

**HUMAN DEVELOPMENT REPORT
BOSNIA AND HERZEGOVINA 2000
YOUTH**

**INDEPENDENT BUREAU FOR
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HUMAN DEVELOPMENT REPORT BiH 2000 YOUTH PRODUCTION TEAM

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YOUTH

With the beginning of industrial civilisation, youth appear as a specific sociological grouping that is becoming ever more significant in the shaping of a society on the path to a world of information technology. In the past, the period of youth was passed over through earlier participation in the workforce and thus earlier maturation. With education becoming a massive phenomenon and the period of youth being extended, young people appear as a new category of people with different needs.

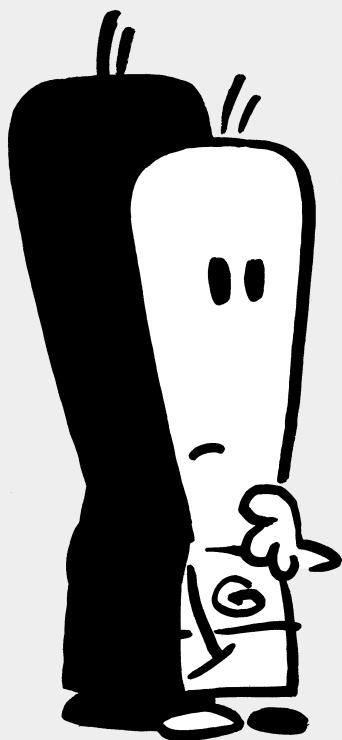
The struggle of young people for rights in society has lasted for a long time. The "French Revolution" of youth reached its peak in the sixties – 1968, with young people securing access to the political scene through rebellion. It took a long time for older people to understand the slogan: "Be realistic, ask for the impossible." Music was the central medium that brought young people throughout the world together into one community (the rock paradigm). The basic category brought to our world by young people is the sub-culture, or, as young people like to say, the underground. On the one hand, there is the official category of society. Its cultural pinnacle is represented by theatres, concert halls, State mediums and similar institutions financed by the State. Young people find this distant and dull, lacking the "pulse" of trends, that secret strong current (in the words of a famous pre-war rock band, Bijelo Dugme - "There is a secret link!") that flows through them, linking them to each other. Words, themselves, are not enough to articulate this current, but music is here to flow through this secret thread. Young people emigrated from official salons and delved into the cellar, sat on old couches in the dark and created, wrote, played and searched. With their creativity, they gradually leave the cellar and, decisively, through their spirituality, enrich the world above them.

The basic characteristic of the youth of "sixty-eight" is faith in a changing society and world. This generation truly believed that it could change the world for the better; it was full of rebellion, plans and programmes and a fierce energy through which they wished to adjust the world to their vision. This faith often made them seem rough, radical and violent, even to the point of extreme terrorist actions. Revolution was both their style and their paradigm of experiencing life. They were heroes, prepared for sacrifice, ready to forsake things and undergo self-denial, idealists who lived for their principles. Newer generations are appearing in considerable numbers following the failures of the revolutionaries. Contrary to this earlier culture of protest and desire for change and revolution, young people are now emerging who do not feel the need to change things. They are not interested in change but are instead delving into the creation of their world full of choices for comfort and joy. They want to be happy and are more satisfied than their parents, more humane, considerate and compassionate, they like to accept and be accepted. Their basic feeling is a love for life. Nature is part of life and they experience it as their own. That is why they are easily "fired up" by ecology. War and destruction is not their trend, military heroes are part of an incomprehensible and laughable parental mythomania. That is why they are "fired up" by peace. Their individualism is not exclusive like that of their parents: they are sensitive to equal rights for all, for the poor, for those deprived of their rights, for people who have no opportunities. The idea of female emancipation, or rather the advancement of gender, is particularly trendy - in other words, these issues are part of the sentiments of life.

Therefore, the younger generation has a fresher sense of humanity and one which is of better quality, as they grow up in families of fewer children and receive greater care and are raised with less coercion. However, all of this investment in youth could be wasted if they are not given the chance to grow up, that is to say, to find employment, generate an income and earn enough to money to cover their living requirements, to establish a family. They must be allowed to take their lives into their own hands.

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BiH	Bosnia and Herzegovina
CSW	Centre for Social Work
FBiH	Federation of Bosnia and Herzegovina
FRY	Federative Republic of Yugoslavia
HDZ	Croatian Democratic Party (Hrvatska demokratska zajednica)
HIV	Human Immunodeficiency Virus
HVO	Croatian Defence Council (Hrvatsko vijeće odbrane)
IBHI	Independent Bureau for Humanitarian Issues
NATO	North Atlantic Treaty Organisation
OHR	Office of the High Representative
RBiH	Republic of Bosnia and Herzegovina
RRTF	Return and Rehabilitation Task Force
RS	Republika Srpska
SOFK	Union of Organisations for Physical Culture
SSOJ	Union of Socialistic Youth of Yugoslavia
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
WHO	World Health Organisation
YNA	Yugoslav Peoples Army



INTRODUCTION

*“People! We have to communicate,
we have to know each other even better;
we have to do what our leaders are not doing –
and will not do if we don’t push them ...”*

Message from Israeli and Arab teenagers
who became friends through Seeds of Peace

1. Why study youth?

According to a survey conducted by the polling-agency Prism Research, 62% of youth in Bosnia and Herzegovina (BiH) would leave the country if we were given the opportunity. This is a catastrophe. We face a very specific situation, as a post-communist, post-war society attempting to transition into a democratic country with a market economy. This makes our problems seem incomparably greater than the problems that youth face in other countries. The consequences of the war were not merely physical destruction and loss of human life. Other consequences for us included social deconstruction and the near impossibility of resuming a normal life of education and work.

This report provides an overview of the problems we face in BiH and pinpoints the areas that have the greatest influence over our lives. Hopefully this report will become a catalyst for renewed activism and youth initiatives in BiH as well as a resource to understand youth-specific problems. It is also our hope that this report will be used to develop adequate support policies for youth.

The main issue is that we feel marginalized in our society. This marginalization leads to our passivity. Our passivity is evident by our lack of involvement in civil society, political life, sports and youth clubs. It seems as if we youth are temporarily absent from society, and perhaps permanently, if nothing is done to change the situation. This is a dangerous trend. It

diminishes BiH’s chances for a better future. However, this problem does not seem to be an issue of concern within the policies of the BiH authorities who have not yet developed a policy regarding us, and we also feel that our significance is minimised by the majority of international organisations who have only introduced youth policies in 1999. Today, we must not be forgotten; our problems must be solved and we must feel empowered to act.

BiH is currently a region with few prospects for us. There are too many impoverished parents and few real opportunities for employment. If this does not change, we will most certainly leave the country.

The public needs to know that many of us are not happy enough in BiH to stay here and help rebuild the country. Although this data needs to be further researched, the type of environment needs to be determined now to lower this statistic. This report is a step in the right direction to enable BiH to assist itself in the difficult process of reconstruction.

We are uniquely positioned to help BiH in its transition towards greater stability and prosperity if we would be given a chance. We have an advantage over older generations because the older generations in BiH are more burdened with a negative attitude about history than youth. Their burden lies in the need to protect their identity, which can create dangerous, negative emotions among the people of BiH. We, on the other hand, were raised in a different climate. We were raised in a pluralist society with more open-mindedness towards those who are different. If given more responsibility and a place in society, we think that we can help bring about peace and reconciliation.

2. Youth – Who are we?

Speaking strictly in years, the limits used by the United Nations span the ages of 14 to 25.¹ However, the exact age definition cannot be made since youth is considered a period of natural biological development between childhood and adulthood. The determination of the length of this development, the flexibility of its limits have been a matter of contention since the seventies.²

In 1999, 16.4% of the total population of BiH were young people between the ages of 15 and 24 and 10% were young people between the ages of 25 and 30.³ The demographic structure of BiH, as a direct consequence of the war, experienced an “ageing boom”.⁴ Because youth comprises of over 25% of the population, it is imperative that policies and programmes directly related to youth are created. This is a prerequisite for building the country’s future on stable foundations.

The cultural framework of youth in society varies from country to country. In BiH, people are traditionally tied to their families for a longer period of time than in Western countries. The war has also contributed to an extension of this age-limit for achieving independence, and in particular economic independence, which is an indicator of the end of youth. These specific cultural and economic factors led to our selection of an age span for this report ranging from 14 to the early 30s to define youth. In certain cases, when the issues regarding youth with special needs are discussed, it was impossible to write about the needs of young people aged 14 and above without mentioning younger people as well. In this case, the age limits were viewed with a certain degree of flexibility.

3. The creation of the report

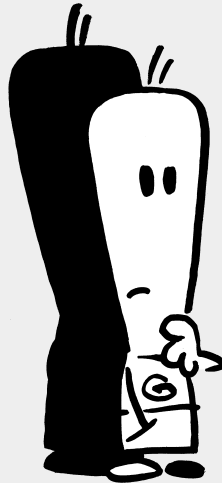
The United Nations Development Program (UNDP) devoted their second Human Development Report to the subject of youth in BiH. To write this report, the UNDP commissioned the Independent Bureau for Humanitarian Issues (IBHI) along with a number of BiH’s youth, and individuals who work on youth issues.

The Authors’ and Readers’ Group (ARGroup) developed the contents of the report, wrote the report and planned how it

will be used. The group that participated in the production of this report consisted of youth and older people who work on youth-related issues, both in the governmental and non-governmental sector of BiH. It was everyone’s wish that the report be a source of information, an outline of the current situation for youth in BiH, and also to serve as an invitation to BiH society to participate in addressing issues related to youth. The ARGroup gathered content by interviewing youth and speaking with those who study youth and work to improve the environment for youth in BiH. A limiting factor in gathering the content was the lack of reliable statistical data. Because of this, UNDP and IBHI hired the polling-agency “Prism Research”. This agency conducted a survey of “Youth in BiH” for the requirements of this report.

The sample consisted of 1,000 interviewees throughout BiH. The results are presented in the Annex of the report⁵

Studied alone, the results are insufficient to meet the needs of all those concerned with youth-related issues. However, the results are nevertheless extremely valuable indicators of the youth situation in BiH. The need of young people to articulate their thoughts, burdens and suggestions for the future development of BiH was evident from the beginning and throughout the writing of this report. Our desire to participate in the collation and analysis of results and writing of the report is an echo of one of the main aims of human development – that the individual is not just the object but the centre of development, whereby he/she actively participates in the increase of his/her ability to exercise choices.



4. The report methodology

The following is a note on the division of topics covered by the report and the language used to write it.

The concept of human development itself covers three sectors: education, health and employment. Thus, the report first covers these three topics from the perspectives of youth. The following chapters cover the areas that affect the equal participation of youth in society and include most of the problems faced by youth.

The final chapter outlines recommendations, which include a possible beginning and modest contribution to the definition of a youth development strategy.

What is human development?

The concept of human development was developed in the eighties, in response to the need for development strategies which encompass more than the economic aspect of human life and which can offer a holistic approach to development policies. Human development implies a broadening of the choices available to individuals, as well as the improvement of the quality of these choices. It aims at sustainable development that enables an improved standard and quality of living without threatening that of future generations. Education, health and employment are the main three segments examined within the concept of human development. Sustainable human development embraces five aspects that influence its effectiveness: empowerment, productivity, equity, sustainability and security. The incorporation all five categories into development policies and strategies provides a comprehensive approach to the building of individual capacities and the expansion of personal abilities.

The improvement of the situation of youth is only possible though their full participation, recognition of their own problems and involvement in their resolution. This report is therefore written in a language that is understood by young people and in the first person plural.

The language used to write the text in the local language does not fall into the category of any of the official languages of BiH. Some parts of the text contain terms that are used in Bosnian, Croatian or Serbian and can give the impression of an imbalance in the report. However, the young people wanted to write using the language they speak and the different terms used in the three official languages of BiH are still only synonyms that we all understand.

1 The UN definition of youth was determined by General Assembly Resolutions no. 40/14 1985 and 50/81 1995 and was prompted by the International Year of Youth in 1985.

2 Lagree J.

3 Out of the 3,599,736 people in BiH, 590,358 are young people between the ages of 15 and 24 (16.4%), while 359,974 are between 25 and 30 (10%). The total number of young people is 950,330 (26.4%).

4 UNDP BiH, 1999.

5 The mentioned survey was carried out on a representative sample of young people for BiH and is the source of all uncited statistical data and diagrams in the text, as well as Tables 1-15, 25-30, 32, 35-68 and 72-76 of the Annex.



1. EDUCATION

“Human history becomes more and more a race between education and catastrophe.”

H.G. Wells, 1866-1946

Introduction

In the following three chapters, we provide an overview of the education, health, and economy sectors for youth in Bosnia and Herzegovina (BiH). This first chapter deals with education. The chapter begins with a summary of our impressions and concerns in the education sector from a chronological point of view, and then expands in section five to comment on a range of issues that relate to education for youth. The jurisdiction over the management of the education sector in the Republika Srpska (RS) remains centralised at the Entity level within the Ministry of Education. In the Federation of Bosnia and Herzegovina (FBiH) it also lies at the Entity level within the Ministry of Education, Science, Culture and Sports, although it is decentralised to include the twelve Cantonal Ministries of Education.

1. Education in BiH before independence¹

When BiH was internationally accepted as an independent nation in April 1992, the education system was:

- Accessible to each person, regardless of ethnic, social, or religious affiliations;
- Free of charge at all levels (primary, secondary and university education);
- Dedicated to ensuring compulsory primary school education.

The centralised approach to planning, management and leadership of the school system, minimised the opportunity for individual development of youth, in particular for talented students. Neither an investigative approach to study nor independent working habits were encouraged. However, it should be mentioned, that the centralised approach to education did intend to produce students with positive moral characteristics and good working habits.

1.1. The scope and quality of the curriculum

In BiH, the State maintained a traditionalist approach to determining the scope and quality of the curriculum in schools. This was also the case in the other republics of the former Yugoslavia and the countries of Central and Eastern Europe. The former Socialist Republic of Bosnia and Herzegovina (SRBiH) intended to introduce reforms in the education system between 1958 and 1987. However, the changes did not occur.

The government based the scope of education on the assumption that an accumulation of broad basic knowledge provided the best foundation for additional education later on. The government also believed that a wide scope of education provided a smoother transition into a profession. This concept was altered in the seventies when specialised education was introduced at the outset of economic reconstruction. Specialised education was founded on the assumption that general social development of the former Yugoslavia would

result in continuous improvements, economic prosperity and almost complete unemployment. Specialised education involved the focusing on one field only by the time the student reached high school. Governmental authorities selected the particular field for the student according to the market needs in the former Yugoslavia. Specialised education failed because of its narrow scope of education that could not cover the conditions of economic expansion that were prevailing at the time.

The multi-party elections in 1990 initiated a new political system. This led to a revision of curricula for primary and secondary schools. This improved the quality of education by providing a broader and more flexible system and ended the era of specialised education. The government introduced a significant improvement by endeavouring to coordinate the education systems in BiH with those in the European Union (EU).

Yet the attempt was not wholly successful because the curriculum in the primary grades was often repeated in the secondary grades. And more unfortunately, the education at the secondary school level did not correspond to college and university requirements.

ed by funding the publishing of textbooks in the national subject group for both primary and secondary school education. Of course most of the credit belongs to the bravery of the teachers and students who risked their lives for the sake of continuing their education.

Nevertheless, students often were taught by unqualified individuals who were not professionally trained to be teachers. For safety's sake, teachers conducted classes outside of the classroom on more secure premises. Most of the time students had to study by candlelight. And unfortunately, there were many youth who lived in areas where schools and faculties no longer existed. In addition, many youth were displaced by the war for months and years and were unable to continuously attend classes².

Foreign embassies and local authorities helped organise instruction for refugee children living abroad. It was common practice to receive an acknowledgement of education acquired abroad without special validation procedures.

The war created particular problems in the field of special education. Many qualified specialists left the country, which greatly reduced the already small number. A Faculty for Special Education was opened in Tuzla during the 1993/94 academic year to train individuals to work with mentally handicapped youth, youth with hearing impairments and speech difficulties, sight impaired and blind youth and youth with physical disabilities.

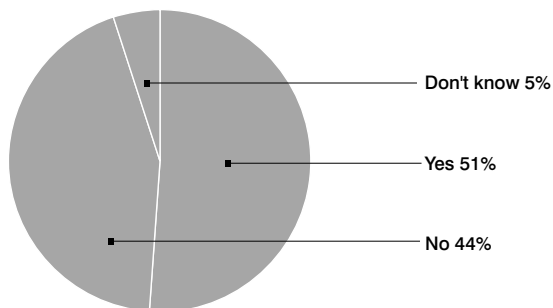


Diagram 1. Are you for a unified curriculum in all schools (by Entity)?

2. Education in the period between 1992-1995

Education took place during the war, however sporadically, given the horrific environment. However, the war destroyed most of the educational climate—the shelling of surrounded and divided cities, the destruction of schools, equipment and educational aids, the departure of teachers from the country or their military involvement and impossibility of communication throughout BiH. Some students were able to continue attending classes thanks to the assistance of international organisations and educational institutions that operated during the war. For example, the international community assist-

Three curricula

Following the war in BiH, three separate educational systems developed: the former Serbian Republic, the former Croat community of Herzeg-Bosnia and the former Republic of Bosnia and Herzegovina (RBiH).

The former Serbian Republic and later on, the RS government established an educational system based on the Serbian and Montenegrin model on the majority of the territory controlled by their military. The government chose the Cyrillic alphabet for official use (abandoning the Latin alphabet). The neighbouring Republic of Croatia (RC) took over both the organisation of education and curriculum development from the territory under the control of the former Croatian Defence Council HVO - (the former Croat community of Herzeg-Bosnia). The government in Herzegovina developed sections of this programme in the Educational-Pedagogic Department in Mostar. The Government of the RBiH based in Sarajevo retained the previous education system of SRBiH in areas under its control.

3. Post-war education³

With the advent of peace, the government took steps to ensure quality education in accordance with social changes that occurred with the conclusion of the Dayton Peace Agreement (Annex IV of the BiH Constitution):

- The reconstruction of educational premises and the acquisition of necessary equipment;
- The reassessment of the qualifications of the teaching staff and the replacement of unqualified staff;
- The development of new curricula that would enable the inclusion of BiH into the educational systems of developed European States and the development of accompanying textbooks.

The reintegration of pupils and students returning from abroad creates difficulties for educational institutions in BiH because of the differences in educational systems. Students who have returned are faced with new problems similar to those faced abroad: lack of familiarity with the mother tongue, the different structure of subject matter, lack of acceptance by colleagues in and outside school. In addition to those specific difficulties regarding school, the parents of most students are in an unstable situation without a place to live and without jobs. The organisations Corridor and Be My Friend provide psycho-social assistance to returning students who encounter these transitional difficulties.

4. A closer look at specific issues that relate to education

We want to highlight seven issues that affect our education. We provide a summary of our understanding of the situation and attempted to document some of its shortcomings. We hope, as stated in the introduction, that these observations may be used to facilitate change in the future that will lead to an improved educational system for the youth of BiH.

4.1. Curricula

The international community is currently working with the Entity Ministries of Education to synchronise the three types of curricula, three school systems, three types of textbook and three different laws into a common approach to education. On August 20, 1999, the Office of the High Representative (OHR) and the Council of Europe reached an agreement with the responsible Ministries of Education of the FBiH and the RS regarding the revision of educational textbooks. The agreement intends

to harmonise education in BiH, which, in accordance to the BiH Constitution (Annex IV of the Dayton Peace Agreement), falls within the jurisdiction of the Entities. The implementation of this agreement in BiH, beginning with the 1999/2000 academic year, is one of the conditions for BiH's acceptance in the Council of Europe. This represents the first step in the application of European educational standards in BiH.

In February, 2000 at the symposium on curriculum reform in BiH⁴ held in Sarajevo, it was decided that the Swiss model is best suited for the requirements of BiH.⁵ An additional conclusion of the symposium was that each constituent people should offer modules that would be integrated in the curriculum of the others, especially for culture, language and literature. This task is to be taken over by the Pedagogical Institutes and is to be carried out by September 2000.⁶

As a prerequisite, the development of a joint core curriculum has the agreement on unified tasks and subject matters within individual subjects. The extent of this depends on the nature of the subject itself. Usually, the joint part covers 50-70% of the curriculum, while the rest formulated through the teachers' and schools' participation. Thus, each school adapts the educational content to local needs and possibilities, becomes recognisable through its curriculum and responsible for the quality of education it offers, its status and development.

We are currently very dissatisfied with the curricula. We do not think that the current curricula correspond to global standards, although we do think that the current curricula satisfy the needs of students. Most of us feel that we are overburdened with subject matter. An issue of great disparity among us is the issue of a joint curriculum. Although the majority of Bosniacs support a joint curriculum, very few Serbs and Croats hold the same position. We are collectively concerned about whether or not our secondary school education will help us secure future employment. This reveals our negative opinion regarding the education system and our view of the political and economic conditions for the future of youth. Detailed statistics to support these statements are found in tables one through five of the Annex.

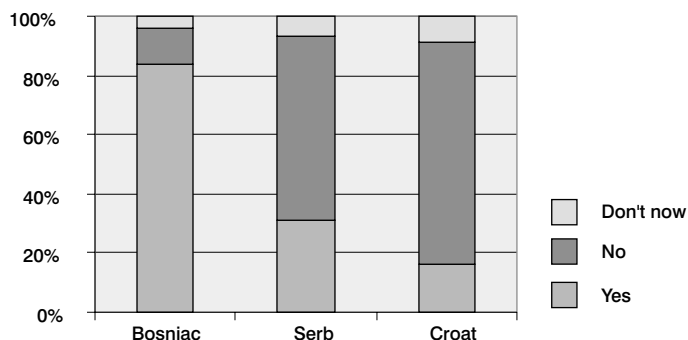


Diagram 2. *Are you for a unified curriculum in all schools (by ethnic background)?*

4.2. Education of teachers

Following the war, the number of institutions for educating teachers increased. The Entity level ministries of education are trying to overcome the lack of teaching staff (due to emigration and change of workplace) through the establishment of pedagogical academies and faculties in Bihac, Bijeljina, Doboj, Mostar and Zenica.

The main focus in the education of teachers is on theoretical knowledge in one subject area as compared to methodology based on practical methods. Before these teacher training centres were established, there were no postgraduate study opportunities aimed at educating teachers in teaching methodologies, educational planning and inclusive education. Most of the teaching faculties have no full-time teachers for specific subjects, for example, teaching methodology, while the situation in academies of pedagogy is slightly better.

In certain Western European countries the education of future teachers is exclusively carried out at university faculties and lasts from four to six years. Educational standards exist that ensure the quality of education and the opportunity for all teachers to acquire equal qualifications. In Western European countries the professional education of teachers comprises up to 50% of his/her practical training. We hope that the Ministry of Education in both Entities in BiH can improve the quality of preparation that our teachers receive. More qualified teachers will develop more thoroughly educated students who can in turn be a part of the process to build a new society in BiH.

4.3. Higher education

During the 1998/99 academic year, 40,074 students attending 84 higher education institutions throughout BiH shared the same fate. This fate was one of being locked into an inadequate education system. The education system lacks the resources to provide acceptable working and classroom environments. We find ourselves unable to fulfil our requirements and unable to identify scholarship opportunities that would enable us to transfer to other systems. We complete laboratory experiments with obsolete equipment, we study without the benefit of a modern library, and attend severely overcrowded classes. Those of us who travel from surrounding towns to attend university in a city are all taxed with the challenge of financing the cost of books, accommodation, transportation, and tuition without stable sources of income, or scholarships.

In order to address the problems existing in this field, the OHR, World Bank, and Council of Europe called for the establishment of a Higher Education Council. Both the FBiH and RS Ministries of Education will be involved in its formation. The Council will manage funds and develop a system for Entity education authorities to mutually recognise degrees and examinations, develop a system of institutional quality assessment and self-evaluation, and gather information required for advocating and planning reforms.⁷

Parents and the modern school

The current school authorities appear to be unaware of their opportunities to influence the school system, even now, when they have a legitimate basis for such actions.

Because of school authorities' own lack of participation, they do not encourage parents to become involved either. Consequently, parental influence on key educational decisions has been negligible. School authorities, rarely request parental suggestions or feedback.

During parents' meetings, parents are passive because they are afraid to undermine the school authorities and are unfamiliar with the school system in general. Thus parents avoid making comments or suggestions to improve their children's education. If parents were informed of their rights and obligations as contributors to the educational system, then both the teacher and student would benefit, as well as the school as a whole. Parent-Teacher associations may provide a venue in which parents and teachers provide, mutual support for each other's roles, share the responsibility for school projects, and jointly make decisions that affect the educational system.

4.4. Youth with special needs

Youth with special needs are defined as talented and gifted youth, youth with behaviour problems and youth with learning disabilities. Modern pedagogic theory suggests the education of youth with special needs should start from the viewpoint that all students are special and should be considered individually. This is a different framework of thinking compared to gathering children into groups for their distinctiveness. All students benefit when they are offered the stimulation and challenge of work with peers with different needs.

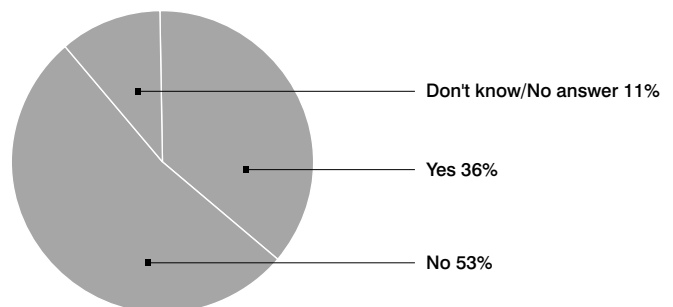


Diagram 3. Do curricula satisfy the requirements of youth with special needs?

One of the greatest problems in the field of education that particularly affects youth with special needs is the lack of unified legal regulations in BiH. The development of laws and curricula in FBiH falls within the jurisdiction of the individual canton. This creates complications, since there is no coordination between cantonal laws for each region. It is yet more difficult to talk of co-ordination within the Entities or with international standards.

Talented children

The school system is not structured to develop youth who demonstrate an accelerated rate of learning. The standard curricula do not stimulate the talented youth. Since an alternative track of study does not exist for talented students, the development of their ability is contingent upon the enthusiasm of individual staff members rather than by any systematic approach.

State level competitions are planned for the 1999/2000 academic year for secondary schools in physics, mathematics, information technology and physical and health education. There are also plans for shows that display the artistic talents of youth.

BiH has the following types of educational institutions for youth with special needs: pre-school educational institutions; primary school educational institutions; secondary school educational institutions (professional specialisation) and institutions of care. Special Education Facilities take responsibility for the education of blind and visually impaired youth with high and extreme hearing impairments. Special Education Facilities also educate mentally and physically handicapped youth who are capable of education. Youth with speech impairments and behavioural disturbances attend regular schools.

One of the oldest and most important forms of special education in our country is the existence of special departments within regular and primary schools. These departments have an increasing number of students with a moderate degree of mental handicap who study according to an adapted curriculum. This structure satisfies the educational needs of the small number of children within low-population cities and villages. There is an increasing number of opportunities to organise integrated education, where children with and without special needs can be together, such as extracurricular activities, joint breaks and excursions.

When youth cannot be integrated into the public educational system, they are enrolled in protection-care institutions. Schools for youth with extreme degrees of mental handicap are located in Pazarić in Sarajevo, Drina and Bakovići near Fojnica and Čirkin polje near Prijedor. During the post-war period parents' associations, and local humanitarian organisations established day-care centres for children with extreme degrees of mental handicap as well as for those with combined difficulties. The international community and a individual municipality budget funded these centres.

These centres are slowly beginning to specialise in educating youth with specific types of impairment. House visits by phys-

iotherapists, and other caregivers are organised for youth with extreme cerebral impairments. Youth are given direct attention and the entire family is educated in the home. This form of education is developed in order to preserve emotional contact with the parents as well as to improve opportunities for socialisation.

When youth with special needs complete their primary school requirements, these students enrol either into secondary schools designed to meet their needs or into special education departments within regular schools. Students with hearing impairments, blindness and visual impairments, as well as those who are physically handicapped are educated for vocations of the third or fourth degree of complexity. Mentally handicapped pupils are prepared for vocations of the second degree of complexity.

A smaller number of pupils who completed secondary education at schools for the visually impaired and blind, physically handicapped and hearing impaired continue their education at higher schools and faculties. Recently, youth with special needs formed associations aimed at promoting and sensitising the public to persons with special needs.

Many problems exist for youth with special needs beyond the challenge of obtaining satisfactory education. One goal of educating youth with special needs is training them for employment. As stated earlier, there are very few employment opportunities in BiH. Consequently, youth with special needs who have only a narrow range of vocations available to them have a greater difficulty of finding employment.

Additional problems include finding adequate educational conditions, such as the services of a qualified interpreter for deaf persons. Other examples of needed resources for the deaf include a light alarm-clock, a child-weeping indicator, light signals for doorbells and phones, and TV subtitles. The blind also require tactile assistance, such as traffic lights with sound signals and guide-dog assistance.

4.5. Religious education in schools

Following the first multi-party elections in BiH in 1990, the Ministry of Education introduced religious education in schools in order to satisfy the intention to respect and enforce human rights. The Ministry of Education initiated this change to move beyond the previous education system where religion was discriminated against and marginalized. The decision resulted in the adoption of a Islamic, Catholic, Orthodox, Jewish and Adventist curriculum as a faculty subject. Religion as a subject became compulsory in certain primary and secondary schools or alternatively became a compulsory subject in accordance with the parents' wish – either for catechism or the history of religion. On 10 May 2000, the cantonal education ministers decided that schools should teach all of the major religions practised in BiH and that the schools should begin doing so by September 2000.⁸

We think the inclusion of religious education may be one of many steps that can lead our country towards recovery. If we

can separate the essential principles of a religious tradition from the way religion was used to manipulate the population to take part in war, than perhaps we can move towards the beginning of healing.

4.6. Extracurricular activities

Schools organise extracurricular activities to cultivate student's interests and skills. The provision of planned periods for free time channels negative energy into constructive outlets. The most frequent forms of extracurricular activities in schools include art clubs, sports, and courses that supplement the subjects taught in school.

Youth participate in extracurricular activities to learn team work, to develop competitive skills, and to obtain a firmer grasp of the curricular subject matter.

Remarkably, teachers and youth pursue extracurricular activities despite the shortage of space, time and funds. The school administration lacks the skills to stimulate the teachers or students to develop their interest. Teachers are not adequately compensated for teaching, let alone for coaching a sport or heading a special interest group. Students are rarely affirmed for pursuing an extracurricular interest, and are insufficiently recognised for their participation in competitions.

The Students' Council

The aims of the Students' Council are to involve students in decision-making, to help write and apply academic regulations, to improve student-teacher relations, and to put into practice democratic principles. A similar organisation of students, called the School Students' Assembly, was part of the educational system in BiH for over sixty years. Currently State-sponsored support for student councils does not exist. However, if the above-mentioned ideas could be put into practice successfully on the State level, which may be more effective than the entity level, then a body in the form of a State Students' Council could act throughout BiH. Very few schools currently have operating student councils.

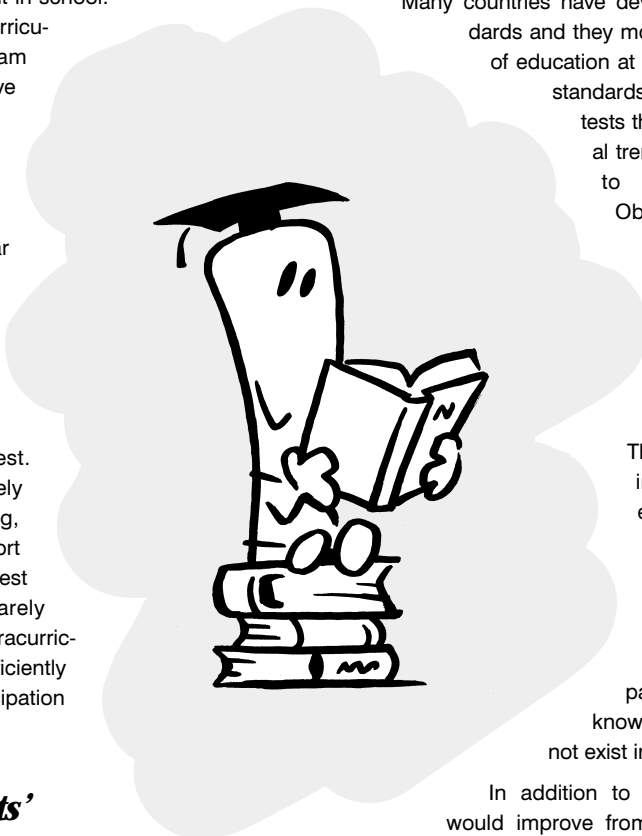
4.7. Educational standards in BiH

We think that the creation, monitoring, and application of educational standards needs to be improved in BiH. Our hope is that at first systematic standards could be applied to all levels of education. This would eliminate some of the discriminatory grading practices that we experience, as well as providing the Ministries of Education with more accurate information regarding our level of education. We hope that in the near future, our standards could be brought into line with those in the EU. Perhaps this could lead to both our education being recognised abroad, as well as BiH's admission in the EU.

