

# **INTERNATIONAL BUSINESS COLLEGE MITROVICA - IBCM**

## **Final Programme Evaluation Report**

**(period covered: 2010- April 2018)**

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April 2018

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## LIST OF ABBREVIATIONS

<b>AUK</b>	<b>American University in Kosovo</b>
<b>BA</b>	<b>Bachelor of Arts</b>
<b>BSC</b>	<b>Business Start-Up Centre</b>
<b>EQAR</b>	<b>European Quality Agency Register</b>
<b>EACEA</b>	<b>Education, Audiovisual and Culture Executive Agency</b>
<b>ESI</b>	<b>European Stabilisation Initiative</b>
<b>EUA</b>	<b>European University Association</b>
<b>EULEX</b>	<b>European Union Rule of Law Mission in Kosovo</b>
<b>EU</b>	<b>European Union</b>
<b>FCT</b>	<b>Forum for Cities in Transition</b>
<b>FIBAA</b>	<b>Foundation for International Business Administration Accreditation</b>
<b>GoK</b>	<b>Government of Kosovo</b>
<b>GoS</b>	<b>Government of Serbia</b>
<b>IBCM</b>	<b>International Business College Mitrovica</b>
<b>ISCED</b>	<b>International Standard Classification of Education</b>
<b>ISO</b>	<b>International Organisation for Standardisation</b>
<b>KAA</b>	<b>Kosovo Accreditation Agency</b>
<b>KEC</b>	<b>Kosovo Education Center</b>
<b>KS</b>	<b>Kosovo</b>
<b>MEST</b>	<b>Ministry of Education, Science and Technology</b>
<b>MP</b>	<b>Monitoring Protocol</b>
<b>M&amp;E</b>	<b>Monitoring and Evaluation</b>
<b>NGO</b>	<b>Non-Government Organisation</b>
<b>NLMFA</b>	<b>Netherlands Ministry of Foreign Affairs</b>
<b>RAE</b>	<b>Roma, Ashkali, Egyptian</b>
<b>SEE</b>	<b>South East Europe</b>
<b>SME</b>	<b>Small-Medium Enterprise</b>
<b>UBT</b>	<b>University Education for Business Technology</b>
<b>UNDP</b>	<b>United Nations Development Programme</b>

## EXECUTIVE SUMMARY

### KEY FINDINGS

An external look at the IBCM can be easily attracted to the many challenges and several crises the project and the institution has experience throughout its tumultuous journey. However, the impressive series of difficulties may distract the outside review from the substance of the business college: an impressive achievement in an impressively challenging environment.

IBCM is a project that has evolved into an institution tasked with fulfilling the project long-term objectives in a sustainable manner. If one would illustrate the process guiding the path to IBCM's independence it could be compared to a space shuttle put to orbit by a propulsion module (SPARK), where the project is the propeller that has put its capsule (IBCM) on orbit; with the capsule is now in need of fuel to pursue its trajectory.

The evaluation has recorded a unanimous appreciation of IBCM as the accomplishment of a long effort and praise of the multiplicity and quality of achievements: Delivery a high quality of education, creating a truly multi-ethnic environment and most importantly: shaping an open-minded, tolerant, solutions-oriented and professional generation of students.

These results have come at the price of a long-winded and tenacious effort to dealing with a number of challenges raised by an initially very challenging context.

Understanding the reasons of IBCM's complicated ownership acquisition process and irregular performance are mostly the result of the IBCM's chaotic lifeline: The transfer of ownership from SPARK to IBCM could not be implemented progressively for a number of important reasons (delay in IBCM building construction, Kosovo Government not delivering on funding commitment). It is crucial to understanding the extent to which these events have affected both the ownership acquisition process and is an important step to understanding how the absence of committed funds has affected the IBCM performance. It is necessary to allow distinguishing the IBCM institutional capacity from the weakened performance resulting from the damaging external factors. While the IBCM's capacity can certainly be improved (particularly at scaling up marketing and promotion), it is important to appreciate the extent to which the above reasons have obviously hindered the capacity-building process.

### **Relevance**

IBCM is relevant to its policy context at all levels: Education (and employment) is a priority on all political agendas: it is a priority of the Kosovo Government (and the country's on-going education reforms), a priority of the EU agency for education, a priority of the EU integration policy and EU funding instruments (IPA 2 funding).

An interethnic educational venue strongly fits the European dimension and the priorities common to major integration processes, such as the Stability Pact for South-Eastern Europe and the Stabilisation and Association Process.

The IBCM is also relevant to the (a) youth priorities in need of skills readying them to the job market, (b) to the Kosovo learning landscape, scarce of quality, vocational, international business education in Kosovo still lacking, (c) to the private sector struggle to find IBCM-class students and (d) to the various local communities facing chronic unemployment. But most importantly, its relevance is very strong<sup>1</sup> when it comes to enhancing the interacting among communities divided across ethnic line and the Ibar; a strong added-value in the Kosovo context.

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<sup>1</sup> Encouraging interethnic life was the very reason EU intervened and the international donors initially supported this project

Initially, the IBCM was to gain autonomy through two phases: A first phase starting late November 2008 and ending end December 2012, followed by a second phase, stretching from 01 January 2012 to 31 December 2017. Finally, during the course of this evaluation, IBCM has become an independent body and a formal partner of SPARK, after its registration as NGO in Kosovo.

### **Effectiveness**

Overall, the evaluation has found the project has effectively reached, quantitatively and qualitatively, the objectives set in the project proposals covering the period 2008-2017.

The effectiveness of the IBCM has been affected by significant external challenges including delays in the IBCM buildings construction and a funding crisis that have substantially increased the implementation period and the project costs.

SPARK as the implementing agency and then IBCM as institution advancing towards full autonomous capacity have reached their objectives qualitatively in the background of numerous challenges that have to some extent, hindered the attainment of quantitative objectives.

SPARK has sketched out an effective business model, that did demonstrate its capacity before its deployment was undermined by several critical financial crises, repeatedly the consequence of unrealised Kosovo government funding promises.

The hybrid IBCM model, while relevant, is in need of an update and solid viability plan, where business development and government funding managed by a strong leader are urgently needed.

A socially inclusive model whose effectiveness is bounded by limited resources: Translating the inclusiveness principle into practical terms is a complex challenge requiring the IBCM to achieve a balance between offering an opportunity, affordable to the youth from an economically deprived region while generating revenue sufficient to ensuring financial sustainability. Ultimately, the IBCM degree of inclusiveness will be commensurate to the financial resources it manages to obtain as inclusiveness has a high-cost per capita.

### **Efficiency**

Given the level of complexity and uncertainty awaiting the IBCM in its early stage, looking back to compare the implementation path taken by IBCM with other options is almost impossible to estimate in terms of cost efficiency.

In a stable context, one would obviously question the cost-effectiveness of constructing two buildings instead of one. However, in Mitrovica and in 2008, the pressing quest for cost-effectiveness could hardly be proofed of the political context, and the strict value-for-money dogma can alone not be applied.

The political context however, is not the sole reason for IBCM achieving a significantly lower-than-expected efficiency<sup>2</sup> in terms of maintaining a minimum pool of students. While this evaluation is not well informed enough to pinpoint the exact causes for this under-performance, it has identified under-investment, planning and business management issues as areas of concerns for this result. Reaching a full student occupancy rate will require a longer-term planning, vision, management and financial support.

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<sup>2</sup> With a student population of, over the past years, less than half of the 600 quantitative target as initially planned in 2010.

## **Impact**

The direct impact is first found with IBCM students and alumni as they are the “products” of IBCM from “which” all the skills and values of IBCM are to be reflected. The evaluation has been utterly impressed by the transformative effect it has produced on students’ attitudes. In turn, students have expressed an intense motivation towards their education and have developed a sense of ownership towards the institution.

Student and alumni are the transmitters of the waves of the indirect impact of IBCM education to the wider environment.

IBCM is not only unique in its institutionalisation path supported by SPARK, but also unique in the Kosovo education market, and possibly in the region. It is strongly relevant to youth access to labour market and youth empowerment to create own employment in context of low job offer markets.

Creating a positively dynamic multi-ethnic environment is one major achievement of SPARK and IBCM: Offering a unique and active environment where communities not just sit side-by-side, but actually study, socialize, implement projects but most important foresee a future together.

On number of levels, the IBCM can already be considered as an “EU territory”: EU accreditation, EU values, EU educational standards...

The above factors have affected the effectiveness and efficiency of IBCM, but the quality has been preserved.

The IBCM has directly impacted a wide range of stakeholders: youth (IBCM students), teachers, private sector, communities, and also the international community in Kosovo for which this intervention represents a beacon of hope in bringing communities together in the north.

## **Sustainability**

The evaluation has a strong confidence in the sustainability of the IBCM two of the five essentials conditions are met: The business college has the qualitative assets to establish itself as a viable and honourable institutions and, with one of the highest youth population rate, most of it, missing the essential skills the IBCM offers, Kosovo offers an appropriate market perspective.

However, three of the four conditions for sustainability are still be realised. One is an updated and upgraded long-term business development plan as a roadmap for the IBCM.<sup>3</sup> Secondly, financial resources commensurate to the level of the business development plan need to be secured (acknowledging the moment government funding materialises will the results of continued lobbying from donors and the IBCM). Finally, once all those conditions are met, only a strong leadership will carry the IBCM to a situation of viability.

## CONCLUSIONS AND LESSONS LEARNED

**Education is reconciliation:** In a region where ethnic tensions have not disappeared, the unfinished reconciliation process stands as lasting threat to the region stabilisation. In Kosovo, the educational environment is not fully multi-ethnic and fails to offer the inter-community space that is needed to bridge the ethnic divide. This context confers an even higher role to

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<sup>3</sup> There is a current, updated business plan. However, this one should also be reviewed and made more ambitious in light of possible international funding support.

education as a means of reconciliation. Few are the examples that fully manage to achieve that purpose such as the IBCM with its fully integrated approach. The small number of such examples and the beacon of hopes it embodies for the youth is too important to be left unattended.

