

Sida Support to the PRONI Institute of Social Education Projects in the Balkans

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**Department for Central and
Eastern Europe**

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Sida Evaluation 03/01

**Department for Central and
Eastern Europe**

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Executive Summary

Ten years after the outbreak of the war in the Balkans, the afflicted countries are struggling with the consequences of the conflict. Through a wide array of interventions the international community has tried to assist in the reconstruction. In 1999, in order to apply a regional approach, a number of countries have concluded a Stability Pact for South East Europe to support the countries in transition and especially those hard hit by the war. As a consequence of a large-scale exodus of experienced and well-educated citizens there is insufficient political opposition to hard-line nationalist politicians. The population has been left disillusioned and pessimistic about its own future. Reports show that more than 60% of young people would prefer to live in another country. They suffer from social instability, unreformed school systems and unemployment. Governments must implement not only economic and political reforms but also promote social cohesion and inclusion, and encourage democratic and participatory processes where especially young people can engage in shaping their own future. Increasingly, during the 1990s, the international community has tried to assist in this process, drawing on experience from national Youth Policy reforms and NGO youth work in their own countries.

Bosnia and Herzegovina, Croatia and Serbia have recently begun processes of formulating National Youth Policies and National Youth Action Plans in cooperation with local and international NGOs. With the support of Sida, the Swedish PRONI Institute of Social Education is contributing to this work, using its experience from youth projects in the region, focussing on social education, leadership training and youth work.

Outside the family sphere the life of young people is strongly influenced by the school system and by the quality of activities in their free time. Here the importance of non-formal learning comes in as the core function of youth organisations, and as an important method of learning about democracy and the civil society. Croatia and Serbia are now preparing for school reforms, gradually departing from a formal and authoritarian model of education. Bosnia and Herzegovina is lagging behind. However, reports tell about a reform of the education system in that country as well, engineered by professional pedagogues, parents and students, who try to introduce and encourage interactive teaching. In this context, the PRONI model of social education in combination with practical youth work to promote dialogue and conflict handling has won recognition.

The work among young people by the PRONI Institute in areas badly affected by the conflict is difficult and challenging. The students appreciate the education highly. They find that it has changed their outlook on life, contributed to personal growth and made them realise their own capacity to bring about change and reconciliation.

This evaluation examines the results, relevance, efficiency and sustainability both of the organisational framework of the PRONI Institute and of the implementation in the field of the PRONI concept. The rapid expansion of the programme, both geographically and with regard to substance, has necessitated a transformation from a strongly centralised organisation to a more decentralised model, which, however, started rather late.

The envisaged engagement, with the endorsement of Sida, in youth policy work in several countries and the introduction of various complementary, small projects is already stretching the capacity of the PRONI Institute thin. 9–10 local projects, several of them new, and others with new, young local leaders, require a great deal of attention and support. A strengthening of the administrative capacity in the local projects is required. Reports on achievements, e.g. education statistics, need improvement. Several problems remain unsolved, e.g. the ambiguous status of the future level of training – no local

university has agreed to include the course in its own curriculum – and the need for academically qualified local teachers. There is also the problem of absorption: few jobs are available for youth leaders today. Over the years, more systematic studies and evaluations of the youth sector could have provided knowledge of value both to the PRONI Institute and the local projects, and to local and national authorities and teaching institutions.

From a sustainability point of view the whole programme, with some small exceptions, remains totally dependent on Sida for funding. There is no proposal for an exit strategy.

It is strongly recommended that year 2003 should be a year of stabilisation in the history of the PRONI programme.

1 Purpose and Scope

The purpose of this study is to evaluate the relevance, impact, sustainability and cost effectiveness of the Swedish support through the PRONI Institute of Social Education to a series of projects in the Balkans, aiming at social reconstruction in post-conflict Yugoslavia. PRONI's work has a focus on youth work and university-based youth leader education. In addition, this year, a regional research project on the situation of young people in the Balkans is being implemented to assist in the development of National Youth Policies and National Youth Action Plans in the countries concerned. The total support to the PRONI programme during five years (1997–2002) amounts to SEK 63.6 million (approximately EURO 6.9 million). The PRONI programme is implemented in cooperation with official authorities and non-governmental organisations (NGOs) in Bosnia and Herzegovina, Croatia, Macedonia, Montenegro and Serbia. In Bosnia and Herzegovina the two political entities are assessed separately, as is the case with Brcko District.

This is the first evaluation by Sida of the programme, and the achievements have been assessed taking into consideration the rapid expansion of the programme under complicated post-conflict circumstances, characterised by aggressive nationalism, collapsing social structures and a very slow economic recovery. The implementation of reforms and democratic governance under such conditions is commented upon, especially with regard to sustainability. The problems related to the introduction of innovative educational methods in the field have warranted special attention. New administrative routines in connection with agreements, organisational structures, division of responsibility and reporting have also been followed up closely.

Under each project heading, an assessment is made of the outlook for a possible continuation of the project in order to provide Sida, PRONI Institute and the local parties with a basis for consideration of future support and cooperation. These discussions are summarised in the chapter “Conclusions and recommendations”. General observations concerning future cooperation are made in the following chapter “Lessons learned”.

2 Methodology

Geographically the PRONI programme covers seven areas with different administrative structures. We visited five of these – Croatia, in Bosnia-Herzegovina: Brcko District, the Federation and Republika Srpska, and Serbia – and the project activities are commented upon under corresponding headings in the report. Close to 120 persons were interviewed (Appendix 2) in the course of the evaluation. National, regional/cantonal and municipal authorities, four universities, three Swedish embassies, nine PRONI projects and several local NGOs in altogether 13 cities were consulted. The visits at the PRONI projects provided good opportunities for broad contacts with students, parents, youth leaders, children, tutors and staff of local NGOs. A visit was also paid to the Directorate of Youth and Sport at the Council of Europe in Strasbourg in order to follow up the Regional Research Project. The recently established projects in Macedonia and Montenegro were not visited, nor Kosovo.

A wealth of documentation, including internal PRONI evaluation reports, and publications from a number of international organisations active in the South East Europe have provided ample background material for the evaluation.

The two members of the evaluation team, Ms. Birgitta Berggren and Ms. Bodil Eriksson, together represent knowledge of social work education, democratic governance, management of international assistance and of general conditions in the Balkans.

3 Youth Work and Education in the Balkans

3.1 Background

Seven years after the Dayton peace agreement there is no immediate threat of a large scale conflict in the countries which constituted Former Yugoslavia. There is, however, a lingering tension of fear and inter-ethnic hatred close to the surface. Probably, it is only the NATO-led international military presence, which prevents the situation in Kosovo and Macedonia from erupting. In the countries concerned, the 1990s was a decade of transition, conflict and fragmentation.

In order to create conditions for peace and stability in *South East Europe (SEE)* after the Kosovo conflict, a *Stability Pact* was concluded in June 1999 between a wide range of countries (the EU, G 8 etc.) and international organisations, and countries in the region (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Serbia-Montenegro, Kosovo, Macedonia and Romania). It has its focus on country-by-country reform and intra-regional integration, and also on integration with European and global structures.

In the countries immediately affected by the conflicts in the Balkans, more than 1.5 million people are estimated to be internally displaced. Still, more than ten years after the outbreak of the war in Croatia and in Bosnia and Herzegovina, these people live without access to their property and are unable to plan and invest for the future. War and political and economic instability has made it possible for nationalist governments to expropriate the assets of their rivals, and to block restructuring and reform to their own advantage. Destructive alliances between mafia groups and politicians have undermined efforts by the international community to improve democratic structures. Thus, governments lack credibility. The large-scale exodus from the region of experienced and well-educated citizens has created a vacuum where otherwise a healthy political opposition could have made its voice heard. The population has been left disillusioned and pessimistic about its own future, with deteriorating living standards and increased poverty. Various reports show that among the youth more than 60% would prefer to live in another country. They suffer from policies pursued by their parent generation, from unreformed school systems and unemployment. Therefore, it is important that governments formulate and implement not only economic and political reforms, but also national policies to promote social cohesion and inclusion, and to encourage democratic and participatory processes, where especially young people can engage in shaping their own future.

In recent years, however, in spite of these adverse conditions, young people and youth organisations have managed to influence political and social change in the region. They have shown that they want to be part of the processes of change and promote the development of democratically open societies. Increasingly, during the 1990s, the international community (OSCE, the Council of Europe, the EU, UNICEF, individual foreign countries etc.) has supported the efforts of these emerging youth organisations in South East Europe.

The *European Youth Forum* is a platform for more than 100 international membership-based youth organisations and national youth councils in Europe, and cooperates closely with the EU, the Council of Europe and the UN. It is committed to the development of a vital youth sector, as well as national youth policies in the countries of South East Europe. Several international NGOs are actively supporting youth work in South East Europe, and PRONI Institute is one of them.

Gradually, the governments of the countries concerned are becoming aware of the need for concerted efforts in the area of youth. However, the authorities at both national and local community level often appear to be at a loss how to deal with youth issues. They have no firm youth policy, they lack relevant

information and they have a limited experience of fieldwork at community level. Their previous experience of youth activities stems mostly from the strongly centralised, authoritarian and politically structured youth movements during earlier regimes.

At the international level, the member states of the Council of Europe decided in the 1990s to carry out international evaluations, *Country Reviews*, of their national youth policies in order to stimulate debate, share experience and “best practice”, and contribute to the development of those policies. The European Youth Forum encourages the youth organisations in the Balkans to participate in these processes. The governments in the countries concerned have become active under the influence of the Council of Europe and the EU (cf. 3.2 and 4.7).

3.2 National policy level

The PRONI Institute is represented on a *Task Force on Education and Youth* within the framework of the Stability Pact and the Council of Europe, which work on the national government level. This task force supports the formulation of National Youth Policies and National Youth Action Plans. To back up this work PRONI Institute received Sida-funding to organise a Regional Research Project (cf. 4.7) covering all parts of former Yugoslavia to map the situation of youth. Contacts with national/cantonal ministries to offer counselling on various issues are also a part of the PRONI initiative.

Croatia, Serbia and Bosnia and Herzegovina are all in the process of formulating National Youth Policies and National Youth Action Plans. Inspired by the regional conferences in the SEE region, they all seek to develop such plans in cooperation with youth organisations. The *White Paper on Youth* by the European Commission stresses the participation of young people.

In *Croatia* the parliament has adopted a *National Programme of Action of Youth* and the ministries are on their way to plan the implementation of the plan. The PRONI Institute and the PRONI Centre have been asked to take part in this work with regard to seminars for members of the Council for Youth of the Government, the organisation of training of youth workers and the establishment of youth clubs.

In *Serbia* a Youth Section was established in 2001 in the Ministry of Education and Sports as the governmental body responsible for youth issues. The task was to prepare a youth policy and strategy based on cooperation with youth organisations, fresh data on youth and cross-ministerial cooperation. The Youth Section prepared *Priorities and Proposals for Constructing National Youth Strategy and Policy* in the autumn of 2002. This included project proposals and budgets for the work in the coming years. The PRONI Institute is advising the Youth Section. According to recent information from PRONI Institute Serbia has officially adopted PRONI's draft development plan.

In *Bosnia and Herzegovina* with its decentralised structure, Youth Policy and/or Youth Action Plans are being prepared at different levels viz the state, entity of Republika Srpska and the cantonal level. There are competing strategies used. *The Youth Information Agency* (OIA) as the implementing agency of *Open Society Fund B&H – Soros Foundation* has been active in supporting the establishment of Youth Councils and Youth Parliaments on the level of the state of Bosnia and Herzegovina. A Resolution on Youth has been adopted by the state parliament in August 2002. The PRONI Institute is not engaged on state level. PRONI Institute is cooperating with the Ministry of Sports and Youth in Republika Srpska to support the work with a youth policy/action plan. A cross-ministerial group for work with youth issues is established. Based on a research report on youth in Lasva Valley in Central Bosnia PRONI Institute is acting on cantonal level to support development of a cantonal action plan.

To develop a sustainable youth policy in Bosnia and Herzegovina it is of importance that these different efforts should be harmonised.

3.3 Education systems

The school systems of all three countries visited have their origin in Former Yugoslavia. In 1990, the education infrastructure was considered fairly decent on all levels and near the European average. The war damages also affected the school system, and its standards declined in all areas. In all three countries the structure of the system has remained unchanged, with formal levels from kindergarten to primary school, secondary school as a general or vocational education, and university studies. Curricula and textbooks have in all these countries been coloured by national ideologies. The education is in several analyses described as old-fashioned and unsuitable for the demand of a changing society. Curricula and teaching methods are not influenced by new technologies and the transition to a market economy. They are much too oriented towards the mere transmission of facts and figures. Schools are described as authoritarian and promoting learning by heart, not very capable of engaging the pupils. Pupils have little choice between alternatives. Independent thinking, creativity and participation in the planning of school operations have not been encouraged.

However, changes of school systems are proceeding in order to harmonise education with European norms and standards according to the Bologna Declaration, which all three countries have recognised. Today Croatia and Serbia in particular are in processes of decentralisation of their school systems. In *Croatia*, decentralisation is one of the means of involving local communities, parents and students in decision-making about schools. Student councils are established to promote participation in the work of the schools. In *Serbia*, the Ministry of Education and Sports is involving communities, schools, staff, parents, pupils and NGOs in discussions about the school reform, as one way of preparing for the reform of the school system, which will take place next year. Democratisation and civic education starting in elementary school are two important ingredients.

In *Bosnia and Herzegovina* the situation is more complex with different levels of decision-making on education, which implies an uneven development of education standards. There is no common state-level regulation or coordination of the education. The entity of Republika Srpska has a centralised system. The Federation of Bosnia and Herzegovina has a decentralised one, with four levels of education authorities (Federation, cantons, municipalities and the individual school). Over the years, the education sector has received substantial aid, starting with physical reconstruction of schools in 1995/96. Numerous initiatives and reports regarding the need for reform of the education system have met with scant and discouraging response. The nationalist segregation has led to three separate systems; each comprising outdated curricula, textbooks and access to education. For obvious reasons donors hesitate to engage themselves in a sector dominated by destructive ethnic politics. However during 2002 new initiatives have been taken by different actors to reform the school system (cf. 4.3).

