

Evaluation of the Education Sector of
Austria's Development Cooperation
and Cooperation with South-East Europe
GZ 2337-00-2005/1-PP/2005

Annex 6:
Country Report Bosnia Herzegovina

ÖSB Consulting GmbH / L&R Sozialforschung OEG,
in cooperation with KEK-CDC Consultants

Vienna, 17 January 2007

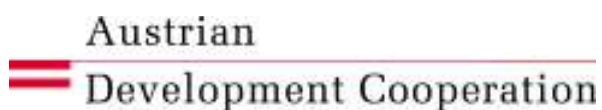


ÖSB Consulting GmbH
Meldemannstrasse 12-14
A-1200 Wien
www.oesb.at
Phone: +43 1 33 168-0
Fax: +43 1 33168-102
Lizzi.feiler@oesb.at



Lechner, Reiter und Riesenfelder
Sozialforschung OEG
Liniengasse 2A
A-1060 Wien
www.lrsocialresearch.at
Phone.: +43 1 595 4040-0
Fax: +43 1 595 4040-9
reiter@lrsocialresearch.at

Commissioned by the Austrian Development Agency



Country report Bosnia Herzegovina

Content list

List of Acronyms used	2
1. Introduction	4
2. Mandate	4
3. Background	5
3.1 Country brief	5
3.2 Representation of Austrian Development Cooperation (ADC) and implementing agencies in the country	7
4. Portfolio of Austria's educational projects in Bosnia Herzegovina	8
4.1 Austria's support for the higher education sector	9
4.2 Austria's support for the secondary education sector	12
5. Assessment of Austria's educational cooperation with Bosnia Herzegovina	13
5.1 Relevance of the education sector policy for programming	13
5.2 Compliance with international processes and donor coordination	15
5.2.1 Poverty reduction	15
5.2.2 European processes	16
5.2.3 Donor coordination	16
5.3 Alignment with country needs	17
5.3.1 Acceptance of the Austrian higher education sector support	17
5.3.2 Acceptance of the Austrian secondary education sector support	18
5.4 What do the projects leave behind?	18
5.5 Cross cutting issues	19
5.6 Resources, roles and communication structure of AEC in Bosnia Herzegovina	20
6. Summary conclusions	21
ANNEX 1 Interview schedule of the field mission	25
ANNEX 2 Project fiches	27
ANNEX 3 Questionnaire	43
ANNEX 4 Key data BiH	45
ANNEX 5 References	46

List of Acronyms used

ACCESS	Academic Co-operation Centre For Students in Sarajevo
ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
AEC	Austria's Educational Cooperation
BGP	Brain Gain Programme (in the framework of WUS support for higher education)
BiH	Bosnia and Herzegovina
BMAA	Austrian Federal Ministry for Foreign Affairs; since 2007 Austrian Federal Ministry for European and International Affairs (BMeiA)
bm:bwk	Austrian Federal Ministry for Education, Science and Culture; since 2007 split into two parts: Federal Ministry for Education, Arts and Culture and Federal Ministry of Science and Research
BMWF	Austrian Federal ministry for Science and Research (since 2007)
CO	Coordination office, ADA
CDP+	Course Development Programme Plus (in the framework of WUS support for higher education)
ECO NET	Project of KulturKontakt Austria
ENIC-NARIC	European network of National Information Centres on academic mobility and recognition – National Academic Recognition Information Centres
ETF	European Training Foundation
EUSR	EU Special Representative (currently identical with the High Representative)
FBiH	Federation of Bosnia Herzegovina (Entity of the State of BiH)
FFG-EIP	FFG - Österreichische Forschungsförderungsgesellschaft mbH Bereich für Europäische und Internationale Programme (EIP)
IDP	Internally displaced persons
MoCA	Ministry of Civil Affairs, Federal Ministry of BiH
NCP FP6	National Contact Point for the 6 th research framework program on the EU

PBA	Program-Based Approach
OHR	Office of the High Representative for BiH
OSCE	Organisation for Security and Cooperation in Europe
RS	Republica Srpska (Entity of the State of BiH)
RTD	Research and Technological Development
SAA	Stabilisation and Association Agreement
SAP	Stabilisation and Association Process
SEE	South-East Europe
SUS BiH	Svjetski Univerzitetski Servis - The BiH branch of WUS international
TOUR REG	Project of KulturKontakt Austria
VET	Vocational Education and Training
WUS	Word University Service (Austria)

1. Introduction

This country report is the result of a desk study and a field mission to Bosnia Herzegovina, carried out from 11 to 16 September, 2006. The field mission was conducted by Lizzi Feiler and Walter Reiter, together with the local expert Biljana Kondić. The responsibility for this report lies with Lizzi Feiler and Walter Reiter, with contributions from Biljana Kondić.

The evaluation team wishes to thank the staff of the ADA coordination office in Sarajevo, the co-ordinator Mr Michael Weiner, and the administrative office manager, Ms Amira Omanović, for their invaluable support in organising the field missions and for the information and insight provided. We are also grateful to the persons interviewed for their friendly reception and cooperation: the Ambassador of Austria to BiH, the representatives of the Ministry of Civil Affairs (MoCA), the World Bank, and the OSCE, the local representatives of implementing agencies, local project partners and beneficiaries.

2. Mandate

This country report is one of four country reports that will, together with the reports for Serbia and Montenegro, Ethiopia and Uganda, be part of the evaluation of Austria's Education Sector Policy.

The leading questions for this country report are:

Relevance	<ul style="list-style-type: none"> - How is the sector policy guiding the country programming, monitoring and evaluation process? - How is the country program and project portfolio aligned with country needs? - How is the country program and project portfolio coordinated with other donors?
Effectiveness	<ul style="list-style-type: none"> - Does the project portfolio effectively translate the defined goals into action? - What do the projects leave behind? - How are the cross-cutting issues (poverty reduction, gender equality, inclusion of ethnic minorities) met? - Are the resources of the coordination office and the support structures sufficient?

Conclusions, which go beyond the country level and might rather refer to the meta-level of 'cooperation with the region of South-East-Europe' are not included in this report but will become part of the final report. This includes the issue of 'validity', i.e. how the specific international context in South-East Europe is reflected in Austria's educational sector policy.

3. Background

3.1 Country brief

The situation in BiH is characterised by economic transition in post-war conditions and a high dependence on international support in the process of reconstruction and institution-building¹.

The Dayton Peace Agreement (DPA)² declared the unified State of BiH with two legal entities, the Federation of BiH (FBiH) and the Serb Republic (Republika Srpska, RS), and put the country under the protectorate of the international community (the Office of the High Representative, OHR).

The public administration in BiH is characterised by a multi-layered system, encompassing the national level, the two entities (FBiH and RS), 10 cantons within the FBiH, as well as the municipal level, plus the Brčko District, a small separate organisational unit. The Republika Srpska is further divided into regions and municipalities. The power structure is characterised by a weak position of the national administration, and frequently opposing positions at the local levels. Legislation on education is covered at various levels, by the entities and cantons.

The consequence for the public **education sector** is that competencies are split between 13 Ministries responsible: the Ministry of Civil Affairs (MoCA) for coordination at national and international level, two ministries at the level of the entities, and 10 ministries in the cantons of the FBiH. As a consequence, there is no effective institutional mechanism that can develop and implement common curricula and learning standards, let alone textbooks, which are not biased to serve particular interest of power and nationalist issues³.

The main challenges are: weakness of the federal state system, nationalism, complex bureaucratic structures, a large informal sector, and a huge brain drain⁴.

The backdrop of the **primary education** sector has to be described by a lack of serious endeavour for reform and coordination. The possibilities for external donors to achieve ownership and impact are very limited⁵.

In the **secondary education** sector modernisation and reform has started with the support of a number of different international agencies (CARDS program, etc.). The sector suffers from the same complex administrative structure and generally weak financial capacities.

¹ Compare Papic, Zarko (2001).

² It should be noted that official name of the Dayton Agreement is therefore the General Framework Agreement for Peace in Bosnia and Herzegovina (GFAP) or the Paris Protocol.

³ OECD (2001): Thematic Review of National Policies for Education – BiH, p. 24ff.

⁴ „It is estimated that about 92,000 young people left BiH between 1996 and 2001, and when asked recently nearly a quarter would like to leave BiH permanently.” OECD, op cit.

⁵ „Because politics have dominated the education scene in BiH, the coherence, quality and standards of education have suffered. Curricula and textbooks differ from region to region, and are ethnically coloured. Teachers have not been trained in up-to-date pedagogical methods.” www.oscebih.org accessed at 20.9.2006.

In the **higher education** sector, the challenges are manifold; just to mention the effects of the brain drain and the non-existence of a national legal framework for higher education, bringing the higher education system in line with European standards. Positive conditions include that BiH joined the Bologna process⁶, and that the 9 universities are legally autonomous. Research activities (RTD) with 0.05% of the GDP are extremely low⁷.

Foreign aid is dominated by international organisations and their programs, like the World Bank, the European Union, the Council of Europe, and the OSCE mission to BiH.

Between 1995 and 2000, 5,329 Mio KM (approx. 2,650 Mio EUR) of Donor Assistance was invested in BiH, with only 4.32% of it allocated to the education sector⁸. For the large international organisations the priority areas of support have not been the education sector, but rather emergency areas linked with the consequences of the war, like reconstruction of infrastructure, programs for refugees and internally displaced persons (IDP), institution building and democratisation, internal security (police).

Education reform

The catalogue of problems of the education sector which is listed in the PRSP for BiH⁹ is long and covers all levels and parts of the education system. The action list for education contains 72 activities, but lacks clarification of priorities, indicators and a road map. A comprehensive and coordinated education reform is needed but does not exist.

As in all SEE countries, the international influence is marked with two processes:

The **Bologna Process**, which aims at establishing the European area of higher education, with comparable degrees and increased mobility for students. This is enhanced by a common framework of qualifications and a coherent quality assurance and accreditation/certification mechanisms¹⁰.

The **Copenhagen Process**, which aims at establishing a European Qualification Framework and a Credit Transfer System for VET¹¹.

⁶ The Bologna Process started with a joint declaration of the EU Ministers of Education in 1999 and aims at establishing the European area of higher education, with comparable degrees and increased mobility for students. This is enhanced by a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanism.

⁷ Information provided by NCP FP6, on 15 Sept 2006.

⁸ Papic, Zarko (2001), p.92.

⁹ BiH medium term development strategy (2004-2007), Bosnia and Herzegovina Council of Ministers, Unit for Economic Policy Planning and Implementation of BiH Medium Term Development Strategy (EPPU), www.eppu.ba/english/strategija_engl.html accessed at 20.6.2006.

¹⁰ The Bologna Process - Next Stop Bergen 2005. http://europa.eu/education/policies/educ/bologna/bologna_en.htm accessed on 05/06/2006.

¹¹ http://ec.europa.eu/education/copenhagen/index_en.html, accessed on 04/05/2006.

3.2 Representation of Austrian Development Cooperation (ADC) and implementing agencies in the country

Austria's support for BiH started already during the war, in 1992, with humanitarian aid and scholarships for students. Thematic priorities of Austria's development co-operation (ADC) with BiH are education and economy and employment. The country program for BiH¹² specifies these priorities as follows: modernising the education system – i.e. higher education and vocational education. Support of the education sector pursues a) linkage with demands of the labour market, b) integration into the European and international education and research area, and c) democratisation. The overall objectives of cooperation are: strengthening the multiethnic society and enhancing economic development and employment, e.g. improvement of the framework conditions for investment and SME development¹³. Specific target groups are the young generation and the private business sector.

The main Austrian implementing agencies for education sector projects in BiH are WUS and KulturKontakt Austria (k-education office), but also local NGOs and government institutions are partners for implementation. It is a strategic goal of the Austrian Co-operation office, to include and promote local organisations from BiH as project implementing agencies, whenever feasible.

