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EVALUATION REPORT

UDF-BIH-07-191 / Learning and Living Democracy in Bosnia-Herzegovina

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All errors and omissions remain the responsibility of the authors.

Disclaimer

The views expressed in this report are those of the evaluators. They do not represent those of UNDEF or of any of the institutions referred to in the report.

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Executive Summary

(i) The project

This report is the evaluation of the project entitled ***"Learning and living democracy"*** implemented by Civitas Bosnia Herzegovina (BiH) – from 1 October 2008 to 30 September 2010. The project had different target audiences:

- The primary and secondary schools teachers and administrators all over the country;
- The primary and secondary students, including Roma children and children with special needs;
- Journalists;
- A large segment of the population affected, directly or indirectly, by the non accessibility to education to all children.

(ii) Conclusions

- The project is based on a sound strategy which responds to the BiH educational system weaknesses and proposed concrete actions to address them. The main added value of the project, is that the activities are fully integrated into all schools all over the country. In this respect, Civitas project is unique in BiH, reaching all primary and secondary schools by bringing together children of all ethnic backgrounds, and by working on issues related to human rights and democracy. The project complements students and teachers activities that are implemented in schools during the scholar year, and is conceived as a quality control practice of the overall process. Civitas courses are belonging to the core curricula in BiH, and are taught by teachers trained and certified by Civitas BiH.

- The project is firmly rooted into the educational system through its relationships with the ministries of education and its active countrywide network. The actual human rights and democracy curricula taught in all BiH public schools as well as the teacher training modules were developed by Civitas in cooperation with the education ministries. Thanks to Civitas' influence, the curriculum is now part of official core curricula and teachers' training modules. It is officially recognized as professional development and teacher certification is granted in accordance with the Bologna Declaration requirements. This recognition played a crucial role to reach all students and teachers across the country and to implement the project beyond ethnic lines. The fact that the Civitas network members belong to the educational system enhanced the project's perspectives of sustainability.

- The project encouraged cross cultural cooperation and transcend ethnic lines. Putting together children from different ethnic backgrounds and working on issues related to human rights has immediate effects on attitudes and in the public policy arena. All participants who have been involved in project activities have experienced mindset change within their own communities and in schools because they were exposed to

new ways of addressing human rights practices, while teachers have found pedagogical methods useful in relation to their pedagogical duties. In this respect, the track record of students' initiatives during and after the project was impressive and significant. This successful experience undertaken by students after the project demonstrated that such initiative improved the quality of life of each individual and of the community as a whole.

- The project influenced not only the individuals but also the BiH educational system at large through the inclusion of education quality standards required by European countries in the framework of the Bologna process. The project tackles also the modernization of the education system through application of interactive and up-to-date working methodologies for teachers. Those pedagogical methods are conceived to be applied for Human Rights curricula but also for others subjects which are considered as discretionary subjects in BiH history, literature etc. It was a concrete response to "exit" from an "enslaved education system" and to modernize it.

- The project is also a demonstration that politics and public policy design can be influenced by civic activism. The project demonstrated that cross cultural exchanges are useful to design common public policy projects at the local but also national levels. Local representatives who were involved in this project changed their political behaviors. In this respect, Brcko politics promoted Brcko identity as a multicultural and multiethnic place.

- The geographical scope of the project made sense, involving with no exception all BIH schools, including cities which were and are ethnically cleaned.

- The project was a concrete response to the concept of inclusive education as recognized by BiH State; to introduce and promote universal values of education quality and equity for all children and education partners across the country. The specific attention to Roma children and to children with special needs throughout open forums held in various cities was totally adequate.

- A key concern on general impact was related to the media coverage and attention to Roma children and children with special needs. The small proportion of the project budget devoted to journalists' trainings reduced the chances for attracting attention of the media. In relation to children with special needs as well as Roma minorities, the project faced difficulties to identify them because they are mainly absent of the schools in BiH. It is uncertain that Civitas activities related to Roma, children with special needs, and Media will be following up.

(iii) Recommendations

- Civitas should continue what it is doing now and try to expand its influence on other critical subjects such as social inclusion of Roma children and children from Minorities. Methodologies, techniques and new tools should be developed in that sense.

- Civitas should continue what it is doing now and try to involve other local authorities across the country to sustain and to ensure the appropriation of such initiative. HR & Democracy subject is now an essential part of the school curriculum and the summer camps should be also supported by other domestic authorities, because they have benefited from the summer camp for thirteen years now.

- Civitas should spread the qualitative and interactive methodologies more explicitly across other curriculum subjects. Due to the absence of teaching standards in public schools, there is still a need for the delivery of updated quality standards' outcomes.

- Civitas should develop a media plan strategy to attract media and by extension reach the public opinion.

- UNDEF should consider a policy that allows continued funding for projects, provided that the new phase widens or otherwise builds on the achievements of the previous phase. This would help UNDEF establish a track record, based on its comparative advantage as a UN institution. UNDEF should also consider a methodology to capitalize such experiences in order to disseminate it as good practices and lessons learned in countries ethnically cleansed. Such experiences could be adapted easily in many countries which experiment an absence of modernization of the education system and in countries where ethnic groups are isolated.

- UNDEF should better consider the importance of the context in the project document format under the perspective of the added value and the uniqueness of such project. In the present case, the project document was not explicit enough on the project educational context uniqueness and on its relations with other actors initiatives. While there was no doubt that the project was efficiently managed and that the benefits were exemplary and unique in BIH, it would have been interesting to allocate more funds to Media and Roma Children. 30% of the budget was unspent, meaning a better allocation should have been designed at the project initial stage to provide a better response to UNDEF's innovative requirements.

I. Introduction and development context

(i) Project and evaluation objective

This report is the evaluation of the project entitled “learning and living democracy” in Bosnia Herzegovina, which was implemented from 1 October 2008 to 30 September 2010. The project had a total budget of US$150,000. UNDEF and Transtec have agreed on a framework governing the evaluation process, set out in the Operational Manual. According to the manual, the objective of the evaluation is to gain a better understanding of what constitutes a successful project which will in turn help UNDEF devise future project strategies. Evaluations also assist stakeholders to determine whether projects have been implemented in accordance with the project document and whether anticipated project outputs have been achieved. The present draft report is submitted to UNDEF for comments. A final version will be produced, taking into account comments received.