Many countries have developed their educational standards and they monitor the results of the process of education at the state level. The educational standards often relate to standardised tests that are used to chart educational trends, as well as entrance exams to high schools or university. Objective information regarding the development and achievements of students provides adequate information for decisions relating to educational policies and the possibility of international comparison of educational results. This is very important in the existing conditions of the market economy and the globalisation of education. Monitoring and certifying educational standards is usually carried out by qualified non-governmental bodies in order to ensure transparency of work. As far as we know, this type of monitoring does not exist in BiH.

In addition to expecting that our education would improve from the benefits gained through standardised testing, we expect that improvements will be made to reduce the prevalence of subjective grading in the school system. Currently, those of us studying in BiH are often graded by our teachers on the basis of individual assessments in a non-standardised way. The inaccessibility of teachers is a significant problem. Also, teachers barely make enough money to live and consequently lack sufficient incentive to help their students pass their faculty tests.

The establishment of educational standards is an imperative in the current situation. There are plans for establishing state agencies for standards and assessments within the framework of the World Bank project for educational development. This agency could contribute to the integration of education in BiH, the development of a joint curriculum and the alignment of educational practice and standards with European and global trends.



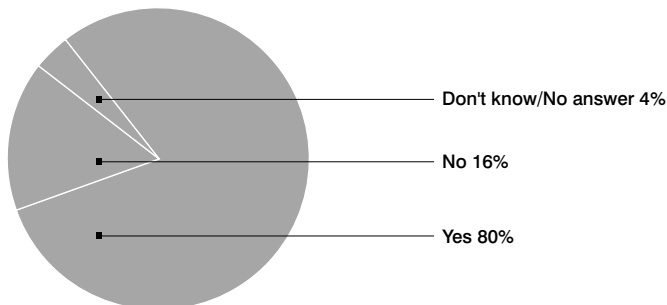


Diagram 4.
Are curricula overburdened with subject matter?

The only example of the concrete alignment of higher education in BiH with European standards is the postgraduate course at the Faculty of Law of the University of Sarajevo. This course, “European Studies”, provides youth in BiH with a Masters’ degree that is accepted in all developed countries (MA in European Studies).

5. Conclusion

In this last section on Education, we wanted to provide a summary of what we’d like to see change about our school system. The information in this section is the result of a year-long research effort conducted under the project Modernisation of Schooling. This project focused on issues related to the secondary school system from the perspective of youth. Five speakers’ platforms in Sarajevo Gymnasiums were conducted and led to the creation of an Educational Network of Youth clubs that will be implemented in 10 BiH cities.

As we mentioned previously, we are dissatisfied with the educational system in BiH compared to educational systems in Western countries. This dissatisfaction is one of the main reasons why we want to emigrate from BiH.

We are almost all in agreement where the format of school itself is concerned: that the number of subjects is too large, textbook and teaching resources should be improved, and most especially, the opportunity to select elective subjects should be introduced. Fortunately, certain minor changes, in particular those related to the introduction of elective subjects, took place this academic year in a number of Cantons. Apart from the possibility of selecting subjects, the idea of combining certain subjects (for example, the natural sciences) is also desirable. At the same time, however, there is a need to create new subjects, such as civil society, the history or culture of religion, or a new subject about sex education and AIDS.

We suggest alternative educational methods, such as counselling centres. Over 50% of us deem it necessary to intro-

duce counselling centres or organisations that will provide more information on resolving problems in studying, family problems, sex education, family planning, professional orientation and the choice of career (see Tables 6 – 15 in Annex).

We are calling for the modernisation of educational methodology. We want to see the introduction of more practical subjects, such as more laboratory classes in the sciences, the use of multi-media equipment in language and history classes, and visual aids and field trips to enhance the art and art history classes. This type of interactive learning and increased stimulation for research and discussions will hopefully replace the traditional lecturing approach.

We are also divided on the quality of teacher-student communication. This varies from teacher to teacher.

The monitoring of teachers and evaluation of their work and skills is unsatisfactory. The relatively low salary contributes to a lack of motivation among teachers and bad communication with students.

We are particularly frustrated with the absence of defined students’ rights. They are not even completely stated in the laws and regulations of individual secondary schools. Furthermore, given that there is no institution that deals with the protection of students’ rights, the situation becomes even more serious. A worrisome number of students—two-thirds according to certain surveys—think that students’ rights do not exist or that they are not respected or observed. A student community existed before the war, although without great jurisdiction, while today most of the secondary schools do not have a single form of student forum for all students such as the Western European student parliaments and councils.

However, as of this academic year, an initiative was started by youth organisations to support the relatively difficult process of democratisation of the educational system and the introduction of a Students’ Council. It is interesting that certain Ministries have already given their support (Federal), while others prepared changes and additions to laws (Sarajevo Canton) within which the establishment of a Student Council will be legalised.

Higher education also brings with it a series of problems. We are most worried about the fact that the BiH diploma is not valid anywhere else in the world. The unemployment rate of more than 50% is a primary motivation to seek opportunities to study abroad. We feel that at least abroad we could obtain a degree that would be recognisable in Europe and could lead to related employment. It is not uncommon for a person with a PhD in engineering to be employed as a cleaner in an international organisation.

Various buffets, bookshops, services at faculties, student centres and halls are not run by students, associations or faculties, but are most often privately rented premises which do not employ students. Disorganisation, weak co-ordination, and relatively minor jurisdiction over duties of the rectories result in long periods of time spent resolving these issues. Youth gatherings are rare.

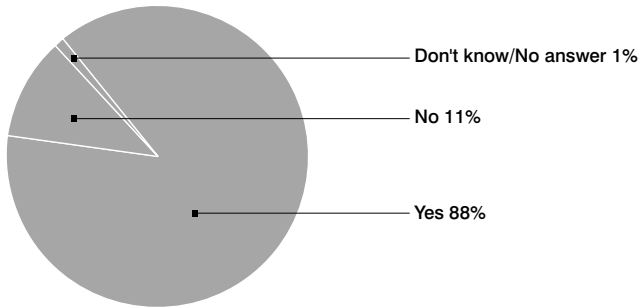


Diagram 5.
Are counselling centres for learning problems required?

We believe that we do not have the power to change the educational system. Students are mostly taken to be objects of the teaching process, rather than a participatory subject. This is demonstrated by the fact that a vast majority of students have never been asked their opinion regarding the education system and its elements. Those who did ask were most often professors or class teachers and there is almost no evidence

of such a survey being carried out officially by the school management board, Institute for Pedagogy or Ministry of Education although we expect that to be part of their job description.

Our dissatisfaction with the current educational system has been clearly articulated in this section. It is our hope that our work of coming together across Entity and ethnic lines to articulate our expectations and to produce this report will lead to change. We enthusiastically invite any proposals for how we can begin to improve our educational environment.

1 See pp. 61-62, NHDR BiH 1998. UNDP BiH, 1999.

2 This number has not been determined as of yet since it was not recorded during re-registration in schools or universities and many young people left for third countries.

3 See p. 62, NHDR BiH 1998. UNDP BiH, 1999.

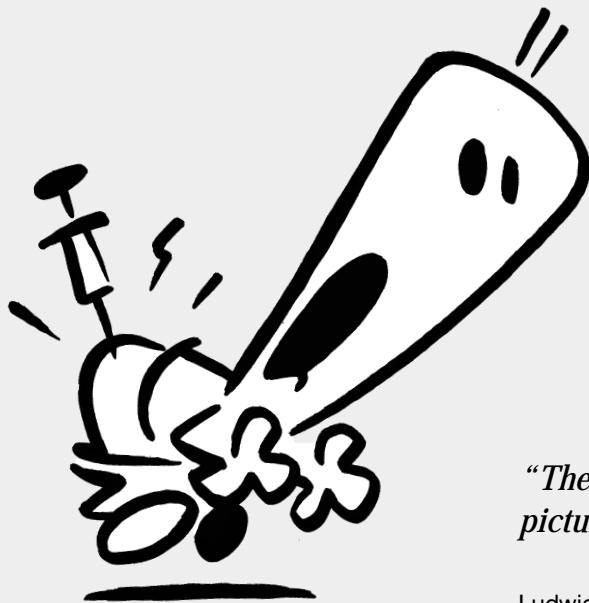
4 The symposium was hosted by OHR and participants included the FBiH and RS Entity Ministers for Education, Cantonal Ministers, university professors and schoolteachers, student council representatives, local and international NGO representatives, as well as foreign experts.

5 OHR/UNESCO, 2000.

6 OHR (1), 2000.

7 OHR (2), 2000.

8 OHR (1), 2000.



HEALTH?

“The human body is the best picture of the human soul.”

Ludwig Wittgenstein, *Philosophical Investigations*

Introduction

The development of the health sector, particularly as it relates to youth, is a very important investment in human resources and socio-economic development. With this in mind, we intend to provide an overview of the health conditions of youth in Bosnia and Herzegovina (BiH), the organised psycho-social assistance for youth and a look at the negative substances that Bosnian youth abuse.

It is important to note that by the end of the eighties, BiH adopted the Strategic health objectives for everyone by the year 2000.¹ In 1990, the BiH Assembly applied standards recommended in this document. In *Health 21 – Health for all in the 21st Century* (the World Health Organisation (WHO)), Objective Number Four outlines the necessity of satisfying certain criteria, in order to enable youth to be healthier and more able to fulfil our role within society by 2020:

- We should be capable of choosing a healthy way of life;
- Death and disablement caused by violence and injuries should be reduced by at least 50%;
- The number of youth with harmful habits such as drug use, tobacco smoking and alcohol drinking should be reduced;
- Pregnancy among minors should be reduced.

The status of health insurance in BiH

The war and its consequences had an adverse effect on the financial situation of the health sector. The first step in the development of the BiH health sector is a sound legal framework. As a part of the social insurance of citizens, according to the Constitution of BiH, the legal regulations concerning the system of health insurance are under the control of the Entities.

The new Law on Health Insurance in the FBiH that came into force in December 1997 ensures rights regarding compulsory health insurance for the whole population. The insurance coverage includes problems such as: the curing of

malignant diseases and insulin-dependent diabetes, health protection during pregnancy and motherhood, health protection of mental diseases that could endanger the life of the person as well as other people's lives, health protection of progressive neuromuscular diseases, paraplegia, quadriplegia, cerebral paralysis and multiple sclerosis, and the curing of drug addiction.

In July 1999, the Law on Health Insurance was adopted in the RS. The basis of this law is very similar to the FBiH Law on Health Insurance, with a different, centralised organisation since there are no cantons in the RS.

In BiH, in both Entities, health reform and the strategic plan for health development were adopted.

1. Health condition of youth

The health condition of the population, as well as of youth who are the healthiest group of the population, is estimated on the basis of data obtainable from the regular health-statistics reports provided by the Public Health Institute in the FBiH and the Institute for Health Protection in the RS.

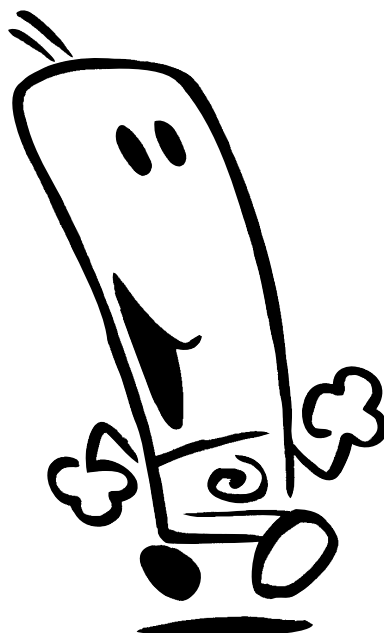
1.1. Leading causes of death

One criterion for determining the health condition is the leading causes of death. For youth, the leading cause of death between the ages of 15-29 in FBiH,² is injuries and poisoning (presented in Table 16 of the Annex). The second most common causes of death diseases are related to the circulatory system. The third most common causes of death are external causes of morbidity and mortality such as car accidents, drowning, exposure to electric-current, self-mutilation, hanging and wounds from fire arms with undefined intention. The fourth most common causes of death are malignant diseases and lastly are abnormal symptoms and signs identified in clinical and laboratory reports.

Given that we as youth are the healthiest of the population groups, the rate of death caused by injuries, poisoning and external causes is high (46%) in relation to the total mortality of our population group.

The registered causes of death are identical to those in the rest of Europe, meaning that *Health 21 – Health for all in the 21st Century* is of great importance for reducing these occurrences. Since the causes in BiH are the same as the rest of Europe, BiH can be placed in the same context and framework. This leads to the conclusion that the standards identified in the Health 21 report are applicable in BiH as well.

As is represented in Table 17 of the Annex, during 1998,³ the leading causes of death among youth (14-29 years of age) in the RS were injuries, poisoning and external causes of diseases and secondly are abnormal symptoms and signs identified in clinical and laboratory reports. Thirdly, are circulatory diseases that mostly appertain to the isocheimal group of heart diseases. The fourth and fifth leading causes of death in the RS are cancers and diseases of the urogenital tract.



1.2. Leading diseases, conditions and injuries of school children and youth

The leading diseases, conditions and injuries of school children and youth (7-18 years of age), are: acute infections of the upper respiratory system, acute bronchitis, bronchiolitis, injuries, diseases of the eye and adnex, skin infections and subcutaneous tissue infections (the ten leading diseases, conditions and injuries in the FBiH are represented in Table 18 of the Annex).

The frequency of the five leading diseases, represented in Diagram 38 in the Annex, indicates that the leading diseases are acute in this healthiest population group and they do not have durable consequences. Injuries are the third most common cause of mortality, which indicates the need for further health education regarding their prevention. Among the ten leading diseases of youth, it is necessary to emphasise the presence of anaemia caused by iron deficiency, as well as diarrhoea and gastroenteritis probably caused by infection. These diseases indicate nutritional disturbance, as well as disturbance in living conditions such as insufficient hygiene habits and customs, provision of clean drinking water, and the delay of waste materials.

1.3. Oral health

In the FBiH, the five leading diseases in the dental health protection of school children and youth (7-18 years of age) in 1998 were: caries, diseases of the pulp and periapical tissue, dento-facial anomaly, diseases of the hard tissue of teeth and disturbances in the development of teeth (the ten leading diseases and conditions are represented in Table 19 of the Annex).

1.4. Reproductive health

A very important aspect of our health condition is reproductive health. To prevent unwanted pregnancy, there needs to be education for both men and women regarding their responsibilities. In addition, there needs to be education about the other benefits of contraceptives such as protection from HIV and other sexually transmitted diseases, and the prevention of sterility. Currently, very few youth use contraceptive devices and youth also lack sufficient knowledge of STDs (see Tables 66 and 67 in the Annex).

1.5. Persons with diminished physical abilities

Diminished physical abilities are caused by disturbances of the locomotory system, sight, hearing, injuries, and mental disturbances. According to the available incomplete data from the Bureau for Social and Child Protection of the Ministry of Social Policy, Displaced Persons and Refugees, in the FBiH, there are 769 children (0-18 years of age) with disturbances in physical development, 269 children with hearing defects, 305 children with speech defects, 297 children with sight defects and 946 children with combined disturbances.

Mine injuries

A special problem in the post-war period and a new health risk is injuries caused by unexploded mines. According to data of the UN Mine Action Centre,⁴ there are 1,000,000 mines in approximately 30,000 minefields in BiH. The minefields created during the war are in many cases unmarked and there are no reliable records of them. Among the number of people injured by unexploded mines, according to data from the International Red Cross and the Institute for Public Health FBiH for the period 1992-1997, 16% of school children and youth are affected (see Diagram 39 in the Annex).

The relatively high percentage of youth in relation to the total number of people injured represents an additional problem for society. Those who are injured from mine explosions require expensive care and rehabilitation. Because youth are among the healthiest and potentially most productive part of the population, mine injuries have serious consequences for society as a whole.

1.6. Disturbances in psychological functioning

Today, the rate of mental disease amongst youth is higher than it was before the war.⁵ This increase is caused primarily by events taking place in society, which affect the structure and quality of family life, as well as by our choice and way of living outside the family environment. The contemporary family does not provide adequate support, understanding and close emotional ties for us anymore. The absence of family support and a social environment from which we can obtain the strength for our overall development is the reason for this crisis.

Today, we often manifest disturbed psychological functioning through isolation. We also tend to lead solitary lives and avoid contact with persons of the same age.

Although the instance of psychological diseases among youth is not recorded among the ten leading diseases,

the percentage of chronic psychological disturbances and mental handicaps accounts for 16.8% of all such diseases in youth.

According to incomplete data from the region of the FBiH, until June 1999, a total of 2,094 children and youth were registered with disturbances in psychological development.⁶

In the post-war period, there is evidence of important neurotic-somatic disturbances linked with stress, the percentage occurrence of which is as much as 54.1% of all psychological diseases of youth.

AIDS

According to official records for 1998 in the FBiH, the rate of AIDS cases was very low and was 0.04 per 100,000 inhabitants. In the RS, by the end of 1998, there were 25 registered HIV positive cases.⁷ The total number of AIDS cases is unknown because individuals leave the RS for medical care. However, a high risk of AIDS infection exists due to the increase in transit of people and goods in BiH, as well as a sustained trend in the prevalence of STDs. 16,000 people worldwide, most of whom are young, are infected daily with HIV.⁸ This is of particular significance to those developing a strategy of AIDS and HIV infection prevention.

2. Organised psycho-social assistance for youth

Mental health support and a holistic approach to health are marginalized at an institutional, programme and professional level, and do not exist within the framework of private initiatives. During the period of adolescence, we feel that youth lack support.

We need counselling programmes and counselling teams to support youth properly. Based on the UNDP/IBHI survey and the survey carried out on a sample of 234 secondary school pupils aged between 17 and 19⁹, it is evident that a need for the opening of youth counselling centres in various areas is prevalent (see Tables 6-15 and 20-24 in Annex).

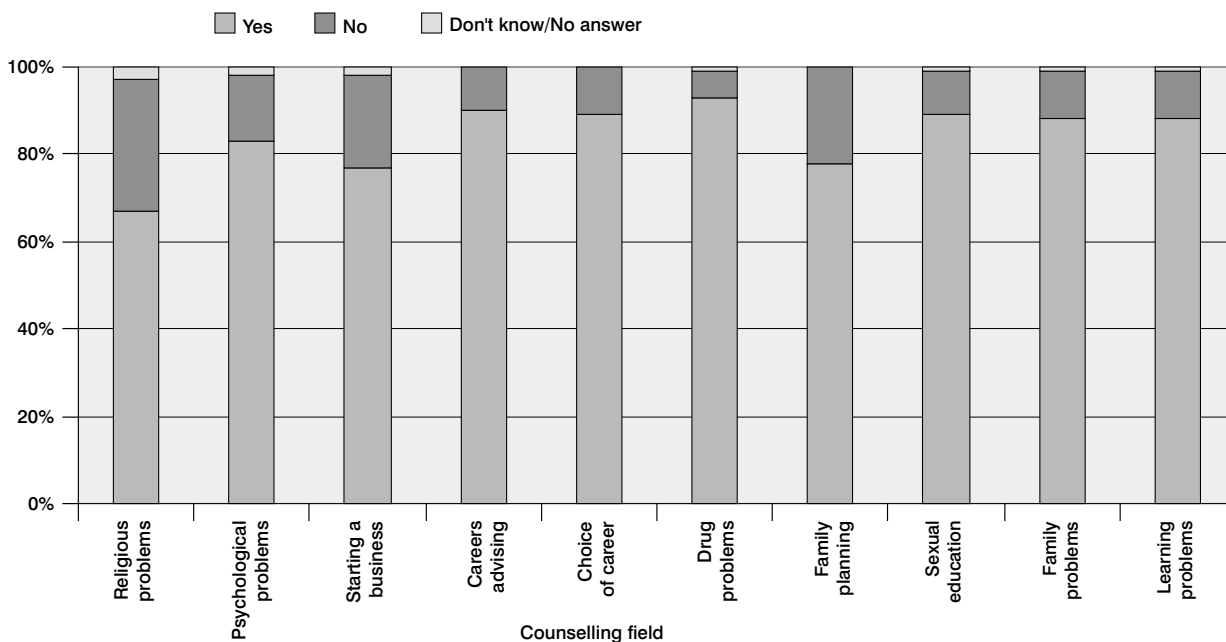


Diagram 6. *Do you consider it necessary to establish counselling centres for:*

2.1. The current condition of existing counselling centres

There are many reasons youth do not have adequate counselling resources available to them at school. Firstly, in the rare event that the school employs a counsellor or psychologist, the majority of that individual's time is occupied with administrative jobs and writing reports. Secondly, if the counsellor or psychologist has the will to interact directly with students, he or she does not have access to the premises, time, or programs to facilitate this. For example, only certain schools in Sarajevo (such as the Secondary school for nurses and medical technicians and the 2nd Gymnasium) have psychological youth counselling with concrete programmes, schedules and qualified staff.

Community based rehabilitation centres (CBRs) are an additional resource for counselling services outside of the school system that are centres for mental health and physical rehabilitation. CBRs exist in the FBiH as part of health institutions – health centres. According to the Ministry of Health of the FBiH, 38 such centres exist in the FBiH, of which 27 are centres for mental health. A problem faced by these CBRs includes work in incomplete teams due to a lack of staff.

3. Healthy living

3.1. Nutrition

Nutritional studies report that Bosnian children are healthy. Surprisingly, after four years in war, when food supplies were sporadic, they are not undernourished.¹⁰ According to these studies, 500 children, between the ages of 10 and 15, demonstrated only 2.6% (weight for age group), or 3% (height for age group) under-nourishment, which is the expected percentage within a normally nourished population. However, the percentage of obese children is high (6.1% to 8.4%), which indicates that this is an increasing problem that should be addressed with particular attention.

Regular statistical data regarding micronutrient deficiency indicate that anaemia caused by iron deficiency is still one of the leading diseases of youth between the ages of 7 and 18.

3.2. Socio-pathological manifestations (causes)

There are numerous reasons for socio-pathological manifestations in BiH (smoking, alcoholism, the use of narcotics and

suicides). Common factors pertaining to all of these manifestations are: transformed socio-economic living conditions, negative family relationships, stressful situations, a low level of education concerning the harmful effects of smoking, alcohol consumption and the use of narcotic substances.

3.3. Cigarettes, alcohol, grass, syringes, suicides and other phenomena

3.3.1. Cigarettes

Tobacco production in BiH in 1991 amounted to 1,896 cigarettes, per inhabitant.¹¹ In 1998 in the FBiH, tobacco production amounted to 1,669 cigarettes, per inhabitant. A study carried out by the Institute for Health Protection of BiH concerning the changing living conditions during the post-war period as a result of problems in adaptation, shows that the percentage of adult smokers in the post-war period was 60-70%, which is 10-20% greater than during the pre-war period. Since we mostly acquire the habit of smoking in our wish to imitate others, we often become psycho-physically addicted to tobacco.

Forty-six percent of us smoke regularly, 40% do not smoke and the remaining 14% smoke only on specific occasions. According to World Health Organization recommendations, this is a high percentage.

Fifty-three percent of the young male population smoke regularly, while 38% of the female population smoke as often. Forty-two percent of the young male population smoke rarely or never smoke, while the percentage of women in this category is 59% (see Table 25 in Annex).

The majority of those who smoke regularly are between 26 and 30 years old. A slightly smaller percentage of youth between 19 and 25 smoke regularly. It is encouraging to note that the lowest percentage of regular smokers fall between the ages of 14 and 18.

The level of a person's education does not have a significant effect on changes in smoking habits. This suggests that we do not receive anti-smoking education in school. Forty-six percent of us with 13 or more years of education smoke regularly.

The potential high profits for the tobacco industry account for the marketing campaigns that have recently led to the increase in smoking among the youth of BiH. Because of the marketing campaigns of the tobacco industry are so aggressive, the "Law on the Limited Use of Tobacco Products"¹² was enforced in the FBiH in 1998. This law defines where the use of tobacco products is forbidden, what must be clearly labelled on tobacco products, as well as advertising restrictions on tobacco products. A law on the limited use of tobacco products is only one approach to decreasing the prevalence of chain smoking in BiH.

It is well known that smoking is one of the greatest risk factors for lung cancer, coronary illness, chronic bronchitis, lung emphysema and others. Yet many adult Bosnians argue that smoking isn't a definitive cause of lung cancer, which reveals an insufficient education about smoking. Schools need to begin discussing the consequences of smoking from the time we are very young. Each convertible mark spent for the prevention of smoking will be much more useful than the expensive health care required for smoking-related diseases.

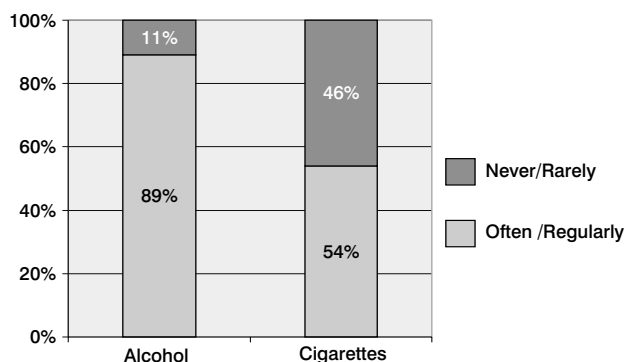


Diagram 7.
How often do you smoke and drink alcohol?

3.3.2. Alcohol

Alcohol production and consumption decreased during the war. However, in 1998, alcohol expenditure, as part of the total living expenses, increased by 3% in relation to that of 1997.¹³

Eleven percent of those surveyed consume alcohol regularly and often, 46% never, while the remaining 43% consume alcohol only on specific occasions (see Table 26 in Annex).

Where gender is concerned, 19% of the male population consume alcohol regularly and often, while 4% of the female population drink with the same intensity.

The older we grow, the higher our rate of alcohol consumption is. Eighteen percent of those of us aged between 26 and 30 consume alcohol regularly, 18% rarely, only 46% only on specific occasions and 35% never consume alcohol. Five percent of the youngest population surveyed between 14 and 18 years of age consume alcohol regularly and often, 32% rarely and only on specific occasions and 63% never consume alcohol.

These results illustrate the need for a strong and healthy public policy in the fight against alcoholism and effective alcohol production, distribution and advertising controls. Alcohol consumption also leads to psychological disturbances, violence, and traffic accidents, which creates additional burdens to our health and society as a whole.

3.3.3. *How and why do we take drugs?*

Bosnian youth take drugs primarily to deal with the stress associated with leaving our birthplaces, or of our friends leaving. We also take them to deal with our feelings of rejection in our new locations.

It should be highlighted that only a small portion of us admit to taking drugs and that, in the UNDP/IBHI survey, a significant proportion of people refused to answer questions relating to drug-use. The drug of choice among BiH youth is marihuana (grass). Five percent of us take it regularly, often or only on specific occasions, and four percent take it rarely. (see Table 27 in Annex).

Glue-sniffing (synthelan and tiger) is not uncommon, because it is readily available in shops and we all well know that its consummation is harmful.

After marihuana and glue sniffing, we choose to try ecstasy. However, only one percent of us admit to taking ecstasy, and then only on special occasions (see Table 28 in Annex).

The other drug that one percent of us admit to using only on special occasions is tablets with narcotic effects (see Table 29 in Annex). Table 30 in the Annex presents the survey results regarding the use of hard drugs such as cocaine and heroin.

Considering the importance of this problem and its harmful consequences, there is a need for comprehensive public action to counteract this extended phenomenon with durable socio-medical consequences. Seventy-six percent of us, regardless of age, consider it very necessary to establish a counselling clinic, which would deal with narcotics and drug related issues (see Table 10 in Annex).

3.4. *Suicides*

One-quarter of us between the ages of 15 and 29 have attempted self-mutilation.¹⁴ The most frequent method of intentional self-mutilation within this population group is hanging, followed by unmarked firearms. This data is presented in Table 31 of the Annex. In the post-war period, the number of suicides has increased in the RS but there is no complete data about it.

A list of possible motives for suicide follows:

- The family framework is no longer stable, this can lead to a feeling of insecurity and helplessness. When families function well, they provide an atmosphere of security and support.

- We are often alienated from our peers. Because we are preoccupied by our own problems, we are unable to communicate with others and we do not have enough energy nor will to "at least" listen to someone else's problems.

4. *Conclusion*

In this post-war period, a feeling of hopelessness often overwhelms us. Although our physical health is up to acceptable standards, we really need help in establishing our mental health. Counselling centres would assist us in this way, which in turn may decrease our use of harmful substances. Although comparatively the numbers of users in BiH is not high, we could reduce the fraction of youth that use negative substances through more comprehensive education campaigns in school. We suggest that the youth of BiH work with the appropriate ministries to create seminars on the health topics that interest us. These topics include: how to deal with stress, how to cope with changes during puberty, how to manage the consequences of drug and alcohol abuse, as well as how to nurture emotional health.

1 WHO (3), 1991.

2 According to preliminary data from the Federal Institute for Statistics for the period 01.01-31.08.1999.

3 Information from the Republic Institute for Statistics of the RS. There are no final statistical data on causes of death for 1999.

4 UN Mine Action Centre BiH, 2000.

5 According to the work experience of M. Sandić Doc. dr sci. med. at the University Medical Centre, Centre for Mental Health in Sarajevo and work at the Psychiatric Clinic in Banja Luka.

6 Data from the Department for Social and Child Protection of the Ministry of Social Policy, Displaced Persons and Refugees FBIH.

7 Republic Institute of Statistics of the RS.

8 Human Rights Internet, 1998; WHO (2), 1997.

9 Secondary school for nurses and technicians in Sarajevo, survey carried out from 07.02.2000 to 10.02.2000 (see Tables 20-24 in Annex).

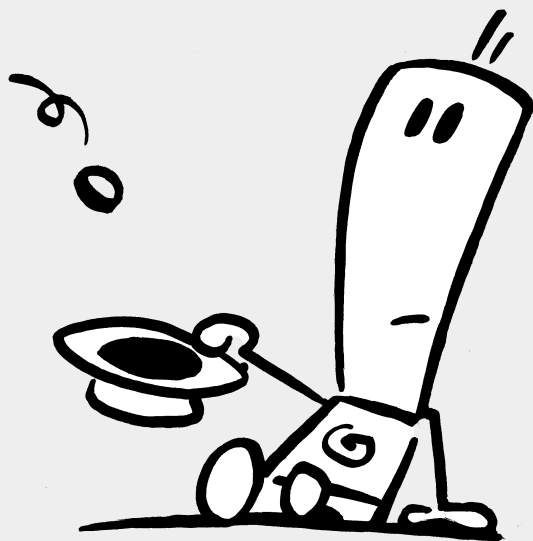
10 Public Health Institute FBIH, 1998.

11 According to data from the Institute for Health Protection of the Republic of Bosnia and Herzegovina (RBIH) and the Institute for Social Medicine, Organisation and Economics of Health of the Faculty of Medicine in Sarajevo.

12 Official gazette FBIH, no. 6/98

13 Federal Statistical Institute, 1999.

14 According to the preliminary data of the Federal Institute for Statistics and on the basis of the examined causes of death for the period 01.01.-31.08.1999.



THE ECONOMY

*“Youth is the best time to be rich,
and the best time to be poor.”*

Euripides

Introduction

As youth in Bosnia and Herzegovina (BiH), we live frustrating lives. Through film, music, and the Internet, we are in touch with how youth in other parts of the world live. In BiH, the majority of the movies shown are in English with Bosnian subtitles, produced outside of the former Yugoslavia, and a large proportion of the tv-series show the daily lives of youth living in Western countries. Additionally, the local television station broadcasts foreign music videos, and the main radio stations play foreign music, besides local ones. Through these mediums, we see how youth live who were not born at the end of a 50 year socialist experiment, followed by war, which has been followed by 5 years of stagnation and corruption.

We are envious and feel cheated.

In this section on economy, we plan to provide a summary of the economic environment, the employment section, the black market, and the relationship between the economy and education from our perspective. We've provided extensive statistics in the Annex to give more weight to our statements.

1. Economy

We are experiencing the painful consequences of living under a planned economy for 50 years in which the State, as opposed to market forces, dictated economic trends. In a market economy, the State has minimal influence in the areas of inflation, setting prices, and planning for future supply and demand. In addition to trying to adjust to a new economic environment, we are seeing widespread corruption. These consequences will have a significant effect on us while we invest the majority of our lives in social and economic reconstruction. Specifically, the war robbed us of our adolescence—crucial years to experiment, develop and mature.

The Human Development Report Bosnia and Herzegovina 1998 makes it clear that many years will pass before the

youth of BiH fulfil the basic components of human development, such as the ability to obtain a marketable education, to find work, and to live a healthy life. The report makes this conclusion based on its analysis of economic and employment issues as well as its assessments of the local and foreign institutions that deal with the development issue.

When we are able to secure an income, it is commonly shared amongst our family members. The families in BiH combine their incomes to meet their basic living needs. Parents' incomes generally come from salaries, pensions, disability pensions, social assistance, agricultural incomes, and assistance from relatives. Youth earn income by working in the formal employment sectors as assistants in legally recognised companies as well as the informal employment sectors selling goods on the street, baby-sitting, or providing language lessons. Approximately 18% of the youth questioned provide the main contribution to the families budget (see Table 32 in Annex).

Because the entire families in BiH are dependent on the income of one or two working members, youth can rarely become economically independent. This phenomenon was also present in the ex-socialist BiH before the war. The main reasons for the prolonged dependency both then and now is the familial structure of society and an insufficient level of economic development to create the conditions for independence such as an apartment and a job.