- WUS Austria started their activities in 1992 with scholarships for BiH refugees, activities in the country started in 1994 (with humanitarian aid and support for equipment and infrastructure). Since 1997, WUS has been adopting a strategic approach for their activities. Today, the office of WUS Austria in Sarajevo is working with a staff of 5 persons.
- KulturKontakt Austria started their project activities 1997. In addition to the ECO NET project the start of the TOUR REG project¹⁴ is planned.
- Local partners are the Ministry of Civil Affairs/ Department for Education, Culture and Sport, SUS BiH (the local branch of WUS) and TALDI.

As in other SEE countries, the Austrian 'Centre for Social Innovation' (ZSI) was commissioned to carry out monitoring and backstopping services for the education sector projects in BiH.

The Austrian Federal Ministry for Education, Culture and Sports (bm:bwk) has played a significant role in educational cooperation with BiH.

¹² www.bmaa.gv.at – Bosnien und Herzegowina, accessed at 20.9.2006.

¹³ BMaA VII.5c / ADA (2004): Landesprogramm der Österreichischen Ostzusammenarbeit, Bosnien und Herzegowina, 2005-2007.

¹⁴ Vocational training for the tourism sector.

4. Portfolio of Austria's educational projects in Bosnia and Herzegovina

Austria's support for the educational issues in BiH started early in the 1990ies, with scholarships for refugees, humanitarian aid and financial aid for urgently needed infrastructure for education institutes. The partnership between the ADC and WUS Austria in SEE started in 1996, with the first program to assist the University Sarajevo¹⁵.

The support activities of the k-education office of KulturKontakt Austria in BiH started in 1997. The office acts on behalf of the Austrian Federal Ministry of Education, Science and Culture. The k-education office is implementing a variety of educational projects. The main focus of these activities is on democratic school development and management, organisational development of educational institutions, new forms of teaching and learning, intercultural learning, development of teaching materials and networking between educational institutions and schools on a country-wide basis. Only the ECO NET project is financed with ADC funds.

To date, the project portfolio of AEC in BiH is further diversified and comprises projects interacting in a synergetic way. With the new projects planned (see table below), the portfolio will gain a level coverage with relevance for the education system in BiH.

	<i>Secondary education</i>	<i>Higher education</i>
<i>Currently being implemented</i>	<ul style="list-style-type: none"> - ECO NET (KulturKontakt Austria) 	<ul style="list-style-type: none"> - Strengthening Capacity Development of the Ministry of Civil Affairs in the field of HE (MoCA) - National Contact Point / FP6 (SUS BiH) - Higher education support program (WUS Austria) - Quality Assurance System (WUS Austria) - Business Start-up Centre at the University of Tuzla (TALDI)
<i>Planned</i>	<ul style="list-style-type: none"> - TOUR REG (KulturKontakt Austria) - Donor coordination initiative: 'Enhancing the effectiveness of aid to the secondary education sector in BiH' - Research on training needs of young long-term unemployed. 	

¹⁵ Schieder, Michael, Foreword in: WUS Austria (2005): Support to Higher Education in South-Eastern Europe. Project Overview 2005/2005.

4.1 Austria's support for the higher education sector

Austria's support for the higher education sector in BiH includes not only the WUS higher education support program, which is implemented in many countries of South East Europe, but also three projects that aim at developing the institutional capacity (a, b, d).

- a) Strengthening Capacity Development of the Ministry of Civil Affairs (MoCA) in the field of HE
- b) National Contact Point – FP6 (SUS BiH)
- c) Higher Education Support Program (WUS Austria)
- d) Structural Development of Quality Assurance in HE (WUS Austria)
- e) Business Start-up Centre, Tuzla (TALDI)

a) Strengthening Capacity Development of the Ministry of Civil Affairs in the field of higher education

This project is supporting the institutional strengthening of the Ministry. Until the start of the project (one year ago), the department for Education, Culture and Sport of this large Ministry consisted only of one officer supported by a secretary. To date, this project finances 3 officials in charge of higher education. Together with 2 officials (financed by The World Bank) in charge for the secondary education sector and 1 official (financed by UNICEF) for the primary education and additional staff now provided by the Ministry, there is a minimum of staff now working for the education sector at state (national) level. The activities of the staff in charge of higher education include the facilitation of cooperation among the universities, participation in European and International conferences, such as the regional seminars of the ENIC network¹⁶. Another objective of this capacity development project is the support to the conference of deans at national level.

While the Council of Europe has a leading role in assisting BiH to improve its HE system in line with the Bologna Process, the contribution of Austria to this process is recognised and coordinated with all donors in this field:

“The most urgent need is for further competence building and regional networking, and these will be pursued by further regional activities in autumn 2005 and in 2006 through support given by the Austrian Government, the Council of Europe and possibly additional donors¹⁷.”

b) National Contact Point – FP6 (NIP FP6)

Austrian funding was a condition *sine qua non* for the creation of the National Information Point in BiH, which is a requirement for any participation of BiH researchers in the European Commission research framework programs. To date, the institution was renamed National Contact Point. The institution building

¹⁶ ENIC: European network of National Information Centres on academic mobility and recognition.

¹⁷ Website of the Council of Europe, field office Sarajevo, accessed on 13 Oct 2006, http://www.coe.ba/index.php?option=com_content&task=view&id=108&Itemid=1&lang=en.

of the NIP FP6 was supported by the Austrian FFG-EIP and the ZSI. SUS BiH; the national organisation of WUS International is the implementing agency of the National Information Point/ National Contact Point in BiH.

The objective of the NCP FP6 is to support the process of integration of BiH into the European Research Area, in the 6th (and 7th) European Framework Programme for Research, Technological Development and Demonstration. NIP FP6 provides information and advice on participation of BiH researchers.

The project involves:

- Institution building (establishment of a head office and a regional Focal Point System, creation of an advisory board);
- Capacity building (information, training, study visit to the Austrian FFG);
- Community Activities (dissemination, communication with beneficiaries).

Effectiveness: in the 6th framework program, the return of research funds for successful applications is higher than the cost of the project. While the EU-average success rate for proposals is 12-13%, the success rate for proposals from BiH was 30%.

For the 2nd phase of the project (7/2006-12/2008), co-financing (30%) funds on part of the Soros Foundation is confirmed.

Sustainability is assured by the establishment of a national structure with a) the Ministry of Civil Affairs appointed a liaison person, b) contact with the EU delegation is established, and c) the NCP FP6 was officially recognised by the European Commission / DG Research. In a mid-term perspective, it is planned that the NCP BiH System becomes a part of the state structure (like in other countries).

c) WUS Higher Education Support Program

In the framework of AEC as part of ODA, the Austrian support to the higher education level consists in the '**Higher Education Support Program**' of WUS Austria. This program implements several sub-projects for Universities. These sub-projects are offered in various Balkan countries, including Bosnia Herzegovina.

<i>Acronym</i>	<i>Title</i>	<i>Short description</i>
CDP+	Curricula Development Program plus	Supports curricula development and new courses with a grant scheme, aims at facilitating adaptation towards European standards and alignment with the Bologna process. The support covers literature procurement, script printing, study visits, and stipends for the lecturer's efforts in modifying or introducing a certain course.
BGP	Brain Gain Program	The BGP is a visiting professors program with the aim to link lecturers with already existing university

<i>Acronym</i>	<i>Title</i>	<i>Short description</i>
		works in the regions they originate from. Also Austrian lecturers are eligible to participate. A data base was created and can be accessed at www.access.ba/bgp
e-learning	e-learning, distant learning	This approach encourages universities to introduce processes of electronically supported education, providing infrastructure, learning management systems, online courses and training seminars.
BCC	Balkan Case Challenge	A yearly Case Study Challenge event is organised for students from SEE.

d) Structural Development of Quality Assurance in HE (WUS Austria)

The objective of the Quality Assurance (QA) System is to provide the necessary support and high quality consultancy services to the (newly) established QA Centres at the Universities of BiH, as foreseen in the Bologna process. The consultations with EU experts invited by WUS Austria and SUS BiH provide an opportunity for university representatives to receive first hand information on quality assurance and management systems from an EU perspective.

The services provided to the universities in BiH cover institution building of QA centres, seminars, study visits, training of QA experts, and dissemination of QA methodology and guidelines.

e) Business Start-up Centre, Tuzla (TALDI, University of Tuzla)

The Business Start-up Centre (BSC) at the University of Tuzla aims at promoting and developing entrepreneurship among students of all faculties at the university, especially technical studies. An internal needs assessment showed that 73% of the students lack practical knowledge for business creation, and 89% do not know how to develop a business plan.

The centre offers training in entrepreneurial skills, consultancy services and mentoring support to support students in starting their own business.

The BSC is the first of its kind in BiH. The University of Tuzla has registered 17,500 students in 13 faculties. The BSC is open for all last-year students of all faculties, for alumni who are still unemployed and students for MA (Masters) degrees. The students who wish to participate in BSC have to present a business idea that must be assessed by an external committee as feasible.

The seminar for the new entrepreneurs includes (4 month) training in:

- Product development and production planning
- Market and competition
- Organisation and management of small businesses

- Marketing
- Financial planning/ finances / resources
- Legal framework for business registration

The results of the project phases one and two are: the selection process of participants started with 300 candidates who attended an information workshop. The pre-selection and the final selection processes were based on assessment criteria developed in cooperation with Austrian experts. 92 participants were selected and successfully completed the training described above. They submitted 44 business plans for a business plan competition. External experts from Austria and BiH assessed the plans. The jury selected 8 entrepreneurs in phase one, and 5 entrepreneurs in phase two. Each received a subsidy of 2,500 EUR to finance the registration and first steps of entrepreneurial activity. According to the information given by the BSC, only one additional job was created by these 13 start-ups so far. This gives the impression that the start-ups did not really start any substantial economic activity. If the efficiency of the project is measured by the number of resulting start-ups, the investment is high¹⁸, but the introduction of entrepreneurship training can be seen as a positive result as such. According to the coordinator, it is intended to commission an external evaluation of the BSC.

4.2 Austria's' support for the secondary education sector

Currently, Austria's support for the secondary education sector consists of the ECO NET project. In addition, it is planned to start implementing the TOUR REG project. For both projects, the implementing agency is KulturKontakt Austria.

In the area of donor coordination, a new initiative is being prepared by the Austrian coordinator in cooperation with the European Commission and the World Bank. It aims at enhancing the effectiveness of aid to the secondary education sector in BiH.

A project to tackle youth unemployed is being set up, together with a Swiss donor to start in Jan 2007. As for long-term unemployment, a study on training possibilities for long-term unemployed persons is currently being carried out on behalf of the ADA.

ECO NET (KulturKontakt Austria)

The ECO NET project started in 2004 after a fact finding and needs-assessment phase with six pilot schools (secondary economic schools) in Bijeljina, Brčko, Livno, Prijedor, Sarajevo and Tuzla, thus including the two entities and the Brčko District¹⁹. More than 25 training firms have been established so far. The Open Society Fund in BiH (Soros Foundation) has been co-financing ECO NET IIb. The co-financing will probably not be renewed for ECO NET IV.

¹⁸ 427,150 EUR for phase I and II, 13 start-ups = 32,858 EUR for each start-up.

¹⁹ Kulturkontakt Doc No. 123/ BiH: ECO NET II Länderprogramm BiH.

The main aim of the ECO NET project is the introduction and dissemination of the new methodical approach of “training firms” to provide labour-market orientated key qualifications especially in the field of entrepreneurship as well as new contents in the area of secondary business education in South-eastern European countries.

