

Consolidated report on the quantitative and qualitative research



VOICES OF YOUTH

RESEARCH INTO YOUTH IN BIH

Prism Research & Consulting d.o.o.



VOICES OF YOUTH RESEARCH INTO YOUTH IN BIH

Consolidated report on the quantitative and qualitative research

Sarajevo,
May 2016.

Acknowledgements

Prism Research & Consulting – Agency for social research wishes to express its gratitude to the individuals who played a crucial role in the research and in the making of this report. Final responsibility for the report rests with the Prism Research & Consulting project team.

Impresum:

Authors

Dino Đipa – Project Manager, Prism Research & Consulting

Mahir Hadžić – senior researcher, Prism Research & Consulting

Mladen Mijatović – data analyst, Prism Research & Consulting

Mersad Bukva – research assistant, Prism Research & Consulting

This publication was created as part of the project “Dialogue for the Future”, which is implemented by UNDP, UNICEF and UNESCO in partnership with the Presidency of Bosnia and Herzegovina. The project “Dialogue for the Future” is financed through the United Nation Peacebuilding Support Office/Peacebuilding Fund (PBF).

The attitudes and opinions presented in this publication are those of the authors of the publication and do not necessarily represent the attitudes and opinions of the UN agencies implementing the project nor those of the project partner. The authors are exclusively responsible for the content of this publication.

STATEMENT ON THE PROTECTION OF PARTICIPANT ANONIMITY

The agency Prism Research & Consulting operates in accordance with the ESOMAR and AAPOR code, which make it obligatory to maintain the anonymity of participants. All questions/variables containing any information about the identity of the participants were removed from the report and the database. This means that the participants' answers were kept physically separate from any data pertaining to their identity. Any intentional attempt to reveal in any way the identity of the participants, whether by the client or by Prism Research & Consulting or by a third party, shall be deemed a serious violation and will be dealt with as such.

CONTENT

SUMMARY	9
INTRODUCTION	11
1 METHODOLOGY	13
1.1 METHODOLOGY OF THE QUANTITATIVE RESEARCH	13
1.1.1 Researchers, Coordinators and Supervisors	18
1.1.2 Supervising the Work of the Researchers	19
1.1.3 Data Processing, Reporting and Delivery	20
1.2 METHODOLOGY OF QUALITATIVE RESEARCH	24
2 DETAILED FINDINGS	26
2.1 BASIC INFORMATION ON THE YOUTH IN BiH	27
2.2 EDUCATION AND AWARENESS	29
2.3 JOBS MAKERT AND ECONOMIC STATUS	45
2.4 SOCIAL SECURITY	62
2.5 POLITICAL PARTICIPATION AND ACTIVITIES IN THE NON-GOVERNMENTAL SECTOR	64
2.6 FREE TIME AND THE MOBILITY OF YOUTH	70
2.7 SOCIOECONOMIC QUESTIONS AND SECURITY	77
2.8 OPINIONS CONCERNING THE PRESENT AND THE FUTURE	85
2.9 SOCIAL DISTANCE	98
3 CONCLUSIONS.....	103
4 RECOMMENDATIONS	107
5 APPENDIX	111

5.1 Questionnaire for the Youth Survey	111
5.2 Guide for the Group Discussions.....	142

EXECUTIVE SUMMARY

The research 'Voices of Youth' (in the following text VoY) was conducted as part of the project 'Dialogue for the Future', implemented by the UNDP, UNICEF and UNESCO in partnership with the Presidency of Bosnia and Herzegovina. The United Nations Office for Peace Building Support/Peace Building Fund (PBF) project finances the project Dialogue for the Future.

The research was conducted in the form of quantitative research and surveys and based on a representative sample of the general population of youth aged 15 to 30 years (N=2.016 participants) in BiH. The sample contained at least 100 young people (total N=224) belonging to the vulnerable categories: 'youth', 'Roma community' and 'youth with disabilities'. The qualitative aspect of the research involved focus groups. There were seven focus groups with different categories of youth in three cities in BiH: Sarajevo, Mostar and Banja Luka.

Around 700,000 young people aged 15 to 30 live in BiH, which represents around 21 per cent of the total population. The results of this research support the conclusion that there is an urgent need to create the mechanisms and permanent solutions that will lead to an improvement in the general status of youth in BiH. It is evident that the status of youth as well as the status of other categories of the population depends on the material welfare of the total population of BiH. The plans, attitudes and level of satisfaction among youth correlate directly to the economic position of youth in society. In relation to the results of the research conducted four years earlier (2011/12), in certain spheres of life there are signs of progress yet at the same time there is also evidence of stagnation and even deterioration in others.

The main conclusion drawn through this research is that young people continue to face different challenges, ranging from education through to employment and work, to security, social protection and their standard of living. The main problem for youth according to the results of the study is unemployment, followed by unresolved housing issues and material and economic dependence. The young people who participated in the research considered their status to be average; however, positive trends were noticeable. When compared to the research from 2011/2012, the young people seldom reported their standard worsening or remaining the same and their perception of the near future was positive: compared to 2011/12, the youth seldom responded that their future would be the same or worse.

The young people from vulnerable groups more frequently reported discrimination and endangerment, especially in terms of education, employment and income. Unfortunately, in this aspect it seems that there has been the smallest level of progress.

The results of this research also show that besides the aforementioned main problems it is necessary to invest additional effort in education, which the youth identified as a growing problem. Although it was noticeable that the young people had more opportunities for informal education, it is necessary to improve access to informal educational programmes for a larger number of young people. Employers should also be encouraged to include an increasing number of young people in business, while the responsible competent people should make greater effort to involve an increased number of young people in decision-making processes. In general, the youth considered their level of influence at the work place, in school and over political organisations to be extremely limited.

The young people frequently stated that they would leave Bosnia and Herzegovina: only 10 per cent of the participants stated that they would not leave BiH if they had the opportunity to do so. It is also necessary to encourage young people to increase their entrepreneurial activities and political and social involvement. Another priority is the protection of youth rights, especially those rights endangered at the work place, in education and within vulnerable groups. Ultimately, it is necessary to improve the system of social protection in BiH and to work actively toward the eradication of bribery and corruption. Different governmental and public institutions as well as different civil and private organisation that deal with youth problems and participate in the creation of social policy for youth can utilise the results of this research in the achievement of these goals.

INTRODUCTION

Since 1995 up until today, Voices of Youth (referred to in the following text as VoY) has become a global brand for youth involvement. UNICEF developed VoY as a means for 3,000 young people from 81 countries to send their messages to the leaders who gathered at the World summit on Social Development held in Copenhagen in the spring of 1995. Today, VoY relies on social media and digital technologies to empower youth and raise awareness about youth rights.

VoY is one of the first steps in collecting data on youth. The purpose of this project is to conduct research in order for the voices of youth in BiH to be heard. It takes into account their opinions, wishes, attitudes and possibilities and can act as a basis for creating policies for youth that will be more sensitive to their problems and provide youth with opportunities to participate more actively in society.

The main objectives of this research were to collect data on the attitudes, opinions, perceptions and wishes of youth and to detect any changes in their attitudes and opinions concerning different questions and problems. This is seen in relation to what was determined in the research conducted four years ago (2011/2012) as well as any differences between the attitudes, opinions and perceptions of the general population of youth and certain vulnerable categories of youth.

This research was conducted in May 2016 using computer-assisted personal (face-to-face) interviewing (CAPI) on a sample representative of young people (N=2.016) in BiH aged between 15 and 30. One part of the sample (N=1.792 participants) comprised young people from the general population, while the other part consisted of young people who were members of the Roma population (N=104 participants) and youth with certain disabilities (N=120).

This report presents the results of the 2016 research and, for the purpose of comparison, utilises the results of the research conducted in 2011/12.

Qualitative research in the form of focus groups was conducted as part of the research. The qualitative research

was conducted in three cities: Mostar, Banja Luka and Sarajevo. In Mostar there were two focus groups held with members of the general population from the urban and rural areas of Mostar. In Banja Luka, there were two focus groups; one involved young Roma and the other participants from the general population. In Sarajevo, three focus groups were held involving youth with sensory disabilities, youth with intellectual disabilities and participants from the general population.

The goal of the qualitative research was to identify and explain any differences in the findings on opinions and attitudes in 2016 in relation to the same quantitative research conducted in 2011/12.

1 METHODOLOGY

1.1 METHODOLOGY FOR THE QUANTITATIVE RESEARCH

A quantitative research method was used to examine the attitudes, opinions and experiences of youth in relation to different aspects of their lives. The qualitative method used in this research was computer-assisted personal interviewing (CAPI). Table 1 contains basic information about the research process.

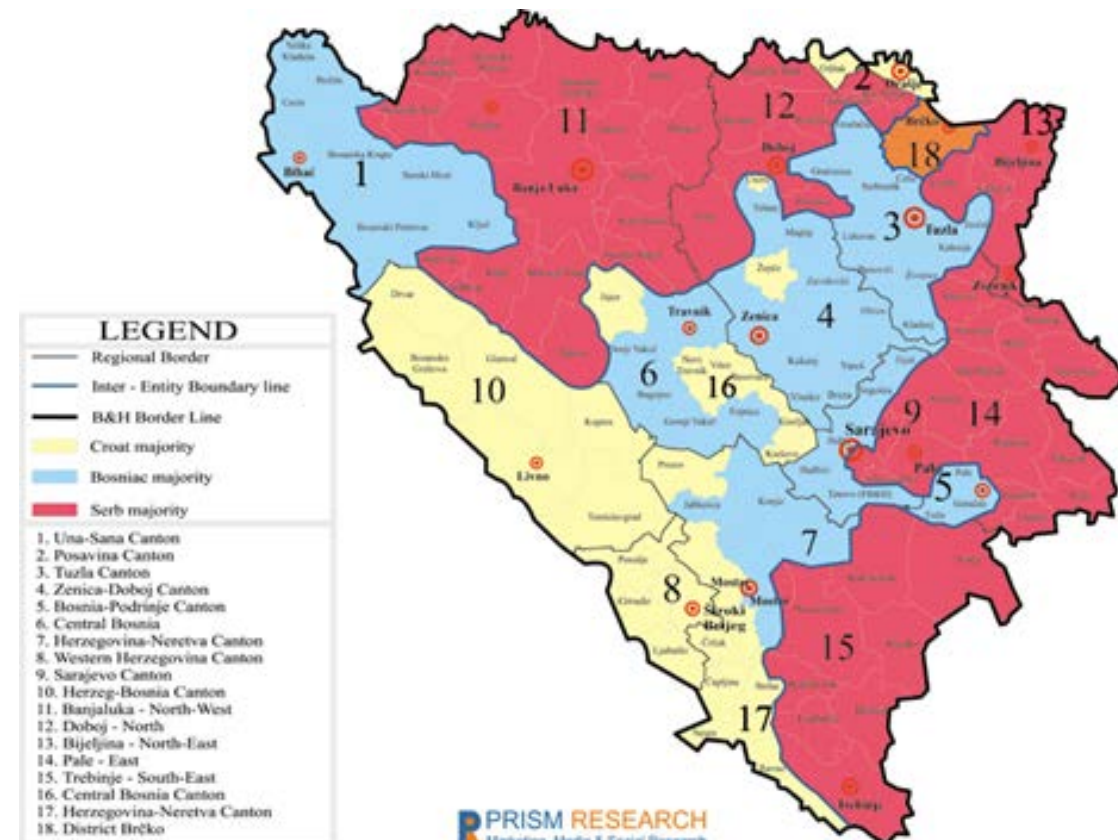
Table 1: Basic information about the research

Time period to conduct the research	May - June 2016
Data collection method	Computer-assisted personal interviewing – CAPI
Instrument	The instrument used in this research was developed by Prism Research & Consulting in cooperation with the client. The instrument was based on the instrument used in the same research conducted in 2011/12.
Research sample	Young people aged 15 to 30 years belonging to the general population and vulnerable groups (members of the Roma community and youth with disabilities).
The size of the sample	2,016 participants: 1,792 aged between 15 and 30 from the general population and 224 participants from the vulnerable groups.
Representativeness	General population - A random stratified sample representative of all levels in BiH, including the entities, regions, the size of municipalities and the type of participants. Participants were members of randomly selected households who had recently had their birthday. Vulnerable groups – The sample was formed with the help of the <i>snowball</i> method of randomly selected points from the general population.

Sample

Sampling for the research was done in accordance with the principles outlined below.

First, the stratification of the sample was conducted at the level of the entire country (based on the total number of all citizens in the settlements and municipalities). Stratification was conducted at the level of the two entities and Brčko District. This resulted in a total of eighteen regions in BiH, as shown in the map below.



Further stratification was then conducted in the regions according to the level of urbanisation and the size of settlement. By combining the two stated methods, we selected 49 levels for sampling. The sample we used was distributed through all 49 levels according to the size of the population of young people aged between 15 and 30 years. At the same time, 400 primary sample points were used as starting points in the survey. It was necessary to conduct 5 surveys with most involving each of the aforementioned sample points for those participants who fulfilled the stated criteria for the survey.

Criteria for the Survey

1. Young people aged between 15 and 30 years
2. Members of the general population
3. Member of the Roma community
4. Youth with disabilities

A sociological approach in accordance with the recommendations of the Washington Group on Disability Statistics, including a set of questions related to six types of problems, was used when defining methodological guidance for collecting data on youth with disabilities. Participants answered whether and to what extent they had difficulty performing everyday activities because of problems related to sight, hearing, walking or climbing steps, memory or focusing, dressing and maintaining personal hygiene, and communication (communicating with others). In addition to those participants who stated that they experienced major difficulty performing the aforementioned activities, the category of youth with disabilities also included those participants who answered that they did not have difficulty or had minor difficulty performing the aforementioned activities but stated that they had a certain level of disability.

Participants from the members of the general population category were from randomly selected households and aged between 15 and 30 years who had recently had their birthday.

Members of the youth with disabilities and the Roma population were selected with the help of the snowball method,¹ randomly selected sample points from the general population aged between 15 and 30 years. At every sample point, researchers asked randomly selected households from the general population whether a member of the previously mentioned groups lived in their vicinity. If so, researchers went to those households and surveyed participants who fulfilled the criteria.

¹The Snowball method is used in surveys involving categories of citizens for whom there are no specific records on their place of residence or precise numbers on the presence of the category in question. While surveying, the researcher asks participants directly whether they know someone who fulfils the particular criteria for the research. If so, the researcher then visits those households where it was claimed that a person fulfilling the criteria lived.

Data Collection Method

Computer-assisted personal interviewing or CAPI is one of the most sophisticated forms of survey. This method implies a procedure wherein a survey questionnaire is first programmed and then placed in a tablet device. Questions appear on the screen in a predetermined and pre-programmed order and logical progression and the researcher enters the responses directly into the device. Application of the questionnaire and the sample selection were controlled with the help of a special software programme.

Results

The results of this research (May - June 2016) are shown in comparison to the results of the quantitative research conducted in 2011/12. However, this comparison was possible only for those questions asked identically in both waves of research. Those questions only asked in the research conducted in 2016 relate, of course, only to 2016. The representation of the results also includes the differences determined between youth from the general population and youth from the vulnerable groups.

Additionally, the most illustrative findings from the focus groups, which correlated with the results of the quantitative research/survey are shown. In the Guide for the focus group discussions, questions were used in the same form as in the questionnaire for quantitative research yet without any given answers. In situations where we wanted focus groups participants to comment on the differences in the findings of the research from 2011/12 and that conducted in 2016, we asked the relevant questions.

1.1.1 Researchers, Coordinators and Supervisors

A team of 48 researchers and 10 regional coordinators was engaged for the purposes of this research. The selection of the researchers and coordinators was made on the basis of their previous experience, age, gender and region as well as the place of origin of the researcher or coordinator.

Only researchers with at least one year of experience of similar projects could participate in the research.

All researchers attended the training on how to conduct the research. During the training, they were given an introduction to the sample, the way in which the survey should be conducted and Q-by-Q analysis and role-play exercises were held.

1.1.2 Supervising the Work of the Researchers

Control of the fieldwork was conducted in several ways. Coordinators in the field visited researchers participating in the research. Telephone controls were also carried on the basis of the contact telephone number supplied by each participant in the research, wherein 10 per cent of the questionnaires of each researcher were randomly selected. Prism Research & Consulting also implemented special computer controls to in order check the validity of the questionnaire provided through the CAPI method, which included the use of GPS data on the movement of the researchers.

1.1.3 Data Processing, Reporting and Delivery

Complete processing of the collected data was conducted at the central office of Prism Research & Consulting in Sarajevo. The data analysis was conducted with the help of IBM SPSS Statistics v.22 – professional software for research. IBM SPSS Statistics v.22 was used to clean the data, for logical control and for the creation of cross-tabulation results

Comparison between the Results of the Research Conducted in 2008,² 2011/12 and 2016 according to the Selected Questions (the arrows indicate important changes and their direction).

Youth attitudes	Wave of research			Important change in the attitudes
	2008	2011/2012	2016	
Q.91: Young married people (%) 18+:	20	26	22	↓
Q.92: Young people with child/children (%) 18+:	15	21	19	↓
Q.4: I evaluate my current life standard as bad or average (%):	66	75	60	↓
Q.13: My life standard in the last 3 years has worsened or reminded the same (%):	72	87	69	↓
Q.1: Among youth today there is satisfaction with (%):				
Secondary school enrolment	62	65	74	↑
College enrolment	61	61	64	↑
Postgraduate studies enrolment	57	56	57	< >
Form of education	38	57	61	↑
Employment opportunities	33	55	52	↓
The possibility of solving housing issue	34	56	55	< >
The possibility of economic independence	35	57	54	↓
The possibility for youth to do the kind of work they want	43	65	59	↓
The possibility for advancement in their profession and vocation	44	62	58	↓
The possibility to act politically	27	44	30	↓
The possibility of fun and leisure	58	72	77	↑
The possibility to express their opinions freely	53	66	71	↑
Q.3: The standard in the next 3 years will be worse or the same (%):				
Incomes	63	78	57	↓
Working status	63	80	60	↓
Education and training	63	79	64	↓
Health protection	69	86	76	↓
Housing issue	71	87	76	↓
Quality of life in general	61	77	53	↓

²Data taken from the report on the position of young people from the study 'Youth Policy 2008-2013', which was conducted by the Commission for Coordination of Youth Issues in BiH of the Council of Ministers of BiH. The German Society for Technical Cooperation (GTZ) assisted with the implementation of the study.

Youth attitudes	Wave of research			Important change in the attitudes
	2008	2011/2012	2016	
	Q.6: The most important youth problems are (%):			
Material and economic non-independence	43	24	36	^
School and education system	15	6	11	^
Unemployment	70	74	83	^
Housing problems	12	8	13	^
Using free time	3	3	3	< >
Inferior position of youth	6	5	3	v
Moral crisis and the lack of ideals	5	7	4	v
Insufficient care of the society for the problems of youth	10	19	11	v
Social differences	4	7	7	< >
National disputes	3	4	3	v
The lack of interest of the youth for social problems	3	8	4	v
Inefficiency and lack of activity of youth organisations	1	3	1	v
The lack of freedom for youth to vote, speak and give their opinions	1	4	2	v
Alcoholism, drug abuse, delinquency and etc.	18	23	16	v
The alienation of human relations	1	3	1	v
Q.17: The education that i got/am acquiring will not at all or some extent provide employment in that area (%):	60	79	78	< >
Q.20: The institution of education has no activities for volunteers (%):	60	84	78	v
Q.81: During full time education practical classes were not organized (%):	48	52	42	v
Q.21: Non-involvement in informal education (%):	64	75	65	v
Q.28: Number of months spent looking for a job after finishing education (average)	11	16	21	^
Q.90: As a part of the work, there is no need for knowledge and skills that I already posses (%):	43	95	86	v
Q.32: Type of contract signed with the employer (%):				
I have not signed the contract	19	13	17	^
The contract is for trial period	3	3	2	< >
Permanent contract	50	55	47	v
Fixed-term contract	18	27	31	^
Temporary service contract (including author's, scholarship contract etc.)	1	1	1	< >
Intern employment contract	0	1	2	< >
Contact with student service	0	0.5	0.0	< >
Q.33: Regular payment of the monthly salary by the employer (%):	81	89	89	< >
Q.34: Regular payment of fees by the employer (%):	64	78	80	< >
Q.35: Employment in their own profession (%):	37	50	43	v

Youth attitudes	Wave of research			Important change in the attitudes
	2008	2011/2012	2016	
	Q.40: Participants not looking for a job (%):			
48	62	36	v	
Q.41: Sectors in which youth prefer to work (%):				
Agriculture, forestry, fishing, water management	10	17	21	^
Industry and mining	12	16	18	^
Civil engineering, utility services	14	25	22	v
Trades	19	24	26	^
Traffic and communication, shops, catering, tourism and recreation	48	59	62	^
Their own businesses: hairdressers/barbers, domestic help	14	13	12	v
Finance, education, culture, health, social protection, police, security, army	23	39	43	^
Public administration, government authorities and political parties	13	17	14	v
Societies, Non/governmental organizations, telecommunications, IT, developing agencies and programmes	32	23	25	^
Q.42: Minimal salary for which participants would work (average):	467 KM	614 KM	610 KM	< >
Q.43: Average period of unemployment, in months (number of months):	36	26	21	v
Q.44: Youth registered as unemployed at the unemployment bureau (% excluding pupils):	38	58	62	^
Q.48: Youth that heard about "job purchase" job (%):	39	50	51	< >
Q.49: Youth that have heard about bribery linked to obtaining a job within public administration (%):	74	96	94	v
Q.118: Youth that have heard about bribery linked to obtaining a job within the private sector (%):	74	93	89	v
Q.51: A lack of attempts at starting their own business (%):	93	94	87	v
Q.56: Youth as users of social help (%):	2	7	6	< >
Q.60: Agreement that women are discriminated against the job market	22	45	40	v
Q.63: Youth that do not contribute to the house budget (%):	53	62	65	^
Q.64: Monthly amount that youth have at their disposal (average):	236 KM	232 KM	237	< >
Q.68: Monthly amount of scholarship for youth that have scholarships (average):	317 KM	167 KM	128 KM	v
Q.72: The attitude that youth has an average, small or no influence over important decisions (%):				
At work, at school or college	80	88	92	^
Within family or household	61	70	68	v
Within the local community	89	97	99	^
Political or non-governmental organizations	90	99	99	< >
In their circle of friends	66	80	79	v
Q.71: Youth that voted in the last election (%):	57	60	67	^
Q.73: The attitude that youth has only a minor or no influence over decisions concerning them at the local (%):	84	87	77	v
Q.77: Youth that had lived abroad for more than 3 months (%):		13	8	v
Q.80: (%): Readiness to leave BiH (%)				
For education	43	53	55	^
For temporary work	55	66	79	^
For marriage	34	42	54	^
To permanently inhabit some other country	46	52	64	^
Q.81: Prepared to live abroad for an extended period or permanently (%):				
I wouldn't leave forever, but I would for a longer period of time	30	43	39	v
I would leave if I had the opportunity for it	37	38	50	^
Q.86: Expectation that the future will be the same or worse (%):	26	43	30	v

1.2 METHODOLOGY OF THE QUALITATIVE RESEARCH

The qualitative research method used was focus groups for consultation. In total, seven discussions were conducted with the focus groups.

Regrutacija

Selection of participants for the focus groups was based on the basic criteria outlined below.

- 1 Geographic distribution – This was used in order to secure representation of participants from the Federation of BiH and Republika Srpska. In order to fulfil this criterion, five focus groups were held in the Federation of BiH and two in Republika Srpska.
- 2 Age – This research required consultations with persons representing the youth population aged between 15 and 30 years.
- 3 Gender – In order to ensure equal representation, an equal number of persons of male and female gender were selected (every focus group had 27 young women and 26 young men).
- 4 Employment status – When creating the discussion groups, efforts were made to ensure, as much as possible, that participants were of different employment status.
- 5 Education – The range of education among the focus group participants was made to ensure that at least one of the participants was highly educated or had a college degree and that the other participants had a standard equal to a vocational school or lesser.
- 6 Type of settlement – The place of residence of the participants of the focus groups had to represent both urban and rural areas.
- 7 Young Roma – One of the focus groups in Banja Luka was held with members of the Roma community, with an equal number of women and men (four men and four women).
- 8 Youth with sensory and locomotor disability – A focus group with young people who have a certain level of sensory and locomotor disability was held in Sarajevo (four men and four women).
- 9 Youth with disabilities in their intellectual development – A focus group with participants who have

disabilities in their intellectual development was held in Sarajevo (three men and three women).

Guides for the Group Discussions

Prism Research & Consulting cooperated with the client to create a Guide for conducting the focus groups. The guide covers topics of great interest in terms of the comparison between the two waves of research (2011/12 and 2016). The guide for the focus groups is attached in appendix to this report.

Fieldwork

Seven focus groups were held (10-14 June 2016) for the purposes of this research.

As mentioned earlier, five group discussions were held in the Federation of BiH (two in Mostar and three in Sarajevo) and two in Republika Srpska (two in Banja Luka).

The focus groups was led by a moderator, a permanently employed senior researcher with five years relevant work experience who had graduated in psychology. In this way, the problem of reaching a consensus between more moderators was avoided as in the case when bigger number of moderators are hired. Groups were organised in places easily accessible to the participants. Participation in focus groups was on a voluntary basis; however, the participants did receive certain monetary compensation for the time they spent. No problems arose during the course of the focus groups. The participants gave their permission for the conversations to be recorded and these recordings were then forwarded to professional typists who made transcriptions. Together with the observations and impressions of the moderators, these transcripts provided the basis for the creation of this report.

Concerning the processing of the data from the focus groups, qualitative analysis of the content of the answers consisted of several phases. First, a detailed reading of the answers to every question or group of questions was done in order to determine the dominant opinions of the participants. The answers were then categorised on the basis of the similarities or differences in the answers of the participants. The main and the most dominant opinions along with the topics on which the participants differed are listed then in the report. The focus of the analysis was to compare the answers between groups, particularly where differences arose in the answers. The rule was that quotes by the participants were used to illustrate their conclusions in the description of the results. Because the number of participants was not significant, statistical analysis is not recommendable for this type of research.

2 DETAILED FINDINGS

2.1 basic information on youth in B&H

The average age of the young people who participated in this research (2016) was twenty-two. The average age did not differ significantly in relation to the research conducted in 2011/12. In terms of gender, the participants were similar at 50.3 per cent male and 49.7 per cent female; this did not differ significantly from the research from 2011/12 (men 49.2%, women 50.8%).

Of the total number of participants in the research, 224 participants were from the category we defined as the vulnerable groups. Within this group there were 104 Roma participants (49% male and 51% female) of which 41.3 per cent were aged 15-20, 26 per cent aged 21-25 and 32.7 per cent aged 26-30. There were also 120 interviewed participants from the category 'Youth with disabilities' of which 53.3 per cent were male and 46.7 per cent female. Their ages ranged 15-20 (41.7%), 21-25 (25.8%) and 26-30 (32.5%).

Of the young people that comprised the sample in this research 17.7 per cent were married (compared to 20.8% in 2011/12). The majority (80.3%) lived alone and were not married (compared to 78.1% in 2011/12). The majority of participants did not have children (85.0% in 2016 compared to 82.3% in 2011/12). On average, every sixth participant (15.0%) had one or two children (compared to 16.7% in 2011/12). The average age of the participants when they had their first child was twenty-two, which does not differ significantly from the findings in 2011/12. More than half (53.6%) of the participants lived in a house owned by their parents or by the parent of their spouse.

The majority of young people stated that they knew English language (71.3%) and just over a third (31%) stated that they knew German, whereas 18.4 per cent stated that they did not speak any foreign language. However, it was not within the scope of this research to check whether and to what extent the young people speak foreign languages.

2.2 EDUCATION AND AWARENESS

2.2.1. Formal Education

In terms of the attained level of education of the participants, the majority had completed their secondary school education with 58.6 per cent completing three to four years of education. Around 2 per cent of the young people had not completed any formal education and 7.6 per cent had completed a college education. In the majority of cases, the parents of the participants had completed their secondary school education; however, it contained a discernable gender difference (69.6% of fathers compared to 57.1% of mothers).

By comparing the results of two researches, we noticed that in 2016 around 2 per cent of participants were not attending school, compared to 0.0 per cent in 2011/12. This difference relates to the limits of the sample error, which was lower than 3 per cent. Of the participants from 2016, 12.5 per cent had completed primary school (compared to 9.3% in 2011/12) and 45.4 per cent had completed four years of secondary school (compared to 47.1% in 2011/12). The rest of the comparison results are contained in Table 1.

The results for the participants from the Roma community and 'youth with disabilities' categories (aged 18-30) in 2016 show that these categories of youth are less educated in comparison to the general population of youth. The highest percentage of participants from the Roma community had completed primary school or a lower level of education (82.7% in 2016 compared to 78.8% in 2011/12). In 2016, 35.4 per cent of the 'youth with disabilities' category had completed primary school or a lower level of education (in comparison to 38.6% in 2011/12). Around 12 per cent of participants from the general population category had completed primary school or a lower level of education (in comparison to 8.1% in 2011/12). Through a comparison of these results, it can be seen that over the period 2011/12 to 2016 a small improvement has occurred in the education status of the categories Roma and 'youth with disabilities'.

Table 1: What is the highest level of education you completed? A comparison between participants from the general population in 2011/12 and 2016.

The highest level of education you completed	Wave				Total	
	2011/12		2016		n	%
	n	%	n	%	n	%
Did not attend school	0	0.0%	32	1.6%	32	0.7%
Unfinished primary school – no education	43	1.8%	23	1.1%	66	1.5%
Finished 4 years of primary school	31	1.3%	61	30.9%	92	2.1%
Finished primary school	539	25.1%	517	25.6%	1110	25.4%
Vocational school – three years	486	20.6%	423	21.0%	909	20.8%
Secondary school – secondary school, technical schools, etc. – four years	881	37.3%	759	37.6%	1640	37.5%
College – 2 years additional education after secondary school – technical or medical school	21	0.9%	15	0.7%	36	0.8%
College – 2 years additional education after secondary school – economy school	10	0.4%	3	0.1%	13	0.3%
College – 2 years additional education after secondary school – education or social sciences and humanities	17	0.7%	10	0.5%	27	0.6%
University – social sciences and humanities	71	3.0%	51	2.5%	122	2.8%
University (4 years) – economy	46	1.9%	38	1.9%	84	1.9%
University (4 years) – law	24	1.0%	23	1.1%	47	1.1%
University (4 years) – natural sciences, civil engineering and electrical engineering	34	1.4%	31	1.5%	65	1.5%
University (4 years) – Medical school and dentistry	10	0.4%	12	0.6%	22	0.5%
Master or PhD	10	0.4%	18	0.9%	28	0.6%
Unfinished secondary school	59	2.5%	0	0.0%	59	1.3%
Unfinished university degree	24	1.0%	0	0.0%	24	0.5%
Total	2360	100.0%	2016	100.0%	4376	100.0%

Youth in BiH most often attend and finish state schools in BiH. The majority of participants who had completed their formal education had attended state schools and state universities in BiH (97.5% in 2016 compared to 97.6% in 2011/12); however a relatively low percentage of participants had attended private education institutions (1.2% in both 2016 and 2011/12). A low percentage of participants had acquired their education abroad (0.5%). Those participants who had not completed their education – whether primary, secondary or university – gave different reasons for not completing their education. The participants in 2016 most frequently cited ‘other’ reasons, most often marriage or illness. Of other reasons foreseen in the questionnaire, financial reasons dominated. Participants from the research in 2011/12 also most frequently listed these reasons. The fact that the given reasons, together with illness and disability, were most commonly cited by participants in both researches as the reasons for not completing their education indicates insufficient investment and care in the education of the youth, especially young people with disabilities.

During their education in school or at university 5.6 per cent of participants had to repeat a year. Roma participants significantly more often repeated years (15.0%) in comparison to the general population (5.8%) and youth with disabilities (6.7%). These results indicate that although the existing teaching plans and programmes are adjusted to the possibilities of the majority of pupils they are not sufficiently adjusted to meet the needs of pupils/students belonging to vulnerable groups of the population.

Considering how much completing their education will help them to find a job in the future, the majority of participants believed that it would make that process easier (43.3%). However, a relatively large number of young people, around one-fifth, did not show this kind of optimism. Their lack of optimism could be one of the explanations for their not wanting to complete their education. Participants who belonged to the vulnerable groups gave the answers ‘not at all’ and ‘slightly’ significantly more often when compared to the participants from general population, who significantly more often gave the answers ‘to some extent’ and ‘highly’ (see chart 1 and 2).

Chart 1: How much will your acquired education or the education that you are currently acquiring help you to find employment in the area of your education in the future?

