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# Horizontal Evaluation

## of the “Prilika Plus Model”

as a proposal to strengthen adult education in Bosnia Herzegovina

September 17 to 19 2013

### Workshop Report



### Authors

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## Introduction

This document presents the background information, activities, and results of the implemented “Horizontal Evaluation” workshop in Sarajevo from September 17 to 19, a peer review to “evaluate the robustness and impact potential of the PrilikaPlus Model”, a 5-step methodological approach to systematically strengthen (non-formal) adult education in Bosnia Herzegovina. This methodological proposal is the mayor outcome of Phase 1 of the Skills for Job/PrilikaPlus Project in Bosnia Herzegovina (BiH) of the financed by the Swiss Agency for Development and Cooperation (SDC), which started in January 2011 and ends in June 2014.

The Skills for Job/PrilikaPlus project is one of three projects that aim to enhance employability of young people within BiH, as youth employment is of top priority in SDC’s Cooperation Strategy in this country. While the Youth Employment Project (YEP) focuses on instruments to support young job-seekers in finding a job, and the MarketMakers project seeks to create new job opportunities in competitive economic sectors, the PrilikaPlus project aims to establish novel adult education programs such to foster market-oriented skills to respond to existing demand for capacities mainly from the private sector, relating to different sectors (i.e. wood and metal industry, construction, gastronomy, agriculture). In this context, the PrilikaPlus model relates to a 5-step methodological approach to systematically plan, implement, monitor, and certify quality adult education programs in BiH. In this regard, this model aims to systematically change the logic, quality, and performance of adult education in this country, thus boosting youth employability while strengthening the competitiveness of key economic sectors within BiH by helping to build up essential capacities which now are underdeveloped.

Despite the fact that this model is just now being tested “in the field” (i.e. currently the model is used in 8 different pilot projects), the PrilikaPlus project team and SDC considered the moment as opportune to present the model together with the project’s activities to different peers, all relating to similar projects within BiH and the region (i.e. Albania, Kosovo, Macedonia, Serbia). Based on successful applications in the framework of SDC projects in Albania (SASA) and Kosovo (HPK-RI), the “Horizontal Evaluation” (see Box 1) was chosen as the workshop methodology.

### *Box 1 What is “Horizontal Evaluation”?*

“Horizontal Evaluation” (HE) is a peer review methodology that has been developed, validated, and documented by the Papa Andina Program in recent years. For instance, in 2011, it was used successfully to evaluate SDC’s SASA Project in Albania. Compared to conventional evaluation methods – many times involving only external evaluators – the HE has a different logic: It seeks to derive and socialize key insights as part of a participatory assessment that involves both internal and external actors in a 3-day workshop, where internal actors should draw lessons learnt in order to have a clear understanding of how they could improve their work, while external actors obtain key insights that help them to improve their own work. Overall, the main advantage of this methodology is that it very much promotes social learning – at the level of the internal and external group – thus creating a better enabling framework to foster innovation in contexts where different actors share the task to promote innovation in a specific context as part of a project or participatory process. For a better understanding of the HE methodology, please refer to the following summary document on this methodology:



ILAC\_Horizontal\_Evaluation.pdf

## Objectives of this HE workshop

The HE workshop had three main objectives (see also previously shared ToRs below):

- ✓ To assess the value, strengths, and weaknesses of the “PrilikaPlus model” to efficiently promote skills in the non-formal adult education sector in BiH.
- ✓ To derive useful recommendations for a possible Project Phase 2, aiming to consolidate and scale up this model.
- ✓ To share most important lessons learnt within the Prilika Plus team plus experts from the region dealing with similar work.



TOR\_Horizontal  
Evaluation Prilika Plus

Overall, the participatory setup of the workshop aimed to inspire and motivate involved actors to share their perceptions and (new) insights, such to improve their performance in their future development work. In this regard, the workshop was expected to generate essential insight for all participants – donors, project implementers, thematic backstoppers – deriving important shared conclusions about good practices for skills development in the context of (non-formal) adult education. Also, the fact that all participants are also experts in their field is likely to produce interesting networking results, which can be capitalized for future work improvements by all workshop participants.