One reason why the IBCM has successfully brought diverse communities together, is that there is a real project, a real community need and a real business potential supporting the idea of multi-ethnic community reconciliation. The evaluation considers the inter-ethnic dimension as successful in that all of those involved in the college, from administrative staff, teachers to students and alumni have stopped thinking along the ethnic community divide. Within the IBCM, all communities interact as part of their daily routine, exchange indifferently in English, Albanian or Serbian. Serbian and Albanian student are now sitting together in the same classroom, expressing interest to learn the other community language. And when they leave the IBCM premises, they continue to socialise outside in town around a cup of coffee. Besides resilient faith and personal involvement as crucial ingredients of success, the sustainability potential of IBCM lies in that there is a solid potential for growth in market in dire needs of education and economic development.

Aware of the numerous and potentially overwhelming challenges ahead and given the "avant-garde" nature of the IBCM, SPARK could have requested to establishing a formal project consultative group with key international donors as a condition to its engagement. The purpose of this group would have focused exclusively on "compelling" issues, such as security:

Benefits of a consultative group:

- Keep group members abreast of challenges, include everyone in discussions on possible decisions
- Share the burden of pressing issues, increase the lobbying weight by systematically making single "one voice" decision (such as in the 2017 Joint Public Statement)
- Develop concerted, longer-term and timely solutions with a greater capacity to anticipate. As a result, make more strategic decision as a result of group consultations

This lesson learned is about recognizing that, despite the full legitimacy to take government funding promises for granted, it is necessary to develop an alternative to the original IBCM development plan (excluding Government funding); hence draft two plans: (a) One with and (b) another deprived of Government funds. This is not about accepting an option without such funding, it is rather about acknowledging the difficulty to determine the moment when those funds will be approved.

This would allow to develop a strategic approach with the (a) plan as a roadmap until the conditions are met to switch to the (b) plan. In the meantime, establishing an (a) plan clearly identifying the support role of the Government as a binding document, can be used a lobbying tool, putting the Government in front of its responsibilities, regardless of cabinet changes.

The evaluation continues to see, in today's context where the IBCM is registered as an independent entity, the relevance to have a consultative group (comprised of donor, SPARK, Ministry of Education, other close stakeholders), as a useful voice to provide counselling and feedback in the case of a newly updated sustainability plan for the IBCM is being implemented.



## RECOMMENDATIONS

- Donors to confirm their long-standing support to IBCM and provide financial assistance in the crucial period IBCM is presently going through.
- Develop a long-term sustainability plan for the IBCM; Involving a longer-term<sup>4</sup> target of an IBCM exploiting its full potential (in terms of student target, potential course and service development), with shorter and mid-term targets. This should involve an operational, business development, organisational and financial plan).
- SPARK to withdraw from IBCM: Benefits: 1. necessary conditions for IBCM to finalised effectively its autonomisation process, 2. Give space for a true IBCM leadership role, 3. Clarify the quadrangular relation SPARK-IBCM-International donors-Kosovo Government: IBCM directly responsible vis-à-vis donors
- Ensure management coherence (with an IBCM Director profile coherent with the IBCM ambition) and continuity (by providing conditions commensurate to the dimension of the post): **IBCM to appoint a leadership role** with the following key dimensions: strong international aura (private) institution/educational business role, diplomacy and lobbying role. This involves revising the current IBCM director profile and conditions: The position should be based in Pristina and travel to the region (including Belgrade for a longer-term perspective of accepting students from Serbia (from both Albanian, Serbian, Bosnian origin) to regularly promote the IBCM. Obviously, a solid business development profile is required to both scale-up the school business (in the wide sense) profile and ensure the IBCM staff is effectively involved and motivated to develop a truly business-minded approach to things versus a grant project implementer.
- Appoint an ethnically mixed team (possibly composed of one Albanian and one Serbian staff) including one Academic Coordinator and one Head of Administration, and a strong business development plan. that can be considered as credible and accepted interlocutors to all authorities (with Albanian, Serbian or Bosnian, Macedonian, Montenegrin background).<sup>5</sup>
- Develop a long-term sustainable plan for the IBCM; including a revised top management structure run by one international director and

### ***One longer-term conclusion for the IBCM***

**It is the convergence of IBCM's unique identity (legitimated by an IBCM mandate fully supporting Kosovo's multiple crucial priorities) with a business model whose strength is precisely deriving from this identify, that will determine the viability and impact of the institution.**

IBCM needs to fine tune the design of its hybrid business model (as decided by IBCM staff). This model should derive from a unique and strong identity that should stand at the core of IBCM promoting and branding (with a strong corporate culture). In financial terms, the interpretation of a hybrid model implies that resources spring from public funds (to fulfil the social mission) and private funds (as an indicator demonstrating the performance and quality of education): A. Government (donors until it happens) funding to cover running costs and contribute to offering accessible tuition fees The legitimacy of government funding is intrinsically linked to IBCM's fulfilling several Kosovo policy priorities (education, EU integration, multi-ethnic...), B. Increase revenue by further developing business volume and diversity:

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<sup>4</sup> (over a 5-7 year period, to be determined by IBCM board of directors and management)

<sup>5</sup> The evaluation understands a similar suggestion has been communicated to EVALAG.

Increase promotion effort (invest in public and private sector partnership development and sponsorship) strengthen business plan with the following recommendations. Develop business counselling, (market) research services. Explore dormitory options as this is a crucial service, develop IBCM at pole of attraction for lecturers from abroad (as lecturers and teachers personalities account for a great deal of the IBCM transformation (professionalization process)).

IBCM to create the conditions for a dynamic, constant and privileged formal relation with its alumni. IBCM alumni remain very much attached to their college: create incentives to them. Treat them as ambassadors. Use them to develop partnerships with private and public sector, lobby.

**Marketing and promotion: Formal Student and Alumni networks:** From a market perspective, students and alumni are the product of the IBCM. As such, they should stand at the centre of IBCM's marketing strategy in order to exploit the full potential of student and Alumni. While IBCM has already seriously engaged student and alumni in previous promotion campaign, no formal network has been established yet. This crucial activity decided in the original plan has not materialised to date. It is to be regretted but the evaluation believes it still time to fully commit to this. The benefits of formal alumni network include: 1. Get a clear, updated and constant picture of who's where and who's who, 2. Ensure a long-term commitment of alumni (incentives to be considered), 3. Increase involvement of/ownership Alumni into promotion campaign, 4. A formal agreement allow to clearly define roles, objectives, commitment and incentives for alumni to involve. Motivation should not be an issue since all of the encountered alumni expressed a strong interest to the idea of a more formal network. 5. Establish a "Monitoring" system where any informal promotion opportunity is recorded and managed by IBCM for use as promotional material, 6. Use Alumni network for student placement (a list of internships ads published on IBCM Alumni network website).7, Use Alumni network to attract international professionals to lecturers at IBCM.

Build a strong IBCM image/branding, building a strong (potentially international) network of ambassadors (Alumni) and private partnership (IT companies) & sponsorships.

Development of revenue streams: short-term and long-term. Use IBCM spaces, private sector partnership, IT, master's Degree.

International donors are suggested to adopt a joint approach supported by a mid-term and longer-term strategy for its financial support and for the IBCM. This strategy requires for the Kosovo Government to clearly define its role and financial commitment as it should also be part of this strategy (role & financial contribution).

Long-term Recommendation: Look towards Serbia as well to attract students, especially southern Serbia where Albanian and Serbian communities live. The IBCM is potentially very attractive to the youth in this region and can be very competitive versus the Belgrade or Nis education options featuring higher living costs than Mitrovica.

**- Promote the EU dimension and vision of the IBCM as both objectives are closely intertwined**

**- Continue lobbying to the Kosovo Government** (by including it to IBCM educational and business activities, events). Lobbying will have to involve a followed dialogue (preferably also including other stakeholders such as donors). And this dialogue will most likely require the IBCM to develop an array of expectations, beyond the sole fulfilment of previous promises. This could include for instance, the provision of subsidised scholarships as foreseen by the legislation. Obviously, this is to be envisaged as an alternative as previous experience has shown there are no guarantee of results. This will be one of the task for new high profile senior IBCM director to be recruited. But the director has to be recruited first. Profile should be pro-active in this advocacy effort.

- International donors, prior to making a funding decision, should clearly state their expectations to and vision for IBCM and use this opportunity to present this vision to the government and indicate the role they would like the Government to take in their vision. This vision should be clear and accurate, especially in terms of what is expected from the Government, especially when it comes to taking over international donors financial commitment.

- Actively raising fund to fulfil IBCM' social inclusion mission: With its henceforth locally registered not-for-profit status, the IBCM, as part of its long-term strategy, should seek to develop partnerships to have social foundations and firms with social corporate culture to subsidize tuitions fees of strong applicants from socio-economically deprived communities. Kosovo is also equipped with a law committing the State to subsidizing higher education tuition fees for a number of students from vulnerable families. Therefore, the IBCM should systemically connect applications from vulnerable students to the subsidized scholarship Government scheme. Taking matters further, the EU could also condition its possible future and continued assistance to the IBCM to the Government passing a legislation on systematic subsidies for vulnerable applicants to higher education institutions.

There is a specific EU-integration context that is supportive of social inclusion for the youth: At the regional, national levels, there are policies, programmes and project promoting labour-inclusive market solutions with an objective of building public employment services and centres for social welfare to make employment more accessible<sup>6</sup> to vulnerable youth. The IBCM could, for instance establish connections with those public services to refer vulnerable applicants to those schemes. More generally, the IBCM should as part of it sustainability plan also set an objective and a target for how many vulnerable students it is able to accept and obtain financial assistance for their enrolment.