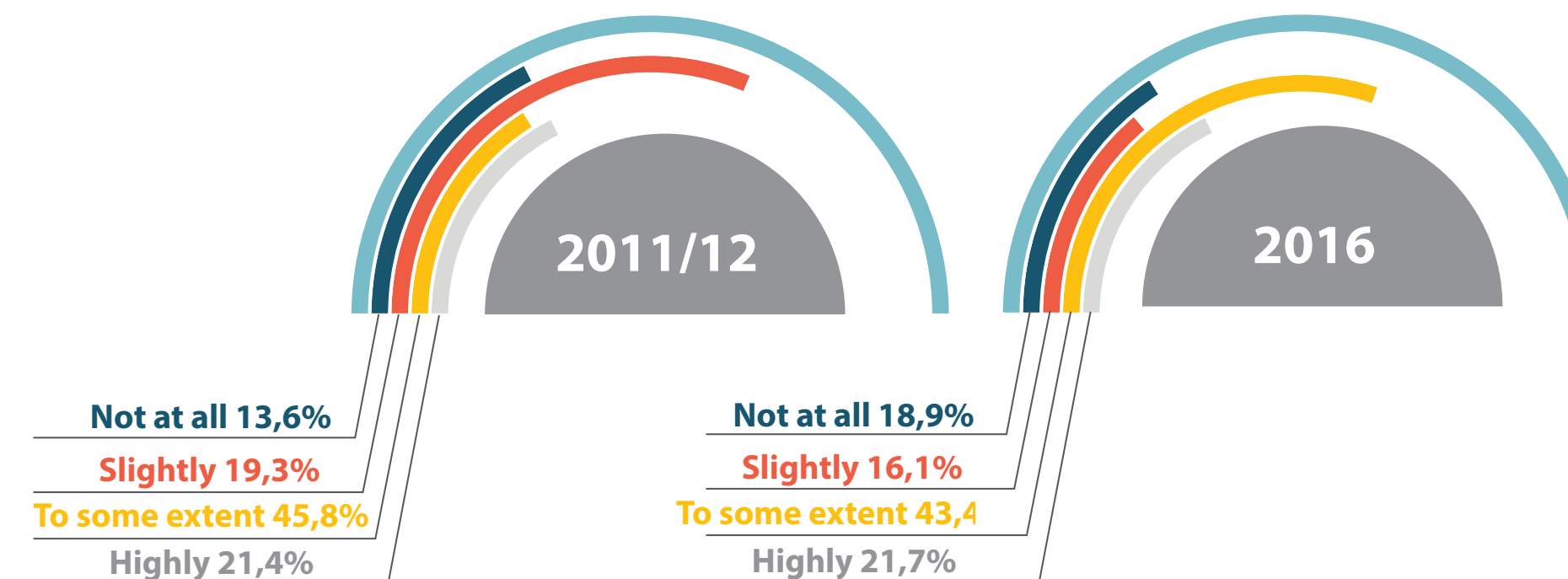
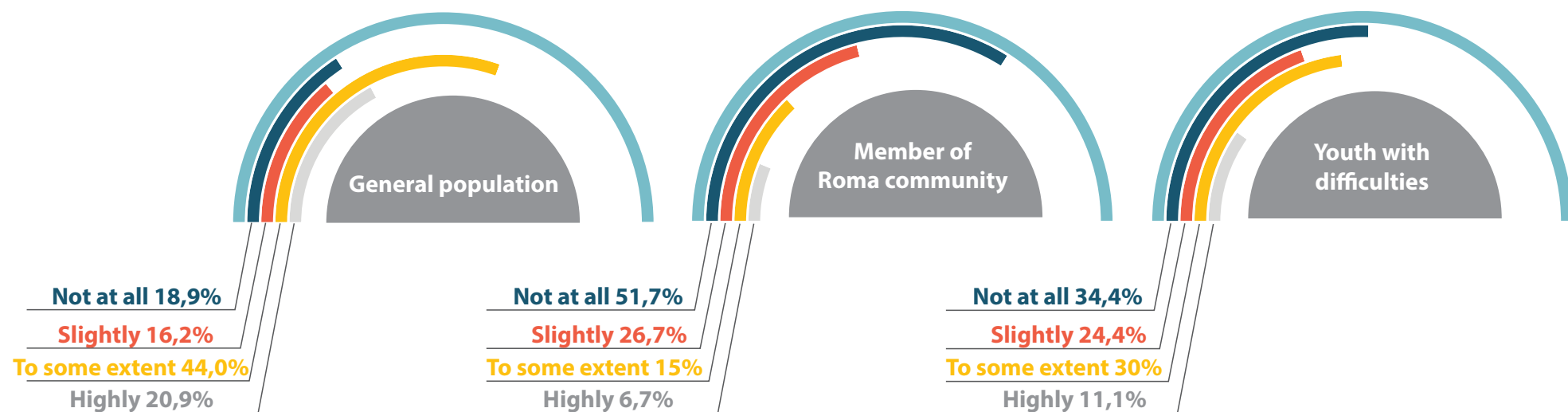


Chart 2: How much will your acquired education or the education that you are currently acquiring help you to find employment in the area of your education in the future? Overview according to the category of participants.



The majority of the participants agreed with the statement that the demands set forth in education were too big a burden for them (48.8% in 2016 compared to 47.3% in 2011/12). In comparison with 2011/12, a significantly higher percentage of participants thought that the demands placed on them in class were not too big a burden for them (33.3% in 2016 compared to 21.0% in 2011/12). In addition, the highest number of participants in both sets of research agreed 'to a greater extent' or 'completely' with the statement that there are enough subjects of interest to them (60.8% in 2016 compared to 61.8% in 2011/12).

The majority of participants thought that teachers take their job seriously (answering 'to a greater extent' or 'completely' – 53.9% in 2016 compared to 62.5% in 2011/12). The majority of participants also thought that their teachers approach to pupils/students was adequate (61.3% in 2016 compared to 67.3% in 2011/12). As we can see, a comparison of the indicators from 2016 to those from 2011/12 suggests a mild decrease in terms of their evaluation of the teaching process.

The majority (82.7%) of participants (in comparison to 81.8% in 2011/12) believed that their results in school are important to their parents and that they had adequate support from their parents regarding their education (84.3% in 2016 compared to 84.9% in 2011/12).

The participants in 2016 significantly more often agreed 'completely' with the statement that their parents are interested in their results and that they have the support of their parents when facing problems related to their education. Furthermore, in comparison with the research from 2011/12, the participants in 2016 stated significantly more often that the demands in class are 'not too big a burden' for them. See Table 2 for a more detailed overview of the results.

Table 2: To what extent do you agree with the following statements regarding your education?

	2011/12					2016				
	Definitely no	To a lesser extent	To a greater extent	Completely	Do not know	Definitely no	To a lesser extent	To a greater extent	Completely	Do not know
Demands set forth for me in classes are too big a burden for me	21.0%	47.3%	25.9%	5.4%	0.3%	33.3%	48.8%	14.3%	3.6%	0.0%
There are a lot of subjects that I am interested in	6.7%	24.8%	46.2%	21.9%	0.3%	9.3%	29.9%	45.0%	15.8%	0.0%
The majority of teachers take their job seriously and are interested in my work	7.5%	29.7%	45.5%	17.0%	0.3%	11.2%	32.8%	42.0%	13.9%	0.0%
The majority of teachers approach pupils/students in an adequate way	6.2%	26.3%	50.9%	16.4%	0.3%	9.5%	29.2%	45.3%	16.0%	0.0%
My results in school are very important for my parents	6.1%	11.7%	33.5%	48.3%	0.4%	7.5%	9.9%	21.1%	61.6%	0.0%
I have full support from my parents when facing problems in education	5.7%	9.1%	33.1%	51.8%	0.4%	7.6%	8.1%	18.2%	66.1%	0.0%

When the same variables were compared according to different categories of youth, it was noticeable that the participants from the Roma community had slightly more negative attitudes in comparison to the participants from the general population. Besides school subjects not being interesting to the majority of participants from this category, these participants did not perceive as adequate the support nor the relationship between teachers and parents regarding their education (see Table 3). The aforementioned conclusions suggest possible reasons for the lower level of education among the members of the Roma community in relation to the general population.

Table 3. To what extent do you agree with the following statements regarding your education? Comparison between youth from the general population and youth belonging to the vulnerable groups.

	Category of the participants											
	General population				Member of Roma community				Youth with difficulties			
	Definitely no	To a lesser extent	To a greater extent	Completely	Definitely no	To a lesser extent	To a greater extent	Completely	Definitely no	To a lesser extent	To a greater extent	Completely
Demands set forth for me in classes are too big a burden for me	34.3%	49.2%	13.7%	2.8%	18.5%	51.9%	21.0%	8.5%	28.3%	40.7%	18.6%	12.4%
There are a lot of subjects that I am interested in	8.7%	29.0%	45.8%	16.5%	24.7%	45.7%	23.5%	6.2%	8.0%	32.7%	47.8%	11.5%
The majority of teachers take their job seriously and are interested in my work	10.5%	33.2%	42.3%	13.9%	22.2%	38.3%	28.4%	11.1%	15.0%	22.1%	46.9%	15.9%
The majority of teachers approach pupils/students in an adequate way	9.0%	29.7%	45.3%	16.1%	14.8%	34.6%	34.6%	16.0%	13.3%	17.7%	54.0%	15.0%
My results in school are very important for my parents	7.2%	92.0%	20.1%	63.5%	12.3%	21.0%	42.0%	24.7%	8.0%	12.4%	22.1%	57.5%
I have full support from my parents when facing problems in education	7.4%	7.2%	17.2%	68.2%	12.3%	22.2%	39.5%	25.9%	7.1%	11.5%	19.5%	61.9%

Attitudes toward volunteerism in particular were part of this research. According to the results, volunteering does not happen very often in institutions of education in BiH. A relatively low percentage of the participants (21.7% in 2016 compared to 16.4% in 2011/12) stated that there was or is an organised form of volunteerism at their institution of education. However, it should be emphasised that this number has increased slightly relative to the situation in 2011/12. Considering all of the advantages that volunteerism brings, future promotion of organised voluntary work in institutions of education is necessary in order for a high percentage of youth to have the opportunity to acquire their first experience of this type of work.

Concerning attendance of practical classes as a part of regular education, the situation is much better in comparison to the results from 2011/12. The majority of participants (58.4%) stated that they had some form of practical classes, which is a much higher percentage in comparison to the research from 2011/12 when just under half of the participants (47.6%) attended some form of practical classes. Considering the importance of practical classes, it is encouraging that 58.4 per cent of the participants had attended practical classes and that 48.8 per cent of them had this kind of class once a week. A large percentage of participants thought that one of the first things that needs

to be change in the area of formal education is the over detailed teaching plan and programmes (27.6% in 2016 in comparison with 28.6% in 2011/12) along with the lack of practical classes (37.7% in 2016 compared to 27.2% in 2011/12) and the lack of scholarships/loans (9.8% in 2016 in comparison with 14.5% in 2011/12). Within this context, participants from the vulnerable groups more often mentioned the lack of practical classes (59.7% in 2016 in comparison with 38.8% in 2011/12). In general, young people require adequate education plans and programmes adjusted to their needs, the possibility of practical learning and opportunities to receive scholarships and loans and ultimately to find an adequate job. Considering that education is one of the basic human rights as well as one of the most important factors for development and prosperity in society, it would be advisable to consider the wishes of young people concerning education.

Table 4: The ethnic structure of my class/study group at primary/secondary school/university. A comparison between young people from the general population and young people belonging to vulnerable groups.

		In my class in primary school	In my class in secondary school	In my study group at the university
		General population		
General population	All students (were) are the same ethnicity/nationality	53.9%	35.6%	4.5%
	There are/were 1 to 5 members of other ethnicity/nationality	35.0%	46.8%	16.5%
	There are/were more than 10 member of other ethnicity/nationality	10.9%	12.2%	10.2%
	The question doesn't apply to me (if participant did not attend the school)	0.3%	5.4%	68.8%
Member of Roma community	All students (were) are the same ethnicity/nationality	16.0%	3.7%	1.2%
	There are/were 1 to 5 members of other ethnicity/nationality	45.7%	4.9%	0.0%
	There are/were more than 10 member of other ethnicity/nationality	37.0%	18.5%	3.7%
	The question doesn't apply to me (if participant did not attend the school)	1.2%	72.8%	95.1%
Youth with difficulties	All students (were) are the same ethnicity/nationality	42.5%	25.7%	2.7%
	There are/were 1 to 5 members of other ethnicity/nationality	41.6%	38.1%	8.8%
	There are/were more than 10 member of other ethnicity/nationality	15.9%	12.4%	8.0%
	The question doesn't apply to me (if participant did not attend the school)	0.0%	23.9%	80.5%
Total	All students (were) are the same ethnicity/nationality	51.7%	33.8%	4.2%
	There are/were 1 to 5 members of other ethnicity/nationality	35.8%	44.6%	15.4%
	There are/were more than 10 member of other ethnicity/nationality	12.2%	12.5%	9.8%
	The question doesn't apply to me (if participant did not attend the school)	0.3%	9.2%	70.6%

As can be seen in Table 4, a trend of increased class diversity according to the structure of ethnicity is evident in higher education. More than the majority of participants or 51.7 per cent stated that all pupils at their primary school were of the same ethnicity. In secondary school, the highest percentage of the participants or 44.6 per cent stated that there were from one to five members of other ethnicities. At the university level, the smallest number of participants or 4.2 per cent stated that all students in their study group were of the same ethnicity. Participants of the focus groups from the general population category very rarely stated that Roma youth or youth with disabilities were part of the classes they attended. Those youths who did have experience of attending classes with youths with disabilities stated that these young people were accepted by their classmates and were offered assistance whenever possible. Teachers helped young people with disabilities by implementing so-called positive discrimination: evaluating the knowledge that youth with disabilities demonstrated with higher grades than the same knowledge shown by youth without such disabilities. Yet only minor adjustments were made to classrooms and the teaching plan and process to accommodate youth with disabilities. The general evaluation was that the school system is not adjusted to meet the needs of youth with disabilities and that it is not yet ready for the inclusion of youth with disabilities.

“There was a girl in my school with disabilities, but she did not have any special teacher. She didn’t have anything and her mother went to school with her in order to help her and nobody paid special attention to her. She was given her grades just for her to learn to socialise, but nobody actually paid attention for her to learn something and to make her life easier later.”
(A general population female from an urban area of Banja Luka.)

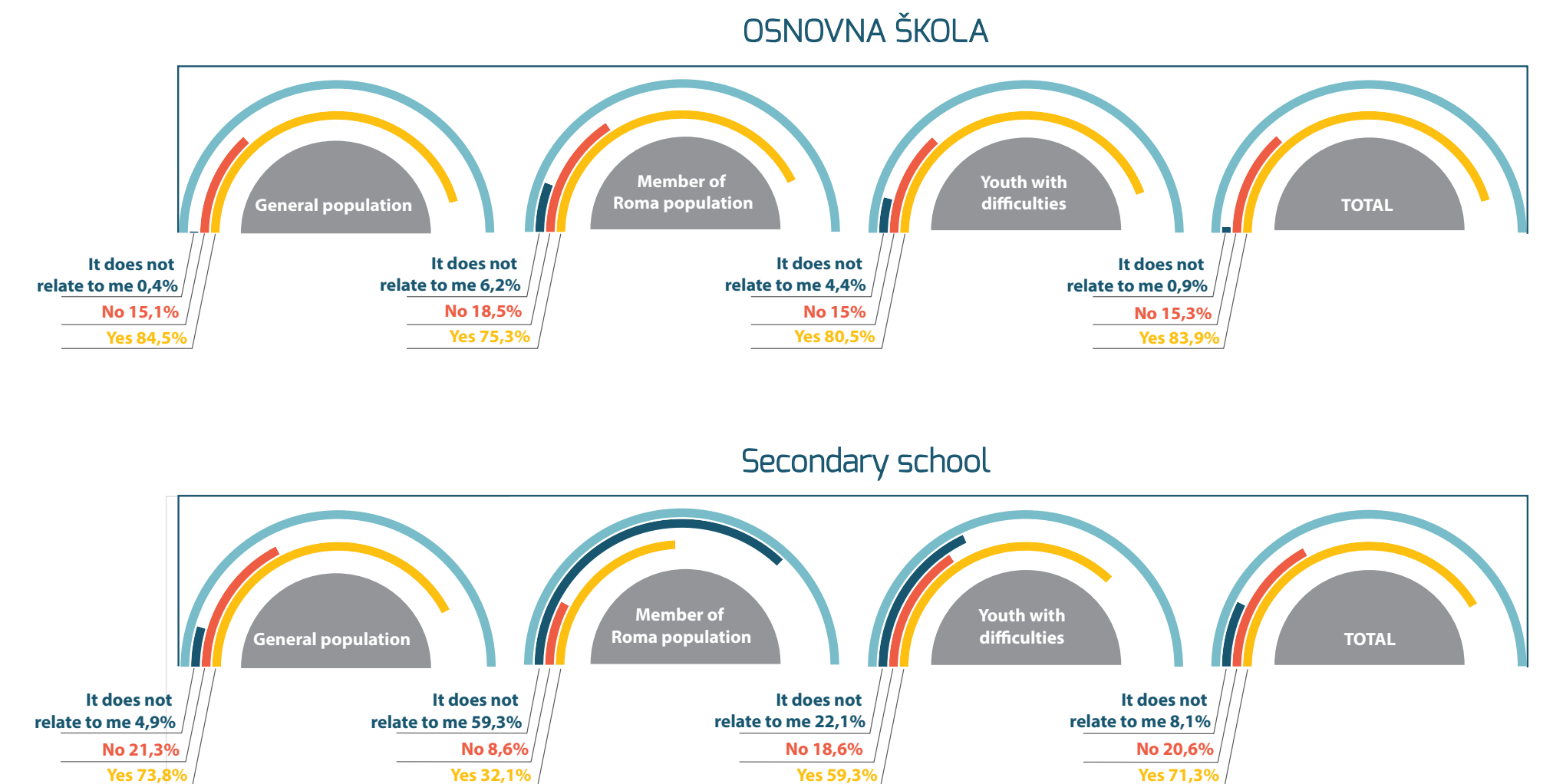
“Roma people went to my class as well. They were accepted by the teachers. Me and my friend helped them, but there were kids who bullied them and even make fun of them.”
(A general population female from an urban area of Mostar.)
“Yes, criteria were much lower for them than for us.”
(A general population male from an urban area of Sarajevo.)

“They can’t include us into normal school process. They don’t educate us at all, not even close to something normal and you talk about kids with disabilities ...”
(A general population male from an urban area of Banja Luka.)
On the other hand, focus group participants from the general population category did not consider it necessary to adjust the teaching process to meet the needs of Roma pupils because, in their opinion, they can follow the class just as well as other young people. According to the experiences of young people who attended school together with Roma children, they did not seem to be interested in education. It was their opinion that Roma children did not want to make an effort to gain a certain level of education and this is why they do not regularly attend classes. Those young people who attended school with Roma children stated that the Roma were exposed to discrimination more than other pupils in their class. They also stated that discrimination did not come from all pupils but from certain groups or individuals. Participants stated that Roma youth received positive discrimination from teachers who awarded them grades in order for them to pass to the next class without necessarily demonstrating the required knowledge, which sometimes led to dissatisfaction among other pupils in their class.

“Well, school system needs to be changed. Parents as well play important role. It can happen that some Roma child starts a new school where kids already know each other. There can be some resistance from other kids just because he is a Roma. School system is not the only one that needs to change; we need to change in general.”
(A general population male from an urban area of Banja Luka.)

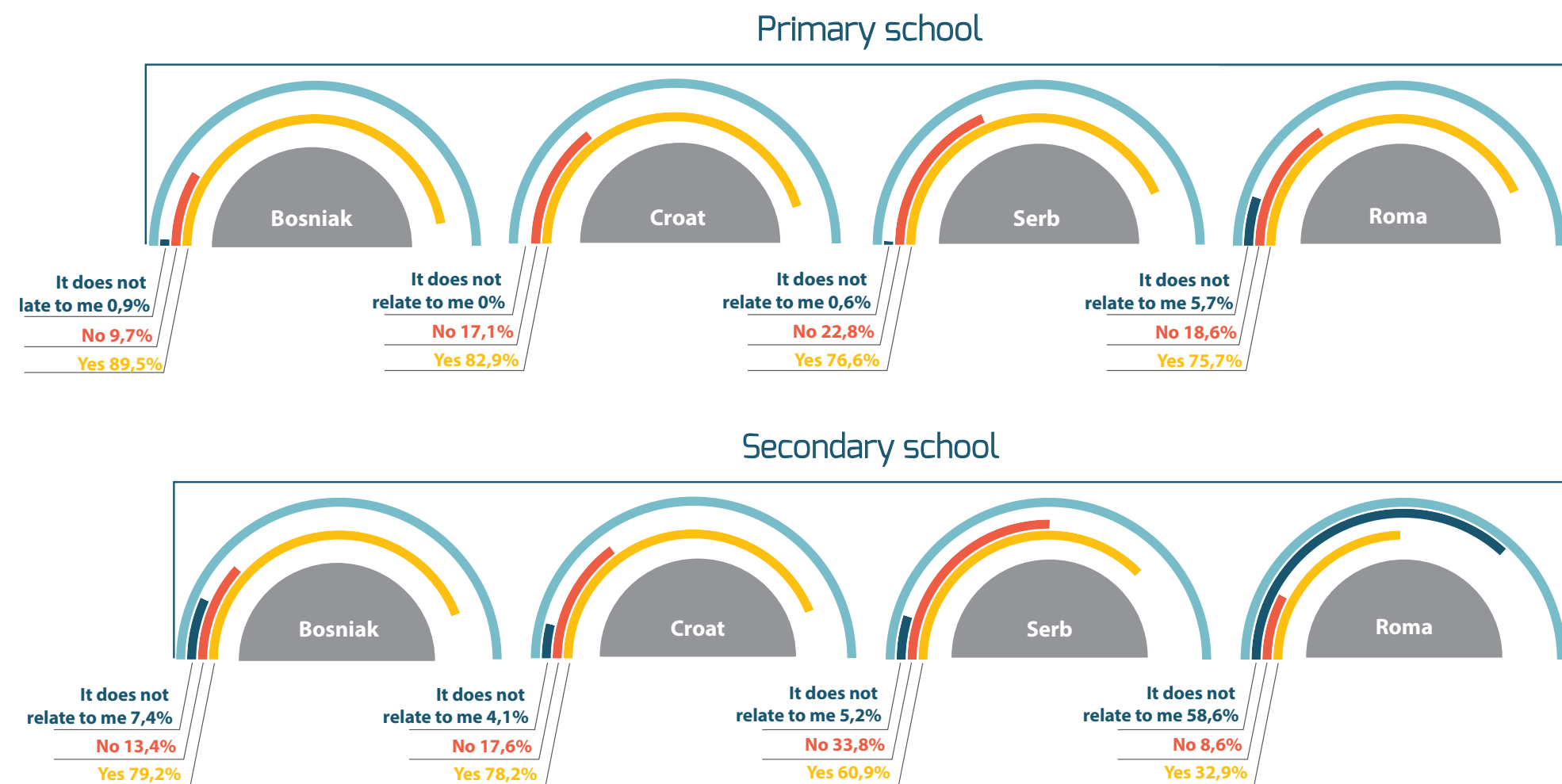
The customs and cultures of all of the constituent peoples in BiH were explained to 83.9 per cent of the participants through the primary school curriculum, while 71.3 per cent learned about this in secondary school. A significant difference occurred in relation to the Roma participants in secondary school, because they seldom continued their education after primary school.

Chart 3: We learned about the customs and cultures of all of the constituent peoples in BiH through the curriculum at my school. Overview at the total level of the entire sample, according to the category of participants.



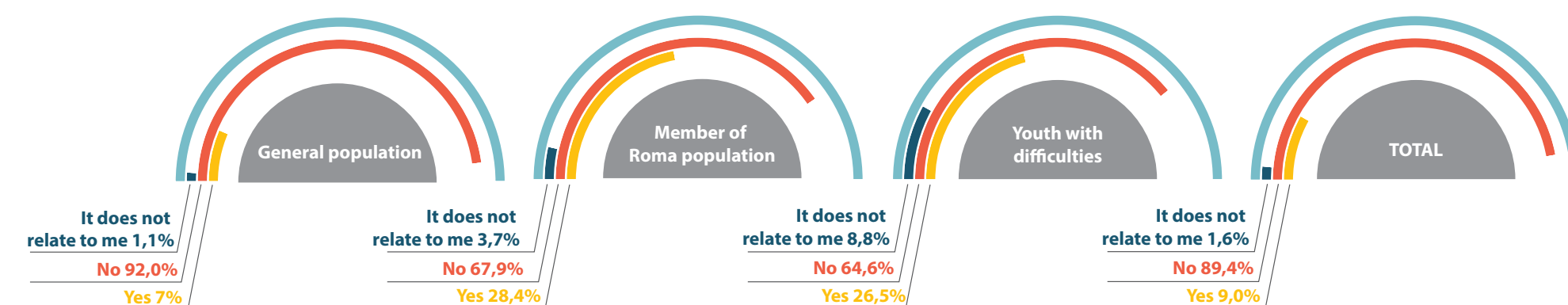
Important differences occurred in the analysis of the results according to the ethnicity of the participants. Participants of Bosniak ethnicity stated significantly more often (89.5%) that they had learned about all cultures and customs in BiH at primary school (compared to 76.6% of participants of Serb ethnicity and 75.7% of Roma ethnicity). Bosniaks (79.2%) and Croats (78.2%) also stated significantly more often that they had learned about the same thing at secondary school (64.2% of Serbs and 32.9% of Roma). Roma participants stated significantly more often than the other groups that the question did not relate to them, because they did not attend school (5.7% primary school and 58.6% secondary school).

Chart 4: We learned about the customs and cultures of all of the constituent peoples in BiH through the curriculum at my school. Overview, according to the ethnicity/nationality of participants.



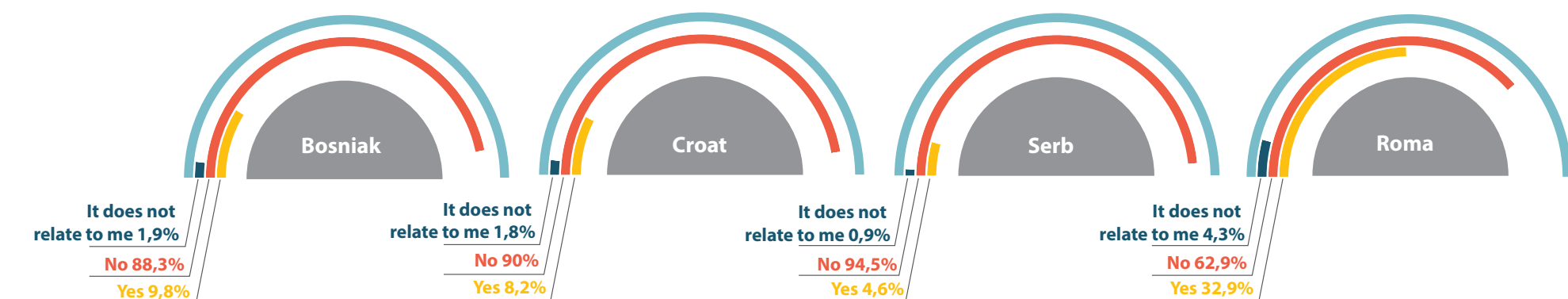
In regard to discrimination in school, 9 per cent of the pupils stated that they had experienced discrimination. A worrying finding is that the members of the Roma community (28.4%) and youth with disabilities (26.5%) stated significantly more often (7.0%) than the general population that they had suffered discrimination. Almost every third participant child from the Roma community or child with disabilities had experienced some form of discrimination during their education.

Chart 5: Have you experienced discrimination at school? Overview at the total at the level of the entire sample, according to the category of participants.



An analysis according to the ethnic composition showed that a significantly higher number of Bosniaks reported discrimination at school (9.8%) compared to the number of Serbs (4.6%). Young people from the Roma community reported discrimination significantly more often than the three constitutive ethnic groups (32.9% in comparison to 9.8% among Bosniaks, 8.2% among Croats and 4.6% among Serbs).

Chart 6: Have you experienced discrimination at school? Overview, according to the ethnicity of the participants.



In addition to the aforementioned, the participants most often stated that they were discriminated against on the basis of their socioeconomic status. As the most often type of discrimination, young Roma cited discrimination on the basis of their religion/ethnicity. Youth with disabilities cited discrimination on the basis of their disability as the most common form.

Young Roma stated that they were exposed to discrimination at school and that some pupils called them by insulting names. When they mentioned the teaching staff, Roma said that they had the same treatment as other pupils. Despite this fact, young Roma stated that they stopped their education while still at primary school for the reason that the other children did not accept them. In general, young Roma thought that the education system was inclusive of Roma but cited the economic situation and cultural differences as the reasons for young Roma rarely completing the education they started.

“While I was in school people didn’t look at me as their friend. They avoided me. As a Gipsy, she can’t with us and things like that. They didn’t look at us as other kids who are not Roma.” (A female member of the Roma population from Banja Luka.)

“I ended my education because other kids didn’t treat me as other kids but as Roma and that’s why I stopped going to school.” (A female member of the Roma population from Banja Luka.)

“Perhaps we didn’t take school seriously and we didn’t study as much.” (A female member of the Roma population from Banja Luka.)

“That’s not much of a problem. If you don’t want to go to school, if you don’t want to be like other, that’s not a problem. It’s simple, I regret not finishing school.” (A female member of the Roma population from Banja Luka.)

Youths with disabilities who attended regular classes thought that the system of education was not adjusted to meet the needs of young people with disabilities. There were no access ramps to assist movement and no adjusted toilets for youths with disabilities as well as no people trained to work specifically with the aforementioned categories of pupils in their schools. The general opinion was that the educational system is not ready for the inclusion of youth with disabilities.

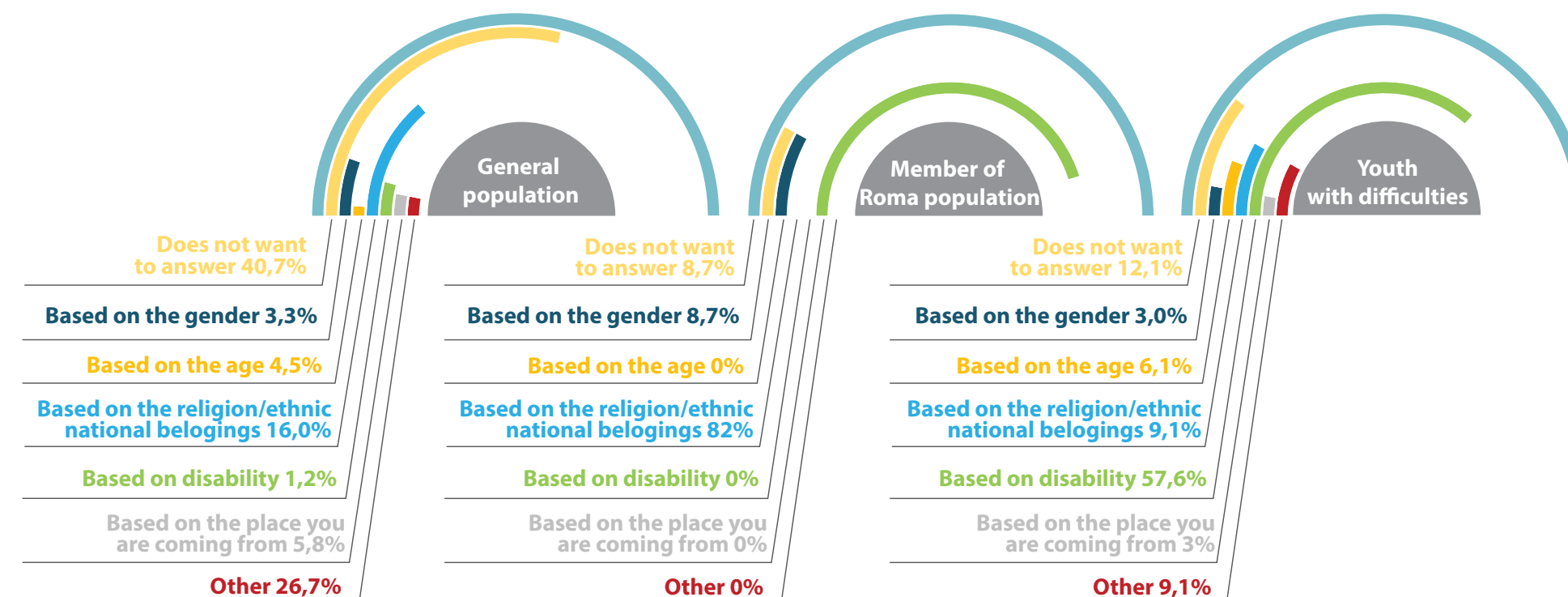
“Definitely not.” (A general population male from an urban area of Sarajevo.)

“Well, I don’t believe they are adjusted.” (A general population female from an urban area of Mostar.)

“Well, very weak. Because they are willing to accept people with disabilities into their school but they are not willing for the system to be adjusted.” (A general population female from an urban area of Sarajevo.)

“Primary and secondary schools are not adjusted to the youth with disabilities.” (A female youth with sensory disabilities from Sarajevo.)

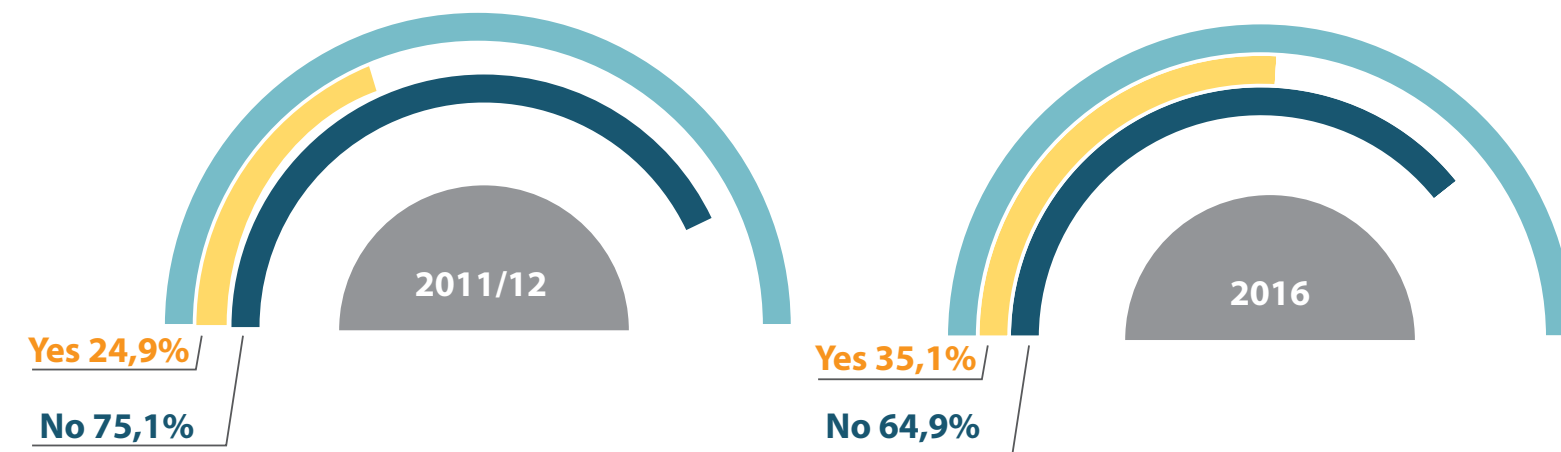
Chart 7: On what grounds were you discriminated against? Overview according to the category of participants.



2.2.2 Non-formal Education

In addition to the data on formal education, data on non-formal education was also collected from the participants. According to the received data, around two-third of the participants (64.9% in 2016 in comparison to 75.1% in 2011/12) stated that they had not attended a course or training that was not included in the programme of regular education. Around one-third (35.1% in 2016 in comparison to 24.9% 2011/12) stated that they had attended a certain form of non-formal education. Despite only a relatively low number of participants having attended a non-formal course or training there has been a significant increase compared to 2011/12. Participants had most often attended foreign language courses or education in the field of IT.

Chart 8: Have you ever attended a course or training that was not part of the programme of regular education?