## Workshop participants

The participants were grouped into two groups: “internal” and “external” (see Annex 1). The Internal Group consisted of 9 persons: the core PrilikaPlus team (5), one key local stakeholder involved in the project’s activities (1) plus SDC staff from Sarajevo (2) and the project’s thematic backstopper (1). The External Group included 12 persons who are not directly involved in the initiatives’ work but who are confronted with similar projects in the region, within BiH (4) and neighbour countries (7), plus SDC’s desk officer in Bern for BiH (1). The workshop was moderated by Thomas Bernet, who initially supported the project in methodological aspects, but who now played in the moderation position a rather neutral role in the workshop, to structure the sessions and discussions, being responsible to foster an optimal exchange of information among participants in the plenary sessions.

## “Experience” and “Evaluation criteria”

Overall, the workshops aimed to focus on the methodological proposal derived from the PrilikaPlus project, the major outcome of the project in regard to how to structure and design adult education programs in the near future within BiH such that they respond especially to the needs/interests of the private sector (i.e. market-oriented development of skills/capacities in regard to different economic sectors). In this sense, not the project per se and its efficiency would be the centre of this “evaluation exercise” but the methodological proposal how to improve adult education within BiH (and potentially the region) – which relates to the main expected outcome in the project’s revised lograme (see inserted document below).



PrilikaPlus\_Logframe  
for Phase I\_Revised.

Accordingly, the “Experience”, which refers to the area/object that will be assessed/evaluated during the workshop was defined as follows:

*The development and testing of the Prilika Plus model – a sound market-/demand-oriented model to efficiently develop missing skills through non-formal adult education.*

→ Time reference: Prilika Project Phase 1 (2011 to 2013).

To focus the evaluation exercise, basically two “Evaluation Criteria” were used, to guide the interaction within and between the two groups, referring to:

1. *Perceived robustness of the model, based on well-specified model components, which can be effectively applied in different contexts/sectors.*
2. *Perceived impact potential of the model, to generate effectively relevant skills in different economic sectors.*

Based on the assessment using these two general criteria, both the internal and the external group would derive shared perceptions and recommendations to be discussed in plenary.

## Workshop structure and agenda

The logic of the workshop was as follows:

- Day 1** Presentation of the “experience” and first assessment, to specify information gaps.
- Day 2** Field visit, to gain a more in-depth understanding of the “experience”.
- Day 3** Consolidation of the assessment and drawing of concrete conclusions: shared perception (evaluation), recommendations, lessons learnt.

The workshop took place in hotel Bosnia, Sarajevo, from where also the field visit was organized during day 2. The detailed agenda is attached below:



HE Agenda.pdf

## Day 1 – Presentation of initiatives and first assessment

### *Introduction to the workshop*

After welcome words from the side of André Schaller, Swiss Ambassador in BiH, and José Guntern, head of the Swiss Cooperation Office in BiH, Simone Giger gave a brief overview of how the Prilika Plus project fits into SDC’s “youth employment program”. Then, Thomas Bernet gave an introductory presentation about the HE methodology and how it will be used in this opportunity to reflect on the PrilikaPlus model which will be in the focus of the 3-day workshop. In a small PowerPoint presentation, the main methodological elements relating to the Horizontal Evaluation and its application were clarified. The presentation is attached below:



HE Introduction.pdf

### *Workshop expectations*

Each participant was then requested to draw or write his or her expectations for the workshop on a card, which was then shared in plenary. In summary, the shared expectations related to the following:

- ✓ PrilikaPlus model – to learn from the PrilikaPlus project and its model, to take relevant lessons back home
- ✓ PrilikaPlus Phase 2 – to receive essential input to plan next phase of PrilikaPlus
- ✓ HE Methodology – to understand the HE methodology, to potentially use it in the future in own/other contexts

### *Presentation of the “Experience”*

Initially, a film (see <https://vimeo.com/20712642>) was shown that was produced at the beginning of the project, illustrating the context of the project: companies that have difficulties to fill their job positions while many young people need a job, but not having the required skills!