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<sup>6</sup> Joint UNDP/ILO project: "Promoting Inclusive Labour Market Solutions in the Western Balkans"

## 1. INTRODUCTION

### *Key moments in IBCM's lifeline*

- 2003:** The idea for an international higher learning institution in Mitrovica is developed<sup>7</sup>
- 2005:** The idea is presented at Wilton Park hotel Conference on "The Future of Mitrovica"<sup>8</sup>
- 2006:** The European Stability Initiative recommends the establishment of an international university in Mitrovica. SPARK is requested to conduct a feasibility study.
- 2008:** The establishment of an international college is prioritised by Enver Hoxhaj, Minister of Education, Science and Technology, who request SPARK to proceed with planning.
- SPARK develops a five-year proposal including the preparation, the launching and sustainability of the IBCM
- 2009** The IBCM welcomes its first cohort of students
- 2010** The IBCM is presented at an international conference in Mitrovica<sup>9</sup>
- Further to an external review of the IBCM, SIDA recommends SPARK considers remaining the owner of the IBCM until full local ownership is achieved.
- 2014** A second, four-year, project phase (2014-2017) starts with a planned, progressive full ownership of IBCM and withdrawal of SPARK planned by the end of 2016.
- 2016** A high-level meeting with the Kosovo Prime Minister, International donors, SPARKs is convened to discuss the IBCM's financial situation and the needs for the Kosovo Government to cover, at minima, the running costs of the IBCM
- 2017** Failing to receive the Kosovo Government funding, IBCM is at risk of closing. The Embassies of Sweden, The Netherlands, Switzerland, SPARK and IBCM publish a joint press release announcing the imminent closure of the IBCM if the Government of Kosovo does not deliver on its long-standing promises to cover the college's operational costs. The EU Office in Kosovo approves an exceptional funding to allow for IBCM to remain opens and cover running costs until the end of June 2018.
- 2018** Further to a Kosovo Government decision to submit IBCM funding to parliament vote and failure for the voting quorum to gather, the Mitrovica college is facing another imminent resource shortage situation, causing serious concern among IBCM, SPARK and international donors.
- After a long effort, the IBCM is registered as a local NGO in Kosovo and becomes a formal external partner of SPARK.

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<sup>7</sup> Idea developed by the first Kosovo Prime Minister of Kosovo, Bajram Rexhepi and Professor of Law, Dr. Enver Hasani

<sup>8</sup> Web source (ESI – European Stability Initiative website:  
[http://www.esiweb.org/index.php?lang=en&id=141&conference\\_ID=8](http://www.esiweb.org/index.php?lang=en&id=141&conference_ID=8) )

<sup>9</sup> Cities in Transitions <https://citiesintransition.net/global-events/2010-mitrovica/#Welcome>

The impact section purposely introduces the impact of the context on the project before the impact of the project on the context. Indeed, understanding the influence of the context on the project is necessary to value of how much the IBCM has impacted on the local and potentially wider environment. One has to remember that IBCM, to the difference of many internationally-backed interventions, is the result of a local willingness and request. The highly sensitive nature of the request and its subsequent materialisation - the IBCM - meant from the beginning that this venture was to take a strong risk-management approach first and look first at the influence/impact of the external context before it considered the impact of its own intervention.

### 1.1. CONTEXT AND LIMITATIONS OF THE EVALUATION

The IBCM is a complex subject to review: it is both a project and an institution where as such, IBCM the result of an ambitious, brave, long, complex and rich path. The overall IBCM lifeline is over 10 years long, from 2008 until today, with 2010 corresponding to launching year of IBCM educational activities.

The present evaluation is actually reviewing the overall period. Considering the overall period has appeared as a strong necessity as no recommendations relevant to today's IBCM challenges can be formulated without a perspective on IBCM exhaustive development history.

With the above in mind, the limited time and resources allocated for this external review can be considered as a limitation to this exercise, in that, it challenges the evaluator's capacity to explore the IBCM to a level of detail commensurate to his complexity. While both SPARK and the IBCM staff have demonstrated a very open and helpful attitude in providing information, there has been some minor data gaps<sup>10</sup>, though not affecting overall this independent review.

This evaluation took place at the end of the IBCM programme, with the objective of providing SPARK an independent analysis of it. More specifically, this evaluation was commissioned under SPARK's ISO Programme Evaluation Procedure, which calls for external evaluations at the end of SPARK's large programmes in order for SPARK to:

- 1) be accountable towards donors and beneficiaries for the actions that are taken and is transparent as possible when doing this.
- 2) Constantly learns from the actions it takes by means of a solid internal evaluation system, in which results are critically reflected upon.

This end-of-programme evaluation for SPARK also coincided to a decisive moment for the IBCM and donors seem to have seen this exercise as very relevant and timely to help them make future funding decisions taking advantage of the analysis and recommendations emerging from the evaluation report.

Certainly, the field interview phase has been a crucial moment in the evaluation as it helped establish the big picture and understand key issues relevant to IBCM by gathering a 360° panorama of perspectives and specific stakes in the IBCM. In turn, this elevated overview of the situation will hopefully allow key actors to have an update and wide view of the IBCM value and situation.

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<sup>10</sup> The evaluation missed the annual project narrative reports for the years 2011 and 2012 as well as some statistics about the number of students per year for all years

## 1.2. EVALUATION PURPOSE

SPARK has commissioned an external and independent evaluation of the IBCM with the following expected **objectives**:

- 1) Assess the extent to which the project achieved its overall objectives and outputs as identified in the Project Documents;
- 2) Review effectiveness of the overall Project interventions, its main achievements, compliance with expanding country's needs and overall impact in improving the situation of youth's tertiary educational needs in business and public administration;
- 3) Review and evaluate the extent to which project outputs have reached the intended beneficiaries;
- 4) Assess the likelihood of continuation and sustainability of project outputs and benefits after completion of the project – analyse how far the exit policy in the project ensures the sustainability of the project benefits; Identifying lessons learned for similar future interventions.

The field phase of this evaluation occurred at a decisive time for the future of the IBCM in that the Kosovo Parliament vote for government funding to IBCM failed to reach the necessary quorum. Since the IBCM had significantly relied on these funds to continue developing and reach financial sustainability, the issue has remained central and pressing, involving international donors' interventions, though it is still unresolved.

With the sustainability of the IBCM is emerged as a key aspect of this external review, it is hoped the conclusions and recommendations from this report will serve as a decision-making support tool to key IBCM stakeholders and supporters.

## 1.3 EVALUATION QUESTIONS

The evaluation questions are grouped according to the five OECD evaluation criteria that are organising both the structure of the present report and the evaluation matrix. The evaluation matrix, annexed to this report, categorises the information collected and established the causal relations between the various level of analysis (from observation, to findings, ratings, conclusions and recommendations).

- **Relevance:** Reviews the relevance of the intervention logic of the IBCM project
- **Effectiveness:** Measures the extent to which the IBCM Project Objectives have been achieved and to what extent achievements are a result of project activities
- **Efficiency:** Measures the cost-effectiveness but also time-effectiveness<sup>11</sup> of IBCM project's implementation of activities
- **Impact:** Measures to which extent the outcomes of the IBCM have produced an impact/change towards its programmes objectives
- **Sustainability:** Measures to which extent the results and effects of the IBCM services are likely to continue in the future.

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<sup>11</sup> Indeed, time has been a crucial factor and scarce resource for the project, with double the initially planned duration spent with the same initial budget, as implementation challenges, including those around getting through the IBCM building construction, had caused a delay of over a year.

## 1.4 METHODOLOGY

This evaluation is specific in that it applies a bi-dimensional approach based on the following:

1. To assess the performance of the IBCM as a project (i.e. results against objectives as per project logical framework);
2. To review the performance of the IBCM as an institution since transforming into a sustainable establishment is a key project objective from the very beginning.

This evaluation is composed of the following sequence of phase

### (1) Preparation phase:

- Desk review of project and relevant contextual documents
- Development of quantitative and qualitative data collection tools: evaluation matrix, interview discussion topics, online survey questionnaires (in annex to this report)

The data collection tools include the following: desk review of project and other relevant documents provided by SPARK, other relevant documentation searched by the evaluator, information, data and critical thinking collected from direct individual and group interviews, online surveys (one targeting IBCM students and one targeting IBCM alumni). The response rate from the online surveys has been just below 20%; i.e., sufficient to confer validity of the sample but limiting its weight as statistical evidence.

- Drafting of an inception report featuring a detailed methodology and workplan
- Stakeholder identification and arranging field interviews

### (2) Field interview phase

- Conducting interviews (individual and focus group discussions)

### (3) Finalisation phase

- Analysis and organisation of data collected: Identifying findings resulting from the triangulation of the data and information collected, drawing conclusions based on the findings, and the formulation of recommendations clearly related to conclusions. The project performance will be measured against the original project proposal specific target by activity. A simple scale will be established to rate the performance of each evaluation criteria.
- Drafting of a final evaluation report.

## 2. ANALYSIS AND FINDINGS

This section presents the findings resulting from the analysis and triangulation of information collected from the different sources (project documentation, relevant literature, IBCM student survey and IBCM alumni evaluation survey specifically developed for this review, direct individual interviews, focus group discussion).

### 2.1. RELEVANCE

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*This section reviews the relevance of the Intervention Logic of the IBCM project; its goals, objectives, (its objective in helping to improve dire economic prospects and alleviate ethnic tensions, whilst helping Kosovo to prepare for its future EU Integration) purpose and outcome over the period 2010-2017*

This section is answering the following initial Evaluation Matrix Questions:

- 1.1. To which extent are IBCM project purpose and objectives clear, measurable and supportive of Kosovo priorities in the sector?
  - 1.2. To which extent programming and monitoring mechanisms include purposeful indicators that allow measurement of progress towards achievement of objectives?
  - 1.3. To what extent has responded to the priorities of the target groups of the project?
  - 1.4. To what extent have the IBCM objectives and activities been updated in order to adapt to changes in the sector?
- 

#### 2.1.1. Relevance of intervention to Kosovo context and priorities

The birth of the IBCM as a project is not conventional in that the concept is not the result of a needs assessment but a request formulated by Kosovo politicians<sup>12</sup> to SPARK in 2008 and later on echoed at the 2010 FCT Conference organised by the Forum for the Cities in Transition.