The consequences of war

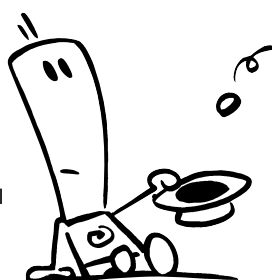
In BiH, Gross Domestic Product (GDP) in 1998 amounted to slightly less than 40% of the GDP from 1991, while 61% of population (58% in the FBiH and 64% in the RS) live below the poverty line. There was a low level of economic, social and political security in BiH in 1999, in comparison with other countries of the region (see Table 33 in the Annex).

Because BiH is an economically impoverished society where we are obligated to share our small incomes with their families, we have only a small amount of money available to live out what we consider a normal life. Because of these difficult economic conditions, we experience a loss or delay of economic or social integration into society. Since there are no social statistics in BiH, it is difficult to obtain credible data on the social situation of this section of population. We have no money for constructive leisure activities, for travel to other areas and for our families to provide education for their children. We also feel intellectually impoverished because it's nearly impossible to obtain the necessary books for compulsory education and just as impossible to finance higher degrees of education.

2. Employment

Unemployment is one of the most important social and economic problems in BiH that affects youth. The wider unemployment rate which includes all ages of workers that are on waiting lists is estimated at being 56.5%. Companies that cannot afford to pay all of their employees place a selection of the employees on a waiting list. The companies continue to provide employees on the waiting list with health, pension, and invalidity payments. In certain cases it is better for the company to keep an employee on the waiting list, rather than releasing them from their position. This is because if the employee is on the waiting list, the company does not have to pay them severance pay.

The unemployment situation in BiH is complicated by the absence of a social policy which would contain an unem-



ployment policy. The Law on Contributions allots very modest funds to the unemployed. Contributions to the unemployment fund come from a 2% deduction by all FBiH employees and 1% for the employer. These funds should provide compensation during unemployment, as well as health insurance, the right to pension-disability insurance, and short-term assistance. Practice has shown that these funds are not sufficient to cover the basic cost of living. Despite receiving a minimum contribution during unemployment, the unemployed still only have partial health coverage. If you have registered with the employment bureau as unemployed, you have a right to receive social security payments.

Extensive statistics on unemployment in BiH can be found in Table 34 of the Annex.

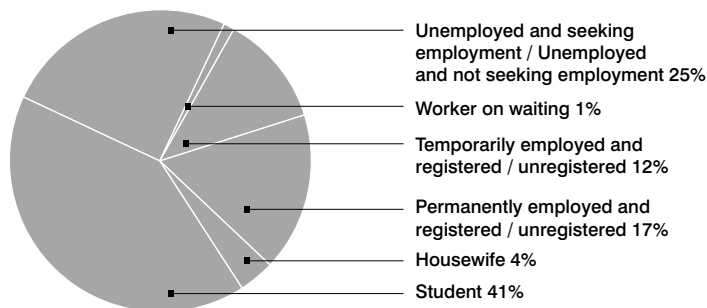


Diagram 8.
What is your current employment status?

Unemployment of youth – the facts

A more detailed analysis of the unemployed population in the FBiH shows that out of the total number of unemployed, 32% are women and 31.1% are young people up to the age of 27. If the upper age limit of youth is increased to 35 years of age, then the number of unemployed youth would be 171,000 or 64% of the total number of unemployed persons in the FBiH. Based on data from the FBiH Institute for Employment and research undertaken by the Forum of non-governmental organisations in Zenica, it is estimated that the average time spent waiting for a job by registering at the unemployment agency is 10 years. Currently, according to data from the FBiH Institute for Employment, there are 102,000 persons who have been waiting for employment for two to five years and 24,000 persons waiting for more than nine years. However, it is important to note that youth on the waiting list, registered as unemployed, may have unreported means of income.

In BiH, the problem of unemployment among youth has some important aspects. An enormous proportion of the potential young workforce is unemployed. For example, in the FBiH where those of us between the of 15 and 24 age represent 16.4% of the total population and where we represent 11.6% of the total workforce, only 6.4% are employed. This means that almost half of the young workforce is unemployed.

If youth have not learned a sufficient level of a foreign language to get a job in an international organisation, or do not have entrepreneurial skills to start a baby sitting service, nor the interest in attending the University to obtain for a marketable degree, then the unemployed youth population is consigned to the underworld of the black market and a life on the brink of the crime, or to leaving BiH.

It is true also that there are particular cases of the non-inclusion of youth, as for example, in a firm that hires approximately 4,700 persons, where only 40 persons under 30 years of age are hired, of whom only two are under 25 years of age. However, it should be mentioned that the International Community, which is where the majority of the new jobs since the war have come from, employs primarily youth. In this sector, adults who haven't learned English and aren't familiar with computers are marginalized.

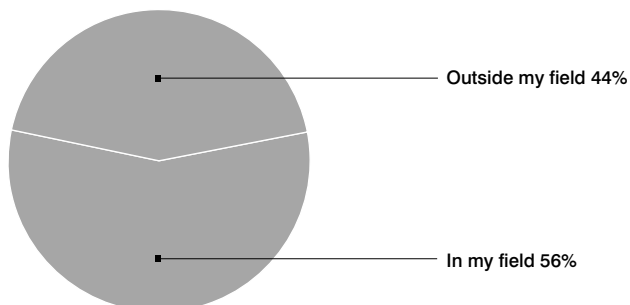


Diagram 9.
Are you employed in your field of expertise?

There are specific reasons for our widespread and increasing unemployment. Our unemployment is caused in part by the absence of a policy oriented towards the preservation and development of human resources, which could lead to greater opportunities. There is also the problem of an inadequate education system which does not correspond to the needs created by economic transition and the restructuring of the labour market. Unfortunately, the education system does not correspond to new needs regarding qualification structures and profiles for sustainable economic development. In general, our integration into the workplace is completely neglected and insufficient attention is being given to this problem.

Because BiH does not have an economic structure that creates private sector job opportunities, BiH loses out on extremely valuable human resources and thereby diminishes

its opportunities for a modernised and dynamic approach to economic and social development in the future.

The consequences of these structural causes of unemployment among the youth are very serious. Our marginalization within the domain of employment directly leads to the brain drain effect and also contributes to the decision of educated youth not to return from foreign countries.

3. The black market

Although the government is more diligent about reducing black market activity, it is still prevalent in BiH. However, this problem has not been thoroughly analysed yet and most of the data that we read came from polls, individual research, as well as the UNDP/IBHI survey.

The black market is created in two basic ways: through the hiring of unregistered workers and through work in unregistered activity. Society loses tax dollars from unregistered workers and it is harder to calculate true unemployment numbers.

We estimate that tens of thousands of persons are employed in one of these ways. We've read evidence of this from interim reports by work inspections, tax-offices, and arbitration tribunals. It is important to note that attitudes about the moral implications of the black market vary, even amongst the authors of this report. For example, at the Employment Bureau in Zenica, we interviewed 50 young men and young women. Of those interviewed, 30% said that they supported the black market because they felt that people have to live in some way. We also interviewed 50 students in Zenica and 12% stressed that they obtain a very significant part of their income for financing their studies through the black market.

The black market is present in all areas of BiH. For example, 104 out of 282 employed persons who we questioned are employed through the black market (see Table 35 in Annex). Also, in Zenica, we interviewed twenty managers whose firms hire approximately 40% of the total number of those employed in Zenica. These managers all had similar conclusions about the black market. They believe that the solution to eradicating the black market lies not only in trying to eliminate the black market itself, but by improving the employment situation in general.

4. The relationship between the economy and education

It is necessary to match the requirements and needs of the economy with supplies from the educational institutions.² Unfortunately, this is not the case. ³ In the aforementioned research in Zenica, 40% of the managers consider that the work force market does not correspond to the needs of the economy and only 15% require new employees at all. The disparity between supply and demand in the workforce is

obvious at the Employment Bureau because the supply is much greater than the demand.

There seems to be a basic lack of understanding about the concepts and needs of a market economy on the part of schools, parents, and youths and even education, mediation and employment authorities. This is part of the reason it's difficult for BiH to guide us to obtaining higher education in field that match the market demands. Granted, it should also be noted that it is very difficult to clarify the needs of the workforce when the economic situation is so poor. For example, schools and businesses retain employees who are not necessary for the successful functioning of the organisation. We see this when schools retain their programmes and staff to cover the required scope of economic activities that existed in the pre-war period but are no longer part of the new market economy. A societal belief that the kind of employment found in the pre-war period will last contributes to the problem of obtaining degrees for which there is no demand.

However, since global directions of development are still not discernible in all areas of economic development, it is difficult to assist our parents and ourselves in choosing an appropriate direction of professional orientation. Our parents mainly accept what the educational system offers, hoping that our chosen career will be required on the labour force market. The survey confirmed our uncertainty regarding the prospects offered by our chosen career. Only 10% of us are certain that we will be employed in our field, 25% are partly certain and 45% are uncertain or partly uncertain (see Tables 5 and 36 in Annex). This leads to the dissatisfaction for both those of us searching for work in our fields and employers searching for employees. In the poll we took in Zenica, employers stressed that they cannot satisfy their needs through the structure of the workforce offered by the Employment Bureau. They want those who are educated in graphical and pharmaceutical professions, the food industry, graduate electronic and technological engineers, and people who know foreign languages. Therefore, we feel that we've identified the need for a new kind of education. We need an education that may retrain some of us in different fields and we need to have a way to more quickly qualify us for specialised jobs.

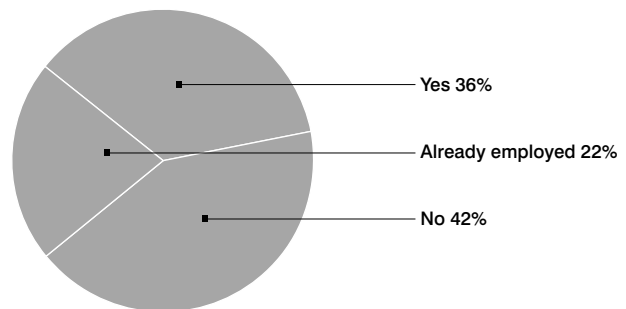


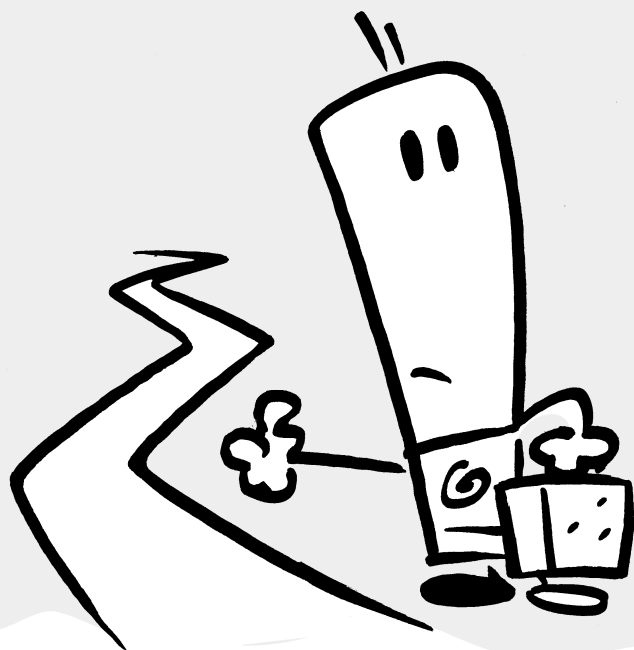
Diagram 10

Do you think that the education you are receiving will enable you to find employment in the future.

5. Conclusion

The economic environment in BiH is complicated by the multi-layered transitions we are experiencing. We are trying to adjust to an entirely new system of economics, to peace after being robbed of a significant portion of our youth, and to the enormous challenge of trying to remain hopeful, creative, and dare we say, optimistic, after witnessing a fifth year of stagnation and corruption. We need training on how to enter the market economy as entrepreneurs, how to channel our small money-making ideas into sources of income, and how to navigate towards our educational goals. In summary, we, as the youth of BiH, can play a significant part in reshaping the country, but we desperately need more resources, proper training, and guidance.

¹ UNDP BiH, 1999.



LEAVE, STAY OR RETURN?

“No other place has people like this, this positive madness of ours.”

post-war émigré who returned to BiH

Introduction

In the preceding chapters, we provided an overview of the three fundamental components of human development from the youth perspective: education, health and employment. In the following seven chapters we will present our opinion on a select number of issues that affect youth. We feel that the most important issue is the issue of population movement. The constant departure of Bosnian youth results in a societal “brain drain”. “Brain drain” is a slang term used to describe the mass exodus of educated individuals of any age to another society. We believe that we do not have the resources to choose a marketable area of study that could lead to a paying job in our field of expertise. We feel that we are inadequately equipped to make decisions about our careers. Also, our education itself is lacking. Even if we do obtain a degree, it will likely not be recognised outside of BiH. We need an education that is both recognised according to EU standards and sends us out with a career that is in demand in BiH. Without an education that can be used in BiH or elsewhere, we choose to leave. We leave due to entirely realistic needs for a competitive education, concrete employment opportunities and a better standard of life.

In this chapter we will look at the questions we ask ourselves: Should I stay? Should I go? Or should I return?

Categories of population movements

Population movements can be classified in three categories: movements caused by the world-wide urbanization trend, movements resulting from an economic reform process, and movements forced or accelerated by war. An example of the urbanization movement is the trend to move to the cities which began prior to the war in patterns similar to those of other Central European countries. When a society undergoes urbanization, a large number of rural people move to cities, and many of them become accustomed to urban standards of living and prefer to remain in towns rather than to return to the countryside. This is likely to be particularly true for younger people because there are more choices for them in an urban environment. This phenomenon is common in Banja Luka, Mostar, Sarajevo and most of the larger cities in BiH. Movements related to the economic reform process include

transition-related movements resulting from a substantial ongoing economic reform process in BiH. A number of large pre-war enterprises, such as the Zenica steel plant and new businesses emerging in places like in Tuzla, change the distribution of employment opportunities throughout the country. Movements which would not have happened in peace time include expulsions of ethnic minorities from areas with strong economic potential, and abandonment of housing units located close to frontlines.

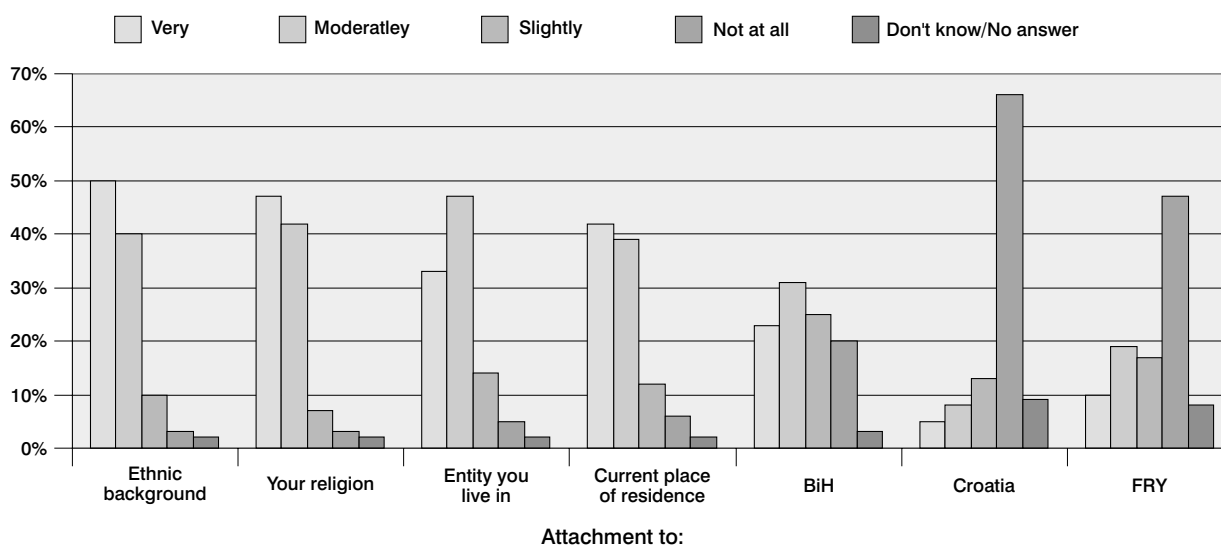
The three types of movement have different potentials for reversal: movements which would not have happened if the war had not occurred can, in principle, be reversed; urbanization trends and transition-related movements are unlikely to differ from patterns observed in other Central European countries where populations that were moved tend to stay in the urban environments. The movements, which were accelerated by the war, are less likely to be reversible.¹

1. Should I stay?

It may be strange if the youth in Western countries were asked why they intend to continue living in their home countries, but asking the youth in BiH the same question is almost ordinary. Despite the traditional culture of BiH that ties people to their families and hometown, we consider it uncom-

patriotic reasons. Another tenth of Bosnian youth stays because he or she is satisfied and has a good life here or at least is hoping for a better life, and a further tenth admits that he or she remains here out of habit. This segment of youth expresses their desire to stay because everything they have is here, everything they know is here, or because they are born here.

The indicators of our desire to remain in the country are also linked to the degree to which we feel attached to the Entity we live in and to the place we are living in.



mon to plan to live our future in the places where we were born, and where our families, our friends and memories are. This is because we believe that large centres have more opportunities than BiH. This is a direct consequence of the stunted development of our education, health and employment sectors. Our desire to emigrate is quite reasonable when taking into account the poor educational system and the high unemployment rates. What kind of future will we have in a country where the unemployment rate is above 50%, the salaries in local companies are not sufficient to provide for a family, and where there is great uncertainty about the political future of our country?

The question of departure is a sensitive question. Many youth chose to stay in BiH during the war and consider this an asset. In light of this, it can seem insulting to ask one of us if we want to remain in BiH in peacetime when we chose to stay during the war.

The most important reason why Bosnian youth wish to remain in this country is to stay close to our family, friends and company. This answer is consistent across the Entity lines and ethnic backgrounds (see Tables 37 and 38 in Annex).²

The survey documented in the tables reveals some of the other reasons that we chose to stay. We discovered that one in ten Bosnian youth chose to stay because he or she loves this country/homeland and would continue living in BiH for

Diagram 11.
How attached are you to:

2. Should I go?

Although some Bosnian youth chose to stay, there are those who wish to go. Given the intensity of our lifestyle, we also tend to be quick in making the decision to leave.³ We are equally quick to adapt to the new environments and traditions of the countries to which we emigrate. At our age, languages are easy to learn, and new customs are seen as a challenge rather than a burden.⁴

In fact, the statistics show that every fifth young person does not feel attached to BiH at all, and this is truer for the youth in the RS (32%) than in the FBiH (7%). Consequently, it is only every twentieth person in the RS who feels very attached to BiH (5%) while in the FBiH (41%) it is true for almost every third young person (see Tables 39 and 40 in Annex). We need further research to ascertain the differences in these statistics.

When we look more deeply at the question of attachment, it is helpful to pay attention to our attachment to the neighbouring countries of the Federal Republic of Yugoslavia (FRY) and the Republic of Croatia. Only every fifth person in the RS and

among young persons of Serb ethnic background feels attached to the FRY, while every fourth young Croat in BiH feels attached to Republic of Croatia (see Tables 41 and 42 in Annex).

This lack of devotion to the country we live in (or the existing devotion to a country in which we do not live) is reflected in our desire to leave BiH. Even after the Dayton Peace Agreement was signed, the process of "brain drain" escalated and it is estimated that the total number of migrants from BiH was 42,000, mainly qualified nationals with their families, in the period 1996-1998.⁵ Therefore it is not surprising that under the pressure of this largely accepted trend, 62% of us want to leave BiH and migrate to developed countries.

Although differences across the Entity lines are minimal (see Table 43 in Annex), they are considerable in respect to ethnic backgrounds. When analysing the statistics by ethnicity we found that 67% of Bosniacs would leave, 63% of Serbs, while only 41% of Croats (see Table 44 in Annex). More men would leave BiH (67%) than women (58%).

The reasons why we wish to leave the country and migrate to developed countries is due to several factors: the low living standards, our perception that there is no future for us in this country, or security issues.

The reasons vary depending on our ethnic background. This is most visible regarding the reason for leaving related to further education (Bosniacs and Croats 14% each, while Serbs 7%), political reasons (Croats 11%, Serbs 1% and Bosniacs 3%). The low living standards reason for leaving is the most frequent response if we are Bosniac (40%) or Serb (47%), but not so frequent if we are Croat (32%).

This statistic is closely related to our perception of the living standards we have. For instance, more Croat youth (29%) believe that they live above the average living standard, compared to Serb youth (12%) and Bosniac youth (8%). Therefore, less Croat youth list a low standard of living as a reason for leaving the country. Croat youth are also more likely to have a steady job (21%) and receive regular pay (94%). Only 14% of Serbs and 12% of Bosniacs report having a steady job; and 75% of Serbs and 77% of Bosniacs receive regular pay.

If we were given the chance to leave, the most popular countries we would migrate to are the United States of America (USA) (29%), Germany (25%), and Australia (21%), with Canada being the less popular choice (12%) (see Table 45 in Annex).

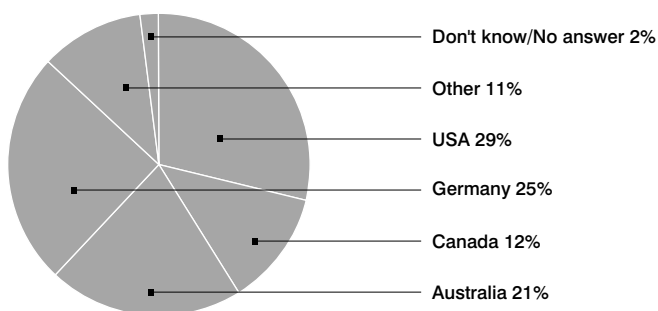


Diagram 12.
Which country would you prefer to emigrate to?

This indicator does not reflect the popularity of these countries across the Entity lines and ethnic background. This statistic is more complicated than it seems. The policy of foreign countries (or perhaps the lack of a concrete one) towards BiH and other countries of former Yugoslavia make them additionally or less attractive to the youth of BiH. For instance, in the period immediately after the NATO strikes on the FRY, the USA was twice as unpopular in the RS than it is in the FBiH. Australia, on the other hand, is twice as unpopular in the FBiH than it is in the RS. Germany, on the other hand, is surprisingly almost equally popular in the FBiH as it is in the RS. Our equally positive consideration of Germany as a potential migrant destination does not seem to be directly linked to their policy towards BiH and the breakdown of former Yugoslavia. Many people accuse Germany of recognising the independence of the Republic of Croatia too hastily and thus causing the definitive break-up of former Yugoslavia. Consequently, it would be fair to assume that Bosniacs and Bosnian Serbs would be reluctant to emigrate to Germany, but the statistics show that that is not the case. We believe that the similar attitudes towards Germany in the Entities, regardless of our ethnic background, is due to the collective memory of older generations who were labour migrants in Germany ("gastarbeiter") and the warm hospitality offered by Germany during the war to a large number of refugees from BiH regardless of their ethnic background,⁶ as well as the fact that a fifth of the BiH youth speak German.⁷

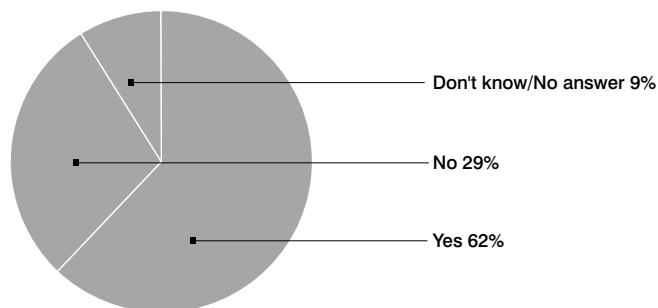


Diagram 13.
If you had the opportunity would you leave BiH?

VELIKA KLADUŠA

Velika Kladuša is situated in the Northwest of Bosnia and Herzegovina (BiH). It is one of the many towns that will be without a youth population if the conditions for development are not improved. This part of BiH experienced the horrors of war and still has numerous open wounds. In contrast to other parts of BiH, the war in Velika Kladuša led to brother shooting at brother, father at son and son at father. Tens of thousands of previous inhabitants emigrated to third countries from Velika Kladuša and the surrounding areas.

Although the killing has stopped, the situation has not improved greatly after the war.

Unemployment is high, especially among young people and the leading factories of this rich agricultural area are closing down.

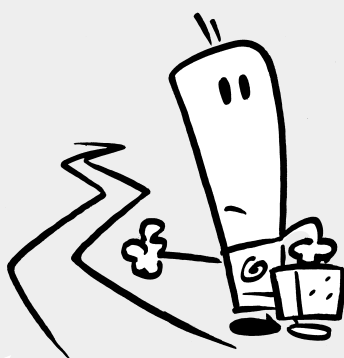
Many young people have no chance to continue their education or find employment following secondary school, which is the main reason for their decision to emigrate. According to information from the Employment Bureau in Velika Kladuša, there are 882 workers on waiting lists under 25 years of age. However, it should be noted that this is only the number of recorded cases and that the real number of unemployed young persons is much higher.

An altered system of values, education policies, unqualified staff and the social situation of students are among the reasons why a large number of youth are not enrolling in secondary schools and are not very active in the education process. At the end of the mid-term of the 1999/2000 academic year, the average grade in the Mixed Secondary School was two.

Two secondary schools exist in Velika Kladuša. The Mixed School, which has 1,825 students and the Gymnasium, which has 224 students. In the Mixed School alone, as many as 68% of the students have two unemployed parents, 13 of them are civilian victims of war, 204 are fatherless, 29 motherless and 12 are orphans.

There are no organised cultural, art or sports activities in Velika Kladuša where young people could usefully spend their time. Cafés are the only places where young people can socialise, where they often learn bad habits and start smoking, drinking alcohol and taking drugs.

The youth of Velika Kladuša are not involved in political life and avoid political topics because they blame politics for causing the war. The youth frequently ask themselves, "When will our politicians, instead of quarrelling among themselves and vying for political positions, start paying attention to the needs of us young people? To the needs of youth for support, improved quality of life, integration into contemporary global trends, a secure and dignified life and involvement in the local community and in economic, technological and cultural progress."



What will happen if the entire youth population move to the United States of America, Canada or Australia? What will be the future of Velika Kladuša without youth, the builders of the future?

3. Or return?

The youth who return to BiH after emigration are difficult to trace. It is difficult to tell if returnee youth are counted among the 74% of resident youth in BiH, or if they are counted among those who repatriated only to become internally displaced within BiH (See Table 46 in Annex). International organisations that facilitate return do not consider returnees a separate category, making it difficult to determine the exact number of youth who have returned to BiH or are intending to repatriate.⁸ It is necessary to consider returnees apart from those who chose to stay or go because returnees have different needs. Educational institutions have clearly articulated the need to address the needs of returnee youth. Leaders in the educational system continuously raise the issue of taking into consideration that many pupils are returning from abroad, where the curricula are different.

Youth are quick to decide to leave, but are equally quick to change their minds and decide that the new conditions do not suit them any more. The ailment of all migrants, whose vast experience never taught others a lesson, is the disappointment of what they find in the countries they migrate to. Unofficial research results show frequent depression among migrants caused by their inability to adapt to the new environment. Many youth who emigrate, miss their friends, a familiar environment and the feeling of security which comes from having one's own place. It is common that Bosnian youth get lost in the new circumstances faced in migration and without being able to integrate into the society of the countries we have migrated to we become a lost generation.

GORNJI VAKUF

Gornji Vakuf is a city that is both geographically and politically divided into two separate communities. One street divides the Bosniacs from the Croats who live in separate municipalities. This situation has prevailed in Gornji Vakuf since 1992 even though the Croat municipality of Uskoplje has never been recognised.

Currently 3,000 pupils attend the primary schools and secondary schools in three Bosniac schools and one Croat school. Teachers in these schools have no official contact with each other.

Schools in this city separate the youth. Their only contact takes place in the Youth Centre. The Centre employs teachers from the Bosniac and Croat schools and the young people have no objections when their mentor is of another ethnicity. They see the Centre as a place where they can meet each other and develop their creativity. The city has one sports hall and a few sports clubs. It has no cinema.

Many of the youth want to emigrate to Croatia or to the United States of America because they are concerned about their future. There is no official data but an estimated 200 families have left both municipalities during the last three years.

Although Gornji Vakuf is an example of a city that is divided along ethnic lines by a single street, the Youth Centre is an excellent example of the first step towards reconciliation.

1 OHR/IRTF, March 1998, paras. 13-15

2 The sample of youth responding to this question were 290, i.e. the 29% of those who answered that they would not leave BiH.

3 Studies on youth migration show that younger people are quick to decide to leave their countries of origin (Khasiani S.A., 1992; Frederiksen F., 1997).

4 Research on migrant youth identity speak of these phenomena of assimilation or integration (Nowak, M., 1984; Weinreich P., 1989; Rumbaut R.G., 1994.)

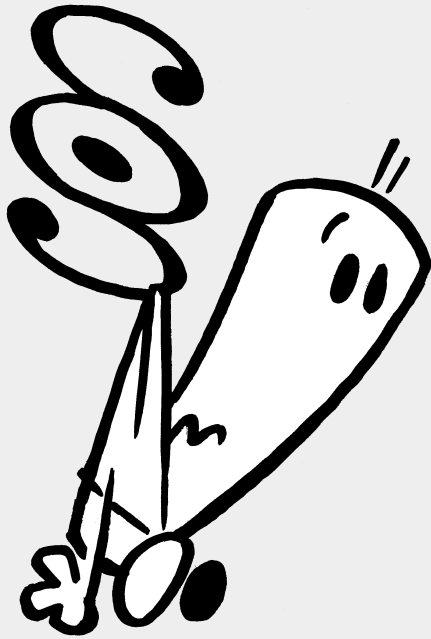
5 See p. 19, NHDR BiH 1998. UNDP BiH, 1999.

6 Black R., 1997.

7 See Table D16.2 "Do you speak German", in Youth in BiH - Survey, UNDP/IBHI, 2000.

8 Detailed and reliable data on refugees, displaced persons or residents are currently not available, including statistics on refugees currently hosted in Germany, the FRY or the Republic of Croatia. Population figures and refugee numbers are often limited to estimates and information on factors critical for assistance program design (place of origin, age groups, economic and social situation is currently non-existent). (OHR/IRTF March 1998, par. 8)

The United Nations High Commissioner for Refugees (UNHCR) planned for 1998 to organise a census of refugees, returnees and internally displaced persons in BiH. However, after negotiations with both Entity ministries in BiH, UNHCR decided not to proceed with the census until the new Entity legislation on Displaced Persons and Repatriates has been passed. (UNHCR June 1999, p. 332)



I HAVE RIGHTS – I'M WRONG

*“If youth did not matter so much to itself
it would never have the heart to go on.”*

Willa Cather, Song of the Lark

1. Legal entitlement to rights

Bosnia and Herzegovina (BiH) exists within a concrete legal framework that the youth of BiH expect to be supported and implemented. BiH agreed to ensure the implementation of all international documents that protect human rights when it was accepted into the UN. Following BiH's acceptance into the UN, and the acceptance of the Dayton Peace agreement, BiH also took on the responsibility of implementing Annex IV, the Constitution of BiH. This Annex, in addition to the constitutional articles, obliges BiH to implement the international documents contained in Annex I of the Constitution. Annex VI of the Dayton agreement, Human Rights, was also accepted.

The legislation process was initiated at all levels in the context of an unfavourable economic situation, far-reaching changes in the social and economic systems, lack of experience in regulating new social relations, and obstruction of legal changes. BiH adopted new constitutions, and passed laws in the fields of criminal law, social protection, health, education, family law, labour law, housing rights, and the economy. Analysis of some laws shows that numerous issues determining the place and role of youth are tackled in the regulations of both Entities and the State. Some issues, however, have not been dealt with, such as sports, culture, mediation, employment, ecology and election law.

The legal framework is in place for BiH youth to enjoy their rights, but laws alone are not enough to ensure an environment that allows full enjoyments of the rights of youth.

2. Unfulfilled rights

It is of utmost importance that a society regulates relationships through laws, but it is equally evident that the laws in BiH are not respected and that they are not always in accordance with generally determined standards. From time to time, research is conducted on the rights of specific categories of a population or for countries as a whole. Member countries of the UN are obliged to report regularly to the bodies of the UN (as contained in article 44 of the Convention on the Rights of the Child) on legal and other matters.

The following are some concrete examples of violations of the rights of youth, either through a lack of respect for generally accepted standards, or a lack of will to address issues that are important to youth through legal regulation:

- Dozens of laws and international conventions have not prevented the killing of youth of all age groups, the destruction of their homes, famine, fear, death of their parents and family – in short, have not prevented war.
- Although BiH is a member of the UN and a signatory of the Convention on the Rights of the Child, it has never submitted a single report on the status and situation of children in BiH, which would include information on the rights of a large number of youth in BiH.
- Additionally, one of the basic human rights is the right to ensuring conditions for life through employment - it is evident that this right is not being enjoyed.

- The provision of education is of great importance for youth and for the State. Clear differences in programmes do not take into account developments in education elsewhere in the world, resulting in the non-recognition of BiH educational qualifications in other countries. None of the current programmes have entirely solved the issue of educating minorities, although basic guidelines do exist. The financing of elementary level education is not being guaranteed, leading to an increased illiteracy rate in the country.
- Many young people are no longer living in their own homes. The return of displaced members of the population is approached solely through physical reconstruction, without taking into account other factors such as schools, sports, culture and employment.