Banner announced citizens action plan made by alumni.
Photo : Civitas BiH

(ii) Evaluation methodology

Two experts, one international and one national, were in charge to carry out the evaluation under a framework agreement between UNDEF and Transtec. The methodology of the evaluation is set out in the Operational Manual governing this framework agreement, with brief additions in the evaluation Launch Note. In accordance with the agreed process, a set of project documents was provided to the evaluators in November 2010 (see list of all documents consulted in Annex 2). On that basis, they prepared the Launch Note (Launch note UDF- BIH-07-191) setting out issues to be considered during the field visit, which took place from 13 to 17 December 2010. During their visit in Bosnia Herzegovina (BiH), the evaluators have visited Sarajevo as well as several cities in the Federation of BiH (herein referred to as FBiH) and Republika Srpska (herein referred to as the RS) where the project activities took place. The evaluators conducted interviews, and held focus group discussions groups with a range of stakeholders in Konjic, Doboj, Mostar and Brcko (see list of people met in Annex 2), including:

- Civitas team in charge of the project design and implementation
- Sample of Open forums’ participants and local experts
- Sample of primary and secondary schools students and facilitators who participated to the youth summer camp
- Sample of teachers who participated in teachers’ training sessions,

- Sample of students who joint Civitas Youth Alumni Network,
- Representatives of local ministries of education including representatives of Brcko municipality;
- NGOs representatives of minority groups (Roma and vulnerable groups)
- International NGOs and international organizations' stakeholders.

The evaluators took account of available contextual information about the progress of educational reform in BiH, and in particular the inclusion of minorities and vulnerable children into the educational system.

The evaluation team took also into consideration the impact of repeated activities - funded throughout the youth summer camp and teachers training activities - to assess the extent to which the project brought not only an understanding, but also concrete actions, about the importance of citizen participation into the public policy process. The evaluators appreciated also the extent to which the project was innovative. At the end of their visit, the evaluators held a debriefing session with Civitas BiH representatives.

(iii) Development context

The educational context in Bosnia and Herzegovina reflects, the constitutional setting and administrative division of the country and, its economic context. Since Dayton Peace Agreement, Bosnia Herzegovina (BiH) is constituted of two entities. One entity is the Federation of BiH (herein referred to as FBiH) with a majority Bosniak and Croat population, and the other entity, Republika Srpska (herein referred to as the RS) is composed almost entirely of ethnic Serb population. The Republika Srpska is divided into seven regions and the FBiH into ten cantons. The education administration in FBIH has been delegated to the cantons[1], while Republika Srpska and the Brcko District are in charge of their own education system. At the state level, the existing State Agency for Education has only advisory role and limited authority. Thus, three parallel education systems, based on ethnic division, have emerged in the country since the Dayton Agreement. This situation makes the education system open to manipulation by those in power for the intentional indoctrination of students. Reports by international organizations such as OSCE[2] and UNICEF, document that the educational reality in BiH is strongly affected by nationalist forces, which promote unacceptable pedagogical solutions. Because nationalist forces have dominated the education scene, it is largely recognized that the coherence, quality and standards of education have suffered:

> **"**In many post-war societies, schools serve as an ideological battleground, providing an opportunity to spread the values of division, intolerance and fear of the other." OSCE website

- Curricula and textbooks differ from region to region and are ethnically and politically colored;
- Working methodologies are outdated and teachers have not been trained in up-to-date pedagogical methods,
- Schools are based on ethnicity, language and religion and current education system does not encourage critical and creative thinking;
- Different teaching standards are used in the public schools in the country and consequently not same outcomes are expected to be delivered ;

[1] According to the Constitution of FBiH (1995), "cantons are solely responsible for developing educational policies, including declarations for education, ensuring education, as well as developing and implementing cultural policies".

[2] "OSCE in BiH Education." OSCE Mission to Bosnia and Herzegovina. Web. <http://www.oscebih.org/education/>.

- Social exclusion – 80% of Roma children are excluded from the education system.

The difficulty of the harmonized curriculum applies to "the so-called national group of subjects" – history, geography, literature. While 70 or 80% of this curriculum has the same core across the country, the remaining 20 – 30% is being discretionary. For instance, history curricula and textbooks may present the start of the war as aggression and occupation, or a fight for liberation and national emancipation. Was it genocide and ethnic cleansing of some parts of the territory, or was it self-defense? Religion and language are also important tools of ethnic identification. In an effort to distinguish "the other", the ethnic groups stress subtle differences among their languages.

The fragmentation of the education system impacts also the education quality standards. There are no clearly defined criteria for education quality and there is no systemic financing of in-service teacher training.
Education policies primarily reflect the domination of the majority group over minorities. This situation does not encourage displaced persons to return to places of origin that were ethnically cleansed during the war. Under these circumstances, children with special needs and Roma minorities are often neglected in government planning. According to recent UNICEF[3] researches, "only one third of Roma children are enrolled in schools […] and they are nearly absent from secondary schools". Roma children who represent the largest minority[4] of BiH population are the most likely to face barriers to their right to an education. Although an "Action Plan for education of Roma and other national minorities" was adopted by Council of Ministers in 2010, the Roma children situation remains critical. Related to this, children with special needs are not taken into consideration although they are guaranteed the right to a formal education along with all children under the Convention on 'the Rights of the Child, and by the National Framework Law on Preschool, Primary and Secondary Education."

"The three main ethnic communities remain mutually suspicious and isolated both politically and socially; and it is unclear to what extent this sad reality is an expression of the true sentiments of ordinary people or whether it simply reflects the will of the nationalist political machines in control of so many of the country's assets."
Open Society Fund Bosnia and Herzegovina

"Some of the worst cases are schools in the two ethnically mixed cantons of FBiH. Many schools in those cantons operate in the manner of "two schools under one roof", with Muslim and Croat students attending school separately in the same building." Civitas

These political and arbitrary geographical divisions in educational system, ensure that the people of BiH are more divided than ever before. In this context, there is little chance that Bosnia & Herzegovina will reach the Bologna process requirements[5], which aims at establishing the European area of higher education, with comparable degrees, common framework of qualifications, and accreditation/certification mechanisms. Those major issues are highlighted and addressed by activities carried out by the project.

[3] UNICEF, Research report-mapping inclusive practices in primary education in BiH, 2008

[4] According to the OSCE High Commissioner on National Minorities and the Council of Europe, there are 17 legally recognized national minorities in BiH, of which Roma are the largest. It is estimated that there are between 30,000 to 60,000 Roma in the country.

[5] The Bologna Process started with a joint declaration of the EU Ministers of Education in 1999

(iv) Other relevant initiatives

In 2002, the OSCE in BiH got the mandate to coordinate education reforms. Since this time, the education policy development is driven by the international community actors. Agencies such as UNICEF, UNESCO, and the European Union - as well as NGOs - are participating in education system modernization. Most of them focus on school quality improvement and on the modernization of the overall education system, and on ensuring modern high quality curricula standards that reflect contemporary approaches to education. OSCE, for instance, collaborates closely with partner governments to reform the textbooks and curricula. Similarly, the European Union within the framework of the Stability Pact for South Eastern Europe contributes to the BiH' efforts to adjust its education reforms. The UN and in particular UNICEF agency, focuses also on the objective of widening access to education and ensuring equal opportunities for all minorities.