In Europe generally, *life-long learning and non-formal education/informal education* are conceived to be of special importance to the civil society, promoting both skills and values. *The Council of Europe* and *the EU* both stress the importance of non-formal learning as the core function of youth organisations, active citizenship and participation. When Youth Policies or Youth Action Plans are discussed in Croatia and Serbia, non-formal/informal education is conceived as an important method of learning about democracy and the civil society. This view on education is consistent with views in the member states of the EU, where life-long learning is discussed in contexts of working life and civic life in modern societies. The vocabulary is shifting, and there is no consensus on definitions. In a publication from the Swedish EU Presidency 2001 in the field of Youth Policy, the member states made an inventory of their views on non-formal education. *Formal education* is defined as the activities in the regulated schools systems. It is hierarchically organised from kindergarten to compulsory schools, secondary school, vocational training and university studies.

Non-formal education takes place outside the formal system and is a structured learning with an educational purpose. Common for the EU-countries is that non-formal education is seen as promoting skills and competence in the individual for the society. Many countries prefer the concept “learning” instead of “education”, to stress the activity of the learner. *Informal education / social education* is then understood as competencies and values learned in contexts such as the family, colleagues or friends. In Sweden, folk high schools and study circles are mentioned as examples of non-formal education. In the context of youth work in the EU, recognition of non-formal learning is discussed. The terms non-formal education, social education and informal education are used in different ways in other contexts.

The PRONI Institute uses the concept *social education / informal education* in two contexts. On the one hand, youth work is described as social education/informal education carried out by youth workers in their contact with young people in youth centres, schools and workshops. It implies the intention of the youth worker to promote situations of learning for young people. Social education is formulated as the tool of youth workers. On the other hand, PRONI Institute also claims that the education of youth workers on Levels A and B in their university-based education is an example of social education. In this context, the Institute refers to a theoretical tradition of pedagogy, which emphasises dialogue between teacher and learner, reflection, construction of a facilitating environment and learning-by-doing.

3.4 The PRONI model

The PRONI Institute model comprises youth work, community development and reconciliation in conflict areas. Activities are started in two cities of different complexion. They are characterised by a situation of conflict between them, emanating from war.

The model of establishing youth work in South East Europe (SEE) is a process consisting of four components:

- Preparation through seminars aiming at introducing ideas of youth work and motivating for education of youth workers.
- Education of youth workers.
- Start of youth activities and development of the organisation for youth work. As a basic element of the education, students organise activities for young people.
- Legitimisation of youth service in the society on the municipal, regional and national levels. The aim is that the society should assume the overall responsibility for the youth service.

These four components are interrelated and should be applied simultaneously.

During the first step PRONI Institute agrees on its future work in the area with the local authorities, and also arranges seminars for interested people. The training of youth workers is advertised in various media, on posters and in public meetings. The target group is people more than 18 years old, having knowledge of the English language both in written and spoken form, having interest and/or experience of youth work, and no record of violence or sexual abuse. They should be qualified for education on an academic level. The students are selected after interviews. The students from the two chosen cities will represent different nationalities.

The education of youth workers is organised as university courses on different levels under a contract training program (“*uppdragsutbildning*”) provided by the Jönköping University. The first stage is a basic course, leading to a certificate in *Leadership and Developmental Youth Work* (Level A, 30 ECTS, European Credit Transfer System) from Jönköping University. This course is designed as one year of part-time studies. The part-time arrangement facilitates the recruitment of people who work or study in other fields. The aim is to produce youth workers able to operate in areas of conflict, and to make young

people of different nationalities meet and become reconciled. In the course document it is stressed that the tool of the professional youth worker is social education, which means that youth work is seen as a situation of learning. In different activities, the youth worker will emphasise dialogue to promote skills and values. Whenever conflict emerges in a group, the youth worker will use that situation to help the participants to learn conflict handling. Self-knowledge is another element in the education. The course consists of four blocks and of practical work. Most of the studies the students carry out in their hometown. In the residential, the students from the different towns meet to work together with reconciliation.

The continued education (Level B, 30 ECTS) is also designed as a one-year training, part-time. The students get a certificate in *Leadership and Developmental Youth Work, Level B*, from Jönköping University. The focus of this education is preparation of the youth workers as trainers of other voluntary youth workers in conflict-ridden areas. The aim is to further develop skills and knowledge from the first level. The youth worker as trainer works in the context of social education, which implies environmental work to facilitate for young people to grow. Another element stressed in this course is conflict transformation, understood as bringing people together to challenge their prejudices and stereotypical attitudes.

As a third stage a Level B plus course is designed. The aim is to recruit local people as future trainers of youth workers. The participants are trained in lecturing and practise as mentors for students in Level B-courses in group-work and practical work. This course will be included as a part of the offer from Jönköping University (5 Swedish Credits). As another step, five youth workers per year, having passed Levels A and B, can join a 5-week course, *Global Environmental and Survival Issues*, at Jönköping University. This course (5 Swedish credits) is compulsory for all Swedish students at Jönköping University aiming to be teachers.

The third component of the PRONI model consists of support to the development of organisations dealing with youth activities such as those of PRONI centres and youth clubs. One objective is to establish local NGOs, either by supporting existing organisations or by starting a PRONI local organisation. In the latter case the idea is to register it as a local organisation, a NGO. The PRONI Centre in Osijek, Croatia is an example of the first model, as it is transformed from two existing local organisations into one PRONI local NGO. PRONI Brcko in Bosnia and Herzegovina was organised by the PRONI Institute and is on its way to be registered as local. To support the development of independence for the organisations there is in-service training to strengthen their “inner life”, and training in contacts with donors and other external bodies.

As part of their studies the students do practical work for 30 weeks, designed as small projects for children or youngsters in different places in the local society (schools, orphanages, organisations etc.), which can be seen as a start of regular activities, such as youth clubs and youth centres in premises of their own. The idea is to encourage young people to initiate activities and to formulate their own interest as a basis for youth club activities. If youth clubs exist in the area of education of youth workers, the students do part of their practical work in such clubs. Youth centres have a wider scope of tasks, as besides activities for young people they carry out counselling in social and health matters.

The fourth component is to establish legitimacy in the society for youth activities and to make such activities a matter for the authorities on all levels from the local community, municipality to county/canton and to the national level. This implies to promote understanding among decision-makers of the role of youth work on all those levels and preparedness to give concrete support.

An agreement with the municipality is of course a prerequisite when opening a youth club or youth centre. The municipality must agree to pay part of the costs and gradually take over the financing of

the club/centre. One further step in order to establish the youth work is to set up a Local Board for the centre and have municipality authorities represented on it, together with other influential people. Furthermore, training in leadership and youth work is offered to the authorities.

On the county/cantonal level the PRONI Institute supports the structuring of local youth action plans by initiating, in cooperation with local universities, small research projects in order to get a picture of the situation of the youth in the area. Eventually, as the authorities come to understand and appreciate the importance of youth work, this attitude will generally take the expression of a National Youth Policy, and a National Youth Action Plan (cf. 3.2).

In contacts with universities, the main aim is to motivate and educate teachers to conduct training of youth workers as a programme of their own universities. The idea is to make this education a regular part of university education. Another aim is to stimulate the universities to work with youth issues through research work, in order to get a basis of knowledge about the situation of young people.

4 The Projects

Organisational framework

The PRONI Institute of Social Education has its origin in the cooperation between the Swedish NGO *Föreningen Projekt Nordirland* in Jönköping, which was founded in 1987 with some 20 members, and the Northern Irish NGO *Connection Europe*. Together they arranged exchange programmes for Swedish and Northern Irish young people. In the mid-1990s they agreed to make use of their experience gained from reconciliation work among youth in Northern Ireland in the post-conflict situation in the Balkan. In 1998 the two parties created the foundation *PRONI Institute for Social Education*. At the same time the Northern Irish organisation *Connection Europe* was transformed into the *Aislin Institute of Social Education*.

Today, the Aislin Institute is the Northern Irish partner of the PRONI Institute, sharing its network with the PRONI Institute. It is, furthermore, responsible for hiring the Irish tutors who are engaged in the PRONI projects in the SEE.

The PRONI Institute has an International Board, which consists of six members. Three of these represent the two Institutes, and the other three are there in their personal capacity as old members of (the still existing) *Föreningen Projekt Nordirland*. These three do not represent the Jönköping University on the Board, but they are all employed at the University, two at the School of Education and Communication and one at the International Business School. One of them is responsible for the contract training programmes (i.e. “uppdragsutbildning”) of the University, including the Social Education and Youth Work courses offered by the PRONI Institute.

The International Board meets four times per year and is closely involved in the management of the Institute and its various projects. It is responsible for the development of policies and strategies, and for the evolution of projects. Furthermore, it takes decisions on financial issues and approves reports.

Four Directors are responsible for the day-to-day management of the Institute within their fields of responsibility: general management, education, project development and research and evaluation. The Head Office of the Institute is located in Jönköping, and has a staff of eight people (Appendix 5). There is a comprehensive work manual to guide all the project activities.

The management of the projects has been strongly centralised by a closely knit leadership team. Already in 1999, the option of delegating some of the management responsibility to the local projects was considered by the International Board, but deemed to be premature. Requests to be allowed to send representatives from the Local Boards of the projects to the meetings of the International Board were expressed, but not granted. The issue of establishing a regional office was brought up already in 1999, but was not pursued. At the same time, the International Board was aware of the need to plan for a phasing-out process. The role and skills of the local co-ordinators and tutors would have to be strengthened. An improved dialogue between the centre and the field was necessary. However, it was not until August 2002 that the *PRONI Regional Office* was opened in Belgrade.

In order to ensure that the local organisations can grow in competence and capacity the need for in-service training is met in various ways. Both the project staff and the Local Boards are included in these efforts. In the last year of her/his service, the international project coordinator shall train the local assistant coordinator to take over responsibility for the future management of the project.

The Regional Office has a staff of seven (Appendix 5). It was opened three months ago and is staffed to be able to support the PRONI projects both in general management and in education and youth work. The duties of the Regional Office are covered in comprehensive job descriptions.

During the present evaluation, some of the local project staff complained about poorly coordinated management from afar, lacking in realism regarding the capacity of the organisation and underestimating the local problems of standard and communication. It was felt e.g. that the development work in relation to the National Youth Policy work was not sufficiently country-related and that the local staff's knowledge was not recognised. There is also a wish among the staff of the projects to meet each other more often in order to share ideas, visions and practical advice.

We feel therefore, that the regional office should have a strong coordinating profile, that it should keep the local projects informed and up-to-date in general, and in particular about the activities of other youth NGOs, both local and foreign, and their achievements. It is in this context important that planned evaluations of projects are carried out, documented and distributed. Furthermore, the present workload of the project coordinator in a local project is considerable and duties such as bookkeeping, staff matters (salaries, taxes, pensions, insurances etc.), office and education premises, maintenance, vehicles, procurement of office equipment and education material and the like should be brought together under a finance and staff administrator. There is already a wish expressed for a third international regional tutor, as the number of course participants is growing fast. There is a clear demand for the services of the Regional Office, and the importance of a two-way-flow of information should be kept in mind.

The number of local PRONI projects has grown fast: Osijek/Vukovar 1997, Brcko 1998, Travnik/Vitez 1998, Doboj/Maglaj 2000, Novi Sad/Subotica 2001, Knin, Macedonia and Montenegro 2002. A number of small, complementary activities, e.g. the Regional research project and the Youth Bank, can be added to the list.

The funding from Sida has increased from SEK 9 million in 2000 to SEK 25.230.000 in 2002. Already a year ago, Sida staff in the countries concerned expressed a wish for an evaluation before further support was granted. Few, internal or external, evaluations focussing on specific elements of the programme have been made, in spite of substantial allocations (SEK 200.00 in 2001, SEK 270.000 in 2002).

The status of the future level of training is still ambiguous, i.e. if it is to remain on university level or rather on that of a folk high school. So far, no local university has agreed to include the course in its own curriculum, and it is difficult to find local teachers with academic qualifications to replace the Irish teachers (cf. 3.3 and 4.1.1). In addition, in some of the project areas, the number of students with enough knowledge in English is not sufficient as a recruitment basis. There is no formal agreement on cooperation between the PRONI Institute and the Jönköping University. It could better be described as a business relation within which the Institute buys the contract training programme of Irish origin from the University.

32 contracts, agreements, letters of intent and the like between PRONI and authorities and institutions on various levels have been examined by the evaluation team. Some have been signed, others are in draft form. Agreements provide for a clear attribution of roles, responsibilities and commitments between the signatories. Legal expertise should be consulted to make sure that such documents are clearly formulated and legally valid. Text models would be very useful.

As a follow-up to the Regional Research project – the result of which will be presented in January 2003 – the PRONI Institute, with the consent of Sida, has offered its service as advisers to the governments in the region in the National Youth Policy process. It is the hope of the PRONI Institute that a

concerted effort to push for these reforms will contribute to a change of policy in favour of social education and youth work. There is reason, however, to doubt whether the capacity of the Institute will permit such an engagement in 6–8 countries, considering the recent rapid expansion of local PRONI projects. In the Regional Research project proposal there is mention of cooperation with the Council of Europe and the Swedish National Board for Youth Affairs (Ungdomsstyrelsen). Cooperation with the latter appears to be fairly limited.