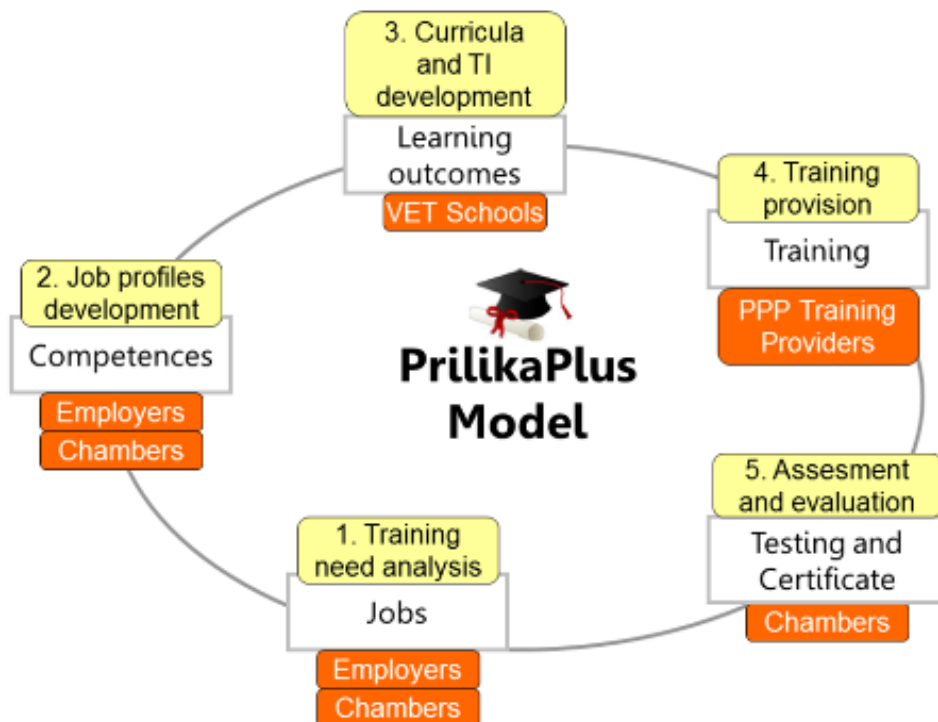
Then, the head of the PrilikaPlus team, Nikola Dragović, presented then the PrilikaPlus project and its main achievement – the 5-step model for (non-formal) adult education. For this, he shared a special PowerPoint presentation, which would illustrate the context and content of the project (first part), and the PrilikaPlus model as a methodological proposal to structure and promote market-oriented adult education within BiH (second part). A second film (see <http://vimeo.com/74959148>) illustrated then how partner companies, relating to the 8 pilot projects, see the PrilikaPlus model and the involved activities. The PowerPoint presentation is attached below:



PP Presentation Day  
1.pdf

The central element of this presentation was to clarify the context and logic of the proposed PrilikaPlus model, consisting of 5 main methodological steps (Figure 1).

*Figure 1 Overview of 5 main steps of the PrilikaPlus Model*



Legend:

VET = Vocational Education & Training / PPP = Private Public Partnerships / TI = Test Instruments



A first plenary discussion then focused on clarification questions, to ensure that the shared information was fully understood. With this level of understanding, the external and internal groups went then into a first group work exercise.

### *Group work 1 – Elaboration of the initial "Perception Matrix"*

Based on the shared information and indications from the moderator, the internal and external groups started to develop their own "Perception Matrix" – a matrix that relates the 5 steps of the PrilikaPlus model with the 2 main evaluation criteria. For the external group, this first group work helped essentially to clarify what information was understood, respectively what information is missing. To clarify ad hoc certain issues, a representative of the internal group was made available to the external group to respond to different questions (see picture 1). Based on this information, the external group then developed the matrix using cards of three different colours: green (for issues that were perceived as favourable), red (for issues that were perceived as challenging), white (for open questions). As part of the preparation for the field visit, the white cards were then converted into questions that would be clarified when interacting with stakeholders that will be visited during day 2.

The internal group applied the same methodology (see picture 2), yet with the advantage of having more in-depth understanding about the project and its context, and the status of application of the model etc.



Picture 1 External group – clarification of open questions with member of the project team



Picture 2 Internal group – development of the perception matrix

### *Planning of the field visit*

Before closing Day 1, it was made sure that each person signed up for one of the two groups in regard to the field visit. The participants were listed such that each group had participants from the internal and external team, and that countries with more than one representative, participants did not sign up for the same field visit. The field visit involved either a visit to a training centre relating to gastronomy or to construction work, besides furniture, which was visited with both groups (see day 2 for details).