Reforms however are reported to be slow as politicians and school administrators from the different ethnicities struggle to compromise.

II. Project objectives, strategy and implementation

(i) Objectives and Strategy

The table below summarizes the project's logical chain from activities to results contributing to the ultimate development objective. The table is based on the results framework of the original project document.

Activities	Results and effects	Intermediate impact	Development objectives
1.OPEN FORUMS 2. CREATION OF WEB BASED DATABASE 3.SEMINARS FOR JOURNALIST 4.TRAINING SESSIONS FOR TEACHERS AND ADMINISTRATORS 5. YOUTH SUMMER CAMP 6. PRINTING OF NEWSPAPERS AND BROCHURES	1. Raised awareness of civic knowledge on social inclusion needs among large panel of stakeholders 2. Improved and capitalized information during and after the project life time. 3. Raised awareness on education system and positive practices overcoming ethnical lines 4. Improved knowledge and pedagogical practices among teachers and schools administrators 5. Raised awareness and civic skills among students selected across the country to enhance democratic and civic initiatives in areas of Human rights, policy making process, conflict resolution. 6.Improved youth participation to disseminate project activities information	To empower a large segments of population directly and indirectly affected by social inclusion needs To empower civic youth networking, exchanges of experiences, and civic memory To improve media coverage regarding those issues beyond ethnic lines To improve civic participation of students, teachers , in policy making system beyond ethnic lines To improve pedagogical methods To disseminate across the country democracy and human rights meanings	Promote democratic dialogue, civic participation beyond ethnic lines by civil society empowerment, civic education on Human Rights and Democracy

(ii) Targeted Beneficiaries

The table shows that the project intended to operate with different target audiences and at multi layers levels.

The large targeted audience (269 participants) identified during the five "Open Forums" included students, children with special needs, Roma children, parents, international organizations, Non Governmental Organizations (NGOs) and local authorities' representatives. The forums aimed at promoting discussions to find out alternative solutions.

Civitas teacher certification process
Photo : Civitas BiH

The training of 90 schools teachers and administrators aimed at promoting updated theoretical and pedagogical methods to define a professional profile of teachers capable of teaching human rights and democracy subjects. It also aimed to help teachers to adapt quality standards methods into other curricula subjects. A group of 15 trained journalists was trained with the aim to giving them more information about human rights and democracy education, and information related to the project.

The targeting of students from primary and secondary schools sought to address the importance of civic participation in the public decision making process, through understanding the roles played by the local communities' authorities and the impact of "public policy measures". Gaining practical experiences and knowledge of their own community functioning, makes individuals more proactive in their own communities.

(iii) Strategic aspects

The project strategy was based on an appropriate overview of the education system in which the target groups remain isolated. It demonstrates an understanding of social concerns underlying the importance of joint and cross multiethnic initiatives.

The project makes clear that planned activities were supported by a strong strategy derived from techniques previously developed and tested by Civitas network[6] and adapted by Civitas BiH in the country's specific educational context. The actual human rights and democracy curricula taught in all BiH public schools as well as the teacher training modules was developed by Civitas, in cooperation with the education Ministries. Thanks to Civitas influence, the curriculum is now part of the official core curricula, teachers' training modules are officially recognized, and the teacher certification is in accordance with the Bologna Declaration requirements. The partnerships with the main stakeholders belonging to educational system, such as education ministries (FBIH cantons, RS and Brčko district), were largely pre-existing. There is nearly ten years that the Human rights and Democracy Civitas curricula and teachers' training certification was recognized by relevant authorities. The youth summer camp has been founded by Brcko district for years.

The Civitas countrywide network including Civitas coordinators network and alumni network was also pre-existing. Those networks - based all over the country - facilitated the implementation and visibility of the project. The fact that the Civitas network members belong to the educational system enhanced the credibility and increased the project's chances of success. The project document made clear that the youth - and especially the alumni network - were key multipliers of influence, because they were among those who took part in Civitas BiH activities and who were in position to influence their own community during and after the project.

[6] Civitas@BiH is part of the Civitas International Civic Education Exchange program, administered by the Center for Civic Education in Calabasas, California

Human right & democracy subject teaching
Photo : Civitas BiH

The project was based strategically to co-opted new recruits amongst the youth but also amongst pedagogical stakeholders. Those who were previously co-opted were active to implement the project. The teachers who completed Civitas certification process in the past were the teachers of the teachers' trainees, coordinators and also facilitators of summer camp. Thus, the project was implemented by Civitas staff and a number of Civitas network members.

III. Evaluation Question answers / findings

The evaluation is based on a set of evaluation questions or EQs, designed to cover the Development Assistance Committee (DAC) criteria of relevance, effectiveness, efficiency, impact, and sustainability; plus the issue of UNDEF value added. The Evaluation Questions and related sub-questions are presented in Annex 1.

(i) Relevance

"It was essential to establish the project activities as an integral part of the existing education system rather than setting up activities that try to influence reforms from outside the system to ensure the active participation of all education stakeholders" .
Teacher interviewee

It was obvious that the project responded to needs for democracy and Human rights education in BiH. The project's relevance was assessed against:

- Broader political and social context;
- Needs and priorities of the target groups;
- Ownership.

The project interventions were assessed by stakeholders and by the evaluators as being highly relevant to the broader political and social circumstances, as its interventions matched the key needs of the education system, as outlined in the previous section about education in BiH. The system of public education in Bosnia and Herzegovina suffers from poor quality and does not encourage the youth cross-ethnic collaboration, while Roma children and children with special needs suffer from marginalization and exclusion. Additionally, the schools system suffers from lack of critical and creative thinking, as well as from lack of application of interactive and up-to-date working methodologies in the classrooms.

The project activities were firmly rooted into the educational system in BiH and tackled students and pedagogical stakeholders in all primary and secondary schools across the country. In this respect, Civitas project is unique in BiH, by reaching all primary and secondary schools and bringing together the children of all ethnic backgrounds and working on issues related to human rights and democracy. Civitas working methodologies are also unique in BiH. In this respect, the coherence of such approach is exemplary. Civitas courses are part of the core of education curricula into BiH and are taught by teachers who are trained and certified by Civitas BiH. For instance, the teachers training modules were delivered towards teachers at the end of each session to be directly used into BiH schools. The youth summer camp was conceived to foster youth cross-ethnic collaboration, and as a quality control process of the Human Rights and Democracy curricula taught in all BiH schools.

> **"**Children in general have no problems communicating and cooperating across ethnic lines, but are not encouraged to that "
> **OSCE interviewee**

This project was also assessed to be highly relevant to the priorities of the target groups, both at individual level and at the level of the whole society.

