmijeh, društvo za psihosocijalnu pomoć i razvijanje dobrotvornog rada/Smile, Psycho-social support and humanitarian aid. Ljubljana: Skupaj regionalni center za psihosocijalno dobrobit otrok. 2005.

Krüger, Angelika . Blackman, Peter and Eaton, Leanna. YEPP's Concept of Change. Berlin, 2007.

Krüger, Angelika. Leupold, Ste . Strocka, Cordula and Duke, Paul (YEPP Programme Team/ YEPP Program tim). YEPP Practitioners' Handbook- 2nd Edition. YEPP International Resource Centre. Berlin 2009.

National Human Development Report “Social Inclusion” in B&H, UNDP publication, 2007. (available at: www.undp.ba/index.aspx?PID=14)

NGO Handbook: Cookbook for Associations. ODRAZ – sustainable community development. Zagreb, 2002.

Poster, Cyril. and Krüger, Angelika. Community Education. Routledge. 1990.

Strocka, Cordula in cooperation with Duke, Paul. Engelhardt - Wendt, Ewa. Krüger, Angelika. Leupold, Ste . YEPP Manual for Evaluation Facilitators – Part 1: Guidelines. YEPP International Resource Centre. Berlin 2008.

Strocka, Cordula in cooperation with Duke, Paul. Engelhardt - Wendt, Ewa. Krüger, Angelika. Leupold, Ste . YEPP Manual for Evaluation Facilitators – Part 2: Toolbox YEPP International Resource Centre. Berlin 2009.

T – Kit on Educational Evaluation in Youth Work. Council of Europe Publishing. F-67075 Strasbourg Cedex, April 2007(available at www.youth-partnership.net)

Websites

On community education in general:

www.infed.org/guides/community_education.htm

<http://www.ncea.com/> ; http://www.ncea.com/default.asp?tab=community_education

Future Workshop/ participatory methods:

<http://www.partizipative-methoden.de/en/index.php?page=description-activating-survey>

http://www.die-bonn.de/esprid/dokumente/doc-2004/apel04_02.pdf

<http://www2.imm.dtu.dk/~vvv/CPPS/6Chapter6Thefutureworkshop.pdf>

Participatory Action Research:

<http://www.caledonia.org.uk/par.htm>

http://en.wikipedia.org/wiki/Participatory_action_research

On –line resources for community organizing methods and techniques:

<http://ctb.ku.edu/en> (The Community Tool Box)

<http://www.vcn.bc.ca/citizens-handbook> (The Citizen's Handbook)

<http://www.communityplanning.net>

Participatory Monitoring and Evaluation:

<http://www.youth-partnership.net>

http://www.usaid.gov/pubs/usaids_eval/pdf_docs/pnabs539.pdf

<http://www.scotland.gov.uk/Resource/Doc/205858/0054730.pdf>

Energizers/Ice-breakers:

<http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak2.htm>

<http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak3.htm>

<http://www.community4me.com/groupstarters.html>

<http://humanresources.about.com/od/icebreaker1/>

<http://www.kaleidoscope-events.co.uk/ice-breaker-activities.htm>





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