All of the general problems of human rights violations and direct or indirect discrimination that are faced by the BiH population are also faced by the youth. Thus, without going further into a detailed analysis of the human rights situation in BiH, we wish to draw attention to the following groups of youth and the status of their rights.

3. The equality of youth with special needs in BiH

To talk about the equality of an individual and groups in society is also to talk about the opportunities that society offers to individuals or groups, which is also valid for us, as youth with special needs. We wish to dedicate the following comments to youth who are physically impaired in BiH.

“Many people, including the government, believe that being impaired is an individual and not a social problem; that an impaired person is a private tragedy and not the tragedy of all of us; that his or her needs are those of an individual faced with universal law; that impairment is not seen as a human rights issue; that impairment is an individual and not a social responsibility.”

“Aktivnosti invalida u postizanju samostalnosti”, RS Forum of Disabled, Bijeljina, 1998

To be equal in contemporary society means to be able to go to school, get a job, and to lead a social and cultural life in the same way as all other members of society. Our capacities for normal and equal participation in society are limited by structural obstacles, unadapted public transport and other similar obstructions which, with a little effort by the whole of society, can be overcome. It is not uncommon to meet young people who have based their choice of university only on the architectural design of its buildings that is advantageous to the physically impaired.

Perhaps we wish to study a different topic, but have been prevented from making any real choice because the school or university we hoped to attend had a high staircase in front of it or no elevator to take us to floors above ground level. When

we are denied our right to further our intellectual development, society also suffers. Perhaps one of us could have gone on to become a world expert in his or her unrealised profession.

Even if we manage to enrol in the school or university of our choice, additional problems arise. The classrooms, libraries and toilets are such that we cannot use them. We are also faced with a lack of understanding on the part of our teachers, often revealed through their discriminatory remarks and attitudes. For instance, a young man confined to a wheelchair was told to remain on his own in the classroom, while the other students had practical assignments on the third floor of the building.

Similar problems arise when we seek employment. Our limited employment possibilities prevent us from satisfying the minimal needs we have such as wheelchair access, or orthopaedic aids. There is a prejudice that the youth with special needs, in the rare occasions when we have employment, are incapable of performing a full-time job adequately. This is not new. For instance, before the war in BiH, a Sarajevo University graduate in law was forced to work in a newsagents shop solely because he had suffered from cerebral palsy as a child. Because of his physical and mental capacities, he remained unable to get a job in the field in which he graduated. It appears that society only sees our impairment, and not our abilities (see Table 47 in Annex).

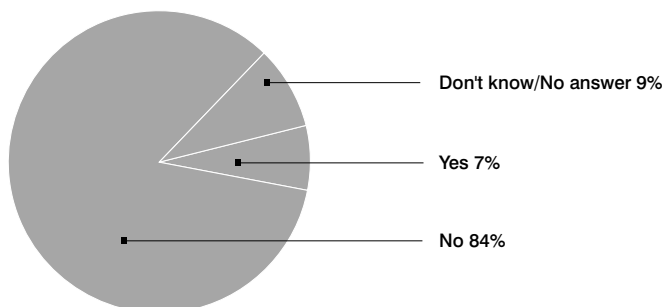


Diagram 14.
Are you satisfied with the way society treats youth with special needs?

Given the current high unemployment rate in BiH, a law against the discrimination of youth with special needs should be passed. Society could easily, and with little investment, adapt public transport, structural obstacles and working places to the needs of the youth with special needs. Through improving our employment opportunities, society would gain additional productive members of the public, independent and equal in society.

In BiH, it is very difficult to find a library, theatre, cinema or any other place of culture that does not have structural obstacles to access. A separate entrance for the physically impaired seems to be a fairy tale from Western countries. This is what we face when we attempt to enter most of the banks, post offices, courts, shops and department stores. In most places

the public transport system is also so disinterested in us that the distance between the ground and the stairs to board trams and buses is insurmountable for us.

We are asking that we, as youth with special needs, are given a chance to participate in politics and to identify solutions to our problems ourselves. This would facilitate the understanding of our problems by all and we could join forces and find realistic ways to solve them. An equal status can be achieved only if equal opportunities are offered to all members of society in education and employment, and if the active participation of the youth with special needs is encouraged in social, political and cultural life.

4. Equality and the social status of Roma youth

The Roma minority in BiH is the largest ethnic minority in BiH. In order to analyse this group of people, we wish to look at a few aspects of the status of our ethnic minority and in particular the status of Roma youth.

Data relating to the size of the Roma population in BiH varies. According to official statistics in 1991, there were approximately 9,000 Roma living in BiH, while the statistics of our Roma associations suggest that this number is at least twice as high and according to some as high as 80,000.¹ These differences in data can be explained in different ways - by our adaptability and inclination towards accepting the customs, religion and language of the environment we live in, but also by the fact that our nomadic life results in the Roma population simply detouring the organised population census.

Our situation in BiH as a minority group has always been rather unpleasant and the philosophy of nationalistic political parties has marginalized us within the society. The war contributed even more dramatically to this trend, to the point that data indicates that there were more Roma living in the RS than in today's FBiH. Today, however, there are only a couple of hundred of us living in the RS. As a result of the war, we moved in different directions - towards Western European countries, first to Germany and Italy, but also into the FBiH territory. We have not fared any better in the FBiH, particularly in areas controlled by the Croatian Defence Council ("Hrvatsko vijeće odbrane" (HVO)) and Croatian Democratic Party ("Hrvatska demokratska zajednica" (HDZ)).² Many of us wish to return home today, but it is unfortunately impossible because when we decide to return we are condemned to sheds and tents.

The research conducted in the first half of 1999 included 26% of Roma youth aged between 18 and 30 years.³ The results indicate a significant change in relation to general demographic regularity. Although we are economically the poorest category of the population, it is interesting to note that in 80% of cases, the average family size is no different from the BiH average family size. This fact defeats the stereotype that Roma families have an inordinate number of children.

Our educational situation is very disturbing and as a rule ends with elementary school. Moreover, within the category of those who only achieve an elementary level of education, we,

the Roma youth, are most frequently those who do not go beyond the fourth grade. All existing data indicates that secondary school education is a privilege of just a small number of our youth,⁴ while university education can be considered an extravagance. Today, however there is a higher number of us attending university, which is encouraging.⁵

Discouraging data shows that even today a high number of our Roma population, including youth, are illiterate. Interviews show that both the war and the drastically impoverished living conditions have resulted in many Roma youth not attending any school at all today. This shows a daunting negative tendency amongst our population and will have inconceivable effects on our future.

The Roma population had, in principle, fewer casualties in the war than were suffered by the three constitutive ethnic groups. But, due to expulsion or fear of death, they have more often left their homes and ended up as refugees. This was the fate of over two thirds of Roma people. Data regarding those of us who have ended up as refugees shows that the majority are those aged between 14 and 30 years. Those of us who remained in our homes have very difficult living conditions today. Almost none of us are employed, although the current government is obliged to offer employment to us given the ethnic structure of some places. Furthermore, the authorities do not even allow us to take part in our traditional jobs such as market trade. This is the reason why many of us, the Roma youth, often apply to emigrate to developed countries.

The identity of our Roma minority is seriously jeopardized (although the situation varies in different parts of the country) and this is most evident in the state of our maternal Roma language. The state of the language in the Tuzla Canton is relatively satisfactory, while in Vitez and Sarajevo it is alarming. Those who do not use our language are mostly the youth and this is evident from the interviews held with Roma youth in 1999. We either do not use our maternal language, or do so very rarely and only when communicating amongst ourselves.⁶ Urgent social intervention is a first prerequisite for any chance of change. On the other hand, it is realistic to anticipate the total assimilation, and the subsequent disappearance of Roma youth into the Bosniac population.

The issue of the human rights of Roma youth, based on the civil and ethnic rights of Roma in BiH, is also significant. It is known that even before the war, violations of basic human rights of the Roma population, and in particular youth, were frequent. It is clear that their occurrence after the Dayton Peace Agreement is alarming. Almost a fifth of Roma youth complain that they are exposed to constant insults and maltreatment in educational institutions, from both the employees and the students. These are not the most unpleasant occurrences, however, the more disturbing ones are those which we are exposed to everyday with our non-Roma neighbours. Every third Roma youth complains of intolerable behaviour on the part of their neighbours for the simple fact that he or she is a Roma. Almost half of us (of the Roma population) experience harassment in the street, café bars and restaurants. We believe that the reasons for such behaviour lie in the lack of sufficient legal protection for Roma within the legislation of BiH. The behaviour of the local authorities toward us is very poor.

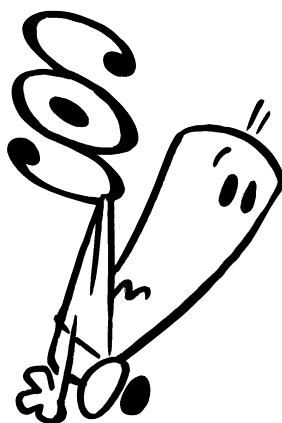
The situation of Roma youth follows a general trend: in regions of BiH where nationalist parties are in power, the situation is worse than that in regions where this is not the case. The counter example of Tuzla has multiple positive effects on our status: it is the only town where the local police employ a number of Roma youth.

It would be logical to expect that urban youth are in a better position. The reality is completely different. Our large Roma families, those with many children, are usually typical of urban areas, while the rural Roma youth are most often those with a completed high school, the least number of illiterate persons and the highest percentage of those who speak our maternal language.

If BiH wishes to be associated with democratic societies, as well as with societies where citizens' and national rights are respected, it will have to make a greater commitment to the issue of our Roma status.

"We should build into the future generations a feeling of altruism, openness and respect for one another; solidarity and sharing based on feelings of security in one's identity and the ability to recognise the multitude of dimensions in different cultural and social environments."

Federico Mayor's speech at the Dedication of Beit-Hashoah Museum of Tolerance, Los Angeles, 1993



5. Human rights and civil society education for youth

The devastating impact of war is particularly evident in the denial of human rights. The post-war period in BiH needs to see both the reconstruction of society as well as a period of conflict resolution. Conflict resolution is one of the most significant and also one of the most difficult tasks. It is important to rebuild relationships between people on the basis of tolerance and respect for human rights in order to guarantee peace in BiH.

BiH chose to be a country of democratic pluralism and equality among its citizens. In order to maintain or create a democracy, the youth, its future democratic citizens, need to be taught all aspects of a democratic society:

- The values of a democratic society
- The development of democratic ideas in the world
- The history of democracy in our country
- The value and worth of democratic institutions and activities
- The current problems in democratic societies.

We need to know more about human rights and how to protect them in order to be prepared for a pluralistic democracy. When we complete high school at the age of 18, we start participating in elections. In taking on this responsibility, we decide on our political life. This also means that we need to know how to bring about the right decisions which represent the interests of the whole society. It would be an illusion to believe that we can become responsible citizens, capable of participating in society, unless we are properly informed about democracy and human rights.

The Ministers of Education, who met at the 44th International Conference on Education, stated: "We are resolved to make efforts so that education is based on principles and methods that will contribute to the development of the personality of pupils, students and adults, which respect other human beings and which are committed to the spreading of peace, human rights and democracy."⁷ The right to education is part

of the Universal Declaration of Human Rights and the European Convention on the Protection of Human Rights and Basic Freedoms, as well as the Convention on the Rights of the Child. BiH has included these international documents in its Constitution, in accordance with its obligations. However, the obligations and responsibilities do not end here, because the implementation of these agreements is now to come.

What would be the aim of education about tolerance, human rights and democracy? The establishment of moral values based on justice and the respect of differences inherent in each individual.

Schools are a significant place of education for youth on issues of human rights and democracy. Schools exist because of their students and their objective is the overall development of the students. Through socialisation, a student is prepared to be a future citizen. In a democratic society, schools should simultaneously be an example of a democratic working environment as well as the place where students will be educated in human rights and democracy.

¹ Bijeljina alone, for instance, had a Roma population of between 6,000 to 7,000.

² With the exception of Vitez, all areas controlled by HVO and HDZ were abandoned by Roma during the war.

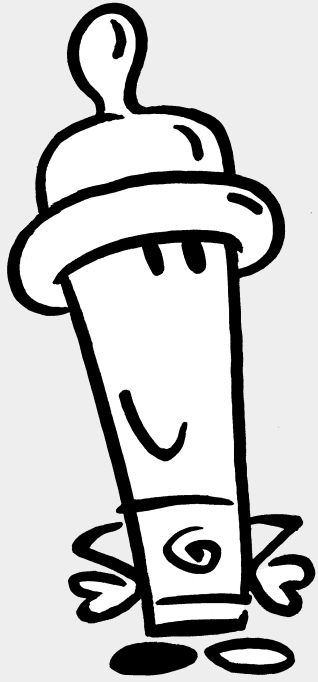
³ The sample of 630 included 162 youth aged 18-30 or 25.71%. Thus this research can be used as database for the conclusions of this analysis. (Source: Kukić S. et al., 1999.)

⁴ Some 13.5% have completed secondary school.

⁵ In 5% of Roma families, one or more of their children study at a university today.

⁶ The workshop with Roma youth held in Kakanj was characteristic of this state of Roma language. The workshop was attended by Roma youth from Kakanj, Sarajevo, Vitez, Zavidovići and Zenica and none of those attending ever communicated in their maternal language, even in the evening when relaxing in an informal atmosphere.

⁷ UNESCO, 1995.



6 SEXUALITY AND YOUTH

*“Youth is a wonderful thing.
what a crime to waste it on children.”*

George Bernard Shaw

Introduction

We aim to provide the reader with an overview of a few opinions held by Bosnian youth regarding relationships and sexual behaviour. We used the Prism Research study and a study compiled at a local university as our sources.

1. Sex education in school

Sex education is a hot topic in Bosnia and Herzegovina (BiH). Currently we do not have a uniform curriculum that is taught across our country. Eighty percent of us think it is necessary to open counselling centres for sex education (see Table 8 in Annex). Although many teachers, school doctors and psychologists emphasise the need for sex education, they also differ regarding the best methods to teach this subject.

The attitude of our parents varies on the need to teach sex education in schools. Parental opinions vary from a general disinterest in the topic to understanding the need for a systematic approach to this type of education. Since sex education is not a mandated section of school curricula, teachers generally see the topic as a subject that the head teacher or the biology teacher will cover. Since materials for teachers have not been provided, nor has it been determined whose responsibility it is to teach it, there is great variance regarding what students learn about sex in school. Unfortunately, this results in students receiving inconsistent messages from the school system about sex.

2. Sex before marriage

One quarter of Bosnian youth does not approve of sex before marriage. The remainder of us begins sexual relationships between the ages of 16 and 19. There are no significant variations in these statistics according to which Entity we live in, which ethnicity we identify with, or whether we live in a rural or urban environment. The only difference that exists is between the sexes. Men enter into sexual relationships earlier than women (see Table 48, 49 and 50 in Annex).

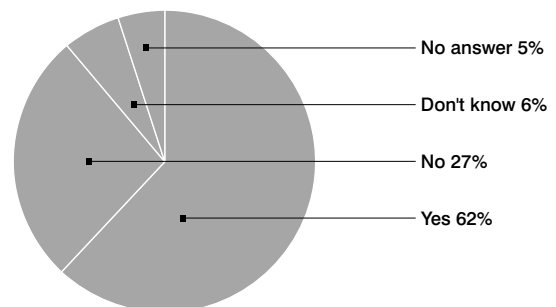


Diagram 15.
Do you approve of sex before marriage (entire sample)?

Sexually transmitted diseases

Fifty percent of us do not use contraception. We are relatively unaware of the life-threatening diseases to which we are exposing ourselves.

We do not think of the potential dangers involved in leading a sexually active life. If we thought about it, we could easily buy condoms at kiosks in BiH (see Table 51 in Annex). We are ignorant about STDs. We think we should be more aware of the risks that come with sexual contact. We need to be educated about the causes and consequences of HIV, gonorrhoea, syphilis and other STDs.

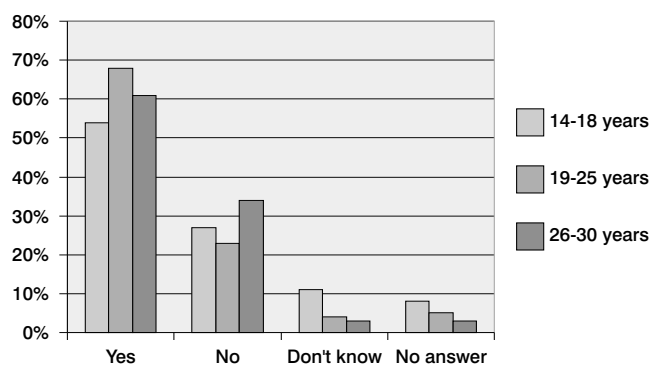


Diagram 16.
Do you approve of sex before marriage (by age)?

3. Prostitution

The number of women who prostitute themselves has been on the rise since the war began. This problem is created by a number of factors, including the poor economic situation here and the enormous presence of foreigners. When combined, these factors create an environment where women desperately need to make money to survive and there are many men with an abundance of disposable income. In addition, although BiH has very strong family ties, the war and the current economic situation have often weakened the family support system. When families are no longer able to serve as the emotional and financial support centres for us, we are left to sort out our response to sex on our own, without the input of our families or school. Consequently, some of us see sex as a way to make money in desperate times. Since prostitution is not legal in BiH, it remains a taboo topic for us even though surveys related to this issue are being carried out.

4. Homosexuality

Although, we have a strong desire to have the quality of life we see in the West, our views on homosexuality are considerably more conservative than those we understand to exist in the West. Only fifteen percent of those surveyed approve of homosexual unions and only 4% would allow their child to be raised in a union between members of the same sex. The majority of those surveyed is intolerant of homosexuality and think that there should be no tolerance of public homosexual union. Many Bosnian youth think homosexuality is not a natural state for human beings.

5. Contraception

Half of us have unprotected sex. Of the thousand Bosnian youth who completed the survey, only 501 answered the questions that relate to contraception. Of the total number of those who use contraceptives, 63.7% are male and 36.3% are female. As we get older, our use of contraceptives increase, although there is a drop in contraceptive use for those between the ages of 26-30 (25% compared to 40% of those aged 19-25). From these statistics, we conclude that youth that have at least started secondary school are the ones who most frequently use contraceptives (see Table 52 in Annex).

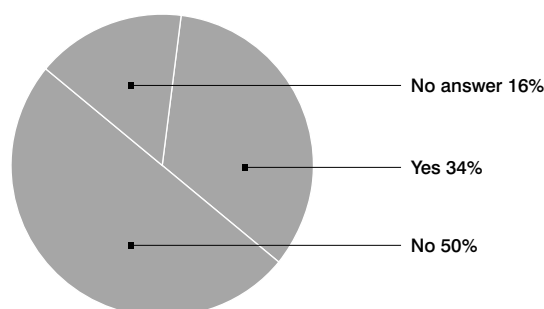


Diagram 17.
Do you use contraceptives (entire sample)?

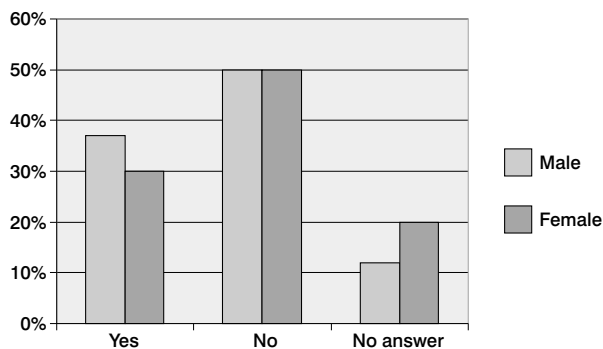


Diagram 18.
Do you use contraceptives (by sex)?

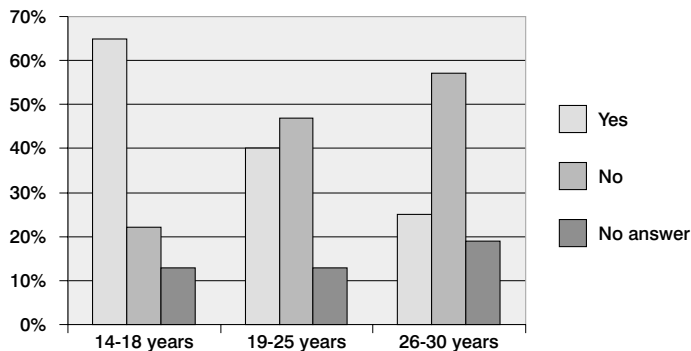


Diagram 19.
Do you use contraceptives (by age)?

The main reason that 50% of us do not use contraception is that we live in denial, thinking, "It won't happen to me." As young men, many of us do not use condoms due to the lack of education. We rarely think of our partner and the consequences that an unwanted pregnancy could have on her. As young women, many of us do not use condoms because we are too shy to seek advice from a qualified person or to purchase condoms. These reasons highlight the immaturity of our thinking. Apparently, we decide to have sexual relationships before we are able to do so responsibly. Obviously, we need a comprehensive sex education programme at school that would address the reality of our sexually active lives.

6. Abortions

At only 100 KM an operation, we have abortions. An abortion in BiH is defined as the artificial, legal interruption of pregnancy that is carried out up to the tenth week of pregnancy. If the pregnancy goes over ten weeks, abortions are performed only if the continuation of pregnancy would threaten the life of the woman.

Many of us see abortion as a possible method of erasing the consequences of intercourse. This information was not researched through our survey, but is clear from medical reports.¹ However, 87% of youth surveyed think that abortion should not be used as contraception. There are numerous contraceptive devices that are medically much more justified. Some of us think that abortion should be made illegal. Our studies indicate that youth think that contraceptives should be used, both for protection from pregnancy and protection from STDs.

Many of us, particularly young women, are unaware of the possible complications and consequences of abortion. We are sexually active while rarely thinking that we could get pregnant even though we decide to have intercourse at a relatively early age. We have mixed feelings about abortion but 59% of us agree that it should be legal.

The decision to have an abortion usually falls to the woman. She may consult her friends, but she does not regularly consult her partner. The reason that women do not regularly consult their partner is related to the types of relationship we have. When we are in sexual relationships because we follow trends or have sex for financial reasons, we lack the foundation of a loving caring relationship that allows for an intimate conversation about abortion. This changes with age. Those of us in our thirties are more inclined to include our partners in our decisions and our relationships are generally more mature.

7. Marriage

The University of Mostar surveyed 200 youth to see how youth view marriage for this report. The sample included 100 females and 100 males between the ages of fourteen and thirty whom completed at least secondary school and some University education. The survey was designed to collect data on the ingredients of a successful marriage and the causes of failed marriages.

The survey showed that youth in BiH think that love is the most important component of a successful marriage. When love exists, Bosnian youth support inter-religious and interethnic marriages. Second to love, the Bosnian youth surveyed consider money the second most important component for a successful marriage. These youth think that the education of their partner is important and they are divided on the possibility of equality in marriage. Twenty-nine percent of those surveyed think that achieving equality between partners is impossible, while 45% believe that equality is essential.

The findings of the survey reveal that an immature approach to love and marriage leads to abuse or neglect of the relationship and is one of the main causes of failed marriages.

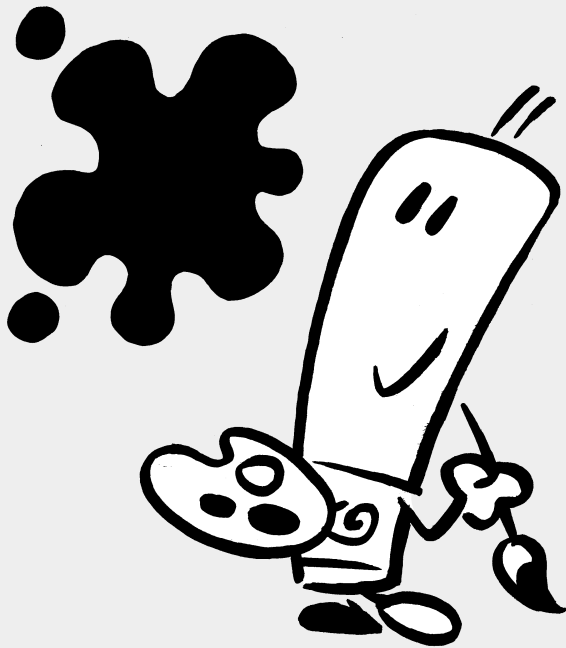
When a marriage is failing, 73% of the Bosnian youth surveyed stated that they would try to save a marriage because of the children. In addition to the causes for failed marriages mentioned above, 50% of the youth surveyed said that a couple's financial situation is a basic reason for the failure of marriage.

8. Conclusion

Despite the lack of reliable data, a few helpful conclusions can be drawn about the sexual behaviour of Bosnian youth. Although we live in BiH, and aren't able to go the West, we do try to imitate the behaviour of the youth in those countries. For instance, we begin to explore sex at an early age.

However, in BiH, youth are without the benefit of thorough sexual education. Too many of us are having unprotected sex with insufficient knowledge about the physical and emotional consequences. Our immaturity is demonstrated by our inclination to see abortion as a means of birth control. And our pleas for tolerance and respect of differences are muted by our discriminatory attitudes towards homosexuality. A detailed sex education course taught in the schools, which would address our actual needs and concerns, is the first step towards helping us live sexually healthy and sexually mature lives.

¹ School clinic, 1999.



WHAT DO WE DO IN OUR FREE TIME?

“Almost everything that is great has been done by youth.”

Benjamin Disraeli, Coningsby

RECREATION

Introduction

Youth in Bosnia and Herzegovina (BiH) spend the majority of our free time, irrespective of age, socialising with our family and friends at home. When we go out, we choose between spending the evening in a café, disco or cinema. Our choice is usually contingent on where we live and if a disco or a cinema exists. On any day of the week, in any town in BiH, one can always find Bosnian youth drinking coffee, smoking cigarettes, and discussing last night's events. If we leave the cafés, and we are not at home with our families, we are most likely participating in art, sport, music or nature. In this section we will provide an overview of those four top alternatives to an afternoon in the café.

1. Youth and art

We enjoy organising amateur theatre, poetry evenings and exhibitions of young artists' work. However, when we try to initiate such activities, we meet many challenges. Our desire to spend our free time in creative ways is stunted by a lack of funds, lack of space, and a lack of scholarships for talented youth. In addition to creating our own programme, we would like to assist in professional theatre shows, poetry evenings, cinemas and artistic galleries where we could be stimulated by the new trends. Our exposure to the arts is

minimised by the lack of co-operation between the Entities of BiH, as well as with other cultural centres worldwide. We are disappointed and often uninterested in the quality of the programmes that come to town. Except in bigger towns such as Banja Luka, Bihać, Mostar, Sarajevo and Tuzla, there is an extremely low level of support for cultural revival. It is possible that the majority of questioned persons, who stated that they rarely go to cinemas, galleries or theatres, do not even have these venues where they live. Our participation in the arts is as follows.

We are most rarely involved in the fine arts (2%), followed by acting (3%), photography (5%) video (8%), dance, handicrafts and movies (9%), writing (11%) and most frequently, music (23%) (see Table 53 in Annex).

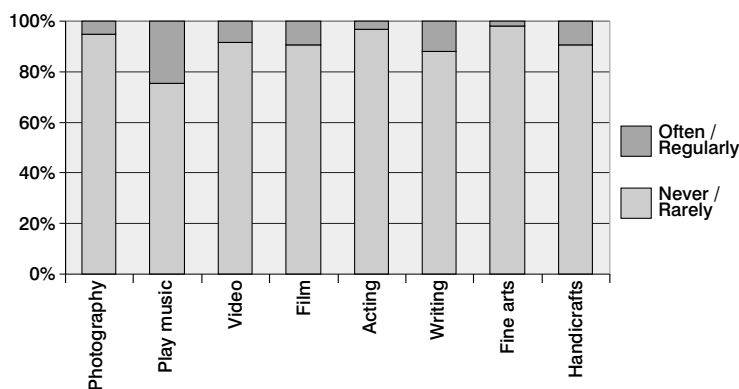


Diagram 20. *How do you express your creativity?*

In our free time, we most frequently read magazines (57%), newspapers (55%), books (45%), go to religious meetings (12%), do art (6%), go to galleries (3%), and to theatres (2%) (see Table 54 in the Annex).

Following the war, there was no contemporary art scene in BiH and the old one disintegrated. BiH is now characterised by a range of issues, emotions and facts that mingled to offer an altered picture of the world. Young innovative artists were the first to respond.

The opening of the Soros Center for Contemporary Art, and the artistic action of stopping traffic in Sarajevo by two students of the Academy of Fine Arts in Sarajevo in 1997, mark the beginning of a new generation of artists in BiH. This generation of young and mature artists is defined by their experimental form of art that has moved from galleries into the public domain. From its inception, the Soros Centre for Contemporary Art – Sarajevo, cultivated new expressions of artistic sensibilities. For instance, in 1997 casual passers-by, on their way to the market, walked past a musician playing a string-less guitar while opening his mouth without making a sound (Nebojša Šerić Šoba - No lyrics, No sound, No, Sarajevo).

Young artists found a new audience by leaving the galleries and stepping out into public space. Their new audience was accidental onlookers. Following this, when a group of young artists named Maximum decided to return to the gallery, instead of displaying their art in a traditional exhibition format, the public were offered drinks while observing the artists who were just starting their art installation by painting the gallery white.

Today the street has, at least in Sarajevo, become familiar terrain for young artists. Another example of this art form was displayed in 1998. At night, in the dark and narrow passageway beside the Academy of Fine Arts, one would have been surprised by a light switched on by a photocell. The wall one looked at was lit by the light of an overhead projector with only one sentence "What am I doing here?" (Sarajevo, Damir Nikšić 1998).

The Centre gives invaluable opportunities to young artists and is the reason that many of them remain or return to this area. The Centre's experiences are mostly tied to Sarajevo and it is only in the past six months that the work of Maximum has been taken to other cities.

2. Youth and music

We are particularly interested in musical trends. We spend a lot of time listening to music. The situation in BiH is much better now as there are more concerts, most frequently of local bands that play well-known rock'n'roll, classical music and Jazz. The Sarajevo Jazz Festival has broken the ice for jazz music. Entering the music industry is difficult due to the flagrant disregard for copyright laws. When the most popular European

CDs can be bought for 8 KM throughout the country, there is no way for up and coming bands to get off the ground. Thus only 23% of us spend our free time playing music regularly.

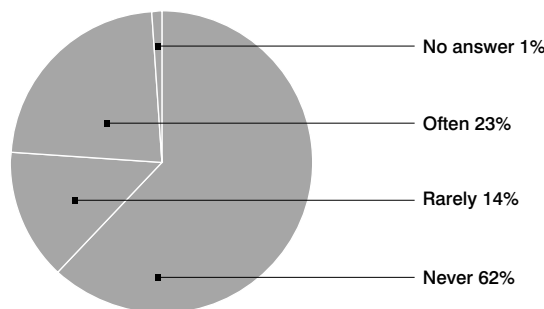


Diagram 21. *How often do you play music (entire sample)?*

It is also important to note that most of us grew up during the war, in a period when getting to know different styles of music was more difficult and when most of the music offered to youth after the war was newly-composed-folk. This music still dominates the youth music scene.

3. Youth and sports activities

Before the war, BiH played a prominent role within the Yugoslav sports association. The working conditions and media promotion was outstanding. In that environment, youth active in sports hardly ever emigrated to other countries to seek better living conditions.

During the war, the sports activities were more limited. Many sports and recreational centres were totally destroyed and a number of sports experts left the country. Many who remained, were wounded or killed.

After the war, the reconstruction of numerous sports associations was initiated. However, we still do not take a sufficient interest in sports activities. Clubs and associations are hampered by a lack of funding which has also led to poor management and policy. One of the greatest achievements in

terms of physical reconstruction was the reconstruction of the ZETRA- a modern sports facility.

Sports in BiH have been regenerated by promotion on TV, radio, the press and on the Internet. BiH has sports associations for the following categories of athletics: boxing, judo, karate, football, volleyball, handball, basketball, tennis, table-tennis, hiking and mountaineering, shooting, chess as well as the association for recreation and sports for invalids. Clubs exist for tennis, football, basketball, martial arts, swimming and skiing. It is important to note that many of us are not able to participate in these clubs because we do not have money to purchase the basic equipment. Therefore, only 21% of us are members of a sports association or club (see Table 55 in Annex).

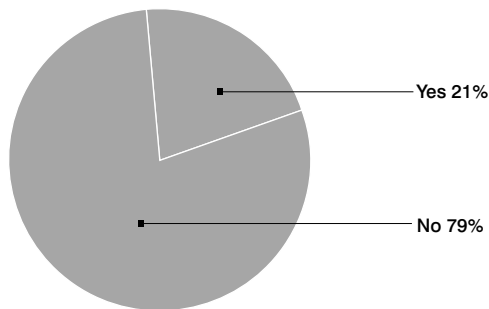


Diagram 22. **Are you a member of a sports association or club?**

4. Nature and ecology

BiH is a naturally beautiful country. We have a plethora of mountains, lakes, rivers and forests that provide an endless source of recreational activities. The war actually had a positive effect on our immediate physical environment. The standstill of heavy industry enabled nature to recuperate. Before the war BiH was one of the most heavily polluted countries in Europe due to heavy industry.¹ However, many buildings were devastated, the forests were cleared and a lot of land was littered with mines. Some expert findings indicate that there is one mine per inhabitant in BiH.