Sustainability and *exit strategies* are emphasised in all Sida project planning manuals. It is, however, difficult to envisage any early, sudden or drastic change in the support from Sida to the PRONI Institute. In a Letter of Intent, November 6, 2001, from Sida's Department for Central and Eastern Europe it is stated that "Sida intends to continue this co-operation for a number of years", and that "the number of projects will increase from five youth projects today to twelve youth projects in the region". At the same time Sida recommends PRONI to look for complementary financing. "Sida would, however, continue to be the main cooperative partner of PRONI Institute."

Sida today remains the PRONI Institute's only donor. In 2001 60% of the budget of PRONI Centre, Croatia, and 30% of the budget of PRONI Brcko District came from other donors. A few of the other local projects receive financial ad hoc support from other donors, mostly relatively small amounts. At present, some of the local projects have not even appointed a local fund-raising team. The financial support from some of the local municipalities is small, mainly a sign of support and good will. At present, the PRONI Institute employs 90–100 persons in various projects, including the teachers from Northern Ireland. In the present 3-year agreement between Sida and the PRONI Institute, "PRONI is authorised to plan activities in 2001 and in 2002 respectively for approximately the same amount as was allocated in 2000". The amount has increased from SEK 9 million to SEK 25.2 million during the agreement period. The total sum for the period 1996–2002 is SEK 63.6 million.

4.1 Croatia

Programme context

Croatia is a country in transition facing structural and economic difficulties. The Croatian nationalistic party, HDZ, lost the majority in the year 2000 election. The isolation from rest of Europe was broken, and the new government is promoting democratisation and integration in Europe. The country is heavily burdened by economic problems, poorly functioning administration and a ragged structure. The gap between rich and poor is wide. The social policy does not practise equality and the social security fails to support the poorest groups. In several counties the nationalistic HDZ is still governing, obstructing political, economic and social reform.

Since the war there are still serious problems regarding many DPs and refugees. Many of them have settled in the country permanently and few of the Croatian Serbs who were driven out of the country have returned. The rate of unemployment is high, especially in areas hit by the war, which also makes the returnee's situation difficult. In these areas poverty is deep. The country's economy is slowly improving as tourists return and trade resumes.

The level of education is generally high. Most young people graduate from secondary school. They have difficulties finding jobs after leaving school. During the first six months of 2001 more than 41% of people 15–24 years old were registered as unemployed. High unemployment also leads to a danger of brain drain from the country. Croatia has pledged to adapt conditions in the country to EU standards in many areas. Reforming the school system is one of them.

Another one is youth policy. In September 2002 the Parliament of Croatia adopted a *National Programme of Activities for the Young*. The target group is people of 15–29 years. The State Institute for the Protection

of Family, Maternity and Youth, a part of the Ministry of Sport and Youth, is planning and implementing some of the activities in this programme. The PRONI Institute is invited to cooperate in a seminar for the Council of Youth, organisation of education of youth leaders and support to the work with youth clubs on the local level.

4.1.1 PRONI Project, Osijek/Vukovar

Background

The area of East Slavonia and Baranja was ravaged by war activities during 1991–1992. Most of Vukovar and the surrounding area were devastated, and inhabitants of both Serb and Croat nationality fled the area at different points of time. According to the Dayton agreement, Vukovar and the surrounding area, which was controlled by Serbia, were to be ceded to Croatia in 1998. Until then the UN controlled the area, which had a Serb population, which had remained, plus refugees. Also Osijek was shelled during the war, and later on attracted many Croat refugees, also from the Vukovar area. The Croatian authorities planned for a return of Croat refugees to the area. In 1996, when the PRONI Institute began the project in the area, tensions between the populations and especially refugees in the cities Osijek and Vukovar were strong. After the UN had handed over the area to Croatia many of the Serb inhabitants left. Vukovar today is described as a segregated city with strained relationship between Croats and Serbs, remained and returned.

The PRONI Institute started 1996 a pilot project in the area of Osijek/Vukovar aiming at educating young people from the two ethnic groups to become youth leaders with special skills in reconciliation work. In 1998 the project was extended and has continued as a large-scale project. The two local organisations in Osijek respectively Vukovar which were partners with the PRONI Institute in the beginning reconstructed themselves into a local NGO, PRONI Centre, in 1998. This organisation is today managing the project in cooperation with the PRONI Institute. During 2002, the activities are being extended to include a similar project in the area of Knin-Benkovac region. This new project is not included in the present evaluation.

Achievement of objectives

The main objective of the project in Osijek/Vukovar is to develop *an independent voluntary youth service*. This objective is long-term and includes the development of education of youth leaders, development of local partner organisations and legitimisation of youth work in the society. The time frame has been postponed from year 2000 and further from one year to the next, due to difficulties in establishing the education of youth leaders at the local university, and in getting public funds to run youth clubs and youth activities. Development of youth policies and action plans on the municipal, regional and national levels have turned out to be a long-range process, and a public youth service is still rudimentary. The local organisation PRONI Centre is still mainly dependent on international funding.

The *education of youth leaders* started with a small number of students from the two cities Osijek and Vukovar in 1997. They were enrolled at Jönköping University, where a contracted training was established for the PRONI Institute. Jönköping University settled curricula, participated in graduation and delivered the certificate. The difference between Osijek and Vukovar with regard to the capability of enrolling students for Level A, has led to cooperation on enrolment between Osijek, Novi Sad and Subotica in Serbia. During 2001, 20 students from each city were enrolled in Level A studies with a common residential on reconciliation.

In total, since the first course started during 1997, about 183 students have graduated from Level A and 53 from Level B according to figures in annual reports from the PRONI Institute to Sida. Studies on Level B plus, were ongoing at this time and included two generations, in total 17 students. In all, about 95 students have actively joined courses during the first half of 2002. The number of drop-outs has

been high. During 1998, which saw an exodus of Serbs from Vukovar, the drop-out rate was as high as 43%. Evaluations of the courses show high approval on the part of the participants.

One step of the organisational development was the establishment of an independent organisation, the PRONI Centre 1998. The organisation was registered in Croatia, and an ethnically mixed board, an assembly and employees were appointed. The number of employed people in the PRONI Centre, including youth workers in the different youth clubs, has risen from 8 local employees (plus 3 internationals) in 1998 to 39 local employees (plus 1 international) in 2002. 18 of them were salaried by Sida. The PRONI Centre cooperates with the PRONI Institute, which organises the education on the university level and provides counselling to the PRONI Centre. The PRONI Institute receives funds from Sida for the Centre. The PRONI Centre has also got support from other international donors, like the Dutch KdK (Kontakt der Kontinenten), which latter funds Level B studies, and provides in-service training, workshops on implementation of youth work and education in the LFA-model.

The youth work activities started with small youth projects. From the start of the Level A studies practical placements by students were emphasised, in order to create and stimulate interest in regular youth activities in the area. There were five youth clubs in 2000 and today there are 12 youth clubs. Another five were expected to open during this year. This expansion includes the Knin area. Prerequisites for starting a youth club are a long-term municipality engagement in premises and in running costs for the club. About 60–100 young people are members in each club and more young people are reached in practical placements and public events.

Legitimisation of youth work in the society includes the above-mentioned work on the municipality level. The PRONI Centre also offers education to municipal authorities on leadership and youth work. The PRONI Centre and the PRONI Institute have put much effort on the national level to support the development of Youth Policy and a Youth Action Plan. Both are cooperating with the Ministry of Education and Sports.

Relevance

A volunteer youth service is highly relevant to democratisation and reconciliation. The education of youth workers as a non-formal education seems to influence the students' way of thinking; raising their creativity and confidence, which is relevant both to the youth service structure and in other contexts. Students emphasise their personal benefit from the education and find it useful also in other fields than youth work. In their work with organisational development, such as promoting the independence of local NGOs, the PRONI Centre and their local partner organisations in youth clubs and youth centres is part in strengthening the civil society.

Efficiency in the project implementation

Efficiency in implementation is related to plans and time frames in proposals to Sida. The *education of youth leaders*, has been implemented by the PRONI Institute, and the drop-out problems have caused concern. The youth leader education is not recognised by Osijek University. Plans to have qualified university teachers participating in PRONI education have not been implemented so far. The PRONI Institute has to facilitate the education in the local language by employing tutors trained by themselves. Jönköping University recognises these tutors as competent academic teachers. The PRONI Institute has implemented a course on social group work at the Pedagogical Faculty in Osijek. Staff at the faculty established cooperation with the PRONI Institute concerning a research project on youth values and attitudes. The report on the research was to be presented in spring 2002, but is still not at hand.

Transfer of the PRONI education to Osijek University has been called into doubt during the last two years, both from the Local Board of the PRONI Centre and from the PRONI Institute. It is questioned whether it is possible to include informal education into the university. The PRONI Institute is now in the process of discussing a possible institutional affiliation of a professional education of youth leaders with the Institute for Family, Maternity and Youth in the Ministry of Education and Sports.

The organisation of the PRONI Centre had a fast expansion since its start in 1999. The PRONI Centre has developed a fundraising team to attract funding from other donors to establish a voluntary youth service. Although the PRONI Centre is evolving towards independence, the weakness of local education structures, compel it still to depend on the PRONI Institute to a great extent. In 2001 PRONI Centre decided to slow down its expansion in order to stabilise the organisation. OSCE showed an interest in establishing youth activities with the PRONI Centre as implementing part, which however implied an expansion of the PRONI Centre into the Knin area, which will strain its resources even more.

The Institute of Family, Maternity and Youth is now engaged in the issue of youth leader training with the PRONI Institute as an adviser. An interest in informal education has been expressed at the Institute of Family, Maternity and Youth. A proposal for a professional education in a special body or at the universities is expected. However, it will take some time before such a reform will effect the situation on local level.

In latter years, it has been proposed to Sida that annual evaluations of the PRONI Centre, should be arranged by Jönköping and/or Osijek Universities, but no such evaluation has taken place.

Sustainability

The development today in Croatia on state level with the National Youth Policy/National Youth Action Plan points at the importance of experience of practical youth work. The expectations of the Institute of Family, Maternity and Youth on the PRONI Centre as an implementing part with regard to the structuring of youth clubs, show that the PRONI Centre within a time span of less than six years has been successful in organising youth activities. The Centre's experience will be used further on in structuring a youth service on a nation-wide scale. The funding of youth activities requested from the state must be supplemented by funding from the municipalities in order to give the PRONI Centre the means to keep youth activities on the same level as now.

Special issues

The PRONI Centre is established as a mixed ethnical and gender organisation. The majority of the employees are women. In youth clubs, special activities are organised to attract girls. PRONI Centre took part in the Youth Bank project from the very beginning in spring 2002. The first round is now evaluated (cf. 4.5). Exchange program, started early in cooperation with KdK. Now exchanges with high schools of youth leader education in Western Europe, is incorporated as a recurrent activity (cf. 4.6). PRONI Centre administers the residential in Pirovac. They own a fourth of it and the rest is owned by PRONI Institute.

4.1.2 Project Stronger Together

Background

In war stricken areas one effect of the war are psychosocial problems among school pupils. Teachers find it difficult to handle the situation. The PRONI Centre and the Institute of Schooling, a department of the Ministry of Education and Sports, each initiated programmes to meet this situation. They joined forces in the project *Stronger Together*, directed at primary and secondary school teachers in

the Croatian Podunavlje and Baranja region. The subtitle was Multiculturalism – a base for healthy, peaceful and tolerant co-living and education. The project aimed at training teachers to work with pupils and their parents to overcome the effects of war. The Council of Europe funded the project during its first year. During 2001–2002, PRONI got Sida funding for the project. The Institute of Schooling advertised seminars for teachers in the regular catalogue for further education for teachers, and contacted schools to enable teachers to join the seminars.

Achievement of objectives

The seminars for teachers were carried out in multiethnic environments by multiethnic groups of trainers concentrated on issues such as: affirmation, communication, cooperation, conflicts, prejudice, traumas, human rights and self-evaluation, work with small groups, work with children and parents to overcome war traumas. In accordance with the plan two seminars for each of three groups of teachers have been performed, and a total of about 200 teachers have attended the seminars. Evaluations made after each seminar show a high degree of support by the participants. Teachers are confirming that the approach and methods are working well in the classrooms. The communication with parents has changed, and parental meetings are held in a new manner. Educated teachers are motivated to work with groups of children and their parents, but find difficulties in doing that and feel a need of extra training and supervision in small groups.

A handbook on working methods was drafted and revised in a second edition during 2002. One seminar reunited all educated teachers and their principals to exchange experience and strengthen the network of teachers.

Relevance

The situation in the area is obviously difficult. Using a strategy to train teachers to work with children and parents in war-stricken areas has a high relevance. Schools are meeting places for all children in an area, and have a great influence on which values are transmitted to children. To reach parents involved in the schools implies an influence on the whole family. Teachers emphasize that the working methods which they have learnt are applicable, which of course confirms the relevance. They also show an interest in spreading the new ideas to colleagues; this is evidence of their esteem of the training.

Efficiency in the project implementation

The PRONI Centre cooperating with the Institute of Schooling turned out to be an efficient way to implement the project. The seminars were organised in an efficient way, and did make teachers of different ethnicities meet and cooperate. Many participants expressed enthusiasm and evaluations showed teachers changing their attitudes towards pupils and parents. At the start of the project, some difficulties in the PRONI Centre resulted in replacements of coordinators, but the situation stabilised later on. An unforeseen obstacle for the newly trained teachers returning to their schools showed up when they were going to spread the new approach among colleagues, children and parents. One or two trained persons were too few to exert an influence on the whole school. It was concluded that there was a need to train a group of teachers per school in order to get “a critical mass”.

Sustainability

This project, funded by Sida for two years, did have an impact on school work. There is a new mode of communication, as an effect of teachers' changed attitude towards children and parents. The Institute of Schooling has a continued strong interest in the project, and plans to keep the project running after the two-year period, all of which is evidence of the felt need for teachers to handle the post-war situation in schools. Furthermore, this training fits into the on-going school reform. The continued information in the catalogue of further education for teachers will make the training available to new teachers. There are also suggestions to include parts of the training in ordinary teacher education.