### *Barometer Group meeting*

As proposed by the HE methodology, at the end of Day 1 the Barometer Group met for the first time, consisting of the moderator (1), SDC representatives (2), the project's thematic backstop-

per (1), internal group members (2), and external group members (2). In this meeting, day 1 was reviewed, to potentially adapt the program for day 2. All agreed that:

- Overall, the objectives of the first day were fully met – to understand and reflect on the “experience”, and to get to know each other. Nevertheless, it was a challenge to share this complex project and its activities efficiently with outsiders. In this sense, especially the two films helped very much to visualize the situation and “give voice” to the key actors of the project.
- In any case, external group members had difficulties to grasp how the project evolved, i.e. understanding how the model derived as part of a “learning by doing process”, which was challenged by different issues. In this regard, it would have been helpful if someone from the team would have acted in the role of a “story teller”, to emphasize more the process the project team went through.
- For sure, very positive was the ad hoc interaction between the external group and one representative of the internal group to clarify open questions. In any case, the external group was able to identify the key areas that will need further clarification during the field visit.
- In sum, there was no need for any agenda changes for day 2 and 3.

## Day 2 – Field visit and consolidation of “Perception Matrix”

Both groups left the hotel at 8:30. Group A left with a minibus to GastroID, a culinary school; Group B took another minibus which headed directly to JUB Academy.

### Visit of GastroID (Group A)

The Group A visited GastroID (see pictures 3 and 4), a PrilikaPlus training centre in culinary and hospitality, established by private company TOFI Ltd. which is providing professional equipment and consulting for hotels and restaurants. The training centre is a result of joint venture of the PrilikaPlus program and the company aiming to make available and improve material and technical capacities required for realization of training plans. The centre has been supported by the project in terms of equipment, human resources/trainers, program development, and marketing interventions. The very name of the centre was a product of workshops organized by the project.



Picture 3 Understanding mission and activities of GastroID.



Picture 4 Kitchen and students of GastroID.

At the beginning of the visit, the founder of the centre and director of TOFI Ltd., Mr Elvir Toholj, gave a short background information about the history of the training center and the market targeted by the centre. He said that the goal of the training centre is to make standardized training programs available in all BH regions through strengthening relations with vocational schools, associations and businesses. At the moment, the centre in Sarajevo is fully equipped. In addition, in October, additional facilities will be equipped in Vocational school in Konjic, a small town in Herzegovina region. He concluded that they have around 1200 companies in their database of potential clients of the training services.

### **Visit of JUB Academy (Group B)**

JUB Academy was funded by large company being, a regional leader in production of oil paints and with strong experience in the market of final works in construction including facades and interiors.

The visit (see pictures 5 and 6) was opened by Mr Dino Bukva by giving a short presentation about the company and its activities in adult training. Even before the partnership with PrilikPlus was established, they had organized different short courses and presentations mostly for already (self)employed persons to reduce problems in application of the oil paints. The project supported the improvement of training facilities and equipment where the partner was not able to secure it from own resources. Training equipment and facilities will soon be available within the existing distribution capacities of the partner organization, relating to all regions in BiH. The centre will equally offer training opportunities to the employed and the unemployed. The project also invested in preparing experienced demonstrators and trainers for training delivery. Trainers and demonstrators were provided to ensure optimal training quality, to build up the needed andragogy skills for working with groups of adults.

In the second part of the visit, Mr Bukva presented the training facilities for theoretical and practical training. During group discussion, Mr Elvir Čimpo, project manager of the JUB Academy, made several points about market opportunities and financial sustainability. Large network of partners in distribution, a network of 300 experienced workers registered in JUB association, regional market, all will positively influence the sustainability of the training centre. Nevertheless, sustainability of the training centre will also depend on possibilities to access subsidies from public employment agencies, especially for the unemployed.



Picture 5 Presentation of the training and show room of the JUB Academy.



Picture 6 Explaining the logic of the practice room of the JUB Academy.



### Visit of FORMAT Training Centre (both groups)

Both groups visited the training centre for professional specialization "Format" (see pictures 7 and 8), which was founded in October of 2012. It was initiated by the Sarajevo-based modern furniture company "Inside by Eco" and supported by the PrilikaPlus program.

Project manager in the training centre Ms Narcisa Bašić-Gaković gave a short presentation about the FORMAT experience and achievements. The founder, Mr Suad Ećo, said the main reason to establish the training centre was to respond to various obstacles in the furniture industry, and especially the lack of education and specialization possibilities for personnel on all levels: designers, architects, managers, CNC programmers, CNC operators, carpenters, lacquerers, upholsters, etc. Thus, the company launched the centre with a central mission to address this lack and focus on specialization, development, and application of knowledge and competences in furniture design and technology fields. The centre's main goal is to respond to labour market demands by helping individuals develop applied skills including utilization of modern technologies, advancement of expert knowledge. Through theoretical and practical instruction the centre connects educational institutions and industry, and links up elements in the "marketing chain:" the employers seeking specialized work-force and workers providing those expert skills.