Regardless, the relevance if the IBCM has remained high throughout the past decade for the following reasons:

- IBCM is the result of a request expressed locally by several prominent Kosovo figures, well aware of the needs of their communities
- The relevance of the objectives ambitioned by the local initiative are clearly and obviously trying to address the local communities key and common priorities (i.e. addressing unemployment of a severely depressed local economy, offering a quality and labour market-oriented education, bringing communities together...)
- SPARK has taken the time necessary to verify the needs and assess the risk and potentials associated with launching such an initiative.

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<sup>12</sup> The evaluation understands this was a joint request from the following politicians: Oliver Ivanovic (then Head of the Serbian National Council), Enver Hasani, former president of the Constitutional Court Bajram Recepi, former Kosovo Minister of Interior, Enver Hodzaj, Deputy Prime Minister)



- The Kosovo and specific Mitrovica contexts have evolved but the relevance of IBCM remains, more than ever, appropriate, as the objectives pursued continue to answer community priorities: Economic stagnation, youth unemployment and labour exclusion of marginalised communities (including: lack of skilled, qualified labour, slow progress of multi-ethnic interaction hindering the development of Mitrovica)

Unemployment in Kosovo, and even more so in Mitrovica is still high and therefore remains a valid priority for the IBCM to continue addressing. The local economy is not taking off and fails to attract investments, with the youth, as the mostly affected segment of the jobless population, deprived of affordable and accessible quality education, apart from the IBCM as one of the rare option leading to high likelihood of getting employed.

### **Relevance of implementation approach**

SPARK has implemented a multi-pronged approach, adequate in terms of building IBCM credibility and managing risk. This mainly relied on earning and maintaining trust of local communities by initially developing, low-key activities with a quasi-permanent presence in Mitrovica. In the meantime, SPARK entertained a regular communication with local, national authorities as well as with international supporting agencies.

### **Relevance to the specific local political and ethnic-sensitive context of Mitrovica**

With regards to the sensitive interethnic dimension, SPARK has developed a gradual programming of making the IBCM a fully inclusive environment, whose relevance to the context and its evolution appears strongly relevant.

Indeed, the progressive interaction of communities (through joint activities, IBCM buildings inter-commute, mixed community teaching team, joint multi-ethnic classes) has been implemented with an incremental rapprochement which steps have been systematically and carefully assessed before implementation. SPARK seems to have applied a strong risk-management policy to the IBCM, always preferring safer options. This makes a lot of sense in a context which volatility is hard to predict and where a minor incident can be used to fuel a bigger crisis and where the IBCM can be kept hostage. The security incidents that occurred in the first years of the IBCM are a good reminder of this. As one of the rare international, multi-ethnic projects with a permanent physical presence in Mitrovica then, IBCM embodied a visible and easy target to those seeking destabilisation. A physical attack to the IBCM building at night with a proven intention of setting fire to the premises is one clear illustration of the context in the early years of the IBCM.

The IBCM relevance can also be verified at all levels, from the local community to the EU level:

**IBCM is relevant to its policy context at all levels:** Education (and employment) is a priority on all political agendas: it is a priority of the Kosovo Government (and the country's on-going education reforms, even though implementation of policies and related programmes continues to lag behind), a priority of the EU agency for education, a priority of the EU integration policy and EU funding instruments (IPA 2 funding).

An interethnic educational venue strongly fits the European dimension and the priorities common to major integration processes, such as the Stability Pact for South-Eastern Europe and the Stabilisation and Association Process.

### The crucial EU integration perspective dimension

At the 2003 Western Balkans Thessaloniki summit, all head representatives of the region are making the following joint statement:

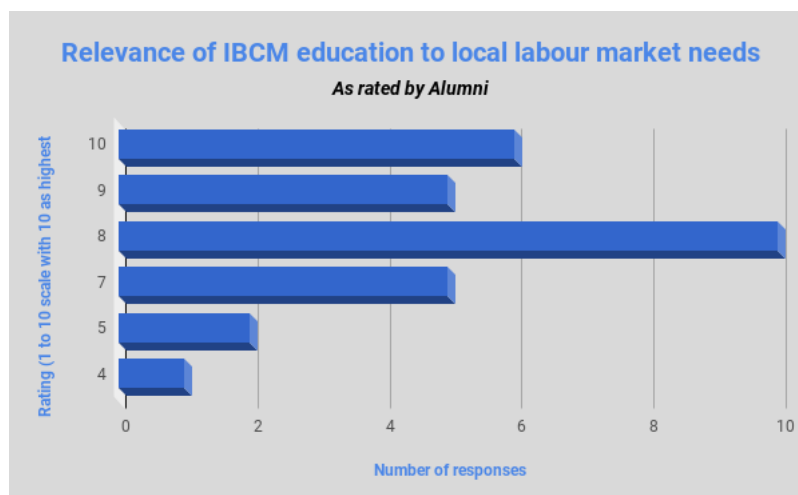
« We stress the role of education, culture and youth in promoting tolerance, ensuring ethnic and religious coexistence and shaping modern democratic societies. »

This sets the IBCM at the very top of EU integration priorities and confers full political legitimacy to the international college.

The IBCM is especially relevant to the following strategic priorities<sup>13</sup> of the EACA:

**At the education market level, IBCM is relevant:** No other such institution ticks all of the appropriate boxes: Modern, living education approach, vocational and connected to market needs, qualitative content (EU Accreditation, partnerships with Danish university) and environment (modern, top quality infrastructure), accessible (to Mitrovica region residents) and affordable (as compared to institutions providing equivalent content), Oriented towards to the future.

**At the private sector level, IBCM is relevant.** Students and alumni draw the interest of local employers and seem to be setting the standards in terms of professional attitude.



**At the community level, IBCM is relevant:** Student placement rate is high, alumni employment rate is high. IBCM certainly draws interest from the youth of different communities, as new student intake are often friends of IBCM students and alumni who have decided to apply at IBCM after finding their friends as very well prepared to the job market.

The relevance of IBCM, its values, approach to education and objectives have clearly been confirmed by all interviewed stakeholders. This includes the widest range of perspectives; from students and alumni to local civil society organisations and current as well as former international donors.

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<sup>13</sup> [http://ec.europa.eu/education/policy/strategic-framework\\_en](http://ec.europa.eu/education/policy/strategic-framework_en)

### 2.1.2. Clarity, measurability of objectives

The reviewed documents indicate that IBCM has been thoroughly conceived to advance through a project-based intervention to an empowerment and institutionalisation process where IBCM would thrive as a locally-registered, independent, financially viable and clearly mandated body. Delays and challenges along the way have required to revise and adjust the project proposals accompanying its development. Initially, the IBCM was to gain autonomy through two phases: A first phase starting late November 2008 and ending end December 2012, followed by a second phase, stretching from 01 January 2012 to 31 December 2014. However, further to the significant delay occurred in the IBCM buildings construction, donor requested to advance the introduction of a third phase to cover the period 2014-2017. Indeed, the exhaustive college building construction process, from its decision to its implementation has revealed to be a lengthy and highly complicated venture. The number of difficulties is hard to summarise but, in brief, there has been unfulfilled commitments and administrative complications preceding the physical construction of the buildings in the North and in the South of Mitrovica. In the South, the land initially allocated by the municipality occurred to be already partly allocated to a third party. In the North, finding a suitable location, obtain construction permission as well as tendering for construction companies has faced numerous delays and obstacles.

Hence, the IBCM timeline is structured around two proposals:

- first project phase covering the period **01/11/2008 – 01/10/2013** comprised of a college preparation and launching segment (01/11/2008 – 30/09/2009) followed by an operation and sustainability period (01/10/2009 – 10/10/2013)

- second project phase covering the period **01/01/2014 – 31.12.2017**.

For those project phases: The evaluation has found that objectives and activities have been very clearly defined and benchmarked from the very beginning until today. Results frameworks have been developed from the overarching to the activity level.

The coherence of the logic explaining how the various activities are contributing to achieving the component and overall project purpose are rigorously defined, despite the multifaceted and complex nature of such an intervention.

- The period beyond 2017 was considered for the IBCM to enter into a post-project era: By 2017, SPARK had developed a five-year sustainability plan for the IBCM<sup>14</sup>. This phase corresponds to the full institutionalisation and self-sustainability of the IBCM, even though, from a funding perspective, it is still partly a project as external funding support has been extended until end of June 2018 (with EU funding substituting unrealised expected Kosovo Government funding of 600,000 EUR yearly).

While in 2017, the IBCM had already established its own objectives, the 2018 targets (in terms of student intake as well as object revenue development objectives) have been severely affected by the scarce funding situation and affected reputation. Among other potentially damaging effect, the IBCM could not launch timely and official student recruitment campaign, but, had to improvise an IBCM student awareness-raising campaign instead. This active – though informal – student campaign was a necessity to avoid “missing” the 2018 school year.

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<sup>14</sup> “IBCM Sustainability Plan 2017 to 2022”

### **2.1.3. Programming and monitoring mechanisms allowing measurement of progress with indicators**

SPARK has developed from the very beginning all the necessary monitoring mechanisms to ensure measurement of implementation progress. Indeed, the NGO has established both a project-level monitoring framework with achievement indicators while it also has provided a detailed plan for the IBCM to have integrated monitoring and evaluation mechanisms, so it can assess and report on its quality control and adherence to quality standards. Students survey have been regularly conducted while EVALAG has been performing yearly reviews to confirm the IBCM's diploma accreditation.