Future financing of these activities, and making them part of regular further education will be a responsibility of the Ministry of Education and Sports.

Special issues

The majority of teachers in the primary and secondary school are female, which is also reflected among the participants. Issues of HIV/Aids have not been of relevance to the project.

4.2 Bosnia and Herzegovina/Brcko District

Programme context

Due to its strategic geographical position, Brcko was brutally ravaged by the hostilities. In 1995, after the Dayton Accords, a tug-of-war started between the two Entities regarding the sovereignty over Brcko. To the Serbs, Brcko was of key importance, as it was the only point of direct passage between Western and Eastern Republika Srpska. After a long arbitration process, the Brcko District Statute was enacted in March 2000. Thus, the Brcko District of Bosnia and Herzegovina was established as a single administrative unit beyond the control of the Entities but still under the sovereignty of Bosnia and Herzegovina (cf. 4.3). The Deputy High Representative in Brcko also fulfils the role as International Supervisor of Brcko. Under the rule of a multi-ethnic Interim District Assembly a definite change has taken place in less than three years. All public institutions, including the education system, are multi-ethnic. Independent police and judiciary are in place, and there is a code of ethics for government officials and Assembly members. The district is demilitarised, and more than 15.000 refugees and displaced persons have returned. Furthermore, the District is economically self-sustained and has an efficient expenditure control system. Privatisation programmes have started, and the combination of a functioning port on the Sava river, railways and roads bolsters favourable commercial prospects. Recently, the government launched a Public Access Database, which will provide the citizens, students, investors, policy planners etc. with easy public access to a database specifically designed for Brcko District.

The Ministry of Education is open to reform and is interested in cooperation with the PRONI Institute, both at local level and in the Regional research project.

4.2.1 PRONI Project Brcko

Background

After one year's successful cooperation with Croat and Serb youth groups in Osijek and Vukovar, the PRONI Institute visited Brcko in the autumn of 1997 for preliminary contacts. The city's population was dominantly Serb with a large number of displaced people from Former Yugoslavia. Most of the Muslim population, earlier in the majority, had fled the city and lived nearby as refugees on the Federation side of the Inter-Entity Boundary Line. Thus, the atmosphere in Brcko was tense and guarded. The physical destruction was immense, and there was great need for community development, social reconstruction and youth activities. OSCE and OHR encouraged international youth NGOs to start youth work in the area.

In March 1998, Sida granted PRONI support to establish a voluntary youth service structure with two independent local youth NGOs, one in Serb-controlled Brcko and the other in Muslim-controlled Rahic. From then on, the PRONI presence in Brcko has grown steadily, with a temporary slow-down caused by the NATO bombings in Serbia during the Kosovo conflict. In March 2000, the Brcko District was established as a single administrative unit as described above, and its citizens could feel slightly more confident about the future.

Achievement of objectives

The *two local NGOs* were established under the aegis of the PRONI Institute, which was registered as an international NGO. In Brcko there was a focus on education and in Rahic on youth work activities. In 2000, the return process gained momentum and the cooperation between the two organisations became closer, with an exchange of experience and knowledge. Late 2001, preparations started for a merger, and common goals were identified, i.a. through a LFA process. A local decision-making body was created, and in January 2002, *PRONI Brcko District* was established as a joint organisation. A multi-ethnic Local Board was appointed, consisting i.a. of parents, representatives from the local community, the students and the school system. An Assembly of 30 members – students, members and community representatives – was elected. Statutes were drawn up and an application for registration as a local NGO, based on these statutes, has been submitted to the authorities. Thus, the objectives for the formal establishment of a local PRONI youth NGO have been achieved.

Since 1999, *four Level A and three Level B courses* have been implemented. Three students study at Level B plus. Due to contradictory statistics and reports (project proposals, annual reports, statistics from Jönköping University) it has not been possible to determine the exact number of graduates. It is also difficult to determine whether the graduation target (75% of enrolled students each year) is being reached, as the number of enrolments varies in different documents referring to the same year. It seems, however, that the result is fairly close to the target.

The number of *drop-outs* after acceptance and before enrolment has been higher than expected. In 1999, 43% of the students left, and in 2000, 50% left from the Level A courses. A variety of reasons were given, among them transport problems, other studies, military service, new job, difficulties to combine the part-time course with a job; most probably a low level of education, as well as ethnic disturbances were part of the picture. In addition, already in 1999, it was obvious that poor knowledge of English would cause problems. There are simply too few qualified applicants in the area. There is also the problem of absorption: the job opportunities in the youth sector are not many at present.

However, to those who did graduate, the PRONI model of education has been of great value. Also students who plan to enter other professions have appreciated the methodology and the content, and feel enriched by the values conveyed.

The number of *practical placements and small-scale youth projects* has exceeded the targets (in 2001 the number was 50). They have covered a wide range of activities: theatre, sports, language courses, computer training, circus skills, ecology etc. All according to plan, one youth club has opened and new premises have allowed for an expansion of activities. Out of a total of 98 members, 77 are under 25 years of age (75%). A part-time youth club was opened in June 2002 in a returnee village and has now 70 members.

PRONI Brcko was one of three PRONI projects engaged in the *Youth Bank* pilot initiative (cf. 4.5). The elected committees responsible for the project went through the different stages of the project process, and there was general enthusiasm regarding the implementation. The second Youth Bank project was advertised in October 2002.

The problem with the lack of *qualified local teachers* has not been solved, and there has been no interest from the universities in Sarajevo and Banja Luka in engaging themselves in youth leader education.

Relevance

The positive local response on many different levels in the local community confirms the impression of a vital and appreciated project. Brcko has been a very difficult and, at times, violent area in which to introduce a concept aiming at democratic development and reconciliation. The great number of

refugees and displaced persons, combined with post-war population movements caused by political changes made the living conditions unstable.

To young people in Brcko, PRONI's interactive methodology has been very attractive, and the education has without doubt enhanced their personal development. They have, with great effort, managed to overcome distrust and fear, which gives them a feeling of pride and hope for the future. The parents and the local authorities recognise the relevance of this focus on youth and have gradually come to appreciate the work of PRONI Brcko. It has brought creativity and meaningful activities into the lives of a great number of young people. The authorities are aware of the need for a local Youth Action Plan and the assistance of PRONI Institute comes in most timely. Hopefully, in the long run, this will also lead to increased job opportunities for the youth leaders educated by PRONI.

Efficiency in the project implementation

The PRONI Institute managed the introduction of the initiative into the Brcko/Rahic area in a very competent manner. It was a low-key development approach, which met with response under adverse conditions. The political development allowed for a merger of the two organisations, and from the beginning efforts were made to build organisation and management competence into the structures. There is no local tradition of NGO work, and attention has been paid to the need for continued in-service training. However, among the PRONI projects – and also in Brcko – it is felt that the PRONI expansion has been too fast and that more attention should be paid to quality and sustainability (cf. 4.0). There should be more exchange of experience between the projects, and more time to establish firm routines.

Since 1999, PRONI Institute has pushed the question about a local youth centre, and now, four years later and in cooperation with the local authorities, the international community, other donors and the local NGOs, this initiative has come to fruition. One factor, which made this possible was the political development, but over the years, PRONI Institute's perseverance has been important (regarding the project proposal, see below). Official representatives from the District have visited Sweden in connection with the Regional Research project. They are anxious to be at par with the two Entities in the development of a Youth Policy and expect to get advice from PRONI Institute when preparing a Youth Action Plan for the District.

Many other activities have contributed to the PRONI profile in Brcko: The various public events – conferences, seminars, exhibitions – and a project such as the Youth Bank. Graduates from the courses find jobs in other NGO's or take other initiatives like the mine awareness team working in the local schools, supported by funds from Japan and the US.

Sustainability

As mentioned, the process of building local NGOs has been well planned, and structures to involve the surrounding community and various stakeholders have been established. The District authorities have declared a genuine interest in the local youth work, both on policy and practical youth activity level. There is also a financial commitment from the District to support the refurbishing of the premises for the new youth centre and also the running costs for 7 years. A number of new projects related to the social education and youth work have increased the work load on the local PRONI organisations. In the case of Brcko, the establishment of the planned local youth centre will increase the administrative burden on the local organisation even more.

The administrative structure and capacity of PRONI Brcko has its limitations (cf 4.0). The first local manager, in office since July 2002, is new not only to PRONI Brcko, but to the PRONI concept as such and to NGO work. Even with the support of the Local Board and a loyal staff, and after some measures to strengthen the administrative set-up, she will have a tough year ahead.

Thus, as far as sustainability is concerned, many of the necessary ingredients for a positive development are there. Gradual changes in the education system can be foreseen as the local scene changes. But in order to achieve stability there is a need for a moratorium on new initiatives. Otherwise, in the near future, there is a risk for serious problems.

Special issues

The staffing of the project is multiethnic and has a good gender balance. The project staff has been trained in drug prevention and mine awareness. The criteria for Youth Bank projects observed “lifestyle” projects such as anti-drug campaigns and HIV/AIDS information. The District authorities were unaware of any HIV/AIDS problems, but with Brcko being a border-town with many visitors and a high volume of transit traffic the risks for infections are probably rather high.

Project proposal – NGO Centre, Brcko District

The presentation made by the PRONI Institute of this NGO Centre project in August gives the impression that all that is requested from Sida is a contribution towards the building cost. However, it seems advisable for Sida to consider the likelihood that further requests for financial support towards the running and management of the Centre will be made in due course. This prospect should be considered by Sida at the very outset.

The project proposal has three main components:

The refurbishment of a building

University Certificate Courses in Youth Work and Leadership

Management of the NGO Centre

The Refurbishment component will require a technical assessment and an estimation of costs in contact with the Sida office in Sarajevo, tender documentation for the construction work and the project supervision, agreements between the funders etc. The time schedule for the implementation of the project obviously needs to be revised.

As to components 2. Education and 3. Project management there are no budgets attached to the proposal. For these two components Sida should demand that Plans of Operation are submitted, including a 3-year budget, presenting the local and foreign staff capacity, competence and management experience of the PRONI Institute and its capacity to take on the management of the NGO Centre. In the education project special attention should be paid to the problematic issue of local teachers. For both components a time schedule for the phasing out of the international involvement should be presented.

4.3 Bosnia and Herzegovina

Programme context

In the wake of the general elections in BiH in October 2002 which brought the nationalist parties back into power with a four-year mandate – after a break of two years – there are fears in the international community that the delay of much needed reforms will persist. There is also a risk for continued weak and fragmented governance. The constitution of Bosnia and Herzegovina is complicated with a number of levels of authorities: the state Bosnia and Herzegovina, two constituent Entities: the Federation of Bosnia and Herzegovina and Republika Srpska, cantons, cities and municipalities. The Brcko District was established as a single administrative unit under the sovereignty of Bosnia and Herzegovina (cf. 4.2). Power is concentrated to or below Entity-level, which has led to fragmentation in areas such as education, health, social security, privatisation and economy. Much effort has been made to bridge differences in approach and a certain degree of harmonization between the different systems

has been introduced. Much work remains, however. The country must take its economic future in hand, promote sustainable growth, and target programmes, which can improve social conditions, especially in the areas of education and health.

Recent reports on reforms of the education system tell that active and concerned teachers, parents, students and communities have started to reform the education system from inside, at times in cooperation with international and local organisations, pedagogical experts and the authorities concerned. These initiatives quietly introduce new teaching methods, encouraging interactive relationships between teacher and pupil, and between the pupils. Professional pedagogues, parents and students cooperate to promote learning and to mobilise scarce resources, creating a positive and active school environment. The PRONI Institute is among these pioneers.

4.3.1 PRONI Project Travnik / Vitez / Zenica

Background

Like other places chosen by PRONI the area of Central Bosnia was seriously affected by the war. Hostility and resentment still makes the return of Displaced Persons (DPs) difficult. Various incidents from time to time have made the atmosphere tense and guarded. Vitez and Novo Travnik are divided cities where inhabitants of different ethnicities living in segregated areas do not interrelate to each other. On the Cantonal level, the ethnic groups Croats and Bosniaks are both granted influence at the ministries. The uncertainty with regard to the jurisdiction of the state, the Federation, the Cantons and the municipalities complicate the situation. On many issues such as youth actions plans, officials on different levels refer to each other as the decision-makers or financing body. This confusion hampers the development of youth work.

Both Travnik and Vitez are described as cities with difficult problems of poverty, unemployment and young people leaving the area. The mayor of Vitez stresses social problems among young people such as drug abuse and prostitution. The municipalities financially support youth activities and sports to a limited extent. In both municipalities, authorities stress the importance of youth work in schools.

PRONI Institute initiated a project in the Canton of Central Bosnia at the end of 1998 after visits and preparatory contacts with NGOs, authorities and international bodies. As there are many small cities in the territory the PRONI strategy was to develop cooperation with existing local NGOs in five different cities: Bugojno, Gornji Vakuf, Jajce, Travnik and Vitez. PRONI offices were established in Vitez and Travnik as centres for youth work and the education of youth leaders. In 2002 the project was extended to Zenica in the neighbouring canton.

Achievement of objectives

The overall objective is to create a voluntary youth service structure with self-supporting youth clubs. According to the proposal to Sida for the year 2000 local partners will be able to head a voluntary youth service in the region, including education and activities in the year 2003. Local funds are expected to cover the budget. This objective implies the registration of local organisations with local boards, trained youth leaders running youth clubs with public financial support and an ongoing training of youth leaders in their own language. This overall goal has not been attained, and the process is delayed.