- All project activities transcended ethnic lines and planted seeds for an interactive communication between ethnic, cultural and religious groups by physically facilitating dialog and communication on specific issues: All schools were invited to participate to the project and after a selection process; forty schools across the country were selected to participate to the youth summer camp. The publication and dissemination of youth magazine "Budjenje" (10 000 copies), produced into three languages, was disseminated to all BiH schools.
- The project has also an appropriate "ethnical and geographical coverage". The project focused on various entities "ethnically cleansed" during and after the war. Open forums were organized in Tuzla, Mostar, Prijedor, Cazin and Gorazde teachers trainings sessions were organized in Banja Luka and Mostar and the summer camp in Brcko. The project was appropriate to reach a significant proportion of ethnic groups of students. All students in BiH were invited to present a public policy project so as to have a chance to be selected for the youth summer camps. At the end of the selection process realized during the scholar year, the youth Summer Camp put together 52% of Bosniak students[7], 33% of Serbs and 15% of Croats. This proportion of students illustrate of the actual proportion of BiH population[8]. Unfortunately, the project faced difficulties to reach Roma groups and children with special needs. It is mainly due because those target groups are often absent from the traditional education system.
- The project was a concrete response to "exit" from an confined education system and to "modernize" it. It was notable that project activities were designed to complement activities undertaken during scholar year into all public schools, and to change progressively the education methods. In this respect, the youth summer camp was conceived as a reward of all "citizens' projects" developed by students during the scholar year, inside and outside the schools. In this respect, the teachers acted as facilitators inside the schools helping students to investigate public policy issues faced by their communities outside of schools. The teachers training pedagogical

[7] NOTE: This of course does not represent the exact number of Bosniak students, but a number of students coming from predominantly Bosniak communities and who are following the curriculum in Bosnian, as there are and may be students of other nationalities within these groups. The same goes for Croat and Serbian students.

[8] According to the CIA World Factbook ,the population of Bosnia in 2009 was 4.6 million. Bosniaks comprise of 48% of the population, Serbs 37% and Croats 14%. -"Bosnia and Herzegovina." CIA The World Factbook. Central Intelligence Agency. Web. <www.cia.gov>.

methods were conceived to be used in human rights and democracy subjects but also in relation to others subjects. In this respect it was noticeable that teachers who participated into the teachers training sessions, had various backgrounds in sciences, history literature, etc. All those subjects are often discretionary in BiH.

- The whole project approach was designed to combat the youth and citizen apathy, disinterest in civic life by addressing the importance of the youth civic participation activism through concrete actions tackling public policy issues faced by communities. The five open forums aimed mainly to create discussions between Roma, children with special needs, parents and local authorities' representatives. The idea was to facilitate an interconnection of .parents and pedagogical partners in order to organise the education reforms regarding the discrimination and segregation faced by Roma children and vulnerable children in the educational system.

In addition, the project was assessed highly relevant as it shows a high level of ownership of the host country. Web data base information was identified and selected by teachers and students during their investigation on the public policy issues faced by their own communities.

The initiative proposed was integrated into the overall operation of the organization.

Strictly speaking, however, the strategic value of the six sets of activities, as perceived by stakeholders, was much more relevant in relation to results 1, 2, 4, 5 and 6 than in relation to the journalist seminars. This is in part because it is always much easier for stakeholders to assess the value of activities where they have directly taken part in, such as teachers training sessions, open forums, the youth summer camp and the database information creation. By contrast it is inevitably harder to assess the impact on public opinion of the journalist seminars. It was also clear that activities under Results 1, 2, 4 and 6 were more coherent and provided more immediate and significant added value in relation with the education context.

(ii) Effectiveness

The project was generally very effective. All the planned activities were carried out, and delivered beyond expectations. An exceeded number of participants[9] attended the five open forums and the youth summer camp. The activities were delivered to very good standards and were adapted to the local context. The timing of the teachers training sessions was proposed in accordance with pedagogical partners' availability. Due to the difficulty to tackle Roma and children with special needs target audience through the public schools, the project identified Roma children through related NGOs and local authorities, who work traditionally with those communities.

Except for the journalists training, all activities proved to be effective.

All activities were based on proactive and participatory methods in

Ownership with Civitas participant

Student team from Brcko decided to tackle the problems that students with special needs are facing in everyday life. The students initiated changes and adoption of additional regulations of the existing public policies addressing this issue through lobbying, organizing signing of petitions, ensuring support for their activities from citizens and local NGOs. The students informed local authorities on the importance of finding adequate solutions for these problems. The action plan the students developed contained proposal of additional regulations which were sent to Brcko District Parliament, and which were finally adopted. This was a change of extreme importance not only for students with special needs but also for the community at large.

[9] 269 participants attended the five
originally planned

which each participant was invited to gather information and to propose alternative and pragmatic solutions regarding its own policy community problems. The participants in the Open forums proposed alternative solutions adapted to their community reality. The teachers were invited to comment training contents. The students identified critical public policy issues faced by their own communities and gathered information to propose alternatives solutions. This knowledge acquired during the scholar year helped them to propose alternative solutions during open forums and the youth summer camp. The web database information was gathered by students and teachers in their own communities. The youth magazine articles “Budjenje” were mainly realized by students.

Project documents and reports demonstrated that all activities were well organized, coherent and extremely effective. The youth summer camp was organized to reward students’ efforts made in schools but also to enhance the quality of human rights practices. The teachers training methods and modules delivered to all teachers at the end of sessions facilitated the human rights and democracy curricula taught, as well as the other subjects taught. This methodology recognized as quality standard, enhanced directly the modernization of all pedagogical methods, in accordance with the Bologna Process.

Summer camps joint activities in Brčko city
Photo : Civitas BiH

The quality of Civitas interactive working methods used, demonstrated that both students and teachers were effective to improve the concrete communication between groups. All interviewees enhanced the effectiveness of such approaches, because it allowed to overcome the lack of opportunity to “escape” from their community and to meet their peers. It was noticeable that all teachers interviewed confessed that they were skeptical about those new pedagogical methods; and students interviewed stressed that they were “afraid” to work jointly with their peers at the summer camp. The working methods which invited students to investigate real issues outside of schools were qualified by all interviewees as being very effective; as they allowed developing concrete students’ understandings about their institutional and political community framework, understandings about the meaning of what “public policy measure" means in real life. Students’ interviewees assessed that this practical and theoretical knowledge acquired inside and outside the school was crucial to convince them that they can influence collectively and individually the public policy processes which impact their life.

Other factors contributing to the project’s effectiveness included the following:

- The quality of the relationship between Civitas BiH and Ministries of Education in FBiH and RS played also a crucial role to reach the targeted audience and implement activities such as the youth summer camp. It was noticeable that the youth summer camp was funded by Brcko authorities.
- The use of qualified project staff and extensive Civitas network, which remained involved throughout the duration of the project and after the project, enhanced the project

effectiveness. The fact that the Civitas relied on an experienced Civitas Coordinators' Network[10] based all over the country, facilitated the implementation of project activities "in situ", and ensured a constant communication with Civitas headquarters to guide the students policy projects realized during the scholar schools and to select relevant information and ideas provided by teachers and students to set up the web database.

