

I.M.PACT Project in Bosnia-Herzegovina

Implementing organization: D@dalos Sarajevo

Report on Pilot Seminar on March 10 – 12, 2005 in Sarajevo

1. Background

D@dalos – one of six partners in SEE – has chosen two staff to become I.M.PACT trainers: project director Ingrid Halbritter and education officer Nihad Mesic. The mentor of both was Dukagjin Pupovci, executive director of the Kosovo Education Centre in Pristhina.

Both trainers have participated in 5 day training in Vienna in autumn 2004 and have acquired basic knowledge on how to plan and implement projects with the Logical Framework Approach and how to plan and carry through evaluation by using the Self Evaluation method.

2. Target Group and Seminar Purpose

The pilot seminar to be implemented in BiH was planned jointly by the two trainers. They agreed upon that they wanted to offer three day training to rather young and inexperienced members of NGOs of which at least some should operate in neglected rural areas.

They decided to ask the German Technical Assistance Program (GTZ) that is running a capacity building program for youth in BiH to recommend participating organizations, what they did.

We invited altogether 16 members of nine NGOs:

- 1) Womans association "Golub" in Fakovici
- 2) NGO "Mozaik" in Odzak
- 3) NGO "Kult" Gradacac
- 4) NGO Odisej Bratunac
- 5) NGO "Javor" Vlasenica
- 6) NGO "Kult" Sarajevo
- 7) NGO "Kult" Brcko
- 8) NGO "D@dalos" Sarajevo
- 9) NGO "Centar za afirmaciju I razvoj demokratije" Sarajevo

These groups are relatively young and do not have much professional experience, neither big budgets to manage.

Four of the 16 invited cancelled, 12 attended.

3. Seminar Content and Schedule

Because of our choice to invite inexperienced participants, we decided to transfer basic knowledge, and to concentrate on LFA. For the trainers, both techniques are new, and they considered themselves unable to deliver a professional seminar on SE, as they have never applied it in practice.

The agenda of the three days was as follows:

Day 1

09.00-11.00	<p>Presentation of the agenda (Nihad Mesic)</p> <p>Presentation of D@dalos and its activities (Ingrid Halbritter)</p> <p>Presentation of the participants</p> <p>Expression of participants expectations (I. Halbritter): Method: Every participant received two cards and they were asked to write on the first what their expectations are and on the second, what they would like to contribute to the success of the seminar (the latter a preparation of the self evaluation part).</p> <p>The first cards were read out loud by the participants and put on the wall. The second card (own contribution) remained with them.</p> <p>Introduction to project planning (Nihad Mesic) Method: presentation with PowerPoint</p>
11.00-11.30	Coffee break
11.30-13.00	<p>Problem diagnosis (Nihad Mesic) Method: participatory</p> <p>Clustering (Nihad Mesic) Method: participatory</p>
13.00-14.00	Lunch
14.00-15.30	<p>Building up the problem tree (N. Mesic) Method: participatory</p>
15.30-16.00	Coffee break
16.00-17.30	<p>Converting the problem tree into an objective tree (N. Mesic) Method: participatory</p>

Day 2

- 09.00-11.00 **Relationship between the objective tree and the logical framework matrix** (I. Halbritter)
Method: presentation with PowerPoint
- Repetition of the previous day: Why is LFA useful and for what?** (I. Halbritter)
Method: presentation with PowerPoint
- Definition of the LFA terminology** (I. Halbritter)
Method:
3 working groups put terms and definitions of terms together that are written on separate cards. Results presented to plenary. Correct definitions are presented with PowerPoint.
- 11.00-11.30 Coffee break
- 11.30-13.00 **How to fill in the matrix I?** (I. Halbritter)
Method:
Presentation (ppt) and interactive conversation for one concrete example, that is a project for teaching human rights in a school
- 13.00-14.00 Lunch
- 14.00-16:00 **How to fill in the matrix II?** (I. Halbritter)
Method: Joint interactive work with a simulated project.
Background problem of the simulation project: youth does not participate in elections (I. Halbritter).
- 16: .30-17:00 Coffee break
- 17.30-18.30 **Implementation plan and risk analysis**
Method: PowerPoint presentation and conversation
I. Halbritter and D. Pupovci

Day 3

- 09.00-10.30 **Introduction to monitoring**
Method: PowerPoint and conversation
(N. Mesic and D. Pupovci)
- 10.30-11.00 Coffee break
- 11.00-12.30 **Introduction to Self-Evaluation** (I. Halbritter)
Method: PowerPoint presentation and conversation
- 12.30-13.30 Lunch
- 13.30-15.30 **Evaluation of the seminar with the method of self-evaluation.**
Method: each of those present assesses his or her own performance according to the responsibilities beforehand listed (I. Halbritter)