The youth group in *Travnik* PRONI office projected for a merger with a local NGO, but this has not been realised. The registration as a local NGO is still not done and the organisation has not developed its autonomy. The work is focused on training of youth leaders and support to youth public events in cooperation with local NGOs. In *Vitez* a local NGO has been registered and has opened a youth club cooperating with the PRONI office in Vitez. Difficulties in cooperation and disintegration of the local

NGO made the PRONI Institute cease the co-operation. The PRONI office was closed in June 2002. There is cooperation with a local NGO in Stari Vitez, which runs a youth club. A youth club has been opened in Donji Vakuf and two new ones are planned in Turbe and Zenica.

The *training of youth leaders* started in the autumn of 1999 with one group in Travnik and another in Vitez. Students practise in the youth clubs in the area, local NGOs, orphanages and schools, with projects such as establishing student's councils. Two generations of students have resulted in about 50 graduated students on Level A and 9 on Level B, according to figures from the local office in Travnik. In September 2002, slightly more than 40 students were still being trained. Students were recruited from the surrounding cities/villages in the canton, and also from Zenica. The target to examine at least 65% of enrolled students on Level A cannot be assessed from existing statistics. The dropout is explained by decisions to study in other cities, and language problems. Training is still conducted in English, by teachers from abroad. The students express deep satisfaction with the studies, with regard to both methodology and content. New attitudes to professional and personal life are displayed.

Legitimisation of youth activities in the municipality has met with obstacles. No contracts have been concluded with the municipalities Vitez and Travnik as a basis for youth work education and permanent youth clubs/centres. However PRONI has got permission from Federal and Cantonal ministries to work in the schools and PRONI students practise there. In view of the difficulties, which the PRONI Institute has had, the institute will take into consideration during 2002 if it wants to continue activities in the area. In the neighbouring canton Zenica PRONI has made an agreement with the municipality concerning access to premises, running cost and the opening of a youth club.

The PRONI Institute together with Jönköping University has initiated a survey of the situation of young people in secondary school in Lasva Valley. Researchers from Sarajevo University conducted the research in the beginning of 2002. The local groups in Travnik and Vitez as future users of the results were not involved in the research process. The results were presented to the Cantonal Ministry of Culture, Sport and Information and the Cantonal Ministry of Education and Science, and a further cooperation was suggested with the PRONI Institute. The research showed attitudes to school, the distance between different ethnic groups, free-time activities, the use of tobacco, alcohol and drugs and expectations of the future.

Relevance

The situation of young people in Central Bosnia is tough in view of the nationalistic ideologies and the segregation of schools and living areas. PRONI has found difficulties to realise its aims, as the interest on the part of the municipal authorities has been limited. As young people of different ethnic groups do not meet naturally, it is highly relevant to develop activities for young people from different ethnic groups to get to know each other. Youth clubs and small youth projects where young people meet over the borders are good examples. The training of youth leaders has the same purpose.

In an area where also the schools are ethnically segregated, with different languages and curricula it is important to use such arenas to enable communication between groups of young people. Officials at the municipal level emphasise the need for school reforms. Activities in small projects such as training students to start students' councils and unite councils from different schools is one good example.

The research is used by the PRONI youth group to inform the authorities on municipal and cantonal levels of the situation and needs of young people.

Efficiency in the project implementation

PRONI has used the same model to win acceptance of their ideas in Central Bosnia as in other areas, but with less success. Difficulties in establishing local NGOs constitute one of the factors, which slow

down the development. PRONI's collaborators have been persistent in their efforts in Travnik and Vitez to persuade the municipalities to support the PRONI model. The municipal authorities refer to the Cantonal or Federation level as responsible for the formulation of activity plans for youth. In Vitez, PRONI tried to get access to empty premises for a youth centre, which is situated on the invisible border between Vitez and Stari Vitez. But the municipality was not prepared to support PRONI's suggestions, and the premises were later on allocated to a Sport Association. Nor has Travnik provided PRONI with permanent premises for youth activities.

The PRONI organisation in Travnik, is expected to be transformed into a local organisation next year. As one step, a local project manager in 2003 will replace the international one. The takeover is being prepared and a shadow process is ongoing. The staffs get counselling and in-service training, partly arranged by the Council of Europe. Annual evaluations envisaged in the proposals have not been carried out.

The problem with teachers in the students' own language has not been solved, as no university teachers from Bosnian Universities are teaching in the courses. The objective to transfer the youth leader training from Jönköping University to Bosnian universities with domestic teachers has not been fulfilled. The assistant tutors from the regional office will take part in the education in the local language further on. Four students on B plus level are now assisting in the Level B course.

Sustainability

The PRONI project in Central Bosnia has started as a low-key activity expected to have a slow development. The crucial issue is the lack of recognition on the part of Travnik and Vitez municipal authorities. This must be solved to create prerequisites for further development. An ongoing discussion has resulted in possibilities of sharing premises with the Sport Association in Vitez. In Travnik, four organisations are working to establish a youth centre. The local PRONI group is determined that their efforts will succeed. They stress the importance of including the Croatian society in the project. The new activities in Zenica are looked upon as an extension of the project.

The local organisation is exposed to an acute ideologically based tension in the area and will need support to handle the situation. The regional office must consider the exposed situation of the new, young project manager and the whole group.

A continuation of the project in Central Bosnia needs a new time schedule, taking into consideration the difficulties in the area. An exit strategy is needed.

Special issues

The composition of participants in the groups of students has been multi ethnic. The students are of mixed gender. In the staff of the Travnik youth group there is one male and four female employees.

A Youth Bank Committee (cf. 4.5) was appointed and in the autumn of 2002 invitations are announced in posters and media for applications for grants to small community projects, to be implemented in the spring of 2003. The youth groups in Vitez and Stari Vitez have taken part in an exchange programme with Sweden (cf. 4.6).

4.3.2 PRONI Project Doboj / Maglaj

Background

Like all the other PRONI projects, the projects in Doboj and Maglaj are located in an area, which was hard hit by the war. The fact that the two cities are located in the two separate Entities constitutes an added complication.

As mentioned in the PRONI project proposal for 2002, political changes in recent years have resulted in a growing number of refugees returning both to Doboj and Maglaj. Laws on the return of occupied property are now enforced more effectively. In the case of Maglaj, the municipality received Swedish support to reconstruction soon after the war, e.g. for housing and repair of cultural heritage buildings, and thus had cooperated with Sida previously. The local authorities were contacted and informed well in advance of the project start. Consequently, the project has good relations with the authorities, who support the activities “as much as they can”, according to the PRONI reports. The position of the present local mayors will probably not be affected by the outcome of the recent national elections. The next municipal elections will take place in 2004.

Achievement of objectives

The PRONI Doboj/Maglaj Project started in January 2000. The response to the PRONI initiative has been substantial, albeit a bit slower in the Doboj area than in Maglaj. Two *Level A* courses were implemented with good attendance, and a third Level A and the first *Level B* course are on-going. In the Level B course, 22 were accepted but only 13 remain; 9 students left, mainly because of work. PRONI's expectations of the courses' success, is expressed by percentages (varying from one course to the other) of the students who were registered. The Level A courses have been arranged in Doboj and Maglaj respectively, and the Level B course is implemented in Maglaj with participants from both municipalities, as planned. Both courses have had international teachers only, but now the third Level A course has one international teacher and one local assistant; they teach as a team. The intention is that this local teacher will be able to teach in the Level A course on her own in 2003. There are still no commitments regarding courses and training of teachers at the universities in Sarajevo and Banja Luka. The proposal in the project document to establish a “legal body” in charge of the future education of youth leaders by the end of 2003 appears to have been abandoned.

According to reports, *practical placements* and *small youth projects* have also been successful. In the project plans for 2002, the intention was to start four *youth clubs*. The project in Maglaj now opens the first one in Novi Seher, where the municipality pays for electricity and telephone and also for half the salary for one of the two youth workers in charge of the club. Most probably two more will be opened in the Maglaj rural areas next year, which is important. In Doboj, however, progress regarding a youth club has been slow.

In the project proposal a third city, Zepce, with a majority of Croats was mentioned as a possible participant in this project. There has, however, not been any response to the contacts taken by the PRONI Institute.

Relevance

The need for PRONI education of youth leaders and youth work is as important in the Doboj/Maglaj area as in all the other areas where the PRONI Institute is working with young people badly affected by the recent war. The local officials are aware that more attention must be paid to the situation of young people. Therefore, the PRONI initiative has been met with interest both on the municipal level and among people in general. Close collaboration has been established with local youth NGOs, both in Doboj and Maglaj. The PRONI office in Doboj provides space to a local Youth Council, and another youth organisation is using the premises in the building provided in Maglaj, the old Konak. Together with the local youth organisations, more knowledge and information is spread in the local community about the importance of youth work. As the number of returnees increases, the youth clubs have an even more important role to fulfil, giving those children a chance to take part in the same activities as other young people in the area.

Efficiency in the project implementation

The establishment of the Doboj/Maglaj project was very efficient. Thanks to the early contacts with the municipalities, the normally quite complicated issue of premises was solved at an early stage. In Doboj the upper floor of an existing Dom Mladi (House of Youth) was put at PRONI's disposal, and in Maglaj an old building, recently renovated with Swedish assistance, was allocated to serve as a youth centre.

The international project coordinator/youth worker has trained her two assistant coordinators and two local youth workers/interpreters well. No staff member has participated in any of the short training courses offered by the Council of Europe, a possibility mentioned in the project proposal for 2002. In the original project proposal for 2000–2001 it was suggested that meetings should be arranged between the PRONI projects in North-East and Central Bosnia, and Croatia in order to exchange knowledge and experience. The usefulness of such meetings was also indicated by staff members, in some of the other projects during this evaluation. There is no mention of any such events in the reports, only of one big annual meeting on the Croatian coast for all the staff. In the original project proposal from 1999, the beginning of a process to develop a regional support structure is also mentioned in rather general terms. A PRONI Regional Office was opened only in August 2002. During our interviews, the hope was expressed that this Regional Office would improve coordination and exchange of information between the PRONI projects.

The present international project coordinator in Doboj/Maglaj participated in the drafting of the project proposal for 2002, and preparations of the next agreement period has started in cooperation with the finance administrator of the PRONI Institute Head Office, after a thorough internal assessment. An expectation of an annual evaluation by the University of Jönköping related to the education of youth leaders is expressed in the project proposals, but has not materialized.

As to the local youth NGOs, support has been given to promote their capacity, competence and autonomy. There is an evident spirit of cooperation in the relations with the local organisations.

Sustainability

The PRONI Institute and the two municipalities have entered into 5-year agreements – with slightly different periods of validity – on the development of youth community activities. The agreements state that after two years, i.e. in 2002, the project shall be evaluated by the two parties. The outcome of this evaluation shall serve as a basis for a plan on how the municipality gradually, after five years, shall take over the financial responsibility for the project. The next PRONI project proposal to Sida will contain an exit strategy, which should aim at a local take-over in 2004–2005.

A condition for an exit by the PRONI Institute from the projects is that local organisations have been established to take over the responsibility for the continued education of youth leaders, combined with the practical implementation of youth service activities. The most likely solution in the Doboj/Maglaj project appears to be the creation of two local PRONI organisations (cf. 4.2.1 PRONI Brcko District). For practical reasons, a merger of the two organisations, similar to that in Brcko District, is not envisaged for the time being, as Doboj and Maglaj are located in two separate Entities with different legislation etc. In order to prepare for the formation of two local PRONI youth NGOs there are plans to create two Local Boards consisting of representatives from the local community, parents, students etc. These Local Boards would then be entrusted with the drafting of statutes as a basis for applications for registration as local PRONI youth NGOs.

Parallel to this, a “shadow” process will start, during which the present international project coordinator will train the two local assistant coordinators to take over the responsibility for the future management of the organisations.

As part of the “legitimisation” process the mayors from the two cities plus 1–2 persons will visit Sweden in January 2003. The two municipalities have already committed themselves to certain expenditure in the present agreements. These have to be updated before the end of this year.

Thus, with regard to the hand-over of *the content* of the two projects, plans are well advanced. However, as to *the funding* of the activities, the picture is worrying. According to the project plan a local fund-raiser should have been appointed, but this has not been done. The economy of the municipalities is weak, and so is the economy of the entire state of Bosnia and Herzegovina. The political development remains unpredictable, to say the least. As the pressure is raising on the politicians to pay more attention to the conditions of young people, and preparations have started for National Youth Policies and Action Plans in several countries in cooperation with the international community, some more resources might be available in a couple of years. But the municipalities will have to engage themselves more actively in the fund-raising issue, and more work on a volunteer basis by parents and others will be required.

Special issues

The staffing of the projects is multiethnic and has a good gender balance. The project staff has been trained in drug prevention and mine awareness. In the work with the PRONI Youth Bank, several of the projects focus on “a healthy life-style”, focussing on drugs and HIV/AIDS awareness, ecology and protection of the environment, sports etc.; several of the projects take place in the surrounding villages.

As partners in the Youth Exchange programme, Dobož and Maglaj have received more visiting groups from Sweden than any of the other PRONI projects.

4.4 Serbia

Programme context

President Milosevic, who dominated the political scene for more than a decade, was ousted from power in October 2000. He left behind a society in economic and social decay, marred by nationalistic movements, xenophobia and isolationist tendencies. Political apathy has reached a stage where the recent presidential election, in October 2002, was declared invalid because of low voter turnout. Hundreds of thousands of people left the country during the 1990s, and emigration continues, especially of young educated people.

Nevertheless, young people were actively involved in the downfall of the old regime, and many are still engaged in societal reform, also in the government structures. In the youth sector, reform initiatives are taken by the young people themselves and networks are created across the country. Much will, however, depend on the recovery of the national economy, which suffers badly from the political instability.

4.4.1 PRONI Project Novi Sad / Subotica

Background

Vojvodina is a multi-ethnic area with many nationalities. Hungarians are the largest group, about 17% of the population. The economic situation has deteriorated and unemployment has increased. Since the war there has been a great influx of refugees from Croatia, Bosnia and Herzegovina and Kosovo.