Alongside the introduction of practically orientated education and training, the aim of the ECO NET training firm network is to promote trade and exchange between schools both at national and international levels. The main focus of economic development in BiH being on the promotion of small and medium-sized companies, practically orientated business education and training has an important role to play. The existing economic schools, which normally train business secretaries and business technicians, can however only partly fulfil this task at present and are mostly ill equipped to convey to the pupils the required knowledge in information technology, economics/business and foreign languages.

The National Service Centre – essential to the functioning of the decentralised training firms – is working as a virtual service support hosted by the school in Brčko, the ‘bank’ is hosted by the school in Bijeljina. (In other countries, these central support functions are hosted by the national ministries of education, but this was not feasible in the case of BiH.)

The project is linked in a synergetic way to the VET CARDS project. The educational coordinator of KulturKontakt regularly coordinates ECO NET activities with the CARDS activities in the field of economic schools. Training firms became part of the regular curricula of the CARDS and the ECO NET pilot schools. The phase of ECO NET IV will be used to assure sustainability, with teacher training, teacher handbooks, organisation of a national training firms’ fair and dissemination of the methodology to other schools. Liaising with the local ministries and the MoCA at national level will continue.

5. Assessment of Austria’s’ educational cooperation with Bosnia and Herzegovina

5.1 Relevance of the education sector policy for programming

The policy papers relevant for programming in BiH are:

1. The Three-Year programme of Austrian Development Policy (2004-2006)
2. Bildungszusammenarbeit in Südosteuropa. Leitfaden der Ostzusammenarbeit des BMaA 2002-2005 (in the following: ‘guidelines for educational cooperation in SEE’)

The guidelines for educational cooperation in SEE expired and have not yet been renewed. Despite the fact that beneficiaries in the partner countries are addressed as readers and users of these guidelines, there is no English or local language translation.

In short, the overall objectives²⁰ defined in the 'guidelines for educational cooperation in SEE' are:

- To support the integration of SEE education systems into the European Education Area
- To support quality development and assurance in the education sector
- To enhance reform processes of the education sector
- To combat the brain drain
- To improve equal access to education

Focus on specific **educational levels**: The guidelines suggest further concentrating actions on vocational education and higher education. Activities in pre-school and basic education, university research and adult education are explicitly excluded from the possibilities of ODA funding²¹.

The **cross cutting principles** addressed in the guidelines are: equal opportunities (for ethnic minorities, the socially disadvantaged, children with specific educational needs), gender-sensitive approaches, political and environmental education, life-long learning.²²

The **methodological guidelines** recommend using 'niches' and synergies, joint actions of Austrian actors, local ownership, sustainability through capacity development, linkage with Austrian partners, regional programs.

Country program

Programming procedure

A country program is defined as a "management instrument for the planning and implementation of Austrian bilateral aid run by the Ministry for Foreign Affairs/ADA in a priority country. It defines the framework for co-operation with respect to the time scale, geographical and sectoral priorities, mid-term operationalisation, and financial and organisational arrangement. The programme cycle usually covers three years"²³.

Country programs have to be developed in the context of several 'layers' of policy strategies²⁴. For each sector, the country program (or country strategy) should translate the overall sector strategy into a sector strategy at country level. Hence here, the country program should map out the education sector strategy for BiH.

It is generally agreed that drafting sector policy guidelines and country programs is a shared exercise between the BMaA, the ADA and the coordination offices in the country, and includes local stakeholders.

²⁰ Own translation from: BMaA (2002): Bildungszusammenarbeit in Südosteuropa. Leitfaden der Ostzusammenarbeit des BMaA, 2002-2005, p. 15:

²¹ BMaA (2002), op.cit., p. 16.

²² BMaA (2002), op.cit., p. 18.

²³ OECD (2004): DAC Peer Review Austria. p.60.

²⁴ OECD (2004): DAC Peer Review Austria. p.60. In this paper, 'country programme' and 'country strategy' are used as synonyms.

The recently finalised guidelines for programming define the procedure in detail, and introduce PCM-standards²⁵.

Country programs have been implemented in SEE rather recently, in 2003. They are developed in cooperation between the BMaA, the ADA country desk and the Coordinator in BiH. The country program describes the general strategic direction for Austria's development cooperation activities. The programming process does also include consultations with external stakeholders in Austria and in BiH. Given the weak political strength at national level, the involvement of state level institutions in BiH is still a critical issue.

The **country program for BiH 2005-2007**²⁶ defines the following thematic priorities:

- Modernisation of the education system
- Supporting the economy and employment
- Reinforcing the common identity and the State of BiH (Stärkung der gemeinsamen Identität und des Gesamtstaates BiH)

The modernisation of the education system shall be supported with three general objectives: labour market relevance, 'Europäisierung' and internationalisation, and democratisation. Higher education and vocational education are defined as priority areas and measures.

The country program is assessed by the coordinator as an essential and indispensable instrument for planning and steering the ADC in BiH. The coordinator highly recommends the stronger participation of the ADA education desk (and the desk for 'Private Sector & Development', the second priority sector of BiH) in future programming procedures.

The country programme should continue to be a strategic guideline and not become an instrument of control. The political and institutional framework conditions in a country like BiH make it necessary to react in a flexible way to windows of opportunities, which is and must continue to be taken into account when the country programme is written.

5.2 Compliance with international processes and donor coordination

5.2.1 Poverty reduction

The PRSP for BiH gives few information on how to effectively reduce poverty. There is no coherent government strategy, no guidelines, and goal-oriented targeted implementation of poverty-reduction strategies is missing. Priorities for action have not been defined, and there is an absence of any reliable data source on the phenomenon of poverty. In the education sector, modernising primary education and combating youth and long-term unemployment would be most relevant interventions for poverty-reduction. Clearly,

²⁵ BMaA (2006): Leitlinien Programmierung OEZA. GZ.BMaA-AT.7.08.11/0001-VII.5/2006:

²⁶ BMaA VII.5.c / ADA (2004): Landesprogramm der Österreichischen Ostzusammenarbeit, Bosnien und Herzegowina, 2005-2007.

the MDGs do not really apply to the situation of BiH (nor in general to transition economies), and none of the other donors is referring to the MDGs.

The problems of intervention in the primary education sector are manifold. The primary education system is decentralised and to a high extent under political influence. The deployment of infrastructure (schools) and teaching staff is not at all matching the needs of the local population. During and after the war several hundred thousands of displaced persons led to shifts in the population, which in turn modified the needs for school infrastructures.

Another challenge is to better link the education system with the needs of the labour market. The conclusions of the OECD thematic review on education in BiH specify “the labour market does not function in BiH. (...) Labour market institutions are fragmented across the Entities, and there is no co-ordination between the needs of the country and VET. (...) The supply of school graduates per annum is 7-10 times higher than the number of new job vacancies; the problem, therefore, is growing year by year, and many young people have never been able to find work after leaving school.²⁷” The activities undertaken and planned by the coordinator (e.g. study on long term unemployment, project to tackle youth unemployment) aim at better understanding and tackling the shortcomings of the labour market in BiH and the relations of the education system with the economy and the labour market.

5.2.2 European processes

The AEC projects are supporting the countries alignment with the Bologna process in HE and the Copenhagen process in VET.

5.2.3 Donor coordination

The activities of Austria's educational sector interventions in BiH are coordinated with the relevant actors in the field: the OSCE, the Education and Health Sector desk of the European Commission Delegation, the Council of Europe Education Directorate, the World Bank and Swiss Development Cooperation. Co-ordination is functioning on a continuous basis, with participation in formal and informal networks, conferences and high-level meetings²⁸.

The results of this active donor coordination are noteworthy:

- Austria is participating in a remarkable number of important joint initiatives of international donors (example are the coordination led by the EC delegation, which joined together the state ministry's Department for Education, Culture and Sports with all donors²⁹; and the joint proposal from the Austrian Embassy, the EC and the World Bank to enhance the aid-effectiveness in the secondary education sector³⁰),

²⁷ OECD (2001), op.cit., p.25.

²⁸ Austria (CO) participated in donor coordination seminar organised by the European Commission Delegation in BiH.

²⁹ Informed by the Workshop with representatives of the MoCA, the OSCE, the Word Bank and the ADA Coordination Office, on 11 Sept 2006.

³⁰ 'Enhancing the effectiveness of aid to the secondary education sector in BiH'. A proposal from the Austrian Embassy, the European Commission and the World Bank. August 2006.

- Austria's support activities are visible and acknowledged by local and international partners, some projects are co-financed by other international donors.

5.3 Alignment with country needs

The broad acceptance of Austrian's development cooperation projects is the results of good project outputs, achieved on the backdrop of a long tradition of bilateral cooperation. This opens perspectives for the further development of the educational cooperation with BiH, and with other bilateral and international donor organisations. Examples for future possibilities are: the launch of an initiative for technology transfers between universities and the business sector; aid coordination in the field of secondary education.

The ability of donor organisations to flexibly react to windows of opportunity was described by the stakeholders as a precondition for successful education cooperation in BiH. Many attempts to co-ordinate education policy in BiH on the national level have failed. The recent (and repeated) rejection of the law on higher education by the parliament may serve as an example of the difficult political framework conditions.

5.3.1 Acceptance of the Austrian higher education sector support

The broad and positive acceptance of the services and support offered by WUS Austria under the umbrella of the '**Higher education support program**' results from a) the quality of services provided and the results achieved, and b) the fact that the WUS project meets a need. This positive basis should open the possibility for WUS of further diversify its donor basis.

Like in Serbia and Montenegro, all interviewed stakeholders from the universities highly appreciate the projects of the Austrian Higher Education support. They welcome the **CDP+ program** because it facilitates reforms of university courses and curricula. The procedure for application and approval of proposals is assessed as transparent and effective. The interest in CDP+ more than doubled since the introduction of the programme. The gender balance among the beneficiaries (university lecturers) is reasonable and results from a gender sensitive approach.

The modernisation of courses results in a closer link with market requirements and improved employability of university graduates. It was also suggested that the labour market relevance should be a selection criteria of CDP+ proposals. In contrast to Serbia, where the CDP+ program also finances the purchase of equipment, in BiH this is done only in exceptional cases, thus trying to avoid dead weight effects.

WUS Austria also tries to link the CDP+ programme with **E-learning**, thereby opening up life-long-learning possibilities. There are currently five distant learning centres, and according to WUS Austria, three of them are considered as excellent. WUS developed a specific methodology for combining CDP+ and E-learning and now tries to motivate the faculties to join in.

Projects like the **National Contact Point** for the European Commission research framework programmes (managed by SUS BiH) and the **Capacity Development project in the field of HE**, in partnership with the MoCA, are both filling gaps in the institutional set-up of the HE sector in BiH. The prospects for a sustainability of these structures are very promising and based on a realistic assessment.

5.3.2 Acceptance of the Austrian secondary education sector support

Decentralisation, also a fact for the VET system, is an obstacle for a common modernisation and curricula development. Similar to the HE system, it will be necessary to develop approaches that support the development of secondary schools without a common political and legal framework for VET reform.

Under these circumstances, the ECO NET project fills a need for curricula modernisation at the local level. The concept of training firms has been successfully introduced in 6 pilot schools in both Entities and in the Brčko District. The ECO NET activities are regularly coordinated with the 'curricula development module' of the VET CARDS project. The synergy with the CARDS project strengthens the relevance of the ECO NET project and raises the chances of further dissemination and mainstreaming in the regular school system. According to the educational coordinator for BiH³¹ the current phase of ECO NET IV includes training of multipliers and development of a handbook for teachers. Provided that the necessary additional financial sources can be secured, a further dissemination to other schools is intended.

KulturKontakt or the pilot schools themselves do not systematically follow the careers of the graduates. Monitoring the process of labour market insertion of the graduates who studied at schools with ECO NET training (compared to a control group) would provide invaluable information about the project's labour market relevance. The interviews with teachers at the school in Bijeljina (in the Republica Srpska) indicated that many graduates go to the university (in the specific case Belgrade), and do not directly enter the labour market (this is presumably a consequence of the lack of job opportunities).