### **2.1.4. Adjustment and update of IBCM objectives and activities to changes in the sector**

The IBCM's development path has been marked with numerous and diverse challenges, from security issues to financial shortage situations that have threatened its very own existence. The only fact that IBCM still exists today and enjoys a very high appreciation from its current and former users is the demonstration that SPARK and the IBCM have showed great flexibility in addressing the expected and the unexpected. The evaluation has gathered written evidence (minutes from crucial meetings, public statements, communication with donors, reports...) as well as concerted voices from interviewed stakeholders confirming IBCM has been repeatedly compelled to adjusting to changes. This includes, among several instances, having to take security measures (protecting the IBCM building after the fire attached), having to rent space to run classes as a temporary alternative to the long-awaited IBCM building to be constructed. It also meant having to make cuts (in budget, staff) when financial resources went very low.

Timely and appropriate actions were taken (e.g. joint donor statements about the imminent closure of the IBCM in 2017) in crucial financial moments. The management of adjustment to changes seems to have been more challenging once the decision-making process involved SPARK remotely approving/making decisions (the turn-over of IBCM directors may be an indication of that). While this clearly appears to be anything but SPARK's willingness to control the IBCM from distance, the geographical distance between SPARK and the IBCM has made IBCM's adaptation to changes more difficult.

## **2.2. EFFECTIVENESS**

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This section is answering the following initial Evaluation Matrix Questions:

- 2.1. To what extent has the programme achieved its planned results?
  - 2.2 To what extent have the service delivery mechanisms and management practices been appropriate for achieving the expected objectives?
  - 2.3. To what extent all categories of end-users (including youth from vulnerable communities) have been able to access the IBCM (educational) services?
  - 2.4. To what extent has the IBCM project adapted to changing external conditions in order to ensure benefits for the target groups and the achievement of planned results?
  - 2.5 To what extent have the target groups been satisfied with the services provided?
-

## 2.2.1. Achievement of results Appropriateness of delivery and management mechanisms

### IBCM in key statistics<sup>15</sup>

- **Male and Female Percentages** -
  - Male **44.85%**
  - Female **55.15%**
- **Ethnic community background** -
  - Albanian - **62.29%**
  - Serbian - **23.71%**
  - Bosnian - **7.43%**
  - RAE - **1.43%**
  - Gorani - **1.71%**
  - Turk - **2.57%**
  - Other - **0.86%**
- **Residents of Mitrovica / outside Mitrovica** -
  - Mitrovica Residents - **68.24%**
  - Outside of Mitrovica Residence - **31.76%**
- **Scholarship Beneficiaries** - (Includes IBCM Excellence Scholarship and Minority Scholarship)
  - With Scholarships - **8.26%**
  - No Scholarships - **91.74%**
  - \*\*\*These scholarships have begun distribution since 2014 (IBCM's 6th intake). Before that IBCM had a Financial Aid Scholarship that most students benefited from, based on their financial situation.
- **Degree Completion** - AP / Bachelor / AP and Bachelor
  - Only AP - **7.36%**
  - Only Bachelor - **2.11%**
  - AP+Bachelor - **90.53%**
- **Student Programme Division** - EAM - **23.71%**, MM/ISM - **56.29%**, PA/PSM - **20%**
  - Programme Names:
  - EAM - Environmental and Agricultural Management (AP and Bachelor same name)
  - MM/ISM - Marketing and Management/International Sales and Marketing (AP/Bachelor)
  - PA/PSM - Public Administration/Public Service Management (AP/Bachelor)
- **Dropout rate** (2012 - 2017) (Could only provide the data for the last 5 years)
  - Average **36%** (2013 - 35%, 2014 - 51%, 2015 - 46%, 2016 - 28%, 2017 - 20%)

Brief analysis of results:

**Gender:** IBCM has achieved its gender-related target of achieving a balance between male and female students with a slight majority of the latter have studied at IBCM. The target can be considered as exceeded since there is such a gender imbalance with regards to completing higher education, employment and salary level in Kosovo, that a "compensation" effect (with more female students involved) is necessary to reach an overall equilibrium. This achievement is also reflected in the IBCM staff composition, characterized with a majority of female employees.

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<sup>15</sup> This data includes all of IBCM graduates to date, as well as the current students wherever appropriate. Dropouts are included only in the drop out data due to system limitations.

**Multi-ethnic representation:** The ethnic composition of IBCM students to date is relatively fairly representative of the size of the respective ethnic communities living in Mitrovica (North and South). While the IBCM has achieved to establish a truly multi-ethnic composition of student, it could do better in increasing the share of small-size communities representation. Establishing minimum ethnic-based quota as an objective is a very delicate debate that could only create tensions. However, the IBCM may be more pro-active to include more students from the most socio-economically vulnerable communities, not only those facing ethnic-based discrimination but those excluded on all accounts: The Roma and to a slightly lesser extent, the Ashkali and Egyptians.

**Geographic-based attraction of the IBCM:** The original intention of the IBCM as a project was to specifically address the combination of inter-ethnic division, high unemployment and low education characterising Mitrovica. Overall, the IBCM has achieved the original objective of addressing this local challenge by over two third of students originating from Mitrovica. This will remain a relevant objective as long as the particularly difficult situation of Mitrovica will not have improved.

**Scholarships:** While IBCM had reached its target of providing highly subsidised, low-rate scholarships to students in the first years of existence, the overall result, indicating close to 92% of students without scholarship, is raising the issue of how socially-inclusive and financially accessible the IBCM is and should be in the future. This is a crucial question to be clearly addressed and defined in the recommended IBCM sustainability plan to be updated.

**Degree completion:** The vast majority of students (over 90%) are taking “all of the education IBCM offers”, i.e. both AP and Bachelor diploma. This evaluation sees this as an indicator of the need for students to raise their education level to the highest possible level. This provides elements for IBCM to survey the interest in Mitrovica of students in graduating to a master's degree level. Both individual interviews and on-line surveys' results are confirming this hypothesis.

**Drop-out rate:** The IBCM has done well in curbing down its dropout rate over the past four years, from 51 to 20% last year. While this is positive, this has to be relativized in a context where the IBCM student population is rather small (so fluctuations of dropout rates are also small in absolute value). This trend has to be also analysed against the social profile of IBCM students. Indeed, with tuition fees higher than in the past and less subsidised scholarships provided, there is a likeliness of students coming from social categories who can afford the cost and therefore are less exposed to drop-out for social exclusion reasons.

Even though, the business development potential of the IBCM has been undermined by diminished budgetary<sup>16</sup> and human resources, it has demonstrated an ability to “survive” through difficult years, thanks to a balance of convincing results (the IBCM won a 3 YEAR ERASMUS PLUS project) but also owing to the EU rescuing financially the IBCM in the worst moments (2017).

Measuring the IBCM's performance implies two distinctive tasks: First, an assessment of the IBCM business model and, second, a review of how the model has been developed and implemented.

The hybrid business model<sup>17</sup>, as the option recommended by the IBCM management staff, is considered by the evaluation as coherent to both the initial project values and the Mitrovica

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<sup>16</sup> Including the unrealised promise of the Kosovo Government to contribute to IBCM yearly running costs with a 600,000 EUR grant.

<sup>17</sup> The hybrid model is the selected option among three alternatives: 1. A local community college with a narrow regional focus, 2. An International business school capable of attracting students from the region as well as from abroad., 3. A hybrid model, in-between the first two options. A locally-rooted college with a strong international component.

context characteristics (ethnic divided, high unemployment...). This model features the most realistic ambition as it mainly targets the local youth while offering an international standard education and thus places itself as a much needed link between the local (Mitrovica), national (Kosovo), *stricto sensu* regional (Western Balkans), wider regional (EU) and international.

However, this model appears to be missing a full development of its business case, and especially its business development case (diversification of activities, revenues, strong marketing plan, organisational chart with a top international leadership profile, a revenue plan, market research survey capacity...).

This review finds an insufficiently rolled-out model did limit the IBCM management to implement the development of the IBCM such as did so that, administratively, decisions were still to be approved remotely by SPARK<sup>18</sup>. The definition of the IBCM director's profile probably missed the importance of the leadership dimension as a key competence to drive the IBCM to a profitable institution seat, economically speaking. These reasons, combined with the numerous challenges<sup>19</sup> several IBCM directors were confronted with, may explain a relatively high turnover of directors (5 from the beginning) and the fact that the specific institution/business leadership so necessary to the IBCM was missing.

On the business development topic, a stronger priority to aim for full student occupancy, as well as reaching out to more partnership development (including exploiting the above-average business premises quality that the IBCM offers) are felt as orientations that were to be made earlier in the process, and definitely not waiting for the undetermined moment when Government funds would arrive.

### **2.2.2. Appropriateness of delivery and management mechanisms**

Overall, the evaluation has found the project has effectively reached, quantitatively and qualitatively, the objectives set in the project proposals covering the period 2008-2017.

When measuring the effectiveness of the project, the evaluation has considered the external factors<sup>20</sup> upon which SPARK had only a limited influence and that constituted the risks to be accept even prior to the beginning of the intervention.

The request from donors to SPARK to keep a direct role in the management of the IBCM has also affected the efficiency of delivery (with most IBCM management decisions requiring administrative SPARK approval when SPARK was no longer in the country).

The change of IBCM directors has also affected the IBCM staff's moral and did not help to follow a continuous and coherence line of progress towards a strong economic autonomy. If this did not prevent the project to reach its objectives in the initial years (until circa 2012-2014 with fluctuations), it did affect the performance of the college (lower than planned number of students, stall in IBCM revenues) in the last (3-4) years, though the essential components of the IBCM quality of education have been preserved (quality of education, continued acquisition of EU accreditation, a positive perception locally).

One needs to take enough distance to appreciate that, despite of the above weaknesses, the project has achieved the construction of two high standard buildings. The construction has come at a much elevated cost, compared to initial estimations, as it has included the costs of dealing with land ownership issues, among other unexpected additional expenses.

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<sup>18</sup> After SPARK was called backed into the direct supervision of the IBCM

<sup>19</sup> Increasing revenues, implementing budget cuts, dealing with the challenging local context on top of IBCM internal tasks

<sup>20</sup> delays in the IBCM buildings construction as well as funding crisis as major external challenges among others

The evaluation recognises it is difficult to anticipate on all possible aspects that may affect the project, i.e., the construction of two buildings in Mitrovica. Whatever the case, the IBCM today offers two high-quality educational spaces that can also serve to host many events or activities than can generate profit to this institution.