PRONI began its activity in the area via practical placements for students from East Slavonia. Students from Brčko enrolled at the university of Novi Sad. In 2001 PRONI started a project in Novi Sad and Subotica. The municipalities were contacted and informed. Vojvodina is known for its manifold NGOs, and PRONI started out by taking the already existing NGOs into account.

Achievement of objectives

During the introduction period, which contained seminars for people active in NGOs, the students were mainly conducting small projects inside existing NGOs. During this phase the target group was refugees and young people from different minorities in the area.

To the first Level A course, twenty-five students from each Subotica and Novi Sad of different ethnicities were admitted. They are mostly university students. The studies are to end in November 2002. Until now, ten students have left the program. Students who participate express satisfaction with the course and confirm its usefulness irrespective of what they plan to do in the future.

An effort to involve local university teachers in the PRONI training was planned for the autumn of 2002, but was not realised. No agreement on that subject has been made with Novi Sad University. However, the university is supplying free premises for lectures. According to PRONI the Open University in Subotica turned out not to have university status, but appeared rather to be an institution with premises for renting. The agreement with Open University has been cancelled. The establishment of a legal body for training of youth workers to start in 2003, will be discussed with the Ministry of Education.

According to the reports small projects and practice placements are successfully carried out. Two youth clubs are planned to start in 2002. One was well on its way in a small village in cooperation with an existing NGO with an aim promote tolerance between two ethnic groups. In Subotica the PRONI office had an agreement with the municipality to provide premises to a youth club. Discussions are also going on with the municipality of Novi Sad concerning premises and financial support for a youth centre to be shared with several NGOs in the youth sector. The PRONI youth group is active together with other NGOs in performances and public events for young people.

The PRONI organisation opened offices in Novi Sad and Subotica and has planned that the international staff is to depart in 2002. A shadow process to train a local manager is going on and an organisation plan has been adopted.

Contacts are being taken with municipal and regional authorities to develop a local youth policy and a further cooperation.

Relevance

The difficult social situation and the many minorities and refugees in Vojvodina imply problems for young people. Tensions between different groups are heightened by nationalistic politics. In Novi Sad especially, most existing youth activities are exclusively for university students. The need to create meeting places in small villages for young people of different ethnic backgrounds and refugee status is emphasised both by NGOs and the authorities. Local officials are aware of the situation, and PRONI initiative has been met by interest on the municipal as well as the regional level. Efforts on the national level to adopt National Youth Policy and National Youth Action Plans, also indicates the relevance of the project.

Efficiency in the project implementation

The establishment in the area of Vojvodina was very efficient. The contacts with the municipalities and the region are positive, and Subotica has provided free premises and some running costs. Novi Sad is planning to find premises.

Cooperation with existing NGOs is emphasised both in small villages and in the cities. PRONI and the Scouts started e.g. a small investigation of needs and possibilities for future youth clubs in small villages

as a part of a common strategy. Financial difficulties have delayed the investigation. Another example is the collaboration with the Youth Council in Novi Sad to open a youth centre as a base for activities.

The organisation of the staff is efficient and the staff members are receiving in-service training and LEA-training. A new organisation will be introduced, with a local project manager for both cities. Job descriptions are being processed. Co-operation with the PRONI Centre in Croatia goes on in the joint residential for the students in the Level A course. PRONI Student's Councils are established, and are in the process of registration. That will open possibilities to meet other PRONI students in the whole region.

The Level A course is going on, but the plans to transfer the training to the local university meet with the same difficulty as in other PRONI projects. In Subotica there is also a complicated situation with mixed ethnicities; some participants do not have a common language and have to resort to English.

Sustainability

PRONI has had a successful start in Vojvodina with regard both to the education and building its own organisation. The project start in Vojvodina seems well timed, as there are also activities on the national and regional levels concerning youth policies and action plans, which will promote sustainability of effects in the youth sector. The commitment of two municipalities, indicate a genuine interest in youth issues. Further investigations by the Scouts and PRONI could be a basis for a future strategy, which would focus on needs and resources in different villages with a view to creating a wide net of youth clubs.

The well-established NGO tradition in Vojvodina opens possibilities for joint lobbying for resources. The cooperation with the Youth Council and other youth NGOs will have an impact on democratisation.

The organisation is new and will need counselling and support from the regional office to be strengthened e.g. when it comes to dealing with local authorities.

Special issues

In the Level A training there is a mix of different ethnicities. The majority of the participants are female, as is the staff. The Youth Bank in Subotica has advertised in Serbian and Hungarian language inviting applicants for projects to be implemented in the spring 2003.

4.5 PRONI Youth Bank

Background

In order to encourage young people to undertake small community projects, a PRONI Youth Bank proposal was submitted to Sida in November 2001. A Sida decision was taken in February 2002, and the programme was initiated in April 2002. It is run by young people for young people. The aim is to give young people the opportunity to learn from participation in local Youth Bank committees, and to support small-scale community projects designed and implemented by local youth groups. The grants amount to DEM 500–1.000 per project.

The concept emanates from a Northern Irish NGO, the Community Foundation for Northern Ireland. Three local PRONI projects (PRONI Centre in Osijek/Vukovar, PRONI Brcko and Doboje/Maglaj) were engaged in the pilot phase. In the autumn of 2002, another two projects (Travnik/Vitez and Novi Sad/Subotica), together with the previous three, have invited applications for grants to community projects, which will be implemented in the spring of 2003.

Before the programme started, an internal evaluation system was established with the assistance of an external evaluator as part of the training of the Youth Bank committee members.

Achievement of objectives

The short-term objective of the programme is to train the Youth Bank committee members in order to develop their administrative skills and knowledge in all aspects of localised grant making, starting from the public relations activities connected with the advertisement process to the assessment and evaluation of the community projects.

At the time of the present evaluation, an interim report was submitted by the above-mentioned external evaluator covering the impact of the programme on Youth Bank committee members. That report and our interviews with committee members from the local PRONI projects show that the training – which for some of the members started already in the summer of 2001 in Northern Ireland – has been successful and has enabled the committees to carry out their tasks in a satisfactory manner. Thus, the short-term objective to provide a youth-led grant-making service has been met. Personal evaluations by the committee members have not yet been submitted but will be included in the final evaluation report of the Youth Bank pilot project in mid-December 2002.

The small-scale youth-led community projects have now started to submit receipts and reports, but the actual evaluation by the Youth Bank committees will not be ready until later this year.

Relevance

The economic conditions in the countries concerned are definitely harsh. The brain drain continues and many young educated people are leaving. There is little investment in productive industry, and unemployment is very high, especially among young people who constitute more than half of the unemployed population. Skilled workers find jobs more often than people with a high education, and the majority of the unemployed youth has secondary or higher education. As a consequence, many young people adopt an attitude of apathy and indifference, which must be dealt with.

A successful transition from school to work is important, and unemployment often leads to a gradual loss of knowledge and competence. The socio-economic dependence on parents is prolonged, and the shift to an independent life is much delayed. In the labour market for young people there is a trend towards jobs in small enterprises, and a growing number try to establish themselves as self-employed entrepreneurs. However, there is a lack of financial support or credit schemes for such projects, and it is not easy to get access to the professional knowledge and skills needed to manage such initiatives. It is in this context that the relevance of the Youth Bank concept should be assessed.

When interviewed, the Youth Bank committee members described the various steps of the committee work, especially the determination of local criteria for the selection of grant recipients. They had focussed on “progressive areas” such as ecology and environment, education, a healthy life-style (against drugs and HIV/AIDS), media, arts and sport. They find the Youth Bank initiative most timely and relevant, and they were looking forward to their own evaluation of the community projects. Preparations of the second round had already started.

Efficiency of the programme implementation

The training of the Youth Bank committee members was efficient and highly appreciated. They were recruited among young people well acquainted with the PRONI approach to youth leader training and practice. They enthusiastically accepted the Youth Bank concept, and their committee work seemed structured and well organised. The Youth Bank idea had caught the attention of the surrounding

community and gave positive publicity also to the local PRONI project in general. In other words, the committee work has been quite successful.

In the original project proposal a complicated implementation process was envisaged, involving a Regional Management board etc. This board never came into existence and a decentralised process was applied instead. The intention was to start five Youth Banks simultaneously, but only three were implemented. The training of the other two committees was delayed. In Osijek/Vukovar 14 projects were accepted, but only 8 could start because of delayed disbursement of funds due to holidays, which caused some credibility problems. In Doboj/Maglaj and Brcko, however, no such problems were reported. Several projects were implemented in small towns or villages, not only in the big cities. Positive comments were made regarding the implementation capacity in the community projects. The committee members follow those up through records and interviews.

Sustainability

The Youth Bank programme is a promising venture. However, even if the Sida support continues for another 2–3 years, the impact will be limited to a number of individuals. At present it is purely educational and complementary to the PRONI courses. The surrounding society must be made aware of the development potential of its own youth. Systematic efforts must be made to establish contacts with local authorities and financing institutions, and possibly foreign donors, in order to create an interest in the Youth Bank concept. It is not realistic to expect continued Sida/foreign financing for any length of time, and the programme does not generate any income of its own. A clear exit strategy is required.

Special issues

The Youth Bank committees are of mixed ethnicity and gender, and so are the community projects, which receive support. Several of the projects are focussing on “a healthy life-style”, i.e. they bring up the problems of drugs and HIV/AIDS. Others are engaged in ecology, environment protection and mine awareness.

4.6 PRONI Youth Exchange

Background

The PRONI Institute wants to use youth exchange as a tool to enhance the quality of youth work in its activities in South East Europe. The aim is to transmit new perspectives and provide more knowledge about youth work in other countries. The programme is closely related to the education projects. Furthermore, it plays an important role in the reconciliation between different ethnic groups.

Achievement of objectives

The first exchange project took place during two weeks in October 2000 with a group of students from Brcko/Rahic and Croatia visiting Mallsjö and Jönköping. Due to poor preparations and a programme, which lacked enough time for contacts, group discussions and dialogue – according to the participants – this first visit was not very successful. There were complaints about too many superficial visits, excursions and activities.

As a result of this mixed experience, only a few visits were arranged in 2001. The reports only mention two visits by altogether 24 students from Mallsjö folk high school to Doboj/Maglaj and one visit to Travnik/Vitez.

In 2002 the visits have been more carefully planned, and a project proposal was submitted to Sida. An elaborate selection process involving not only the planned Regional Office but also the PRONI Institute Board of Directors was outlined in the project description. However, it appears that the nine visits in 2002 were handled directly between the project in question, the finance administrator in the PRONI Institute Head Office and the Swedish host institution. The selection of participants (students, youth workers and teachers) was made locally. The projects in Doboj and Maglaj were visited by four Swedish groups from the Mullsjö and Värnamo folk high schools, the Per Brahe Gymnasium and the University of Jönköping. One group from Mullsjö visited Travnik/Vitez. Two groups from Doboj and Maglaj, one from Subotica/Novi Sad and one from Travnik /Vitez visited Sweden. Altogether approximately 90 people (including leaders) have participated in the Youth Exchange in 2002.

Relevance

The young people who participate in the PRONI youth leader education and youth work in South East Europe need the opportunities offered through an exchange programme to study the application of the pedagogical methods they have learnt. It gives them a chance to compare their own experience with that of professional colleagues. They represent a new approach to youth work, and at times they find it difficult to introduce these new ideas in their own community. To participants of different ethnic origin, the study visits give a chance to closer and improved contacts.

Efficiency of the programme implementation

The planning and coordination of the first exchange visit to Sweden in October 2000 was problematic, but improved routines have given satisfactory results. The project coordinators and the teachers consider these study visits to be of great value, and they have been much appreciated by the students.

A policy for the Youth Exchange programme is being prepared. Each participant has to present a report from the journey, which contributes to the internal evaluation of the project.

Sustainability

This programme should be looked upon as part of the youth leader education activities. It is administered separately for practical reasons. At one time the EU-funded programme “Youth for Europe” was thought of as a possible alternative to the Sida-funded study visits. However, according to the PRONI Institute, the administrative cost proved too high. Thus, as long as Sida supports the youth leader education, the exchange programme should receive funding as well, as a meaningful complementary activity.

4.7 Regional Research Project

Background

In Europe, issues concerning young people are on the agenda in different contexts to stimulate the evolution of policies for young people. In 2001, the *European Commission* produced a *White Paper on Youth*, based on consultation among young people. The main objective of that document is to encourage the member states to give the “youth dimension” a higher profile in all areas, thus creating the right conditions for young people to play a full part in the life of democratic, open and caring societies. The paper highlights issues such as participation and decision-making in different fields, e.g. politics, education, work and volunteer organisations, information and Internet, informal education, social integration of disadvantaged groups such as young women, minorities and youths with disabilities, and values like human rights and freedom of opinion. The *Council of Europe* is reviewing youth policies and youth action plans in European states and endeavours to spread good examples. In the context of the *Stability Pact*, the aim of the Council of Europe is to strengthen the SEE member states to develop

National Youth Policies and National Youth Action Plans. At a meeting arranged in Sofia in 2001, organised by the *European Youth Forum*, a *Report on the Situation of Young People in South East Europe* was presented, covering several of the most important sectors concerning young people, their situation and attitudes. The report focuses on youth activism and participation in politics and non-governmental organisations, free-time activities, social welfare, education, employment, youth delinquency and human conflicts. The theme “human conflicts” emphasises ethnic, religious and refugee aspects as consequences of war. The report includes recommendations to national governments and international organisations.

The PRONI Institute has taken part in a *Working Group on Young People* within the framework of the Stability Pact. To back up the work in this group, the PRONI Institute obtained Sida-funding to organise a regional research project on the situation of young people in Former Yugoslavia. The areas included are Bosnia and Herzegovina (Brcko District, the Federation of Bosnia and Herzegovina, the Serb Republic), Croatia, Kosovo, Macedonia, Montenegro and Serbia. Researchers from each area carry out the research. The research project started in early 2002 and will be finalised in the beginning of 2003.