ECO NET is a supply-led approach. On the one hand, there are certainly many advantages in applying an approach that was proven and tested in other countries, under similar, but different conditions. On the other hand, it is necessary to be flexible and, if required, make adaptations to meet the specific needs. Involving the local level in strategic decisions, presently taken in Austria, should guarantee a good adaptation to evolving local needs.

5.4 What do the projects leave behind?

The embedded and coordinated activities of AEC in BiH facilitated the development from single project activities to an emerging **program-based approach**³²:

- **Ownership** is achieved as far as possible in most projects, given the complexity of the political situation in BiH. (Needs- and demand-orientation, priority is given to local implementing agencies, regular liaison with local decision makers and stakeholders).
- Effective **donor coordination** on a regular basis is in place, with tangible results

³¹ Telephone interview with Jürgen Schick on 12 October, 2006.

³² A comprehensive definition and rationale for the Program Based Approach (PBA) is given in: Canadian International Development Agency (2003): CIDA Primer of Program-Based Approaches.

- **Sustainability** is strived for, although difficult to achieve. Because the prospects of sustainability are critically linked with budgetary constraints and continuity of the political administration in BiH, it is highly necessary to demonstrate the values of the projects.
- Some projects of the education portfolio are aiming at **capacity development**, and impact on the education sector at systems level.
- There is **continuity** and the necessary **flexibility** in the project portfolio; lessons learnt are used for further development.

At the projects level, the available information leads to the following rough assessment

	<i>Meets a need, Ownership</i>	<i>Cross cutting issues</i>	<i>Visibility</i>	<i>Sustainability</i>
<i>CD of the MoCA in HE</i>	✓	Not applicable	✓	High feasibility
<i>NCP / FP 6</i>	✓	Not applicable	✓	High feasibility
<i>Support for HE</i>	✓	Gender sensitive approach	✓	High feasibility
<i>Quality Assurance System</i>	✓	(the information available is not sufficient to make an assessment)	✓	High feasibility
<i>BSC Tuzla</i>	✓	Gender issues not systematically addressed	✓	Remains to be achieved
<i>ECO NET</i>	✓	High female participation, but gender issues not systematically addressed	✓	High feasibility in combination with the VET-CARDS project

5.5 Cross-cutting issues

For BiH, which is still affected by problems connected with post-war conditions, the following cross-cutting issues are of major concern: gender equality, ethnic minorities and persons with disabilities. Similar to other transition economies, organised civil society is still weak.

Gender was by the project partners generally not regarded as an issue that needs a specific approach. A positive exception is the WUS project 'Support for higher education', with gender-awareness and -sensitivity.

The topic of **Roma** could not be discussed in the secondary school and the faculties visited, because none of them had Roma students registered at that time. In general, the issue of national minorities could not be discussed with the school because of the legal perception of 'constituent' people.

Remark on the specific issue of **ethnic minorities** in post-war BiH:

According to the Dayton Constitution, BiH is a state of Bosniaks, Croats, Serbs and „others“. The system is based on the notion of „Constituent“ people, which means that each constituent group, as a collective entity, has equal rights to participate in governing the state³³.

BiH is home to several ethnic groups of different religious and cultural background, including Bosnian Muslims (officially known as Bosniaks), Serbs, Croats, and a small number of Roma. There is a significant concentration of poverty among ethnic minorities in BiH such as the Roma³⁴.

The Roma population is usually ignored by politicians and local actors because they are a minority and therefore not seen as important. Poverty rates in the Roma population range between four and ten times those of non-Roma. Roma are subject to numerous livelihood insecurities (including poor education and health status, limited access to employment, and discrimination), which contribute to their high vulnerability and social exclusion. The topic of Roma could not be discussed in the present observation in secondary schools and faculties, because none of them had Roma people as applicants or students. The enrolment rates of Roma children in primary education are extremely low, which leads to a blatant knock-on effect of very poor educational attainment.

In the case of returnees and internally displaced persons (IDP), people have difficulties accessing education, employment, pensions and health insurance. However, equal access to education, employment and social protection is crucial to restore normal life.

Resulting from discussions with local stakeholders, the evaluation team shares the conclusion that the issue of social inclusion of marginalised groups needs to be primarily be addressed by targeted approaches (local and international initiatives, including NGOs). Although it is a difficult task, awareness-raising for equal opportunities in education sector projects in secondary and higher education should be strived for in a more systematic way.

5.6 Resources, roles and communication structure of AEC in Bosnia Herzegovina

Tasks and resources of the Coordination Office

The mission of the Coordinator includes the following responsibilities and tasks: programming, project/program development, monitoring of ongoing projects (including the approval of reports), donor coordination, monitoring general policy development and support to the embassy if requested.

³³ This system is a legacy of former Yugoslavia.

³⁴ The Status of Constituent Peoples and Minorities in Bosnia and Herzegovina, www.minorityrights.org/Admin/Download/pdf/SarajevoWorkshop.pdf.

The staff of the co-ordination office in Sarajevo consist of the co-ordinator, a task manager for economic development, and the administrative office manager.

The monitoring services of the WUS and KulturKontakt projects, provided by the Austrian Centre for Social Innovation (ZSI) are considered necessary and effective.

Kommentar [F11]: By whom?

Cooperation of the Coordination Office with the ADA central office

In general, the cooperation between the Coordination Office and the ADA central office in Vienna can be said to be effective. The programming process is carried out systematically and is the result of a shared and coordinated procedure including the coordinator, local stakeholders, the country desk responsible at ADA Vienna, and the Austrian Ministry of Foreign Affairs (BMAA).

The quality assurance and know-how management department of ADA Vienna can play an even stronger in sharing relevant policy information and information on good practice approaches and examples. A stronger involvement of the sector desks (at program not at project level) would be welcome.

6. Summary conclusions

The following conclusions are based on the desk research and on the interviews in Bosnia Herzegovina, and refer to the dimensions of relevance of the Austrian education sector policy and the efficiency of the Austrian education sector initiatives in BiH.

RELEVANCE

Programming

Relevance of the sector policy guidelines:

The sector policy guidelines for Southeast Europe³⁵ provide a useful general guidance for programming. An update version for 2007 onwards is due. As in the past, these guidelines need to take into account the specific framework conditions of the SEE region.

Country program:

Programming is a joint task of the country coordinator and the responsible geographical desks in the BMAA and the ADA, as well as the sector desks; the stronger involvement of the latter is recommended.

The education sectors' project portfolio is in line with the priorities and objectives described in the programme.

³⁵ BMAA (2002), op. cit.

The country program for BiH is a highly useful and practical strategic guideline for any activity and gives the necessary scope for development and adaptation to changing conditions. The political and institutional contexts in BiH make prompt and flexible reactions to new windows of opportunity necessary.

Sectoral vs. instrumental function:

In the opinion of the CO, this differentiation is not of practical relevance.

Compliance with international processes and trends

Poverty reduction:

The PRSP for BiH is too broad to be an effective basis for interventions to reduce poverty. There are no government strategy, no guidelines, and no defined goals in place. There is a lack of coherence in government strategies with defined priorities, and a reliable data source for the phenomenon of poverty is missing. Since the MDGs do not apply to the situation of BiH, the other donors do not refer to this. In the education sector, the field of primary education and combating youth and long-term unemployment would be most important for poverty-reduction-relevant interventions.

European processes:

The project portfolio is directly contributing to the alignment of the HE system with the Bologna process, and the VET system with the Copenhagen process.

From a project-based to a program-based approach:

Although the current portfolio is mainly composed of projects, the possibilities of developing towards a program-based approach (PBA) are systematically used as far as the local framework conditions allow it. The embedded and coordinated approach of AEC in BiH is promising for achieving an effective and tailor made program-based approach.

Currently, this applies mainly to the HE level, but the planned new projects also indicate a trend toward a PBA for the secondary education level.

Alignment with country needs:

Needs assessment and demand-orientation:

That the project portfolio is meeting the needs of the education sector in BiH is a result of the liaison with political and administrative decision makers, and exchange and cooperation with other donors, carried out by the coordinator. Single projects are based on needs assessment at the local level.

Educational Levels:

In line with the education sector guidelines for SEE and the country program, the interventions are concentrated in the HE sector, and to a lesser extend in the secondary education sector. The new projects and initiatives that are planned for the secondary sector will contribute to a more comprehensive and balanced Austrian education cooperation portfolio in BiH. An engagement in the primary education sector is not foreseen and seems not feasible, because of the political framework conditions and obstacles for reform in the primary school system.

Coherence with labour market needs:

A closer linkage of the education sector projects with labour market needs in BiH is confronted with many barriers: the grey market with informal labour, the non-existence of labour market data, and the weakness of the national labour market institutions (labour market administration). Labour market relevance is strived for at the project level, most evidently in the case of the projects ECO NET and in the Tuzla BSC. In both cases, there are linkages with the (local) business sector, but a closer linkage with the labour market would need to be based on an analysis of the local labour market.

Capacity development:

Capacity development is directly addressed and effectively realised through the following projects: 'Strengthening the capacity of the MoCA in the field of higher education', and the 'National Contact Point for the EU research framework programmes (NCP/FP6)'. This is backed by the following example: the Ministry's Department for Education, Culture and Sports was strengthened with additional staff in a joint approach of ADA, the World Bank, and UNICEF. Among other achievements, the project with the MoCA provided support to the conference of university deans at national level.

Donor-coordination

The activities in the education sector of BiH are coordinated by the Austrian coordinator with the OSCE, the European Commission Delegation (their education sector and health desk), the World Bank and Swiss Development Cooperation (to mention the most relevant donors in the field), on a continuous basis.

The donor coordination is functioning in an excellent way. This facilitates an optimal impact of the Austrian activities on the backdrop of a complex political and institutional framework.

EFFECTIVENESS

Ownership and sustainability

Because of the decentralised institutional set-up and the weak political structures at national level, it is difficult to pursue ownership at the government and central level. However, at the project level, ownership is strived for by taking on board local implementation agencies. The projects are based on sound financial sources with international and local co-financing partners, whenever possible.

This raises the question, how to achieve a substantial degree of ownership on the long run.

Visibility

The visibility of the role of the Austrian donor is generally very good. Not only that the printed material follows the visibility rules and refers to the Austrian Development Assistance, the local partners are usually well aware of ADC's role.

Cross cutting issues

There is an obvious reluctance in local partner organisations in integrating cross-cutting issues in their projects. These are commonly regarded as excessive demands. Furthermore, government policy does not entail any reference to these issues. Partners seem to have other priorities and there remains much to be done to raise awareness and understanding for gender issues and the problems of ethnic minorities and disadvantaged groups. Although difficult, the possibility of addressing cross cutting issues should be an integrative part of any standard procedure in project development and monitoring.

Highly disadvantaged target groups are the Roma population and persons with disabilities. The needs of these target groups are directly addressed in some specific projects implemented by (Austrian) NGOs.

Also, there is certainly room for improvement in addressing gender issues in a systematic way during all phases of project development and project implementation.

Resources and communication structure

Under the current conditions, with an experienced staff at the coordination office and the monitoring services provided by ZSI for some of the projects, the resources of the coordination office seem to be adequate. If the project portfolio of the educational cooperation is enlarged (as it is planned), the coordination office will probably require more resources.

The coordination office staff working in the country welcomes and requests the assistance and guidance of the ADA central office in Vienna. A positive example for such guidance is the gender seminar recently carried out in Montenegro. A stronger and more active role of the ADA Vienna (department for know-how management and quality assurance) as generator of products, collector and disseminator of best practices to the staff in the field and to the geographical desks is recommended.

Support in form of guidance and coaching is much preferred to the control of the projects. The support should focus more on the program level, and not so much on the level of individual projects.