In essence, the project activities demonstrated to be very effective and have had a multiplier effect over the whole education system. However, the extent of journalists training was limited; with just 15 journalists trained. Thus, the effectiveness of the journalists' seminar was critical. Although the strategic option to tackle media is not put into question, it was difficult to assess the added value of the journalists training sessions into the overall approach. This is partly due to the fact that politics dominate traditionally the media scene and that journalists write about issues of human rights and democracy occasionally. It is also due because Civitas BiH, which was based in the American embassy during the half period project implementation, was not able to communicate or to set up a media plan without the American authorization. Since one year, Civitas BiH is autonomous, and the development of activities with media is seen as priority.

(iii) Efficiency

The project has been run efficiently, as it managed to achieve planned outcomes with fewer resources than planned. This suggested that project management avoided waste and reduced costs, managing the project activities with reasonable regard for efficiency. Evaluators assessed that measures have been taken during planning and implementation to ensure that resources are efficiently used. Some costs have been overestimated in the original proposal – particularly the summer camp which turned out to be cheaper than anticipated, mainly because the Brcko government education department and the district mayor provided grants and provided students' transportation. Around 30% of funds remained unspent. Due to lengthy and complicated administrative procedures, these resources have not been reallocated for more training for teachers and/or journalists. It would be useful to have more flexibility on budgetary allocation.

"Public schools in the country are not using similar teaching standards and consequently different outcomes are expected to be delivered"
OSCE interviewee

[10] The Civitas coordinators Network is composed of 18 Cantonal Coordinators (FBiH), 11 Regional Coordinators (RS) and 3 District Coordinators (Brcko District) who are actively involved in implementing the civic education program in BiH.

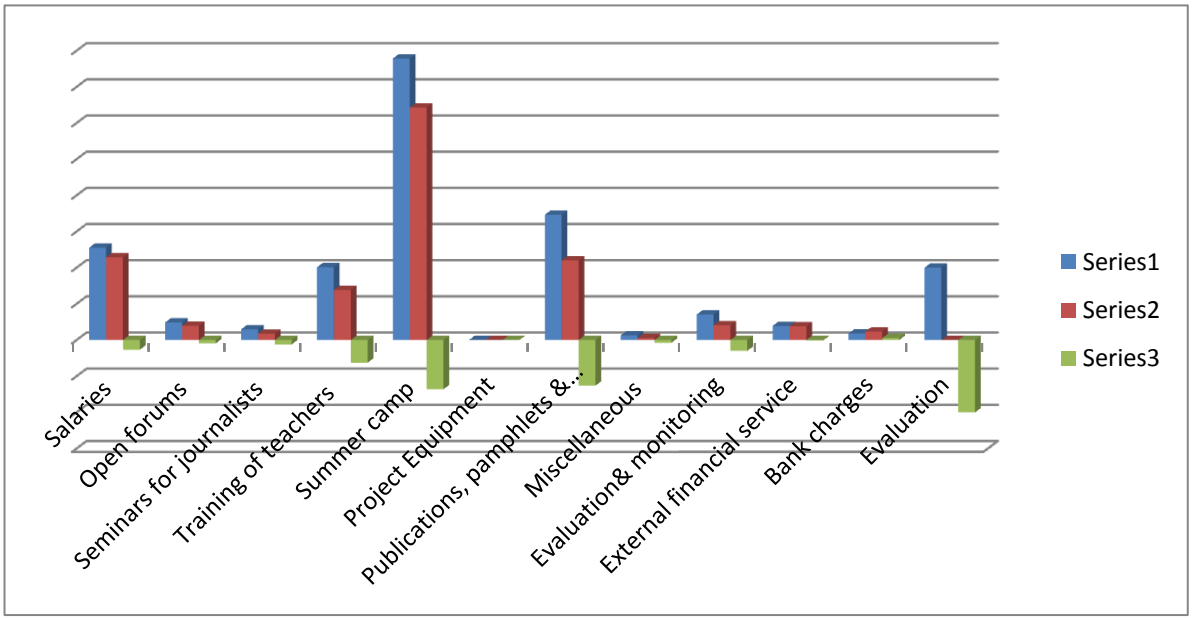

Table 1: Allocation of project funds (See annex 4 for details on funds allocation per activity)

According to table 1 provided by Civitas, the summer camp cost was nearly 50% of the overall budget. While it is understandable that such activity - which put together 402 of participants during five days - is costly; one may question the allocation of this budget in comparison with the other activities – particularly in the view of the fact that some activities were much more cost efficient (e.g. the five Open Forums with 269 participants represented 3% of the total budget) – and that some activities, such as media, attracted little budgetary attention in comparison to the expected results. Although there was no doubt that the summer camp was efficiently managed, it would have been interesting to allocate more funds to media awareness raising activities, which could be also promising in the future.

These alternative ways of managing Civitas activities should be considered in the context of the design of a future phase. However, they do not mean that the project as it was conducted was inefficient: activities were conducted as planned, and costs were tightly contained.

(iv) Impact

Taking into consideration the little opportunities for students and pedagogical partners “to escape” and to take up highly valued position in a society, the approach of such project tackling all primary and secondary schools, putting together the children of all ethnic backgrounds, and working on issues related to human rights and democracy, has an immediate effect on attitudes, skills and knowledge.

The youth Alumni network addressed a strategy to combat corruption -

Civitas Youth Alumni Network has identified corruption as key problem in Bosnia and Herzegovina in 2008 and 2009. Corruption is unfortunately especially widespread in transition post-communist countries such as BiH. Civitas Youth Alumni network in cooperation with experts in economy, law and other relevant fields created Strategy for Fighting Corruption. Local teams of Civitas Youth Alumni Network promoted the Strategy, conducted informative public campaigns and advocated its adoption. As a result, the Strategy was adopted in Bosnia-Podrinje Canton and Tuzla Canton and on municipal level in a number of municipalities in all parts of the country. As a follow up activity, Civitas Youth Alumni Network organized a conference on this topic in 2009 aiming at informing the general public of the successes of the Network in having the Strategy adopted, and further advocating for spreading its adoption to other cantons and municipalities.

Another effect of such project is clearly demonstrated by the inclusion of up-to-date pedagogical methods into the education system. Due to the absence of in-service teacher training, Civitas project contributed to the modernization of the whole education system. Civitas training is certified and recognized by all education ministries. Civitas certification is considered by interviewed teachers as an incentive for professional development.