Overall, the delivery and management mechanisms have been appropriately designed. Though, the constrained return of SPARK to have direct responsibility over the IBCM has lowered its efficiency to an average level.

The management mechanisms within the IBCM show a clear management structure and this has enabled the college to run a dynamic colleague. With the college currently running at low capacity, and with low intake of students for the next schoolyear, there is a need to check whether the management structure needs to be revised in light of IBCM's future ambitions that are also in need of a clearer vision.

### **2.2.3. Accessibility of target groups (end-users) to IBCM education**

Accessibility of IBCM education to students mainly covers the following aspects:

- Social inclusiveness: Translating this principle into practical terms is a complex challenge requiring the IBCM to achieve a balance between offering an opportunity, affordable to the youth from an economically deprived region while generating revenue sufficient to ensuring financial sustainability. Obviously, achieving the dual objective of inclusiveness and financial viability is a remaining challenge for the IBCM. The evaluation however believes the IBCM can win this challenge if it seriously and fully commits to develop its business cases (and fully exploit the buildings, its education expertise, its relations to the private sector) in order to consequently increase its revenues. Social inclusion has a cost and the IBCM has to establish a level of ambition for the extent to which it can afford to be inclusive of vulnerable communities. There are several strategic choices to be made by the IBCM pertaining to financing inclusiveness. One is to advocate towards the Government to implement the legislation granting subsidised scholarships to the most vulnerable as well continue lobbying for more efforts to be made by the Government in supporting the enrolment of more motivated vulnerable students (most of the interviewed alumni explained they would not have been able to afford the IBCM if no subsidised tuition was offered). But social inclusiveness can also be financed from other sources and the IBCM could take a more pro-active and innovative role in this direction. For instance, it could establish partnerships with the private sector and enhance social responsibility by asking private companies to support tuition costs in exchange of getting IBCM graduates' commitment to work for those companies after students have completed their studies.

- Physical accessibility: This implies a secured (where students enjoy physical security, tolerance towards of ethnic, cultural and gender diversity) and physically accessible (with disability-friendly infrastructure) environment.

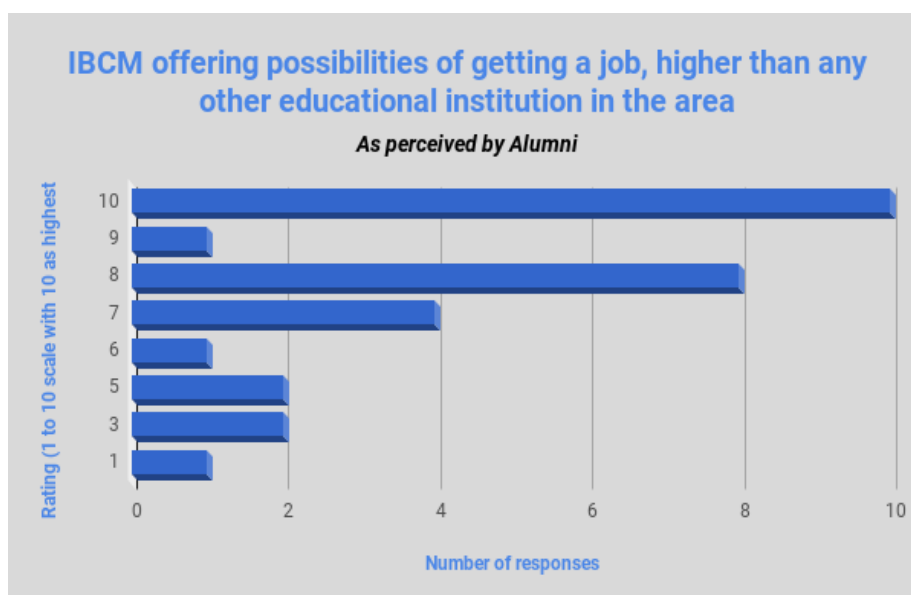
Accessibility should not be restricted to reaching out to the IBCM but also in IBCM enabling student to access the job market but also all communities in its diversity. Here is what the evaluation has found in relation to this:

- Accessibility to the job market: Specific departments (IBCM career centre) and measures (IBCM promotion events) have been programmed and then institutionalised within the IBCM to ensure strong links to the job market are developed and maintained. This has proven efficient as all IBCM students have been able to find placements and the rate of Alumni employment is high. The evaluation does not have figures for each and every year, the rate of graduates having found employment within the six months following their graduations is very high (and in excess of 75%). However, the effectiveness is relative as this high employment rate concerns a relatively limited population size. The below table confirms the high employment rates achieved by alumni from the 2015 and 2016 school years.

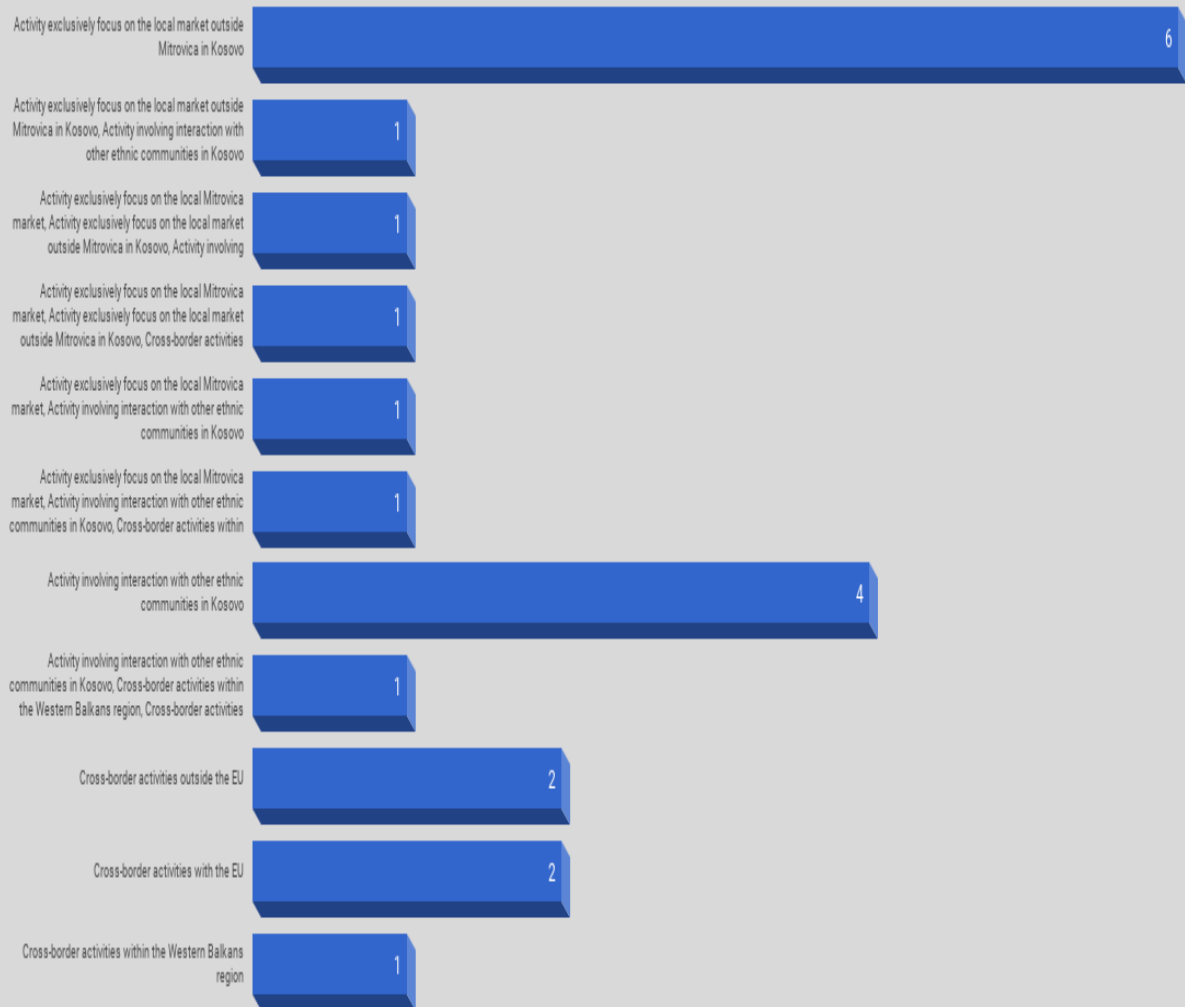


Indicator	Results			
	2014	2015	2016	2017
# of students enrolled	269	n/a	106	n/a
# of students graduated	90	84	51	n/a
% of alumni that started their businesses	n/a	n/a	16%	n/a
% of graduates that found employment after their graduation	n/a	80%	81%	n/a

In line with these strong results, close to 70% of the IBCM alumni who have responded to the survey have reported being currently employed (as shown in the below graph).