The stronger involvement of the sector desks in developing the country programs is also recommended.

ANNEX 1: Interview schedule of the field mission

Bosnia and Herzegovina, 11 – 15 September 2006**Monday, 11 September 2006**

<i>Institution</i>	<i>Name</i>	<i>Address</i>
First briefing ADA Coordinator	Michael Weiner	During the flight to Sarajevo
WUS Sarajevo Office	Dino Mujkic, Regional Manager, WUS Austria Nina Lacevic, Project Coordinator	WUS Austria Office Sarajevo, Zmaja od Bosne 8
ADA Coordination Office	Michael Weiner, co-ordinator Amira Omanovic, administrative office manager	Working Lunch
Round table about the education sector in BiH	Srdjan Arnaut, Ministry of Foreign Affairs (ehem. Kabinettchef des Ministeriums für zivile Angelegen- heiten) Toby Linden, The World Bank, Senior Education Specialist Zorica Lesic, The World Bank, Task Manager Education Claude Kiefer, OSCE, Education Department Michael Weiner	ADA Coordination Office, Titova 46/2

Tuesday, 12 September 2006

KulturKontakt Austria Presentation of ECO NET	Elmedina Corbic	ADA Coordination Office, Titova 46/2
Ministry of Civil Affairs, Depart- ment for Education and Science	Srdjan Arnaut	Working Lunch
Austrian Embassy	Werner Almhofer, Ambassador of Austria	Austrian Embassy, Dzidzikovac 7
ADA Coordination Office Presentation and discussion	Michael Weiner, Amira Omanovic	ADA Coordination Office, Titova 46/2
<i>Transfer to Bijeljina</i>		

Wednesday, 13 September 2006

<i>Institution</i>	<i>Name</i>	<i>Address</i>
Wirtschaftsschule Bijeljina, Projektpartner in EcoNet	Director Svetislav Vujic, Jelica Matic, Vice Principle, Branca Njegus, teacher Teachers and Students	Economic School Bijeljina, Rancanska 96
University Bijeljina, Course Development Programme Plus	Prof. Dr. Petar Dmitrovic	University Bijeljina, Fakultät für Pädagogik, Ul. Svetog Save 24
<i>Transfer to Tuzla</i>		
Business Start-up Centre Tuzla	Indira Prljaca, TALDI Sanja Hajdukovic, Project Manager, University Tuzla, Boris Curkovic, University Tuzla, Adisa Muharemovic, University Tuzla	University of Tuzla, Muharema Fizovica Fiska 6

Thursday, 14 September 2006

University of Tuzla	Prof. Dr. Bozo Banjanin	University of Tuzla, Muharema Fizovica Fiska 6
University of Tuzla Course Development Programme+	Prof. Dr. Knezicek	RGGF, Univerzitetska 2
<i>Transfer to Sarajevo</i>		
National Information Point /FP6	Direktor Ammar Mirascija	NIP Center, Zmaja od Bosne 8

Friday, 15 September 2006

Feedback meeting mit Kulturkontakt Austria	Jürgen Schick, Educational Coordinator	Telephone interview on 12 October, 2006
University of Sarajevo, CDP+	Prof.Dr. Emina Nakas-Icindic	University Sarajevo, Faculty of Medicine, Institute for Physiology and Biochemistry, Cekalusa 90
Feedback meeting WUS Austria	Dino Mujkic, Director WUS Austria Team	WUS Austria Office Sarajewo, Zmaja od Bosne 8
Feedback meeting Coordination Office	Michael Weiner Amira Omanovic	ADA Coordination Office, Titova 46/2

ANNEX 2: Project Fiches

Country: Bosnia and Herzegovina Within WUS Austria's current program " Higher Education support program in BiH, 2005-2007 "	Sub-Project: Course Development Programme Plus - CDP +
ADA Contract No.: <u>7967-00/2005</u>	Sector (DAC): 11420 Budget line:
Previous contracts? CDP+ is a further development and improvement of the previous Course Development (CDP) and the infrastructure program (CEP) of WUS Austria	Since when? (1 st project): Support to Universities in BiH started 1994 CDP+ started 2003
Contract Partner:	WUS Austria
Contact person:	Regional Manager for BiH: Dino Mujkić Adress: WUS Austria Sarajevo Office, Zmaja od Bosne bb, 71 000 Sarajevo Tel.: +387-33-200-070 Fax: +387-33-650-871 E-mail: dino.mujkic@wus-austria.org Web: wus-austria.org
Project partner in the beneficiary country:	Universities of Banja Luka, Bihać, Mostar, Istočno Sarajevo, Sarajevo, Džemal Bijedić Mostar, Tuzla, Zenica
Duration of the contract (start- end)	2005 - 2007
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	EUR 348,156.00 CDP+
Co-financing? (Institution,%)	35% by the faculties for equipment

Overall Objectives:

The CDP+ supports the course development at the universities in Bosnia and Herzegovina, with regard to the integration into the European Education Area, by the provision of means for the introduction of new or improvement of existing courses.

Specific goals and indicators or success:

The CDP+ program supports the improvement of faculty courses (subjects), with the objective to facilitate the transition of higher education in SEE towards European standards. This program encourages the faculties to introduce new subjects and to apply innovative approaches - in content and methodology - to already existing courses. Besides the prerequisite of innovation, the CDP+ places special emphasis on (1) the relevance of the proposed course for the practical application, and in order to facilitate the integration into the European Higher Education Area on (2) the cooperation with EU universities.

Service provided: Stipend, scientific literature, study trip, equipment, ECTS training

Results: Modification of existing or introduction of new courses according to Bologna principles, and their insertion in the curriculum.

Country: BiH Within WUS Austria's current program " Higher Education support program in BiH, 2005-2007"	Sub-Project: eLearning - eContent Programme
ADA Contract No. <u>7967-00/2005</u>	Sector (DAC): 11420 Budget line:
Previous contracts?	Since when? (1 st project): Distance Learning -eLearning 2002-2005 E Content - 2006
Contract Partner:	WUS Austria
Contact person:	Regional Manager for BiH: Dino Mujkić Address: WUS Austria Sarajevo Office, Zmaja od Bosne bb, 71 000 Sarajevo Tel.: +387-33-200-070 Fax: +387-33-650-871 E-mail: dino.mujkic@wus-austria.org Web: wus-austria.org
Project partner in the beneficiary country:	Universities of Banja Luka, Bihać, Mostar, Istočno Sarajevo, Sarajevo, Džemal Bijedić Mostar, Tuzla, Zenica
Duration of the contract (start- end)	November 2005. - October 2007.
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	EUR 84,209.00
Co-financing?	Participation of one university members on all Seminar and workshops is foreseen as co financing by University.

Overall Objectives:

The main purpose is to support ICT (information and communications technology) use with special focus on eContent.

Specific goals and indicators or success:

Overall aim of the eLearning Program is to support various developments at the universities which will lead to better access and more cost-effective delivery of education services while using available education technology. , eContent program 2006 is an evolutionary merging of e Learning Program and CDP+, with the aim to introduce creation and use of digital educational content, transforming suitable CDP+ processed courses or their parts into online educational content, as the supplementary educational tool. In addition, the projects aims to train eContent developers in order to support the sustainability of eLearning centres, to make use of e Learning infrastructure and recommendations built in previous three years at BiH universities. Above all the aim is to further promote the general and specific aspects of eLearning within the university staff and students community.

Service provided: eLearning Program has four main components:

1. **Support to eLearning Task Force** - support to education policy development at the national level
2. **Support to eLearning Centers** - support to institutional development at the university level
3. **Grants for eLearning Projects** - grants for projects developed at the faculty/university level

Results:

Developing of University services for development of eContents available for academic community of its particular university. Majority of universities service will be educated and able to understand the basics of ADDIE model, SCORM standard and its use in organization of resources, its granularity, packaging and distribution. Development teams will be capable to describe content using meta data, needed for easy identification of resources in later stage of use, to produce the content using the authoring tools, understand different types of online tests and their creation.
Manual will be developed.

<p>(for details, download the eLearning Projects instructions)</p> <p>Two application rounds have been foreseen for eLearning Projects. The first Call for applications will last from November 1st 2005 to January 31st, 2006 whereas the second Call for applications will be open from February 1st 2006 to March 31st 2006.</p> <p>4. eLearning Conferences - meetings, seminars and final conference organized by WUS Austria aiming at information sharing, dissemination of knowledge, capacity building, etc.</p>	<p>Introduction and promotion of the new program among the academic community and increased interest in applying for eContent Project.</p> <p>Grantees ready to start with online course analyses and planning with support from eLearning centres and capable to identify resources (text blocks, photos, videos, test questions, essays,...) as well as to create drafts of workflow and course-flow. Grantees will be also capable to identify suitable support in local environment needed for the course development.</p>
---	--

Country: BiH Within WUS Austria's current program " Higher Education support program in BiH, 2005-2007"	Sub-Project: The Brain Gain Programme (BGP)
ADA Contract No. <u>7967-00/2005</u>	Sector (DAC): 11420 Budget line:
Previous contracts? BGP is continuation of Project Visiting Professor Programme since 1998	Since when? BGP 2003
Contract Partner:	WUS Austria
Contact person:	Regional Manager for BiH: Dino Mujkić Address: WUS Austria Sarajevo Office, Zmaja od Bosne bb, 71 000 Sarajevo Tel.: +387-33-200-070 Fax: +387-33-650-871 E-mail: dino.mujkic@wus-austria.org Web: wus-austria.org
Project partner in the beneficiary country:	Universities
Duration of the contract (start- end)	November 2005. - October 2007
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	EUR 77,760.00
Co-financing? (Institution,%)	Accommodation of the guest lectures is foreseen as co financing

Overall Objectives:

The Brain Gain Program (BGP) is aimed at breaking the academic isolation of the universities, by inviting qualified academics originating from the region to lecture courses, which are not available at the SEE university faculties.

Specific goals and indicators or success:

This type of international scientific exchange and cooperation is not only considered to be important for the development of the universities in SEE, it also has a "brain gain-effect", although it is not targeted at the final return of the emigrated academics. Even though this would be desirable, it is not realistic due to the current situation in the region.

Service provided: These professors, assistant or experts in relevant fields who emigrated from former Yugoslavia are going to be invited to come back to the region to teach as guest lecturers - for several days up to 3 weeks - at faculties/departments in the region.	Results: The Brain Gain Program is foreseen as a very effective mean to link these guest lecturers to already existing networks in their home countries and make them a driving force of knowledge transfer and quality assurance in their countries of origin.
---	--

Country: BiH	Sub-Project: Balkan Case Challenge
Regional scope: Within WUS Austria's current program "Support to Higher Education in BiH2005-2007"	
ADA Contract No.:	Sector (DAC): Budget line:
Previous contracts?	Since when? (1 st project): 2004/2005
Contract Partner:	WUS Austria
Contact person:	Regional Manager for BiH: Dino Mujkić Address: WUS Austria Sarajevo Office Zmaja od Bosne bb, 71 000 Sarajevo Tel.: +387-33-200-070 Fax: +387-33-650-871 E-mail: dino.mujkic@wus-austria.org Web: wus-austria.org
Project partner in the beneficiary country:	All universities
Duration of the contract (start- end)	November 2005. - October 2007
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	EUR 73,274.00 Sub competition + EUR 20,000.00 Final competition (regional contributions)
Co-financing? (Institution,%)	Co financing is required , with funds form other donors, companies etc.

Overall Objectives:

Balkan Case Challenge is a student case study competition for graduate and postgraduate students. The primary objective of BCC, as of any of the WUS Austria projects, is to contribute to the improvement of higher education.