Translated into English:

	Intervention Logic	Indicators	Source of verification	Assumptions
Goal	Increased number of youth are voting	10% of youth is voting	Report on elections	Attitude of youth: Voting is "cool"
Purpose	Youth is motivated to vote	40% more registered youth during project activities	Statistics of voter registration	The social environment supports campaign
Results	1) higher political education 2) youth are better informed	Minimum 500 youth participating Min. 2000 visits of web-site	List of participants Web-site statistics	Campaign is interesting for youth
Activities	<ul style="list-style-type: none"> - seminar "What is the value of my vote?" - posters and flyers - school campaign - public debate - discussions in schools - Street performance - Small concert - www.glasaj.ba - local media campaign 	Means	Resources	

An implementation plan was elaborated with the example of the seminar "What is the value of my vote?". Because of lack of time, implementation plans could not be done for the other activities.

Alike all inexperienced organisations, the participants tended to plan rather large scale activities that, in reality, they would never be able to implement with the little resources they have. Therefore, the side effect of this exercise was also to raise awareness about this general problem.

Concerning self evaluation, the training team decided to dedicate about six hours to this subject and to limit the workshop to transferring basic ideas and knowledge on how to plan self evaluation in an organisation. However, the most important purpose was to raise awareness about the method and to awaken participant's curiosity and interest for more training.

The evaluation of the seminar with this method proofed two things: everybody had understood the principle and added value of it, but in the same time, it was difficult for everyone to stick to them. Everybody was tempted to say: I liked this and disliked that, instead of: my contribution to success or failure was: ...

Both trainers and the mentor gave examples by critically analysing their own performance. It was visible that this kind of unusual openness was unusual for the group, but had an amazing confidence building effect.

5. Challenges and Problems

The most challenging was to prepare the workshop and conceptualise how to transfer basics of LFA and SE to beginners. There was a minimal conversation through e-mail with the mentors of the trainers, but it would have been important to have the opportunity to discuss methods and approaches before hand.

In this respect, the trainer training offered by the project was insufficient, as content only was transferred, and the choice and elaboration of training method for specific target groups were left to the new trainers.

The presence of an experienced trainer was very important and highly appreciated by the workshop participants. Mr Pupovci was able to intervene spontaneously and took over some parts of the training, but deeply respected our prepared work, which he totally supported.

6. Summary of Evaluation

The workshop was afterwards evaluated through questionnaires. Only five participants have returned filled-in questionnaire, although Nihad Mesic had called everybody to stress that this feed-back is of paramount importance for us.

Three of these five think that the seminar was relevant, because they can use the acquired knowledge in their NGO work and benefits their work. Another participant wishes to have more training.

Asked whether they were satisfied with the seminar, four said that they were very satisfied because they have learned something new and found that the seminar method was practice oriented. Three of these five said that they were able to use the method for planning of projects in their organisation. One participant said that already three projects were planned and two of them implemented using LFA: "Organisational development of the NGO", "Gather new experiences" and "Say good-bye to drugs". He mentioned three other projects for which LFA has been applied: "Youth and local administration", "youth consultancy body" and "campaign for buying local products".

The NGO from Bratunac intends to plan joint projects with their neighbouring communities Zvornik and Srebrenica.

The seminar has not triggered any visible change in the organisations, but other members were reportedly very interested in these two methods.

All participants agree that they would like to have more support and training of this kind.

The trainers plan to lead in-depth discussions with these five in order to find out their needs and possibly organise tailor-made training.



Group of participants with Nihad Mesic and Dukagjin Pupovci

7. Final Conclusions:

We do believe that I.M.PACT has the potential for building capacity in SEE in the area of EDC if the following conditions are fulfilled:

- the I.M.PACT trainers need more training in order to be able to train individuals to act as facilitators for LFA and SE exercises; this training should be designed for a specific target group
- it seems to us that total beginners are not a suitable target group, as the chances are relatively small that they would start working with LFA and SE. The ideal target group would be professionals working in NGOs who can add a new quality to their work by using LFA and SE
- We are planning to investigate in which way we can further support the single participants who reportedly started applying LFA in their project planning processes; this will decide upon the design of follow-up activities in BiH
- We decided that we want to try to include the LFA approach into our own planning activities in the future, although we fear that there are too many practical obstacles for gathering all relevant stakeholders for a participatory problem analysis. However, at least the use of the LFA matrix as a basis for funding applications will be possible under the current circumstances.

Sarajevo, 13.07.2005.

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