One basis for the research project was a decision by representatives from ministries in Zagreb and Sarajevo to initiate a co-operation between local universities and Jönköping University to perform local pilot studies in the year 2001. Funded by Sida studies of the situation of young people were carried out in Osijek, Central Bosnia and Republika Srpska. Two of the projects were reported in the beginning of 2002, and the research in Osijek is delayed.

Achievement of objectives

One major objective of the research project is to deliver data from a survey on the situation of youth today to governments, authorities and organisations working with youth issues as one component for national youth policy review processes. To-day Croatia is the only state with a National Youth Policy decided in the Parliament – in September this year – and a plan for a review by the Council of Europe next year, 2003. Serbia has made a draft of a National Youth Strategy and Policy. The other states/entities have not reached as far as that and therefore the reviews have to be based on any existing youth policy documents.

In the objectives or expected results in the project proposal there is no specification of what issues the survey would shed light on, to make it possible to make a review (or a National Youth Policy/Action Plan). It is mentioned that three earlier studies (two of them are printed, the third is delayed) on the attitudes and values of youths, organised by PRONI Institute and effected by people at local universities, would function as a base for the new questionnaires. There are no references to the White Paper on youth issues nor to the Report on the Situation of Young People in South East Europe, which constitute basic information.

The objectives of the survey are limited to the collection and arrangement of data. As PRONI Institute does not have the competence of doing the research themselves, they engaged a professor of pedagogy from Jönköping University to lead the research and to chair meetings of national research leaders from all states/entities. The ministries of these have acquainted themselves with the research project, and most of them have agreed on sharing the costs. The survey is performed as national studies by groups of researchers in every state/entity. Competent ministries have appointed the research leaders. These leaders have met and elaborated a common questionnaire. The national research teams are entitled to add a few more questions.

The objective to carry out research covering all of Former Yugoslavia with national research groups using a common methodology and questionnaire has worked for most of the groups, and is in accordance with the time schedule. The construction of a common questionnaire was an opportunity for scientific cooperation in the region and was organised as a meeting with the research leaders. The fact that the research leaders were chosen by the ministries gives legitimacy on a political level. Remarkable is that one appointed research leader was not even representing humanistic or social sciences, and another does not have any experience of scientific work. Moreover, one of the project leaders was not recognised by the rector of his own university who regarded the project as a sideline job of the researcher.

Recipients of the questionnaire would be chosen through a strategic selection including all minorities in an area and among them a random selection of young people aged 15–26. The selection of recipients and collection of data are the responsibility of every research team. It seems that all teams, except those from Croatia and Kosovo, had collected data to a meeting of the research leaders in September 2002. The Croatian research leader referred to non-effective transfers of money to the research team. In the case of Kosovo, the research leader disappeared and had to be replaced. The research is ongoing and the national groups plan to present their reports in November this year to the international research leader, who will present an international report at a last meeting in January 2003.

Another project objective is to make an overview of earlier and ongoing research in the area, which could give additional knowledge on the situation of youth. This overview has not yet been carried out.

An objective, which will be implemented later on, is roundtables for information after the publication of the results of the project. Meetings with people from ministries working with youth issues and NGOs in the youth sector are planned to spread information about the research results. On those occasions, NGOs might add knowledge in specific areas like youth and civil society, rights of youth, gender issues, engagement in civil movements and attitudes to multicultural societies not mentioned in the survey.

Relevance

With regard to the level of attainment as a basis for youth policies, the above-mentioned *Report on the Situation of Young People in South East Europe* from Sofia gives a picture of the whole region. The survey of this project does not contain such data in a wider context as young people's attitudes and inclination to act collectively in politics and in the civil society, in the organisation of free time, or in education and ethnic/religious matters. These issues are important when formulating a youth policy/action plan according to the meeting in Sofia and the views expressed in the White Paper on Youth. Such information must be found elsewhere. The planned overview of existing research is important, as well, as it will give additional information about the situation of youth.

Efficiency in the project implementation

The project proposal emphasises the manner of implementation of the project and not its content. Most of the project is being implemented in accordance with its time schedule. Nearly all of the national research groups have collected data and are in the process of making analysis. The delayed reception of the Croatian input and the non-attendance of the Croatian research leader at the meetings imply that there was little influence from the Croatian side on the drafting of the questionnaire. The implication of the delay in Kosovo cannot be assessed.

In the project proposal, the content of the research and what questions the research should give an answer to, were not mentioned. This was neither discussed with Sida nor with the Council of Europe. That gave the group of researchers freedom to formulate the survey. The researchers had different scientific background, and they were not all familiar with social science and the research field on youth.

Sustainability

As the research project is ongoing, it is difficult to judge how the survey and the overview on research will be used. The sustainability is in this case linked to the use of the results in the development of National Youth Policies/National Youth Action Plans linked to the political will in different states / entities. The roundtable discussions including ministries and NGOs in the youth sector, which are planned after the results of the research are available, constitute opportunities to spread the result. Continued exchange of information between universities may depend on the qualifications of the research leaders in the field of social science.

Special issues

In the survey data on gender is present. No questions illustrate issues of HIV/AIDS or attitudes to sex life in the part of the questionnaire common to all countries/entities.

5 Conclusions and Recommendations

The PRONI Institute of Social Education has introduced a model of social education in combination with practical youth work to promote dialogue and conflict handling, which has been recognised and much appreciated in the war afflicted countries in the Balkans. The students rate the education highly. They learn the method of prejudice reduction and realise their own ability to bring about change and reconciliation. They learn to become professional youth workers and how to acquire knowledge, attitudes and skills when it comes to leadership and developmental youth work. The education changes their outlook on life, and contributes to personal growth. This is all very important in a society, which still suffers from the effects of war and does not offer its young people much to expect. Through its important fieldwork, the PRONI Institute has acquired competence and valuable knowledge about the conditions for young people in the countries concerned.

The programme has expanded rapidly, both geographically and with regard to substance. This has necessitated a transformation from a strongly centralised organisation to a more decentralised model, which, however, started rather late. The PRONI Institute has the ambition to participate in the imminent Youth Policy reforms in a number of countries and has, with the endorsement of Sida, offered its services to several governments. It is questionable whether PRONI's administrative capacity is sufficient to meet this ambition, considering earlier commitments.

At the same time, a number of problems connected with the already established field presence through 9–10 local PRONI projects call for solutions. Several of the projects are new, and others have new, young local leaders and will require a great deal of attention and support from the recently established PRONI Regional Office in Belgrade. A strengthening of the local administrative capacity in the local projects is required. This evaluation shows that a number of activities need consolidation and strengthening.

The status of the education is still unsettled, as is the issue of availability of local teachers. These are needed, i.a. as in some areas there are too few applicants to the courses because of poor knowledge of English. There is also the problem of absorption: at present, the job opportunities in the youth sector are not many. This will hopefully change in some years' time, but the issue deserves attention. The number of entrants might have to be adjusted accordingly. The reporting on the results of various activities should be improved, e.g. the reports on the number of participants and graduates in the various courses.

There is a real demand for facts and analyses about the youth sector, especially in connection with the elaboration of National Youth Policies and Action Plans. The PRONI Institute possesses a significant amount of knowledge and information which has not been tapped, e.g. for organised research and evaluation.

There is also a need for more exchange of information on the local level with other actors, both in connection with the imminent school reforms and in relation to the Youth Policy processes.

The gender awareness is evident, but at the same time more attention could be paid to the fact that girls seem to dominate in the courses and boys in the youth work activities.

As suggested by some of the local Sida staff at the embassies last year, this evaluation should have been carried out a year ago.

Finally: it is strongly recommended that year 2003 should be a year of stabilisation in the history of the PRONI programme.

These conclusions motivate the following *recommendations*:

The PRONI Institute should consider what additional strain will be put on its capacity in connection with the additional undertakings

- As part of an exit strategy the long out-standing question of the status of the education (whether academic or not) needs to be settled in cooperation with local institutions, also as a means of supplying local teachers.
- A better coordination and greater transparency of the reporting on the results is needed for a proper judgement of the project activities.
- Facts and analyses regarding the findings of PRONI's youth work should appear in evaluations and reports to the benefit not only of the PRONI Institute and the local projects, but also to local and national authorities and teaching institutions.
- Greater efforts should be made to share information and cooperate with other actors on the local level, e.g. NGOs, authorities and donors.
- Examine the need for strengthened administration at the local offices, especially with regard to staff and office management.
- The ambition expressed in numerous policy documents and project proposals for increased funding efforts should be put in practice.
- The same goes for exit strategies.
- Considering the very rapid expansion of PRONI activities in most of the states of former Yugoslavia, and the need for consolidation of already established projects, it is strongly recommended that year 2003 should be a year of stabilisation.

6 Lessons Learned

- Sida should evaluate major and complex projects at least every third year. The evaluation should take into account the findings of internal evaluation reports.
- The project proposals submitted to Sida must be more focussed, i.a. on the general situation prevailing in the area of the project. They should provide adequate basis for Sida's decisions, as well as for reports and evaluations.
- With regard to the sustainability of the projects, Sida should make sure that local financial contributions, even if small, are provided on an increasing scale.
- It is important that the PRONI Institute should have an adequate overview of actual and potential donors: states other than Sweden, inter-governmental organisations, private foundations etc. Furthermore, it is important that contacts with donors are well coordinated within PRONI.
- NGOs in “countries in transition” present a mixed picture. Relations between authorities and these numerous and different NGOs are often uncertain. Experience shows that an open and transparent profile is of special importance, as NGOs on the whole have an important role to play in the democratisation process.
- Legal expertise should be consulted for the formulation of contracts, letters of intent or similar agreements.

Appendix 1

Terms of Reference



Terms of Reference

1(5)

2002-09-09

Diarienummer:

EVALUATION OF THE PRONI INSTITUTE OF SOCIAL EDUCATION PROJECTS IN THE BALKANS

1 BACKGROUND

Sida has supported the foundation PRONI Institute of Social Education, PRONI, since 1997, for its work with social reconstruction in post conflict Yugoslavia. PRONI started with a youth project in Osijek and Vukovar in Croatia in 1996 and today supports youth centers also in Knin, Croatia, and in Bosnia (Vites/Travnik, Brcko/Rahic Doboj/Maglaj), Serbia (Novi Sad/Subotica in Vojvodina. This year they are also starting a new project in Macedonia and plan yet another one in Montenegro. Besides these "classical" youth projects, they run a couple of other projects like The Youth Bank, the Youth Exchange Project and a Regional youth policy research project, all of them supported by Sida. In all, about 800 students have undergone university training or are enlisted now, and about 7000 children are involved in activity groups at the different centres. The universities in Osijek, Banja Luka, Sarajevo, Vojvodina and Podgorica are co-operating partners with the University of Jönköping.

In total, 60 million SEK have been channelled by Sida to PRONI for these youth projects during 1997 – 2002. Sida has been the by far greatest financier. Contributions have also come from EU, Norway, the Netherlands and Council of Europe. The centres themselves have sometimes succeeded in getting funds from donors, specially the "Proni Center" in Croatia.

PRONI is the single largest organisation working with youth and University based youth leader education in the Balkans.

1.1 Development goal

A democratic development in post war societies where young people have possibilities to take responsibility for themselves and contribute to the development of their societies

This will be achieved by promoting social reconstruction in post conflict situations using community development, social education and youth work approaches as a focus for intervention.

1.2. Overall project goal

To develop a sustainable voluntary youth service in the region

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1.3. Activities

PRONI activities have been carried out in three parallel processes or areas:

EDUCATION – to train youth and community workers on university level

ORGANISATIONAL DEVELOPMENT – to create a sustainable local Youth and Community Service structure through the development or support of local NGOs

SOCIETY LEGITIMISATION – to embed the Youth and Community structures in the society.

Sida's three-year-agreement with PRONI on this co-operation expires on December 31, 2002. As all centres need support for at least 4-5 years, a new agreement between PRONI and Sida is foreseen.

2 PURPOSE AND SCOPE OF THE EVALUATION

PRONI is working in war stricken areas, where people have suffered from big losses in human lives and properties, where economies have totally broken down and society infra structures been destroyed, with big refugee problems, homeless and displaced people, serious ethnic antagonism, large unemployment and not much of future hope for the young. The countries are characterized by very young populations – and at the same time very little attention is paid to the young by the authorities.

The purpose of this end-of-phase evaluation is to acquire knowledge about *relevance, impact, effects, sustainability and cost-effectiveness* of the Swedish support to PRONI's work so far, and to point at lessons to be learned for similar future projects.

The evaluation shall cover the assignments carried out by PRONI in 1997-2002, i.e. Sida financed activities as per

Decision Sida/Öst No:s

418/97, 121/98, 321/98, 528/98, 600/98, 554/99, 528/98, 59/99, 506/99, 346/99, 92/00, 181/2000, 29/2001, 3/2002, 98/2002

3 THE ASSIGNMENT (ISSUES TO BE COVERED IN THE EVALUATION)

A. **Relevance.** Assess the relevance of the project objectives and the goals and outputs of the different activities in relation to the needs of the recipients. Discuss to some extent alternative approaches and solutions to the problem.

How has PRONI identified youth groups, towns to work in, youth to be

trained, etc? How has PRONI considered the important ethnical mixture in youth groups, and how has it worked out?
 Has PRONI been able to involve parental associations, decision makers, law making bodies?
 Has HIV/AIDS been an issue for PRONI in the training courses and as in youth centres' activities in any way?

B. Has PRONI as organisation had a relevant set-up?

C. Achievements of objectives/Impact.

Analyse the result of the project according to overall goals. Reflect on what impact the project's results have had (or can be expected to have in the future) on the development of youth service, the situation for youth, governments will to put priority to youth work (policies, support, centres), the establishment of action plans and youth policies, university courses on youth leadership.