Specific goals and indicators or success:

BCC is the largest regional student case study competition in SEE. The primary objective of BCC is acquisition of practical experience through the case study method which means providing solutions to real or fictitious problems, currently of importance in SEE region. In such way, the BCC provides its participants with an opportunity to learn how to deal with such problems and enhance their own skills through the process of finding the adequate solutions. WUS Austria is looking for exceptional students (from state universities and private schools) - undergraduate and postgraduate - with excellent abilities and academic performance in the fields of economics (business, management etc.), law (preferably international law), information communication techniques, political sciences and related disciplines, who are proficient in English and interested in expanding their theoretical knowledge, gaining essential practical experience and better job perspectives, presenting themselves to potential employers and meeting distinguished experts - to participate in Balkan Case Challenge (BCC) sub competition - an enjoyable and educational 3-day contest ambitiously designed to connect students, professors, companies and organizations; theory and practice; knowledge and skills, and to take a step beyond the boundaries that have burdened the academic tradition in Southeast Europe for far too many years.

The competition consists of:

1. Business Case Competition (intended for the top Business/ Economics/ Management students)
2. Law Moot Court (a simulation of the International Court of Justice)
3. Information Communication Technologies Case (intended for students of technical faculties, primarily those specializing in the IT area)
4. Model United Nations Competition (a simulation of the UN Security Council, intended for the students of Political Sciences, but also all other students interested in international relations and diplomacy, high politics and peaceful resolutions of international conflicts)

Service provided:
-provide high quality scholarships
-trainings
-internships

Results:
Case study competitions are aimed to facilitate the recruitment of future employees, as well as at giving prospective students an opportunity to prove their skills and present themselves to potential employers.
As a result a better cooperation between the universities and companies will be facilitated. This will eventually contribute to the positive development of the academic labour market in this region. BCC is also promotion of new teaching and learning methods.

Country: BiH Regional scope: Within WUS Austria's current program "Support to Higher Education in BiH2005-2007"	Sub-Project: Structural Development of Quality Assurance in Higher Education
ADA Contract No.:	Sector (DAC): Budget line:
Previous contracts?	Since when? : 1 st project in 2006
Contract Partner:	WUS Austria
Contact person:	Regional Manager for BiH: Dino Mujkić Address: WUS Austria Sarajevo Office Zmaja od Bosne bb, 71 000 Sarajevo Tel.: +387-33-200-070 Fax: +387-33-650-871 E-mail: dino.mujkic@wus-austria.org Web: wus-austria.org
Project partner in the beneficiary country:	All 8 public Universities in BiH
Duration of the contract (start- end)	May 2006 - January 2008
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	EUR 143.520,00
Co-financing? (Institution,%)	Government of Liechtenstein

Overall Objectives:

Improvement of the university quality assurance system in entire B&H according to the goals of the Bologna process.

Specific goals and indicators or success:

Establishment and upgrading of quality assurance centres at each university in B&H and established proper running quality assurance centres on 8 Universities in B&H in accordance to the principles of the Bologna Process.	
Service provided: -institutional building -seminar -study visits to EU institutions -providing consultancy to target group -printing and publishing QA guidelines -dissemination of QA in BH -sustainability of QA in BH -quality control and monitoring of QA process in BH	Results: Established/Improved and proper running of the quality assurance centres, trained "quality assurance experts" who have the skills to do the tasks of quality assurance at their universities in a proper way, 200 trained faculty staff "specialists" who assist the "quality assurance experts" at their universities and support the centre for improving the university - structure Broad knowledge about the quality assurance centres among the academic population in B&H. Further full running of the established centres after the completion of the project.

Country: Bosnia and Herzegovina Regional scope:	Project: ACCESS (Academic Cooperation Centre for Students in Sarajevo)
ADA Contract No.:	Sector (DAC): Bundesministerium für auswärtige Angelegenheiten Budget line: 7848-01
Previous contracts:	
Contract Partner:	Grant beneficiaries: World University Service Bosnia and Herzegovina - SUS BiH Donor: Bundesministerium für auswärtige Angelegenheiten
Contact person:	1. Mirza Bećirović, Project Coordinator, SUS BiH Telefon :+387 (0)33 200-070 Fax :+387 (0)33 650-871 Address: Zmaja od Bosne 8 71000 Sarajevo Bosna i Hercegovina E-mail: mirza.becirovic@sus.ba Web: www.sus.ba 2. Primary contact point at a time was late Professor Faruk Seleskovic, PhD, Chairman of the SUS BiH Board
Project partner in the beneficiary country:	- World University Service Bosnia and Herzegovina - SUS BiH (implementing partner)
Duration of the contract (start - end)	- 1 November 2001 – 31 October 2003
Type of contract (Service contract or grant):	- Grant
Contract value (ADA):	- 88.586,43 EUR
Co-financing? (Institution,%)	UNHCR, EC, British Embassy
Partner institution	

Overall Objectives:

The ACCESS STUDENT CENTRE is the first post-war student centre in Bosnia and Herzegovina, opened on 23 November 2000. It is a modern and well-equipped centre for academic education located in the Sarajevo University Campus. It serves the entire academic population of the country, mainly focusing on students. The founder of the centre was SUS BiH (World University Service Bosnia and Herzegovina). The construction and equipment of the centre was co-financed by the Ministry of Foreign Affairs of the Republic of Austria - DEM 280.000,00 for the reconstruction of the building (former laundry) and DEM 100.000,00 for the equipment (total DEM 380.000,00); UNHCR New Bosnia Fund BWI – DEM 47.698,00 for the equipment of the Internet Café and terrace; and the European Commission - EUR 49.735,00 for PCs in the Internet Café, Library and Seminar Room. The British Embassy donated DEM 40.500,00 for the Multimedia Library Project.

The counselling activities for students and teaching personnel are a long-term project of SUS BiH. The number of students interested is constantly increasing. Their requests primarily refer to study abroad opportunities, recognition of exams taken abroad, student exchange programmes, language courses (German, English) as well as scholarship and employment opportunities.

The ACCESS 2 project had two major goals: providing support for ACCESS sustainability and supporting the activities of the Counselling & Information Centre.

Specific goals and indicators or success:

ACCESS Centre has achieved necessary prerequisites for self-sustainability, based both on cooperation with donors and sponsors and its own income (made from Internet Café, Library, renting of the Seminar Room, courses and seminars, and cultural activities, i.e. concerts, parties, film projections, etc.).

According to B&H laws, NGOs and humanitarian organisations are not entitled to make any profit. Therefore, ACCESS had to be registered as a limited liability company (ACCESS d.o.o.). It means that ACCESS is to pay taxes as any other profitable company. Due to the above-mentioned reasons, it was very important for ACCESS to be provided with financial assistance, especially to cover the fixed costs. It also helped ACCESS to become completely self-sustainable. Basically, the fact that ACCESS succeeded to „survive“ and run its operations (and expand them) until today witnesses that the project was successful.

Since the counselling activities were never charged to clients, it was also necessary to subsidise the structure of Counselling & Information Centre in SUS BiH Head Office in Sarajevo, but also the Counselling & Information Centre in Banja Luka.

Service provided:	Results:
<p>2001/2002</p> <ol style="list-style-type: none"> 1. Evaluation of currently available information on study opportunities; 2. Updating of information about study abroad opportunities, exchange programmes, funding possibilities and events for the academic year 2001/2002; 3. Updating of information about studies in Bosnia and Herzegovina; 4. Establishment of closer links with student services of all BiH universities in order to provide relevant information on study related matters (enrolment, courses, seminars, tuition fees); 5. Updating of information about libraries, student dormitories, private accommodation, student restaurants, etc.; 6. Relevant information on student rights and organisation of a seminar on this topic; 7. Publication of an information brochure on studying in Bosnia and Herzegovina; 8. Establishment of a web site that will contain all the information mentioned above; 9. Increased cooperation with the Offices for International Affairs of the BiH universities, in order to publish an information brochure for foreign students in Bosnia and Herzegovina; 10. Establishment of contacts with the Ministries of Education and universities in B&H, as far as the recognition of diplomas obtained abroad is concerned. <p>2002/2003</p> <ol style="list-style-type: none"> 1. Establishment of contacts with universities abroad in order to provide information about summer courses; 2. Updating of information about study abroad opportunities, exchange programmes, funding possibilities and events for the academic year 2002/2003; 3. Establishment of contacts with travel agencies in Bosnia and Herzegovina in order to provide information about travel discounts for students; 4. Continued cooperation with the Offices for International Affairs of BiH universities, in order to publish an information brochure for foreign students in Bosnia and Herzegovina; 5. Continued contacts with the Ministries of Education and universities, as far as the recognition of diplomas obtained abroad is concerned; 6. Information regarding season jobs and employment opportunities in Bosnia and Herzegovina as well as abroad; 7. Establishment of an interactive link and database that will contain information on all the issues mentioned above. 	<ol style="list-style-type: none"> 1. ACCESS centre succeeded to achieve self-sustainability and expand its activities. 2. Counselling & Information Centres in Sarajevo and Banja Luka actively performed their activities, disseminating information to the members of the academic community in BiH, giving free advice and counselling.

Country: Bosnia and Herzegovina Regional scope:	Project: Establishment of the National Contact Point System for EU Framework Programme in BiH - NCP
ADA Contract No.:	Sector (DAC): 11110 Budget line: 7998-00/2006
Previous contracts:	NIP FP6 BiH (since 20049)
Contract Partner:	Grant beneficiaries: BiH RTD community Donor: Austrian Development Agency (ADA)
Contact person:	1. Ammar Miraščija, NCP FP BiH System's Director Telefon :+387 (0)33 559-520 Fax :+387 (0)33 559-521 Adressa: Zmaja od Bosne 8 71000 Sarajevo Bosna i Hercegovina E-mail: ammar.mirascija@nip-fp6.ba Web: www.nip-fp6.ba 2. Mirza Bećirović, Project Coordinator, SUS BiH Telefon :+387 (0)33 200-070 Fax :+387 (0)33 650-871 Adressa: Zmaja od Bosne 8 71000 Sarajevo Bosna i Hercegovina E-mail: mirza.becirovic@sus.ba Web: www.sus.ba
Project partner in the beneficiary country:	- World University Service Bosnia and Herzegovina - SUS BiH (implementing partner)
Duration of the contract (start - end)	- 01.07.2006. - 31.12.2008.
Type of contract (Service contract or grant):	- Grant
Contract value (ADA):	- 400.000,00 EUR
Co-financing? (Institution,%)	- Open Society Fund BiH (79.850,00 EUR) - Ministry of Civil Affairs BiH (12.000,00 EUR - in kind contribution)
Partner institution	- Ministry of Civil Affairs BiH (through the Memorandum of Understanding) - Also, MoU will be signed with all 8 public universities in BiH - Cooperation with Direction for European Integration BiH is also foreseen

Overall Objectives:

This project is designed to support the integration of Bosnia-Herzegovina into the European Research Area by further development of a National Contact Point system (NCP) responsible for the provision of information and advice on participation of BiH researchers in Europe's largest fund for research and technological development: European Framework Programme for RTD.

The principle objective of the project is to raise the quantity and quality of participation from Bosnia-Herzegovina in the 7th EU Framework Programme (FP7). In order to achieve this, the creation and support of BiH NCP System will be the key issue of the project. Other objectives are to enable public - expert dialogue on S&T issues, mainstreaming of the NCP capacities and improving the institutional support structures, and to increase the cooperation with researchers from the EU, particularly Austria. Moreover, the BiH NCP system should be officially recognised by the European Commission.

Organisational set-up of BiH NCP System will be established on the basis of contract between ADA and SUS BiH, which will continue to act as administrative support. On the other hand, a memo of understanding will be signed with Ministry of Civil Affairs of BiH (MCA) as well as with BiH universities. Reason for such scenario is of practical nature: having in mind slow and complicated administrative procedures in the Ministry, it will be more effective to have contract between ADA and SUS BiH, while having memo of understanding with the MCA. As for the universities: since MCA is supposed to be future institutional frame for operation of BiH NCP System (at least until ministry of science is established at the state level), it is not necessary to have contract signed by so many parties (there are 8 universities in BiH). BiH NCP System will gradually increase the level of

its integration into MCA, while continuing cooperation with BiH universities.