In terms of their familiarity with the term 'lifelong learning', little more than half (53.9%) of the participants stated that they were familiar with this term. Participants from the general population (57.0%) stated significantly more often than those from the Roma community (13.5%) and youth with disabilities (42.5%) that they had heard of the term 'lifelong learning'. When asked if they would consider changing their career or re-educating themselves

for another career or vocation 80.6 per cent of the participant stated that they were ready to do so, which represents a significantly increase compared to 51.2 per cent of participants who were ready to take such steps in 2011/12.

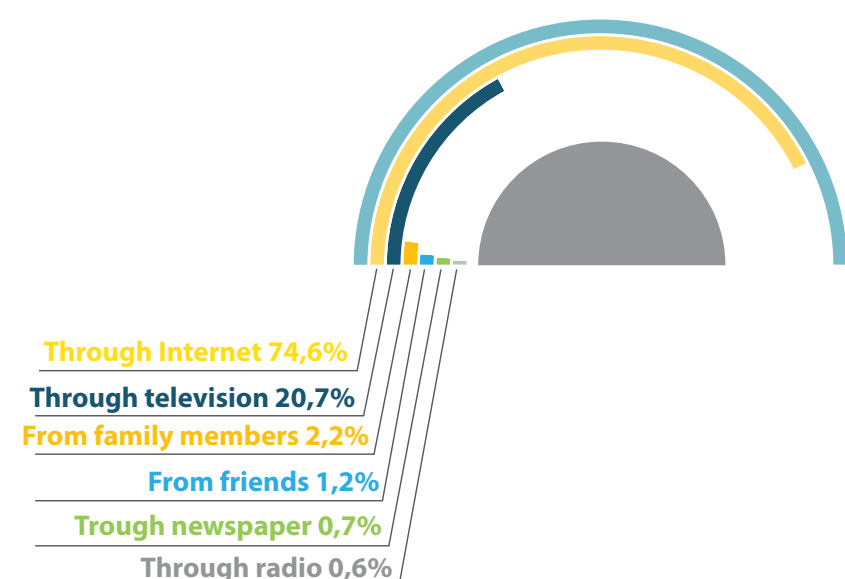
The acquired data shows that non-formal education is not widespread among the youth in BiH. Yet the situation is still better in comparison to 2011/12. Considering the importance of constant education and the acquisition of additional professional competency for success in the jobs market it is necessary to determine why young people do not decide to further their education. It is necessary to emphasise the importance of non-formal education to the youth and to motivate them for constant education through non-formal training and courses.

2.2.3 Awareness and Ways to Gather Information

When asked about their sources of information gathering, the youth most often cited (see Chart 9) the Internet as a significant or the most important means of gathering information: 75.6 per cent of the participants mentioned the Internet in relation to this purpose. One-fifth of the participants (21%) mentioned television, while other sources of information were mentioned significantly less frequently.

In relation to the ways the different categories of participants acquired information, the highest percentage (79.1%) of participants from the general population used the Internet for this purpose, compared to 20.2 per cent of participants from the Roma community. On the other hand, a significantly higher number of members of the Romani community used television as a source of information (71.2%), compared to youth from the general population (17.2%) and youth with disabilities (29.2%).

Chart 9: How do you acquire information about events in your country?



We can conclude based on the results that the Internet and television are the most important media for young people in BiH. In accordance with the results, it is necessary to use these media in order to inform the youth about important questions.

When making important life changing decisions the participants of the focus groups most often gathered information through conversations with their parents and other people they trust. All of the participants of the focus groups, no matter what category, placed their parents in first place as their source of relevant information for their most important life decisions.

“Well, I acquire information from my parents and older people who went through similar things...” (A general population female from an urban area of Banja Luka.)

“From parents and from experienced people...” (A general population female from an urban area of Mostar.)

The media that youth follow are firstly the Internet, then television, radio and newspapers. The Internet is most attractive for young people due to the fact that they can select content that interests them and because they have a wide selection from which to choose. Events and news are also shown on the Internet in real time and it is a relatively cheap source of information.

“Internet, because it is easily accessible.” (A general population male from an urban area of Sarajevo.)

“Me, Internet.” (A male member of the Roma population from an urban area of Banja Luka.)

“Television rarely, I don’t like the programmes at all. Newspapers are also a little under influence.” (A general population male from an urban area of Banja Luka.)

Young people usually decide whether to read the text based on the titles. According to their estimation, they spend the most time reading the titles.

“It depends on the title whether it interests me or not.” (A general population female from an urban area of Banja Luka.)

“If the title is interesting I read everything.” (A general population female from an urban area of Mostar.)

As the young people stated, the media do not serve their purpose in helping to understand the differences between the different ethnic groups living in BiH. In their opinion, the current function of the media is to emphasise those differences in a negative way and to exploit them.

“I think that they emphasise the hate.” (A general population female from an urban area of Banja Luka.)

“They have more negative influence.” (A general population male from an urban area of Sarajevo.)

Young people usually do not believe the information and news they read, hear or see in the BiH media. They have more trust in foreign media such as CNN, N1 or Al-Jazeera.

“In majority of cases I don’t believe.” (A general population male from an urban area of Sarajevo.)

“I don’t believe media” (A general population male from a rural area of Mostar.)

All of the focus group participants considered the media in BiH to be lacking in terms of independence and on the contrary considered the media dependent on political parties followed by businesses, companies, and only then some other interest groups.

“Well, media are not independent. They depend on political parties. Every, every political party has its own media.” (A general population female from a rural area of Mostar.)

“They depend on those who finance them.” (A general population male from an urban area of Sarajevo.)

“Media should be independent; however, I highly doubt that that is the situation in our country.” (A general population female from an urban area of Banja Luka.)

Gender Differences in Education

The results show that there are no major gender differences in relation to the educational system in BiH. Men and women are equally satisfied. A similar number of men (6.2%) as women (5.0%) stated that they had repeated a year. They also answered equally when asked if they had attended courses outside of formal education: 35.5 per cent of male participants and 34.9 per cent of female participants had attended informal courses. Some differences were noticeable when it came to parental support where 64.1 per cent of female participants agreed completely with the statement that their results in school are important to their parents, compared to 59.7 per cent of men. It is necessary to emphasise that this comes from the perception of the participants themselves and that these are not necessarily the attitudes of the parents and that parents do not necessarily make difference between male and female children concerning their education.

2.3 JOBS MARKERT AND ECONOMIC STATUS

Considering the high rate of unemployment in the country and the current state of the jobs market, it was relevant to research the employment status of youth in BiH. One-fifth of the participants (21.0%), excluding those who were currently enrolled in an education program, stated they were not yet registered with the employment bureau as unemployed. When compared to the general population, the members of the Roma community (42.5%) as well as youth with disabilities (34.7%) stated significantly more often that they were not registered as unemployed at the employment bureau. In total, 18.4 per cent of the participants from the general population stated that they were in full-time employment.

2.3.1 Experiences of Employed People

Those participants who were in full-time employment, part-time employment or employed on their own agricultural estate were asked about their experiences during their employment and their everyday experiences at their current job.

The participants stated that after they had finished their education they spent 20 months looking for a job, which is significantly different to the situation in 2011/12 when 16 months was the average. Considering the relatively long period they had to wait to gain employed it is not surprising that around one-third of these young people did not believe that their education would make finding a job easier. Considering that they expected the standard to be slightly higher, it is possible that they will experience a change in perception concerning the importance of finding employment in their chosen profession and be satisfied with employment in a profession for which they are not educated. This is confirmed by the fact that 43 per cent of the participants were not searching for a job in the specific sector for which they acquired their education.

The highest percentage of participants stated that they were qualified or highly qualified workers (42.6% in 2016 compared to 39.1% in 2011/12). A relatively low percentage of participants stated that they were executives, managers or entrepreneurs. In relation to the category 'something else', the participants most often cited jobs in catering, trades or the service industry.

Chart 10: To which category does your job belong?



Despite more than doubling the figure from 2011/12 (6%), only a relatively low percentage (13%) of the participants had attempted to start their own business in 2016. When speaking about the type of contract with their employer, the biggest percentage of the participants (47.4% in 2016 compared to 55.2% in 2011/12) stated that they had signed a full-time contract. A relatively low percentage of participants were employed on the basis of a work contract (trial period contract) (2.3% compared to 2.7% in 2011/12). Concerning work without a contract, the best situation was among the youth with disabilities: 10.0 per cent of the youth with disabilities participants worked without signing a contract, while 16.4 per cent of the general population were in the same situation. A particularly problematic situation exists among the members of the Roma population where 50 per cent of the participants had not signed any form of employment contract. Despite action directed against it, illegal work is still clearly present in BiH. Further action is required in this area in order to ensure adequate protection of the rights of all employees in the country.

Although this is how the position of youth appears there has been somewhat of an improvement in regard to regular income and the contributions on salaries. The rights of a certain number of youth remain endangered and demand attention and intervention. The majority of employed participants regularly received their salary each month: 89.4 per cent in 2016 compared to 89 per cent in 2011/12. However, 8.3 per cent of the participants stated that they received their salary but not every month (compared to 9.5% in 2011/12) and 2.3 per cent of the participants stated that they were not paid regularly (in comparison to 1.6% in 2011/12). The participants answered in the same percentage that their employers regularly paid the obligatory contributions on their salary (79.8% in 2016 in comparison to 78.5% in 2011/12) and that they were paid, but not every month (10.8% in 2016 compared to 12.2% in 2011/12). The percentage of participants who stated that their employers had not paid other contributions on their salary was the same in 2011/12 as in 2016 at 9.3 per cent. When compared to the participants from the general population, the participants from the vulnerable groups stated significantly more often that the contributions on their salary were not paid regularly.

When we compare the results from 2016 and 2011/12 it can be seen that a slightly smaller percentage (42.6%) of the participants in 2016 in comparison to the participants from 2011/12 (50.2%) stated that they were employed in their profession. Around a quarter of the participants answered this question 'Not really' (25.4%), while 28.7 per cent answered 'Not at all'. A relatively low percentage of participants could not determine whether or not they worked in their profession (3.3%). The data showing that less than half of the participants were employed in their own profession is devastating and supports their attitude that education is not a guarantee of finding job, at least a suitable one. This data also indicates the need for lifelong learning among the youth. This can be linked to the need for greater engagement among the youth in informal education, in order to increase their personal skills and competencies and make them more competitive in the jobs market.

The participants of the focus groups mostly stated that they had worked or were currently working in temporary seasonal jobs. Accordingly, they had not experienced much difficulty in finding such jobs. The jobs they had were mostly in the service sector. In these jobs the youth work unregistered without any workers' rights. The small income they receive in payment only serves as an addition to their pocket money and therefore their income and the working conditions do not allow them to plan seriously for their future.

"One summer I worked as a waiter and I did something for tourism, some magnets and things. Work can be found but it is not paid anything special." (A general population male from an urban area of Banja Luka.)

"I work even from secondary school, something through associations and something through part-time work. You need to come and knock on employer's door. It is part-time but since I'm a full-time student it couldn't be done in any other way." (A general population female from an urban area of Mostar.)

"It is not a problem to find short seasonal work, but it is not adequately paid. A lot is done for little money." (A general population male from an urban area of Mostar.)

"You have to start somewhere. OK, you have that small salary. OK, I'll work but until I find something better; at least I work. Let's say, it's easier to have 400 BAM monthly than nothing." (A general population male from an urban area of Banja Luka.)

The young people listed work experience, education and knowing the right people, who could enable them to find a job, as the most important qualification for finding a job. When speaking about work experience the young people said that it is very hard for them to get the chance to acquire the necessary work experience immediately after their education. The number of cases where friends or acquaintances of someone from the focus groups had had to pay to volunteer was also not small; however, the participants of the focus groups did not state that they themselves had paid someone for an opportunity to work. Because of the aforementioned facts, the basic 'qualification' for finding a job seems to be knowing someone who can provide an opportunity for young people to work.

"Work experience is the most important for finding a job, which you can't have if you don't work." (A general population female from an urban area of Banja Luka.)

"Well, education the most." (A female youth with sensory disabilities from Sarajevo.)

"No, recommendation and experience, not intelligence only connections and experience." (A general population male from an urban area of Mostar.)

"To know or be friends with someone who could get you in." (A male member of the Roma population from Banja Luka.)

"Good connections in order to get a job. That is in my opinion the most important thing." (A female member of the Roma population from Banja Luka.)

2.3.2. Experiences of the Unemployed

Those participants who were not currently working were asked a series of questions in order to determine their perceptions on work and their activities in terms of searching for a job.

The majority of unemployed participants stated that they had not worked part time or seasonally in the last six months (77.2% in 2016 compared to 83.6% in 2011/12). However, a small section of them had worked (22.8% in 2016 compared to 16.4% in 2011/12). Those participants that had worked on such jobs in 2016 did so significantly more often than in 2011/2012.

In relation to the participants belonging to vulnerable groups, 61.1 per cent of the participants from the general population stated that they had none or less than one month of registered work experience. Around 94.6 per cent of participants from the Roma community also had either none or had less than a month's registered work experience. This percentage was 80.6 per cent among participants from the 'youth with disabilities' category.

The majority (60.2%) of participants had not actively searched for a job in the previous month, while around 39.8 per cent of the youth had actively searched for a job. In light of these results, it is necessary to determine the causes for youth not searching for jobs.

In relation to whether or not they were searching for jobs in a certain sector, the highest percentage of unemployed participants, including pupils and students, stated that they were not searching for a job at all: 36.3 per cent in 2016 compared to 61.9 per cent in 2011/12, which is a significantly smaller percentage. The majority (43%) of participants stated that they were not searching for jobs in a particular sector and that they would accept employment in any sector. Those participants searching for jobs in a specific sector amounted to 10.2 per cent, while 10.4 per cent were not searching for a job in a specific sector but would not accept a job in any sector. Participants from the Roma population were less selective when it came to jobs. By comparing the answers of the participants from the general population with those of the Roma population it is clear that the participants from the Roma community more often (55.7% compared to 43.0% of the general population) stated that they would work in any sector. In the category of 'youth with disabilities' 30.1 per cent stated that they would accept

a job in any sector.

In terms of which sector the participants would prefer to work in (see Table 5), the highest percentage of participants, a little less than half, was interested in working in the trade sector, service sector or tourism and recreation (47% in 2016 compared to 45.4% in 2011/12). These were followed by civil engineering and utility services (21.9% in 2016 compared to 25.2% in 2011/12) and crafts (26.3% in 2016 compared to 23.8% in 2011/12).

Table 5: Please state a minimum of one but not more than three sectors in which you would be interested in working. A comparison between 2016 and 2011/12.

	Wave	
	2011/12	2016
Agriculture, forestry, fishing, water management	16.7%	20.9%
Industry and mining	16.2%	18.3%
Civil engineering, utility services	25.2%	21.9%
Crafts	23.8%	26.3%
Traffic and communications	13.7%	14.6%
Trade, catering, tourism, recreation	45.4%	47.0%
Personal activities – hair dressers, barbers and domestic help	12.8%	11.5%
Finance	11.7%	10.1%
Education, culture, health, social security	17.2%	17.5%
Police, security, military	10.5%	15.2%
Public administration, state authorities and political parties	17.1%	13.6%
Societies, non-governmental organization	6.0%	6.8%
Telecommunications	8.4%	7.8%
IT, computers, programming (but not trade)	5.4%	8.4%
Developing agencies and programs	2.8%	2.4%
Other	13.1%	7.4%

In terms of the sectors that were of interest to the participants, important differences were determined between participants from the vulnerable groups and those from the general population. In relation to the general population, the participants from the vulnerable groups importantly more often cited agriculture/forestry/fishing/water management, civil engineering, utility services and crafts. The participants from the general population significantly more often stated that they would work in finance (11.3% compared to 4.5% among vulnerable

groups), public administration, state authorities or political parties.

The highest percentage of participants stated that they would work for a net salary from 501 to 1,000 BAM (49.4%). This represents a slightly larger range compared to 2011/12 when the highest percentage of participants (51.3%) stated that they would work for a salary of 500 BAM. Participants from the vulnerable groups stated that they would work for a lower net salary of up to 500 BAM, compared to the participants from the general population who would work for a net salary of between 501 and 1,000 BAM.

Furthermore, 38.2 per cent of the unemployed participants were not registered at the employment bureau in relation to 42.0 per cent of those belonging to the Roma community and 37.3 per cent belonging to the category 'youth with disabilities'.

The young people had different experiences when searching for jobs. A certain number of young people stated that they found their current job in several days or several hours, while it took others much longer. However, those young people that found a job quickly stated that such jobs were poorly paid part time jobs that only enabled them to increase their personal budget. On the other hand, those young people who searched for job over a longer period of time stated that they were searching for jobs with at least minimal workers' rights and that this was the reason why it took longer to find a job.

"I haven't given up yet. I'm searching for year and a half." (A male member of the Roma population from Banja Luka.)

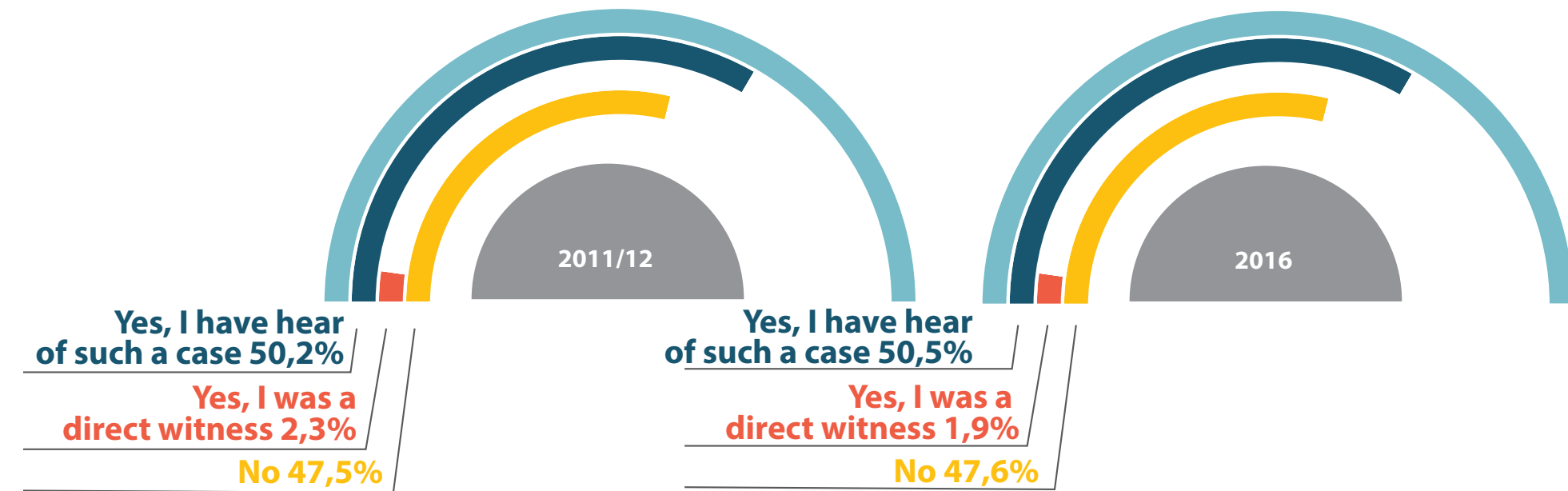
"Well, it took me an hour to find my current job." (A general population male from an urban area of Mostar.)

2.3.3 Other Experiences of the Jobs Market and Employment Programmes

The data received from the participants showed that young people are rarely employed outside of their municipality or abroad: 5.7 per cent of the participants had worked outside of their municipality for more than a year (compared to 3.3% in 2011/12), while 3.4 per cent had worked for a shorter period (the percentage was exactly the same in 2011/12). An even smaller percentage of participants had worked outside of BiH: 2.2 per cent (in comparison to 2.4% in 2011/12) had worked abroad for more than a year, while 3.2 per cent (in comparison to 2% 2011/12) had worked for less than a year. Although relatively low, a percentage of the participants reported that they had been working abroad for more than a year. Participants from the general population more often stated that they had done so: 2.4 per cent compared to 1.1 per cent of participants who were members of the Roma community and 1.1 per cent of the category 'youth with disabilities'.

The participants were asked several questions about obtaining a job illegally, such as buying a working place outright or paying bribes. Around half of the participants had heard of cases of people buying a working place and more than half believed that bribery is part of the process of obtaining a job. The highest percentage of participants (50.5%) stated that they had heard of cases where a work place had been bought, while 1.9 per cent of participants stated that they had been a direct witness of such cases; 47.6 per cent stated that they had neither witnessed nor heard about such a procedure (see Chart 9).

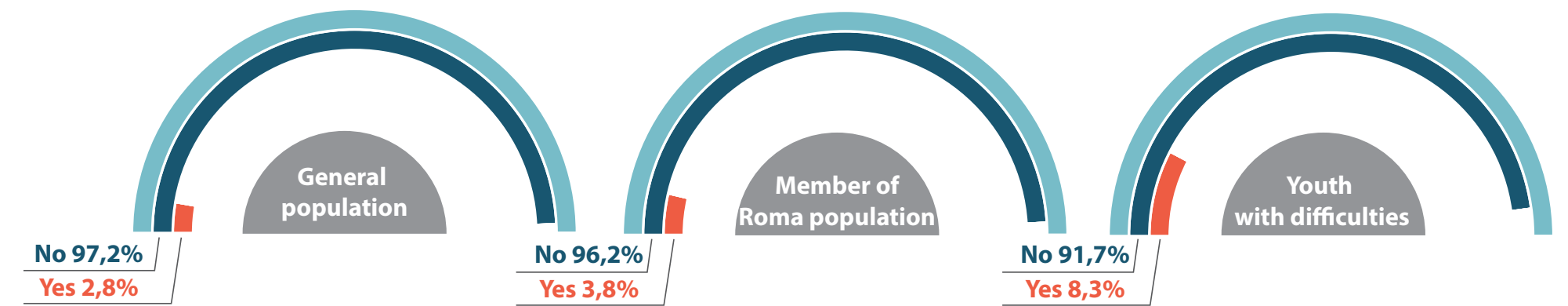
Chart 11: Have you ever been a witness to the purchase of a work place or have you heard that someone paid a certain amount in order to obtain a job?



In relation to bribery linked to finding a job within public administration, the majority of participants (60.1% in 2016 in comparison to 61.6% in 2011/12) believed that bribery is present in many cases and one-third (33.7% in 2016 in comparison to 34% in 2011/12) believed that such actions exist. The participants stated that they themselves had not been involved in any form of bribery. A relatively low percentage of participants thought that the aforementioned practice did not exist (6.2% in 2016 in comparison to 4.4% in 2011/12). When it came to bribery in order to find a job in a private company, around half of the participants believed that this practice is present in the majority of cases (44% in 2016 in comparison to 50.4% in 2011/12). A relatively high percentage (45.4% in comparison to 43% in 2011/12) thought that this practice does not occur very often but agreed that it is present. A relatively low percentage of participants (10.6% in 2016 in comparison to 6.6% in 2011/12) believed that the aforementioned practice does not exist in private companies. Compared to participants from the general population, significantly more participants from the vulnerable groups believed that no such practice exists within public administration or in private companies. Furthermore, the highest percentage of participants agreed to 'some extent' or 'completely' with the statement that women are discriminated against in the jobs market (39.9% in 2016 in comparison to 45.3% in 2011/12).

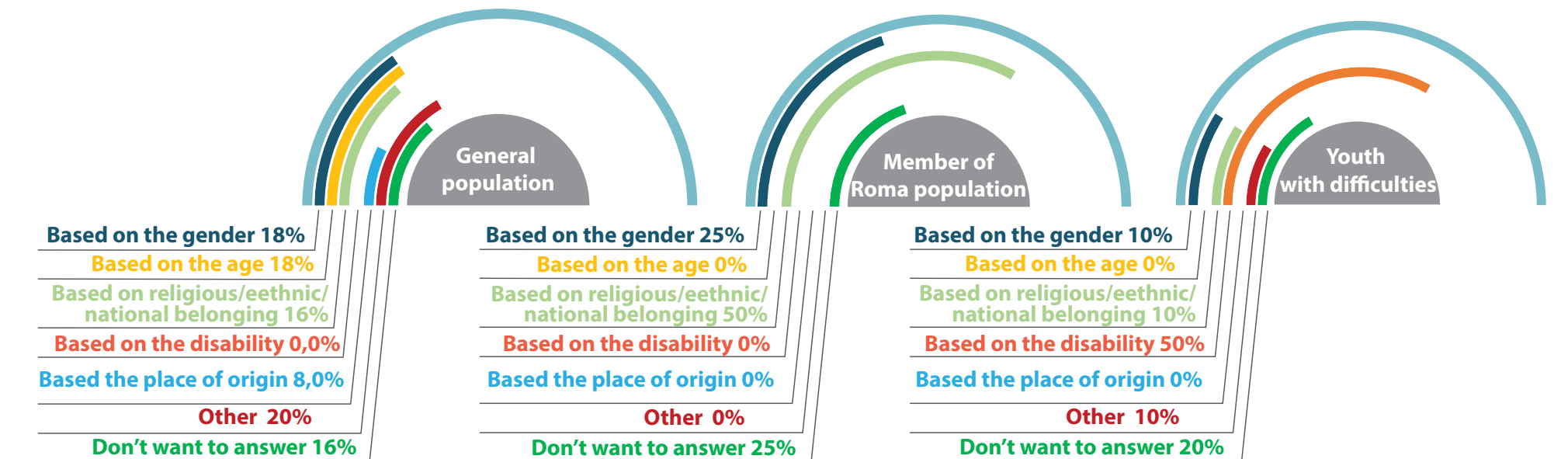
Considering these attitudes and perceptions among the youth, their level of apathy and the fact that many of them are not active in searching for jobs is less surprising. It is necessary to emphasise that during this research terms such as 'bribery' and 'discrimination' were not specifically explained to the participants in the questionnaire or in any other way. Considering that certain forms of bribery are relatively common in BiH society, it is possible that the participants took such forms of bribery into account when answering the question. This in turn could have affected a reduction in the percentage of participants that stated that they had heard of or believed that bribery is present in the jobs market.

Chart 12: Have you had any experience of discrimination at work?



In regard to discrimination at work, a very small number of participants stated that they had experienced discrimination at work. Two groups stood out among those participants who stated that they had experienced a certain form of discrimination: young Roma who, experienced discrimination on the basis of religion/ethnicity, and youth with disabilities, who stated that they were discriminated against on the grounds of their disability.

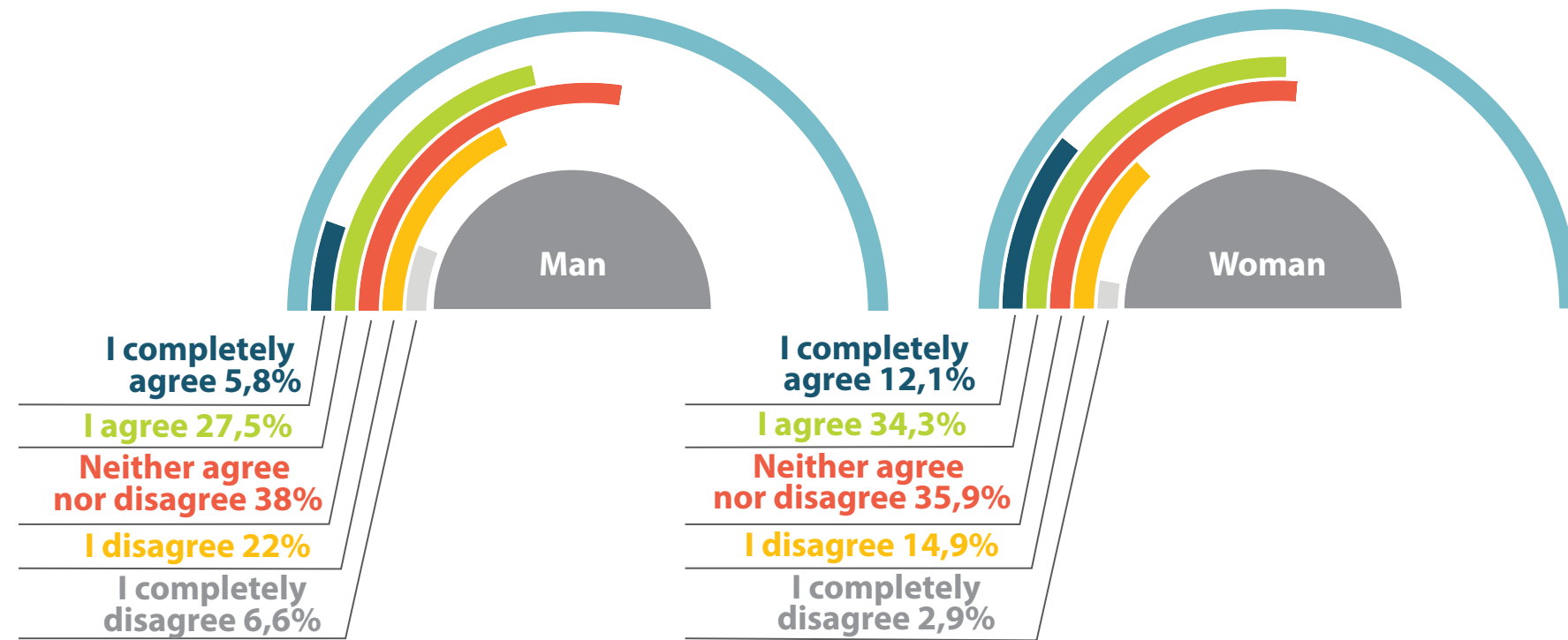
Chart 13: You stated that you have experienced discrimination at work. On what grounds were you discriminated against. Overview according to the category of participants.



In response to the question of whether girls and women suffer discrimination in the jobs market, the participants answered significantly more positively when compared to the answers given in 2011/12. While in 2011/12 a significantly larger number of participants agreed (answering 'I agree' or 'I completely agree') with the statement that there is discrimination against girls and women in the jobs market (45.3% in 2011/12 compared to 39.8% in 2016), in 2016 a significantly larger number of participants disagreed (answering 'I do not agree' or 'I completely disagree') with this statement (23.2% of participants in 2016 compared to 14.9% in 2011/12). However, the highest number of participants agreed that there is discrimination.

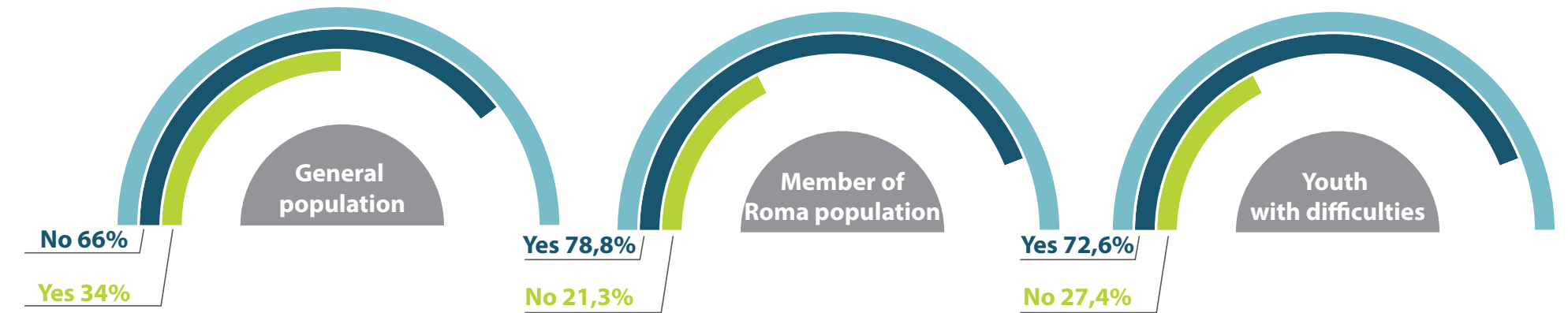
When it came to differences between men and women a significantly higher number of women agreed that there is discrimination (46.4% of women compared to 33.3% of men). On the other hand, a significantly higher number of men disagreed with this statement (28.6% of men compared to 17.7% of women).

Chart 14: Do you agree with the statement that there is discrimination against girls and women in the jobs market?



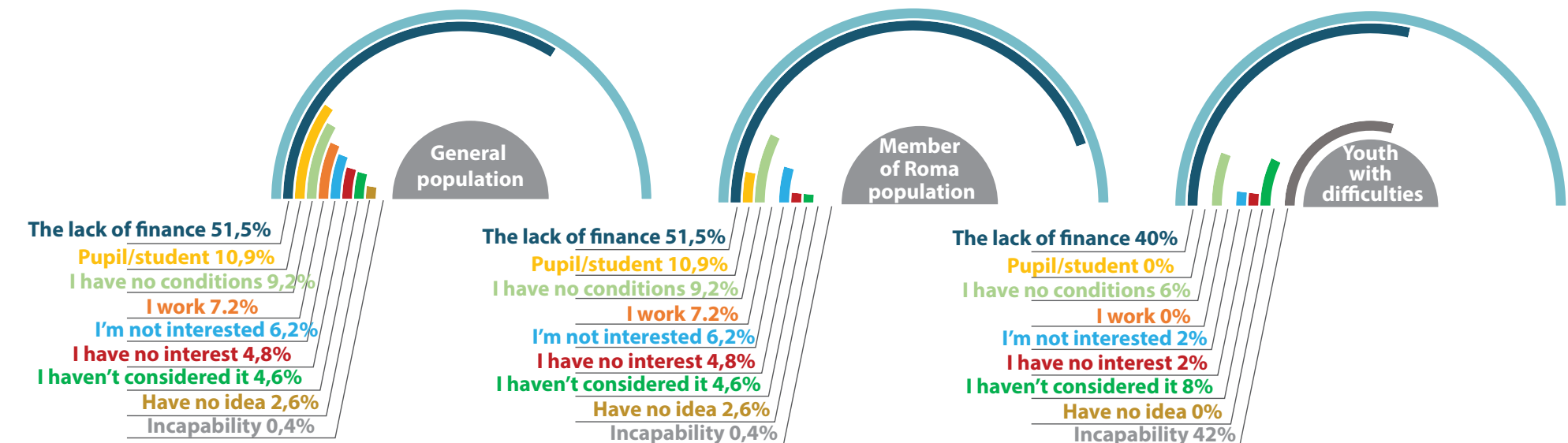
A significantly higher number or 12.7 per cent of participants had started their own business in 2016, in comparison to 5.9 per cent in 2011/12. However, the majority of participants (87.3%) had not attempted to start their own business and most of them did not have the intention to do so in the future.

Chart 15: Do you have the intention to start your own business? Overview according to the category of participants.



There were no differences between the categories of participants in this respect. The youth cited a lack of finance as the most common reason for not starting their own business. When compared to the other categories, the members of the Roma community cited a lack of finance as the most common reason for not starting their own business. Youth with disabilities more often than the other participants listed disability as the reason for not starting their own business.