Only 16% of us spend time on picnics in nature (see Table 54 in Annex). We would prefer a cafe or disco. Regardless of the fact that we are surrounded by rivers, lakes and mountains, few of us have taken advantage of nature. However, if asked, the majority of us think that an insufficient amount of attention is paid to the protection and care of our environment (see Table 56 in Annex).

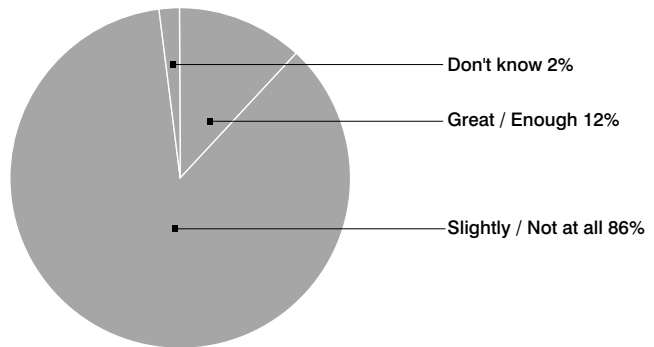


Diagram 23. **To what extent is environmental conservation present in your area?**

There were many initiatives after the war to advocate more active environmental protection measures, but significant steps have not been taken. Many of us would be glad to participate in ecological associations, or those of scouts and hikers, but these are few and far between and most do not try to recruit or interest us. Media coverage of ecological issues is almost non-existent and when it does exist it has no effect on our population. Our conclusion is that we can only blame the absence of an ecological consciousness and action plan on the difficult financial situation we are in and the very conservative politics of those responsible for this area of work. Our ecological movements work locally and independently of one another. The hiking associations are just surviving and the Scouts association is not actively recruiting new members.

We have an enormous natural potential for the development of tourism in BiH. Our country has specific hydrology, beautiful mountain lakes, and many forests and diverse landscapes that have not been developed as tourist places. A development strategy should first include the protection and development of the environment, while secondly cultivating tourism as part of overall economic recovery.

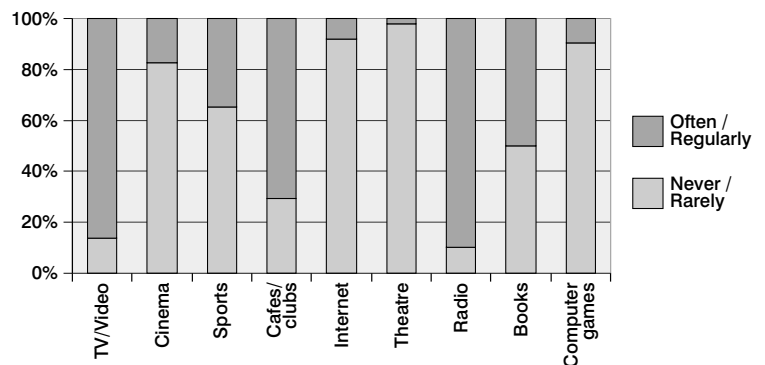


Diagram 24. **What do you do in your free time?**

BR^KO

Br-ko has a unique political status, which creates certain advantages and disadvantages in the lives of young people. The disadvantages are the politically insecure environment, with undefined legislation that allows crime and other deviant behavior to flourish. The advantage in Br-ko is that the model of multi-ethnicity and a multicultural environment is becoming a reality.

Two years ago, youth associations started emerging with activities aimed at information-sharing, media, ecology, hiking, theatre, culture, music, social and educational work and sports. The first steps towards the establishment of a Youth Parliament in Br-ko District, which would bring together all youth organisations, as well as the youth wings of political parties, have been taken. The aim of the Parliament is to enable the youth to co-operate, exchange ideas and experiences and learn together how to have an effect on the local authorities in order to encourage them to consider youth issues and how they could be resolved. In some ways, Br-ko can serve as a model for all BiH.

5. Conclusion

Change takes an initiator, time, and money. We need guidance and support to initiate change, even with respect to our free time. We have the desire to be initiators, we have the time, and we do not have the money. We hope that in the coming years many of us can partner together to create an environment where we can cultivate our artistic, sports, musical, and natural interests.

MEDIA

1. The media environment in BiH

BiH has an undeveloped media environment comprised of approximately 500 forms of media. According to data from the Sarajevo Media Plan, programmes in BiH are transmitted through two State RTV networks (RTV BiH and SRT), as well as through TV EROTEL, a station with special status. Programmes are also transmitted through two other cantonal TV stations in the FBiH, as well as through 50 local TV stations and 156 local radio stations. Additionally, the whole country receives the TV and radio signal of the two neighbouring countries – the Republic of Croatia and the Federal Republic of Yugoslavia (FRY).

The war led to a rather rigid division of three completely separate media systems, which are under the direct influence of the leading ethnic groups. The intensity of their influence is evident in their editorial decisions and programming.²

Following the Dayton Peace Agreement, a number of independent papers began publication.³ This kind of media plays a significant role in reintegrating the divided BiH media within the united media system.⁴ A growing independent media with circulation in the surrounding regions can help break down communicational barriers and further the idea of pluralism within the whole BiH media territory.

Currently, only a few mediums have succeeded in circulating throughout BiH such as the daily paper *Oslobođenje*, and three weekly papers – *Dani*, *Slobodna Bosna* and *Reporter*. The independent media in BiH has not been largely successful because they are not able to report as forcefully as the journalists who work for the leading political elite.

The media environment changes quickly. Only one year ago, it was difficult to find papers in the RS that were not published within that Entity or in the territory of the FRY. Papers from the FBiH, despite being part of the same country, were inaccessible. The research showed that in the territories under the control of the HVO, it was not possible to find neither papers from the territories under the control of the BiH Army nor those from the territories of the RS. Conversely, it was possible to find *Slobodna Dalmacija* in Sarajevo kiosks and the most important weekly papers from the Republic of Croatia, as well as *Horizont* from Mostar. However, it was not possible to find papers from the RS in Sarajevo. Nowadays, however, the situation has changed. A report entitled *BiH media and journalistic professionalism* shows that in the majority of the territory of BiH, it is possible to find most, if not all of the most important daily and weekly papers published by BiH editors. In any part of the country one can find all of the most important papers from the neighbouring countries. One can find both papers that are the voice of the State as well as those from the independent media. These papers influence public opinion regarding the integrative processes in BiH.

2. Changes in the media environment

The quality of journalism in BiH is improving. As the political elite loosen their ties to the press, the aggressive vocabulary that characterised the majority of media, both written and electronic, five years ago is waning, as is the use of war-stimulating rhetoric in the media. Journalists are increasingly free to obtain information from a variety of sources, not only their ethnic circle and their own interests.

The quality of journalism is improving because journalists are under less political influence. Journalists no longer need to exercise extensive self-censure in order to please the leading elite and can now write in a way that allows them to preserve their personal dignity as well as the dignity of the profession.

Another cause of the improved quality of journalism in BiH has been the development of electronic media and the pres-

ence of journalists who specialise in this field. Many of these journalists are independent and provide a critical opposition to the leading political elite. This critical spirit is being developed by previously well-known journalists and, partially, by those who acquired journalistic skills during the war.

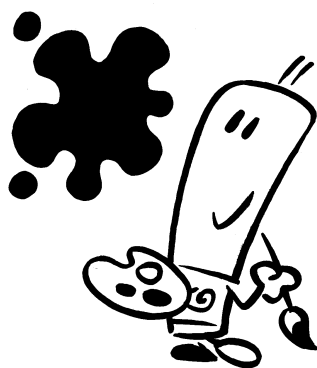
3. *BiH youth and the media*

Many youth in BiH entered the field of journalism as war correspondents with no training. As untrained journalists, we did the dirty job of articulating the ideology that fuelled the war and destroyed our country. Simultaneously, we entered the world of journalism as inexperienced professionals, and mostly behaved without regard for the rules and ethics of journalism. Some of us were personally revolted by this situation and left the field altogether. Some of us have succeeded in escaping the control of parties and worked within the independent media. Finally, some of us maintain a professional journalistic style while supporting the leading political parties. It is clear that we need journalism training. There are a few journalism courses at faculties around the country⁵ that produce about a hundred new professional journalists yearly for the BiH media.

4. *Educating young journalists*

The BBC and the Soros Media Centre play a significant role in training young professional journalists. The BBC school of journalism, which has been in operation for four years has trained approximately two hundred young professionals. The program is designed in accordance with internationally developed standards of journalism. Another school for journalism is organised by the Media Plan Institute of Sarajevo, in co-operation with the High School of Journalism from Lille (France). At the end of 1999, the second generation of this school started its activities; the course lasts for nine months. Through these programs, the BiH media receives twenty more youth and journalists who have been trained in the professional journalistic ethical codes and principles.

Also, the Soros Media Centre organises workshops and educational seminars for young journalists in different parts of the country. One thousand journalists attended these courses during the last five years. The participants learned the basics of journalism and journalistic styles as well as English and computer skills. The Media Centre also organised a large number of seminars in the last five years where almost 150 trainers and more than 1,000 young journalists were trained in different fields of work – from radio and TV journalism to photo-journalism.



5. *Publications for youth*

We are unsatisfied with the quantity and quality of publications directed at youth in BiH. Nineteen youth publications exist in BiH, 15 in the FBiH, 3 in the RS and the *Album* in both Entities, which is written in both the Latin and Cyrillic alphabets.⁶

Only 9 journalists contributed to the 11 publications for youth that were published in 1996. This shows the lack of resources this area of media has. The majority of the content of these magazines is culture and education through entertainment.

And unfortunately this media is not financed by sales alone. Only a small number of copies are sold, and the majority of copies are distributed free of charge. Donors fund these publications and unless they learn to finance themselves they will cease to exist in the future.

6. *The Internet and youth*

While the rest of the world was being connected through the Internet, BiH was being divided. During the war, the phone line was a symbol of the privileged rich people and foreigners. The rest of us lived, and still live in many ways without basic infrastructure. BiH is a country that is connected by inadequate, destroyed or badly maintained roads. Even the railways are history. In BiH, the industrial revolution has to be repeated. If we are not even current with the industrial revolution, what hopes can we have to be a part of the technology revolution?

In a country without adequate libraries, access to the Internet is essential. We need to learn how to use the Internet. This is a tool that allows people from small countries with limited resources to access resources of the more fortunate world. We are in a small and phobic society, immersed in the frustrations of the recent and ancient past, but through the Internet we can escape to different worlds. Through the Internet we have access to other answers to our problems, and can approach our searches with an anonymity that is impossible to have in a small country. The Internet provides us with the opportunity to be who we want to be and go

where we want to go – without a visa.

Internet access will help us progress. Unfortunately, BiH is at the bottom of the European scale in use of the Internet. Not only that, but services are expensive, barely accessible, and free or non-profit opportunities for access rarely exist. Regardless of recent sporadic efforts to enable computer and Internet access in schools, we are still disconnected. Only 8% of youth use the Internet (see Table 54 in Annex).

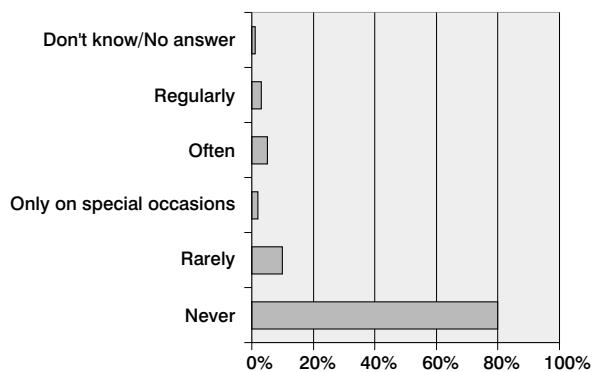


Diagram 25.
How often do you use the Internet?

Youth and new media

Fifteen years ago, computers represented the privilege of talented mathematicians or supremely skilled workmen and computer games were accessible only to the rich and the determined. We should remember the period when radio waves transmitted incredible hissing sounds, when computer buffs from that period were sending their games and small computer programmes to their devoted listeners who were impatient to press the record button on their cassette recorders and record a new programme in this way. Those with rapid reflexes had to make do with either persistence or a lot of luck – or lots of typing until the moment when the image of a new game appears on the TV monitor. Computers were not of great importance for the majority of us who were simple beneficiaries. People either liked them or did not, but nobody needed them.

The other day, my nephew, who is a pupil of one of the secondary schools of Sarajevo asked me to open my e-mail and to print the message that he had sent to me. Since I do not have enough

*self-control, I started to read the message before printing. It contained 19 pages of close text about Stendhal's book *Red and Black*. It also contained a series of questions and answers and it was in English. While I was carrying these 19 pages to the person they belonged to, I was thinking about how different their education is from mine and how they can easily complete their thesis, if they have a computer where they can find what they need. The books about Stendhal, in particular some of the more recent ones, cannot be found in the libraries of Sarajevo. Instead of, and in addition to the old-fashioned scholastic texts, the Internet provides assistance in finding out the contemporary answers to the standard issues.*

After three sentences of introduction for those who already have some experience of technology, the possibility of communication and orientation within the Net is guaranteed. People sitting in front of their computers do not need hundreds of papers to be able to cross the frontiers of the world. No matter how far you travel, you do not need a passport or a visa.

1 Ref. chapter V. Ecology p.45 in NHDR BiH 1998. UNDP BiH, 1999.

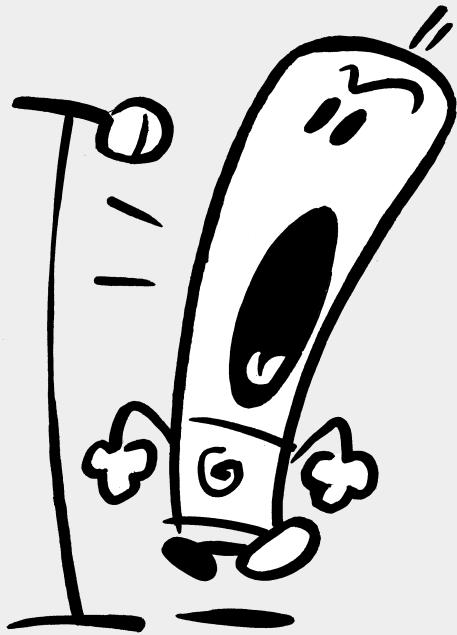
2 Research which took place at the end of 1997 and which included the 50 most important electronic and written medias in the whole BiH has shown that this influence was crucial, even during the transition of certain media from firm and obstinate to tolerant and compromising journalistic solutions and genres. See: Kukić S. (1), 1998, p. 29-38.

3 Although we do not intend to name all of these, we consider it necessary to emphasise at least some of the most important, such as NTV Studio 99, Oslobođenje, OBN, Dani, Radio Zid, Alternativa, Nezavisne novine, Slobodna Bosna, and Reporter.

4 We want to avoid all misunderstandings about what we call the "united media system". In using this concept, we do not in any way wish to create associations with possible with the term "Unitarianism" as it is exploited in political rhetoric. We understand the united media system to be a normal flow of media information in the whole BiH media sector, as well as normal access to the press and most important electronic media for all parts of the country.

5 According to the available data, the journalistic studies as independent studies or as a group of studies within other faculties are formed in, Banja Luka, Mostar, Sarajevo and Tuzla.

6 Album, EVLAD (magazine for education and entertainment), Junior, Fan magazine, Kevser, Mega hit, Mix-comics, Nepitani, UIM, Vesela sveska, WHY, Dar, Hijatus junior, Krijesnica, Plamen, Plavi pogled, Revolt, Kastelko and BUM.



POLITICS AND CIVIL SOCIETY

“The ignorance of one voter in democracy jeopardises the security of all others “

John F. Kennedy

Introduction

We are new to democracy. In order to understand Bosnian youth, it is imperative that one understands that we grew up in a system with one political party, a hushed conversation regarding political opposition, and a State that centrally planned most facets of life. Consequently, it will take many years for Bosnia and Herzegovina (BiH) to undergo the societal transformation from a society dominated by a predominately cautious political mindset and a government which provided all of the answers to the mindset that is proactive with a democratic “We-can” attitude.

1. Civil society

A prerequisite for cultivating a civil society is identifying with the community in which we live. It is difficult to rally around local projects or organisations that could facilitate change in our communities when many of us are not living in a place we consider home, and when 62% of us want to leave the country altogether. There are few tools that bring youth together, particularly regarding the civil society that includes the non-governmental, third sector in BiH. There are approximately 1,500 non-governmental organisations (NGOs).¹ The number of youth NGOs is embarrassingly small, less than 150. The following is an overview of the types of gathering that do exist, how they operate, and their activities.

BiH has many informal youth groups. These groups include all after-school activities and youth organisations which are unregistered. The more formal organisations have formal structures, but are not completely registered, such as political party branches, youth sections of a larger NGO, and the Students’ Council in schools. At the most developed level, a youth organisation is registered as an association of citizens or students,

has its own bank account, executive board, membership, mission and developed programme, and holds a non-profit status. Although some regions of the country have a number of organisations that address the following interests, there is still an insufficient amount of organisations in other regions.

- These organisations cover a wide variety of youth interests:
- Politics (youth branches of some political parties),
- Sports (sport associations, clubs),
- Music (various groups),
- Folk art (folk groups),
- Nature and ecology (ecology movements, hiking associations, associations for the protection of the environment),
- Journalism (youth magazines),
- Education (youth organisations dealing with education issues, Students’ Council)
- Drama (drama groups, puppet theatres)
- Rights of youth (youth NGOs),
- Culture (organisations dealing with various cultural issues, performances, events)

- Social assistance (often large NGOs where youth are one of the target groups),
- Volunteer organisations (organisation of workshops, short and long-term volunteer work in other cities/states).

Many youth organisations were set up as international projects. This meant that their activities were part of a project of one of the numerous NGOs that were or are still active in our country. Eventually, with the assistance of the international NGO, the project becomes separated from the original NGO and becomes an independent local project. If there was not enough interest in it, it would fade away and disappear. If this happened, local NGOs and authorities often helped establish a new local NGO out of such a project. Some youth organisations were created by youth and operated entirely on their own initiative. Some organisations encompass more than one of the activities listed above. However, it is interesting that in BiH, organisations often identify themselves within one kind of activity, rather than by sector. For instance, there are a number of organisations which seem to focus only on attending workshops and conferences abroad. This type of organisation fosters a reputation as a sort of tourist agency. Unfortunately, we have seen that these organisations are hardly active in terms of community service or outreach. In addition, this type of organisation seems exclusive and reluctant to accept new members.

In contrast, there are other organisations that are primarily based on practical projects, with an open membership and a tendency for mass gatherings. These organisations provide a wonderful level of service by offering various kinds of educational courses, groups, and workshops.

There is no youth organisation in BiH at the national level, such as a BiH Youth Council that could address global issues concerning youth, relationships with authorities, or funding for State level youth projects. Youth do communicate at the national level with informal networks, such as the Helsinki Citizens' Assembly (hCa) that has 86 different member organisations and "Something more" ("Nešto više") with 18 member organisations. Some form of networking also exists along activity and sectoral lines (sports associations, students' unions, Education Network of Youth Organisations, "EMOK").

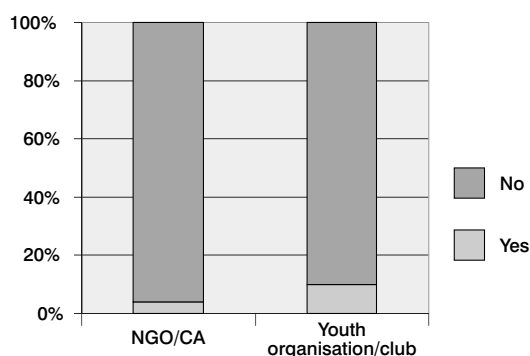


Diagram 26.
Are you a member of a youth organisation or NGO/citizens' association?

The greatest problem for almost any NGO in BiH is funding. Those organisations that were created by youth on their own initiative often have the most difficulty receiving funding from anyone, be it an international organisation, private donor, or the local authorities. Most organisations are funded on a project by project basis and do not have a core budget or a long-term funding strategy. This lack of self-sustainability is an issue that could end many youth organisations as international organisations gradually withdraw their financial support. We feel that it is important for the government of BiH to have foundations and the municipal or cantonal budgets to provide funding for NGOs, particularly youth NGOs.

THE BiH DEBATE PROGRAMME

The Debate Program, supported by the Open Society Fund BiH, has been active for three years and is one of the first programmes of its kind. Its implementation began in April 1997 and the first clubs started their work in October 1997. The Debate Centre of Bosnia and Herzegovina (BiH) is a non-governmental, non-party and non-profit organisation that gathers secondary school pupils, students and teachers regardless of their colour, religion or ethnic identity. The language used throughout its preparations and presentations is Bosnian (in all of its forms). Twenty-eight clubs and twenty-eight trainers operate within the framework of the Programme. In total, 890 debaters have been trained (clubs number 15 to 20 members).

The aim of the club is to develop critical thinking and the principles of democratic decision-making. The club also hopes to serve as a model of a democratic civil society. The Karl Popper Debate Centre truly opens its doors to the notion of "changes in the political system" - a system which is at its most visible in the school system - and seeks to challenge this by way of "questioning the only truth". The primary goal of the Debate Programme in BiH is the introduction of a model of truth that is backed by the best argumentation.

Through debate, we learn that it is more important to discuss and critique the arguments and possibly not even find a solution, than to not critique the issues.

The most significant benefits of the Debate Programme are that we learn not only procedural thought, but also decision-making based on rationally placed and verified arguments.

2. Political engagement of youth in society

We, the youth of BiH, need to take advantage of our right to influence the way laws are passed. We also feel that we need help in learning how to most effectively participate in the political life of our society. Only five percent of us spend our free-time on politically related activities. Slightly more men (7%) are involved than women (4%) (see Table 57 in Annex). The same survey shows that the majority of youth are disinterested in politics (55%) (see Table 58 in Annex).

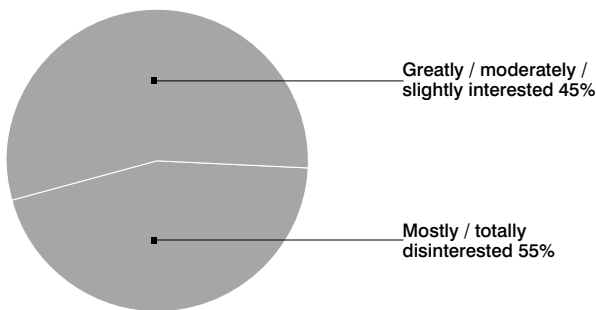


Diagram 27. *How interested are you in politics?*

The reason for this lack of interest is related to our feelings about what we can do to influence politics in BiH. Most of us think that we cannot influence political affairs (see Table 59 in Annex).

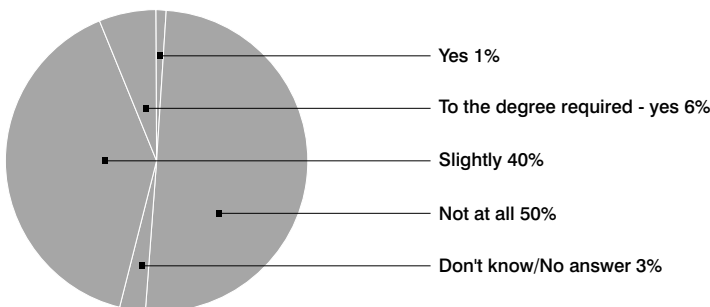


Diagram 28. *Do you think youth can influence politics in BiH?*

The previous political system in BiH had only one political party, the Communist Party of Yugoslavia, which was in charge of the major youth organisation, the Union of Socialistic Youth of Yugoslavia (SSOJ). The symbols of this organisation were youth activities, the Torch of Youth, YNA and SOFK. These were the symbols of work, courage and a

socio-moral basis of organising youth in former Yugoslavia. The SSOJ ended its activities as the former Yugoslavia came to an end in the early 90s.

The independent newsmagazine, *Slobodna Bosna*, published an article on research conducted on the political scene of youth stating otherwise. The results indicated that more than 100,000 young people in BiH between 15 and 30 years² are involved in political parties. This number is supported by the UNDP/IBHI survey results, which indicates that 8% of young people questioned are members of political parties (see Table 60 in Annex).

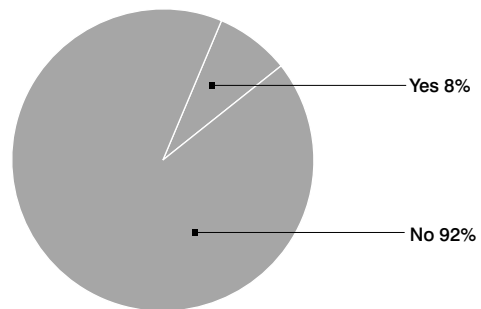


Diagram 29. *Are you a member of a political party?*

All political parties in the Federation of Bosnia and Herzegovina (FBiH) today have youth branches. In the Republika Srpska (RS), the opposite is true; there are no political parties with youth branches. The New Croatian Youth Initiative is the youngest political youth organisation in the FBiH, established on 25 November 1999. It has some 1,000 members, which is almost as many as the Young Liberals of BiH. The largest political, multi-ethnic and party political youth organisation is the SDP Youth forum that has over 8,000 members, while the largest mono-ethnic youth political organisation is the SDA Youth Union, which has over 30,000 members today. The HDZ Youth has 5,983 members in the whole of BiH, although most of the members are from the FBiH.

All political parties, apart from the SDP Youth Forum and the Young Liberals, are those that bring together voters of one ethnicity. The fact that the majority of us choose to align ourselves according to ethnically defined political parties reveals that after the war, we are still choosing ethnically based nationalism. This is an indicator of our state of mind. We expect to inherit the political framework and problems from the current politicians, and plan to find more effective solutions and ways of organising ourselves in the future. Many of us see ourselves as potential politicians who could greatly contribute to the development of democracy and the development of our society. Then there are also many who of us who are not engaged in any kind of political activity. We do not seem to understand that by not registering to vote, we are giving others power over us. In addition, it is not enough to vote. We need to know who are we voting for and believe that the promises and expectations will be implemented once the candidate is elected.

3. Conclusion

Although sometimes we feel that the older generation does not take us seriously, we need to make the first steps and start contributing our own solutions to the complex problems of the political scene in BiH. We must not let ourselves become passive members of society or become so disinterested in BiH that we leave. We need help in mobilising and educating ourselves to political activism so that we can participate in the future development of our country.

LIVNO

The position of youth in BiH is characterised by a low standard of living, high unemployment rate and absence of political will to solve social problems. Livno is one example of a Bosnian town whose youth are struggling to sort out how to respond to the complex situation they find themselves in. With few opportunities ahead, the youth in Livno hope to be able to leave their town and their country. Neither the municipal leaders nor the politicians have found a remedy

There are many unsolved youth-related issues: unemployment, absence of institutions of higher education in Livno, low financial security, dependency on parents and guardians, and the disorganised life of young people who spend most of their free time in cafés.

The difficult financial situation is the main reason behind the inability of a large number of young people to study at universities in other cities. Those who do have this chance most often do not return to Livno following the completion of their studies, but rather remain in larger cities, in areas that have more to offer them.

These statements are substantiated by the views of young people in Livno:

Vesna C., 1981. -

"I think that most of my peers share, if not the same, then a similar opinion regarding the position of youth in Livno. Intolerance, neglect and non-cooperation with older people threatens both our and their interests – you could write volumes about it."

Ida H., 1984. -

"Our city has nothing! It is impossible to go to the cinema instead of the cafés as it doesn't work anymore, and there are more and more cafés. Plays and exhibitions are a rarity in our city and it is no wonder that youth have nowhere to educate themselves and turn to art. I doubt that the situation will improve in the near future."

Dino H., 1980. -

"Well I have nothing to say. Young people are so disorganised, and when they are, they can't do anything because of the guys "above". I don't believe there is hope for the youth of this city. If things haven't changed till now, they won't change from now on either. It's only getting worse."

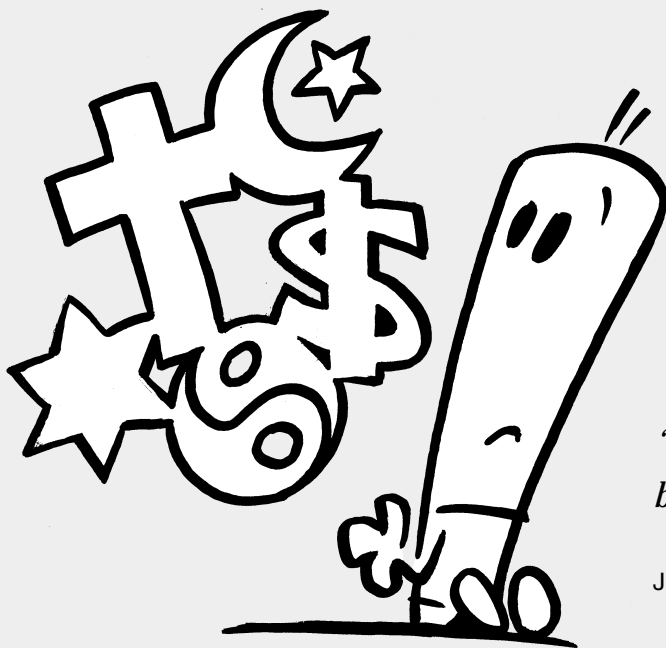
Josip, 1977. -

"Our situation in this town is f.... if you know what I mean. We have no rights, no one listens to us, and no one accepts our ideas. When they "the authorities" do meet us, it is only to show us the door or to shut it in our face. We're like fish out of water, numerous, surviving without hope for the future."

Finding ways to ameliorate the condition of youth in Livno is a joint responsibility that those aged above and under thirty need to more creatively address.

1 UNDP BiH, 1999.

2 Česić A. and Bajramović D., 2000.



9 YOUTH AND RELIGION

“We have just enough religion to make us hate, but not enough to make us love one another.”

Jonathan Swift, Thoughts on Various Subjects

Introduction

In Bosnia and Herzegovina (BiH), religion and ethnicity are almost synonymous. In most cases, when one's last name is stated or read, we all know whether that individual is a Bosniac and therefore Muslim, a Bosnian-Croat and therefore Catholic, or a Bosnian-Serb and therefore Orthodox. We are given a name at birth which brings with it powerful ethnic and religious connotations. It is irrelevant whether or not we practice the religion or choose to identify with a particular ethnicity. We are forced to accept a religious and ethnic identity, and to live with the consequences, which are often limiting. This is especially complicated when we come from a mixed marriage. It is common to have a mother from one group, say a Bosnian-Serb and therefore Orthodox and a father, say a Bosnian-Croat and therefore Catholic from another group, so then, what am I? Am I half Serb and half Croat? Can I choose to be Muslim with a Croatian surname? Am I “other?” In BiH, we currently do not have an environment that allows for the freedom to choose our religion. In this chapter, we survey a few of the many issues that come from questions related to religion and ethnicity.

1. The role of religion and ethnicity in BiH during the war

The war in BiH was a bloody testimony to the idea that religion and ethnic background are equivalent. Talking about our religious differences necessitates talking about our ethnic differences as well. As we grew up, others identified us with a religion or ethnicity that we did not necessarily comprehend. We also did not understand the weight of importance regarding this labelling. When we were the victims of discrimination, harassment and ethnic cleansing, we were painfully defined in the context of ethnic and religious hatred. Consequently our ethnic and religious identity did not grow out of a lifetime of practising and studying certain traditions, and we are actually

quite uninformed about the differences that exist. The war solidified the practice of reducing someone from a human being to simply ethnic or religious stereotypes. Unfortunately, we have mostly accepted this way of thinking.

The three main religions in BiH were abused as ethnic identifiers, in particular, during the periods of ethnic mobilisation and during the war in BiH 1992-95. During the war, these three religions went through fairly similar processes of showing a discriminatory preference for one's own community, ethnic group, religious community, culture and civilisation, as well as manipulating political and war aims and transforming them into ideological positions. Through this process the religions have become predominantly conservative in that they prefer to hold on to an acquired position, creed, customs and values instead of being open to change and tolerance.

2. The role of religion and ethnicity after the war

Since the war ended, we found that we have stronger ties to the religion and ethnicity of our birth. If one pays a price for something, even if it was for something that they did not want to buy, one's attachment to it grows. Fourteen percent of youth fulfil all religious duties with fervour and regularly abide by the major religious rules, while 53% usually or regularly abide by religious rules (see Table 61 in Annex).

There is a range of reasons that after the war, we are more interested in our religions. Some of us have chosen to follow our religion more closely after paying for it for four years of our life. Others of us have strengthened our religious connections because it serves as a support anchor. Through our religion, sometimes we are able to sort our internal, psychological and unresolved problems.

However, many of us now have a cynical outlook on religion. After experiencing the war, we have determined that we would rather immigrate to Australia, Canada, Germany and USA (see Table 45 in Annex) than continue to exist in the material poverty of BiH.

3. The role of religion and ethnicity in the future

In order to move forward through the quagmire of hatred, fear, and intolerance, we need ongoing dialogue on the subject of religion. While looking ahead, we should keep in mind that some of us have lived separated and isolated from other religious and ethnic groups since 1991. Ten years of an introverted life, secluded from others by fear, often for the safety of our lives, had a strong impact on the way we think about life.

It seems to us that the Western countries, which provide monetary and technical assistance to rebuild our country, have misunderstood the role of religion and ethnicity in the war. Unless they delve more carefully into this matter, they will continue to spread this misinformation. The problem is that Western countries think that the root of our previous conflict was differences, but they do not grasp that the real cause was our deep ignorance about those differences. The ignorance of our differences created an environment in which we were very susceptible to political manipulation. We feel that the misunderstanding that Western countries have, causes the Western politicians to make faulty judgements about the future politics of our country. It also causes those same people to avoid consulting religious communities and religious leaders who have a proper place in BiH society.