Final objective of this process is that BiH NCP System, by the end of the second phase of the project, should become either part of the MCA or part of the Ministry for Science, Technology and Ecology (MSTE), if such ministry is established meanwhile. Third option is that BiH NCP System integrates into the state Agency for Science and Technology Policy (ASTP), which is supposed to be established following the establishment of the MSTE. The aforementioned agency could also be established before/independently from the MSTE.

Specific goals and indicators or success:

The task of an NCP is to provide its potential clients, which are first of all researchers from academia and industry, with all relevant information and knowledge needed to get actively engaged in collaborative European research projects and to access European RTD funds. NCP system is an organisational structure in which expertise is pooled and accessible for the researchers interested in EU project participation. Due to the disaggregated political and administrative structure in Bosnia-Herzegovina, the NCP system should consist of a central headquarter in Sarajevo and regional branch offices at the BiH universities.

Project objectives:

1. Increased participation of BiH researchers in EU funded programmes
2. Providing support to public dialog about RTD
3. Strengthening of NCP capacities and improving institutional support
4. Increased level of cooperation between researchers from BiH and EU (especially Austria)

The project objectives are to be implemented through four groups of closely related activities:

1. Institution building
2. Capacity building
3. Activities towards BiH community
4. Activities towards international community

Service provided:

Activities planned:

- 2.1. Institution Building
 - work of NCP FP BiH Head office and 8 Focal Points
 - online database
 - staff education
- 2.2. Capacity Building
 - FP7 training workshop
 - introduction of the Customer Relation Management system
 - CRM training workshop).
- 2.3. Activities towards BiH community
 - raising awareness of the role of Institutions in BiH
 - incorporation of Research into Economy
 - establishing close regional cooperation between BiH and other WBC through NCP systems
- 2.4. Activities Towards International Community
 - leaflets and brochures
 - website-new design
 - inclusion into regional and international projects
 - close cooperation with int.org. in BiH
 - cooperation with NCP's from WBC and EU
 - participation in international FP events
 - defining current situation of RTD in BiH
 - connecting BiH researches with EU RTD community

Results:

Project started 01.07.2006 and finishes 31.12.2008.
Results of the project will be measurable from project management reports.

Country: Bosnia and Herzegovina Regional scope:	Project: Establishment of Information System for EU Scientific Framework Programme (NIP FP6)
ADA Contract No.:	Sector (DAC): Department for programme and projects Budget line: 7998-01/2004
Previous contracts:	--
Contract Partner:	Grant beneficiaries: University of Banja Luka, University of Bihać, University of Istočno Sarajevo, University of Mostar, University „Džemal Bijedić“ Mostar, University of Sarajevo, and University of Tuzla Donor: Austrian Development Agency (ADA)
Contact person:	1. Ammar Miraščija, NCP FP BiH System's Director Telefon :+387 (0)33 559-520 Fax :+387 (0)33 559-521 Adressa: Zmaja od Bosne 8 71000 Sarajevo Bosna i Hercegovina E-mail: ammar.mirascija@nip-fp6.ba Web: www.nip-fp6.ba 2. Mirza Bećirović, Project Coordinator, SUS BiH Telefon :+387 (0)33 200-070 Fax :+387 (0)33 650-871 Adressa: Zmaja od Bosne 8 71000 Sarajevo Bosna i Hercegovina E-mail: mirza.becirovic@sus.ba Web: www.sus.ba
Project partner in the beneficiary country:	- World University Service Bosnia and Herzegovina - SUS BiH (implementing partner)
Duration of the contract (start - end)	- 01.06.2004. - 30.06.2006.
Type of contract (Service contract or grant):	- Grant
Contract value (ADA):	- 380.727,00 EUR
Co-financing? (Institution,%)	--
Partner institution	FFG/EIP Austria is international service provider

Overall Objectives:

NIP BiH - National Information Point for BiH has been established through the project, supported by the Republic of Austria, with the aim to promote the involvement of researchers and research organisations from Bosnia and Herzegovina in the 6th European Framework Programme for Research, Technological Development and Demonstration.

By establishing a National Information Point (NIP) system, as the first pilot project in Western Balkans countries, this project actively supports the integration of Bosnia and Herzegovina into the [European Research Area \(ERA\)](#). The responsibility of NIP BiH is provision of information and advice on participation of BiH researchers in Europe's largest fund for research and technological development: the 6th (and forthcoming 7th) European Framework Programme for RTD, which is earmarked with several billions of Euros.

Specific goals and indicators or success:

The task of NIP office is to provide its potential clients (first of all researchers from academia and industry) with all relevant information and knowledge needed to get actively engaged in collaborative European research projects and to access European RTD funds. These services include face-to-face consultancies, but also the organisation of information workshops, on-line information services, distribution of information material etc.

Through the system of Focal Point Partners, NIP BiH is enabled to run activities that cover the whole territory of Bosnia and

<p>Herzegovina. NIP's partners during the first stage of project are universities in Tuzla, Mostar, Banja Luka and Sarajevo.</p> <p>In December 2004, Advisory Board for FP6 National Information Point has been established. It is a joint body which includes representatives from relevant BiH authorities, universities, donors and implementation agency.</p> <p>FP6 National Information Point Advisory Board is independent and professional working body with consultative and advisory role. It includes one respective representative from Ministry of Foreign Affairs of BiH, Ministry of Civil Affairs of BiH, University of Banja Luka, University of Sarajevo and Austrian Development Agency (ADA). SUS-BiH acts as an „incubator“ for the NIP FP6 BiH.</p>	
<p>Service provided:</p> <p>1st phase of the project (01.06.2004. – 30.06.2006.):</p> <p>1.1. Institution Building</p> <ul style="list-style-type: none"> - establishment of the Head Office in Sarajevo - establishment of the NIPFP6 Advisory Board - establishment of the Focal Point System (partners at universities of Banja Luka, Mostar (2), Tuzla, Sarajevo) <p>1.2. Capacity Building</p> <ul style="list-style-type: none"> - workshops (introduction and information dissemination, consultancy training, proposal writing, contract negotiations and project management) - study trip to FFG/EIP HQ in Vienna - practical, on-site training of NIP BiH personnel <p>1.3. Community Activities</p> <ul style="list-style-type: none"> - web site development, maintenance, update(call for proposals, news, info) and statistics - promotion material-folder-leaflet <p>Activities planned for the 2nd phase of the project (started 01.07.2006. and lasting 30 months, i.e. 31.12.2008.):</p> <p>2.1. Institution Building</p> <ul style="list-style-type: none"> - work of NCP FP BiH Head office and 8 Focal Points - online database - staff education <p>2.2. Capacity Building</p> <ul style="list-style-type: none"> - FP7 training workshop - introduction of the Customer Relation Management system - CRM training workshop). <p>2.3. activities towards BiH community</p> <ul style="list-style-type: none"> - raising awareness of the role of Institutions in BiH - incorporation of Research into Economy - establishing close regional cooperation between BiH and other WBC through NCP systems <p>2.4. Activities Towards International Community</p> <ul style="list-style-type: none"> - leaflets and brochures - website-new design - inclusion into regional and international projects - close cooperation with int.org. in BiH - cooperation with NCP's from WBC and EU - participation in international FP events - defining current situation of RTD in BiH - connecting BiH researches with EU RTD community 	<p>Results:</p> <p>1.1 Head office, Advisory Board as well as the Focal Points system at the universities were successfully established.</p> <p>1.2 Two Organisational Development workshops and two seminars were held, and study visit to FFG/EIP HQ in Vienna carried out. Info-days were organized at all universities and at the Academy of Arts and Sciences of BiH</p> <p>1.3 Web site was developed and constantly updated, NIP leaflet was issued, info days were organized at all universities and at the Academy of Arts and Sciences of BiH, and the database was developed, portraying research landscape of BiH.</p>

Country: Bosnia and Herzegovina Regional scope: Tuzla Canton	Project title: Business Start-up Centre for University Graduates at the University of Tuzla
ADA Contract No.:	Sector (DAC): Department for programme and projects GZ:280.425.7997/0002e-VII.2e/2003 Project 1. no: 7997-00/2002 Project 2. no: 7997-00/2006
Previous contracts?	(1 st project): January 2004- December 2005; extension January /June 2006. New project: July 2006 /July 2007
Contract Partner:	Grant beneficiary: University of Tuzla, New project: TALDI Donor: - Austrian Development Agency (ADA)
Contact person:	1. Indira Prljača, director of TALDI Telephone/Fax :+387 (0)35 250-045 or 275-418 Address: Stupine B 13 Lamela B 75000 Tuzla, BiH E-mail: talditz@bih.net.ba; taldi@taldi.ba Web: www.taldi.ba 2. Sanja Hajdukovic, Coordinator of BSC at the University Tuzla Telephone: +387 (0)35- 300-507 Fax :+387 (0)35- 300-547 Address: M.Fizovića-Fiska 6 75000 Tuzla, BiH E-mail: sanja.hajdukovic@untz.ba Web: www.untz.ba ; www.bsc.untz.ba
Project partner in the beneficiary country:	
Duration of the contract (start- end)	First: January 2004- December 2005; extension January /June 2006. Second: July 2006 /July 2007
Type of contract (Service contract or grant):	Grant
Contract value (ADA):	310,150.00 EUR + 117,000.00 (New project)
Co-financing? (Institution,%)	University of Tuzla (premises, furniture, communication costs, operational costs; yearly 10.000 EUR)
Partner institution	Consortium: WUS Austria, Austin, Pock & Partners and ZAT University of Leoben

Overall Objectives:

Overall objectives:

- To prepare students and university graduates from the region for entrepreneurship and to promote entrepreneurial issues at the University of Tuzla;
- The Business Start - up Centre is designed to develop and transfer knowledge about the enterprise process and to encourage students and university graduates to examine entrepreneurship as a viable career option.

Specific goals and indicators or success:

Specific objectives:

- To create a "pool" of qualified trainers for the BC, on training activities for the target group to encourage them to found small business enterprises, to provide advises, lead the process of a business plan competition and counselling during the process of entrepreneurship and provide support to merge with micro-credit systems in BiH.

Service provided:

- Inception Phase: Needs analysis, Establishment of the BC
- Activities of the BC;
- Train the trainers

Results:

- Demand analysis conducted
- Selection and employment of the competent BC staff (full time coordinator and 2 part time assistants)
- Coordination established among the Project manager and University man-

<ul style="list-style-type: none"> - Entrepreneurship training - advisory services and coaching - business plan competition - Implementation of business projects - Public relations 	<p>agement</p> <ul style="list-style-type: none"> - Appropriate and accessible premises/infrastructure for the BC secured by the University - Necessary equipment provided to the BSC - Identified and appointed members of the Advisory board - Transfer of "Know-How" by Austrian Service provider (WUS & Consortium). - Business plan for the future development of the BSC - Secured competent group of 9 local trainers / coaches engaged in the training/coaching process with students /graduates (<i>planed 8</i>) - Marketing campaign - Info workshops for more than 300 participants - Successfully completed training / consultation process with 92 participants - Submitted 44 business plans for the competition processes - Criteria for the assessment of the business plans developed - Final assessment of the business plans and selection of the best 13 - Press conference organised - Developed the new business plan for the follow up Project Business Start up centre - Phase II - as a platform for exploring the possibilities for future sustainable development of the Centre.
---	--

Country: Regional scope:	Project: ECO NET IV: Förderung der Entwicklung und Vernetzung von Übungsfirmen in Südost-Europa und Moldau.
ADA Contract No.:	Sector (DAC): Department for programme and projects Budget line: 7834-00/2006
Previous contracts?	ECO NOT IIb: 2004-8/2006
Contract Partner:	Grant beneficiary: KulturKontakt Austria Donor: Austrian Development Agency (ADA)
Contact person:	Jürgen Schick – Austrian Educational Coordinator for BiH Tel: ++387 (33) 254 174 Fax: ++387 (33) 254 174, 664 381 Address: Obala Maka Dizdara 2 BiH - 71000 Sarajevo E-mail: juergen.schick@kulturkontakt.or.at Web: k-education.at
Project partner in the beneficiary country:	Economic schools from Bijeljina, Brcko, Livno, Prijedor, Sarajevo and Tuzla
Duration of the contract (start- end)	9/2006 – 8/2007
Type of contract (Service contract or grant):	Grant
Contract value (ADC funds):	173,000.00 EUR
Co-financing? (Institution,%)	Open Society Fund BiH (50%) for ECO NET II
Partner institution	--

Overall Objectives:

ECO NET promotes training firms in South Eastern Europe and brings future business partners together. Learning and working together in a common Europe.