PrilikaPlus supports the centre in the development of optimal organizational capacity for recruiting participants, applications management, the overall organization and conducting trainings, records of participants, and evaluation and dissemination of the training results. Role of the training centre at this stage is to prepare all the necessary materials to conduct training including detailed plan for training and presentations, manuals, case studies etc.



Picture 7 Interaction as part of the presentation of the Format Training Centre.



Picture 8 Last exchange of information related to the visit of the Format Training Centre.

### *Consolidation of "Perception Matrices"*

Back in the hotel, participants of the external group went back to group work, to consolidate the Perception Matrix. Now, with the newest information from the field visit, almost all white cards were removed and replaced with green or red cards. Finally, one person was chosen to present the matrix in the name of the group to all participants.

### *Barometer Group meeting*

The barometer group meeting related to day 2 was very positive. All agreed that:

- The field visit was a full success, as participants were confronted with “the reality” and with actors who shared not only information but also their emotions about the project, its achievement, and the PrilikaPlus model!
- The high quality of the organisation and implementation of the visit reflected also well the quality of the PrilikaPlus team, in regard to their work and the relationships they were able to build to key players in the different economic sectors.
- Since previous information gaps could be removed with the obtained information, there was no need to readjust the agenda for day 3.

## **Day 3 – Sharing of “Perception Matrix” and recommendations**

Day 3 started with impressions from the field visit, shared by members of the external group, to reflect on the obtained information and make sure that participants got a clear idea about the visited centres by the other groups. Then, both groups, the internal and external group shared their Perception Matrix (see Figure 2 and 3). In each case, group members received the opportunity to specify certain cards, before the other groups could ask clarification questions.

Subsequently, the moderator led the discussion such to identify (a) common perceptions, and (b) differences. By doing so, a highly interesting discussion developed, aiming to clarify the most relevant issues that either favour or challenge the Prilika Plus model now and in the future. Thanks to further clarifications, participants agreed on the following:

### Favouring factors/issues:

- Great expected success of the on-going 8 pilot projects, with good potential for effective documentation and dissemination.
- Sound model concept based on clear methodological steps that are approved by actors (i.e. developed local ownership for different model components).
- Excellent partnerships with interested and committed private companies, which commit important own resources to the development of sustainable training centres.

### Challenging factors/issues:

- Further successful promotion of the model among key actors (i.e. effective involvement of Public Employment Service (PES), Chambers of Commerce (CoC), VET schools, other projects, policy makers etc.).
- Regulatory framework that supports / ensures wider use of the PrilikaPlus Model (i.e. establishment of the model as part of the institutional setting at the national level).
- Economic incentives to create new training centres and subsidize training especially of unemployed labour.
- Taking better advantage of the synergies among SDC's youth employment projects.

Figure 2 Perception Marix developed and shared by the Internal Group

	Criteria 1: "Robustness of the PrilikaPlus Model"	Robustness of the model cannot be fully assessed yet!	Criteria 2: "Impact Potential of the PrilikaPlus Model"
<b>GENERAL</b>	Well designed approach & model (using local expertise)	Success depends on involvement of various actors	Sustainability and quality of the model application?
	Identified & committed implementation partners	Partners not yet sufficiently prepared : capacity, recognition	How to involve other key actors (i.e. PES, YEP, Chambers)?
	Local ownership built & mutual trust established	Overlapping & conflicting functions	How to ensure that the regulatory framework will not be an obstacle/bottleneck?
<b>1. Training Needs Assessment</b>	Steps 1, 2 and 5 ensure demand driven approach and local ownership	PES perceive CoC as competitors	Impact potential relates directly to the dynamic of the model!
<b>2. Job Profile Development</b>		Job profiles, curricula and test instruments have to be updated regularly	Success stories in early stages of Model implementation
<b>3. Curricula &amp; Test Instrument Devel.</b>			Lack of sustainable solutions for trainings of unemployed
<b>4. Training Provision</b>	Public-private partnerships established	VET schools perceive PP training providers as competitors	To what extent its application is possible beyond the scope of SDC support?
<b>5. Assessment &amp; Evaluation</b>	Generates credibility and ensures quality of the Model	VET schools perceive CoC as competitors	Good dissemination is a precondition for wider impact!
			Recognition of prior learning