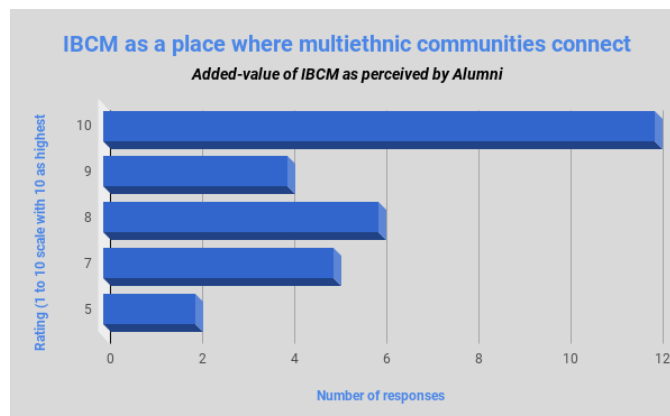
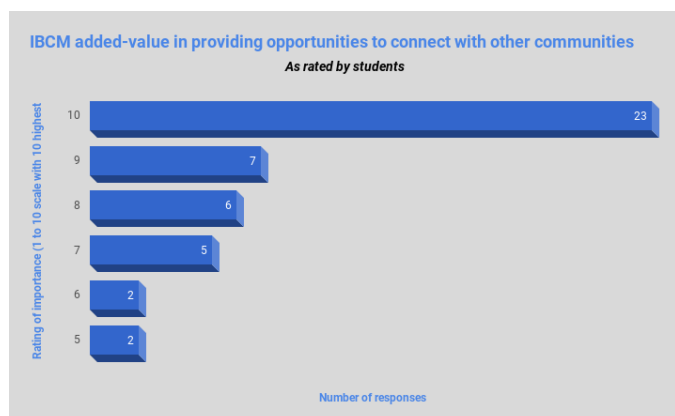
### Alumni employment by type of professional activity



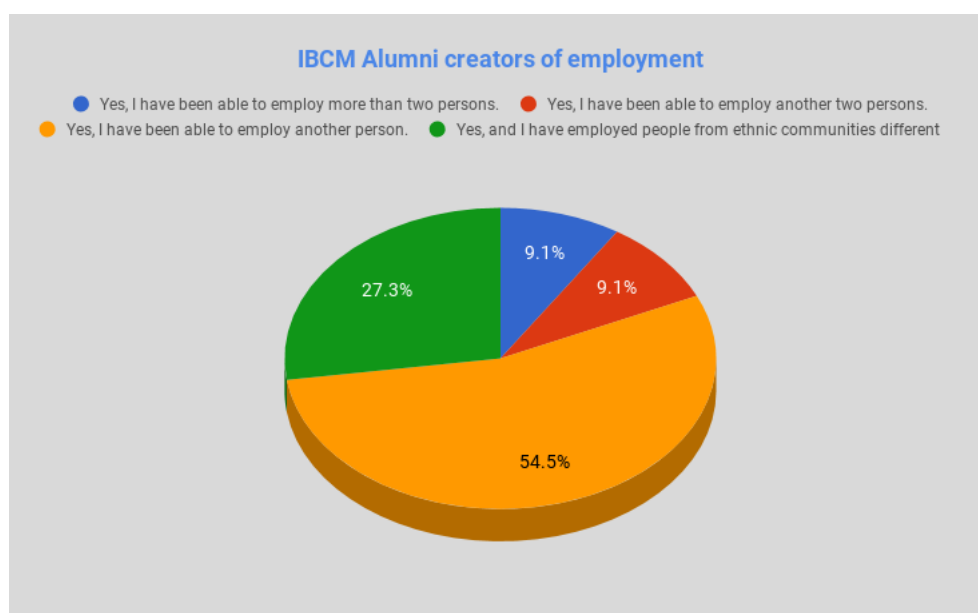
Count of 12. Please select the nature of your professional activity that is closest to the proposed list.

#### - Accessibility to other communities:

This is one major achievement of SPARK and IBCM: Offering a unique and active environment where communities not just sit side-by-side, but actually study, socialize, implement projects but most important foresee a future together. As described in several other section of this report, the inter-ethnic interaction created within and outside IBCM premises is everything but artificial and has been established as a routine way of life for students and staff at IBCM. The following graphs produced from student and alumni surveys confirm inter-community exchanges are appreciated by both groups.



The inter-ethnic dimension continues to exist after student life at IBCM. Indeed, the below graph (from the alumni online survey) indicates that from those alumni who have been able to create their own business and employ staff, over 27% of them have hired members of different ethnic background than their own. While, this represent only small numbers in absolute value, these are rare enough situations that in actual facts are quite significant and encouraging indicators in a local context that remaining strongly divided among communities in the labour market.



The alumni interviewed informed this evaluation that inter-ethnic exchange is also promoted through the alumni behaviour and deeds at work, such as establishing business contact across communities.

Physical accessibility:

Both IBCM building feature modern design where accessibility to physically disabled individuals has clearly been integrated in the conception of the premises. As a result, accessibility to the disabled is very good, up to EU standards and far above the average accessibility level offered by many buildings in Mitrovica, let alone in Kosovo. Accessibility in terms of ethnic and cultural diversity is also very good as English, Albanian and Serbian languages can be heard in the building and the friendly interaction of staff among

colleagues and towards visitors provides a positive atmosphere, deprived of any tensions. The students and alumni convincingly confirmed any community member feels welcome and that inter-ethnic interaction is experienced as a positive and exciting feature of the IBCM. Both buildings are located within walking distance from both Mitrovica North and South Urban centres. While the IBCM River View building is located nearby a busy street, the River Side building is a bit withdrawn located behind a customs terminal. The location is not bad and offers a nice panoramic view when approaching the building. However, improving the visual approach (with a gate and logo) would offer a more positive first impression to visitors when making the final hundred meters to the building.

#### **2.2.4. Adaptation of IBCM to changing conditions to ensuring achievement of results**

The IBCM development path has been a long one. And SPARK and IBCM have done remarkably well in dealing with a local context marked by political tensions and insecurity, considering the number and diversity of difficulties encountered; such as managing security threats early in the process or when demonstrating patience and determination to overcome the IBCM building land ownership issues.

From the many changes experienced, the evaluation has identified three for which SPARK and the IBCM have mostly struggled with. It is crucial to understand as preliminary comment that the internal challenges are mainly the consequence of the external challenge listed first.

External challenges: The repeated unfulfilled funding commitment<sup>21</sup> of the Kosovo Government is found to be the series of events requiring the most significant adaptation effort to SPARK and IBCM. Indeed, the shortage of expected funding has required for IBCM to proceeding to budget costs and also delayed the transfer of responsibilities from SPARK to the IBCM.

Internal challenges: the internal challenges have often been the result or the effect of external challenges, such as budget cuts or management decision, as well as the circulation of the information IBCM was at risk of closing. Obviously, the IBCM; its employees and students have proven quite resilient and adjusted to changes (e.g.: marketing department staff reduction, reduction of the number of intakes). While this is difficult to objectively and accurately measure, changes have provoked some reactions such as students going on strike for several as they did not agree or accept IBCM management decisions. While this a clear internal challenge, the evaluation considers it is a strong sign of student ownership and attachment to what the IBCM represent to their eyes.

The distant relation of SPARK with IBCM has sometimes affected the quality of the relation between the two entities. Several decisions made by SPARK, through based on consultations with the IBCM have been felt as lacking coherence or transparency at times, sometimes distressing the college employee cohesion.

**A lesson** this evaluation sees in dealing with the numerous internal and external challenges relates, in this case again, to the development of a strong business case. While obviously, this is not enough to address all of the unexpected (and expected) in a challenging context such as Mitrovica, a fully developed, to the detail, business model would have helped detected more accurately and timely about the nature of the threats and risks to the development of the IBCM. As an example, acknowledging the need for and defining exactly the terms of reference for an IBCM director, may have avoided the turn-over of directors. Similarly, a thorough business model and plan would have helped identify the nature of the problem (acknowledging the danger of the IBCM to largely depend on Kosovo Government implementation of commitments).

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<sup>21</sup> More details are provided in other sections of this report

### 2.2.5. Target group satisfaction

This evaluation has assessed the end users' satisfaction by cross checking four different sources of information: 1. Project reports and surveys conducted by IBCM<sup>22</sup>, 2. Two online (IBCM student and IBCM Alumni) surveys specifically designed for the purpose of this evaluation, 3. Face-to-face individual and focus group discussion with both direct target groups, 4. Alumni and student feedback collected through interviews with other stakeholders.

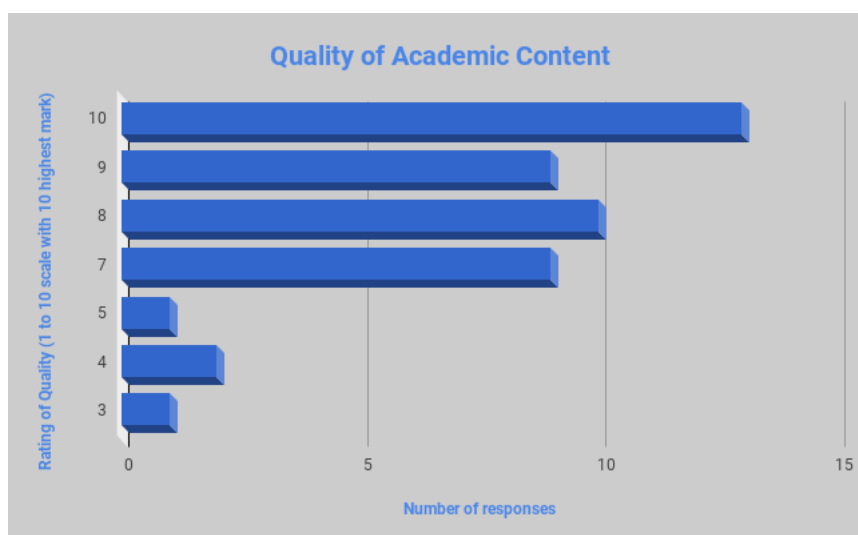
The feedback as directly expressed through discussions with both students and alumni has been overwhelming positive and strong. The quantitative information from IBCM-conducted surveys and online surveys<sup>23</sup> developed for this evaluation confirming a high level of satisfaction from the IBCM target audience.

#### ***Life-changing experience***

There is one striking statement that is common to all IBCM students and alumni interviewed: "IBCM is a life-changing experience".

Other strong statements include: "It is more than just an education." "It changes the way I think; my attitude." "The feedback from my direct environment indicates how much the IBCM has made me a confident and competent person".

- Quality of education



<sup>22</sup> IBCM Alumni survey reports and IBCM Student satisfaction survey reports

<sup>23</sup> Results charts included in this report as Online Survey Results Annex

### ***A special moment***

Capturing emotions is never easy and hardly considered as relevant information in external evaluations. However, they are moments when situation is worth a thousand words and volumes of scientific evidence.