Chart 16: You stated that you do not intend to start your own business, why not? Overview according to the category of participants.



Gender Differences within the context of Work and Employment

In the context of searching for jobs, women (65.3%) stated significantly more often (53.1%) that they were not actively looking for work. Gender differences among the employed participants were also interesting. While the men were private businessmen significantly more often (5.7% of men compared to 1.8% of women) or employed as qualified or highly qualified workers (35.7% of men compared to 30.1% of women) female participants were significantly more often employed in jobs such as clerks or office workers (15.3% of women compared to 3.5% of men). The female participants significantly more often (50.9%) worked on the basis of a permanent contract in comparison to their male counterparts (45.4%). Men and women in BiH usually work in different sectors. The male participants were significantly more often employed in the sectors of industry and mining, civil engineering, utility services, crafts, police, security or the military, while the female participants were significantly more often employed in trades, catering, tourism and recreation, education, culture, health or social security.

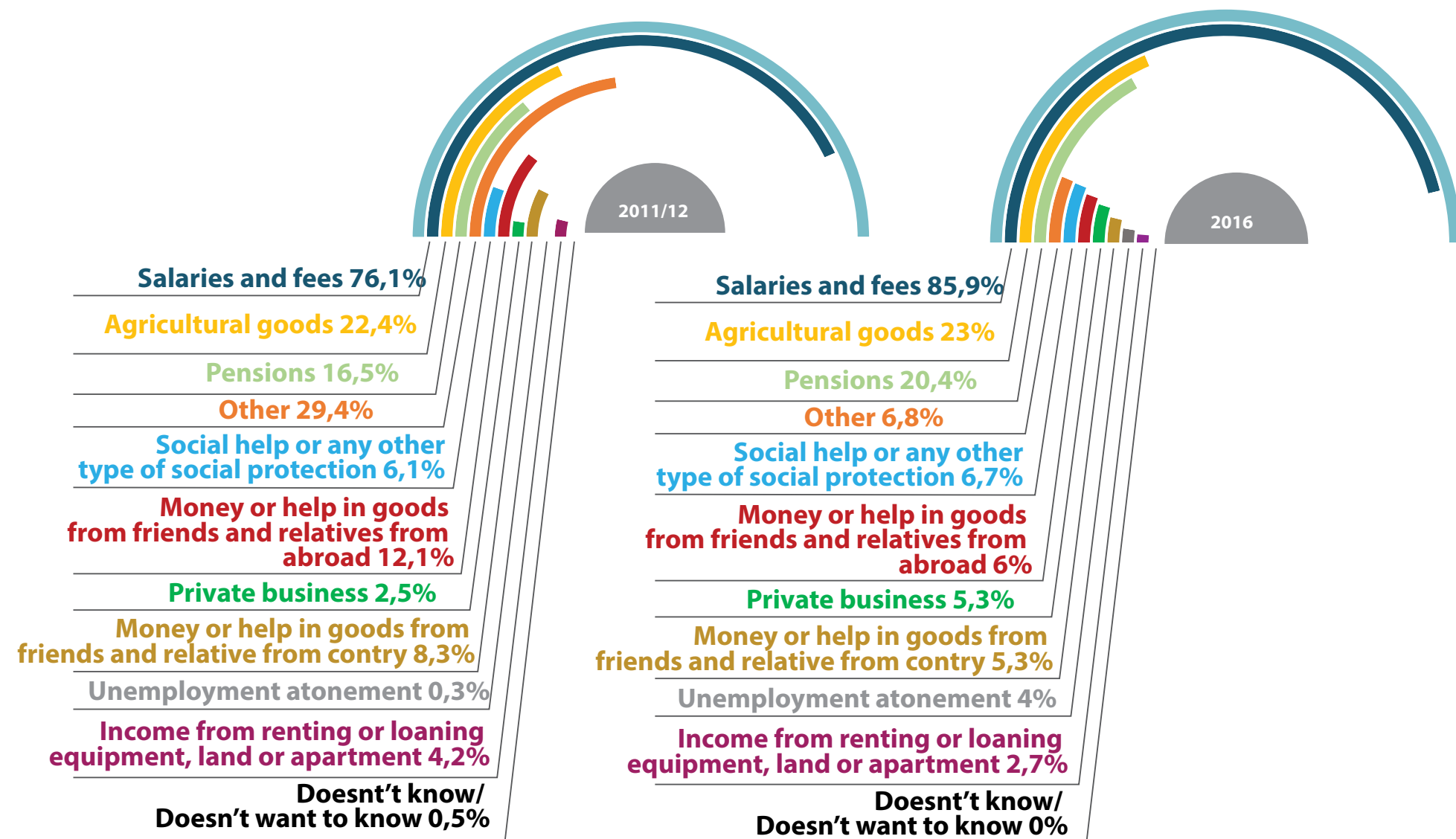
In relation to the female participants, the male participants preferred to work in the following sectors: agriculture, forestry, fishing, water management, industry and mining, civil engineering and utility services, police, security and military. Women significantly more often preferred to work in the sectors: trade, catering, tourism, recreation, personal businesses (hairdressers or domestic help), finance, education, culture, health, social security, public administration, state authorities and political parties.

In comparison to the female participants, the male participants significantly more often worked outside of their municipality or abroad.

2.3.5 Economic Status of the Youth

The majority of youth in 2016 (64.6% in comparison to 61.7% in 2011/12) did not contribute regularly to the house budget. Almost one-fifth of the participants (18% in 2016 in comparison to 22.2% in 2011/12) regularly contributed to the house budget, while 17.3 per cent of them contributed but not on a regular basis. The youth had relatively little money at their disposal. Over the previous three months, the participants in 2016 had on average a disposable personal income of 237 BAM (compared to 232 BAM in 2011/12). The participants from the general population had a bigger amount at their disposal in 2016 over the three previous months, averaging 246 BAM; participants from the vulnerable groups had an average of 157 BAM. Just over one-third of the participants had an income (from all sources) over the previous three months of up to 500 BAM (34.4% in 2016 in comparison to 35.8% in 2011/12). Participants from the vulnerable groups stated significantly more often that they had received income of up to 500 BAM (from all sources) over the three previous month.

Chart 17: Please choose the income source, money or goods that are in first and second place in your household.



A relatively low percentage (4.9%) of the participants received scholarships in 2016 (compared to 4.3% in 2011/12) of which part was received from the municipality (2.8% in 2016, compared to 3% in 2011/12). An even lower percentage of the youth received scholarships from the cantons, a company or some other form of scholarship (0.9%, 0.4% and 0.6% respectively). Only 0.2 per cent of the participants received a scholarship from the entities. The average scholarship was 128 BAM, compared to 167 BAM in 2011/12.

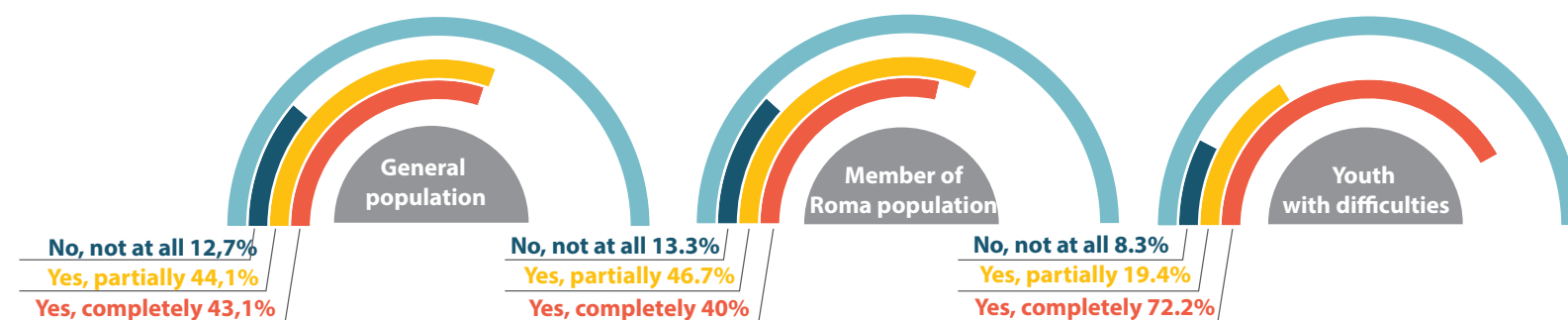
Salaries and fees were the most important sources of income in the households of the participants (85.9% in 2016 compared to 76.1% in 2011/12). This was followed by agricultural goods as an important source of income (23.0% participants in 2016 compared to 22.4% in 2011/12) and then pensions (20.4% in 2016 compared to 16.5% in 2011/12). Roma participants more often cited social security, the help of relatives and/or friends from abroad as well as other help as sources of income; however, they did not define what form this help took. While participants from the general population significantly more often cited income from salaries, participants belonging to the vulnerable groups significantly more often referred to pensions, social help and other forms of social security and help from relatives and/or friends abroad.

2.4 SOCIAL SECURITY

In this research, participants were asked questions in order to determine their experiences with social security.

Concerning visits to the departments of social services for information, the majority of participants had not visited these offices in the previous six months. Only a relatively low percentage of participants had visited the department for social services during that period. When visiting these departments the majority of participants stated that they had only received partial information (39.3% in 2016 compared to 51.6% in 2011/12), while around half (48.8% in 2016 compared to 32% in 2011/12) received complete information on the reason for their visit to the department of social services. It seems that these institutions do not provide their users with adequate services. Chart 18 indicates that a significantly higher percentage of youth with disabilities received the necessary information from the departments of social services, compared to the general population and members of the Roma population.

Chart 18. Did you receive the information you required (from the Department of Social Services)?



A relatively low percentage of participants were beneficiaries of social help (5.9% in 2016 in comparison to 6.7% in 2011/12), while the majority did not receive any kind of help. Half of the youth with disabilities (49.2%) stated that they personally received some form of social help, while 17.3 per cent of Roma participants stated that they were beneficiaries of social help; however, only 2.3 per cent of the general population participants stated the

same. The most common forms of social help received were help for people with disabilities, help for socially endangered people and child allowance.

In this research, 4.8 per cent of the participants stated that they had a certain level of disability. Three quarters of these participants stated that their disability caused them major and important disabilities with finding a job and working (75%), accessing fun/recreation and clubs/associations (48.9%), going to nature (35.5%) and visiting institutions of the state authorities (45.8%). When it came to education, more than half of the participants (56.3%) reported major and important disabilities caused by their disability. It is obvious that BiH society is not sufficiently sensitised to the problems of this category of the population, which continues to face many obstacles in their everyday life.

In general, the results show that social security for youth in BiH is not adequate and that there are a lot of flaws and insufficiently efficient solutions.

2.5 POLITICAL PARTICIPATION AND ACTIVITIES IN THE NON-GOVERNMENTAL SECTOR

When it came to political participation in the decision-making process, in general, the young people did not believe that they had any significant influence over decision-making including decisions related to youth itself. However, when asked about the groups in which they felt they had the most influence the majority of participants (81.2% in 2016 compared to 76.7% in 2011/12) thought that they had the biggest influence (average or major influence) in their own household or family followed by their friends (76.8% in 2016 compared to 74.6% in 2011/12). Less than half (42.2% in 2016 in comparison to 51.1% in 2011/12) thought that they had an influence at work, school or university. A lesser percentage of participants thought that they had influence in their local community (14.7% in 2016 in comparison to 19.1% in 2011/12) and political organizations and NGOs (7.4% in 2016. in comparison to 8.6% in 2011/12). When compared to the vulnerable groups, the participants from the general population most often considered their influence greater.

The participants in 2016 most often stated that they had not voted in the last elections (51.6% in 2016 compared to 40.2% in 2011/12) and 48.4% per cent of the participants claimed that they had not voted in the last elections. In terms of their educational status, it is evident that university educated young people voted significantly more in elections (80.3%) compared to youth who graduated from primary school or were lesser educated (18.3%) and youth who graduated from secondary school (59.1%).

Participants from the Roma community (59.6%) and youth with disabilities (61.7%) more often stated that they did not vote in the last elections, in comparison to the general population (50.5%). Most often those participants who decided to indicate their reasons for not voting said that they did not believe the situation would change (21.9%), 8.9 per cent that they did not know which party to choose, 3.4 per cent said that they could not vote because of work commitments and 3.1 per cent that they were abroad during the elections. The data concerning those participants who did not believe that change would occur and those who did not know whom to vote for is problematic and should definitely be interpreted as an important factor influencing the general lack of interest among youth in politics.

A total of 59.1 per cent of participants stated that they intended to vote in the next elections in October 2016.

The majority of participants (76.6% in 2016 in comparison to 87.2% in 2011/12) thought that youth has little or no influence over decisions made at the local level. A relatively low percentage of participants thought that they did have a significant influence over the aforementioned issues or at least to a certain extent (23.4% in 2016 compared to 12.8% in 2011/12). In comparison to the general population, the participants from the vulnerable groups believed significantly more often that youth do not have any influence over decision-making at the local level. Here, it is evident that a certain level of improvement has occurred in the last four years.

The majority of participants stated that during the past twelve 12 months they had had contact with politicians, attended public meetings, participated in public protests and public discussions concerning the municipal budget, meetings of the Local Community Council, signed a petition, collected signatures, participated in political discussions on the Internet and/or written articles/blogs on the Internet or in newspapers (see Table 6). In comparison to the general population, the participants from the Roma community stated more often that they had not taken part in any of the aforementioned activities.

The young people believed that the motivation to join a political party or express support for a certain political party is based on the expectation of benefit as opposed to the ideals promoted by the party. Political parties are not of interest to young people and they do not believe in the honesty or integrity of any politicians who proclaim political ideas. In general, the participants believed that people enter politics for their own personal interests and that the welfare of the community is of no concern to politicians.

“For personal interest. Me first!” (A general population male from an urban area of Sarajevo.)

“They hope to find job easier” (A general population female from an urban area of Mostar.)

*“Due to the fact that today is hard to find the simplest job without being a member of certain political party.”
(A male member of the Roma population from Banja Luka.)*

“Firstly, for their own interests.” (A general population female from an urban area of Sarajevo.)

The young people from the focus groups stated that voting in elections does not change anything, because the same people are on the political scene no matter who wins the elections. They do not believe that change is possible if the same people are in place. Consequently, apathy regarding voting is completely expected. Young people do not see any purpose in elections.

“There is no use to vote. Everything remains the same.” (A general population male from an urban area of Sarajevo.)

*“Because everything remains the same, it doesn’t matter if you voted or not.”
(A general population female from an urban area of Sarajevo.)*

*“Every year the same, I mean the same, I really don’t know for whom to vote.”
(A general population female from an urban area of Banja Luka.)*

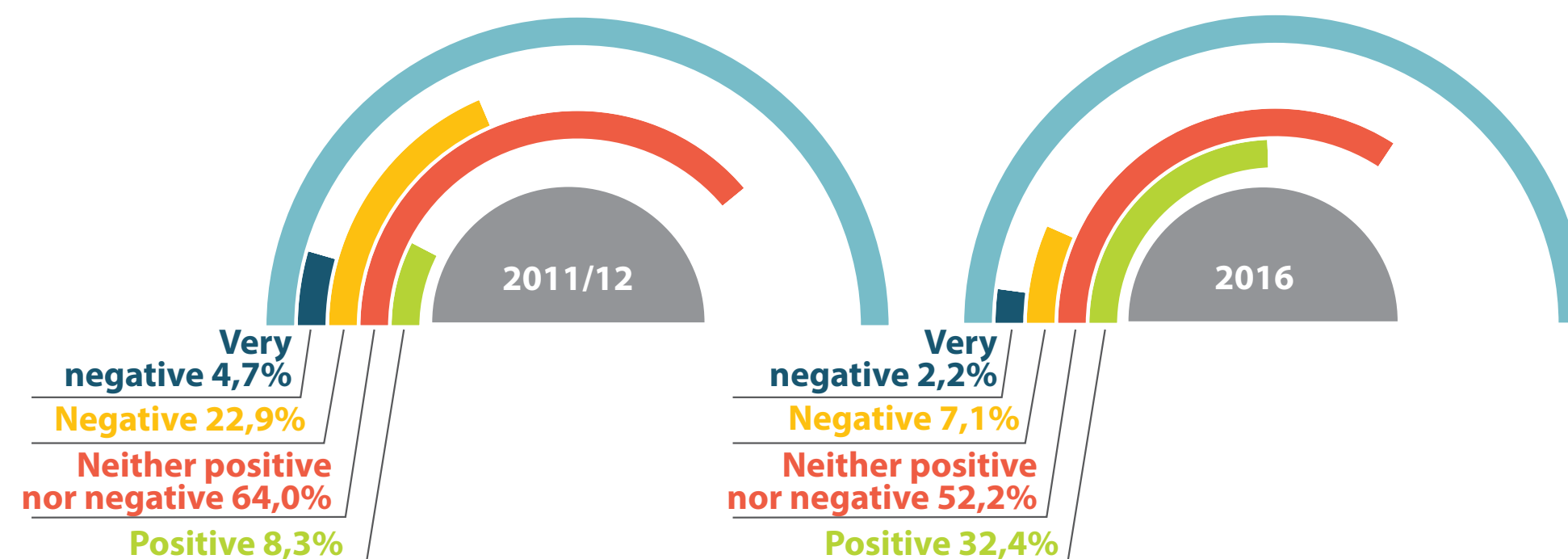
Table 6: In the last 6 months, how many times have you participated in the following activities?

Type of political participation	not once	1 or 2 times	3 to 5 times	more than 5 times	Doesn't know/ Doesn't want to know
Contacted politicians	90.8%	6.9%	1.1%	1.2%	0.0%
Attended public gathering where it was discussed about political and social	87.6%	10.0%	1.3%	1.1%	0.0%
Signed a petition	81.1%	15.2%	2.9%	0.8%	0.0%
Collected signatures	89.6%	9.5%	0.6%	0.3%	0.0%
Public protests	90.9%	8.4%	0.5%	0.2%	0.0%
Contributed to political discussion on the Internet	91.1%	7.5%	1.0%	0.4%	0.0%
Wrote an article, e.g. in student newspapers, of some organizations or on Internet	93.2%	6.1%	0.5%	0.2%	0.0%
Participated in public discussions about municipal budget	93.5%	6.3%	0.1%	0.1%	0.0%
Participated in the meetings of Local Community	92.0%	7.1%	0.5%	0.4%	0.0%

When it came to the activities of youth in different organisations, the participants most often stated that they were active in youth organisations or associations (13.4%) followed by activities related to human rights and charitable organisations (18%). It was more common for participants from the general population to be members of political parties (10.3%), compared to the youth belonging to the vulnerable groups (Roma community 4.8%, youth with disabilities 8.3%).

Chart 19 contains data on the attitudes of the participants concerning the work of youth organisations. The majority of participants in both waves of research had neither positive nor negative opinions about the work of youth organisations (52.2% in 2016 and 64% in 2011/12). However, there was a significant increase in positive answers ('positive' and 'very positive') on the work of youth organisation in their city/municipality in 2016 compared to 2011/12 (38.4% in 2016 compared to 8.3% in 2011/12).

Chart 19: What is your opinion about the work and projects of youth organisations and associations in the area of your municipality/city?

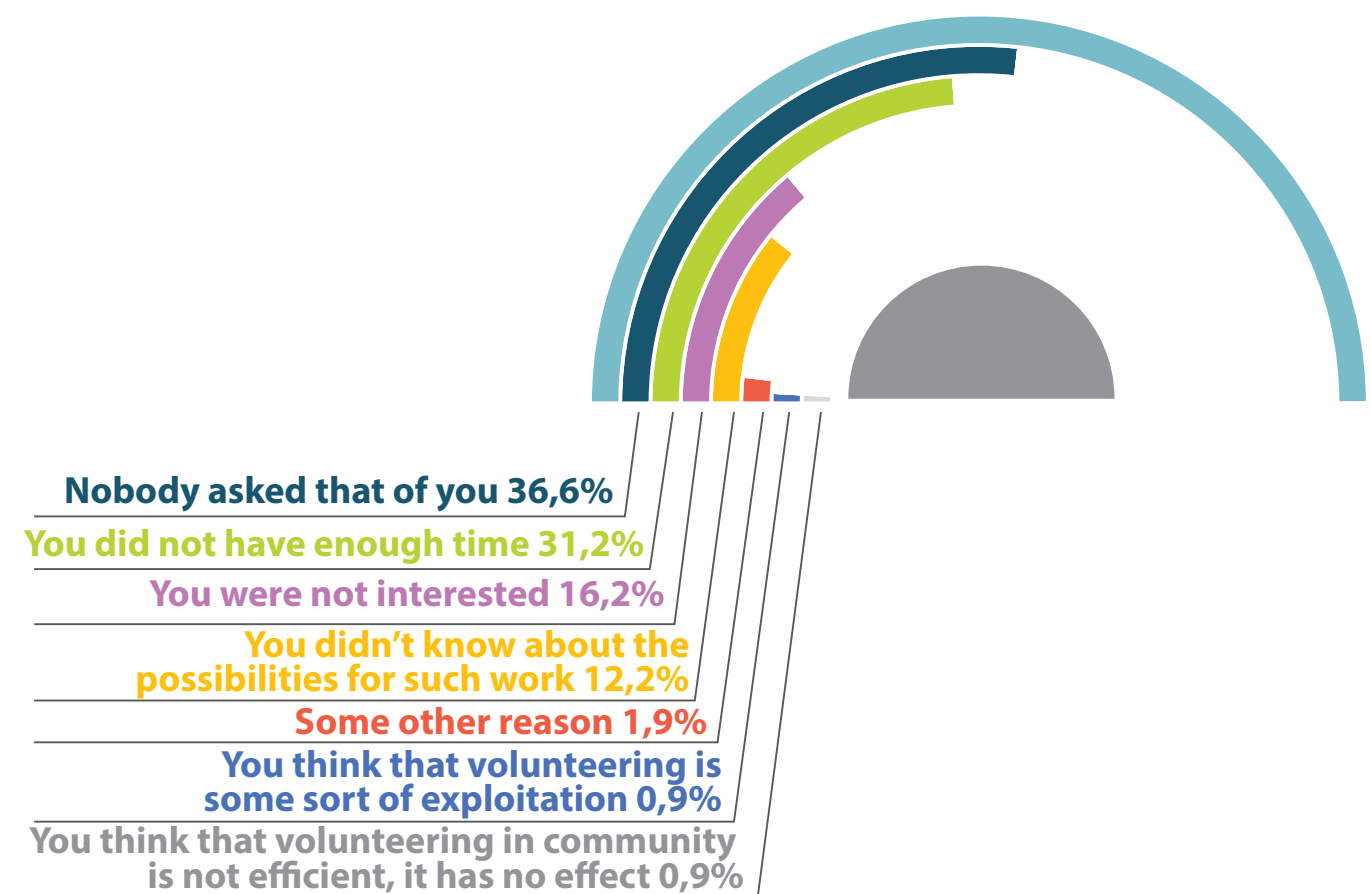


The majority of youth were not involved in volunteer activities, most often (36.6%) this was because nobody had asked them to participate. Only 8.8 per cent of the participants had volunteered at a community/local organisation or group. Those who had volunteered tended to do so once or twice a year (41%); however, around one-fifth (20.2%) did voluntary work once a month and 28.1 per cent volunteered once or twice a week. When asked to volunteer, 10.7 per cent had done so for several months. Just under one-third of the participants (31.2%) cited a lack of time for volunteering followed by a lack of knowledge about charitable work (12.2%), a lack of interest (16.2%), the attitude that volunteerism is a form of exploitation (0.9%) and that volunteering has no effect (0.9%) as well as other reasons (1.9%). See Chart 20 for additional information on the reasons the participants gave for not volunteering.

The majority of participants (33.4%) stated that they would be interested in volunteering if they had more information about what it entailed and what the benefits were, while 26.4 per cent stated that they would volunteer if they had more information about the possibilities to volunteer in their local community. Certain participants thought that recognition for this type of work as well as legal protection for those who volunteer are important (16.4%). A relatively low percentage of participants mentioned other conditions such as their peers accepting to volunteer (7.5%) and their family being willing to volunteer (1.7%).

Slightly more men than women stated that they were not interested in voluntary work. It is therefore evident that the youth in BiH requires additional inform about the possibilities to volunteer as well as additional encouragement to actively volunteer.

Chart 20: Please state which answer best describes the main reasons for your not volunteering or utilising your time and skills on work in your community or local organisation/group.



When speaking about participation in society and decision-making processes, the young people in the focus groups mostly mentioned political activities. These young people believed that only through political activity could they influence decisions and change the current situation. None of the focus group participants mentioned achieving change through civil initiatives, participation in non-governmental organisation or any other type of organised activity in society. Only after additional questions did the youth sporadically state that there are such forms of social participation and participation in decision-making. It was the general opinion of the youth that they are only included in the decision-making process to the minimum extent, even those decisions that directly concern youth. They also stated that they would like to participate in the decision-making process in society.

"I don't know, perhaps voting." (A general population female from an urban area of Banja Luka.)

*"I'm not a member or any party. But I see that that's the only thing that works."
(A general population female from a rural area of Mostar.)*

"Perhaps, become a member of some party." (A general population male from an urban area of Sarajevo.)

"Well, OK, participating is some things, let's say, civil activities. Although I don't do that a lot. Perhaps it would be OK if I did, but it that looks to me like waste of time." (A general population male from a rural area of Mostar.)

In general, the participants thought that older people are unwilling to give young people an opportunity and selfishly hold onto their acquired positions. They see this as one of the main reasons why statements such as 'youth are the future of this country and the driving force' as contradictory. This supports their view that young people participate very little in anything and that youth are not included in decision-making processes. The participants of the focus groups believed that the people in positions of authority show very little trust in youth.

"Nobody will risk letting youth to be the moving force and to lead. Because they are afraid of how youth will do that and they don't want to lose their positions, those people in certain age." (A general population female from an urban area of Banja Luka.)

*"They say that just because it is popular to say that. Youth are the future and then they don't allow youth to work. All these older people in the positions they keep give functions to their cousins and relatives. What can I say..."
(A general population female from an urban area of Mostar.)*

"Because that is only fiction." (A general population female from an urban area of Sarajevo.)

2.6 FREE TIME AND THE MOBILITY OF YOUTH

It seemed appropriate to research the ways in which young people in BiH spend their free time.

Young people in BiH spend most of their free time surfing the Internet or watching television (see Table 7). The highest percentage of participants or 38.5 per cent stated that they spend an hour or less on average watching TV, 51.7 per cent watch TV for two or more hours a day, 38.9 per cent spend up to an hour each day in coffee shops or clubs, while 21.8 per cent stated that they do not spend time in such places. A relatively high number of participants stated that they do not read books at all (40.9%), while around one-third (30.3%) spend an hour or less reading a book. Nearly three quarters of the participants (72.5%) stated that they spend two or more hours a day on the Internet. Less than half of the participants (43.9%) spend time walking and up to an hour a day on recreation or sports activities, while a little less than one-fifth of the participants (21.8%) were not active in such activities. The majority of participants did not spend time in betting shops (83.1%), while around 13.3% of participants spend an hour a day in such places.

In relation to the general population, participants from the vulnerable groups stated significantly more often that they had watched TV for more than five hours a day over the previous seven days. They also stated more often than the participants from the general population that they had not spent any time in coffee shops, clubs or betting shops.

Table 7: Think of the last seven years. How many hours each day have you spent on the listed activities?

	Not at all	An hour or less	2-3 hours	4-5 hours	More than 5 hours	Don't know/Don't want to know
How many hours a day on average have you spent watching TV?	9.8%	38.5%	32.0%	9.7%	10.0%	0.0%
Spent time in coffee shops or clubs?	21.8%	38.9%	26.3%	5.3%	7.6%	0.0%
Reading books	40.9%	30.3%	18.0%	6.9%	3.9%	0.0%
Spent time on the Internet/ Facebook/social networks	7.5%	20.0%	28.5%	19.2%	24.8%	0.0%
Spent time on the walking/ recreating/ sports	21.8%	40.0%	24.2%	5.8%	8.2%	0.0%
Went to bet shops	83.1%	13.3%	2.3%	0.4%	0.9%	0.0%

In terms of the amount of time that the participants had spent on sports activities or some other form of recreation in the previous month, the most common response (34.4%) was 'not at all'. Around one-quarter (25.1%) of the participants gave the answer 'less than once a week'. Two-thirds (66.3%) of the participants gave the answer 'not at all' or 'less than once a week' when asked about religious duties. Just over one-quarter (28.2%) of the youth stated that they had gone to the cinema, theatre or to a concert less than 'once a week' during the previous month, while more than half (58.6%) had not engaged in these activities. When asked about betting shops/casinos, around 9 per cent of the participants stated that they visited them 'less than once a week' and 82 per cent responded that 'not at all'. When asked about reading, 36.6 per cent of the participants stated that they never read books, magazines or newspapers and one-quarter of the participants (25%) stated that they read a book 'less than once a week'. Around one-fifth of the participants (19.3%) stated that they had read a book 'once a week' in the previous month.

In comparison to the general population and youth with disabilities, the participants from the Roma community stated significantly more often that they had not performed religious duties, engaged in cultural activities or read books, magazines or newspapers. Youth with disabilities participants stated significantly more often that they had not done any sport at all or any other kind of recreation, when compared to participants from the general population.

Table 8: Think of the last month. How often have you done the activities mentioned below? Comparison between young people from the general population and young people belonging to the vulnerable groups.

		Category of participants			
		General population	Member of Roma population	Youth with difficulties	Total
How often have you done some sports or some kind of recreation?	Not at all	31.3%	66.3%	54.2%	34.4%
	Less than once a week	25.8%	10.6%	26.7%	25.1%
	Once a week	23.0%	12.5%	10.0%	21.7%
	3 to 5 times a week	11.3%	4.8%	3.3%	10.5%
	At least once a day	8.6%	5.8%	5.8%	8.3%
	Don't know/Don't want to				
How often have you performed religious duties?	Not at all	34.4%	64.4%	35.0%	36.0%
	Less than once a week	33.8%	20.2%	37.5%	33.3%
	Once a week	20.4%	8.7%	18.3%	19.6%
	3 to 5 times a week	3.5%	1.9%	1.7%	3.3%
	At least once a day	8.0%	4.8%	7.5%	7.8%
	Don't know/Don't want to				
How often have you done cultural activities (going to the cinema, theaters or a concerts) ?	Not at all	56.4%	92.3%	61.7%	58.6%
	Less than once a week	29.2%	7.7%	30.0%	28.2%
	Once a week	12.1%		7.5%	11.2%
	3 to 5 times a week	1.6%			1.4%
	At least once a day	0.7%		0.8%	0.6%
	Don't know/Don't want to				
How often have you gone to betting shops/casinos?	Not at all	81.0%	91.3%	89.2%	82.0%
	Less than once a week	9.5%	3.8%	5.8%	9.0%
	Once a week	5.5%	4.8%	3.3%	5.3%
	3 to 5 times a week	2.1%		1.7%	2.0%
	At least once a day	1.9%			1.7%
	Don't know/Don't want to				
How often have you read a books/magazines/newspapers?	Not at all	33.9%	72.1%	45.8%	36.6%
	Less than once a week	25.2%	13.5%	23.3%	24.5%
	Once a week	19.9%	10.6%	18.3%	19.3%
	3 to 5 times a week	10.5%	1.9%	5.0%	9.8%
	At least once a day	10.5%	1.9%	7.5%	9.9%
	Don't know/Don't want to				

Just under three quarters of the participant owned a passport (76.4% in 2016 compared to 61.1% in 2011/12), which represents a significantly increase on 2011/12.

The majority of participants had not lived abroad for longer than three months (91.8% in 2016 in comparison to 86.9% in 2011/12). Only 8.2 per cent of participants had lived in another country for longer than the aforementioned period (compared to 13.1% in 2011/12). On average, those participants who had lived abroad for longer than three months had done so for forty-three months. In 2011/12, the average period was thirty months. A significantly higher percentage of participants from the Roma community had lived outside BiH for longer than three months (19.2 per cent compared to 7.8% of participants from the general population and 5.8% of youth with disabilities). More Roma men than women had lived abroad for a period longer than three months (9.6 per cent compared to 6.8 per cent respectively).

More than half of the participants stated that they would (answering 'Completely sure' and 'Sure') leave BiH to study (55.5% in 2016 in comparison to 53.3% in 2011/12). However, the practice of studying abroad is still not very popular in BiH, considering that the majority of participants stated that they study or have studied in BiH. Therefore, it seems that the youth in BiH requires encouragement to take such a step. Special attention should also be paid to the financial aspects, considering that financial reasons were the most common reason for participants not completing their education.

Chart 21 shows the participants' reasons for wanting to live abroad. Around half of the participants (49.8%) would leave forever if they had the opportunity (compared to 38.1% in 2011/12), while 39.0 per cent would leave for a longer period but not forever (compared to 42.9% in 2011/12). A very worrying finding is that 11.2 per cent of the young people said that they would not leave, even for a longer period or forever (compared to 18.9% in 2011/12).

This information indicates that almost 90 per cent of young people would like to leave BiH for a longer period or forever. More detailed analysis revealed that there is a link between their readiness to leave the country and starting a family in BiH. Those participants who had children stated significantly more often than those without children that they would not leave BiH to study (55.3% compared to 24.3%) or for temporary work (17.2% compared to 9.7%). However, significantly more young people with children (57.0%) stated that they would leave for a longer period or forever compared to those participants who did not have children (48.5%). These results indicate that those participants who had already started their family and had children are less ready to leave their family for a short period in order to go abroad, but are more willing to leave for a longer period or to leave permanently. It is reasonable to assume that they would consider bringing their family with them; however, the participants were not asked directly to confirm this hypothesis.

Chart 21: Would you leave BiH for a longer period of time or forever to work/live abroad?



Concerning their reasons for wanting to leave, 78.9 per cent (in comparison to 65.6% in 2011/12) of the participants would leave the country for temporary work, 64.0% (in comparison to 52.3% in 2011/12) would leave in order to settle in another country and 54.3% (in comparison to 42.0% in 2011/12) for marriage.

Concerning marriage, the main reason why young people do not get married and have children as before were discussed in the focus groups. We found that the main reason for this is unemployment and financial dependence on their parents or other caregivers. These youth people were also very aware of the situation regarding the low level of workers' rights, which also acts as a barrier to them having a family. In example, they often mentioned the discriminating question that employers frequently ask women: Do you plan to have children? The implications behind this question leave little room for the youth, considering that often they must decide between taking a job and starting a family.

"Unemployment. What are you going to do. You marry and then what. What changed if you don't have any conditions for anything. It is better with parents, that's my opinion at least." (A general population female from a rural area of Mostar.)