Figure 3 Perception Matrix developed and shared by the External Group

	Criteria 1: "Robustness of the PrilikaPlus Model"		Criteria 2: "Impact Potential of the PrilikaPlus Model"
<b>GENERAL</b>	Significant interest from the private sector	Long term commitment is needed from side of donors	Ownership / commitment of partners is essential!
	Innovative approach – focus on demanded skills	Unclear policy intervention strategy	Synergy among SDC projects related to youth employment
	Sound step to step approach		Potential for policy dialogue, employability, private sector competitiveness
<b>1. Training Needs Assessment</b>			
<b>2. Job Profile Development</b>		Lack of involvement of public institutions	Unclear capacity, role, and position of the Chambers of Commerce
<b>3. Curricula &amp; Test Instrument Devel.</b>	Specific and targeted curricula		Unclear process of selection of unemployed candidates
<b>4. Training Provision</b>	Direct approach to clients		Future application of adult education legislation
<b>5. Assessment &amp; Evaluation</b>			

### Definition of recommendations for the Prilika Plus team and SDC

As a next step, both groups went back into group work to derive recommendations both the Prilika Plus team and SDC. Thereby, participants were requested to differentiate the recommendations, (a) for the current phase (i.e. until June 2014), and (b) for the next project phase (i.e. after June 2014).

The internal group derived the following recommendations, for itself and SDC:

	Phase 1	Phase 2	SDC
<b>Consolidation &amp; Upscaling</b>		Considering synergies among SDC projects in ProDoc	Promote exchange of good practices internally and externally
<b>Synergies</b>	Utilize YEP in establishing better cooperation with PES	Develop joint SDC corporate identity for all youth projects	More active role of SDC in promoting synergies between international donors
<b>Policy Action &amp; Strategy</b>	To continue to coordinate PP partners to influence policy level	To derive joint policy recommendations by different economic sectors	Coordinate policy strategies on different projects
<b>Sustainability (financial, empowerment)</b>	Analyze PES and other financial resources and report about it	Develop policy for financing training for unemployed	Identify new opportunities for co-financing of equipment
	To continue with capacity building (i.e. multiply training providers and CoCs)	Multipliers continue with capacity building including new actors	
<b>Involvement of additional actors</b>	PES: (1) Joint venture for capacity building; (2) Access to subsidies for trainings	Support of establishment of new training centers in two new sectors	
	Analyze and capitalize on existing links between VET schools and training centers	Utilizing of VET experienced schools in practical training in private companies	
<b>Quality assurance</b>	Develop quality standards (for quality label)	Implement quality standards (i.e. quality seal)	

The external group came up with the following recommendations that were shared in plenary:

<b>Synergies</b> (why, what, how, where...)	SDC portfolio projects should have joint goal, complement each other to reinforce impact	Make use of existing coordination channels	Start with small scale activities, organize regular meetings to monitor progress
Between SDC offices, BiH partners, program implementers, stakeholder platform (activities), program documents	SDC emphasizes needed synergies, to lead the process, and propose potentials (in terms of activities)		SDC establishes a platform for structural exchange among youth employment portfolio
			The project should act as a secretariat for the strategic & technical (steering) platform
<b>Policy</b> (Action & Strategy)	Documenting good results for advocacy, guiding policy (start in Phase 1)	Develop dissemination strategy (Phase 2)	Hold thematic roundtables on the basis of lessons learnt
<b>Sustainability</b> (financial, actor empowerment)	Identify different interests of partners – address them in a differentiated manner (Phase 1)	Private-public partnerships in order to manage flexible financial models: 1. Free: training of unemployed (public funds) 2. VET schools: subsidized short term training courses 3. Privates: to offer / pay full price for training	Introduction of certification procedures (Phase 2)
			Define Plan B!
			Pursue Corporate Social Responsibility (CSR) promotion

The subsequent discussion aimed to clarify recommendations to ensure that the Prilika Plus team fully understands the external group's ideas on how to improve/boost the on-going (Phase 1) and planned work for Phase 2. What came out clearly from both groups was the following:

- **Taking better advantage of synergies:** To promote the Model and its successful establishment in BiH, improved collaboration among project partners and (private and public) stakeholders is essential, especially PES and CoC in the area of training needs assessment, recruitment of trainees, and certification of training providers and trainees – but also to define feasible financing models as an incentive for the continuous creation of new training programs and to subsidize the training of unemployed.
- **Getting an optimal handle on policy making:** To positively influence policy making in regard to adult education, a sound strategy is needed to be successful in this regard. Active involvement of key actors and optimal dissemination of successful pilots – together with the Prilika Plus model – are certainly important elements of such strategy.
- **Active coordination role of SDC:** To ensure a better functional collaboration among the youth employment projects especially in BiH, SDC is encouraged to actively “catalyse” collaboration among youth employment projects within BiH and the region.