The framework programme ECO NET offers tailor-made modular training concepts.

The training firm concept has proved itself in projects in Bulgaria, Romania and Albania as well as in other countries as a successful approach to adapting the area of business training to the needs of developing labour markets - i.e. a high level of practicality by focusing on the acquisition of core competencies (the area of entrepreneurship) and the opportunity to simulate real business work processes in the schools.

Experiences from previous projects in the region as well as with training programmes developed in Austria, e.g. for training firm managers, offer school models which can be used to introduce this concept in the countries of the region - on a larger scale and based on proven quality standards. In this way, the existing regional training company network (Albania, Bulgaria and Romania) could be extended to the whole region.

As the requirements of the individual countries and the current situations there are highly diverse, the concept needs to be flexible enough to facilitate tailor-made procedures for the respective countries. At the same time, it is necessary to ensure the fulfilment of international quality standards and the inclusion of basic contents, which are required for the introduction and successful implementation of the training firm concept and the participation in international networks.

Target groups:

- Representatives of the education ministries of the partner countries involved
- In-service teacher training institutions of the partner countries
- Managers of the training firm centres in the partner countries
- Head teachers of the pilot scheme schools
- Teachers of the pilot scheme schools
- Pupils of the pilot scheme schools

Specific goals and indicators or success:

<p>The modular structure of the training concept has three objectives:</p> <p>Firstly, teachers should be qualified with regard to content and methods so as to be able to convey to pupils the required subject contents and key qualifications in accordance with entrepreneurship education. Central to this is the training of training firm managers.</p> <p>Secondly, the general framework for the functioning of the national network of business/economics schools and the regional network should be created by organisational and structural measures. These measures are aimed towards equipment and well-functioning communications technology and setting up a training firm centre, and the required restructuring in the area of curricula and training at the school authorities' level.</p> <p>To ensure sustainability, targeted measures to create the conditions for the dissemination of the scheme should be taken at the respective national levels in close cooperation with the national education ministries.</p>	
<p>Service provided:</p> <ol style="list-style-type: none"> 1. Workshops 2. Training 3. Study visit 4. National fair of the training firms 5. Infrastructure – equipment for Service Centre 	<p>Results:</p> <ol style="list-style-type: none"> 1. A basic knowledge of business management, which is the prerequisite for the implementation of the training firms concept, and the creation of the basic preconditions for schools 2. The establishment of training firms and a national training firms and bank centre 3. Going public and regional networking

ANNEX 3: Questionnaire

Opening:

- Institutes and Experts of the evaluation
- Evaluation context
- Time schedule

Description of the institution

- Please describe the tasks and objectives of your institution. Give an indication of the number of staff in your institution and the number of women employed.
- How is your institution linked to the Austrian Education Cooperation?

Political, economical and social frame conditions on the national and local level

- From your point of view, what are the relevant frame conditions which determine the Austrian cooperation in BiH: Political, economical, social? National, regional?
- How have these frame conditions developed since the middle of the 90's?

Assessment of the Austrian Education Cooperation in BiH

- Please describe the Austrian Education Cooperation in BiH: Current priorities?
Development in the last 10 years?
Main strengths and difficulties and their reasons?
- Which projects of the Austrian Education Cooperation in BiH are you familiar with?
- Who/what is/are the main beneficiaries of these projects?
- Do the programmes and projects of the AEC answer the needs of BiH (and what are those needs)? Do they directly address those needs or are they more strategically focused?
- Does your institution take part in the planning of the interventions of the AEC? In which way?
- Which benefits do these projects of the AEC have for your country? Is there empirical evidence of these benefits?
- How do these projects contribute to the improvement of the education system in BiH?
- In your view, do the programmes and projects of the AEC contribute to poverty alleviation?
In which way, to which extent?
- How is the gender issue addressed in the AEC projects? How are those gender dimensions defined and by whom? What have been the outcomes so far, if any?
- What do the projects leave behind? How would you assess their sustainability?
- How would you assess the cooperation of the Austrian actors (Coordination Office) with your institution?
Strengths and difficulties of this cooperation?
- Are the programmes and projects of the AEC sufficiently integrated in BiH? How can this integration be demonstrated? Are they aligned with local policies? Are local agencies associated with the implementation?
- How are the programs/projects of the AEC harmonised with other donors?

Project assessment (not for project managers)

- TOUR REG, ECO NET: relevance for the education system, performance, beneficiaries, gender dimension, effectiveness and success, partner organisations (partner country and other donors), sustainability.
- HIGHER EDUCATION SUPPORT PROGRAM: relevance for the education system, performance, beneficiaries, gender dimension, effectiveness and success, partner organisations (partner country and other donors), sustainability.
- Business Start-up Centre Tuzla: beneficiaries, gender dimension, effectiveness and success, partner organisations (partner country and other donors), sustainability.
- NATIONAL contact point FP6: relevance for the research system, sustainability.
- Strengthening capacity development of the Ministry of Civil Affairs in the field of higher education

Future prospects of the Austrian Education Cooperation in BiH?

- In your view, which prospects do you see for the Austrian Education Cooperation in BiH in general?
- What challenges are connected to these future perspectives? What are the options to meet those challenges?
- What should be the priorities of the Austrian Education interventions in the future?

Specific questions: Coordination Office (CO manager only)

- Please describe the project portfolio of the AEC in BiH.
- Does the portfolio respond to clearly identified local needs? How are those identified?
- Does the portfolio take into account horizontal issues like poverty alleviation and/or gender?
- What are the main tasks of the Coordination Office? Formally and de facto? How are those tasks prioritised and by whom?
- Describe the cooperation between the ADA central office and the CO. How has it developed in the last years, especially since the establishment of ADA as an institution on its own? What are the strengths and the difficulties? Can you identify potential improvements?
- What role has the CO within the programming of the East Cooperation policy as far as BiH is concerned?
- Are there institutionalized planning procedures with donors and other institutions?
- What role should the coordination office in this country play in the future?

Specific Questions: Project Managers only

- Concept and approach: Objectives? Activities? Strength? Problems?
- Results and Success: main criteria for the project success?
- Has the project been modified in the course of its development? How?
- Contribution to poverty alleviation?
- What is the gender dimension (how is gender addressed in the project)?
- Relevance: Does the project meet the regional or local needs? How are these needs identified?
- Beneficiaries: Who are the main beneficiaries of the project/programme? How are they selected and by whom? How is gender address in the selection process?
- Organisational structure of the project: Technical and personnel preconditions. Gender balance within the staff?
- Cooperation network: Partner institutions (also on local level)? Cooperation problems?
- Coordination on donor level: Cooperation with other donor organisations? Main positive aspects and difficulties?
- What does the project leave behind? How sustainable will it be?

ANNEX 4: Key data BiH

Area (km ²)	51,129*
Population	3.9 mio***
Per capita GDP (PPP)	6,800 USD*
GDP by economic sectors in %	Agriculture: 14.2%, industry: 30.8%, services: 55% (2002)**
Life expectancy:	male 71.6, female 77.0***
Unemployment rate	Depending on source between 19% and 46%
Literacy rate:	94.6 (98.4 male, 91.1 female), 2000 est.**
Ministry responsible for education:	National Ministry of Civil Affairs / Department for Education. Ministries for Education in the RS and in the Federation of BiH, Kantons in the Federation of BiH.

Sources: *) CIA-The world fact book – BiH. www.cia.gov/cia/publications/factbook/geos/bk.html access at 20 09 2006

**) OECD (2001) Thematic Review of National Policies for Education – Bosnia and Herzegovina. CCNM/DELSA/ED(2001) 3

***) The World Bank, BiH, Data and Statistics. <http://web.worldbank.org> access at 20 09 2006

ANNEX 5: References

- Austrian Development Agency (2006): Kurzinformation zum Project 7834-00/2006, Eco Net IV.
- Austrian Embassy, the European Commission and the World Bank (2006): Enhancing the effectiveness of aid to the secondary education sector in BiH. A proposal of August 2006.
- BMAA (2006): OEZA Landesprogramm Leitlinien. Leitlinien Programmierung OEZA. GZ BMAA-AT.7.08.11/001-VII.5/2006.
- BMAA (2005): Drei-Jahres Programm der Österreichischen Entwicklungszusammenarbeit 2005-2007. Fortschreibung 2005.
- BMAA VII.5c / ADA (2004): Landesprogramm der Österreichischen Ostzusammenarbeit, Bosnien und Herzegowina, 2005-2007.
- BMAA / Österr. Ostzusammenarbeit (2004): OEZA-Strategie: Regionale Kooperation Südosteuropa.
- BMAA (2002): Bildungszusammenarbeit in Osteuropa. Leitfaden der Ostzusammenarbeit des BMAA 2002-2005.
- Canadian International Development Agency (2003): CIDA Primer of Program-Based Approaches.
- European Commission (2006): The Western Balkans on the road to the EU: consolidating stability and raising prosperity. COM (2006) 27 final.
- European University Association (EUA), (2004): Institution evaluations of several Universities of Bosnia and Herzegovina. Cross cutting summary report.
- KED CDC Consultants (2001): Evaluierung der Projektaktivitäten des Vereins KulturKontakt. Schlussbericht. Zürich, Jänner 2001.
- KulturKontakt Austria (2006): ECO NET – Rahmenprogramm ECO NET IV. Förderung der Entwicklung und Vernetzung von Übungsfirmen in Südosteuropa.
- KulturKontakt Austria (o.J.): ECO NET IV, Länderprogramm Bosnien-Herzegowina.
- OECD (2004): DAC Peer Review Austria.
- OECD (2001): Thematic Review of National Policies for Education – Bosnia and Herzegovina. CCNM/DEELSA/ED(2001)3.
- WUS Austria: ADA-WUS Projects, Support to the HE in SEE 2002-2006. List of Projects.
- Zarko Papic (Ed) (2001): International Support Policies to South-East European Counties: Lessons (Not) Learned in B-H. Team of authors Vaska Bojicic-Dzevilovic, et.al. Barajevo 2001.
- Zentrum für Soziale Innovation (2005): Zwischenevaluierung „Unterstützung der Universitäten in Serbien und Montenegro, Bosnien-Herzegowina, und Pristina, 2004/2005.
- www.k-education.at/keeducation.aspx. Accessed at 20.6.2006.
- <http://www.wus-austria.org/podgorica/default.htm>. Accessed at 20.6.2006.
- www.enic-naric.net A joint initiative of the EC, the Council of Europe and UNESCO/CEPES (recognition of qualifications in higher education). Accessed at 20.6.2006.
- www.oescebih.org/oscebih_eng.aps - OSCE Mission to Bosnia and Herzegovina. Accessed at 20.6.2006.