The empowerment of youth in public arena was also significant, and has had an impact on public policy after the project. All participants who have been involved in project activities have experienced mindset change with their own communities and in schools. In this respect, it is noticeable that 50% of the participants of the youth summer camps engaged themselves into Civitas Network Alumni network, to transform students' proposals into concrete actions. The students and teachers stressed that this experience helped them to become civic activists and enhanced their practical knowledge, because they were exposed to new ways of addressing human rights practices, while teachers have found pedagogical methods useful in relation to their pedagogical duties. In this respect, the track record of students' initiatives during and after the project was impressive and significant.

More generally, the project influenced not only the individuals but also the BiH educational system at large. Interviewees stressed that they use Civitas pedagogical methods in human right and democracy curricula and in others subjects. In this sense, the project influenced directly the quality standards of education required by European countries in the Bologna process framework.

Eventually, such initiative influenced the politics. Against the Cultural separatist ideology which emphasizes the importance of ethnic identity and the need to develop a feeling of belonging to one's own ethnic group and insists on curricula based on cultural uniqueness, and schools which support students to fully explore and accept their own culture, values, and aspirations, the youth summer camp experience demonstrated that cross cultural exchange are fruitful to share values and to design common public policy projects at the local but also national levels. Moreover, it demonstrated that the country's stability does not mean isolation of ethnic groups.

" Civitas HR & Democracy is a big contribution to the Bosnian education system. This is the only subject taught in whole country with same curriculum and same teaching standards.

Soros foundation and OSCE interviewees

In this respect, Brcko politicians became aware that the cross cultural collaboration between young students is promoting Brcko identity as a place of multicultural and multiethnic place.

The project activities are closely related and impact on each other. For instance, the project used schools as laboratory for real life and responded to the need for supporting the development of quality child-centered approaches outside of the schools in order to ensure that all the children reached their full potential. The teachers' training responded to the need to ensure that teachers gained specific skills and changed their role to become facilitators instead of leaders. This successful experience undertaken by students after the project, demonstrated that such initiative improved the quality of life of each individual and the community as a whole. The fact that the project is based on a sound strategy developed for years by Civitas, has clearly contributed to reinforce the project impact. Nonetheless, the project has started to explore new areas, such as access of Roma minorities and children with special needs to education, and to create awareness among the youth.

The impact on the Roma children and children with special needs inclusion as well as the impact on the general opinion is not measurable as such. A key concern on general impact was related to the media coverage. It is uncertain that journalists' training led to a greater awareness and good will about the importance to relay positive experiences related to civic and multiethnic initiatives. However, as noted above in relation to sustainability, the project has contributed to consolidate a basis for ethnic cooperation in which the values of reconciliation, tolerance and understanding are able to flourish, in opposition to national stereotypes and prejudices.

What are the gains of Brcko Summer Camp for your city?

Mara Matkic, Head of Unit for pre-school and primary education based in Brcko, stressed that this Camp is one of the biggest events in Brcko. Brcko has become a symbol of successful model of co-existence of the three major ethnic groups in the country and this Camp promotes this model in practice, gathering children from all over the country for education and sports and cultural activities. In this manner Summer Camp is a good marketing of Brcko as a place of multicultural and multiethnic place. This has been recognized by the government in Brcko District, which has supported it financially and politically. Finally, Brcko gains financially from having such an event being organised there. The Summer Camp has very good media coverage and prominent local as well as international political figures are present to open and close the Camp.

(v) Sustainability

Sustainability of such project needs to be assessed in relation to the long time strategy developed by Civitas targeting the education stakeholders and the students. The first element of sustainability comes from the existing and recognizing relationship between Civitas and education ministries entities. The official implementation of Civitas curricula and the official recognition of Civitas pedagogical methods into BiH schools contributed to such extent to the project activities' sustainability - partly because Civitas pedagogical activities replaced the lack of teachers in service training and certified the professional development of teachers and administrators - partly because the summer camp was an opportunity to practically apply the acquired theoretical knowledge on democracy and human rights for all ethnic groups.

A second element of sustainability comes from the methodology of cooptation used by Civitas. In this respect, the Alumni network provided available human resources to enforce the youth civic activism and to transform projects into reality after the UNDEF-supported project termination.

Third, the fact that the project's activities participated to the Civitas long term strategy required a systematic repetition of several activities to tackle new generation of students across the country and to enforce the principle of universal values into reality. In this sense, the project, which repeated activities such as the youth summer camp, can be considered as a key element of sustainability to expand the Civitas scope and to create local ownership. In the evaluators' views, as well as external observers, the repetition of activities was necessary to initiate durable changes in BiH. In essence, those repeated activities were innovative per se, because they are still unique in BiH

(vi) UNDEF value added

The project felt fully within the mandate of UNDEF, and contributed to the implementation of youth empowerment and democratic dialog. The mandate of UNDEF in BiH complemented usefully the agenda of OSCE and UNICEF who are involved respectively into education system modernization and social inclusion at the national level.

UNDEF was able to get involved in an initiative which is unique and innovative in BiH, although it has been ongoing for the past thirteen years. Through this project UNDEF reached all students and teachers from primary and secondary schools all over the country. The project, based on a sound strategy, contributed to consolidate promising activities which required support to pave the way for sustainable changes. In this respect, the project contributed to advancing the democratic dialog by promoting the youth empowerment and supporting a strong civil society, which are among the areas of UN focus. Apart from the support provided by UNDEF through CIVITAS, only one BiH local authority provided funds for the implementation of the project.

Summer camps defile into Brčko city (Civitas BiH photo)

IV. Conclusions

The conclusions presented here represent a synthesis of the answers to the Evaluation Questions presented in the previous section.

(i) Project strategy firmly rooted into the educational system context

The project was based on a sound strategy, which was firmly rooted in the educational system of BiH. The project identified explicitly the institutional educational weaknesses and proposed pragmatic approaches to address them. The following elements contributed to the quality of the strategy:

- Appropriate response to the complex political and social contexts, drawn from the NGO's long time experience
- Good assessment of the political context, drawn from a long time partnership with education ministries in BiH
- Good understanding of the targeted audience needs, drawn from a long experience in teachers' certification officially recognized in BiH, and official curricula content design taught in all public schools
- Appropriate focus on developing the capacity of educational stakeholders, through quality standards approaches certified by BiH in accordance with European Union standards
- Appropriate focus on geographical and ethnical scopes.

(ii) Project illustrative of a unique approach of social inclusion and education system modernization

The project was a concrete response to the concept of inclusive education[11] recognized by BiH state in 2002 to introduce and promote universal values of education quality and equity for all children and education partners across the country. The project uniqueness comes from the fact that Civitas ensures the quality control of theoretical and pedagogical methodologies and practices in all over primary and secondary schools in BiH.

The project activities were designed to complement activities undertaken during scholar year into all public schools and to change progressively the education methods of education partners. In this respect, the youth summer camp, conceived as a reward, gave the opportunity for all children to "escape" from its community and to initiate cross cultural initiatives. The teachers' training pedagogical methods were conceived as updated methods which could be used in human rights and democracy subjects.