"Again, unemployment and financial situation." (A general population male from an urban area of Sarajevo.)

In addition to the aforementioned reasons for not getting married and not having children, the young people cited the longer period of education. In the midst of the absence of opportunities to obtain adequate employment and in order to increase their chances of finding a job in the future, young people more often decide to continue their education. As a consequence, the age limit for getting married and having children also increases.

"I think that education also has influence. Before, 18-year-old people had everything done but now it goes more towards career. As more educated they become, youth marries less." (A general population female from an urban area of Mostar.)

One interesting answer they gave follows the trend of youth getting married later in life. This relates to the influence of the media and its increasing portrayal of freedom as something other than marriage. Young people are active consumers and tend to follow everything advertised in the media, especially inappropriate music videos by their idols that allude to marriage and family not being part of the values they prioritise.

"Distorted system of values. Today, totally different things...So, young people today have totally wrong picture. Today ask some kid on the street 'what do you want'...he'll say 'Audi, a kilo of cocaine' instead of saying 'I want nice house, good job, to live normally with my family'...he wants Audi, motorbikes, drugs." (A general population male from an urban area of Banja Luka.)

Youth with disabilities stated significantly more often that they would not leave BiH for a longer period or forever (25.8%), compared to the participants from the general population (10.2%) and members of the Roma community (11.5%). Participants from the vulnerable groups stated significantly more often that they would not leave BiH to study, for temporary work, marriage or to settle down in another country, while participants from the general population stated significantly more often that they would leave BiH for the aforementioned reasons. Men stated significantly more often than women that they would definitely leave BiH for temporary work, marriage or to settling down in another country, while women stated significantly more often that they were not sure or that they probably would not leave BiH for the same reasons. Yet almost the same number of men (51.8%) and women (48.7%) stated that they would leave if they had the opportunity. The focus group participants were aware of the fact that an increasing number of youth people are leaving BiH in search of work and a better life. In the majority of cases, they justified this kind of move and they themselves planned to leave the country. If the BiH leadership is to reduce the risk of the youth leaving the country then it must take measures to enable job creation for young people. The BiH leadership should provide opportunities for young people to start their own businesses and offer existing companies some form of benefit if they employ young people.

"Well, firstly to improve the standard, the unemployment rate...Creating new jobs." (A general population female from an urban area of Banja Luka.)

"Open factories and companies." (A general population male from an urban area of Mostar.)

"Well, it is easier to get a job abroad. Even when you lose a job you can easily find another. But people here don't even try and they just leave."

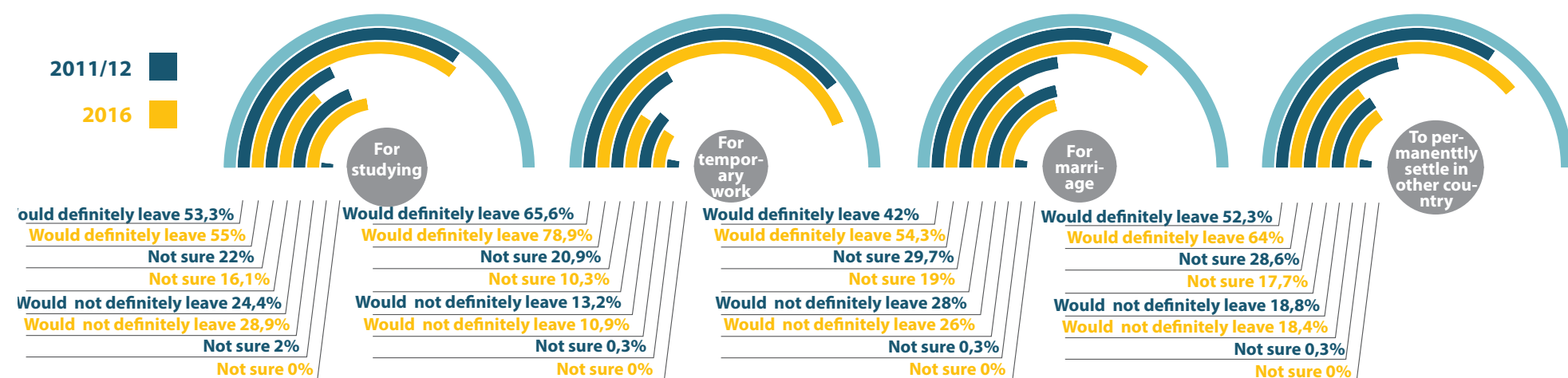
(A general population female from a rural area of Mostar.)

"Well, let's say to build some factories." (A youth with intellectual disabilities from an urban area of Sarajevo.)

"And the country does not make it easier to open the factory and companies." (A general population male from an urban area of Banja Luka.)

"Well, if I don't find job soon here I'm going abroad to work." (A general population female from an urban area of Mostar.)

Chart 22: If you had the opportunity, how sure are you that you would leave BiH for another country even tomorrow?



2.7 SOCIOECONOMIC QUESTIONS AND SECURITY

In the following section we look into the attitudes of youth related to their priorities concerning certain social factors that contribute to greater success and advancement in life. The results in Table 9 are at the level of the entire sample and indicate the factors that the participants consider most important as well as those they consider less important in life.

Table 9: Please answer each question with one of the given answers to reflect your opinion on the importance of the mentioned items for advancement in life. The results are at the level of the entire sample

	Essential	Very important	Quite important	Not so important	Irrelevant	No answer
How important is to come from a rich family?	17.2%	40.8%	23.4%	12.0%	6.3%	0.2%
How important is to have well educated parents?	13.0%	41.2%	28.2%	13.0%	4.0%	0.5%
How important is to have ambition	35.0%	49.0%	12.2%	2.7%	0.8%	0.3%
How important is to be prepared to work hard?	33.4%	49.7%	12.5%	2.9%	1.1%	0.3%
How important is it to know the right people?	28.8%	52.5%	15.5%	2.0%	0.8%	0.4%
How important are political connections?	24.2%	44.0%	18.7%	8.7%	4.1%	0.3%
How important is bribery?	12.4%	30.8%	28.1%	18.3%	9.3%	1.1%
How important is ethnic origin?	5.4%	17.9%	22.0%	36.3%	18.0%	0.5%
How important is religious affiliation?	5.3%	14.8%	21.2%	37.4%	20.7%	0.5%
How important is it to be a male?	5.7%	18.2%	18.9%	31.2%	25.1%	0.9%

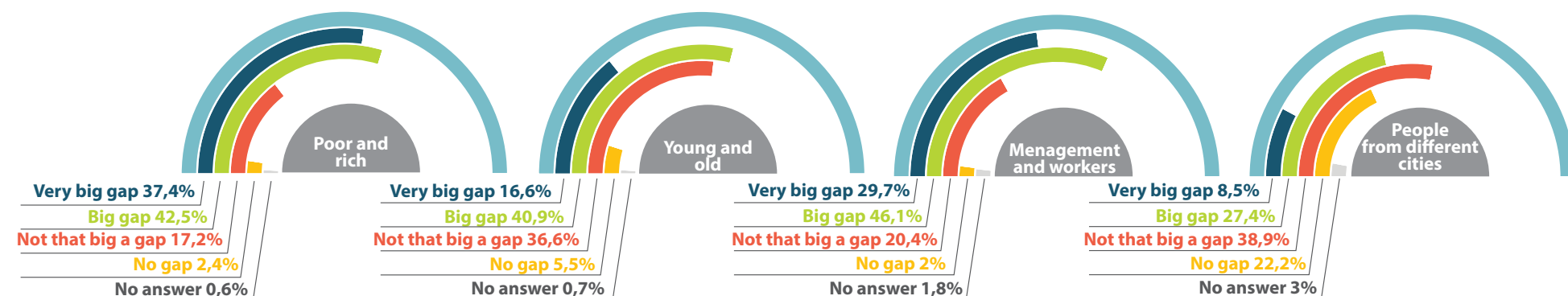
The highest number of participants thought it important to come from a rich family, have well educated parents, have ambition, be prepared to work hard, and to know the right people. The majority of participants agreed that political connections and giving bribes are very important. Ethnic belonging, religious affiliation and gender were the only factors that the majority of participants considered as irrelevant.

Young Roma participants thought that the most essential factor for advancement in life was to come from a rich family, which they mentioned significantly more often than the participants from the other categories. When speaking about education as a precondition for advancement in life, the young people from the category 'youth with disabilities' most commonly selected this as important. Young Roma, youth with disabilities and participants from the general population all selected having political connections as important.

The participants from the categories 'youth with disabilities', young Roma and the general population more often stated that giving bribes is 'quite important'. Young Roma also stated more often than the participants from the other categories that ethnic belonging is essential in life and that religious belonging is 'essential' or 'very important', more often than the participants from the general population.

In relation to the gap between certain social groups in BiH, the majority of participants (79.9%) thought that there is a 'big' or 'very big gap' between rich and poor citizens. The highest number of participants thought that there is a 'big gap' between young and old (40.9%) and between managers and workers (46.1%). The highest numbers of participants did not think that there is a 'big gap' between people from different cities.

Chart 23: In all countries, there are differences or even conflict between different social groups. According to your opinion, how much conflict is there between the following groups of people in your country?



Compared to participants from the other categories, young Roma significantly more often thought that there is a 'very big gap' between poor and rich people in BiH. To the question How big is the gap between young and old, young people from the general population significantly more often chose the answer 'not that big a gap' than participants from the other categories. Compared to the participants from the other categories, young Roma significantly more often responded that there is 'very big gap' between management and workers. Compared to participants from the category general population, young Roma significantly more often responded that there is 'very big gap' between people from different cities

Table 10: Please answer Yes or No to the following statements. Overview of the results at the level of the entire sample, according to the category of participants.

In your municipality/city	Category of the participants			
	General population	Members of Roma population	Youth with difficulties	
Majority of citizens have trust in the institutions and services for law enforcement	Yes	36.3%	37.5%	48.3%
	No	63.7%	62.5%	51.7%
Many citizens are socially excluded	Yes	64.9%	60.6%	56.7%
	No	35.1%	39.4%	43.3%
Many citizens are discriminated against on different grounds	Yes	46.5%	60.6%	52.5%
	No	53.5%	39.4%	47.5%
Majority of citizens feel safe	Yes	47.4%	45.2%	52.5%
	No	52.6%	54.8%	47.5%
Majority of citizens has adequate access to public services	Yes	59.8%	52.9%	65.0%
	No	40.2%	47.1%	35.0%
Majority of citizens has adequate access to recreational resources	Yes	42.6%	34.6%	46.7%
	No	57.4%	65.4%	53.3%
If it is necessary, citizens have access to support of non-governmental organizations	Yes	40.4%	21.2%	50.0%
	No	59.6%	78.8%	50.0%
There is a lot of hooligans	Yes	27.6%	31.7%	35.0%
	No	72.4%	68.3%	65.0%
A lot of people advocate hateful speech	Yes	24.8%	26.9%	27.5%
	No	75.2%	73.1%	72.5%
There is a lot of children and youths who are violent towards others	Yes	28.0%	35.6%	36.7%
	No	72.0%	64.4%	63.3%
A lot of people are connected to terrorism	Yes	6.3%	9.6%	11.7%
	No	93.8%	90.4%	88.3%

As can be seen in Table 10, the majority of citizens do not trust in the institutions and services for law enforcement (62.9% on the level of entire sample) and they believe that citizens are socially excluded (64.2%). The majority of participants believed that citizens have adequate access to public services (59.8%) and that they have access to support from non-governmental organisations (60.0%). Around one-quarter of the participants stated that within their community there are a lot of people who are hooligans (28.3%), people who advocate hateful speech (25%) and children and youths who are violent toward their peers (28.9%); 6.7 per cent of the participants stated that in their surroundings there are people connected to terrorism.

Participants from the category 'Youth with disabilities' stated significantly more often than the participants from the other categories that the majority of citizens have trust in the institutions and services for law enforcement, while young Roma participants stated significantly

more often than the participants from other categories that the support of non-governmental organisations is not available to them.

Table 11: Are there any people in your surroundings similar to those listed? Overview of the results at the total level of the entire sample, according to the category of participants.

Are there in your surroundings people	Category of the participants			
		General population	Members of Roma population	Youth with difficulties
Who are diagnosed with severe psychological trauma?	Da	13.1%	16.35%	25.8%
	Ne	86.9%	83.7%	74.2%
Who were direct witnesses of violence?	Da	15.7%	14.4%	18.3%
	Ne	84.3%	85.6%	81.7%
Who threaten they could hurt themselves or others?	Da	9.1%	14.4%	10.0%
	Ne	90.9%	85.6%	90.0%
Who have committed violence against themselves or others?	Da	11.1%	14.4%	12.5%
	Ne	88.9%	85.6%	87.5%
Who express feelings of hopelessness or uselessness?	Da	14.2%	17.3%	20.0%
	Ne	85.8%	82.7%	80.0%
Who are discriminated against on different grounds?	Da	16.6%	38.5%	40.8%
	Ne	83.1%	61.5%	59.2%
With emphasised feeling of isolation from the world?	Da	17.0%	23.1%	35.8%
	Ne	83.0%	76.9%	64.2%
Who are very poor?	Da	41.6%	76.0%	51.7%
	Ne	58.4%	24.0%	48.3%

A relatively high percentage of the participants stated that in their surroundings there are people with diagnosed psychological trauma (14.0%), who were direct witnesses of violence (15.8%), who emphasise that they could hurt themselves or others (9.4%), who have committed acts of violence toward themselves or others (11.4%), who express feelings of hopelessness or uselessness (14.7%), who are discriminated against on different grounds (19.4%) and people who have expressed feelings of isolation from society (18.4%). The data showing that 43.9 per cent of the participants stated that in their community live people who are very poor is very worrying. The connection between a very poor community and the corresponding evaluation of living standards is clear. Those participants who stated that in their community live very poor people more often evaluated the living standard as bad (20.1%), compared to those participants who responded that poor people do not in their live community (9.6%). Participants from communities with very poor citizens also more often stated that their standard had worsened over the last three years (17.7%), compared to those participants in whose communities very poor people do not live (8.8%). These results indicate a possible increase in the differences between rich communities and communities in which poor people live wherein living standards for the poor will become worse and improve for those people from economically stable communities.

Compared to the participants from the other categories, it is evident through the responses of Roma participants that significantly more often very poor people live in their communities. In a similar way, participants from the category 'youth with disabilities' significantly more often selected the statement on alienation from society compared to other participants.

Unfortunately, it is a fact that the living standard of the Roma population is significantly worse than that of the other ethnic groups living in BiH. It is also a regrettable fact that youth with disabilities are more isolated from people who do not suffer from developmental or other disabilities.

A very small number of focus groups participants stated that they had witnessed violence. Those participants who had witnessed violence mostly stated that they had witnessed bullying, manifested mostly through clan fights (neighbourhoods, streets, etc.). Only two participants from the Roma community stated that they had witnessed domestic abuse. Compared to the other groups, participants from the focus groups in Sarajevo more often stated that they had witnessed petty thefts on public transport; they said that such situations have become an everyday occurrence.

"Yes, I did, in school. Money extortion. Fights between classes especially." (A general population male from an urban area of Sarajevo.)

"Well, there is, but not that often." (A male youth with sensory disabilities from an urban area of Sarajevo.)

"That's usual around me." (A male member of the Roma population from Banja Luka.)

"There is violence, as I saw. A man has a lot of kids and beats them, makes them work. That is also big violence, especially for kids who have no school and who are very little. They make them work." (A female member of the Roma population from Banja Luka.)

"Well, not that often. That happens in neighbourhoods...street fights and things like that." (A general population male from an urban area of Banja Luka.)

In general, the young people avoid places that they know are problematic such as clubs where criminals gather, certain parts of cities or places where attacks or other criminal activities commonly occur. All of the focus group participants stated that they felt safest at home.

"Well, I avoid places that are dangerous, where there are big number of criminals." (A general population male from an urban area of Sarajevo.)

"Coffee shops, clubs where there is alcohol. I totally avoid them." (A male members of the Roma population from an urban area of Banja Luka.)

They did not list hooliganism as an occurrence appearing often in the surroundings where they live. The focus group participants most often linked hooliganism to sport and the behaviour of supporters before and after a sports event. An exception was young Roma participants who mentioned the problem of hooliganism more often in their statements. The young Roma participants thought that hooliganism is present everywhere and that hooligans are becoming younger and younger.

“Hooligans are everywhere. Mostly at schools. That’s the problem. They are younger and younger. Kids become prone to that, hooliganism, violence, provoking and so on.” (A female member of the Roma population from Banja Luka.)

“There is nothing in our part.” (A general population male from an urban area of Sarajevo.)

The young people considered hateful speech as part of everyday political speech and thought that political leaders support this form of dialogue. However, only young Roma participants stated that they were directly exposed to hateful speech. The participants thought that the Internet is full of hateful speech and this bothered most of them, although there were some who noticed it but did not pay much attention.

“Well, what politicians are saying...” (A general population male from an urban area of Banja Luka.)

“Only on news portal hate speech can be found. On Facebook always some comments. Disaster.” (A general population female from a rural area of Mostar.)

“Everyday, yes. But I don’t pay much attention to it.” (A general population male from an urban area of Sarajevo.)

When they mentioned security, the young people stated that they mostly move freely and that they do not see any limitations in terms of their freedom. The young people felt safe in the surroundings in which they live. General population participants from Banja Luka believed that the level of safety in the country as well as in the surroundings where they live would remain the same or improve in the future, whereas the other participants believed that the security situation is unsatisfactory and that it will remain the same or become even worse.

“Regarding the safety in the last few years it’s getting better and better.” (A general population male from an urban area of Banja Luka.)

“It can get only worse, but not better.” (A general population male from an urban area of Mostar.)

“None, like so far.” (A general population female from a rural area of Mostar.)

“The same, if not worse.” (A general population female from an urban area of Sarajevo.)

“Well, considering current situation it will probably be worse and worse.” (A male member of the Roma community from Banja Luka.)

Compared to the participants from the other two categories, participants from the general population responded significantly more often with the answer ‘no’ to the question Are there any persons who are discriminated against on different grounds. In comparison to the other categories, young Roma participants more often answered affirmatively to the question of whether are there very poor people in their surroundings. Table 12: Please answer Yes or No to the following statements. Overview of the results at the total level of the entire sample, according to the categories of participants.

		Category of the participants		
		General population	Members of Roma population	Youth with difficulties
I am very close with my family members	Yes	98.5%	97.1%	99.2%
	No	1.5%	2.9%	0.8%
I am very close with my distant family	Yes	87.2%	91.3%	95.0%
	No	12.8%	8.7%	5.0%
Members of my family know my friends	Yes	93.2%	93.3%	96.7%
	No	6.8%	6.7%	3.3%
My parents are (were) actively involved in my education	Yes	93.5%	62.5%	92.5%
	No	6.5%	37.5%	7.5%
I am actively involved in education of my children	Yes	18.9%	28.8%	16.7%
	No	13.0%	7.7%	10.0%
	No kids	68.1%	63.5%	73.3%
In my family arguing happens often	Yes	7.4%	14.4%	9.2%
	No	92.6%	85.6%	90.8%
Some family members are violent towards others	Yes	5.4%	8.7%	8.3%
	No	94.6%	91.3%	91.7%
Members of my close family are tightly connected to their national/religious/ethnic group	Yes	68.1%	66.3%	67.5%
	No	31.9%	33.7%	32.5%
Members of my family help each other	Yes	91.2%	90.4%	88.3%
	No	8.8%	9.6%	11.7%
My close family is included in cultural activities in the community	Yes	43.0%	26.9%	41.7%
	No	57.0%	73.1%	58.3%
My close family is included in religious activities in the community	Yes	54.6%	35.6%	55.8%
	No	45.4%	65.4%	44.2%

Almost all of the participants were very close with members of their family (98.5%), while a slightly lesser percentage of them were close to their distant family members (87.8%). The majority of participants stated that member of their family know their friends (93.5%) and that their parents were or currently are actively included in their education (91.9%). However, only 60.6 per cent of the participants who had children stated that they were actively involved in their children’s education. The majority of participants stated that arguing did not happen often in their family (92.2%) and that family members were not violent toward others (94.2%). Around two-thirds of the participants (68.0%) stated that their family members were very connected to their nation, religion and ethnic group and that they helped each other (91.0%). A slightly lower number of participants stated that their family was included in cultural (42.1%) and religious (53.7%) activities in their community. When answering personal questions, the participants were given the possibility to choose their own answers to the questions so the researcher could not see what answer the participant selected.

Compared to the other participants, young Roma significantly more often answered negatively in response to the statement ‘My parents

are (were) actively involved in my education'; however, they more often stated that they were actively involved in the education of their children. Roma participants answered 'no' when responding to the statement 'My family is included in cultural activities in the community'. The same situation occurred with the statement 'My family is involved in the religious activities of the community'.

2.8 OPINIONS CONCERNING THE PRESENT AND THE FUTURE

As part of this research, participants were asked to talk about the problems that youth in BiH face today as well as their personal views on the future of this country.

The majority of participants stated that they are most satisfied with their possibilities for fun and leisure (76.5%), enrolment in secondary school (73.8%) and their level of freedom of expression (70.5%). In 2011/12 the participants mentioned similar things but in slightly different percentages: 71.6 per cent mentioned the possibility for fun and leisure, 66.4 per cent the level of freedom of expression and 65.0 per cent enrolment in secondary school. In 2016, the participants significantly more often referred to enrolment in secondary school, the form of education, the possibility of fun and leisure and freedom of expression as providing satisfaction. At the same time, they expressed significantly more dissatisfaction in relation to the possibility of employment, solving their housing problem, economic independence, advancement in their chosen profession or vocation and political participation and the freedom to express their opinions.

Enrolment in any school programme, form of education, possibility of employment, solving the housing problem, economic independence, advancement in professions and vocations, political participation and freedom to express opinions often created significantly more satisfaction among youth from the general population; however, among the vulnerable categories they created either dissatisfaction or neither satisfaction nor dissatisfaction.

See Table 13 for more information on what satisfies youth in BiH.

Table 13: In your opinion, what causes dissatisfaction or satisfaction among the youth today. Comparison between 2011/12 and 2016.

	2011/12				2016			
	Causes satisfaction	Causes dissatisfaction	Does not cause satisfaction nor dissatisfaction	Don't know/Don't want to answer	Causes satisfaction	Causes dissatisfaction	Does not cause satisfaction nor dissatisfaction	Don't know/Don't want to answer
Secondary enrolment	65.00%	15.08%	19.32%	0.59%	73.81%	13.19%	13.99%	0.00%
University and College enrolment	61.48%	17.67%	20.42%	0.42%	64.34%	15.28%	20.39%	0.00%
Enrolment in postgraduate studies	55.97%	16.95%	26.40%	0.68%	56.94%	15.58%	27.48%	0.00%
Form of education	55.65%	20.81%	22.08%	0.47%	60.81%	22.62%	16.57%	0.00%
Possibility of employment	55.34%	35.34%	8.77%	0.55%	51.79%	40.43%	7.79%	0.00%
Possibility of solving housing issue	55.93%	29.49%	13.94%	0.64%	54.56%	37.60%	7.84%	0.00%
Possibility of economic independence	56.99%	31.48%	10.97%	0.55%	53.77%	39.34%	6.89%	0.00%
Possibility of youth to do the kind of work they want	65.34%	22.71%	11.40%	0.55%	58.83%	34.67%	6.50%	0.00%
Possibility of advancement in their profession and vocation	62.33%	24.75%	12.20%	0.72%	57.89%	34.57%	7.54%	0.00%
Possibility of political participation	43.81%	25.81%	29.79%	0.59%	30.01%	47.82%	22.17%	0.00%
Possibility of fun and leisure	71.61%	14.83%	12.92%	0.64%	76.49%	16.82%	6.70%	0.00%
Possibility to express their opinions freely	66.40%	15.89%	17.16%	0.55%	70.49%	21.03%	8.48%	0.00%

Attitudes on what constitute the most important problems facing youth today have not changed in relation to 2011/12. The biggest problem is still youth unemployment (82.5% compared to 73.7% in 2011/12) followed by material/economic dependence (35.7% compared to 24.3% in 2011/12) and alcoholism, drug abuse, juvenile delinquency and similar problems (15.7% compared to 23.3% in 2011/12).

Table 14: In your opinion, what are the most important problems for the youth in our society?

	2011/12	2016
Unemployment	73.7%	82.5%
Materialist-economic dependence	24.3%	35.7%
Alcoholism, drug abuse, delinquency and similar	23.3%	15.7%
Housing problems	8.4%	12.7%
School and education system	6.3%	11.4%
Society devotes insufficient care to the needs of the youth	19.4%	10.5%
Social differences	7.2%	6.8%
Moral crisis and the lack of ideals	6.9%	4.1%
The lack of interest of the youth for social problems	8.1%	3.6%
National differences	4.4%	3.4%
The use of free time	2.5%	3.1%
Inferior position of the youth	5.0%	2.9%
The lack of freedom of speech and opinions	3.6%	1.7%
Alienation of human relation	2.9%	0.9%
Inefficiency and the lack of activity of youth organizations	2.5%	0.6%
Something else	0.0%	0.6%
Does not know/Does not want to answer	1.4%	0.0%

As in 2011/12, the participants in 2016 more often evaluated their own living standard as average (55.8% in 2011/12 and 45.9% in 2016), while 39.8 per cent evaluated their own standard as 'good' or 'very good' (compared to 24.8% in 2011/12). Participants in 2016 significantly more often evaluated their living standard as 'good' or 'very good' when compared to 2011/12.

When they spoke about the problems that youth is currently facing, all of the focus group participants placed the problem of unemployment in first place. Only after putting additional question did the youth refer to the problems of education and then inadequate income even when employed. Young Roma participants more frequently referred to the problems of discrimination and exclusion from society. Besides unemployment, youth with disabilities in their intellectual development placed the problem of small or non-existent support for people with intellectual disabilities from the 'ordinary' population as well as the non-existence of institutional support in second place. The focus group

participants often stated that the youth is not active. In their opinion, the youth does not search for jobs or try to change the things that bother them.

“Employment before everything.” (A general population female from an urban area of Mostar.)

“Unemployment.” (A general population female from a rural area of Mostar.)

“Well, unemployment.” (A general population male from an urban area of Banja Luka.)

“Unemployment.” (A male member of the Roma population from Banja Luka.)

*“I mean, it’s not a problem the lack of jobs but rather that people are not willing to work.”
(A general population male from an urban area of Banja Luka.)*

*“I think that people who graduate from university have insufficient practical knowledge.”
(A general population male from an urban area of Mostar.)*

“Small salaries.” A general population female from an urban area of Banja Luka.)

When focus group participants from the general population spoke about the problems of young Roma, they mostly mentioned discrimination and poor opportunities for education. Yet they also saw apathy among the members of the Roma population in terms of their active participation in everyday social activities and in education, in the first place, as a problem.

“Discrimination.” (A general population male from an urban area of Mostar.)

“Their mentality. Well, because I know this girl, she works with Roma. Today, they are there. They feed them and bathe them and then tomorrow they do as they did before. They didn’t want to change.” (A general population female from an urban area of Mostar.)

*“Problem is that here 98 per cent of Roma are beggars. They don’t want to do anything else only to beg.”
(A general population female from a rural area of Mostar.)*

*“Well, on one hand their lack of motivation and on the other hand the fact that they are not included as others.”
(A general population female from an urban area of Sarajevo.)*

*“Well there is prejudice probably, because when you say to someone that you are Roma...”
(A general population female from an urban area of Banja Luka.)*

When the participants from the general population spoke about youth with disabilities they stated that, besides unemployment, the major problem for them is a kind of isolation from society. There are no adequate access ramps for people in wheelchairs, the curriculum has not been adjusted to meet their specific needs and employers rarely decide to hire people with disabilities. The youth from the general population concluded that society has left youth with disabilities to care for themselves.

“In my school there were two or three pupils who were in wheelchairs, with cerebral palsy. The teachers were not adjusted to them and when they came it was always ‘what will we do now, who will do this’.” (A general population male from an urban area of Mostar.)

“Education system is not adjusted to them.” (A general population female from a rural area of Mostar.)

“The biggest problem is that they are not allowed to fit into society.” (A general population male from a rural area of Mostar.)

When young Roma participants spoke about their most important problems they mentioned unemployment in the first place followed by poor economic opportunities for Roma, the unavailability of education in the midst of bad economic opportunities and discrimination by others in the community in which they lived.

“Unemployment” (A male member of the Roma population from Banja Luka.)

“The problem is that nobody is helping us and we need help. Especially we who have children.” (A female member of the Roma population from Banja Luka.)

“We don’t have conditions for life.” (A male member of the Roma population from Banja Luka.)

Besides unemployment in the first place, youth with disabilities in their intellectual development stated the problem of social exclusion and the lack of support from institutions and society.

“Well, you see, people with intellectual disabilities are poorly accepted.” (A male youth with intellectual disabilities from Sarajevo.)

“Where ever you come, somebody is looking.” (A male youth with intellectual disabilities from Sarajevo.)

The participants of all focus groups stated that even when employed they could not earn enough money to gain independence and start their independent life.

“Well, because of small salaries. It’s easy to find a job, but you can’t find adequate job to sustain normal life.” (A general population male from an urban area of Banja Luka.)

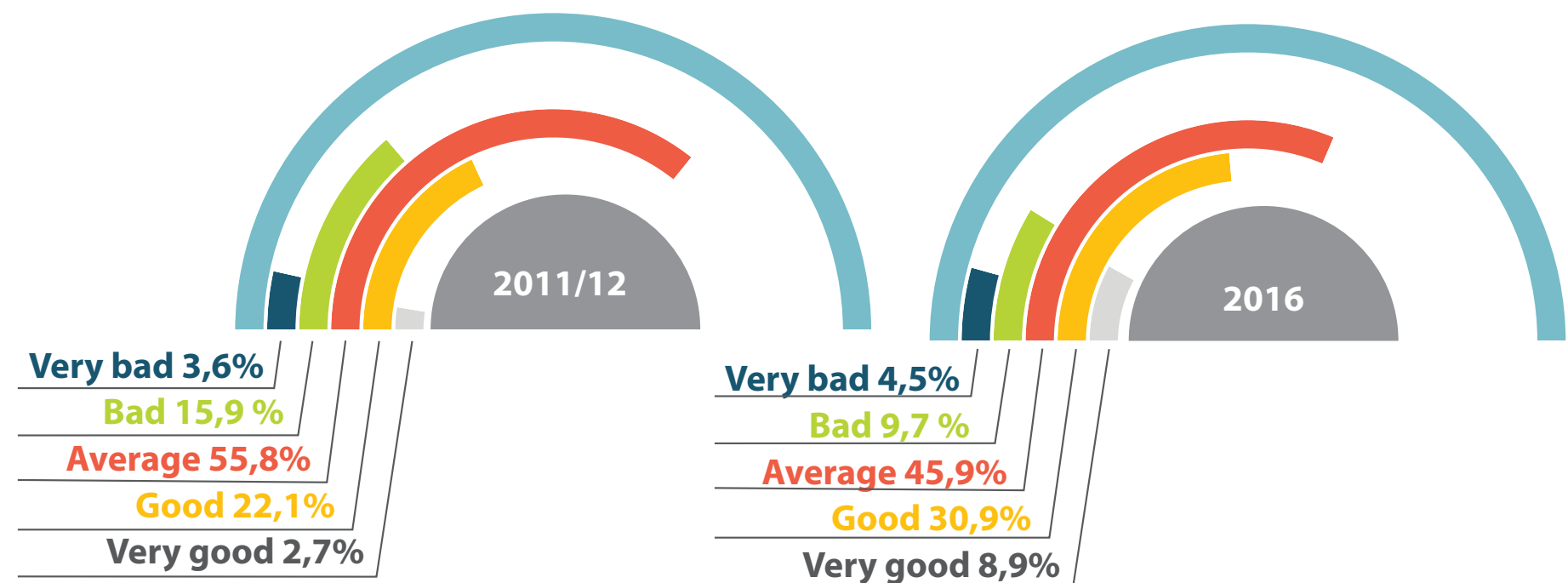
“Well, there are young people who work, right, but there income is small.” (A male youth with intellectual disabilities from Sarajevo.)

Although the participants saw alcoholism, drug abuse, juvenile delinquency and gambling addiction as general problems they did not view them as problems themselves. The participants stated that the aforementioned addictions are so present in society that they have simply become accustomed to them and therefore do not see them as real problems but rather as aspects of everyday life.

“Because that became a habit.” (A general population male from a rural area of Mostar.)

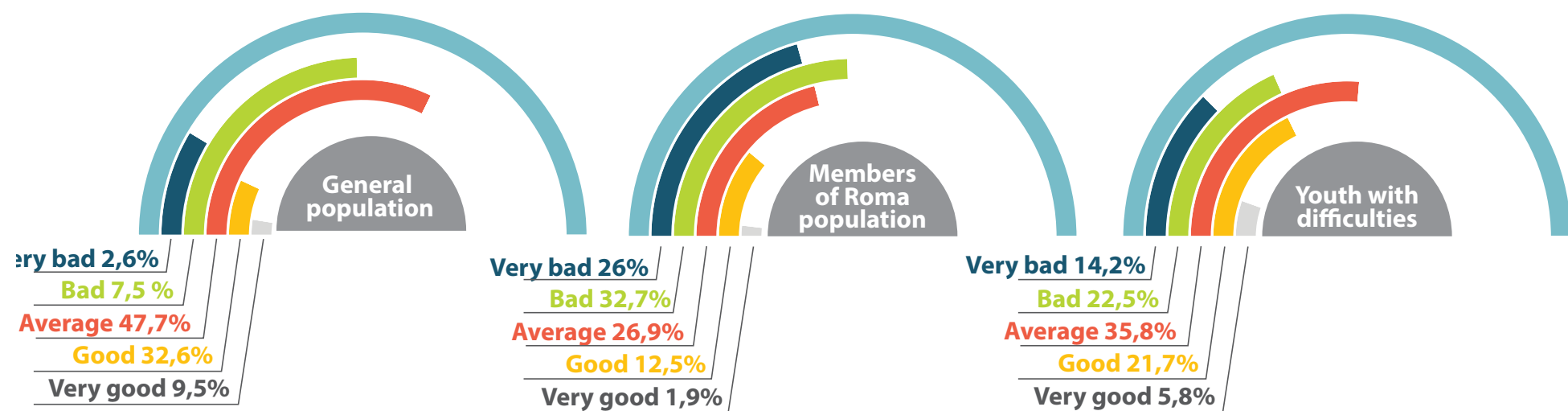
*“I think that everybody got used to that, which is bad, but we just don’t pay so much attention to that anymore.”
(A general population female from an urban area of Banja Luka.)*

Chart 24: When you consider all areas, how would you evaluate your current standard of living?