In order to move forward, we need to cultivate a mindset which honours and respects differences rather than suppressing them. We must turn BiH into a diverse environment where all types of people can prosper.

4. Current knowledge and practice of religion

There are few sincere religious gatherings in BiH. Today youth mostly adhere to a general morality that could be supported by any of the religions. Yet unfortunately, we have a shallow understanding of our own religion as well as religions of others. We commonly doubt that the "other" groups of religious followers are sincere believers. And we often think our group suffered the most and therefore should have an advantage over the other groups. For example, sixty-two percent of youth think that Bosniacs, Croats and Serbs are not equal (see Table 62 in Annex).

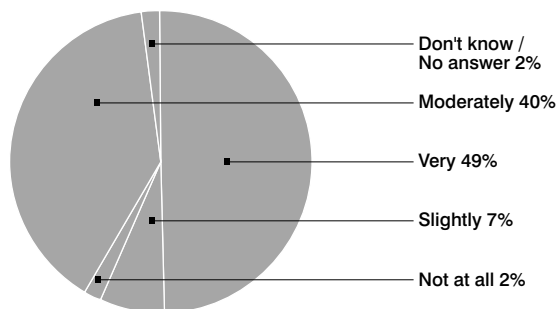


Diagram 30. How attached do you feel to the nation you belong to?

5. Religious education

Religious education is a controversial subject, yet seventy-one percent of youth believe religious classes should be part of regular curricula. Societies with an understanding of the separation of church and State provide a model in which religion does not become a manipulative tool for the State. These societies do not have religious education in schools. When religion is taught in school it is often inefficient. The information provided is quickly forgotten. Another problem with schools teaching religion is that it seems easy for religious ideology to be infused with political ideology. In this context, the real message of any religion is lost. We think that it is more appropriate for parents to teach their children about religion. In BiH, various political parties used religion to brainwash society. The relationship between religion and society in BiH has not reached the European level where the separation between church and State is more distinct. The goal of religion should be to strengthen people so that they are motivated to act in society, but not to directly shape society as the State sees fit.

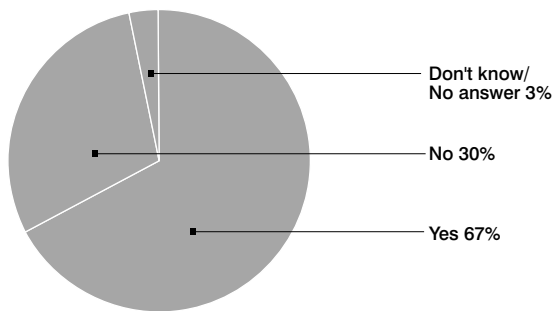


Diagram 31.
Do you see the need for the establishment of religious counselling centres?

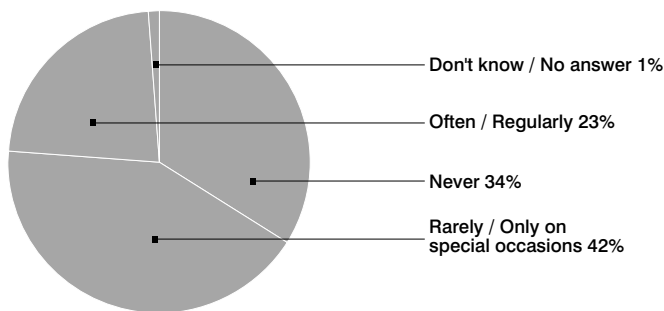


Diagram 32.
Do you pray (in your free time)?

6. Mixed marriages

According to the Statistical Annals of BiH¹, the percentage of mixed marriages between Bosniacs/Muslims, Croats and Serbs, was 10.3% in 1989, 10.5% in 1990 and 9.15% in 1991. However, if we include married couples who identify themselves as “others” that do not belong to any constituent nation, we then obtain the maximum number of registered mixed marriages. If we use the more inclusive figures, the statistics increase to 18.2% in 1989, 18.5% in 1990 and 15.5% in 1991. It is also important to emphasise that mixed marriages are much more numerous in urban areas. For instance, unofficially, in Sarajevo one third of all marriages during the pre-war period were mixed.

The greatest obstacles to mixed marriages are the prejudices other people have. These prejudices are often based on a nationalistic or racist ideology. In the family itself though,

family members are skilled in communication, tolerant, respectful, and undisturbed by his or her partner’s ethnic background, religion or have different historical or cultural customs.

We should note that essentially no religion officially accepts mixed marriage because of the perceived threat it poses to the continued existence of the religion, as children from such marriages might become atheists or embrace the “other” religion. In addition to these external problems, children from such marriages have a dilemma in terms of their identity, both ethnic and religious.

In its own way, the socialist ideas of brotherhood and unity did support mixed marriages in Yugoslavia. The emergence of nationalism in BiH in 1990 had a very negative impact on people in mixed marriages and their children. For a certain period of time, there was a lot of negative propaganda that was

threatening towards mixed marriages. Youth from mixed marriages felt pressure to chose a one-dimensional identity from religious communities, the general political situation, the election laws, and even the Constitutions. The BiH Constitution considers Bosniacs, Serbs and Croats as constituent peoples of BiH. On the other hand, the Constitutions of the Federation of Bosnia and Herzegovina (FBiH) and the Republika Srpska (RS) have a different approach. According to the Entity level constitutions, the constituent peoples of the FBiH are Bosniacs and Croats and in the RS only Serbs. This violates the basic rights of Croats and Bosniacs in the RS and of Serbs in the FBiH.

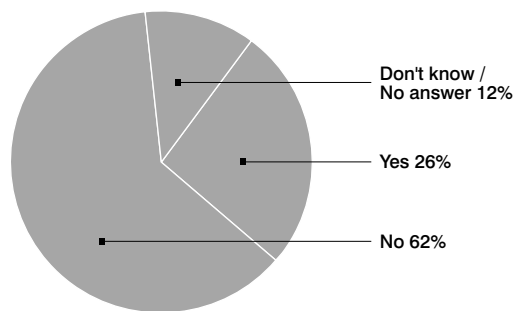


Diagram 33.
Would you marry someone of a different religious denomination?

The Constitutional Court of BiH received a request for the harmonisation of the Entity Constitutions with the BiH Constitution—judgement has been pending for more than a year now. This is quite a significant issue for BiH because currently government positions are based on the majority ethnicity that the Constitution represents. This prohibits individuals from pursuing positions based on ability because it gives more importance to the role of ethnicity. If one does not consider himself or herself a member of a majority ethnicity, then they are unable to pursue government positions regardless of their expertise.

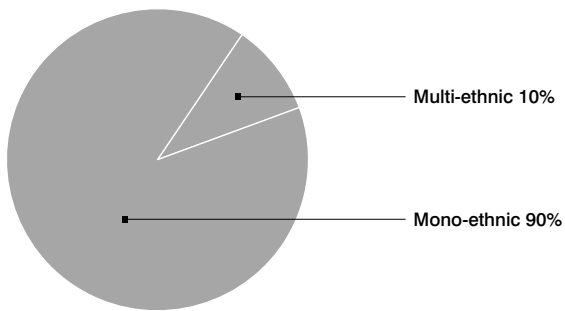


Diagram 34.
Is your family multi-ethnic or mono-ethnic?

As one would expect, children from mixed marriages are more open to interacting with peers regardless of ethnicity. Despite the fact that children from mixed marriages are more tolerant of difference, and could contribute in needed and constructive ways to the rebuilding of a more diverse society, it is these very families that are the most anxious to emigrate. Although the family as a unit may function well, the ethnic political and social structures, which are constructed around single ethnicities, make it difficult for them to stay. As mixed families cannot fit into mono-ethnic structures, they choose to

leave. Understanding the complexities faced by mixed marriages/families, the immigration agencies in the USA and Australia had separate projects for immigration people from mixed marriages/families.

7. Conclusion

If possible, it will take generations of tolerant open-minded citizens to move society forward. This path is still undefined. We all have the chance to contribute to this process as we decide to see people as complex and multi-dimensional rather than just apply a religious or ethnic stereotype. When we revert to stereotypes, we are supporting the forces that unravelled our country. We need to educate ourselves regarding the nuances of our multi-faceted identities, and take exceptional efforts to support the marriages and families that are constrained by the current political and societal framework.

¹ Federal Institute for Statistics, 1998.



10.

WHAT'S UP DOC?

*“Youth is easily deceived,
because it is quick to hope.”*

Aristotle, Rhetoric

Introduction

This final section looks at four remaining issues that were not covered in previous chapters. Here we explore the questions of how to create an environment which pays attention to the special development needs specific to women, how to pursue independence in our complicated housing situation, what is being done to rehabilitate juvenile delinquents, and why we are reluctant to serve in the military. None of these issues constituted an entire section, but we were sufficiently concerned with them to mention them in this last chapter. We invite you to help us to think creatively about how to respond to these challenges as well as the issues we have highlighted thus far.

1. Discrimination against women

Following the war, demobilized soldiers have a priority over women with regards to employment. This is one example that confirms that there is a discriminatory attitude against women in Bosnia and Herzegovina (BiH). It seems to us that there are fewer investments made educationally in women's development. With so many obstacles blocking women's entrance into many professional sectors, and the societal pressure to get married young, most women see marriage as their only option. However, there is a fiercely disproportionate ratio of men to women in BiH. The ratio of women to men is rumored to be as high as 9 to 1 in the Banja Luka area. This imbalance is due to many men dying in the war, other men emigrating to take advantage of education opportunities in other countries, and some men choosing not to marry because of a lack of financial resources. Many men cannot find work and end up being disoriented and dependent on others. Consequently thousands of young women in BiH are unable to find a suitable life partner. It would be an excellent use of resources to

do systematic research regarding the extent of discrimination against women in BiH. The men and women in BiH would benefit from a step-by-step-approach to help women break through the glass ceiling that prevents their entry into politics and the labour market. We also need a campaign that begins to challenge some of the gender stereotypes about the role of women in politics, employment and private life.

2. Living independently

Unlike the generation of youth that lived within the previous socialist system, we are a generation that is uncertain about our housing situation. In the ex-Socialistic Republic of BiH, youth had the right and the opportunity to obtain a flat from the firm in which they were employed. That is no longer the case. Although we would not wish to return entirely to the days of socialism, this was one of the benefits that we now miss. Today, as BiH undergoes the transition to a new political, social and economic system, we face much greater insecurity regarding the issue of our housing. Through the pri-

atisation process, the opportunity to buy previously State-owned flats is being made available to the tenancy right holder. Consequently, we are transitioning into a new housing market whose rules and ways are unfamiliar to us.

We are unhappy that we are unable to achieve economic independence and live by ourselves or with friends as other youth in Europe do. At the end of the day, we return to a house or flat that may not even be our family's property.

In fact, a third of us temporarily live in homes that do not belong to our families. There are endless scenarios for how we arrived in this situation, and it appears that it will be years before we are able to either regain our property that is currently occupied by another refugee or displaced person, or have the financial means to purchase property of our own (see Table 63 in Annex). As we often provide the primary source of income for our household, we worry about how to pay our rent and our bills for water and electricity. We also worry about if we will be sent into the street again.

Although the other two-thirds of those of us surveyed consider our housing question resolved (see Table 64 in Annex), we still mostly live with our families. When we answer that our housing situation is resolved, that does not necessarily mean that we live in our own property. And further, we may have a roof over our heads, but we would like to be living apart from our families.

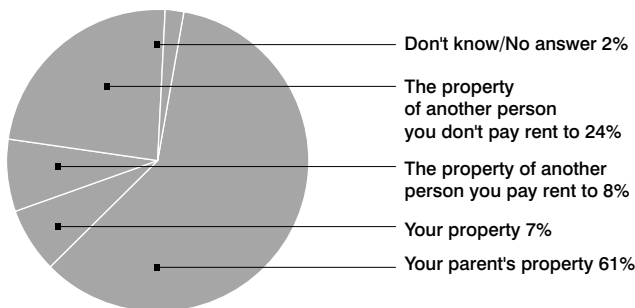


Diagram 35.
Is the house/apartment you live in:

We would like the opportunity to live our lives as our peers do in other European countries. They work and go to school, and then they take care of their own everyday tasks at home and have complete freedom in how they organise their leisure time.

In our country, the situation is completely different. Eighty-five percent of us who are 19 to 25 years old live with our parents. Fifty-one percent of us between 26 to 30 also live with our parents (see Table 65 in Annex). The main reason for this situation is certainly the employment situation. Some parents are not employed and as was mentioned in the Economy section, it is often the youth that supply the main income for the family (see Table 32 and 66 in Annex).

The tight housing market is another key obstacle that prevents us from acquiring the independence we desire. The war destroyed a high percentage of private accommodation. This

is not only a problem for youth looking to move out on their own, it is a problem that all inhabitants of BiH face. When any one of the ethnic populations was forced to move out of one area, they usually found accommodation in an ethnically safe area that another ethnic group previously fled. Consequently, a large portion of the population still remains in temporary housing, even though the war ended four years ago. Many people are reluctant to move out of a home that they do not own because they like living near a bigger city, their original domicile was destroyed, or their original place of residence is no longer accepting of their ethnic group. The State does not have the means to offer temporary accommodation to those in need of housing, consequently, some of us choose to escape the situation altogether by going abroad. It is also important to note that tradition still dominates some areas of BiH, and determines that, even if we get married and start our own families, we are expected to stay in our family houses and live with our parents, brothers and sisters.

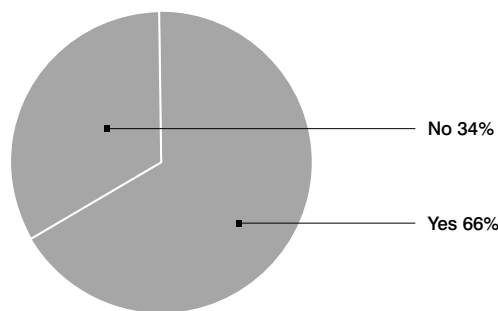


Diagram 36.
Is your housing issue solved?

In order to truly solve the problems caused by the current housing situation, many steps need to take place: the local authorities need to demonstrate the political willingness to implement the property law, the economic conditions need to be sufficient to invite return, while housing options that encourage youth to work and study away from home should be subsidised. If affordable housing was made available to us, than we could pursue the freedom we envy in the West and begin to make independent decisions about the type of life we want to live. We also suggest that a regulatory agency should be authorised to govern the housing market which would protect the rights of both tenants and landlords.

3. Juvenile delinquents

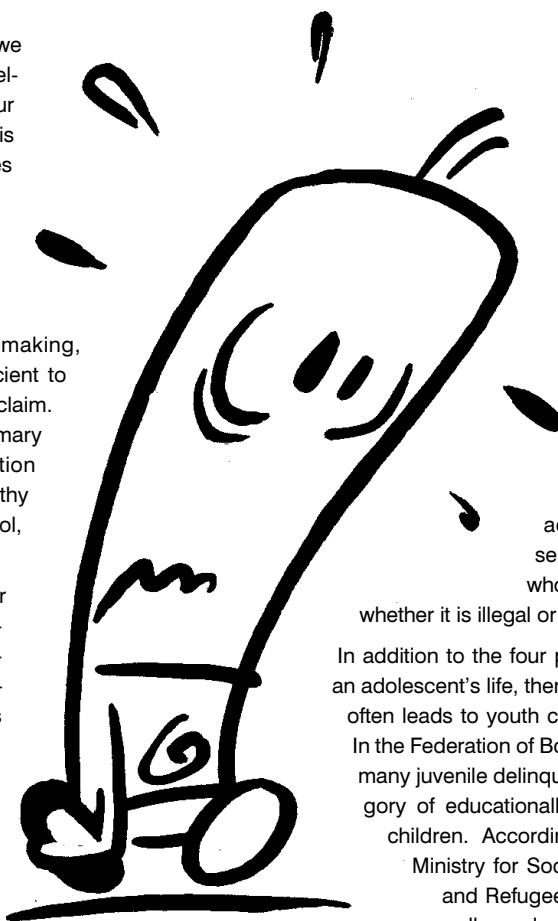
Youth in BiH who violate legal or moral norms are known as juvenile delinquents. In this section we intend to provide an overview of the societal influences that lead to delinquency, the institutional approach to delinquency that exists in both Entities, and finally to describe a project in the Republika Srpska (RS) that is successfully rehabilitating juvenile delinquents.

Between the ages of 14 and 18, we experience an intense period of development as we begin to establish our identities apart from our families. This is a period when we are excited, at times unstable and alienated from our parents. Also during this time, we have an explicit need to be close to our peers. At this stage, for the first time, we feel that we have a greater degree of autonomy in decision-making, although our maturity is often insufficient to deal with the degree of freedom we claim. During this transition, the four primary agents that determine our direction towards either delinquency or healthy maturation are: family, friends, school, and societal stability.

The family plays a crucial role in our development from children to adolescents. Parents are primarily responsible for the development of basic characteristics in their children, such as justice, honour and reliability, concern for other people and co-operation. As our parents work to raise us, other influences contribute as well. Parental influence shapes us alongside the instructions we receive from friends, school, and pop culture. Our parents are our primary role models that we may choose to emulate and whose values we may choose to integrate into our identity. But as we acquire more independence, our peer group and the interests we share in pop culture increasingly influence us. As we move through adolescence, we look more and more to our peer group for personal development needs, such as the need for identity, affirmation, change, respect and leadership within a group.

In addition to family and friends, our schoolteachers and educational system significantly influence our development. We would benefit from teaching that acknowledges our repressed needs, our fears, our confusion regarding our physical imperfections, our inclination towards aggressive and destructive behaviour, our emotional apathy, as well as our selfishness and anxiety. In addition, we need guidance regarding our spare time. We have trouble organising our spare-time constructively. Mostly, we watch TV, go to cafes, disco clubs and game halls (see Tables 67 and 68 in Annex).

The fourth way we are influenced is by the society itself in which we live. BiH is undergoing far-reaching social transformation. The economic crisis, events of the war and disturbed social value systems have culminated in an environment that caters to a particular type of criminality among youth. More often than before, youth gravitate towards circles of people with inappropriate behaviour patterns. There is an influential and highly visible segment of the population who prospers from illegal means. We all know who they are. Unfortunately, those who



have worked in the black market and who knew how to make a profit during the war are the same people who prosper most easily under capitalism. These Mafia-types have the resourcefulness and entrepreneurial skills to advance in a market economy. These individuals are role models with whom we compare our teachers and our parents. If we value financial success more highly than adhering to laws, it makes sense for us to identify with those who are earning a lot of money whether it is illegal or not.

In addition to the four primary agents of influence in an adolescent's life, there is a psychological force that often leads to youth choosing a life of delinquency. In the Federation of Bosnia and Herzegovina (FBiH), many juvenile delinquents often surface in the category of educationally neglected and abandoned children. According to the data of the FBiH Ministry for Social Policy, Displaced Persons and Refugees, there are 1,905 educationally neglected and abandoned children.

These children often come from families who are often refugees and displaced persons who live below the poverty line in bad housing conditions, and are without jobs. The combination of unsettled family relations and an inability to adapt to the new complex environment leads these youth to violate legal and moral norms. These children and youth are educated in regular institutions of the educational system and are rarely sent to special institutions.

There is one such institution in the FBiH, the Institute for the education of young boys and men "Hum", near Sarajevo. The institute provides accommodation, observation and diagnoses, education, as well as professional monitoring of children and youth until they are able to involve themselves successfully in society. There are 20 beneficiaries accommodated in this institution, although the capacity of this institution is 50. Some of the beneficiaries no longer need to be institutionalised, but they remain because they do not have accommodation or an insured existence outside of the Institute. This is most common at the institutes for children without parents.

Although the reformation of juvenile delinquency is important to a functioning society, BiH does not have sufficient resources, laws, and institutions to rehabilitate the youth that chose the path of delinquency. For example, in the RS, the scarcity of penal-legal and criminal literature on this subject illustrates a general disinterest in a systematic treatment of this problem.

An exception to the dearth of resources devoted to juvenile delinquency is the Banja Luka Centre for Social Work (CSW). CSW's exist throughout BiH. The CSW in Banja Luka has a

department for delinquency among minors, as well as the Centre for Delinquent Minors "Čuka." Čuka in the RS, is the equivalent of "Hum" in the RS. The CSW's activities are carried out in the following phases: a preparatory procedure that takes place in the court for minors, the implementation of educational measures (intensified surveillance by guardians), monitoring of the implementation of educational measures (intensified surveillance by parents), induction of minors after implemented educational measures into an educational-correctional institution and activities in the field of prevention (see Tables 69 – 71 in Annex).

The overall number of criminals decreased slightly during 1999. According to the employees of the CSW, the decrease in the number of juvenile delinquents is the result of improved work by the police. When minors are caught at the beginning of criminal activity, the police and the CSW have a better chance to provide them with successful treatment.

When juvenile delinquents are arrested and sentenced to a jail term, they serve with adult offenders. Although this is a temporary solution, it can have grave consequences. A main problem in dealing with juvenile delinquents is the absence of specialised institutions with educational-correctional measures. Because of the lack of institutions for work with underage delinquents, the Centre has initiated a programme of complementary activities with free educational activities.

In order to support the CSW's work with juvenile delinquents, the humanitarian organisation Save the Children UK from Great Britain initiated a project called "Justice For Minors" in August 1998. The project works to reorganise the Department for minor delinquency. In addition to activities specified by the law, the centre has extended its activities, at times with the help of the minors themselves.

In the centre "Čuka", there are four basic programmes:

1. Psychological workshops and presentations;
2. Educational programmes and training;
3. Recreational activities such as table-tennis, cinema, and sports tournaments;
4. Work programmes such as cleaning of parks, cleaning of the banks of Vrbas, and wood chopping for elderly and sick people.

This project was well accepted by the fifty young men who are included in the re-socialisation programme. The project is designed in such a way that the juvenile delinquents participate in the decision-making within the Centre. These juvenile delinquents voluntarily came to "Čuka" based on recommendations from the Centre for Social Work.

This project is different because the first priority is the wishes, opinions and needs of the juvenile delinquents. This empowerment has a positive effect. These youth choose one of the three workshops in which they will participate on the basis of the subjects that will be talked about. These youth were particularly attracted to subjects that explore: labelling and non-violent conflict resolution. Students of psychology who are in their final year lead these workshops. Because the psychology students are close to the juvenile delinquents in age, juveniles accept them easily and, at the same time, they represent a positive role model with whom they can identify. In the

"Justice for Minors" programme, the youth have access to things that aren't readily available in the contemporary socio-economic context of BiH – daily newspapers, use of the kitchenette, trips to the cinema, concerts, sports matches and fitness clubs. Additionally, they acquire basic knowledge of computers and English. Five beneficiaries have finished a course that has trained them to be camera crew assistants.

The "Justice for Minors" project is a new approach to the problem of minor delinquency in this area. The core aim is to work on the re-socialisation of youth through active participation and their sincere wish to accept the programme of activities. By the time the youth reached "Čuka", they were considered troublemakers who had had problems with the police, their parents and schoolteachers. Few people cared about what they thought. The project tries to help them transition from feeling lost and chaotic to developing feelings of responsibility so that they accept themselves and so that they can be accepted in society.

The beneficiaries participate in working groups which lead to earning money, do community service, and are provided with pocket money. The combination of these events led the beneficiaries to focus more and more on work and responsibility, which are two important rehabilitative principles. A clear indication of the program's success is the fact that none of the 23 participants that completed this program a year and a half ago, have committed a criminal offence.

Although crime among minors is generally not of serious nature, this type of criminal behaviour is significant because underage delinquents often become adult criminals. Continued examination of the quantity, type and trends in minor delinquency can lead to conclusions about our current societal framework for youth and juvenile delinquents. This analysis can provide new perspectives on the development of general social policy and social protection.

4. Military service

The youth of BiH live in a country with two armies, that of the FBiH and of the RS. The army in the FBiH is composed of two components, which is the result of slow political progress towards their reintegration and political determination to obstruct this process. Military service is compulsory for all citizens, regardless of ethnic, racial or religious belonging. Many of us disapprove of military service. Although there is no official data on avoiding military service in BiH, it is obvious that a great number of us from both Entities find different ways of avoiding it.

Certain youth, because of their convictions, orientations or religious beliefs, do not want to complete military service. These youth do not want to participate in the army for any purpose, particularly not for the purpose of war. As fear of new conflicts continue to flare in the region, some Bosnian youth emigrate to avoid military service. Tables 72 and 73 provide statistics on how we feel about serving in the civil versus military service.

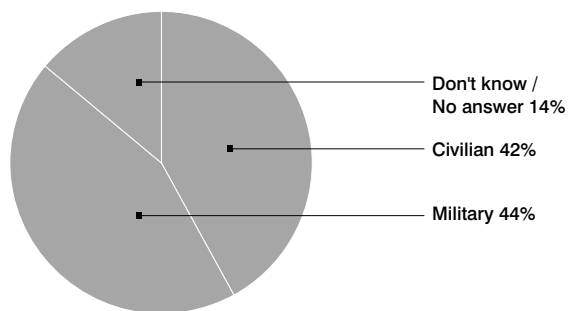
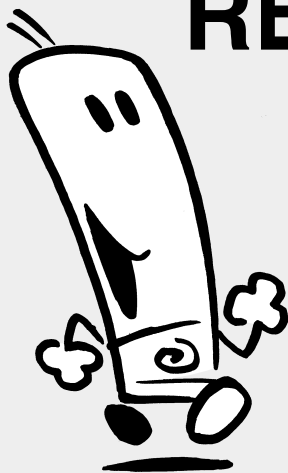


Diagram 37.
Are you for military or civilian service?

We, young people, see the future BiH as a democratic, prosperous and free country that will promote a high standard of human rights and freedoms for all its citizens. We acknowledge that the road to this envisioned country is long. We intend to participate in the rebuilding of BiH and we hope it will be a place where women can realise their potential, where all of us have the prerequisites to obtain accommodation, and where our juvenile delinquents are humanely rehabilitated. Lastly, we also want a country in which we can choose whether or not to join the military.

11

RECOMMENDATIONS



The preceding chapters demonstrated the complexity and seriousness of the problems of youth in BiH. Their status in society prevents the improvement of their position through individual activities and changes in specific sectors. Any improvement will require fundamental changes in the situation of youth in society, in all sectors of significance to them. This requires a comprehensive and consistent approach, with clear aims and precise policies. Therefore, a Youth development strategy is essential.

The recommendations that follow are only the beginning, a modest contribution, to the shaping of such a strategy. With this Report and its recommendations in mind, it is much more important that young people themselves, individually and through their NGOs, schools and faculties and all organised forms of civil society, in co-operation with the authorities at all levels, become active and start to define their strategy themselves, both at the local and State level.

This Report, therefore, by exposing the issue of youth for the first time in BiH and wishing to be action-oriented, recommends the following activities as a beginning of the process of the “return” of youth in the BiH society.

1. Education

- Establish and promote joint institutions and mechanisms for information exchange regarding the educational system in the FBiH and the RS. Mutual - acceptance of diplomas and certificates in BiH, not only in the sense of political co-ordination, but also at the level of professional co-operation and co-ordination.
- Raise awareness in all educational institutions in BiH of the concept of a core curriculum and its development so that it guarantees both a cohesive system, as well as the public accountability of schools, whereby all levels of governmental authorities would be responsible for the



work of schools, in order to increase the quality of education.

- Require compulsory training of teachers, directors and pedagogues.
- Decrease the number of subjects, introduce elective subjects, decrease the number of students per class, identify and apply flexible forms and methods of work, and protect students' and teachers' rights.
- Provide adequate education for parents in order to create the foundations for their involvement in the reform of the educational system and school.
- Through educational reforms, develop a specialised group of subjects in accordance with new market economy and employment requirements.
- Identify needs of students with regard to extracurricular activities according to age. Develop new plans based on this assessment.

- In accordance with skills and abilities, provide a wider choice of professional education for young people with special needs.
- Develop integration programmes for individuals with special needs through the media.
- Identify the exact number and needs of children and youth with special needs, as well as resources available that could be of assistance (for example, retired teachers as support staff).
- Through alterations in the guidelines concerning their needs, provide basic working conditions for youth with special needs, and aim to meet the standards of Western countries.
- Provide assistance for children without one or both parents, such as subsidisation of everyday expenses, their involvement in psycho-social programmes and educational and employment assistance.

2. Health

- Ensure equal rights in healthcare throughout BiH.
- Raise awareness and increase education amongst youth of risk factors related to health, such as the use of tobacco, alcohol, and psycho-active substances in order to promote and sustain healthy styles of living.
- Develop inter-sectoral co-operation, between health, education, social protection, political, legislative, religious, transport, industrial and other sectors. This would, for example, offer opportunities for an autonomous life to those with reduced physical and psychological functions.
- Create measures for the prevention of smoking, alcohol and drug abuse as a very important component of public health policy. This would lead to the reduction of access to tobacco, in particular for children. Impose strict control over advertising and the sponsoring of the tobacco industry and production of alcohol. Increase taxes on these products and use part of these funds for preventive-promotional programmes in the fight against smoking, alcohol abuse and other addictions through health education in schools.
- Establish counselling offices.
- Omit protocols, files, file-cards, and the introduction of code-letters that would enable the equal treatment of all beneficiaries (code-letters would be used only during the evaluation of counselling centre work).
- Empower beneficiaries to have an impact on the quality and kind of services in the domain of mental health protection.



- Enable beneficiary groups that need support to become self-help groups.
- Introduce market prices for professional teamwork as an essential aspect of therapy.

3. The economy

- Develop retraining programmes, qualifications in new fields and training of the unemployed and those who will soon become unemployed. Restructuring of the workforce in accordance with the parallel restructuring of the economy.
- Create a support programme for self-employment, through crediting and co-financing to establish proper enterprises for those who were unemployed or will become unemployed soon. "Schemes of self-employment", which are developed in market economies, channel incomes that would otherwise be spent in compensation for unemployment, towards the advance payments or co-financing of self-employment. Professional assistance and expert monitoring should support this. In this way, investment of proper financial resources and the creation of appropriate work positions would also be stimulated.
- Introduce measures that generate new employment, particularly in the private sector, such as possible fiscal exemptions and contributions by the employment fund to the creation of new jobs.
- Develop and encourage new and flexible forms of employment such as reduced working hours, temporary work, contract work, work away from home, and home employment. The aim is to break the old clichés concerning work and work methods, which will improve efficiency and mobility within the workforce.
- Develop special policies and activities for the employment of youth for which the new approach would open up realistic and general opportunities. In this context, it is necessary to develop special programmes, financially supported by international organisations such as the World Bank. Basically, this is an aspect of economic reconstruction in BiH that already has great financial support. These programmes should target a more expedient transition from school to employment.
- Develop special training programmes aimed at finding employment following secondary education. Specific programmes for acquiring specialised knowledge required for new employment would accelerate employment, restructure the labour market and diminish the pressure for new generations to attend higher education, which they often do because they cannot find employment. This leads to a great number of students, reducing the quality of higher education and making it inefficient,

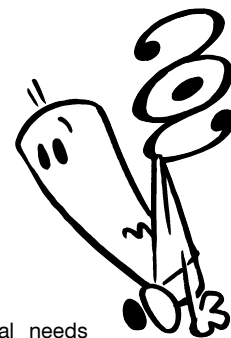
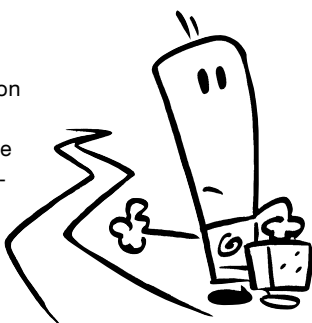


thus, making it more difficult for graduates to find employment.

- At the local level (municipality, canton/region) provide support for the opening of youth centres for education, employment and self-employment, as well as for our self-organisation through self-employment instead of the formality of existing employment bureaux.
- Based on experiences in countries of the EU, stimulate the employment of youth through “contracts for youth” who are employed through state funded companies and financially supported for a limited period of time. In return, the companies ensure our employment and essential, direct and professional training.
- Introduce measures that encourage employers to expand employment opportunities for young people with special needs through adequate tax policies. Introduce a system whereby an employer who hires a legally determined percentage of people with special needs will be partially exempt of taxes and social security contributions. Establish a protective or social associations which are supported through taxation measures and social policies, always bearing in mind that these organisations should not consist only of invalids, for example, but should be a means of reintegrating people with special needs into the general work environment.

4. *Leave, stay or return?*

- Monitor population movement of the youth of BiH, as a separate category, by all international and national institutions monitoring movements of people.
- Require the conduct of a special interview for youth applying for migration, within their existing immigration procedures in all foreign embassies and the provision of all available information regarding scholarships abroad and employment opportunities in BiH that are subsidised by the countries in question.
- Create greater space in the media for the discussion of issues faced by youth who return to BiH within repatriation movements or as former immigrants, rather than restricting the discussion to the “drain” of youth.
- Provide greater access to information by associations of immigrants abroad regarding the conditions of life in those countries. The provision of this information through Embassies to which youth apply for immigration.
- Organise a nation-wide debate on the issue of migration, with the active participation of youth who are returning and those who wish to leave.