Is it possible to recognise any impact on the process of reconciliation between the three ethnicities as a result from PRONI's work?

What regional impact can PRONI be said to have accomplished - regional cooperation established?

Have there been any unforeseen results and unforeseen beneficiaries?

D. Sustainability. Analyse whether the sustainability of the project results achieved have been adequately addressed by PRONI when planning and implementing the projects, especially with regard to institutional, managerial and financial capacity. Have the local partners felt they are the owners of the projects and its different activities? Will the communities or the NGOs supported be able to continue the work when PRONI has left? Will the university training sustain? Have PRONI established a model for youth work that is likely to be copied by areas where PRONI has not been active?
 How many of all students trained have been examined and how many are active as youth leaders – or what are they doing today? How is the employment perspective for future students?

Is PRONI as organisation flexible enough to adjust the program and way of working to the changing circumstances and realities in the countries?

E. Efficiency Discuss the efficiency of the project implementation, and the fulfilment of roles and responsibilities of the parties involved.

Has PRONI had the right competence and structure for its task (in Sweden (Ireland) and in the Balkans)? Has Proni been generally accepted and looked upon as a co-operation partner by ministries, universities, other donors NGOs and other stakeholders? How has PRONI followed up their different activities? Should they have had an office in the region? Has PRONI fulfilled its obligations in accordance with the contracts, and if not – how has this effected the outcome and efficiency of the projects? Has PRONI been generally accepted by authorities and cooperating partners? Were there alternatives to PRONI's approach and pioneer work?

F. Gender assessment

Assess the effect of the project on both men and women. Does it differ? Has the project had any impact on gender relations? How has PRONI succeeded to make decisionmakers etc understand the importance of gender equality? How is the gender balance among students – among leaders – among children attending the centers? Does this balance reflect the general gender situation in the countries or has Proni been able to make it better? How has the importance of gender equality been raised as an issue in activities for children, in the training?

- G. Discuss the **cost effectiveness**: could the same results have been achieved with fewer resources?

G. Recommendations:

Should Sida continue to support PRONIs work in the Balkans? For how long is it reasonable to support one center? Is there reason for Sida to try to make PRONI change their way of working?

4. METHODOLOGY AND TIME SCHEDULE

The Consultant is encouraged to make amendments to the methodology or to propose an alternative approach:

Documentation Study:

The Consultant shall review relevant project documentation available at Sida and at PRONI/Jönköping: yearly applications, mission statements, its internal evaluation reports, articles, interim reports annual reports from PRONI and Sida's decisions with PM.

Interviews with relevant actors in Sweden and in the Balkans:

The Consultant shall make a field visit to Bosnia, Croatia and Serbia in order to interview a selection of relevant stakeholders: decision makers at the different universities, Ministries and local authorities, youth centers,

NGOs, mayors, Sida-Embassy staff, if possible youth leaders, children and parents involved and key persons at the Council of Europe.

The Consultant shall be responsible for practical arrangements in conjunction with the field trips but with the support of the Sida-staff in es in Sarajevo, Zagreb and Belgrad.

5. TIME SCHEDULE

The evaluation shall be made during maximum 7 weeks in August - October 2002.

1. Preparations and interviews with PRONI/Jönköping and Sida-Stockholm , about 2 weeks
2. Analysis and reporting, about 1,5 weeks ,
3. Field trip 2,5 weeks
4. The consultant should have a strong background in developing cooperation work and social issues and MR/Demo projects, be well experienced in project preparation, monitoring and evaluation . The assignment shall be carried out by two persons.
5. Reporting

The evaluation report shall be written in English and should not exceed 30 pages, excluding annexes. Format and outline of the report shall follow the guidelines in Sida Evaluation Report – a Standardized Format (Annex 1). The draft report shall be submitted to Sida electronically and in 5 hardcopies no later than October 30, 2002 . Sida and the Consultants shall meet to discuss the draft report. Within 2 weeks after receiving Sida's comments on the draft report, a final version shall be submitted to Sida, again electronically and in 5 hardcopies. The evaluation report must be presented in a way that enables publication without further editing.

The following enclosures shall be attached to the final report:

- Terms of Reference
- List of persons interviewed
- List of documentation

The evaluation assignment includes the completion of Sida Evaluations Data Work Sheet (Annex 2) including an Evaluation Abstract) Final section, G) as defined and required by DAC. The completed Data worksheet shall be submitted to Sida along with the final version of the report. Failing a completed Data Worksheet, the report cannot be processed.

Annexes 1 and 2 are retrievable from 'Sida-mallar'/Publications/Sida Evaluations.

Appendix 2

Persons Interviewed

Sida – Department for Central and Eastern Europe Division for Western Balkans – Stockholm

Gunnel Unge, Programme Officer
Per Byman, Programme Officer

PRONI Head Office, Jönköping

Lars Hartvigson, Director
Fred Fisher, Director of Development
Peter McKee, Director of Education
Lars-Rune Sjöberg, Finance Administrator
Marianne Hugo, Director of Research and Evaluation

Jönköping University

School of Education and Communication
Jörgen Svedbom, Lecturer
Tomas Kroksmark, Professor

Mullsjö Folkhögskola

Pär Gunnarsson, Teacher

Swedish National Board for Youth Affairs

Hans-Åke Antonsson, Head of Development Department

Council of Europe

Directorate of Youth and Sport
Peter Lauritzen, Head of Department,
Coordinator of the Working Group on Young People

CROATIA

Embassy of Sweden, Zagreb

Andrea Kocijan, Project Officer, Sida

Ministry of Education and Sports

Ivan Vavra, Deputy Minister

Directorate for International Cooperation
Department for Bilateral and Multilateral Cooperation
Nada Jakir, Head of Department

State Institute for the Protection of Family, Maternity and Youth

Dejana Bouillet, Assistant Director

Institute of Education Development

Dubravka Poljak-Makaruha, PhD, Senior Advisor

Institute for Schooling

Matilda Markocic, Magister

University of Zagreb

Faculty of Law

Josip Jankovic, Associate Professor

Faculty of Philosophy

Department of Education

Vedrana Spajic-Vrkas, Professor

Suncokret (NGO), Zagreb

Djurdjica Ivkovic, Programme Director
Vesna Kajic, Programme Leader
Ivanka Vranko, Finance Administrator

PRONI Centre for Social Education Osijek/Vukovar

Tanja Skrbic, External Manager
Sanja Vukovic-Covic, Internal Manager
Sanja Spanja, Tutor
Bert van der Linde, Development Officer
Goran Jelenic, Manager of Youth Clubs Department
Zdenka Radic, Regional Coordinator for Youth Clubs
Zeljka Fuderer, student

Osijek-Baranja County

Ladislav Bognar, PhD, County Prefect

University of Osijek

Faculty of Pedagogy

Andjelka Peko, PhD, Teacher

OSCE, Vukovar

Ljubica Menicanin, Senior Democratisation Assistant

BOSNIA AND HERZEGOVINA**Embassy of Sweden, Sarajevo**

Anders Möllander, Ambassador
Veronica Perzanowska, Programme Officer, Sida
Slavenka Perkovic, Project Officer, Sida

Brcko District**PRONI Brcko District**

Eleonora Emkic, Project Manager
Adrijana Tomas, Adm. Assistant
Jasmin Jasarevic, Youth Worker
Adnan Peckovic, Youth Worker
Muhidin Mesic, Youth Worker

Local Board of PRONI Brcko District

Amir Karamujic, President
Hidajeta Bakalovic
Mirsada Salihovic
Meho Kamenjasevic
Maja Zirojevic
Ljubica Tomic

PRONI Students

Katarina Vuckovic and Maja Haseljic (Level A)
Elvir Kukuljevic and Mirela Mitrovic (Level B)
Tamara Sarkanovic (Level B+)

Parent Representatives

Liljana Haeljic and Vilka Zirojevic

Mine Awareness Team

Nejra Arnautovic and Sabina Hadzajlic

PRONI Youth Bank Team

Muhidin Mesic, Edin Serifovic and Sadin Ahmetovic

NGO Partner Organisations

Center for Civil Initiative, Slavka Bulic
Counterpart International, Vesna Kuc

Brcko District Municipality

Esad Atic, Professor, Dipl.ing., Head of Department of Education
Anto Domic, Dr., Head of Health Safety and Community Department
Suad Buric, Chief of Sub-Department, Community clusters

Office of the High Representative (OHR)

Catharina de Lange, Community Development Officer

The Federation**Sarajevo University**

Faculty of Philosophy
Department of Psychology
Ismet Dizdarevic, PhD, Professor
Nermin Djapo, Assistant

Caritas Youth Centre (NGO), Sarajevo

Zeljko Bagaric, Director

PRONI Travnik/Vitez

Malin Gustafsson, Project Manager
Danijela Radic, Local Coordinator
Aida Musa, Education Coordinator/Interpreter
Adis Arnautovic, Administrator/Education Coordinator
Håkan Sträng, EU Volunteer

PRONI Students

Armela Hadziahmetovic (Level A)
Adi Kolasevic (Level B)
Aksel Zaimovic, representative of NGO "Hopes"

PRONI Youth Club "OK", Stari Vitez

Adina Kajmak, Youth Leader

PRONI Youth Club "Etno", Donji Vakuf

Armela Orman Kahvedzic, Youth Club Manager

Travnik Municipality

Suada Karajko, Chief of Cabinet
Nacelnika Opcino

**Central Bosnia Canton Government,
Travnik**

Refija Kulasin, Adviser to Minister of Education
Sabahudin Hadzialic, Dep. Minister for Culture,
Sport and Information
Zoran Matosevic, Ass. Minister for Education and
Science

Kaleidoskop (NGO), Travnik
Enes Skrgo, Director

Alter Art (NGO), Travnik
Darko Sarachevic, Deputy Director

Vitez Municipality
Katica Cerkez, Professor, Mayor
Maria Grabovac

Sport Association (NGO), Vitez
Anto Baskarad, President
Zelko Topalovic, Secretary

PRONI Doboj/Maglaj
Monika Thams, Project Manager
Sasa Jovanovic, Youth Worker, Doboj
Ognijen Radonjic, Youth Worker, Doboj
Ismet Karabegovic, Youth Worker, Maglaj
Nada Crlic, Youth Worker, Maglaj

PRONI Students, Doboj
Vesna Delabella, Teacher
Sladjana Stanojevic, Dr.

PRONI Youth Bank Team, Doboj
Tanja Vasiljevic
Bratislav Kaisarevic

PRONI Students, Maglaj
Erna Balihodzic (Level A)
Adela Zukic (Level A)
Hidayet Ahmetbegovic (Level B)
Mladen Lazic (Level B)
Adisa Mehinovic (Level B)

Maglaj Municipality
Mehmed Bradaric, Mayor

Republika Srpska

Ministry of Sport and Youth
Zoran Tesanovic, Minister

University of Banja Luka
Dragoljub Lj. Mirjanic, Rector

Faculty of Philosophy
Department of Pedagogy
Hi Neighbour (NGO), Prijedor
Jovan Savic, PhD, Professor.

Banja Luka College of Communications
Aleksandar Bogdanic, PhD, President

SERBIA

Embassy of Sweden
Snezana Nenadovic, Project Officer, Sida

PRONI Regional Office, Belgrade
Lars Olson, Regional Manager
Mary Lynch, Regional Manager
David Irving, Regional Tutor
Pat Jordan, Regional Tutor

**Ministry of Education and Sports
Youth Section**
Ana Vlajkovic, Head of Youth Section

Belgrade University
Faculty of Philosophy
Dragan Popadic, Ass. Professor, PhD

PRONI Novi Sad/Subotica
Bosse Ledstedt, Project Manager
Vanja Kalaba, Ass.
Project Manager
Dragana Lazarevic, Education Coordinator
Milana Dzeletovic, Youth Work Coordinator,
Novi Sad
Iris Miljacki, Ass. Education Coordinator,
Subotica

PRONI Students

Milica Vukicevic, Vukovar (Level A)

Srdjan Kupresanin, Knin (Level A)

Members of Youth Clubs

Ida Boka

Momchilo Jovanov

Sonja Sheshlija

Province of Vojvodina

Provincial Secretariat of Sport and Youth

Snezana Lakicevic Stojacic, Prov. Secretary of
Sport and Youth

Vladimir Kozbasic

Novi Sad Municipality

Sanja Lucic-Sifris, Chief of Cabinet

Youth Council (NGO), Novi Sad

Zorica Skakun

Dorijan Petric

Itaka (NGO) Novi Sad

Sever Dzigurski

Appendix 3

Documentation

PRONI

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Appendix 4

Tables

SIDA funding of the PRONI projects 1996-2002

Year	Total fr SIDA	OH	Proni Center	Knin	Brcko	Central B	Doboj/ Maglaj	Vojvodina	Montenegro
1996	168750	8437	160313						
1997	597650	29900	567750						
1998	4038840	198172	2798843		764307	201932			
1999	9069000	502697	3570100		1883563	2441700			
2000	10560000	538740	3637146		2587214	2737704	1673556		
2001	13962370	910000	3242940		2652323	2366182	2027977	1913886	
2002	25230000	1763927	2462567	2107968	2497148	2244662	2154924	2038447	2321893
Totalt	63626610	3951873	16439659	2107968	10384555	9992180	5856457	3952333	2321893

SIDA funding of the PRONI projects 1996-2002

Year	Macedonia	Stronger Together	Youth Exchange	Reg. Office	Youth Bank	Reg. Research	Youth P. Sem.	Cars
1996								
1997								
1998								45000
1999								445000
2000							90302	
2001		749058	100000					
2002	2118717	805238	561688	2634287	612750	2732489		

Appendix 5

PRONI Institute of Social Education

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Peter McKee, Aislin Institute of Social Education

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Marianne Hugo, School of Education and Communications, Jönköping University

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