While young people belonging to the general population significantly more often evaluated their standard of living as 'good' or 'average', youth from the vulnerable groups significantly more often described their own standard as 'bad' or 'very bad'.

Chart 25: When you consider all areas, how would you evaluate your current standard of living? Overview according to the category of participants.



When participants from the general population spoke about their standard of living in comparison with that of their parents when they were their age they most often (35.3%) stated that their standard of living was somewhat better. Participants from the Roma community most often (30.8%) stated that their standard was somewhat worse in comparison to that of their parents when they were in their age. Participants from the category 'youth with disabilities' most often selected the answers 'somewhat better' (25.8%) or 'somewhat worse' (24.2%). A comparison among the categories determined that the participants from the Roma community more often stated that their standard of living was 'somewhat worse' or 'much worse' than the standard their parents had at their age. When compared to participants from the general population, participants from the 'youth with disabilities' category more often stated that their standard of living was 'much worse' than the standard their parents had when they were their age.

Chart 26: How would you evaluate your current standard of living in relation to the standard your parents had when they were your age? Overview according to the category of the participants.

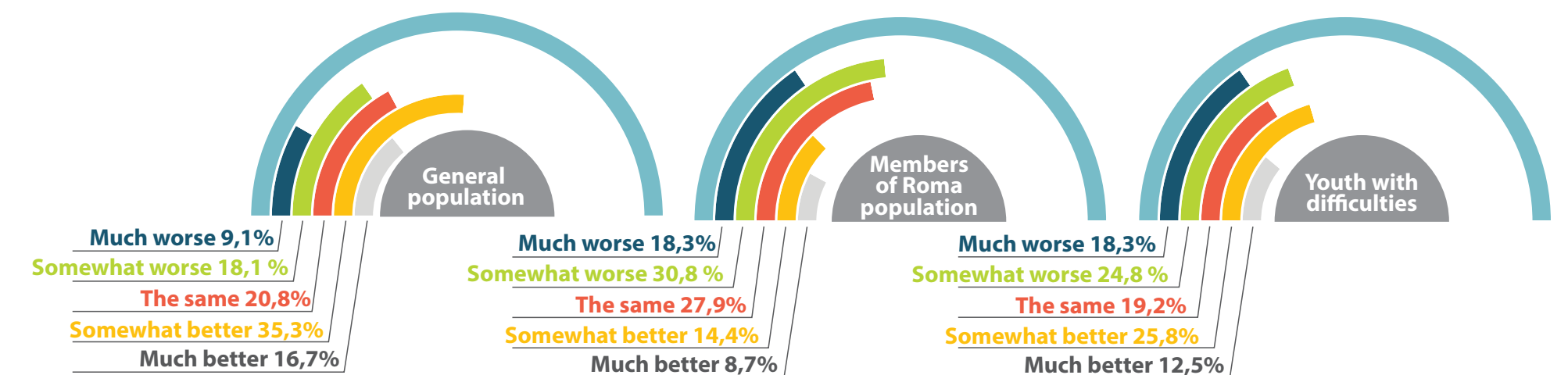
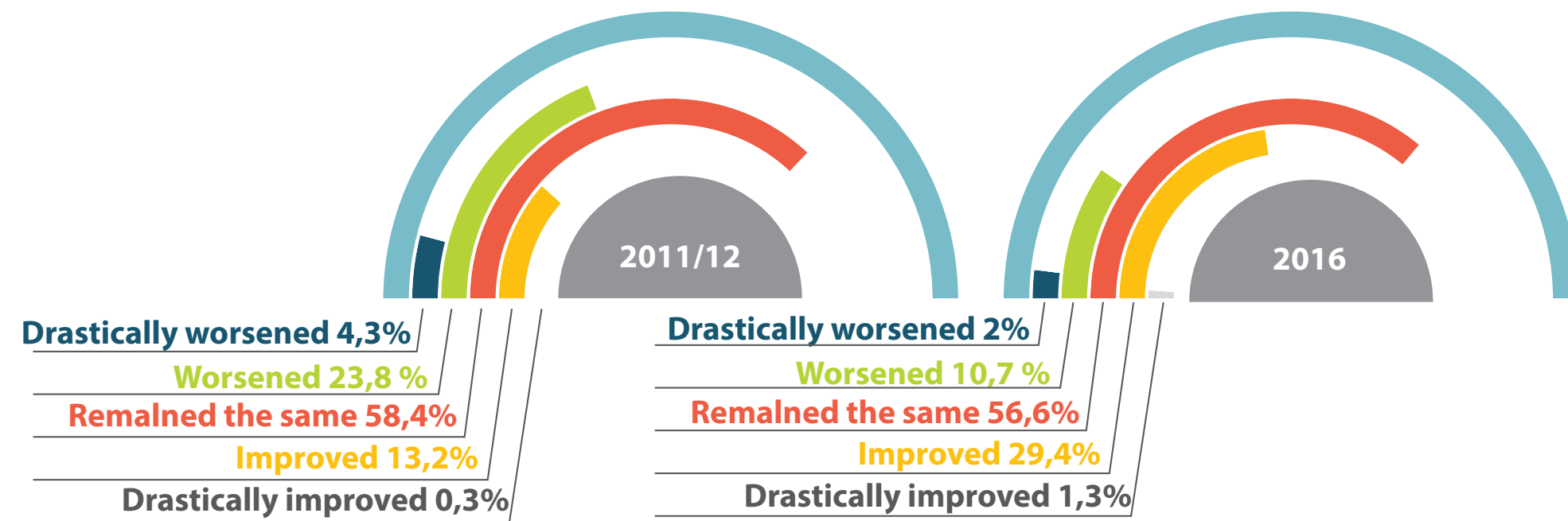


Chart 27. Has your life improved, remained the same or deteriorated in the last three years?



As in 2011/12, participants in 2016 more often believed that their standard of living had remained the same over the last three years (58.4% in 2011/12 compared to 56.6% in 2016). The participants in 2016 stated significantly more often that their standard of living had 'improved' or 'drastically improved', whereas the participants in 2011/12 stated significantly more often that their standard of living had 'worsened' or 'drastically worsened' (see Chart 27). While participants from the general population stated significantly more often that their standard of living had 'improved' over the last three years (30.6% compared to 15.4% among participants from the Roma community and 22.5% among participants from the 'youth with disabilities' category), participants from the vulnerable groups significantly more often reported a 'worsened' or 'drastically worsened' standard of living: 42.3 per cent of participants from the Roma community stated that their standard had 'worsened' or 'drastically worsened' over the last three years, while 21.7 per cent of 'youth with disabilities' participants stated the same along with 10.4 per cent of participants from the general population.

Concerning the change in the standard over the next three years, participants were more optimistic than in 2011/12. The highest number of them (46.6% in comparison to 22.5% in 2011/12) believed that the quality of life in general would improve over the next three years. The participants in 2016 were also more positive in response to specific questions. They stated significantly more often that the standard would be better in terms of income (43.5% compared to 21.4% in 2011/12), working status (40.5% compared to 19.8% in 2011/12), education (36.4% compared to 20.9% in 2011/12), health protection (24.5% compared to 13.8% in 2011/12) and the housing issue (24.5% compared to 13.1% in 2011/12).

When compared to participants from the vulnerable groups, the participants from the general population stated significantly more often that the standard would change for the better in terms of income, working status, education and the housing issue as well as the quality of life in general. A higher percentage of participants from the vulnerable groups stated that the standard would be worse regarding income, working status and the general quality of life.

These youth people evaluated their existing standard of living on the basis of what they could afford with the money they had as well by comparing themselves to other people in their immediate surroundings. Young people mostly envisaged the term 'standard of living' in terms of material goods and buying power. None of the participants mentioned the possibilities of education, health, a pleasant life or clean environment as a life standard.

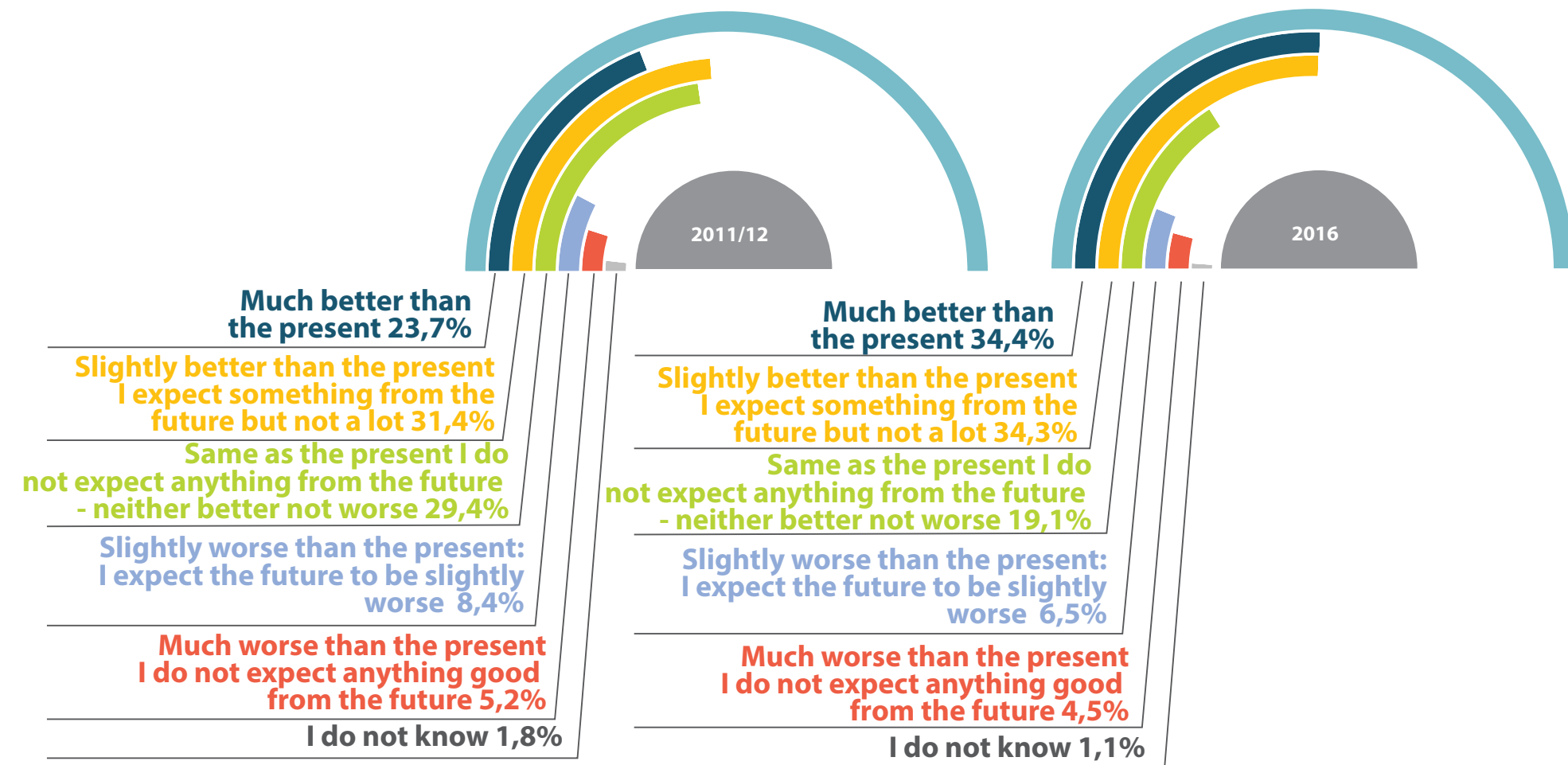
"Well, that's it. You compare these material things you see around you and based on that you conclude that your life standard is good or bad." (A general population female from an urban area of Sarajevo.)

"Well, that you are able to go on a vacation, to buy what you want, to live nicely, not to be lacking in anything." (A female youth with sensory disabilities from Sarajevo.)

There were no differences between men and women in terms of their attitudes toward the future. The majority of participants believed that the situation would remain the same or be better in the next three years.

In response to the question of how they see their future, the participants in 2016 had significantly more positive attitudes than in 2011/12. More than two-thirds of participants (68.7%) responded that the future will be 'slightly better' or 'much better' than the present (compared to 55.1% in 2011/12). On the other hand, the participants from 2011/12 more often stated that it would remain the 'same as the present' (29.4% in comparison to 19.1% in 2016) or get 'slightly worse' (8.4% in comparison to 6.5% in 2016).

Chart 28. How do you see your immediate future and which of the following statements best describe your opinion?



Participants from the general population stated significantly more often that the future would be better than the present (35.9%), in comparison to participants from the Roma community (20.2%) and youth with disabilities (25.0%). On the other hand, compared to the general population, youth with disabilities participants more often believed that the future would be the same as the present. When compared to the general population, the participants from the Roma community stated significantly more often that the future will be 'worse' or 'much worse' than the present.

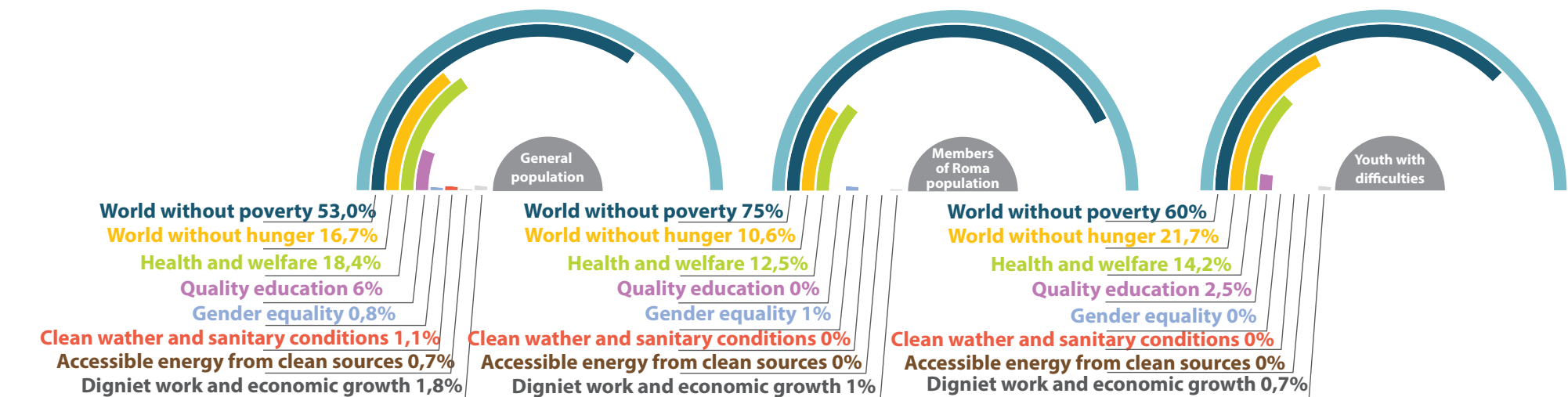
In general, it can be concluded that the participants most often evaluated their own standard of living as average and that it had remained the same over the last three years. However, they had a more optimistic attitude toward the future, believing that the quality of life in general would improve over the next three years.

Chart 29: Have you heard about the sustainable development goals? Overview according to the category of participants.



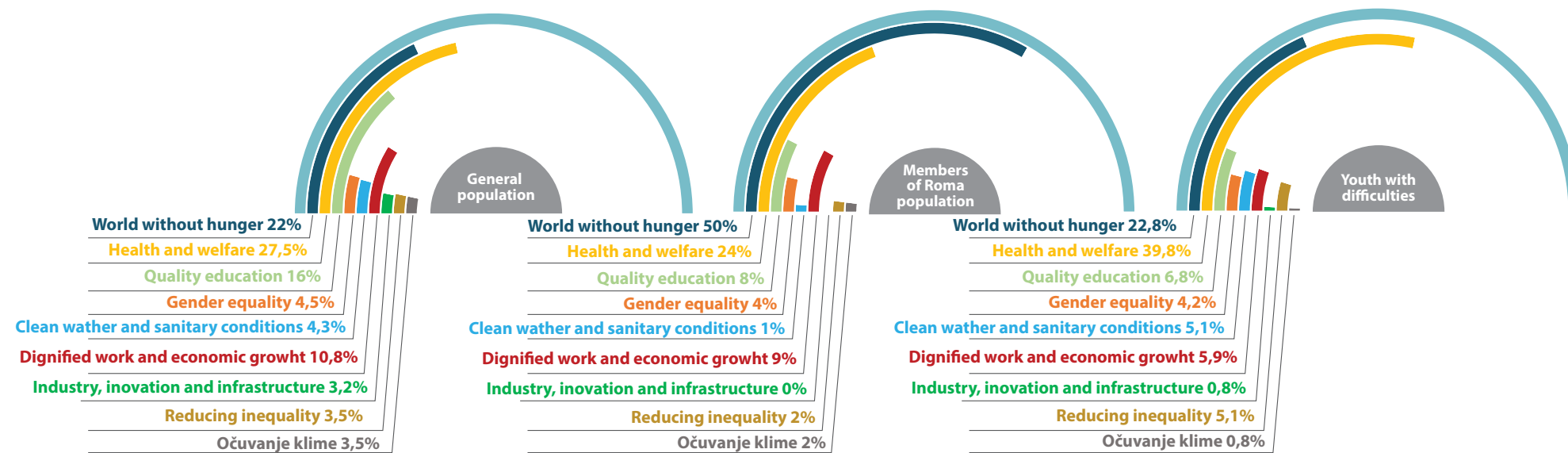
The majority of the youth had not heard about the sustainable development goals. When compared to the participants from the other categories, participants from the Roma community stated more often that they had heard about the sustainable development goals (95.2%).

Chart 30: The sustainable development goal placed first. Overview according to the category of participants.



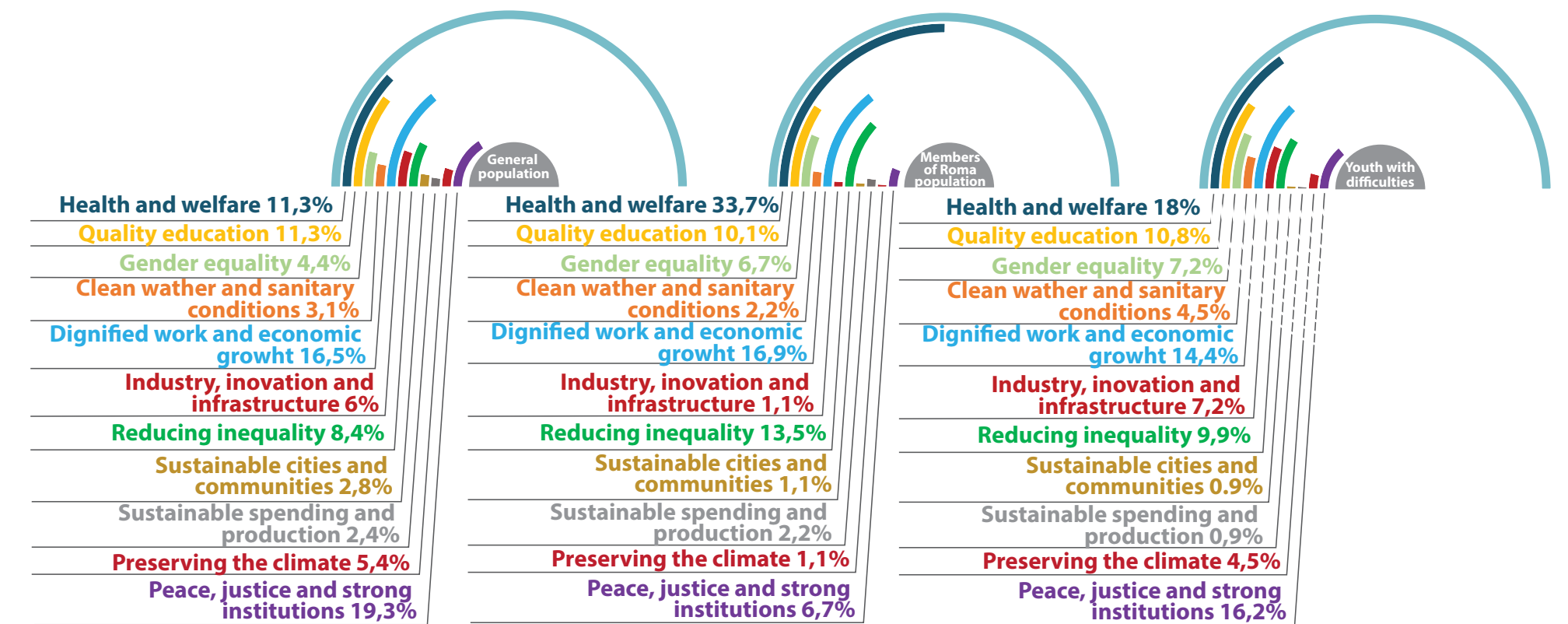
Those participants who stated that they had heard about the development goals saw the development goal 'world without poverty' as the most important. Yet differences occurred. Participants from the Roma community referred to this goal significantly more often (75.0%) than participants from the other categories.

Chart 31: The sustainable development goal placed second. Overview according to the category of participants.



Differences also appeared among the groups of participants in relation to the second most important development goal. Participants from the Roma community statistically more often (50%) stated the goal 'world without hunger' as the second most important sustainable development goal, whereas participants from the category youth with disabilities more often listed 'health and welfare' as the second most important, compared to participants from the other categories.

Chart 32: The goal of sustainable development placed third. Overview according to the category of participants.

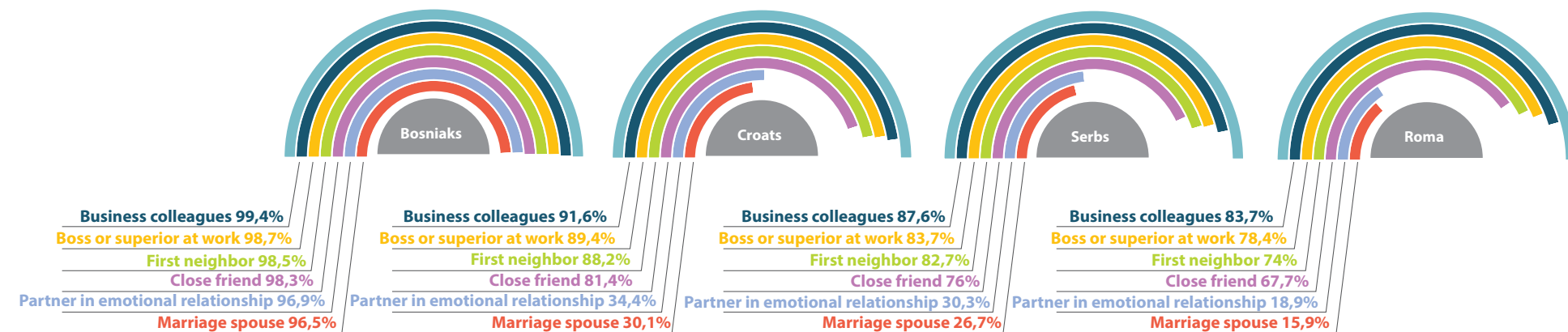


When it came to rating the third most important sustainable development goal the participants from the Roma community listed 'health and welfare' significantly more often (33.7%) than participants from the other categories. The participants from the general population significantly more often (19.3%) listed 'peace, justice and strong institutions' as the third most important development goal.

2.9 SOCIAL DISTANCE

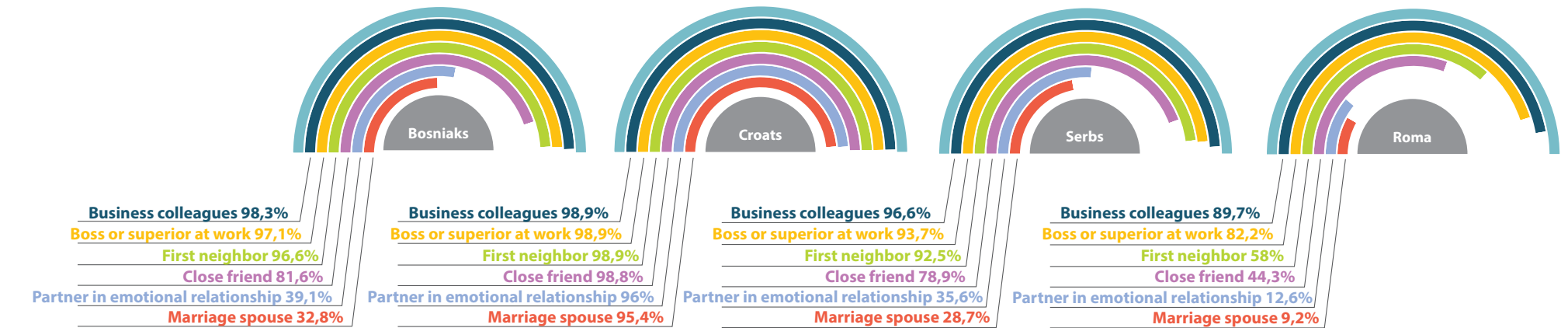
Considering the data on social distance relates to individual ethnic groups, the following section looks into the attitudes of each individual group in relation to the members of all ethnic groups. When compared to the other groups, Bosniak participants were closest socially to the members of their group. They would most often accept other Bosniaks as business partners (99.4%), boss or superior (98.7%), first neighbour (98.5%), close friend (93.8%) or partner in an emotional relationship (96.9%) or marriage (96.5%). The closest group to Bosniaks was Croats wherein 84.1 per cent of the participants stated that they would be close friends with a Croat. Yet the percentage dropped significantly when it came to emotional relations, only 34.4 per cent of Croat participants stated that they were willing to be involved in an emotional relationship with a Croat and just 30.1 per cent would marry a Croat. The same trend appeared among Serb participants. While 76.0 per cent were willing to accept a Serb as a close friend only 30.3 per cent would accept a close emotional relationship with a Serb and just 26.7 per cent would marry a Serb. Roma participants were the most distant group for Bosniaks socially. Just over two-thirds (67.7%) of the Bosniak participants would accept a Roma as a friend, while 18.9 per cent would accept being in an emotional relationship with a Roma and just 15.9 per cent would consider marriage to a Roma.

Chart 33: Would you accept some form of relationship with someone from outside of your ethnic/national group? Overview of “YES” responses given by Bosniaks.



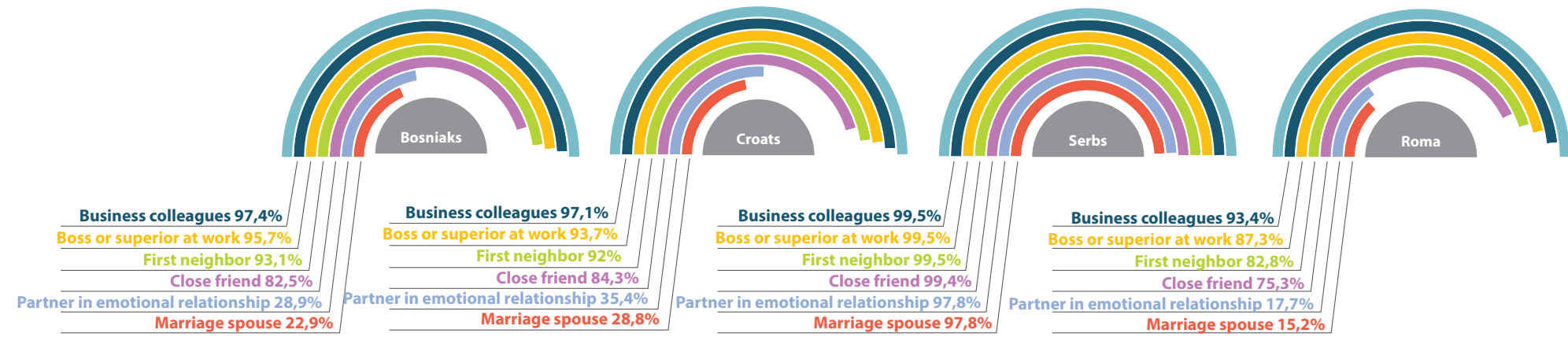
Croats participants were closest socially to people of Croat ethnicity/nationality with 98.9 per cent willing to accept a Croat as a business colleague, boss at work, neighbour or close friends, while 96 per cent were willing to be in a close relationship with a Croat and 95.4 per cent would marry a Croat. In terms of their relations with the other groups, the Croat participants were equally close to Bosniaks and Serbs; however, there was a significant social distance toward Roma. As with Bosniaks, it seems that the limit of social distance is set at the level of friendly relations: 81.6 per cent would accept a Bosniak as a close friend and 79.9 per cent would accept a Serb. However, only 39.1 per cent were prepared to accept an emotional relationship with a Bosniak and 35.6 per cent with a Serb. When it came to marriage, only 32.8 per cent would marry a Bosniak and 28.7 per cent would marry a Serb. Croat participants expressed a higher distance when it came to entering into a relation with a Roma: 89.7 per cent would accept a Roma as a business colleague, 58.0 per cent as their first neighbour and 12.6 per cent would accept an emotional relationship and 9.2 per cent would marry a Roma.

Chart 34: Would you accept some form of relationship with someone from outside of your ethnic/national group? Overview of “YES” responses given by Croats.



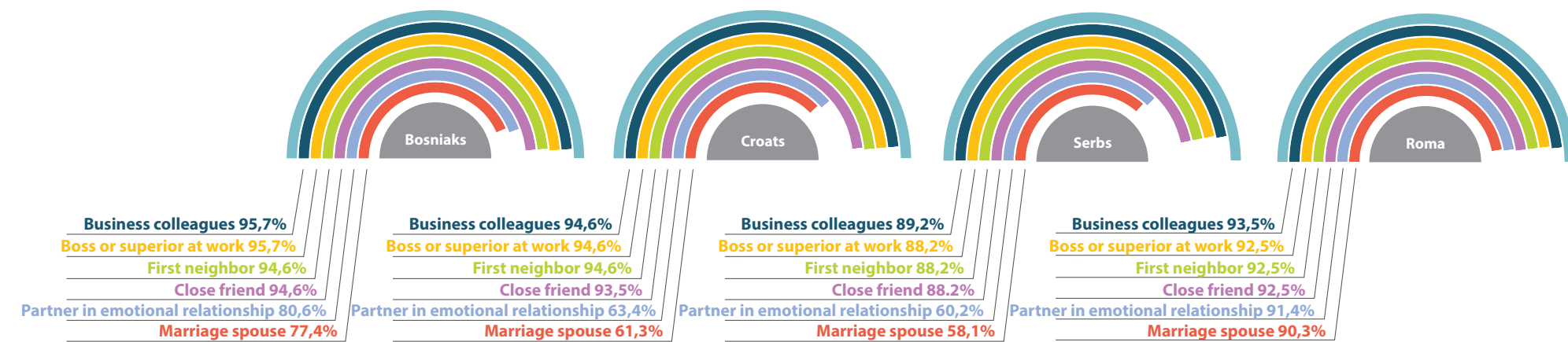
Serbs were also closest to people of Serb ethnicity/nationality: 99.5 per cent would accept a Serb as a business colleague, boss or first neighbour and 99.4 per cent would accept a Serb as a close friend, while 97.9 per cent would enter into an emotional relationship or marriage with a Serb. In relation to Bosniaks and Croats, Serbs expressed the same attitudes toward both groups: 82.5 per cent would be close friends with a Bosniak and 84.3 per cent with a Croat. As with the other groups, there was a significant drop in positive answers when it came to emotional relationships: just 28.9 per cent of Serb participants would accept a close relationship with a Bosniak and 35.4 per cent with a Croat, 22.9 per cent would marry a Bosniak and 28.8 per cent would marry a Croat. Serb participants had similar attitudes to Bosniaks when it came to Roma. While three quarters (75.3%) of participants would accept a Roma as a close friend only 11.7 per cent were willing to accept an emotional relationship and 15.2 per cent would marry a Roma.

Chart 35: Would you accept some form of relationship with someone from outside of your ethnic/national group? Overview of “YES” responses of Serbs.



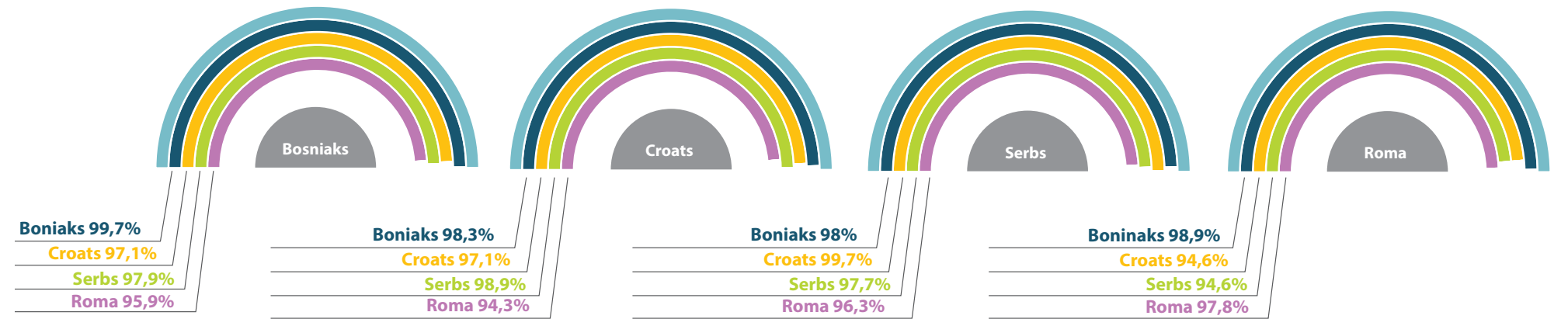
Roma were the most distant group for Bosniaks, Serbs and Croats, yet they themselves expressed different attitudes toward these three groups: 94.6 per cent would accept a Bosniak as a friend, 93.5 per cent a Croat and 88.2 per cent a Serb. When it came to an emotional relationship or marriage, as with the other groups, there was a drop in acceptance of other groups by Roma participants; however, this drop was significantly smaller. As much as 80 per cent of Roma were willing to accept an emotional relationship with a Bosniak, 63.4 per cent a Croat and 60.2 per cent a Serb, while 77.4 per cent would marry a Bosniak, 61.3 per cent a Croat and 58.1 per cent a Serb.

Chart 36. Would you accept some form of relationship with someone from outside of your ethnic/national group? Overview of “YES” responses of Roma.



There were more positive results when it came to attitudes toward children spending time together. The highest number (>94.3% for all groups) of participants from all ethnic groups stated that they would accept their children attending school with children of other ethnicities/nationalities.