5. *I have rights – I’m wrong*

- Integrate youth with special needs into the workforce through open employment policies (professional training, supportive-guaranteed, reserved or specified-purpose employment; credits and scholarships for micro-economy, exclusive contracts; tax and customs exemptions).
- Create reform within the construction legislation, regulating obligatory easy access to all buildings, as well as easy access within the buildings and the introduction of fines for non-compliance.
- Introduce low/ground-level entrances with platforms as well as visual and audio announcements in all public transport.
- Include youth with special needs in decisions about them.
- Involve youth in the struggle for the rights of minorities and support for the activities of Roma youth.
- Initiate debates on human rights and democracy in schools, including all topics of community welfare of significance to youth.
- Introduce classes on human rights and democracy, through adequate teaching in school.
- Offer continuous training of all teachers and professors in human rights and democracy (and not only for those teaching social studies).
- Adapt and introduce teaching experiences, as well as well as formal and informal education courses from Western countries (e.g. “UN Model” and “Children are voting”).
- Develop and encourage teaching methods, such as workshops, courses and debate clubs, school publications and other student projects. It should also be ensured that adequate space and materials (documents, leaflets and books) for such activities are made available in schools.

6. *Sexuality and youth*

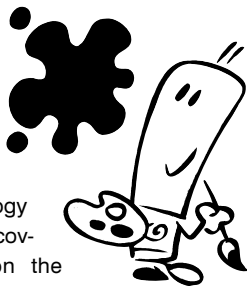
- Implement health-awareness programmes (or support for existing ones).
- Raise awareness among youth and provide adequate information on topics of family planning and STDs through media and education.



- Conduct debates to introduce sex education in secondary schools based on the experiences of Western countries.
- Organise debates on the topic of rights of homosexual young people in BiH.

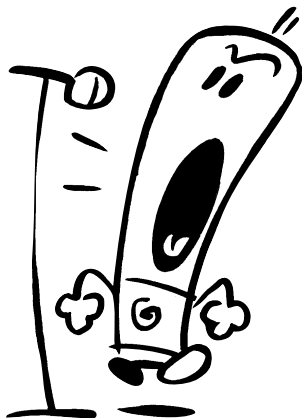
7. What do we do in our free time?

- Prioritise reconstruction of sports and recreation halls and centres.
- Provide funding from municipal or cantonal budgets for environmental protection activities.
- Encourage youth to advocate the protection of the environment and basic ecology in a way that will be widely covered in the media and on the Internet.



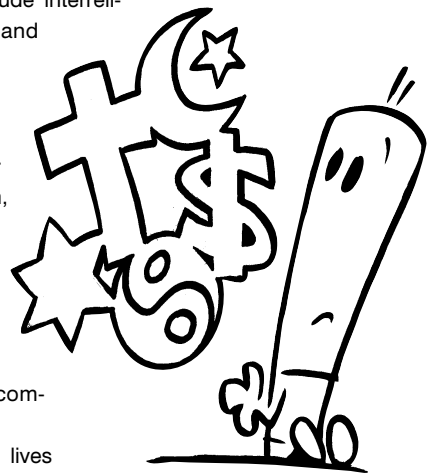
8. Politics and civil society

- Establish a BiH Youth Council similar to such institutions in most European countries.
- Increase co-operation between youth organisations and authorities (municipal, cantonal, regional and entity) in particular, regarding working premises for organisations and work on strengthening the local authorities in solving youth-related problems more efficiently.
- Create funds or budgets, within governmental funds or by setting up foundations, for youth organisation projects that would be distributed transparently through tenders with clearly defined and formulated criteria.
- Encourage youth organisations through the media and their involvement in decision-making processes at a community level.
- Strengthen all forms of student associations and the BiH Students' Union.
- Encourage voluntary work through the provision of an adequate legal framework.
- Establish joint work and co-ordination between youth organisations that have similar or the same overall aims.



9. Youth and religion

- Raise the public's awareness regarding the diversity of beliefs and backgrounds with the aim of promoting tolerance. Use the media and educational institutions to help accomplish this.
- Develop mutual respect between religious denominations, greater respect and honouring of different religions and co-operation on projects of mutual interest.
- Define educational content by the State, regarding religion, ethnic belonging and the cultures of civilisations living in BiH, which should become general knowledge. These issues would be included in textbooks and programmes of all schools and religious education, whatever form it takes.
- Develop programmes by society that would bring together young people of different religious denominations and the clear definition of standard interreligious and intercultural dialogue.
- Organise civil society, whose programmes would include interreligious culture and dialogue.
- Implement the following activities in BiH, in particular for assistance to youth, with the aim of decreasing xenophobia caused by ignorance:
 - Share information between religious communities regarding the essence of their lives (cultures), to meet, see and welcome their neighbours. BiH already has such mechanisms of social control that must be recognised and developed.
 - Organise people-exchanges between religious communities, with the respect of the other's identity and without propaganda activities.
 - Eradicate imperialism from religious communities developed through the identification with ethnic background and politics and the return to the original source of inspiration of the Holy Book and Scriptures. Develop theological profiles from the younger generations that would, through the media, discuss religious issues using a language and experiences familiar to young people.



10. *What's up doc?*

- Raise awareness of the housing policy to youth and their needs in respect of new post-war conditions (there are no state-owned flats, we are too young to “earn” a flat and redeem it in the privatisation process).
- Reconstruct houses or flats for youth as well as other population groups; in particular for returnees or those who would otherwise have no option but to leave the country.
- Write policies that facilitate the option of working and studying at the same time. This should be seen as separate from part-time studies. Universities, as well as



employers, should respond to the needs of employed students.

- Provide adequate training for psychologists and pedagogues in schools on approaches to working with young delinquents, as well as on constructive working methods within the framework of the curriculum.
- Separate young delinquents from other prisoners, in particular those who have been charged and arrested for the first time.
- Open guidance offices for young delinquents and their families.
- Create a choice of either civil or military service for young people.
- Consider the creation of a professional army in BiH, the abolition of military training for all citizens and in its place, the introduction of training on civilian protection only (as is the case, for example, in Switzerland).

HUMAN DEVELOPMENT REPORT
BOSNIA AND HERZEGOVINA 2000 YOUTH

ANNEX

1. Introduction to the survey "Youth in BiH"

From February 1-7, 2000, Prism Research conducted a countrywide survey to measure the attitudes of young people (14-30 years old) to different social issues. The survey method used was the administration of a questionnaire during face-to-face interviews. A total of 1,000 interviews (500 interviews in the Federation of Bosnia and Herzegovina (FBiH) and 500 interviews in the Republika Srpska (RS)) were conducted on a representative sample of young people for BiH (that is, representative samples for three major ethnic groups in Bosnia and Herzegovina (BiH): Bosniacs, Croats and Serbs). The results of specific questions posed by the survey are presented in Tables 1-15, 25-30, 32, 35-68 and 72-76 of this Annex.

2. Methodology

In order to fulfil the aims of this research most effectively, the face-to-face interview method was selected. Interviewers selected addresses at which to conduct interviews and individual household members with which to conduct interviews according to specific guidelines. Interviewers read the questions and range of possible (coded) responses aloud, or in the case of open-ended questions, they only read the question. The interviewer holds the questionnaire throughout the interview and marks in the respondent's answers.

Target population

The target population for this survey was the population of residents aged between 14 and 30.

Population statistics

In order to obtain the most accurate estimates of current population statistics, the OSCE Voter Registration database was utilised as the basis for sampling. This data was utilised as it is currently the most accurate estimate of population parameters (in view of the fact that over 85% of the population aged 18 and above registered to vote in the September 1998 elections).

Selection of primary sampling points

To obtain 1,000 valid interviews, an initial sample size of 1,030 was used. This was divided into three units: 105 interviews for the Croat majority areas in the FBiH, 410 interviews for the Bosniac majority areas in the FBiH and 515 interviews for the RS. The target sample size was then divided into blocks of 5 interviews each. This breaks down to 206 blocks of 5 interviews for the entire sample.

The following procedure was used in the selection of the primary sampling points:

The territory of BiH was divided into three areas in which one of the three constituent peoples is in the majority – areas with

a Croat majority population in the FBiH, areas with a Bosniac majority in the FBiH and areas with a Serb majority population in the RS. Each of the three areas differ considerably in the economic and political sense and de facto form three separate political and economic entities. Each of the three areas with one majority is divided into a set number of regions.

For Bosniac majority areas in the FBiH.

The sample was divided into 5 regional units with Bosniacs as a majority in the FBiH: Unsko-sanski Canton, Sarajevski Canton, Bosansko-podrinjski Canton, Zeničko-dobojski Canton and Srednjobosnanski Canton with a Bosniac majority, Tuzlanski Canton, Hercegovačkoneretvanski Canton with a Bosniac majority. In selecting municipalities, settlements, neighbourhood councils and starting points, the procedure used was as described above.

For Croat majority areas in the FBiH.

The sample was divided into 5 regional units with a Croat majority in the FBiH: Posavski Canton, Srednjobosanski Canton, Zapadnohercegovački Canton, Hercegovačkoneretvanski Canton with a Croat majority and Herceg-bosanski Canton. Within each region at least one municipality was selected (the municipality of the regional centre is automatically included in the sample) in relation to their relative size. Each regional unit received the proportional number of blocks. The sample was designed so that an equal number of interviews are conducted in each municipality – around 60% in urban areas and 40% in rural areas, which is the best estimate currently available in relation to urban/rural populations.

For the RS as Serb majority areas.

The sample was divided into 5 regional units: Northwest: Banja Luka – Krajina, North: Dobož – Posavina; Northeast: Bijeljina – Semberija and Podrinje; East: Pale – Eastern Bosnia; Southeast: Trebinje – Eastern Herzegovina.

The survey was conducted in a total of 40 municipalities throughout BiH, which covers almost 30% of all of the municipalities.

Selection of secondary sampling points

Once the primary sampling points were selected within each municipality, an equal number of sampling points was selected from the list of settlements/neighbourhood councils/census areas and streets. The number of blocks within each primary unit was divided evenly among the secondary units.

Selection of households

This sample used a random Walk technique for selecting households. Interviewers were provided an address of the sampling point. Starting at this address, the interviewer proceeded in that direction and chose each second house as the first household for interviewing. If the second house was an apartment building (or had multiple dwelling units), he/she chose the second dwelling unit in the building to start the interviewing process. After the interview, he/she skipped the next apartment or house and selected the fourth dwelling unit for the second interview. He/she proceeded in this pattern until the end of the street. At the end of the street, the interviewer moved to the next street on their right and continued the process until 5 interviews were completed for that particular sampling point.

Selection of respondents

In this survey we used the technique of random selection by Closest Birthday. At the door, the interviewer asked to speak to a household member whose birthday is closest to the date she is interviewing. If that person was not at home, or that person did not meet the quota for age/gender group, he/she arranged to revisit that house if possible. Interviewers were directed to the next unit if they could not reach the appropriate respondent after two attempts. This method ensured random selection of respondents.

Controls

Ten percent of the randomly selected completed interviews were controlled. The control was carried out by a separate group of interviewers. Addresses from a separate Contact List were used to verify the interview.

Weighting

The final analysis did not use weighting. The data in the tables provided in the Annex are proportionally distributed by regions within each Entity and ethnic majority areas.

Respondent refusal

The interviewer recorded all incidences of refusal to participate in the survey (including data regarding gender, estimated age and reason given for refusal). The calculated response rate for this survey was 75%.

3. Reading notes

The respondent's answers presented in the Tables are cross-tabulated with major demographic variables – total (for all respondents, N = 1,000), by Entity, by type of settlement, gender, nationality age and education.

The presentation of responses is made up of two parts (two columns):

1. In the first part (column), the frequency data relating to the total number of respondents cross-tabulated with demographic and other variables is presented.

2. In the second part (column), percentages (rounded) are calculated on the basis of the frequency data in the first part (see above).

Even where the number of respondents in some sub-groups is less than 100, percentages are still given for the sake of uniformity in tabular presentation and comparison.

All sums of percentages in columns are 100%, other than in the case where a better overview is provided with the omission of the "Don't know" and "No answer" responses. If the sum of percentages in a column is greater than 100%, this is a result of rounding the percentages to one decimal place.

The responses to open-ended questions are coded and given in a summary without cross-tabulations.

In the tables, the total sum of respondents is often not 1,000 as respondents are divided into different categories which consist of different numbers (e.g. where the sum of respondents in the various age groups, or of various levels of education add up to the overall total of the sample).

Also, to aid interpretation and analysis of results, missing values are not given in the tables and for this reason the sum total of respondents varies between questions, as there is often a difference in the number of valid responses for different questions.

The tabular presentation of frequencies and percentages for responses to questions where bipolar five-step scales (or four-step scales with no neutral response) such as the following were used: extremely satisfied, generally satisfied, cannot decide, generally unsatisfied are presented in a slightly different manner than other results. To aid overview of results, the total frequencies and percentages for the positive and negative poles of the scale are presented in the tables. In the examples, this means that the responses "extremely satisfied" and "generally satisfied" are summed up in the category "total satisfied". The same was carried out for responses in the opposite pole, where responses are summed up in the category "totally unsatisfied".

Table 1. *To what extent do you agree/disagree with the statement: Current curricula correspond to global standards.*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Totally agree	61	6	42	8	19	4	36	6	25	7	27	5	34	7
Partially agree	303	30	170	34	133	27	178	28	125	35	148	29	155	31
Partially disagree	249	25	109	22	140	28	166	26	83	23	118	23	131	27
Totally disagree	298	30	151	30	147	29	211	33	87	25	163	32	135	27
Don't know	75	8	19	4	56	11	44	7	31	9	43	8	32	6
No answer	14	1	9	2	5	1	10	2	4	1	8	2	6	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 2. *To what extent do you agree/disagree with the statement: The curriculum content meets the needs of students.*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Totally agree	193	19	107	21	86	17	128	20	65	18	103	20	90	18
Partially agree	501	50	235	47	266	53	310	48	191	54	247	49	254	52
Partially disagree	170	17	89	18	81	16	112	17	58	16	83	16	87	18
Totally disagree	87	9	49	10	38	8	65	10	22	6	39	8	48	10
Don't know	40	4	15	3	25	5	22	3	18	5	29	6	11	2
No answer	9	1	5	1	4	1	8	1	1	0	6	1	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 3. *To what extent do you agree/disagree with the statement: The curricula are overburdened with subject matter.*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Totally agree	420	42	202	40	218	44	271	42	149	42	209	41	211	43
Partially agree	380	38	198	40	182	36	239	37	141	40	183	36	197	40
Partially disagree	109	11	61	12	48	10	77	12	32	9	57	11	52	11
Totally disagree	46	5	16	3	30	6	31	5	15	4	26	5	20	4
Don't know	34	3	17	3	17	3	21	3	13	4	24	5	10	2
No answer	11	1	6	1	5	1	6	1	5	1	8	2	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 4. *To what degree do you support the idea of a unified curriculum for all schools in BiH?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Support entirely	206	57	43	9	9	8	79	24	129	31	78	30	42	28	205	29	39	28
Partially support	97	27	105	22	9	8	74	23	88	21	58	22	28	19	158	22	34	25
Partially disagree	33	9	113	23	25	23	67	21	74	18	31	12	32	21	118	17	22	16
Totally disagree	12	3	191	39	56	52	80	25	103	25	82	32	37	25	187	26	41	30
Don't know	11	3	30	6	7	7	22	7	20	5	8	3	12	8	37	5	1	1
No answer			6	1	1	1	1	0	4	1	2	1			6	1	1	1
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	493	100	138	100

Table 5. *How certain are you that your education attained until now will enable you to find employment in the future, or are you already employed?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very certain	108	11	54	11	54	11	83	13	25	7	54	11	54	11
Partially certain	250	25	142	28	108	22	173	27	77	22	114	22	136	28
Partially uncertain	175	18	93	19	82	16	108	17	67	19	84	17	91	18
Totally uncertain	227	23	96	19	131	26	133	21	94	26	122	24	105	21
Already employed	215	22	99	20	116	23	134	21	81	23	125	25	90	18
No answer	25	3	16	3	9	2	14	2	11	3	8	2	17	3
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 6. *To what extent do you consider necessary the opening of youth counselling centres for learning problems?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	534	53	290	58	244	49	361	56	173	49	245	48	289	59
Partially necessary	345	35	165	33	180	36	214	33	131	37	185	36	160	32
Partially unnecessary	83	8	26	5	57	11	47	7	36	10	49	10	34	7
Very unnecessary	26	3	11	2	15	3	19	3	7	2	18	4	8	2
Don't know	12	1	8	2	4	1	4	1	8	2	10	2	2	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 7. *To what extent do you consider necessary the opening of youth counselling centres in the field of family problems?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	554	55	299	60	255	51	381	59	173	49	260	51	294	60
Partially necessary	330	33	141	28	189	38	196	30	134	38	179	35	151	31
Partially unnecessary	80	8	42	8	38	8	45	7	35	10	43	8	37	8
Very unnecessary	29	3	13	3	16	3	20	3	9	3	20	4	9	2
Don't know	6	1	4	1	2	0	3	0	3	1	5	1	1	0
No answer	1	0	1	0					1	0			1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 8. *To what extent do you consider necessary the opening of youth counselling centres in the field of sexual education?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	565	57	314	63	251	50	389	60	176	50	258	51	307	62
Partially necessary	319	32	144	29	175	35	188	29	131	37	173	34	146	30
Partially unnecessary	73	7	18	4	55	11	40	6	33	9	47	9	26	5
Very unnecessary	31	3	16	3	15	3	20	3	11	3	21	4	10	2
Don't know	9	1	6	1	3	1	6	1	3	1	7	1	2	0
No answer	3	0	2	0	1	0	2	0	1	0	1	0	2	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 9. *To what extent do you consider necessary the opening of youth counselling centres in the field of family planning?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	427	43	237	47	190	38	290	45	137	39	205	40	222	45
Partially necessary	346	35	172	34	174	35	223	35	123	35	178	35	168	34
Partially unnecessary	162	16	57	11	105	21	87	13	75	21	82	16	80	16
Very unnecessary	55	6	28	6	27	5	41	6	14	4	35	7	20	4
Don't know	9	1	5	1	4	1	4	1	5	1	7	1	2	0
No answer	1	0	1	0					1	0			1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 10. *To what extent do you consider necessary the opening of youth counselling centres in the field of drugs/narcotics problems?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	759	76	397	79	362	72	506	78	253	71	356	70	403	82
Partially necessary	172	17	71	14	101	20	99	15	73	21	103	20	69	14
Partially unnecessary	29	3	10	2	19	4	12	2	17	5	19	4	10	2
Very unnecessary	32	3	17	3	15	3	25	4	7	2	23	5	9	2
Don't know	7	1	4	1	3	1	3	0	4	1	6	1	1	0
No answer	1	0	1	0					1	0			1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 11. *To what extent do you consider necessary the opening of youth counselling centres in the field of choice of career/professional orientation?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	515	52	249	50	266	53	332	51	183	52	246	49	269	55
Partially necessary	367	37	195	39	172	34	236	37	131	37	192	38	175	35
Partially unnecessary	69	7	35	7	34	7	46	7	23	6	38	7	31	6
Very unnecessary	41	4	15	3	26	5	27	4	14	4	26	5	15	3
Don't know	7	1	5	1	2	0	4	1	3	1	5	1	2	0
No answer	1	0	1	0					1	0			1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 12. *To what extent do you consider necessary the opening of careers advisory centres for youth?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	602	60	314	63	288	58	388	60	214	60	307	61	295	60
Partially necessary	289	29	145	29	144	29	192	30	97	27	144	28	145	29
Partially unnecessary	63	6	25	5	38	8	39	6	24	7	28	6	35	7
Very unnecessary	41	4	12	2	29	6	22	3	19	5	23	5	18	4
Don't know	4	0	3	1	1	0	3	0	1	0	4	1		
No answer	1	0	1	0			1	0			1	0		
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 13. *To what extent do you consider necessary the opening of youth counselling centres for assistance with starting one's own business?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	453	45	246	49	207	41	300	47	153	43	243	48	210	43
Partially necessary	324	32	161	32	163	33	209	32	115	32	154	30	170	34
Partially unnecessary	138	14	64	13	74	15	83	13	55	15	63	12	75	15
Very unnecessary	73	7	21	4	52	10	45	7	28	8	40	8	33	7
Don't know	8	1	5	1	3	1	4	1	4	1	4	1	4	1
No answer	4	0	3	1	1	0	4	1		1	3	1	1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 14. *To what extent do you consider necessary the opening of psychological counselling centres for youth?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	532	53	296	59	236	47	359	56	173	49	246	49	286	58
Partially necessary	302	30	144	29	158	32	189	29	113	32	160	32	142	29
Partially unnecessary	87	9	31	6	56	11	47	7	40	11	51	10	36	7
Very unnecessary	56	6	14	3	42	8	38	6	18	5	35	7	21	4
Don't know	20	2	13	3	7	1	10	2	10	3	13	3	7	1
No answer	3	0	2	0	1	0	2	0	1	0	2	0	1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 15. *To what extent do you consider necessary the opening of religious youth counselling centres?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very necessary	344	34	200	40	144	29	220	34	124	35	171	34	173	35
Partially necessary	329	33	183	37	146	29	204	32	125	35	157	31	172	35
Partially unnecessary	172	17	64	13	108	22	113	18	59	17	86	17	86	17
Very unnecessary	131	13	39	8	92	18	93	14	38	11	77	15	54	11
Don't know	21	2	12	2	9	2	13	2	8	2	14	3	7	1
No answer	3	0	2	0	1	0	2	0	1	0	2	0	1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 16. *Ten leading causes of death among youth (15-29 years) in the FBiH for the first eight months of 1999¹*

LEADING CAUSES OF DEATH	FISRT EIGHT MONTHS OF 1999		
	Rank	Structural index	Number of registered and processed cases
Injuries and poisoning (S00-T98)	1	29.9%	41
Diseases of the circulatory system (I00-I99)	2	21.9%	30
External causes (V01-Y 99)	3	16.1%	22
Malignant illnesses (C00-C97)	4	6.6%	9
Symptoms, signs and abnormal clinical and laboratory results (R00-R99)	5	4.4%	6
Infectious and parasitic diseases (A00-B99)	6	3.6%	5
Diseases of the respiratory system (J00-J99)	7	2.2%	3
Diseases of the digestive system (K00-K93)	8	2.2%	3
Diseases of the nervous system (G00-G99)	9	1.5%	2
Endocrine and metabolic diseases with dietary disturbances (E00-E90)	10	0.7%	1
Other causes of death	-	10.9%	15
TOTAL	-	100%	137

Table 17. *Causes of death among young people (14-29 years) in the RS during 1998²*

CAUSES OF DEATH	Rank	Structural index	Number of registered and processed cases
External causes (S00-T99)	1	58.3%	91
Symptoms, signs and abnormal clinical and laboratory results (R00-R99)	2	12.3%	19
Circulatory diseases (I00-I99)	3	10.9%	17
Malignant illnesses (C00-D48)	4	6.5%	10
Diseases of the urogenital tract (N00-N98)	5	4.5%	7
Endocrine and metabolic diseases with dietary disturbances (E00-E88)	6	1.9%	3
Diseases of the digestive system (K00-K92)	7	1.9%	3
Diseases of the nervous system (G00-G99)	8	1.3%	2
Infectious and parasitic diseases (A00-B99)	9	0.6%	1
Diseases of the respiratory system (J00-J98)	10	1.9%	3
TOTAL		100%	156

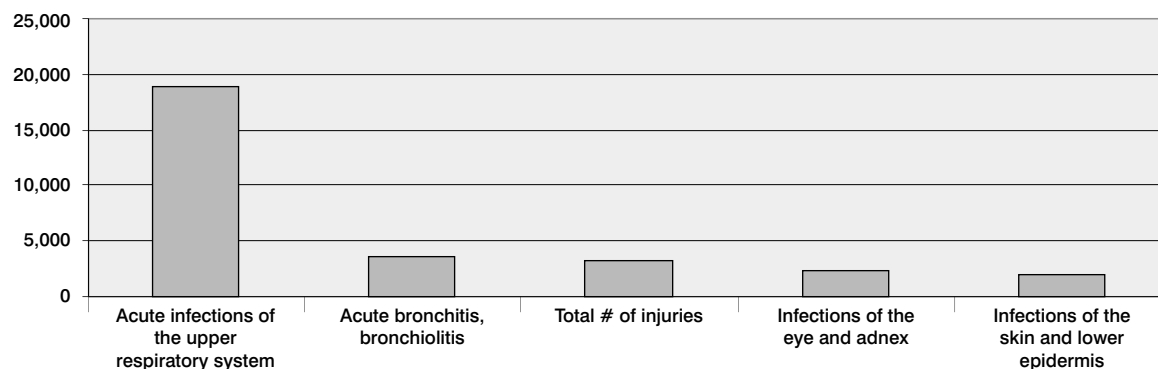
¹ Preliminary data from the Federal Institute of Statistics.

² Preliminary data from the Republic Institute of Statistics of the RS.

Table 18. *Leading diseases/registered conditions in the healthcare of schoolchildren and youth (7-18 years) within health centres/polyclinics in the FBiH³ during 1998*

Rank	Name of disease/condition according to X MKB	Number of cases	Structural index	Rate per 100,000 inhabitants
1	Acute infections of the upper respiratory system (J00-J06)	85,392	35.6	19,100
2	Acute bronchitis, bronchiolitis (J20-J21)	15,304	6.4	3,400
3	Diseases of the eye and adnex (H00-H59 with the exception of H25-H28, H40-H42, H52)	9,540	3.9	2,100
4	Infections of the skin and lower epidermis (L10-L14, L20-L45, L55-L99)	9,139	3.8	2,000
5	Otitis media and other diseases of the middle ear and mastoid (H65-H75)	8,339	3.5	1,900
6	Anaemia caused by the lack of iron (D50)	6,675	2.8	1,500
7	Other diseases of the skin and lower epidermis (L10-L14, L20-L45, L55-L99)	6,355	2.6	1,400
8	Pneumonia (J12-J18)	5,805	2.4	1,300
9	Diarrhoea and gastroenteritis probably of an infectious source (A09)	5,556	2.3	1,200
10	Cystitis (N30)	5,078	2.1	1,100
	Other diseases/conditions	83,177	34.6	18,700
	TOTAL DISEASES, CONDITIONS	240,360	100.0	53,700
	Total number of injuries	12,532	100.0	2,800

Diagram 38. *Leading diseases/registered conditions in the healthcare of schoolchildren and youth (7-18 years) within health centres/polyclinics in the FBiH⁴ during 1998*



³ Data from the Public Health Institute of the FBiH.

⁴ *ibid.*

Table 19. *Ten leading stomatological diseases within the healthcare of schoolchildren and youth (7-18 years) in the FBiH⁵ for 1998*

Rank	Name of disease /condition according to X MKB	Number of cases	Structural index	Rate per 100,000 inhabitants
1	Dental caries (K02)	66,362	42.9	14,982
2	Diseases of the dental pulp and the periapical tissue (K04)	38,574	24.9	8,709
3	Dentofacial anomalies (including malocc.)	16,623	10.8	3,753
4	Other diseases of the hard dental tissue (K03)	12,475	8.1	2,816
5	Developmental and growth disturbance of the tooth (K00)	5,235	3.4	1,182
6	Gingivitis and the disease period (K05)	4,933	3.2	1,114
7	Other disturbances of the teeth and support structures	2,908	1.9	2,908
8	Ingrown and wedged teeth (K01)	2,220	1.4	501
9	Other diseases of the jaw (K10)	2,170	1.4	490
10	Stomatitis and related lesions (K12)	1,329	0.9	300
	Other diseases/conditions	1,661	1.1	375
TOTAL DISEASES, CONDITIONS		154,490	100	34,879

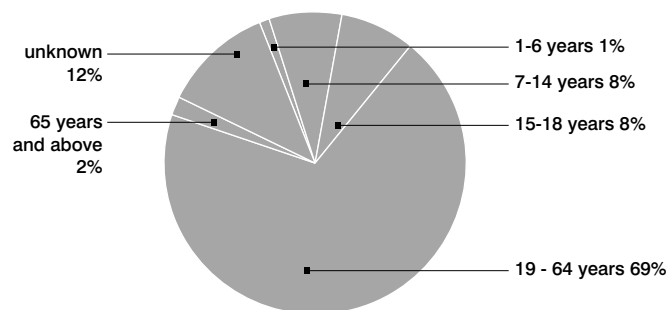
Diagram 39. *Participation of individual age groups in mine injuries for the 1992-1997 period*5 *ibid.*

Table 20. *Survey on counseling services*⁶

Survey questions	Yes	No
Do you require psychological counselling services?	194 or 82.9%	40 or 17%
Is there a youth counselling centre?	221 - in school	182

Table 21. *What would you like to receive through the counselling service programme?*

Counselling	186 or 79.4%
Education-related information – acquiring skills	48 or 20.5%
Group work	57 or 24.3%
Individual work	114 or 48%
Personal problems	126 or 53.8%
Learning problems, concentration	84 or 35.8%
Sexual education	98 or 41.8%
Addiction problems	196 or 83.7%
Communication skills	124 or 52.9%
Conflict resolution	80 or 34.1%
Confidence building	196 or 83.7%
Building a positive picture of oneself	212 or 90.5%
Regarding posture, clothing, behaviour	134 or 57.2%
Regarding self-validation and respect	112 or 47.8%
Regarding loneliness	76 or 32.4%
Structuring ones time	58 or 24.7%
Preparations for marriage and family	73 or 31.2%
Separation of families	49 or 20.9%

Table 22. *Will you attend counselling and why?*

YES	78 or 44.3%		It helps me 112 or 47.8%	Curiosity 43 or 18.3%
NO	I do not want to be questioned 87 or 37.1%	I do not want them to take notes 126 or 53.8%	t 30 or 12.8%	It does not help me 42 or 17.9%

⁶ Produced on the basis of a sample of 234 secondary school pupils aged between 17 and 19 – Secondary school for nurses and technicians in Sarajevo, survey carried out from 07.02.2000 until 10.02.2000.

Table 23. *Problems defined from the answers regarding specific issues concerning secondary school pupils aged between 17 and 19⁷*

No.	Issue	Percentage
1.	Required	82.0%
2.	I need advice from different areas	79.4%
3.	There is no counselling	77.7%
4.	I prefer individual work	48%
5.	I would like to participate in group work	24.3%
6.	I would like to learn, acquire different skills	20.5%

Table 24. *Reasons why young people WANT – DO NOT WANT to attend counselling⁸*

No.	Reason	Percentage
1.	I do not want them to take records	53%
2.	It helps me	47.8%
3.	I do not want to be questioned	37%
4.	To talk	33.3%
5.	It is relaxing	29.3%
6.	Curiosity	18.3%
7.	It does not help	17.9%
8.	I do not need it	12.8

Table 25. *How often do you smoke?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	400	40	194	39	206	41	263	41	137	39	164	32	236	48
Rarely	103	10	54	11	49	10	65	10	38	11	51	10	52	11
Only on special occasions	42	4	20	4	22	4	26	4	16	5	22	4	20	4
Often	136	14	78	16	58	12	92	14	44	12	73	14	63	13
Regularly	317	32	152	30	165	33	198	31	119	34	196	39	121	25
Don't know/No answer	2	0	2	0			1	0	1	0	1	0	1	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

7 *ibid.*8 *ibid.*

Table 26. *How often do you drink alcohol?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBIH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	459	46	236	47	223	45	295	46	164	46	161	32	298	60
Rarely	188	19	102	20	86	17	121	19	67	19	109	21	79	16
Only on special occasions	241	24	101	20	140	28	151	23	90	25	142	28	99	20
Often	90	9	43	9	47	9	62	10	28	8	76	15	14	3
Regularly	21	2	17	3	4	1	15	2	6	2	18	4	3	1
Don't know/No answer	1	0	1	0			1	0			1	0		
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 27. *How often do you take marihuana/grass/shit?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBIH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	890	89	421	84	469	94	555	86	335	94	430	85	460	93
Rarely	39	4	28	6	11	2	37	6	2	1	27	5	12	2
Only on special occasions	30	3	20	4	10	2	26	4	4	1	23	5	7	1
Often	12	1	11	2	1	0	8	1	4	1	9	2	3	1
Regularly	5	1	5	1			3	0	2	1	5	1		
Don't know/No answer	24	2	15	3	9	2	16	2	8	2	13	3	11	2
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 28. *How often do you take ecstasy?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBIH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	976	98	481	96	495	99	630	98	346	97	491	97	485	98
Rarely	4	0	4	1			3	0	1	0	3	1	1	0
Only on special occasions	6	1	4	1	2	0	5	1	1	0	5	1	1	0
Often	1	0	1	0			1	0			1	0		
Don't know/No answer	13	1	10	2	3	1	6	1	7	2	7	1	6	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 29. *How often do you take pills with narcotic effects?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	976	98	479	96	497	99	632	98	344	97	488	96	488	99
Rarely	5	1	5	1			3	0	2	1	5	1		
Only on special occasions	6	1	5	1	1	0	3	0	3	1	6	1		
Often	1	0	1	0			1	0			1	0		
Don't know/No answer	12	1	10	2	2	0	6	1	6	2	7	1	5	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 30. *How often do you take stronger narcotics (cocaine, heroin)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	985	99	489	98	496	99	635	98	350	99	495	98	490	99
Rarely	2	0	2	0			1	0	1	0	2	0		
Only on special occasions	2	0	1	0	1	0	2	0			2	0		
Often	11	1	8	2	3	1	7	1	4	1	8	2	3	1
Don't know/No answer	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 31. *Number of causes of death from self-mutilation (X60-X84) for inhabitants of the FBiH in the period 01.01.-31.08.1999: overview according to age bracket⁹*

CAUSE OF DEATH	AGE BRACKET				
	0 - 14 yrs.	15 - 29 yrs.	30 - 64 yrs.	65 yrs. & above	TOTAL
Intentional self-poisoning and consumption of other narcotics that affect the autonomous nervous system (X63)	0	0	0	1	1
Intentional self-poisoning and exposure to pesticides (X68)	0	0	1	0	1
Intentional self-poisoning and exposure to other unmarked chemicals and substances (X69)	0	0	1	0	1
Intentional self-mutilation by hanging (X70)	0	3	11	2	16
Intentional self-mutilation by drowning and strangulation (X71)	0	0	2	1	3
Intentional self-mutilation by shooting from a hand gun (X72)	0	1	1	1	3
Intentional self-mutilation by other, unmarked firearms (X74)	0	2	0	0	2
Intentional self-mutilation using explosive material (X75)	0	1	1	0	2
Intentional self-mutilation using a sharp object (X78)	0	0	1	0	1
Intentional self-mutilation using an unknown object (X84)	0	1	2	0	3
TOTAL	0	8	20	5	33

⁹ Preliminary data from the Federal Institute of Statistics.