(iii) Very competent staff and active countrywide network

[11]The concept of inclusive education was officially recognised by the State in November 2002, in a document entitled *"Education Reform Strategy: Five Pledges on Education (A message to people of BiH)".* This document became the basis for developing policies, laws and regulations in the field of education and was largely prepared by international organisations as a way to introduce and promote universal values of education: quality, equity, inclusion etc.

The human resources, through the coordinators' network, were devoted to provide guidance and supervision of the project activities and ensured a smooth project implementation and monitoring

(iv) Effective and official partnership within the relevant education ministries

Civitas' theoretical and pedagogical long-term engagement in the education sector contributed to the project's success. It encouraged and supported students' policy projects over the scholar year, the organization of teachers' training sessions, and the organization of "five open forums". By effectively involving local education authorities representatives during the open forums and during the youth summer camp, Civitas was able to use representatives as advocates reaching a large panel of the society affected by the non accessibility of schools to Roma children and children with special needs.

(v) Low emphasis on media and ritualistic inclusion of children with special needs and Roma minorities

The small proportion of the project budget devoted to the journalists' trainings reduced the chances for attracting the media attention. Related to children with special needs as well as Roma minorities, the project faced difficulties to identify them because they are mainly absent of the schools in BiH. The project in practice devoted much of its resources to activities already developed, tested and certified in comparison to these new areas which should be taken into consideration for the future.

(vi) Scope for addressing mindset change by interactive and innovative methodology

The whole project methodology sought to combat youth apathy and disinterest in civic life, by addressing the importance of individual proactive attitude and joint civic cooperation among the youth from different ethnic communities for solving community problems.

V. Recommendations

These recommendations stem from the conclusions of the evaluation. All but the last are directed at Civitas. The first three are proposed as initial steps, the other two being medium-term.

(i) Civitas should keep what it is doing now and should sustain activities with more local authorities funding

Emphasizing the long term approaches and the follow-up of such project is essential to consolidate the results. It is therefore recommended that Civitas should seek support for a continuation of this project activity which already proved to be efficient. It is noticeable that all external observers involved in education modernization and social inclusion recommended unanimously:

- To keep doing what they are doing by now
- To continue to provide pre- and in-service trainings for teachers
- To spread the working methodology across the curriculum
- To keep organizing School-twinning projects into all BiH public schools
- Promote empathy among children (for children with special needs, national minorities such as Roma etc.)

External Observers believe that in a long term perspective such an initiative should be sustained by domestic authorities across the country to ensure sustainability. HR & Democracy subject is nowadays an essential part of the school curriculum, but the summer camp is only supported by Brcko district.

As for the youth Summer Camp, it is recognized that such initiative should target and include a larger segment of the population to show it is possible to go beyond ethnic lines. Guests from neighboring countries such as Serbia and Croatia, as well as parents, should be able to participate to the summer camp too.

(ii) Civitas should keep what they are doing now and should spread the qualitative working methodology across other subjects of the curriculum

Different teaching standards are used in the public schools in the country and consequently different outcomes can be delivered. It is recommended that the excellent working methodology developed by Civitas, recognized as a European quality standards be spread over to other schools subjects to define and develop common standards in the education and to ensure the same teaching quality control. It would make a significant step in the process of education system modernization.

(iii) Civitas should review how to reach specific audience such as Media, minorities, and children with special needs

Although there were activities related to Roma, Children with special needs and though media attention was sought, the evaluation found that the project did not state clearly how

these activities would be followed up to help foster durable mindset change. This is partly because Civitas did not develop and test methodologies and strategies which could have reached the same quality standards. Civitas should review techniques used and consider alternatives to reach this specific target audience.

(iv) UNDEF should review its policy and maintain funding. These experiences should be capitalized and mainstreamed "best lessons learned"

UNDEF should consider a policy that allows continued funding for projects, provided that the new phase widens or otherwise builds on the achievements of the previous one. This would help UNDEF establish a track record, based on its comparative advantage as a UN institution.

VI. Overall assessment and closing thoughts

The project was clearly relevant to UNDEF's mandate and was appropriate for the educational context. It represented a sound investment of UNDEF resources. However, the project document was not enough explicit about the project uniqueness in relation to the educational context in BiH and in relation to other actors' initiatives. Regarding the seriousness and the long time experience of the grant beneficiary, budgetary adjustments should have been made at the design stage to focus on new activities. In the evaluators' views, it is always easier to initiate or to broad the scope of activities with a beneficiary who has a sound strategic approach and has accumulated experiences and an overall vision.

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VII. Limitations, constraints, and caveats

Due to lack of time in the country at the time of the mission, it was impossible to organize meetings with journalists. It would have been interesting to confront the views of journalists on education issues and to explore the reason why media write only occasionally on civic practices, which may demonstrate that a democratic dialog can be enhanced by cooperation beyond ethnic lines.

Annex 1: Evaluation Questions

DAC criterion	Evaluation Question	Related sub-questions
Relevance	• To what extent was the project, as designed and implemented, suited to context and needs at the beneficiary, local, and national levels?	▪ Were the objectives of the project in line with the needs and priorities for democratic development, given the context? ▪ Should another project strategy have been preferred rather than the one implemented to better reflect those needs, priorities, and context? Why? ▪ Were risks appropriately identified by the projects? How appropriate are/were the strategies developed to deal with identified risks? Was the project overly risk-averse?
Effectiveness	▪ To what extent was the project, as implemented, able to achieve objectives and goals?	▪ To what extent have the project's objectives been reached? ▪ To what extent was the project implemented as envisaged by the project document? If not, why not? ▪ Were the project activities adequate to make progress towards the project objectives? ▪ What has the project achieved? Where it failed to meet the outputs identified in the project document, why was this?
Efficiency	▪ To what extent was there a reasonable relationship between resources expended and project impacts?	▪ Was there a reasonable relationship between project inputs and project outputs? ▪ Did institutional arrangements promote cost-effectiveness and accountability? ▪ Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?
Impact	▪ To what extent has the project put in place processes and procedures supporting the role of civil society in contributing to democratization, or to direct promotion of democracy?	▪ To what extent has/have the realization of the project objective(s) and project outcomes had an impact on the specific problem the project aimed to address? ▪ Have the targeted beneficiaries experienced tangible impacts? Which were positive; which were negative? ▪ To what extent has the project caused changes and effects, positive and negative, foreseen and unforeseen, on democratization? ▪ Is the project likely to have a catalytic effect? How? Why? Examples?