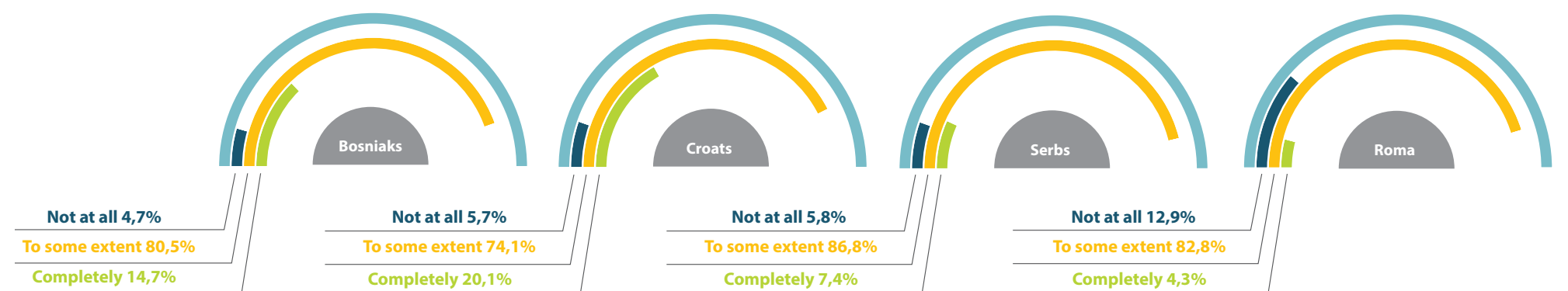
Chart 37: Would you accept your children attending school with children of other ethnicity/nationality? Overview according to the ethnicity/nationality of the participants.



Concerning knowledge of the cultures and customs of other ethnic groups in BiH, the highest number of participants (81.5%) stated that they were ‘somewhat familiar’ with this, 12.9 per cent were ‘completely’ familiar and 5 per cent stated that they were ‘totally unfamiliar’. According to the ethnicity of the participants, 14.7 per cent of Bosniaks, compared to 7.4 per cent of Serbs, stated that they were ‘completely’ familiar with the cultures of the other ethnic groups, while 20.1 per cent of Croats stated the same, which was significantly more than the Serbs (7.4%) and Roma (4.3%). Serb participants stated significantly more often than Bosniak and Croat that they were ‘somewhat familiar’ with the other cultures. Roma stated significantly more often than Bosniaks that they were ‘completely unfamiliar’ with the cultures and customs of the other ethnicities (12.9 compared to 4.7% respectively).

Both male and female participants had an equal opinion concerning the issue of knowledge of the cultures and customs of the other ethnic groups. However, participants from the ‘youth with disabilities’ category (12.5%) as well as Roma participants (11.5%) stated significantly more often that they were ‘completely unfamiliar’ with the cultures and customs of the other ethnic groups, in comparison with the participants from the general population (4.7%).

Chart 38. How familiar are you with the cultures and customs of the other ethnic groups in BiH? Overview according to the ethnic group of the participants.

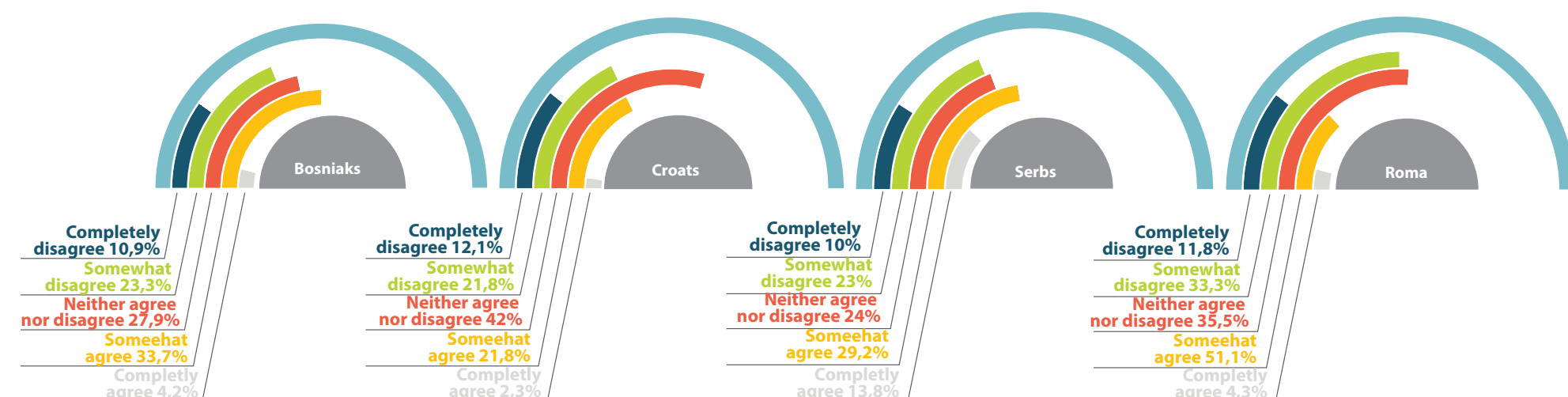


Attitudes among participants were divided when it came to tolerance in society. Just over one-third of the participants (37.4%) stated that they thought that the society in which they live is tolerant of outsiders of different origin; however, a similar percentage (34.5%) had the opposite opinion and thought that society is intolerant towards those who are different. The remaining participants (28.1%) neither agreed nor disagreed with the statement that the society in which they live is tolerant towards others and those who are different.

When analysed according to the ethnicity of the participants it became clear that Bosniak (37.9%) and Serb participants (43.0%) believed significantly more often than Croat (24.1%) and Roma (19.4%) participants that society is tolerant. On the other hand, Croat participants (42.0%) neither agreed nor disagreed with this statement significantly more often than Bosniak (27.9%) and Serb (24.0%) participants. There were no differences in relation to gender in the attitudes on this issue nor any significant differences in attitudes between the general population and the vulnerable groups. Participants from the general population significantly more often (39.4%) believed society to be tolerant, when compared to the participants from the categories 'youth with disabilities' (24.2%) and Roma (18.3%). Participants from the vulnerable groups more often stated that society is intolerant. Almost half of them (45.8% of youth with disabilities and 44.2% of Roma) shared this attitude, in comparison to one-third (33.2%) of participants from the general population.

To sum up, the results show that although the participants from the three constitutive ethnic groups are ready for cooperation there is still only a small number of people willing to have deep emotional relationships or marry persons from other ethnic groups. At the same time, all three groups remain most distant socially from the Roma. Considering the relatively low percentage of participants familiar with the cultures and customs of the other ethnic groups it seems evident that more effort must be made by the constituent peoples in BiH to understand their different cultures and customs, which could lead to a higher level of social cohesion between these groups.

Chart 39: I think that the society in which I live is tolerant of others and those who are different. Overview according to the ethnic origin of the participants.



3 CONCLUSIONS³

Basic Information about Youth in BiH

Youth in BiH continue to face numerous challenges starting with education through to employment and work to security, social protection and the standard of living. There are signs of progress in certain spheres compared to the results of the research conducted four years earlier (2011/12), such as youth readiness for entrepreneurship initiatives and further education; however, in other areas there is evidence of stagnation and even deterioration. The youth perceive unemployment, material and economic dependence as increasing problems. The majority of respondents were not married, had no children and had unresolved housing issues. A consequence of these and many other factors meant that nine out of ten participants were ready to leave BiH for a longer period or, if given the opportunity, forever.

Education and Awareness

Three out of five of these young people in BiH had completed a secondary education, while every thirteenth young person was a university graduate. When compared to the general population of youth, youth with disabilities and Roma youth were less educated. Youth in BiH attend and graduate from public education institutions, although many would like to educate themselves abroad. Every other young person had attended primary school classes where all pupils were of the same ethnicity. Youth in formal education pointed to various problems ranging from a lack of practical classes, over detailed curricula, how teachers approach pupils/students to the incompatibility of their education with the demands of the labour market. Two out of five young people claimed not to have had any type of organised practical classes within their regular education and that their teachers 'did not' or 'only partially' took them seriously and approached them in an adequate manner.

Negative attitudes were far more present among Roma youth who significantly more often cited a lack of sup-

³Please note that in this research the general population of youth was researched together with two vulnerable groups of youth: 'Roma youth' and 'youth with disabilities' (sensory, locomotor and intellectual).

port from their teachers and even parents in terms of their schoolwork and results. Education entails particular challenges for vulnerable youth. Almost every other third young person from the Roma community or young person with disabilities had experienced some form of discrimination during their education. Youths with disabilities who attended regular classes thought that the system of education was not able to meet the needs of young people with disabilities. It appears that education outside the formal framework is not common among the majority of youth in BiH: only one out of four young people stated that they were included in a non-formal education programme, most often in the form of language or computer courses. There has been a significant increase in the last five years in the number of youth ready to further their education in order to adapt to a new career or profession.

Youth mostly gather information through television and the Internet, where they spent a relatively high amount of their free time. In the focus groups, the young people explained that usually they do not believe the information and news they read, hear or see in the BiH media. As the young people stated, the media does not fulfil its obligation to help people understand the differences between the different ethnic groups living in BiH. In their opinion, the current function of the media is to emphasise and exploit such differences in a negative way.

The Labour Market

Around every fourth adult person in BiH is employed, most often as clerks or qualified/highly qualified workers yet rarely in managerial positions. It seems that youth on average needs significantly more than a year to find a job and many work outside of their chosen profession. A relatively high percentage of the youth did not search for job at all, while the majority had not been engaged in temporary jobs in the sixth months prior to the research. Around half of the youth searching for a job were willing to accept employment outside of their profession, in any sector. Although the number of young people working without a contract was less in comparison to 2011/12, the rights of a certain number of those employed remained unprotected. A particularly problematic situation existed among the members of the Roma population where 50 per cent of the participants had not signed any form of employment contract. Around 62 per cent of the participants had registered at the employment bureau. It was rare for youth to find employment outside of their municipality or abroad. The majority of youth believed that bribery was often present when obtaining a job. Every tenth young person had attempted to start a business, which represents a significant increase compared to 2011/12. Youth most frequently cited a lack of finance as the reason for not starting their own business. Within the context of gender differences (and stereotypes), men were more often active job seekers and more ready to work outside of their municipality and BiH; they were also significantly more likely to be private entrepreneurs. Women on the other hand more often held permanent job contracts, most often in the position of officials and office clerks.

Economic Status

Less than half of the adults contributed to the household budget (46.2%): men significantly more so than women. The young people had relatively little money: around 240 BAM a month on average. Youth from the vulnerable groups had even less money in relation to the general population of youth. The main sources of income in the youth households were salaries and fees. Social help was also an important source of income for youth with disabilities. Less than 5 per cent of the youth received scholarships.

Social Security

The majority of youth in BiH are not clients of the Department of Social Services (DSS): only a few of the youth were in contact with the DSS. Compared to the general population of youth, persons from the vulnerable groups were more often in contact with the DSS and youth with disabilities their most frequent clients. Around 6 per cent of the youth were beneficiaries of social help, most often youth with disabilities.

Young people with a certain level of disability stated that their disability created certain difficulties when finding a job, accessing fun/recreational content, accessing nature and accessing public administration and education institutions.

Political Participation and Membership of Organisations

The majority of youth thought that they had little influence on important decision-making processes, even when it came to decisions that directly affected them. Only a small number of young people stated that they had influence over decision-making within their family and circle of friends. Rarely did they state that they had influence in institutions of education or at the workplace, while almost none stated that they had influence in their local communities. It is therefore unsurprising that many young people do not vote. Those young people that had not voted cited most often their lack of belief that voting can change anything as their reason. Just over half of the youth who had the right to vote in the last election had voted: those employed and the more educated more often than those who were unemployed and less educated. The majority of youth had not been politically active in any other way during the last year. More specifically, the majority of participants stated that during the past twelve months they had not contacted a politician, attended a public meeting, participated in a public protest or public discussion concerning the municipal budget, meeting of the Local Community Council, signed a petition, collected signatures, participated in a political discussion on the Internet and/or written articles/blogs on the Internet or in a newspaper. The youth were rarely members of youth or other organisations, despite having positive attitudes concerning the work of such organisations. It appears that Roma often see themselves as less influential than other vulnerable groups. Every other tenth young person reported having participated in a form of voluntary activity. The most common justification among the youth for not engaging in voluntary work was that no one had asked them.

Free time and the Mobility of Youth

Young people in BiH spend most of their free time watching TV, surfing the Internet and socialising. It seems that in relation to general population vulnerable groups spend significantly more time watching TV, while they seldom become active in other free activities such as going to the cinema, concerts etc. It is very disappointing that more than half of the young people who participated in the research stated that in the last month that they had read a book or a magazine 'not at all' or 'less than once a week'. It is also worrying that significantly more than three quarters of the participants stated that in the last month they had either 'not at all' or 'less than once a week' attended a cultural event, movie, concert, etc. Healthy life styles were questionable for at least one-third of the youth who admitted to not doing any sport or recreational activities in the previous month. It is encouraging that more than three quarters of the young people, according to their claims, do not visit betting shops. The majority of the youth wanted to leave BiH: only every tenth young person had no desire to leave BiH for a longer time or forever.

Socioeconomic Questions and Security

The highest number of young people thought that to advance in life it is important to come from a rich family, have well educated parents, have ambition, be prepared to work hard or to know the right people. Almost all of the participants were very close with members of their immediate family, while a slightly lesser percentage were close to their extended family members. Around a quarter of the participants stated that there are a lot of people within their community who are hooligans, people who advocate hateful speech, and children and youth who are violent toward their peers. As explained during the focus groups, the youth consider hateful speech to be a part of everyday political discourse and think that political leaders are propagators of this form of dialogue. Participants from the category 'youth with disabilities' significantly more often stated there were people with a pronounced sense of alienation from society living in their vicinity. A very worrying finding is that four out of every nine young people claimed that there are people in their community who are very poor.

Opinions about the Present and the Future

The majority of youth found satisfaction in fun and leisure activities and highly appreciate the possibility of free expression. According to the findings of this research, the biggest problems faced by youth in BiH are unemployment and economic and material dependence. It seems that these problems have remained the same over the years, but become more crystallised. Roma youth emphasised housing issues and social differences, while youth with disabilities emphasised the crisis of moral values and insufficient care in society for the youth. The majority of youth evaluated their standard of living as average yet believed that it has improved over the last three years and that it will be better in the future. Youth from the general population stated more often than youth from the vulnerable groups that their standard of living had improved over the last three years, while the vulnerable groups held the opposite opinion and reported a worsening of their standard of living.

Social Distance

The results on the scale of social distance show that the participants from the three constitutive nationalities have somewhat positive attitudes and a readiness for cooperation. However, the results also show that close emotional ties represent the line that the majority of youth are still not ready to crossover in terms of interaction with youth from other ethnic groups. The biggest distance exists between Roma and the other groups. A positive is the fact that the majority of the participants from all groups were ready to allow their children to attend school with children from other ethnic groups.

The Status of Vulnerable Groups

This research looks into the attitudes of youth from the general population and the attitudes of youth from different vulnerable groups (Roma youth and youth with disabilities). It is necessary to emphasise that in relation to the general population of youth these vulnerable groups face numerous challenges in BiH society significantly more often, starting from education through to employment to income and other aspects of life. The endangered status of vulnerable groups contributes to more negative attitudes concerning their present and future among Roma youth and youth with disabilities, compared to the general population.

4 RECOMMENDATIONS

The recommendations presented in this section of the report are based on the wishes and needs of the youth as specified in this research. These recommendations can be of use to different government institutions, civil society organisations, public and private institutions and companies, education and social institutions and others that deal with the issues and problems of youth as well as social problems in general.

Solving the Problems of Unemployment and Housing

Even though since 2011/12 it has been reduced up until 2016 by 3.3 index points, the statistical data indicates that unemployment remains a major problem in BiH. As an increasing primary challenge faced by youth in BiH unemployment is causally linked to many other socioeconomic problems of youth and BiH in general. The authorities in BiH have reason to be worried about to population growth in the country. According to data from the Agency for Statistics of BiH, population growth in BiH decreased over the period 1997 to 2014 and has had a negative ratio since 2009. The majority of adult young people included in the research were not married (80.3%) and only 15.0 per cent had children (one or two on average). Accordingly, the authorities should encourage youth to start families and have their own children. The majority of youth (53.6%) live in their parents' house. Unemployment and housing remain major problems for youth and such problems must be solved if the economic situation of youth (and society) is to be improved and population growth in BiH increased.

Enable Everyone to Exercise their Right to Primary Education

Two per cent of participants stated that they had not even finished primary education, most commonly Roma. The data that this social problem has yet to be resolved is devastating and underlines the fact that compared to the general population of youth vulnerable groups are less educated. The authorities in BiH should enable everyone to exercise the right to education as one of the basic human rights. Social institutions such as the Departments for Social Services could participate alongside education and non-governmental organisations in implementing this intrinsic right.

Removing Obstacles to Quality Education

It is necessary to remove the financial causes for not completing regular education. This applies in particular to university education, which many young people terminate because of a lack of financial means. The authorities as well as the non-governmental sector can influence this through scholarships, loans and other mechanisms. It is also important to take into account the voices of youth who claim that curricula are too hard and too detailed for them and their mention of a lack of professionalism among some teaching staff. According to the opinion of youth, one of the problems related to education is a lack of practical classes. Although when compared to 2012 things are moving positively it remains insufficient for youth to express satisfaction with the aforementioned aspects of education. Systematic change together with a detailed planned approach is required alongside an effort directed not only at teachers and parents but also toward youth in order to maximise the possibility for youth to gain the education they deserve.

Provide International Education Experiences for Young People

Many young people expressed an interest in studying abroad: 55.5 per cent stated that they would leave BiH to study, yet the majority (97%) of them are studying in BiH. It is necessary to provide schools and universities with more information about opportunities to study abroad. Education institutions can participate in this together with the relevant authorities (e.g. the ministries of education and Foreign Affairs Ministry) and non-government organisations. It is necessary to take into account that youth should be motivated to return to BiH after completing their education and to use their knowledge to help develop their own country.

Informing Youth about the Opportunities and Possibilities of Volunteerism

According to the results of the research, the majority of youth did not volunteered over the recent period. This they most often attributed to a lack of information and not being asked to volunteer. Primarily, it is necessary to identify different organisations and institutions that require volunteers and to create a database on these organisations. Furthermore, besides the obvious social benefits of volunteerism, it is necessary to inform youth about the possibilities linked to voluntary work in terms of the opportunities for youth to learn, develop and gain experience. The media could play an important role, having in mind that television and the Internet are the main sources of information for young people. It is also clear that youth consider recognition and legal protection whilst volunteering as important factors and this must be taken into account when dealing with the issue of volunteerism.

Increased Access to Non-formal Education Programmes

The majority of youth (64.9%) stated that they had not attended an education programme outside of formal education. Considering the increasing demands of the jobs market for the wide range of professional skills and increasing need for lifelong learning and education, non-formal education programmes could play an important role in this process over the upcoming period. This is why it is necessary to provide more information about the existing opportunities as well as more opportunities and possibilities for youth to access such non-education programmes.

⁴http://www.bhas.ba/saopstenja/2016/NEZ_2016M04_001_01_B5.pdf, accessed 5 June 2016.

⁵http://www.bhas.ba/tematskibiltenti/DEMOGRAFIJA_2015_BH_web.pdf, accessed 5 June 2016.

Encouraging Youth participation in Decision-making and Entrepreneurship and raising the Assertiveness of Youth

According to the results of the research, young people are rare among managers, directors and businesspersons (6.6%). It is therefore necessary to encourage employers to engage young people in such positions and encourage entrepreneurship, especially among young women. Considering the economic situation in BiH, new and different solutions to the existing problems are required and this could involve a fresh and motivated work force with existing supervisors and managers maintaining a supervisory function. It is necessary for youth to educate themselves further in order to be ready to take on jobs that require a higher level of responsibility. Youth need to learn how to assertively 'sell' their knowledge and skills and be encouraged to start their own businesses. Yet first it is necessary to solve the problem of their inactivity in relation to searching for jobs in general and to encourage them to apply and be more active in this area. It is also necessary to inform employers adequately about the benefits of giving more responsibility to young people and about the benefits of employing young people in general.

Protection of Vulnerable Groups

The results of the research indicate that vulnerable groups of youth in BiH remain endangered in different ways, starting from their education to the job they work and the income they make. In general, it is necessary to enable these groups to fulfil their rights and allow them to gain equal opportunities for education as well as equal rights in the jobs market.

Protection of Workers' Rights

Although it appears that the number of youth working without a contract is being reduced (11.5% in 2016 in comparison to 13.0% in 2011/12) it is still necessary to invest additional effort to protect the rights of all workers. There is also insufficiently protection of the rights of workers in terms of the payment of salary and contributions on the salary. Special attention should be paid to vulnerable groups. It is also necessary to increase the number of actions aimed at uncovering and addressing cases of buying working places and other forms of bribery in order to obtain employment. Activities to stop discrimination when finding a job are also required in order to protect the rights of workers.

Improving the Quality of Social Security

Only a few participants had visited the Department for Social Services (8.3% in comparison to 2011/12) in the recent period, while only one-third of the youth who had visited these centres (48.8%) stated that they had received full information in response to their question. This indicates a poor level of efficiency in the Departments for Social Services regarding the problems of youth. It is therefore necessary to conduct additional research into the problems that these departments face and the way such problems affect their efficiency, including suggestions on how to implement adequate measures for their improvement. It is necessary to monitor and secure implementation of the laws on social security.

Informing Youth about the Advantages of Political and Non-government Sector Participation

Youth in BiH do not believe that they have influence over decisions outside of their own family and friends. It is therefore no surprise that a large percentage of youth does not vote (33.3% compared to 40.2% in 2011/12). Although political parties usually have youth forums few young people participate in political parties or in other organisations though which they could be active and attempt to influence political

decisions in general. It is necessary to encourage young people to participate actively in political and other organisations, considering that the youth is the future of BiH. Education institutions could play a lead role in this.

The young people often stated that the support of non-governmental organisations is not available to them: more than 60.0 per cent. Young people generally do not perceive the non-governmental sector as a means of support and it was evident through conversations held with the young people that their perception of non-governmental organisations is not going in the right direction. They mostly think that participating in the work of non-governmental organisations cannot achieve anything of relevance and many believe that it is “a waste of time”. It is necessary to familiarise young people with how NGOs function as well as the benefits of their active participation in the work of these organisations.

Free Time and the Mobility of Youth

It is necessary to encourage more young people to participate in the sports activity offered to them in the places where they live. This should be done using arguments that are acceptable to young people and by indicating the negative effects of an inactive life. Running schools, cycling, hiking and organising one-day trips are some of the activities that do not require a lot of money yet are highly beneficial and get young people out of the house during their free time.

Improving the Safety Situation in Local Communities

The results of this research show that the majority of participants, no matter what category they belonged to, suffered social exclusion. Around half of all participants stated that they did not feel safe in their place of residence, while more than half of the participants from all categories did not have access to recreational resources. A worryingly high number (over 25%) of participants indicated that there were people in their local communities who were hooligans, who advocated hateful speech and who were violent. The majority of participants in this research mentioned a very high level of connectivity with members of their family and distant family. Only a small number of participants (less than 10%) mentioned arguing or violence within the family. More than 90 per cent of participants stated that the family members help each other when needed.

The majority of participants did not trust the law enforcement authorities (around 60%), which directly correlates to the sense of insecurity reported by the participants. It is necessary for the security agencies in BiH to show that they are ready to protect citizens and to ensure an environment where people feel safe by addressing the issue of the large number of violent people, especially young people, in local communities.

Educate Youth about Others and those who are Different in order to Reduce Social Distance

The results of the research point to a highly ethnically homogenous education experience, especially in primary schools, and the need to strengthen social cohesion between the different ethnicities in BiH. In line with the above, the education institutions should teach the younger generation about the cultures and traditions of the different ethnic groups in BiH and thus bring them closer together. The media also has an important role to play in bringing these ‘differences’ closer and hence it is important that the media strives to promote increased awareness and motivate people to adopt a positive attitude to diversity among the citizens of BiH.

5 APPENDIX

5.1 Questionnaire for the Youth Survey

POT. I have prepared for you several entries related to the difficulties you face. Please answer using the numbers from 1 to 4. (1) means ‘I have no difficulties’, (2) ‘I have small difficulties’, (3) ‘I have big difficulties’ and (4) ‘I am Completely incapable’.

Do you have difficulties with any of the following?

WRITE DOWN AN ANSWER FOR ALL MENTIONED ENTRIES

1. Sight, although you wear glasses
2. Hearing, although you use a hearing aid
3. Walking or climbing stairs
4. Memory or concentration
5. Putting clothes on and maintaining personal hygiene
6. Communication (communication with others)

ISP. (DO NOT READ) Record the category of participants.
IF THE ANSWER TO THE PREVIOUS QUESTION WAS 3 OR 4 IT IS NECESSARY TO RECORD ONLY OPTION NUMBER 3. YOUNG WITH DISABILITIES. OTHERWISE, IT IS POSSIBLE TO CHOOSE OPTION 1 GENERAL POPULATION OR 2 MEMBER OF THE ROMA THE COMMUNITY

1. General population
2. Member of the Roma community
3. Youth with disabilities

INTRODUCTION

Now I will ask you some general questions about the problems that youth like you face today, about your current

living standard and what are your expectations for the future.

Q1. In your opinion, what causes dissatisfaction among the youth today? (For every entry put one of the following answers: (1) 'causes satisfaction', (2) 'causes dissatisfaction' or (3) 'causes neither satisfaction nor dissatisfaction').

1. Secondary enrolment
2. University and college enrolment
3. Postgraduate studies enrolment
4. Form of education
5. Possibility of employment
6. Possibility of solving your housing issue
7. Possibility of economic independence
8. Possibility for youth to do what they want and what is important to them
9. Possibility of advancement in professions and vocations
10. Possibility of political participation
11. Possibility of fun and leisure
12. Possibility to express your opinion freely

Q1_Other. If you selected other, now list what.

ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q2. When you take into account all areas, how would you evaluate your current standard of living?

CHOOSE ONE ANSWER

1. Very bad
2. Bad
3. Average
4. Good
5. Very good
5. Much better

Q3. How would you evaluate your current standard of living in relation to that of your parents when they were your age?

CHOOSE ONLY ONE ANSWER

1. Much worse
2. Somewhat worse
3. The same
4. Somewhat better
5. Much better

Q4. Has your standard of living changed over the last 3 years?

CHOOSE ONLY ONE ANSWER

1. Drastically worsened
2. Worsened
3. Remained the same
4. Improved
5. Drastically improved

Q5. What do you think your standard of living will be in the next 3 years? Now I will read to you some areas. Please answer using the numbers 1 to 5 where (1) means 'much worse', (2) 'worse', (3) 'the same', (4) 'better' and (5) 'much better'.

WRITE ONE ANSWER FOR EACH ENTRY

1. Income
2. Working status
3. Education and training
4. Health protection
5. Housing issues
6. Quality of life in general

Q6. In your opinion, what are the most important problems for youth in our society? What problem is in first and second place according to its importance? (First, select the answer you think is in first place and then choose the answer that you rank second in importance).

1. Material/economic dependence
2. School and education system
3. Unemployment
4. Housing issue
5. Use of free time
6. Inferior position of youth
7. Moral crisis and lack of ideals
8. Insufficient care in society for the problems of youth
9. Social differences
10. Ethnic differences
11. A lack of interest in social problems among youth
12. Inefficiency and inactivity of youth organisations
13. The lack of freedom of speech and opinion
14. Alcoholism, drug abuse, juvenile delinquency etc.
15. Alienation of human relations

Q6_Other. If you said other, now list what.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q7. Have you heard about the sustainable development goals?

CHOOSE ONE ANSWER

1. No
2. Yes

Q8. Below is a list of the 17 sustainable development goals. Mark the 3 goals that are most important to you as a young person in BiH. FIRST CHOOSE THE MOST IMPORTANT, THEN THE SECOND MOST IMPORTANT AND THEN THIRD MOST IMPORTANT.

1. World without poverty
2. World without hunger
3. Health and welfare
4. Quality education
5. Gender equality
6. Clean water and sanitary conditions
7. Accessible energy from clean sources
8. Dignified work and economic growth
9. Industry, innovation and infrastructure
10. Reducing inequality
11. Sustainable cities and communities
12. Responsible spending and production
13. Preserving the climate
14. Preserving the water world
15. Preserving life on earth
16. Peace, justice and powerful institutions
17. Through partnership to goals

EDUCATION

Several of the following question may be related to your experience of education. This refers to all types of regular and part-time education as well as extracurricular training.

Q9. To begin, what is the highest level of education that you have completed? We mean the last level of education. If currently you are a school pupil or a student then state the last level of education that you completed (before you started the current one). If you have completed more than one school/studies then mention the last one you completed.

CHOOSE ONLY ONE ANSWER

1. Did not attend school

2. Unfinished primary school - no education
3. Completed 4 years of primary school
4. Completed primary school
5. Vocational school (3 years)
6. Secondary school, technical school, etc. (4 years)
7. College (2 years of additional education after secondary school - technical or medical school)
8. College (2 years additional education after secondary school - economy school)
9. College (2 years additional education after secondary school - education or social sciences school)
10. University (social sciences and humanities)
11. University (4 years) - economy
12. University (4 years) - law
13. University (4 years) - natural sciences, civil engineering and electrical engineering
14. University (4 years) - medical school and dentistry
15. Masters or Ph.D

Q10. What is the highest level of education that your mother attained? We mean the last level of education. If she completed more than one school/studies then state the last one she completed. (Choose only one answer!)

CHOOSE ONLY ONE ANSWER

1. Unfinished primary school - no education
2. Completed 4 years of primary school
3. Completed primary school
4. Vocational school (3 years)
5. Secondary school - technical schools, etc. (4 years)
6. College (2 years of additional education after secondary school - technical or medical school)
7. College (2 years additional education after secondary school - economy school)
8. College (2 years additional education after secondary school - education or social sciences school)
9. University - social sciences and humanities
10. University (4 years) - economy
11. University (4 years) - law
12. University (4 years) - natural sciences, civil engineering and electrical engineering
13. University (4 years) - medical school and dentistry
14. Masters or Ph.D
15. Not sure

Q11. What is the highest level of education that your father attained? We mean the last level of education. If he completed more than one school/studies then state the last one he completed. (Choose only one answer!)

CHOOSE ONLY ONE ANSWER

1. Unfinished primary school - no education
2. Completed 4 years of primary school

3. Completed primary school
- 4 Vocational school – (3 years)
5. Secondary school - technical schools, etc. (4 years)
6. College (2 years of additional education after secondary school - technical or medical school)
7. College (2 years additional education after secondary school - economy school)
8. College (2 years additional education after secondary school - education or social sciences school)
9. University - social sciences and humanities
10. University (4 years) - economy
11. University (4 years) - law
12. University (4 years) - natural sciences, civil engineering and electrical engineering
13. University (4 years) - medical school and dentistry
14. Master or Ph.D
15. Not sure

Q12. Where did you finish your last school/study?
CHOOSE ONLY ONE ANSWER

1. Private school/university in BiH
2. Public school/university in BiH
3. Private school/university abroad
4. Public school/university abroad

Q13. Did you stop school or university before you had completed it?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

P14. What are the main reasons for you not continuing your education?
YOU CAN CHOOSE MORE THAN ONE ANSWER

1. Because of agricultural work at home
2. Obligations at home (housework)
3. I found a permanent job
4. I did not see any purpose in continuing
5. Financial reasons
6. Other

Q14_Other. If you said other, now list what.
ANSWER USING A MAXIMUM OF 50 CHARACTERS!

Q15. Did you ever repeat a year at the school you finished?

1. No
2. Yes

Q16. If you repeated a year during your education then please list how many times you had to repeat a year.
WRITE DOWN HOW MANY TIMES THEY HAD TO REPEAT A YEAR FOR EVERY LEVEL OF EDUCATION.

1. At primary school_
2. At secondary school_
3. At university_

Q17. How much will your education help you to find a job in the future in the profession for which you acquired knowledge? That is, to what extent will your education provide you with the necessary knowledge and skills to find a job in your profession? If you are employed then please tell us the extent to which your education helped you to find a job in your profession?
CHOOSE ONLY ONE ANSWER

1. Not at all
2. Not really
3. Somewhat
4. Greatly

Q18. To what extent do the following statements relate to your education? If you are no longer a pupil/student then think about your last school/study. Choose an answer that relates to your experience. (For every entry write one of the following answers: (1) 'definitely not', (2) 'to some extent', (3) 'to a great extent' or (4) 'completely').

1. The demands set for me in class were too big a burden for me.
2. There were a lot of subjects that interested me.
3. The majority of teachers took me seriously and were interested in my work.
4. The majority of teachers approached pupils/students in an adequate way.
5. My results at school/college were very important to my parents.
6. I had the full support of my parents when facing problems in my education.

Q19. Do you participate in some kind of organised volunteer work or actions in or outside of your school/university? If you no longer attend school or university then did any similar initiatives exist when you were attending school/university?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q20. How often do you attend some form of organised practical classes as part of your regular education? If you no longer attend school or university then think back to when you did.
CHOOSE ONLY ONE ANSWER

1. Not at all
2. Every day
3. 2 to 3 times a week
4. Once a week
5. Every other week
6. Once a month
7. Less than once a month

Q20_1. Please select one of the provided answers.
In my class in primary school...
CHOOSE ONLY ONE ANSWER

1. All pupils are (were) of the same ethnicity/nationality.
2. There are (were) 1 to 5 members of other ethnicities/nationalities.
3. There are (were) more than 10 members of other ethnicities/nationalities.
4. It does not relate to me (if the participant did not attend primary school).

Q20_2. Please select one of the provided answers.
In my class in secondary school...
CHOOSE ONLY ONE ANSWER

1. All pupils are (were) of the same ethnicity/nationality.
2. There are (were) 1 to 5 members of other ethnicities/nationalities.
3. There are (were) more than 10 members of other ethnicities/nationalities.
4. It does not relate to me (if the participant did not attend secondary school).

Q20_3. Please select one of the provided answers.
In my study group at university...
CHOOSE ONLY ONE ANSWER

1. All students are (were) of the same ethnicity/nationality.
2. There are (were) 1 to 5 members of other ethnicities/nationalities.
3. There are (were) more than 10 members of other ethnicities/nationalities.
4. It does not relate to me (if the participant did not attend a university).