#### *Lessons learnt and “take home messages” from the side of external group participants*

Subsequently, members of the external group shared what they will take back home from this workshop. The gained insight related to the following points, which are likely to influence the work in the own context and projects:

- **Collaboration with private sector** – the establishment of training facilities in close collaboration with the training sector is excellent and highly promising, as it produces focused, well-targeted training programs responding to clear demands that relate to open job positions. The strong private sector engagement also creates interesting leverage to influence policy making, and involvement of media to disseminate information about established training centres and their success.
- **Promising PrilikaPlus model** – the Prilika Plus model with its generic 5 steps are also a solid proposal for the work in the own context. Yet, important will be to understand better the “how to” issues that stand behind each step. For this, a good documentation of the use of this model in BiH will be essential.
- **Horizontal Evaluation promoting joint learning and networking** – the use of the Horizontal Evaluation has produced a very positive experience, generating a good “peer spirit” and working atmosphere. Open and honest communication has definitely fostered mutual understanding among SDC projects thus laying a solid base for improved future collaboration.

#### *Workshop assessment*

As a last step, different aspects of the workshop were evaluated using a “bull’s eye” by taking into account eight different issues (see picture 9). A quick reflection of the evaluation results in plenary and within a last Barometer meeting let us conclude the following:



Picture 9 Evaluation chart with individual assessments.



1. Logistics/preparations → *The work especially from the side of SDC (Mersiha) was appreciated very much.*
2. Day 1 → *While different persons were very satisfied with the presentations and work relating to the first day, some felt that the sharing of information and the group work could have been better. Especially external people had difficulties to grasp the information such that they would have understood better how the project and model components have evolved as part of a “learning by doing process”. Ideally, one from the project team and the representative of the Chamber of Commerce could have had an input, putting more emphasis on the process that the Prilika Plus team went through during their phase 1.*
3. Day 2 → *The field visit day was the absolute highlight for all participants! The visits to the companies essentially promoted participants’ understanding by seeing and hearing the involved actors, underscoring the importance to give “room and voice” to such actors as part of such peer review.*
4. Day 3 → *The last day was evaluated positively, in general, with very few who were not completely happy about the day. Unfortunately, these persons did not mention their reasons for their rating.*
5. Material → *In general, participants were very pleased with the material shared. Especially appreciated were the videos shown by the team. In order to improve the understanding about the project (see comment Day 1), a summary / fact sheet about the project and an overview slides about the project’s timeline during phase with key activities and challenges etc. would have been helped.*
6. Moderation → *Most participants were (very) pleased with the quality of moderation. But why were 3 persons not pleased at all? When discussing this issue in the Barometer group, it was concluded that this negative evaluation is probably the consequence of a misunderstanding. It seems that these participants assumed that the moderator should also have moderated the group session of the external group – which he did not do on purpose, to not influence the work of the group. In contrary, he took his freedom to share also his thinking like any other participant! In conclusion, this issue will need to be discussed and clarified better next time.*
7. Networking/contacts → *Overall, this aspect was evaluated very positively. For some participants, established new contacts were more important than for others. In any case, the interactions in the groups, in plenary, and during coffee breaks and lunch etc. was appreciated.*
8. Expectations → *Finally, the assessment relating to the initially shared expectations was very positive – showing the great satisfaction of all participants about the workshop, including the methodology used. As expectations were fully met, by all participants, we can conclude that this workshop was a fully success!*

#### *Workshop closure*

With great satisfaction, Simone Giger from the side of SDC and Nikola Dragovic in the name of the Prilika Plus team appreciated the excellent work done during the workshop and thanked all participants for their work spirit and the positive outcome of the workshop.

## Annex 1 List of workshop participants

0	<b>Thomas Bernet</b> thomas.bernet@fibl.org	Moderator	
1	<b>Nikola Dragović</b> ndragovic@prilikaplus.ba	Prilika Plus / Skills for Jobs	I
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### Legend:

I = "internal group"

E = "external group"