Sustainability	▪ To what extent has the project, as designed and implemented, created what is likely to be a continuing impetus towards democratic development?	▪ To what extent has the project established processes and systems that are likely to support continued impact? ▪ Are the involved parties willing and able to continue the project activities on their own (where applicable)?
UNDEF value added	▪ To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results that could not have been achieved had support come from other donors?	▪ What was UNDEF able to accomplish, through the project, that could not as well have been achieved by alternative projects, other donors, or other stakeholders (Government, NGOs, etc). ▪ Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?

Annex 2: Documents Reviewed

Project-related documents

Compilation by Civitas of project activities analysis, and photos on web database

“Learning and Living Democracy”;Final project narrative report– September 2010,

“Learning and Living Democracy”;Project document– August 2008,

Teacher-trainings in living and learning democracy report, 2010

Summer camp in Brcko, July 1st – 5th, report, Milena Saric, Project coordinator, 2010

The evaluators also consulted files at Civitas office webdata base information, Civitas programmes activities, training modules etc.

Documents on education and social inclusion

Education Reform in BiH, The division of children in Bosnia and Herzegovina, OSCE, 2010

UNICEF, Child friendly school in Bosnia Herzegovina / a case study, 2010.

UNICEF, Research report-mapping inclusive practices in primary education in BiH, 2008

European Commission, Bosnia Herzegovina, 2009, progress report , Enlargement Strategy and Main Challenges 2009-2010, 2009,

Ministry of Finance and Treasury of Bosnia Herzegovina and United Nations Country Team in Bosnia Herzegovina, Progress toward the realisation of Millennium Development Goals for Bosnia and Herzegovina, 2010

UNDP, National Human Development Report, social inclusion in Bosnia Herzegovina, 2007

UNESCO, Bosnia Herzegovina, Regional Preparatory Workshop on Inclusive Education Eastern and South Eastern Europe, June 2007

OECD**,** Education Policies for Students at Risk and those with Disabilities in South Eastern Europe, *Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia, March 2006*

"Education in Bosnia and Herzegovina: Minority Inclusion and Majority Rules." Current Issues in Comparative Education , Pasalic-Kreso, Adila. (2002).

Annex 3: Persons Interviewed

Date	Name/positions	Designation	Location
13/12	Milica Grgić, student, Youth Alumni Network member	Vocational School “28. juni”, Student projects throughout school year and at summer camp	East Sarajevo
13/12	Sara Ružić, student		
13/12	Renata Đuričić, student		
13/12	Jovana Sladoje, student		
13/12	Dragana Vidić, student, Youth Alumni Network member	Vocational School “28. juni”, Summer Camp	East Sarajevo
13/12	Anđela Dilberović, student		
13/12	Blaženka Močević, student		
13/12	Slobodanka Simanić, teacher	Teacher-training	East Sarajevo
13/12	Sonja Dujković, student	Vocational school for medical technicians, Summer camp	Doboj
13/12	Tamara Obradović, student		
13/12	Dušan Gojić, student		
13/12	Željana Janković, student		
13/12	Nijaz Devedžić, student		
13/12	Danijel Lukić, student		
13/12	Boja Gligorević, student		
13/12	Zoran Mišić, student		
13/12	Samojko Cvijanović, teacher	Teacher-training	Doboj
14/12	Almira Gagula, student	First Primary School, summer camp	Konjic
14/12	Naida Mustafić, student, Youth Alumni Network member	First Primary School, Summer camp	Konjic
14/12	Asja Faladžić, student, Youth Alumni Network member		
14/12	Ema Hašafčić, student, Youth Alumni Network member	First Primary School, Summer Camp	Konjic
14/12	Lejla Begluk, student, Youth Alumni Network member		
14/12	Almedina Mezut, student, Youth Alumni Network member		

Date	Name/positions	Designation	Location
14/12	Almira Helić, student, Youth Alumni Network member		
14/12	Selma Balić, student		
14/12	Sanela Talović, teacher	Teacher-training	
14/12	Sada Korić, teacher		
14/12	Nermina Sokolović, student, Youth Alumni Network member	IV primary school, Summer Camp	Mostar
14/12	Belma Husković, student, Youth Alumni Network member		
14/12	Medžid Eminović, student, Youth Alumni Network member		
14/12	Amra Deronja, student, Youth Alumni Network member		
14/12	Selma Bajgorić, student, Youth Alumni Network member		
14/12	Arman Radoš, student, Youth Alumni Network member		
14/12	Anela Kasumačić, teacher	IV primary school, Summer Camp	
14/12	Goran Turajlić, teacher	Teacher-training	Mostar
14/12	Marina Mihalj, Civitas Coordinator for Herzegovina-Neretva Canton	Open forum (local expert) Teacher-training (trainer) Student monitoring team (monitor)	Mostar
15/12	Derviša Pleho, Civitas Coordinator for Sarajevo Canton	Summer camp (facilitator) Student monitoring team (monitor)	Civitas Office Sarajevo
15/12	Sadžida Hadžić, Civitas Coordinator for Sarajevo Canton	Summer camp (facilitator)	
15/12	Sadik Selimović, Civitas Coordinator for Tuzla Canton	Open forum (local expert) Summer camp (facilitator)	Summer Camp (local authority representatives) Brcko
16/12	Mara Matkić, Head of Pre-school and Primary Education Section in Brcko District Education Department	Civitas Coordinator for Brcko District	

Date	Name/positions	Designation	Location
16/12	Jasna Jovičić, Director of pre-school public institution,	trainer, coordinator, member of organisationl board for the Summer Camp,	Summer Camp (local authority representatives) Brcko
16/12	Fehim Halilović, teacher for children with special needs	Participant of the summer camp	Summer Camp (local authority representatives) Brcko
22/1	Marina Bowder, Head of Diversity and Inclusion in Schools	OSCE Mission to Bosnia and Herzegovina,	Sarajevo
22/1	Ivanka Matovic, National Education Advisor, Civic Involvement	OSCE Mission to Bosnia and Herzegovina,	Sarajevo
25/1	Sanela Bešić, President	Roma Information Center	Sarajevo
25/1	Dženana Trbić, programme coordinator	Open Society Fund (Soros Foundation),	Sarajevo

Annex 4: Proportion of activities' expenditures to total budget

Sl no.	Budget line item	% Expenditure of total budget
1	Salaries (Technical, Local/staff assigned to the Action)	16,47
2	Open forums	2,83
3	Seminars / awareness session for journalists	1,24
4	Training of teachers and school administrators	9,94
5	"Living and learning human rights" camp	46,01
6	Project Equipment	0,00
7	Publications, Pamphlets & Brochures, Other Media (including web sites)	15,79
8	Miscellaneous (Postage,Translation of documents, reports)	0,39
9	Evaluation, Monitoring	2,92
10	External financial service	2,72
11	Bank charges	1,68
	TOTAL PROGRAM COST	**100,00**
12	Evaluation	0,00
	TOTAL EXPENDITURES:	**100,00**