Q20_4. We learned about the customs and cultures of all of the constituent peoples in BiH through the curriculum at my primary school.
CHOOSE ONLY ONE ANSWER

1. Yes
2. No
3. It does not relate to me (if the participant did not attend primary school)

Q20_5. We learned about the customs and cultures of all of the constituent peoples in BiH through the curriculum at my secondary school.
CHOOSE ONLY ONE ANSWER

1. Yes
2. No
3. It does not relate to me (if the participant did not attend secondary school)

Q20_6. Have you had any experience with discrimination at school?
CHOOSE ONLY ONE ANSWER

1. Yes
2. No
3. (Do not read) Does not want to answer

Q20_7. If you stated that at school you had experienced discrimination, on what grounds were you discriminated against?
IT IS POSSIBLE TO CHOOSE MORE THAN ONE ANSWER

1. Based on gender
2. Based on age
3. Based on sexual orientation
4. Based on religion/ethnic/national belonging
5. Based on disability
6. Based on the place you come from
7. Other
8. (Do not read) Does not want to answer

Q20_8. Other. If you said other, now list what.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

NON-FORMAL EDUCATION

The following questions relate to your experience of non-formal education. Here we refer to classes, trainings and courses outside of formal education and not as part of your regular classes at school or university.

Q21. Have you ever attended a course or training that was not part of the regular programme of education?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q22. What was the topic of the training?
ANSWER USING A MAXIMUM OF 50 CHARACTERS!

Q23. From the list below what do you think requires change in the field of formal education.
CHOOSE ONLY ONE ANSWER

1. Too detailed curriculums.
2. The lack of practical approaches to classes.
3. The practice of science and research work not in accordance with the actual needs of the economy.
4. The lack of dialogue in the classroom.
5. The lack of scholarships/loans, especially within higher education.
6. The lack of content on male reproductive health.
7. The relationship between teacher and pupil/student.
8. The lack of professionalism among teachers and professors.
9. Inadequate technical equipment.
10. Other.

Q23_Other. What else needs to be changed?
ANSWER USING A MAXIMUM OF 50 CHARACTERS!

Q24. Have you heard of the term “lifelong learning”?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q25. The concept of ‘lifelong learning’ infers that people must educate themselves throughout their entire lives, even if this means changing their career or profession. Are you ready to change your career/profession and to re-educate yourself for a new career/profession?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q26. Can you tell us what would make you change your career, profession or vocation and re-educate yourself for a new career?
ANSWER USING A MAXIMUM OF 50 CHARACTERS

JOBS MARKET

Now come some questions about your experience of work.

Q27. Which of the following categories best describes your situation during the last week? Were you employed full-time, part-time, unemployed or something else?
CHOOSE ONLY ONE ANSWER

1. Employed full-time (35 or more hours a week -temporary jobs and volunteering not included)
2. Employed part-time (between 15 and 35 hours a week)
3. Employed part-time (less than 15 hours a week)
4. Employed in agriculture at a private property (not looking for another job)
5. Intern
7. Traineeship
8. Specialisation
9. Unemployed, with occasional jobs (actively looking for work - including voluntary)
10. Unemployed (looking for work)
11. Unemployed (I want a job but I am not actively looking)
12. Unemployed (but not looking for work at all)
13. Person with disability (my disability is the main reason why I am not working)
14. Housewife
15. School pupil
16. Maternity leave
17. Student
18. Illness (which is the reason why I do not work)
19. Military official
20. Other

Q28. How many months did it take you to find first your first permanent job after completing your last school or studies?
Write ‘999’ if it was less than a month.
Please write the number of months_____

Q29. As a part of your job, is there currently a need for the knowledge and skills you possess?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q30. If so, which knowledge and skills?
Write three answers at most. Write '97' if there are no other knowledge or skills).

ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q31. To which category does your job belong?
CHOOSE ONLY ONE ANSWER

1. Executive/Director (senior manager in the public or private sector, but not the owner of the company)
2. Manager (middle or lower level)
3. Private businessperson
4. Doctor
5. Specialist/expert (usually demands a university education)
6. Technician (technician in medical care, nurse)
7. Technician (technician in education, social sciences, social work, primary school teacher)
8. Teaching staff (including secondary school and university)
9. Clerk (clerks and office workers)
10. Qualified and highly qualified worker
11. Half-qualified worker
12. Unqualified worker
13. Military official
14. Police official
15. Agricultural worker on own property
16. Other

Q31_Other If you said 'other', please state which.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q32. At your work, what kind of contract have you signed with your employer?
CHOOSE ONLY ONE ANSWER!

1. I have not signed a contract
2. Trail period contract

3. Full-time contract
4. Fixed time contract
5. Temporary service contract (author, scholarships etc.)
6. Internship contract
7. Contract via a student service

Q33. Do you receive your salary regularly?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes but not regularly each month
3. Yes regularly each month

Q34. Does your employer pay other contributions on your salary?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes but no regularly each month
3. Yes regularly each month

Q35. Are you employed in your profession or not? That is, are you doing a job for which you were educated?
CHOOSE ONLY ONE ANSWER

1. Not at all
2. Not really
3. Yes
4. Cannot decide

Q36. Have you worked on paid temporary jobs during the last 6 months?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q37. How many months of registered working experience do you have? If you cannot remember then please state an approximate number of months (Write '999' if it is less than a month).
Please write the number of months_____

Q38. How many months of unregistered working experience do you have? (Write '999' if it is less than a month).
Please write the number of months_____

P39. Have you searched for work in the last 4 weeks? That is, have you responded to a job advertisement, asked around seriously or gathered information through newspapers or via the Internet on the available opportunities for employment?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q40. Do you search for jobs in a particular sector?
CHOOSE ONLY ONE ANSWER

1. No
2. I would accept a job in any sector
3. No but I would not accept a job in any sector
4. Yes I search for jobs in a particular sector

Q41. Please state at least one sector and three others in which you would be interested to work. Please read the list of sectors below and select your first, second and third choice. (First, choose the sector that you are primarily interested in, then the second place and third place sectors).

1. Agriculture, forestry, fishing, water management
2. Industry and mining
3. Civil engineering, utility services
4. Crafts
5. Traffic and communications
6. Trade, catering, tourism and recreation
7. Personal activities (hairdressers, barbers and domestic help)
8. Finance
9. Education, culture, health, social security
10. Police, security, military
11. Public administration, state authorities and political parties
12. Societies, non-governmental organisations
13. Telecommunications
14. IT, computers, programming (but not trade)
15. Development agencies and programmes
16. Other

Q42. What is the minimum salary you are willing to work for?
WRITE DOWN THE ANSWER
Please state the amount of the salary in BAM _____

P43. Tell us, in months, how long you have been without work.
WRITE '0' IF YOU HAVE NEVER HAD A JOB OR '999' IF YOU HAVE BEEN WITHOUT WORK FOR LESS THAN A MONTH.
Write down the number of months: ____

Q44. Are you registered as unemployed at the employment bureau?
CHOOSE ONLY ONE ANSWER!

1. No
2. Yes

Q45. What is the main reason for your not being registered as unemployed at the employment bureau?
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q46. Have you worked outside of your municipality in BiH for longer than a year without pause?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes but not for longer than a year
3. Yes

Q47. Have you worked outside of BiH for longer than a year without pause?
CHOOSE ONLY ONE ANSWER!

1. No
2. Yes but not for longer than a year
3. Yes

Q48. Have you ever witnessed someone buying a working place or have you just heard about someone paying a certain amount to get a job?
YOU CAN CHOOSE MORE THAN ONE ANSWER

1. No
2. Yes I was a direct witness
3. Yes I have heard of such a case

Q49. To what extent, in your opinion, is bribery for to obtain a job in PUBLIC ADMINISTRATION a common occurrence in our society?
CHOOSE ONLY ONE ANSWER

1. There is no such thing
2. There is such a thing but not often
3. That is present in the majority of cases

Q50. To what extent, in your opinion, is bribery for a job in PRIVATE COMPANIES a common occurrence in our society?
CHOOSE ONLY ONE ANSWER

1. There is no such thing
2. There is such a thing but not often
3. That is present in the majority of cases

Q51. Have you tried to start your own business?
CHOOSE ONLY ONE ANSWER!

1. No
2. Yes

Q52. Do you have the intention to start your own business?
CHOOSE ONLY ONE ANSWER!

1. No
2. Yes

Q53. If you said that you do not intend to start your own business, why not?
ANSWER USING A MAXIMUM OF 50 CHARACTERS

SOCIOECONOMIC SITUATION

Allow me to ask you several questions related to society and the socioeconomic situation in which we currently live.
SES_1. Please answer each question by selecting one of the provided answers to indicate your opinion on the importance of the given entry in terms of advancement in life. Place a number from 1 to 5 next to each entry where (1) represents 'essential', (2) 'very important', (3) 'quite important' (4) 'not that important' (5) 'irrelevant' and (6) (Do not read) 'does not want to answer'.

PLEASE RESPOND TO ALL ENTRIES
How important is it to...

1. come from a rich family _
2. have well educated parents _
3. have ambition _
4. be ready to work hard _
5. know the right people _
6. have political connections _
7. give bribes _

- 8: ethnic belonging _
9. religious affiliation _
10. be born a man _

SES_2. Please answer each question with one of the provided answers to indicate your opinion on the gap between the mentioned groups. For every entry place a number from 1 to 4 where (1) means that there is a 'very big gap', (2) a 'big gap', (3) 'not that big a gap', (4) there is 'no gap' between these groups, and (5) (Do not read) 'does not want to answer'.

In all countries, there are differences and even conflict between different social groups. In your opinion, how much conflict is there in BiH?
PLEASE RESPOND TO ALL ENTRIES

1. Poor and rich ___
2. Young and old___
3. Management and workers ___
4. People from different cities in BiH ___

SOCIAL SECTOR

Now I will asked you some questions about social security and social help.

Q54. Have you visited the Department for Social Services to ask for certain information in the last 6 months?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q55. Did you receive the information you required?
CHOOSE ONLY ONE ANSWER

1. No not at all
2. Yes partially
3. Yes completely

Q56. Are you personally a beneficiary of some form of social help?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q57. What kind of social help do you receive?
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q58. Are you a person with a certain level of disability?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q59. How difficult does your disability make the following activities? (Please select one of the listed answers for each activity by indicating a number from 1 to 4: (1) 'hugely difficult', (2) 'significantly difficult', (3) 'to a lesser extent' and (4) 'it does not create difficulties at all').

1. While finding a job and working _
2. Education _
3. Accessing institutions of the state administration _
4. Accessing fun/recreational clubs for association _
5. Going to nature _

Q60. Do you agree with the statement that women and girls are discriminated against in the jobs market (employers prefer to hire men than women and women are paid less than men, etc.)?
CHOOSE ONLY ONE ANSWER!

1. I completely agree
2. I agree
3. I neither agree nor disagree
4. I do not agree
5. I completely disagree

Q61. Have you had any experience with discrimination in your job?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q62. If you have experienced discrimination at work then on what grounds?
YOU CAN CHOOSE MORE THAN ONE ANSWER

1. Based on gender
2. Based on age
3. Based on sexual orientation
4. Based on religious/ethnic/national belonging
5. Based on disability
6. Based on your place of origin
7. Other (please state the form of discrimination)

8. (Did not read) does not want to answer

Q62_Other If you selected 'other', please describe the form of discrimination.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q63. Do you contribute to the household budget?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes but not regularly
3. Yes regularly

Q64. What amount of monthly personal disposable income did you have over the last three months? That is, how much money do you spend on average each month?
Please state the amount in BAM: _____

Q65. Please indicate the amount on the list that suits your total income from all sources during the previous month.
CHOOSE ONLY ONE ANSWER

1. Up to 100 BAM
2. From 101 to 200 BAM
3. From 201 to 300 BAM
4. From 301 to 400 BAM
5. From 401 to 500 BAM
6. From 501 to 600 BAM
7. From 601 to 700 BAM
8. From 701 to 800 BAM
9. From 801 to 900 BAM
10. From 901 to 1,000 BAM
11. From 1,001 to 1,100 BAM
12. From 1,101 to 1,200 BAM
13. From 1,201 to 1,300 BAM
14. From 1,301 to 1,400 BAM
15. From 1,401 to 1,500 BAM
16. From 1,501 to 1,600 BAM
17. From 1,601 to 1,700 BAM
18. From 1,701 to 1,800 BAM
19. From 1,801 to 1,900 BAM
20. From 1,901 to 2,000 BAM
21. From 2,001 to 2,100 BAM

22. From 2,101 to 2,200 BAM
23. From 2,201 to 4,000 BAM
24. From 4,001 to 10,000 BAM
25. From 10,001 to 20,000 BAM
26. From 20,001 to 30,000 BAM
27. From 30,001 to 40,000 BAM
28. More than 40,000 BAM
29. Without personal income last month
30. (Did not read) Does not want to answer

Q66. Please select three sources of income (monetary or in goods) that are most important to your household. (List those sources according to importance. First choose the most important then the second and then the third most important).

1. Salaries and fees.
2. Income from renting or loaning equipment, land or an apartment.
3. Agricultural goods.
4. Private business.
5. Pensions.
6. Unemployment benefit.
7. Social help or any other form of social protection.
8. Money or help in the form of goods from friends or relative within the country.
9. Money or help in the form of goods from friends or relative from abroad.
10. Other.

Q67. Do you personally receive a scholarship from the municipality, canton or entity?
YOU CAN SELECT MORE THAN ONE ANSWER

1. No
2. Yes from the municipality
3. Yes from the canton
4. Yes from the entity
5. From a company
6. Something else

Q67_other. If you selected 'something else', please state what.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q68. Please state the total monthly amount of the scholarship.
Please state the amount of the scholarship in BAM: _____

SOCIAL DISTANCE

Now we are going to talk about your relations with different social groups. Please refer to the mentioned groups as groups and not as individuals you once knew or currently know who belong to such a group.

SD_1. Would you accept a Bosniak to be your...

CAREFULLY READ THE FIRST ENTRY AND PLACE (1) IF THE ANSWER IS YES OR (2) IF THE ANSWER IS NO. IF THE ANSWER IS (1) 'YES' THEN CONTINUE TO THE NEXT ENTRY. IN THE EVENT THAT THE PARTICIPANT ANSWERS ANY ENTRY WITH (2) 'NO' THEN DO NOT READ ANY FURTHER, WRITE THE ANSWER (2) 'NO' AND MOVE ON TO THE NEXT QUESTION.

1. Business colleague ___
2. Boss or superior at work ___
3. First neighbour ___
4. Close friend ___
5. Partner in a close emotional relationship ___
6. Marriage spouse ___

SD_2. Would you accept a CROAT to be your...

CAREFULLY READ THE FIRST ENTRY AND PLACE (1) IF THE ANSWER IS YES OR (2) IF THE ANSWER IS NO. IF THE ANSWER IS (1) 'YES' THEN CONTINUE TO THE NEXT ENTRY. IN THE EVENT THAT THE PARTICIPANT ANSWERS ANY ENTRY WITH (2) 'NO' THEN DO NOT READ ANY FURTHER, WRITE THE ANSWER (2) 'NO' AND MOVE ON TO THE NEXT QUESTION.

1. Business colleague ___
2. Boss or superior at work ___
3. First neighbour ___
4. Close friend ___
5. Partner in a close emotional relationship ___
6. Marriage spouse ___

SD_3. Would you accept a SERB to be your...

CAREFULLY READ THE FIRST ENTRY AND PLACE (1) IF THE ANSWER IS YES OR (2) IF THE ANSWER IS NO. IF THE ANSWER IS (1) 'YES' THEN CONTINUE TO THE NEXT ENTRY. IN THE EVENT THAT THE PARTICIPANT ANSWERS ANY ENTRY WITH (2) 'NO' THEN DO NOT READ ANY FURTHER, WRITE THE ANSWER (2) 'NO' AND MOVE ON TO THE NEXT QUESTION.

1. Business colleague ___
2. Boss or superior at work ___
3. First neighbour ___
4. Close friend ___
5. Partner in a close emotional relationship ___

6. Marriage spouse ___

SD_4. Would you accept ROMA to be your...?

CAREFULLY READ THE FIRST ENTRY AND PLACE (1) IF THE ANSWER IS YES OR (2) IF THE ANSWER IS NO. IF THE ANSWER IS (1) 'YES' THEN CONTINUE TO THE NEXT ENTRY. IN THE EVENT THAT THE PARTICIPANT ANSWERS ANY ENTRY WITH (2) 'NO' THEN DO NOT READ ANY FURTHER, WRITE THE ANSWER (2) 'NO' AND MOVE ON TO THE NEXT QUESTION.

1. Business colleague ___
2. Boss or superior at work ___
3. First neighbour ___
4. Close friend ___
5. Partner in a close emotional relationship ___
6. Marriage spouse ___

SD_5. Would you accept your children attending school with...

READ THE ENTRIES ONE BY ONE AND WRITE (1) IF THE ANSWER IS 'YES' AND (2) IF THE ANSWER IS 'NO'.

1. Bosniaks ___
2. Serbs ___
3. Croats___
4. Roma ___

SD_6. How familiar are you with the cultures and customs of the constituent peoples of BiH?

CHOOSE ONLY ONE ANSWER

1. Not familiar at all
2. Familiar to some extent
3. Completely familiar

SD_7. How much do you agree with the following statement: I think that the society in which we live is tolerant toward others and those who are different?

CHOOSE ONLY ONE ANSWER

1. Completely disagree
2. Disagree to some extent
3. I neither agree nor disagree
4. I agree to some extent
5. Completely agree

PARTICIPATION

Now we will talk about your relation to politics and your participation in different organisations.

Q69. Now I will read to you a couple of entries. Please try to evaluate your own influence on important decisions in relation to the listed entries. Please use numbers from 1 to 4 where (1) means that your influence is 'none', (2) 'Small', (3) 'average' and (4) 'big'.

PLEASE SELECT AN ANSWER FOR EACH ENTRY

1. At work, school or university ___
2. In your family or household ___
3. In your local community ___
4. Political or non-governmental organisations ___
5. Within your circle of friends ___

Q70. Do you intend to vote in the next elections in October 2016?

CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q71. Did you vote in the last elections in October 2014?

CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q72. What is your main reason for not voting?

CHOOSE ONLY ONE ANSWER

1. I was abroad
2. I was working
3. I do not vote because I do not believe that elections will change anything
4. I do not know whom to trust
5. Other

Q72_other. If you said 'other', please write what.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q73. To what extent, in your opinion, do young people have influence over decisions that concern them made at local level?

CHOOSE ONLY ONE ANSWER

1. They do not have any influence at all
2. They have little influence
3. They only have influence to a certain extent

4. They have a lot of influence

Q74. How many times have you participated in the listed activities in the last 12 months? (Take a look at the activities listed and for each activity select one of the following answers: (1) 'not once', (2) '1 or 2 times', (3) '3 to 5 times' and (4) 'more than 5 times'.

1. Contacted politicians _
2. Attended a public gathering where political and social issues were discussed _
3. Signed a petition _
4. Collected signatures _
5. Participated in a public protest _
6. Contributed to political discussion on the Internet _
7. Written an article, e.g. in a student newspapers, for an organisations or on the internet _
8. Participated in public discussions about the municipal budget _
9. Participated in meetings of the Local Community Council _
10. Volunteered _

Q75. What is your opinion about the work and projects of youth organisations and associations in the area of your municipality/city?

CHOOSE ONLY ONE ANSWER

1. Very negative
2. Negative
3. Neither positive nor negative
4. Positive
5. Very positive

Q76. I am going to read to you a list of organisations, please answer if you are active in any of the mentioned organisation. (Select only one answer for each organisation from the list provided using (1) for 'Yes' and (2) for 'No').

1. Youth organisations or associations _
2. Youth organisations of political parties _
3. Religious organisations, including youth religious organisations _
4. Political parties _
5. Environmental organisations, namely organisations for the protection of the environment _
6. Human rights organisations or those for charitable work _
7. Professional organisations, e.g. agricultural, business or employee organisations _

UNV1. Have you volunteered in the local community or a local organisation or group in the last 12 months?

CHOOSE ONLY ONE ANSWER

1. Yes
2. No

UNV2. Please select the answer that best describes your volunteer work in your community, local organisation or group.
CHOOSE ONLY ONE ANSWER

1. Once or twice a year
2. Once a month
3. Once a week
4. Several times a week when they were hiring
5. Several months, when they were hiring
6. Never

UNV3. Please tell us your main reason for not volunteering in your local community, a local organisation or group.

Because...

CHOOSE ONLY ONE ANSWER

1. You did not have enough time
2. Nobody asked you
3. You were not interested
4. You did not know about the possibilities for such work
5. You think that volunteering in the community is not efficient and has no effect
6. You think that volunteerism is a form of exploitation
7. Other

UNV3_other. If you selected 'other', please write which.

ANSWER USING A MAXIMUM OF 50 CHARACTERS

UNV4. Please select from the list the most appropriate ending to the sentence I would be more interested in volunteering my time and skills for charity if ...

CHOOSE ONLY ONE ANSWER

1. ...I had more information about what the volunteering involved and what are the benefits.
2. ...I had more information on the possibilities of volunteering in the local community where I live.
3. ...I had more information on the possibility to volunteer in BiH.
4. ...I had more opportunities to volunteer in other communities in BiH.
5. ...I had more information on opportunities to volunteering outside of BiH.
6. ...I had more information on how many of my peers volunteer.
7. ...I had more acceptance of volunteering within my family.
8. ...there was more legal protection and recognition of the experience and skills related to voluntary work.

MOBILITY

Now we will speak about your mobility.

Q77. Have you lived abroad for longer than 3 months?

CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q78. If so, for how long did you lived abroad?

Please write the number of months: ____

Q79. Do you have a passport?

CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q80. If you had the opportunity, how certain are you that you would leave BiH for the listed reasons. (For each entry select one of the answers: (1) 'completely sure', (2) 'sure', (3) 'not sure' (4) 'probably not' or (5) 'definitely not').

1. For studying _
2. For temporary work _
3. For marriage _
4. To permanently settle in another country _

Q81. Would you go abroad for a longer period of time or forever?

CHOOSE ONLY ONE ANSWER

1. I would not leave for a longer period of time or forever.
2. I would not leave forever, but I would leave for a longer period.
3. I would leave forever if I had the opportunity.

Q82. How do you gather information about events in the country?

CHOOSE ONLY ONE ANSWER

1. Television
2. Newspapers
3. Radio
4. Internet
5. Friends

6. Family members

SECURITY

Now we will ask you to evaluate the situation in your local community in certain aspects.

SI_1. Please answer YES or NO to the following statements.

In my municipality/city...

READ AND THEN SELECT AN ANSWER INDIVIDUALLY FOR EACH ENTRY. WRITE '1' IF THE ANSWER IS 'YES' AND '2' IF THE ANSWER IS 'NO'.

1. The citizens have trust in the institutions and service for law enforcement ___
2. Many citizens are socially excluded ___
3. Many citizens are discriminated against on different grounds (gender, sexual orientation, religion, racial, ethnicity/nationality, economic) ___
4. The majority of citizens feel safe ___
5. The majority of citizens have adequate access to public institutions (health, social, education) ___
6. The majority of citizens have adequate access to recreational resources ___
7. If citizens require the support of non-governmental organisation it is available ___
8. In my community there are a lot of hooligans ___
9. A lot of people in my community advocate hateful speech ___
10. In my community a lot of children and youth are violent toward others ___
11. In my community a lot people are connected to terrorism ___

SI_2. Please answer with YES or NO in response to the following statement.

In your close community (family members, friends, colleagues and acquaintances) do you have...

READ AND WRITE THE ANSWER FOR EACH ENTRY INDIVIDUALLY. WRITE '1' IF THE ANSWER IS 'YES' AND '2' IF THE ANSWER IS 'NO'.

1. ...people who are diagnosed with psychological trauma ___
2. ...people who have directly witnessed violence ___
3. ...people who could hurt themselves or others ___
4. ...people who have committed violence toward themselves or others ___
5. ...people who express feelings of hopelessness and uselessness ___
6. ...people discriminated against on different grounds (gender, sexual orientation, religion, racial, ethnicity/nationality, economic) ___
7. ...people with a feeling of alienation from society ___
8. ...very poor people ___

SI_3. Please answer with YES or NO in response to the following statements.

READ AND WRITE THE ANSWER FOR EVERY ENTRY INDIVIDUALLY. WRITE '1' IF THE ANSWER IS 'YES' AND '2' IF THE ANSWER IS 'NO'. IN RESPONSE TO THE OPTION 'I AM ACTIVELY INVOLVED IN THE EDUCATION OF MY CHILDREN' IT IS POSSIBLE TO ANSWER USING THE NUMBER '3', WHICH MEANS 'THIS DOES NOT RELATE TO ME'.

1. I am very close with my family members ___
2. I am very close with my distant family members ___
3. Members of my family know my friends ___
4. My parents are (were) actively involved in my education ___
5. I am actively involved in the education of my children ___
6. Arguing happens a lot in my family ___
7. Some members of my family are violent toward others ___
8. Members of my family are closely connected to their national/religious/ethnic group ___
9. Members of my family help each other ___
10. My family is involved in the cultural activities of the community ___
11. My family is involved in religious activities of the community ___

FREE TIME

Young people use their free time in very different ways. Through the following questions, we would like to understand how you spend your free time.

Q83. Think of the last 7 days. On average, how many hours each day did you spend in the activities listed below. (Select one of the following answers for each of the activities listed: (0) 'not at all', (1) 'an hour or less', (2) '2-3 hours', (3) '4-5 hours' and (4) 'more than 5 hours').

1. Watching TV _
2. In coffee shops or clubs _
3. Reading a book_
4. On the Internet/Facebook/social networks _
5. Walking/recreation/sport _
6. In betting shops/casinos _

Q84. Think of the last month. How often have you done any of the activities mentioned below? (For each of the activities select one of the following answers: (0) 'not at all', (1) 'less than once a week', (2) 'once a week', (3) '3-5 times a week' and (4) 'at least once a day').

1. Doing sport or some form of recreation _
2. Performing religious duties _
3. Cultural activities (going to the cinema, theatre or a concert) _
4. In betting shops/casinos _
5. Reading books/magazines/newspapers _

Q85. Do you discuss the problems of the youth with your friend?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q86. How do you imagine your near future? Which of the following statements best describe your opinion?
CHOOSE ONLY ONE ANSWER

1. Much better than the present.
2. A little better than the present: I expect something from the future, but not a lot.
3. The same as the present: I do not expect anything from the future, neither better nor worse.
4. A bit worse than the present: I expect a certain worsening in the future.
5. Much worse than the present: I do not expect anything good from the future.
6. (Do not read) does not know

Q87. What languages (besides Serbian-Croatian-Bosnian) do you know?
IT IS POSSIBLE TO GIVE MORE THAN ONE ANSWER

1. German
2. English
3. Spanish
4. Russian
5. Arabic
6. French
7. Turkish
8. Italian
9. Other
10. None

Q87_ If you said 'other', please write which language.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q88. Your household is located...
CHOOSE ONLY ONE ANSWER

1. in the city centre
2. in the wider city centre
3. on the periphery in a city suburb
4. in a village

Q89. How many people live in your household, including you?
Please write the number of people: ___

Q90. How old are you?
Write the age of the participant.

_____ years of age

Q91. What is your marital status?
CHOOSE ONLY ONE ANSWER

1. Single and not living with a partner
2. Living with a partner but not married
3. Married
4. Formally married but living separately (by choice and not because of work or travel)
5. Divorced
6. Widowed (marriage spouse is deceased)

Q92. Do you have any children?
CHOOSE ONLY ONE ANSWER

1. No
2. Yes

Q93. How old were you when you had your first child?
Write the age.

_____ years of age

Q94. How many children do you have?
Write the number of children.

_____ children

Q95. What is your housing status?

(Please select the most appropriate answer from the below list).
CHOOSE ONLY ONE ANSWER

1. As a tenant with your parents
2. As a tenant but without parents
3. In an apartment owned by your parents (or wife/husbands' parents)
4. In an apartment owned by you (or your husband or wife)
5. In a house owned by your parents (or the parents of your husband or wife)

6. In a house owned by you (or your husband or wife)
7. Living at boarding school
8. Other

Q95_ If you said 'other', please state what kind.
ANSWER USING A MAXIMUM OF 50 CHARACTERS

Q96. In which municipality do you currently live?
ANSWER USING A MAXIMUM OF 20 CHARACTERS

Q97. What is your ethnicity?
Chose only one answer

1. Bosniak
2. Croat
3. Serb
4. Roma
5. Other
6. (Did not read) Does not want to answer

Q97_dr. If you said 'other', please state which.
ANSWER USING A MAXIMUM OF 20 CHARACTERS

5.2 Guide for Group Discussions

Good afternoon/Good evening and welcome.

My name is _____ and I work for Prism Research & Consulting as a moderator. We are a private research company and we asked you to come here today to participate in a group discussion on a topic that is important for you. Thank you for coming today.

We will talk about things important to young people like you and I hope that it will be interesting for you. There are no wrong answers, this is not an exam and nobody will be evaluated. I am interested in your opinions and your attitudes. Every answer is a right answer. All you need to do is to relax and talk.

First, let us finish some formalities. This conversation will be recorded. I will use the information gained here today as source material for a report that I have to prepare. I cannot remember everything we will talk about and this is why our conversation is being recorded. All of the data and information we receive from you will be used for this research, but it will not be made available to the public. Do you agree that our conversation can be recorded using this tape recorder in order to make transcripts that will form the basis of our report?

This discussion will be eighty minutes long and I would appreciate it if you could confirm that you will be able to remain here throughout that period.

I would also like to ask you to turn off your phones so that we will not be interrupted during the discussion.

Thank you.

OK, let us start with an introduction. I will start. My name is _____ and I work for Prism Research & Consulting as a moderator. In my free time I...

Can you say something about yourself, such as your name or any nickname that you would like to be addressed by during this discussion?

THE PROBLEMS THAT YOUTH IS CURRENTLY FACING 15 minutes

We will start by talking about the problems that youth like you face today. Please answer the following question in your own way. I would like to reiterate that there are no right or wrong answers.

In your opinion, what is THE MOST IMPORTANT PROBLEM FOR YOUTH TODAY in our society? What problem is in first place?

What problem would you say is in first place for young Roma?

What problem would you say is in first place for youth with disabilities?

Four years ago, the young people thought that the three major problems for the youth were (1) unemployment, (2) material/economic dependence and (3) alcoholism, drug abuse, juvenile delinquency etc.

Research from 2016 shows that the problem of unemployment remains in first place, but that a significantly lower percentage of youth recognise material/economic dependence as a growing problem.

How do you feel about this?

How do you feel about the finding from the research conducted in 2016 the youth no longer rates alcoholism, drug abuse, juvenile delinquency and such like as a major problem, unlike in 2012?

EDUCATION 15 minutes

Now we will talk about education and the education system. You all went through or you are still in the process of education. Please answer the questions I am about to ask you honestly. Answer according to your own experiences. Tell me what you lived through and what you witnessed. I am not interested in what someone told you I want to hear about your personal experiences as a participant or as a bystander.

FOR THE GENERAL POPULATION

In the schools you attended, were there pupils with disabilities or Roma?

Can you give an example of how the school system dealt with people with disabilities or Roma?

Are schools ready for the inclusion of children/young Roma or people with disabilities?

FOR YOUNG ROMA AND PEOPLE WITH DISABILITIES

What is your experience of education?

Did you suffer discrimination and if so who discriminated against you the most?

Ask ROMA participants the following questions:

- Is our school system ready for the inclusion of Roma?
- In your opinion, how was/is your experience of education different from the experience of your school friends?

Ask YOUTH WITH DISABILITIES the following questions:

- Is our school system ready for the inclusion of youth with disabilities?
- In your opinion, how was/is your experience of education different from that of your school friends?

What was the ethnic composition of your class: mixed or mono-ethnic?

How many members of other nationalities/ethnic groups/religious communities do you know and what is your opinion of them?

Have you had the opportunity to study the cultures and customs of the constituent peoples of BiH during your education?

Research shows that certain improvements have appeared in the BiH education system, such as more volunteerism and the practice and inclusion of informal education. Do you agree with these findings?

How do you comment then on the finding that the youth sees the educational system as a growing problem?

EMPLOYMENT 5 minutes

We will continue our conversation with the topic 'Employment'. No matter whether you are employed, searching for a job, unemployed or

currently not looking for a job, please answer these questions.

What were your experiences when searching for a job? (For participants who were looking for a job)

What qualifications are currently most important for finding a job?

How long have you been looking for a job and in what way do you search for a job?

PARTICIPATION IN SOCIETY AND IN DECISION-MAKING 15 minutes

Now we will talk about the participation of youth in decision-making and youth participation in society in general.

What does 'participation in society' and in the 'decision-making process' mean to you?

Would you like to participate more in society?

We often hear that 'youth is the moving force and the future of the country'; however, the youth considers that it has very little influence at school, at work, in the local community and on non-governmental organisations. How do you explain this and who can/should make peace between these contradictory attitudes?

Why do young people become members of political parties or sympathisers of some political parties?

Why do young people not vote?

STANDARD OF LIVING AND THE PERCEPTION OF THE FUTURE 15 minutes

I will now ask you to say something about your current standard of living and your thoughts on what kind of future you expect based on your experience?

Research shows that the number of young people who get married and young people who have children is dropping. In your opinion, what are the main obstacles and reasons for young people not starting a family?

According to research conducted in 2016, we can conclude that the standard of living has improved in terms of 1) income, 2) working status, 3) education, 4) health protection, 5) the housing issue and 6) the quality of life in general. The number of young people who expect the standard to remain the same or to get worse in the future has also dropped. How do you comment on this? Why do young people have such a perception of the future?

When you consider your standard of living, what do you compare it to in order to determine whether it is good or bad?

Research from 2016 shows that the number of young people who want to leave BiH permanently has increased. What should the country and in particular those people leading this country do to stop young people leaving BiH?

SECURITY 10 minutes

Please tell me what you know and how you feel about security in BiH, with special focus on the place where you currently live.

Have you ever witnessed violence in your surroundings (and if so how often)? What kind of violence and who was involved? Do you ask for help when someone commits violence against you? Is there any place/situation that you avoid and if so which? Where do you feel safe?

Are there hooligans in the surroundings where you live?

How exposed are you to hateful speech? Where does it come from and how much does this bother you?

In your opinion, what will security be like in the country and in your local community in the next 3 years?

MEDIA AND INFORMATION 10 minutes

Finally, please tell me something about the sources of information you use the most.

In what ways do you gather information when making important life decisions?


What media do you follow?

Do you only read the titles or the entire article/text? How much time and attention do you give to titles in relation to the rest of the text?

In your opinion, how much does the media in BiH promote/bring closer the differences (religious, ethnic, cultural, sociological, etc.)?

Do you believe the news and information you find in the media?

Is the media in BiH independent? Why do you think so?



Sarajevo,
may 2016.