Table 32. *Are you the person that contributes the most to your household?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	177	18	87	18	90	18	113	18	64	18	134	27	43	9
No	814	82	407	82	407	82	528	82	286	82	368	73	446	91
Total	991	100	494	100	497	100	641	100	350	100	502	100	489	100

Table 33. *Human security in SEE after the Kosovo war*¹⁰

No.	Country	Political security	Economic security	Overall human security ¹¹
1.	Albania	1↑	1↑	1↑
2.	Bosnia and Herzegovina	1↑	1	1
3.	Bulgaria	2↑	2	2
4.	Croatia	2	2	2
5.	Macedonia	2↓	2↓	2↓
6.	FYR of Montenegro	1	2↓	2↓
7.	Romania	2	2↓	2
8.	FRY	1↓	1↓	1↓

Legend: 1 = low level; 2 = middle level; 3 = high level;

↑ improving trend

↓ deteriorating trend

¹⁰ UNDP Special Report. *Human Security in South-East Europe*. Regional Bureau for Europe and the CIS of UNDP, Sofia, 1999.

¹¹ This table offers an overview of the human security situation based on informal data of the respective countries.

Table 34. *The number of unemployed persons in cantons and regions*

No.	Canton or Region	Number of people
1.	Bosansko-podrinjski Canton	2,700
2.	Posavski Canton	4,300
3.	Herceg bosanski Canton	6,300
4.	Sarajevski Canton	6,900
5.	Trebinje	11,901
6.	Sarajevo	14,610
7.	Prijedor	17,289
8.	Hercegovačkoneretvanski Canton	20,800
9.	Doboj	24,433
10.	Srednjobosanski Canton	25,000
11.	Unsko-sanski Canton	29,200
12.	Bijeljina	35,429
13.	Banja Luka	43,835
14.	Zapadnohercegovački Canton	50,300
15.	Zeničko-dobojski Canton	54,000
16.	Tuzlanski Canton	67,500

Table 35. *What is your current employment status?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Unemployed and not seeking work	48	5	28	6	20	4	32	5	16	5	20	4	28	6
Unemployed and seeking work	197	20	92	19	105	21	103	16	94	27	112	22	85	17
Worker on waiting	14	1	6	1	8	2	8	1	6	2	8	2	6	1
Temporarily unemployed and unregistered	74	7	32	6	42	8	46	7	28	8	42	8	32	7
Temporarily unemployed and registered	45	5	28	6	17	3	31	5	14	4	24	5	21	4
Permanently employed and registered	29	3	11	2	18	4	19	3	10	3	15	3	14	3
Permanently employed and unregistered	137	14	73	15	64	13	93	15	44	12	80	16	57	12
Housewife	35	4	15	3	20	4	19	3	16	5	4	1	31	6
Student/pupil	412	41	209	42	203	41	288	45	124	35	194	39	218	44
Other	2	0	1	0	1	0			2	1	2	0		
No answer	1	0			1	0	1	0			1	0		
Total	994	100	495	100	499	100	640	100	354	100	502	100	492	100

Table 36. *Are you employed in your field of expertise, or outside it?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In my field	120	56	61	62	59	51	81	60	39	48	70	56	50	56
Outside my field	95	44	38	38	57	49	53	40	42	52	55	44	40	44
Total	215	100	99	100	116	100	134	100	81	100	125	100	90	100

Table 37. *What is the most important reason you would continue to live here for (by Entity)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I am satisfied/good life/things will improve	27	9	12	8	15	11	22	11	5	5	11	8	16	10
I love this country/homeland/patriotism	32	11	14	9	18	13	23	12	9	9	15	11	17	11
I have no reason to leave	1	0			1	1			1	1	1	1		
Family/friends	91	31	49	33	42	30	54	28	37	38	37	28	54	34
I want to be with my people	10	3	1	1	9	6	5	3	5	5	6	5	4	3
Emotional ties/nostalgia	5	2			5	4	5	3			2	2	3	2
I was born here/everything I know is here/everything I have/habit	27	9	12	8	15	11	15	8	12	12	8	6	19	12
I love this area/city	13	4	7	5	6	4	11	6	2	2	5	4	8	5
Security reasons	1	0			1	1			1	1	1	1		
I don't know how I would cope abroad	1	0	1	1			1	1			1	1		
I have support from the West so why leave	1	0	1	1					1	1	1	1		
I cannot start everything from the beginning	2	1			2	1	2	1			1	1	1	1
I did not leave during the war, why leave now	2	1			2	1	1	1	1	1	2	2		
I want to live here	4	1	4	3			2	1	2	2	3	2	1	1
I have my identity here	2	1	2	1			2	1			1	1	1	1
I am on my own ground here	3	1	2	1	1	1	3	2			1	1	2	1
I have a job	7	2	5	3	2	1	5	3	2	2	5	4	2	1
I have no money to go abroad	1	0	1	1			1	1					1	1
I have nowhere to go	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Others will go through what we experienced	1	0			1	1	1	1			1	1		
I fought for this country – why leave	1	0	1	1					1	1	1	1		
Education	7	2	7	5			4	2	3	3			7	4
I have a good life here	11	4	8	5	3	2	9	5	2	2	8	6	3	2
Good people live here	3	1	3	2			2	1	1	1	2	2	1	1
Other reason	4	1	2	1	2	1	3	2	1	1	3	2	1	1
Don't know	25	9	14	9	11	8	20	10	5	5	12	9	13	8
No answer	6	2	2	1	4	3			6	6	3	2	3	2
Total	290	100	149	100	141	100	192	100	98	100	132	100	158	100

Table 38. *What is the most important reason you would continue to live here for (by ethnic background)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I am satisfied/good life/things will improve	8	8	15	11			7	8	11	10	9	11	2	5	16	8	9	21
I love this country/homeland/patriotism	10	10	16	12	2	5	12	13	14	12	6	7	3	8	20	10	9	21
I have no reason to leave			1	1					1	1					1	0		
Family/friends	37	37	39	29	14	35	24	26	41	36	26	31	12	32	68	32	11	26
I want to be with my people			9	7	1	3	3	3	3	3	4	5	3	8	6	3	1	2
Emotional ties/nostalgia			5	4			1	1	2	2	2	2			4	2	1	2
I was born here/everything I know is here/everything I have/habit	9	9	15	11	3	8	14	15	7	6	6	7	8	22	19	9		
I love this area/city	4	4	6	4	3	8	5	5	5	4	3	4	2	5	11	5		
Security reasons			1	1							1	1			1	0		
I don't know how I would cope abroad	1	1							1	1					1	0		
I have support from the West so why leave	1	1									1	1			1	0		
I cannot start everything from the beginning			2	1					2	2					2	1		
I did not leave during the war, why leave now			2	1							2	2			1	0	1	2
I want to live here	1	1			2	5	1	1	1	1	2	2	1	3	1	0	2	5
I have my identity here	1	1			1	3	1	1			1	1	1	3			1	2
I am on my own ground here	1	1	1	1			1	1	2	2			2	5			1	2
I have a job	4	4	2	1	1	3			2	2	5	6			7	3		
I have no money to go abroad	1	1					1	1							1	0		
I have nowhere to go	1	1	1	1			2	2							2	1		
Others will go through what we experienced			1	1					1	1					1	0		
I fought for this country – why leave	1	1									1	1			1	0		
Education	6	6			1	3	4	4	2	2	1	1			4	2	3	7
I have a good life here	3	3	3	2	5	13	1	1	4	4	6	7			10	5	1	2
Good people live here	2	2			1	3	2	2	1	1			1	3	1	0	1	2
Other reason	2	2	2	1			1	1	2	2	1	1			4	2		
Don't know	8	8	11	8	4	10	10	11	9	8	6	7	1	3	23	11	1	2
No answer			4	3	2	5	2	2	3	3	1	1	1	3	4	2	1	2
Total	101	100	136	100	44	100	92	100	114	100	84	100	37	100	210	100	43	100

Table 39. *To what degree do you feel attached to BiH (by Entity)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greatly	228	23	203	41	25	5	154	24	74	21	100	20	128	26
Moderately	307	31	193	39	114	23	194	30	113	32	158	31	149	30
Slightly	248	25	61	12	187	37	168	26	80	23	132	26	116	24
Not at all	195	20	33	7	162	32	113	18	82	23	107	21	88	18
NA	1	0			1	0	1	0					1	0
Don't know	16	2	7	1	9	2	10	2	6	2	7	1	9	2
No answer	5	1	3	1	2	0	5	1			3	1	2	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 40. *To what degree do you feel attached to Bosnia and Herzegovina (by ethnic background)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greatly	161	45	24	5	30	28	69	21	99	24	60	23	36	24	157	22	35	25
Moderately	142	40	107	22	38	36	97	30	135	32	75	29	47	31	213	30	47	34
Slightly	39	11	182	37	19	18	88	27	88	21	72	28	30	20	186	26	32	23
Not at all	12	3	163	33	16	15	61	19	86	21	48	19	34	23	140	20	21	15
NA			1	0					1	0							1	1
Don't know	3	1	9	2	4	4	7	2	6	1	3	1	4	3	10	1	2	1
No answer	2	1	2	0			1	0	3	1	1	0			5	1		
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

Table 41. *To what degree do you feel attached to the Republic of Croatia?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greatly	10	3	5	1	28	26	19	6	12	3	16	6	9	6	30	4	8	6
Moderately	23	6	18	4	28	26	27	8	32	8	18	7	6	4	53	7	18	13
Slightly	37	10	53	11	33	31	41	13	53	13	36	14	19	13	90	13	21	15
Not at all	225	63	397	81	13	12	212	66	277	66	169	65	103	68	471	66	84	61
NA	40	11	1	0			9	3	24	6	8	3	8	5	33	5		
Don't know	5	1	9	2	4	4	8	2	7	2	3	1	4	3	10	1	4	3
No answer	19	5	5	1	1	1	7	2	13	3	9	3	2	1	24	3	3	2
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

Table 42. *To what degree do you feel attached to the FRY?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greatly	9	3	84	17	1	1	37	11	37	9	23	9	23	15	63	9	11	8
Moderately	17	5	165	34	2	2	75	23	68	16	49	19	34	23	130	18	28	20
Slightly	20	6	137	28	4	4	50	15	72	17	47	18	24	16	126	18	19	14
Not at all	257	72	89	18	96	90	142	44	203	49	122	47	60	40	333	47	74	54
NA	39	11					9	3	22	5	8	3	7	5	32	5		
Don't know	5	1	10	2	3	3	7	2	6	1	5	2	3	2	12	2	3	2
No answer	12	3	3	1	1	1	3	1	10	2	5	2			15	2	3	2
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

Table 43. *What is the most important reason you would emigrate for (by Entity)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Further education	68	11	49	16	19	6	51	12	17	8	29	9	39	14
Political reasons	17	3	14	4	3	1	11	3	6	3	9	3	8	3
Low standard of living	264	42	116	37	148	48	186	45	78	37	153	45	111	39
Unemployment	109	17	58	19	51	16	62	15	47	22	59	18	50	17
I have no prospects in this country	119	19	60	19	59	19	72	18	47	22	60	18	59	21
Security reasons	9	1	5	2	4	1	8	2	1	0	6	2	3	1
Other reason	31	5	10	3	21	7	18	4	13	6	17	5	14	5
Don't know	3	0			3	1			3	1	2	1	1	0
No answer	3	0			3	1	2	0	1	0	2	1	1	0
Total	623	100	312	100	311	100	410	100	213	100	337	100	286	100

Table 44. *What is the most important reason you would emigrate for (by ethnic background)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Further education	34	14	20	7	6	14	33	17	30	11	5	3	14	14	41	9	13	15
Political reasons	8	3	3	1	5	11	1	1	7	3	9	6	1	1	12	3	4	5
Low standard of living	96	40	145	47	14	32	66	24	115	43	83	52	37	37	193	44	34	40
Unemployment	48	20	49	16	6	14	27	14	58	21	24	15	20	20	77	18	12	14
I have no prospects in this country	44	18	59	19	9	20	47	24	45	17	27	17	19	19	84	19	16	19
Security reasons	2	1	3	1	3	7	2	1	3	1	4	3	1	1	4	1	4	5
Other reason	9	4	27	7	1	2	15	8	11	4	5	3	8	8	20	5	3	3
Don't know			3	1			1	1			2	1	1	1	2	0		
No answer			3	1			2	1	1	0					3	1		
Total	241	100	306	100	44	100	194	100	270	100	159	100	101	100	436	100	86	100

Table 45. *Which country would you prefer to emigrate to?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
USA	174	29	118	39	56	19	118	30	56	28	94	29	80	30
Canada	70	12	25	8	45	16	49	13	21	10	44	14	26	10
Australia	126	21	41	14	85	29	88	23	38	19	67	21	59	22
Germany	145	25	80	27	65	22	87	22	58	29	86	27	59	22
Other country	65	11	35	12	30	10	40	10	25	12	25	8	40	15
Don't know	9	2	1	0	8	3	7	2	2	1	5	2	4	1
No answer	1	0			1	0			1	0			1	0
Total	590	100	300	100	290	100	389	100	201	100	321	100	269	100

Table 46. *What category does your household belong to?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Local (born, raised here)	736	74	418	85	318	64	476	75	260	74	387	77	349	72
Displaced person from other Entity	177	18	34	7	143	29	106	17	71	20	85	17	92	19
Displaced person from other part of this Entity	38	4	29	6	9	2	22	3	16	5	15	3	23	5
Refugees from other country (RC,FRY)	22	2	2	0	20	4	17	3	5	1	9	2	13	3
Moved voluntarily from other part of this Entity	9	1	5	1	4	1	8	1	1	0	2	0	7	1
Moved voluntarily from other Entity	4	0	3	1	1	0	4	1			2	0	2	0
No answer	4	0	1	0	3	1	4	1			3	1	1	0
Total	990	100	492	100	498	100	637	100	353	100	503	100	487	100

Table 47. *How satisfied are you with the way our society currently treats persons with special needs?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very satisfied	10	1	2	0	8	2	8	1	2	1	7	1	3	1
Mostly satisfied	60	6	44	9	16	3	47	7	13	4	28	6	32	6
Nor satisfied nor unsatisfied	295	30	180	36	115	23	177	27	118	33	149	29	146	30
Mostly unsatisfied	307	31	167	33	140	28	209	32	98	28	150	30	157	32
Mostly unsatisfied	231	23	63	13	168	34	160	25	71	20	119	23	112	23
Don't know	90	9	40	8	50	10	40	6	50	14	51	10	39	8
No answer	7	1	4	1	3	1	4	1	3	1	3	1	4	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 48. *At what age did you first have sexual relations (question only for those aged 18 or above that have had sexual relations)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
14.00	13	2	6	2	7	2	8	2	5	2	11	3	2	1
15.00	24	3	9	2	15	4	14	3	10	4	22	6	2	1
16.00	61	8	31	8	30	8	45	9	16	6	52	13	9	2
17.00	83	11	36	9	47	12	64	13	19	7	61	16	22	6
18.00	67	9	26	7	41	11	42	9	25	9	43	11	24	6
19.00	56	7	29	8	27	7	35	7	21	8	25	6	31	8
20.00	55	7	36	9	19	5	34	7	21	8	21	5	34	9
21.00	28	4	16	4	12	3	18	4	10	4	10	3	18	5
22.00	20	3	15	4	5	1	15	3	5	2	7	2	13	3
23.00	6	1	3	1	3	1	3	1	3	1	2	1	4	1
24.00	3	0	3	1			1	0	2	1			3	1
27.00	1	0	1	0			1	0					1	0
28.00	1	0			1	0	1	0			1	0		
30.00	1	0			1	0	1	0					1	0
Don't know	14	2	4	1	10	3	6	1	8	3	10	3	4	1
No answer	331	43	171	44	160	42	205	42	126	46	125	32	206	55
Total	764	100	386	100	378	100	493	100	271	100	390	100	374	100

Table 49. *Do you condone premarital sex (by sex)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	615	62	268	54	347	69	425	66	190	54	377	74	238	48
No	270	27	192	38	78	16	147	23	123	35	89	18	181	37
Don't know	61	6	23	5	38	8	38	6	23	6	27	5	34	7
No answer	54	5	17	3	37	7	35	5	19	5	14	3	40	8
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 50. *Do you condone premarital sex (by age)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	186	52	338	69	55	51	175	54	283	68	157	61	59	39	452	64	104	75
No	147	41	77	16	37	35	88	27	95	23	87	34	62	41	182	26	26	19
Don't know	12	3	37	8	12	11	35	11	18	4	8	3	12	8	44	6	5	4
No answer	14	4	36	7	3	3	25	8	22	5	7	3	18	12	33	5	3	2
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

Table 51. *Are you currently using contraceptive devices (by sex) (question only for those aged 18 or above that have had sexual relations)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	171	34	100	42	71	27	123	37	48	28	109	37	62	30
No	251	50	111	47	140	53	161	48	90	53	148	50	103	50
Don't know	1	0	1	0			1	0			1	0		
No answer	78	16	25	11	53	20	47	14	31	18	36	12	42	20
Total	501	100	237	100	264	100	332	100	169	100	294	100	207	100

Table 52. *Are you currently using contraceptive devices (by age) (question only for those aged 18 or above that have had sexual relations)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	67	38	69	27	22	46	15	65	102	40	54	25	2	6	126	35	43	42
No	90	51	136	54	18	38	5	22	121	47	125	57	27	79	185	51	39	38
Don't know	1	1							1	0					1	0		
No answer	18	10	49	19	8	17	3	13	34	13	41	19	5	15	53	15	20	20
Total	176	100	254	100	48	100	23	100	258	100	220	100	34	100	365	100	102	100

Table 53. *How do you express your creativity (% of entire sample)?*

	Never	Rarely	Only on special occasions	Often	Regularly	Don't know/No answer	Total
Photography	78	12	4	5	0	1	100
Play music	62	9	5	17	6	1	100
Video	78	10	3	7	1	2	100
Film	80	7	2	7	2	2	100
Acting	91	3	1	2	1	2	100
Writing	73	9	5	8	3	2	100
Fine arts	91	4	1	1	1	2	100
Handicrafts	78	9	3	5	4	2	100
Dancing	76	7	6	5	4	2	100

Table 54. *How do you spend your free time (% of entire sample)?*

	Never	Rarely	Only on special occasions	Often	Regularly	Don't know/No answer	Total
watch TV/Video	1	12	4	50	32	1	100
go to the cinema	34	38	12	13	2	1	100
play sports	32	28	8	20	12	1	100
go on outings	21	38	24	14	2	1	100
go to town/cafés/bars/discos	8	18	10	33	30	1	100
surf the Internet	80	10	2	5	3	1	100
go to the theatre	72	20	5	2	0	2	100
attend religious meetings	45	23	19	9	3	1	100
in prayer	34	25	17	16	7	1	100
politically activities	82	10	2	4	1	1	100
listen to the radio	4	6	3	51	36	1	100
go to parties	10	19	32	29	9	1	100
attend various courses	59	23	7	7	3	1	100
read books	13	32	9	30	15	1	100
read newspapers	10	28	6	35	20	1	100
read magazines	12	25	6	41	16	1	100
go to galleries	80	14	2	2	1	2	100
go shopping	7	20	10	37	25	1	100
visiting family and friends	1	5	12	50	31	1	100
spend time with your family	1	7	3	43	44	1	100
spend time in the house	1	13	5	45	35	1	100
doing voluntary work	65	19	6	4	3	2	100
playing computer games	77	9	4	7	2	2	100

Table 55. *Are you a member of a sports association/club/society?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	206	21	122	24	84	17	152	24	54	15	160	32	46	9
No	789	79	374	75	415	83	489	76	300	85	345	68	444	90
Don't know	1	0	1	0					1	0	1	0		
No answer	4	0	3	1	1	0	4	1			1	0	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 56. *In your opinion, to what degree is environmental protection present in your area?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Great	14	1	8	2	6	1	7	1	7	2	6	1	8	2
Enough	110	11	61	12	49	10	62	10	48	14	71	14	39	8
A little	416	42	206	41	210	42	273	42	143	40	196	39	220	45
Not at all	436	44	213	43	223	45	288	45	148	42	221	44	215	44
Don't know	24	2	12	2	12	2	15	2	9	3	13	3	11	2
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 57. *How do you spend your free time? Are you politically active?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	280	82	396	79	424	85	531	82	289	81	394	78	426	86
Rarely	95	10	56	11	39	8	59	9	36	10	58	11	37	8
Only on special occasions	24	2	17	3	7	1	15	2	9	3	13	3	11	2
Often	38	4	19	4	19	4	24	4	14	4	25	5	13	3
Regularly	12	1	6	1	6	1	8	1	4	1	9	2	3	1
Don't know/No answer	11	1	6	1	5	1	8	1	3	1	8	2	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 58. *On the whole, how interested are you in politics?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very interested	26	3	12	2	14	3	14	2	12	3	18	4	8	2
Mostly interested	129	13	66	13	63	13	88	14	41	12	75	15	54	11
Moderately interested	289	29	153	31	136	27	179	28	110	31	156	31	133	27
Mostly disinterested	282	28	149	30	133	27	179	28	103	29	132	26	150	30
Totally disinterested	269	27	117	23	152	30	181	28	88	25	123	24	146	30
Don't know	1	0	1	0			1	0			1	0		
No answer	4	0	2	0	2	0	3	0	1	0	2	0	2	0
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 59. *In your opinion, to what extent do young people have an influence on the political activities in BiH?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Great	9	1	3	1	6	1	7	1	2	1	5	1	4	1
Enough	59	6	33	7	26	5	36	6	23	6	31	6	28	6
A little	403	40	228	46	175	35	259	40	144	41	195	38	208	42
Not at all	499	50	229	46	270	54	323	50	176	50	264	52	235	48
Don't know	26	3	5	1	21	4	17	3	9	3	10	2	16	3
Total	4	0	2	0	2	0	3	0	1	0	2	0	2	3
Great	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 60. *Are you a member of a political party?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	30	8	29	6	11	10	11	3	26	6	38	15	6	4	50	7	19	14
No	323	90	456	93	95	89	310	96	385	92	220	85	144	95	653	92	118	86
Don't know			1	0	1	1	1	0	1	0					1	0	1	1
No answer	6	2	2	0			1	0	6	1	1	0	1	1	7	1		
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

Table 61. *Which one of the following statements best or closest describes your standpoint towards religion?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I do not consider myself a believer	83	8	39	8	44	9	64	10	19	5	52	10	31	6
I am a believer, I regularly follow all of the main guidelines of faith	139	14	87	17	52	10	86	13	53	15	69	14	70	14
I consider myself a believer, I mostly follow all of the main guidelines of faith	310	31	163	33	147	29	182	28	128	36	134	26	176	36
I consider myself a believer, I follow the guidelines of faith only on special occasions	223	22	117	23	106	21	140	22	83	23	118	23	105	21
I consider myself a believer, but I do not follow the guidelines of faith	117	12	60	12	57	11	81	13	36	10	72	14	45	9
I do not consider myself a believer, I follow the main guidelines of faith only because it is a custom	110	11	28	6	82	16	74	11	36	10	53	10	57	12
Don't know	10	1	2	0	8	2	10	2			4	1	6	1
No answer	8	1	4	1	4	1	8	1			5	1	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 62. *Having in mind BiH as a whole, do you consider that all three ethnic groups - Bosniacs, Serbs and Croats, are in an equal position?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	274	27	193	39	81	16	181	28	93	26	141	28	133	27
No	621	62	261	52	360	72	399	62	222	63	309	61	312	63
Don't know	96	10	45	9	51	10	59	9	37	10	51	10	45	9
No answer	9	1	1	0	8	2	6	1	3	1	6	1	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 63. *Is the house/apartment you are currently living in:*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Owned by your parents	603	61	330	67	273	55	382	60	221	62	333	66	270	55
Owned by you	67	7	45	9	22	4	38	6	29	8	31	6	36	7
Owned by another person whom you pay rent to	77	8	42	9	35	7	69	11	8	2	28	6	49	10
Owned by another person whom you do not pay rent to	234	24	72	15	162	32	140	22	94	27	104	21	130	25
Don't know	7	1	4	1	3	1	6	1	1	0	4	1	3	1
No answer	5	1	1	0	4	1	4	1	1	0	2	0	3	1
Total	993	100	494	100	499	100	639	100	354	100	502	100	491	100

Table 64. *Is your housing situation solved?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Entire sample	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	637	66	350	72	287	60	415	67	222	65	337	69	300	63
No	326	34	133	28	193	40	206	33	120	35	152	31	174	37
Total	963	100	483	100	480	100	621	100	342	100	489	100	474	100

Table 65. *Do you live with your parents?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	800	81	388	78	412	83	506	79	294	83	433	86	367	75
No	192	19	108	22	84	17	133	21	59	17	70	14	122	25
Total	992	100	496	100	496	100	639	100	353	100	503	100	489	100

Table 66. *How many people live in your household?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.00	6	1	5	1	1	0	6	1			1	0	5	1
2.00	51	5	25	5	26	5	39	6	12	3	28	6	23	5
3.00	211	21	116	23	95	19	156	24	55	16	107	21	104	21
4.00	367	37	179	36	188	38	259	40	108	31	185	37	182	37
5.00	217	22	103	21	114	23	119	19	98	28	113	22	104	21
6.00	101	10	46	9	55	11	41	6	60	17	50	10	51	10
7.00	29	3	16	3	13	3	11	2	18	5	16	3	13	3
8.00	6	1	3	1	3	1	4	1	2	1	2	0	4	1
9 +	7	1	3	1	4	1	6	1	1	0	3	1	4	1
Total	995	100	496	100	499	100	641	100	354	100	505	100	490	100

Table 67. *How do you spend your free time? Do you watch TV/video?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	12	1	6	1	6	1	10	2	2	1	5	1	7	1
Rarely	117	12	51	10	66	13	84	13	33	9	65	13	52	11
Only on special occasions	42	4	29	6	13	3	27	4	15	4	14	3	28	6
Often	500	50	261	52	239	48	311	48	189	53	250	49	250	51
Regularly	317	32	143	29	174	35	207	32	110	31	167	33	150	30
Don't know/No answer	12	1	10	2	2	0	6	1	6	2	6	1	6	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 68. *How do you spend your free time? Do you go to town/cafés/bars/discos?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Never	81	8	30	6	51	10	47	7	34	10	36	7	45	9
Rarely	182	18	73	15	109	22	96	15	86	24	76	15	106	22
Only on special occasions	96	10	38	8	58	12	52	8	44	12	48	9	48	10
Often	33	33	181	36	152	30	218	34	115	32	175	35	158	32
Regularly	299	30	171	34	128	26	226	35	73	21	166	33	133	27
Don't know/No answer	9	1	7	1	2	0	6	1	3	1	6	1	3	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

BASIC INDICATORS OF THE SITUATION REGARDING UNDERAGE DELINQUENCY IN THE CENTRE FOR SOCIAL WORK (CSW), BANJA LUKA

Table 69. *Preparatory process regarding underage delinquency*

No.	Type of activity	Number of cases
1.	Preparatory process carried over to 1999	56
2.	Preparatory process completed during 1999	107
	- responsible for criminal act	
	- not responsible for criminal act	
	Total	170

Table 70. *Type of criminal activity*

No.	Type of crime	Number of perpetrators
1.	Minor and serious crimes	143
2.	Robbery	3
3.	Attempted murder	3
4.	Fight	6
5.	Blackmail	4
6.	Threatening the safety of people	4
7.	Traffic	7
	Total	170

Table 71. *Application of educational measures that fall within the jurisdiction of the CSW*

No.	Type	1996 - 1997	1998	1999	Total
1.	Greater monitoring by parent	16	9	22	47
2.	Greater monitoring by guardian	17	10	29	46
3.	Correctional home	0	3	6	9
4.	Prison for minors	0	0	0	0
	Total	33	22	57	102

Table 72. *Are you for civilian or military service (by Entity)?*

	TOTAL		ENTITY				TYPE OF SETTLEMENT				SEX			
	Entire sample		FBiH		RS		City		Village		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Civilian	422	42	187	37	235	47	276	43	146	41	220	43	202	41
Military	438	44	245	49	193	39	273	42	165	46	256	50	182	37
Don't know	131	13	66	13	65	13	90	14	41	12	26	5	105	21
No answer	9	1	2	0	7	1	6	1	3	1	5	1	4	1
Total	1000	100	500	100	500	100	645	100	355	100	507	100	493	100

Table 73. *Are you for civilian or military service (by ethnic background)?*

	NATIONALITY						AGE						YEARS OF SCHOOLING					
	Bosniac		Serb		Croat		14-18 years		19-25 years		26-30 years		0-8 years		9-12 years		13 years and more	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Civilian	140	39	227	47	36	34	143	44	190	45	89	34	63	42	307	43	52	38
Military	174	48	194	40	53	50	129	40	168	40	141	54	67	44	309	43	62	45
Don't know	43	2	60	12	18	17	48	15	56	13	27	10	19	13	89	13	23	17
No answer	2	1	7	1			3	1	4	1	9	1	2	1	6	1	1	1
Total	359	100	488	100	107	100	323	100	418	100	259	100	151	100	711	100	138	100

SAMPLING CHARACTERISTICS

Table 74. *The number of interviewees in areas/regions*

		ENTITY			
		FBiH		RS	
		#	%	#	%
AREA	Bosniac majority	391	78		
	Croat majority	109	22		
	Serb majority			500	100
Total		500	100	500	100
REGION	Unsko-sanski canton	62	12		
	Posavski canton	16	3		
	Tuzlanski canton	88	18		
	Zeničko-dobojski canton	80	16		
	Podrinjski canton	20	4		
	Centralno-bosanski canton - Bosniac majority	30	6		
	Hercegovačko-Neretvanski canton Bosniac majority	20	4		
	Zapadno-hercegovački canton	23	5		
	Sarajevski canton	90	18		
	Livanjski canton	22	4		
	Banja Luka - Kraina	1	0	197	39
	Doboj - Posavina			100	20
	Bjeljina - Semberija and Podrinje			81	16
	Pale - East Bosnia			71	14
	Trebinje - East Herzegovina			51	10
	Centralno-bosanski canton - Croat majority	16	3		
Hercegovačko-neretvanski kanton - Croat majority	32	6			
Total		500	100	500	100

Table75. *The number of interviewees within Municipalities*

		ENTITY			
		FBiH		RS	
		#	%	#	%
MUNICIPALITY	Banja Luka			49	10
	Bihać	20	4		
	Bjeljina			30	6
	Bratunac			21	4
	Cazin	20	4		
	Čelinac			41	8
	Centar	30	6		
	Doboj			40	8
	Gornji Vakuf	10	2		
	Goražde	20	4		
	Gračanica	20	4		
	Gradiška			44	9
	Hadžići	20	4		
	Kalesija	20	4		
	Kladanj	20	4		
	Kotor Varoš	1	0	23	5
	Livno	22	4		
	Ljubinje			20	4
	Lopare			21	4
	Maglaj	10	2		
	Mostar	52	10		
	Novi grad	20	4		
	Orašje	16	3		
	Pale			30	6
	Palagićevo			20	4
	Prijedor			40	8
	Prnjavor			19	4
	Sanski Most	20	4		
	Široki brijeg	23	5		
	Stari grad	20	4		
	Tešanj	20	4		
	Teslić			20	4
	Travnik	20	4		
Trebinje			31	6	
Tuzla	30	6			
Vareš	30	6			
Višegra			20	4	
Vitez	16	3			
Zenica	20	4			
Zvornik			31	6	
Total		5000	100	500	100

Table 76. *Other sampling characteristics*

		ENTITY			
		FBiH		RS	
		#	%	#	%
Type of settlement	Urban	329	66	316	63
	Rural	171	34	184	37
Total		500	100	500	100
Sex	Male	248	50	259	52
	Female	252	50	241	48
Age	14 - 18 years	155	31	168	34
	19 - 25 years	221	44	197	39
	26 - 30 years	124	25	135	27
Years of education	0 - 8 years of education	62	12	89	18
	9 - 12 years of education	362	72	349	70
	13 and more years of education	76	15	62	12
Nationality	Bosniac	354	71	5	1
	Serb	5	1	483	97
	Croat	104	21	3	1
	Bosnian	36	7		
	Other	1	0	7	1

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