Two students jumped in an IBCM classroom while an IBCM lecturer was interviewed by the evaluation. Those were two students who had not seen their professors in weeks as they were doing their IBCM placements. When the students entered the room, the evaluator could observe on their faces a mix of intense joy and the highest respect towards their teacher. They praised the professor for how valuable their learning experience was.

Student satisfaction is not just fulfilled when getting a job through the IBCM, it is also expressed through the personality change experienced.

## **2.3. EFFICIENCY**

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This section is answering the following initial Evaluation Matrix Questions:

- 3.1. How efficiently have project resources been converted into results?
- 3.2. To what extent have the project activities been delivered on time?
- 3.3. To what extent have the IBCM project management and coordination mechanisms allowed efficient implementation?
- 3.4 Are the project costs proportionate to the achieved results? (comparative cost of education)

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### **2.3.1. Efficient use of resources to achieving results**

Evaluation has considered the cost-effectiveness of the project distinctively from the institution as the project cost-effectiveness is to be distinguished from the institution cost-effectiveness.

Given the level of complexity and uncertainty awaiting the IBCM in its early stage, looking back to compare the implementation path taken by IBCM with other options is almost impossible to estimate in terms of cost efficiency.

In a project quite admittedly exposed to potential risks related to a politically tensed context and touching upon the delicate issue of inter-ethnic interaction, the efficiency of the use of resources is equally exposed to possible external factors. Security issues can lead to time-inefficiency or such as was the case with legal (land ownership) and political obstacles delaying the construction process and leading towards the edification of two physical sites instead of one.

In terms of resource use, two phases can be distinguished: A first phase where financial as well as (much) time resource were directed at laying the foundation for the future and getting acceptance (huge effort, zero security incidents), interest and appreciation, managing security risk. A second phase focused on consolidating results and building sustainability.

Besides these major issues increasing the initially planned project cost, the IBCM as a project seems to have been implemented with a strict control over expenditures, based on well-established monitoring procedures allow to maintain efficiency during implementation. This

efficiency started to be affected once, against the plan, SPARK was asked to return to the driver 'seat after the IBCM has gained management autonomy. This led to an awkward and administratively heavy set-up, involving multi-layered decision making, with SPARK asked to validate decisions made by the IBCM management. This did create a frustrating lag where IBCM decisions had to wait SPARK remote approval while SPARK was required to stand administratively between the donor (the EU) and the implementer in the field (IBCM). This arrangement was not only time-consuming but did create frustration for SPARK who was financially covered to assume this role as well as for IBCM which was no longer the direct "owner" of its own decisions. A strong illustration of this is provided in a past instance where SPARK in the Netherlands, because it was pressed to rapidly modify a budget elaborated by the IBCM management and also because it did not have all the field elements in mind, ended forgetting to include an essential budgetary line to cover accreditation costs of the IBCM.

IBCM is an institution and before it became independent was already prepared and equipped with tools and control mechanisms (with a strong administration) allowing for an efficient use of resources. However, as mentioned repeatedly in this report, the efficient use of resources did go down when financial shortage forced the IBCM management to make spending cuts, not always where it was most necessary (as previously mentioned, cutting marketing costs was probably not the best decision). The change of directors (5 directors so far) has also constituted a slow-down factor to drive IBCM to full empowerment and become stronger in generating revenues. Indeed, the change of IBCM director, with each one stamping own specific management style, decisions and vision, has been disruptive to IBCM coherent progress towards the path of its institutional independence.

### **2.3.2. Timeliness of activity delivery**

The section is kept rather short as the challenges that have affected the timeliness of activity delivery, such as the construction of IBCM buildings, is reviewed in various sections of this report. While the delivery of IBCM outputs has been affected by external challenges, the evaluation considers the overall delivery of key aspects as timely since most of the numerous steps towards establishing the college, obtaining accreditation and so forth, have been delivered within project cycle duration; once again, besides college building construction and achieving revenues balancing the operating costs of the college.

### **2.3.4. Project management and coordination mechanisms**

All project proposals provided a clear project management arrangement, appropriate to implementing the set-up of activities. This followed an initial period of "rooting" the IBCM to get local acceptance; a period requiring a very high degree of personal commitment from SPARK.

During the phase when SPARK was physically in Kosovo (circa 2014), the organisation demonstrated a pro-active role in coordinating with key stakeholders and this has proven instrumental in addressing key challenges during the project cycle phase. In fact, SPARK was "managing" both the context and the institution (IBCM). Once SPARK who had been so deeply involved and committed to the project, withdrew progressively its hands from the IBCM, one could wonder legitimately whether an IBCM director recruited externally would maintain the level of ownership SPARK and the IBCM team has demonstrated from the very beginning. This is difficult to measure but, more attention to developing the IBCM director profile and recruiting the person may have improved the overall management of the IBCM.

As mentioned below in this report (see Impact section), the management of the IBCM did experience a challenging period, when SPARK was asked to put on hold its planned withdrawal from the ownership and management of the college. By that time, SPARK

decision makers received a fast dwindling management budget while still holding the responsibility of making the final decision. This has obviously been experienced as an additional challenge for the project where IBCM directors had to seek validation of decisions by SPARK. This was also lived as a challenge for SPARK who was forcibly involved into management decision without receiving full-time funding for this role. This is an element that goes in favour of the obvious preference for direct donor contracting with the IBCM and excluding SPARK.

Another reason explaining the inefficient SPARK-IBCM management set-up relates to the fact that IBCM (before it became legally independent) was not directly responsible to donors and thus never had the opportunity to learn how to request changes in a budget or justify a change in planning to donors. IBCM management could not build a thorough comprehension of donor systems of accountability work. This will remain a challenge for the IBCM since their independent status means that they will have to deal directly with donors. This will be a learning curve and the profile of the new IBCM director will be determinant in addressing this challenge. To an extent, limited to feedback expressed to the evaluator, this may have been a source of frustration to the five IBCM directors who have occupied that position.

- Certain cost-cut decisions have produced negative impact: reduced marketing budget. This could have been communicated to the donor to get the financial support, not to lose momentum of student interest. All IBCM directors were in a position to make budgetary decisions and prioritise investing in marketing and other revenue-generating investments. However, it seems such important business decisions have not happened. As a result, limited marketing investment meant limited benefits in terms of revenue generated.

### **2.3.5. Value for money**

With two buildings constructed instead of one, anyone may argue that this is expensive and poor value for money. However, this would mean ignoring the influence of the context over the project and the need to realise this was maybe not possible at the time the project was designed. An initial ambitious idea involving the construction of a big building bridging Mitrovica North and South was deemed as too sensitive for the then political and security context. IBCM was a brave and avant-guard ambition that however could not go ahead of local politics, without exposing itself to possible irreversible consequences neutral territory.

So, if, obviously one building is better than two in terms of cost, this may not apply to the specific context of Mitrovica, especially in 2008 where tensions were high, and to some extent, still are today.

Even though two separate buildings do not symbolise unity (of North and South Mitrovica), the IBCM continues to represent and embodies spaces of inter-ethnic tolerance and cooperation. Additionally, with two buildings now existing, IBCM should consider this as a strong asset where it has two spaces instead of one and has therefore twice as much venues to welcome business events.

With regards to tuition fees, IBCM offers a top-quality education for much lower money (AUK yearly tuition fees exceed 6000 EUR). And while, the IBCM is not as attractively located as the AUK, it offers currently good value for money against the competition. But this remains to be verified over time as, depending on the financial situation and on IBCM's capacity to diversify its revenues (beyond tuition fees), the business college may have to review its fees to the higher side.



## 2.4. IMPACT

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This section is answering the following initial Evaluation Matrix Questions:

- 4.1. What are the direct impact prospects of the IBCM project?
- 4.2. To what extent has the IBCM project had indirect positive and/or negative impact?
- 4.3. What are the broader effects and impact of the IBCM project?

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### 2.4.1. Direct impact

The impact of the IBCM is very rich and diverse. Though it is a challenge to capture it, this external review has identified three poles that do either impact directly or transmit the impact further, acting a bit like a relay of impact.

#### IBCM-induced impact

- IBCM's strong practice-oriented entrepreneurial education has encouraged students to engage in creating their own small-scale business or civil society organisation. The hands-on aspect of the education has been highlighted by both students and alumni during interview as a major competence that has been decisive in finding employment for both groups. All of the interviewed alumni explained that they have been offered employment while on job placement with the IBCM. Several of the interviewed students also reported that they had already been offered employment by the companies where they are placed as interns. Thus, the IBCM has been promoting a successful model of small scale entrepreneurship thanks to a strong record of profitable and sustainable self-employed small businesses. The success and relevance of this model is also echoed in several internationally-funded small business development schemes, including for instance, the EU-funded Kosovo minority communities small business creation programme implemented by IOM<sup>24</sup> and review by the evaluator.

- Success of career days (massive local business and other local actors attendance) are a strong indicator of impact: IBCM has shown its potential as an inter-ethnic hub for the local economy, and even though, its impact has been limited by its limited resources, the events organised by the college has demonstrated there is a local interest from all communities.

#### Student-induced impact

- Students have demonstrated an amazing level of motivation and dedication as reported by students, alumni, teaching staff, and all interviewed stakeholders relating to the IBCM. It is difficult to document this aspect but this has come very strongly and unanimously across all interviews and through the high appreciation of the various benefits of IBCM education through both the student and alumni surveys.

#### Alumni-induced impact

- English language: The English-language preparation course added to the fact that all of the education is delivered in English has created a very strong impact in terms of marketing the IBCM as the only place in the Mitrovica region where students can acquire the so much

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<sup>24</sup> EU-CSP (Community Stabilisation Programme) where close to 100% of the 700 minority business created or strengthened are still existing and profitable several years after they have been established.

lacking and so much needed professional English-speaking competence, necessary to open economic perspectives to the region.

- Internship: A high number of students have been hired by their employers while doing their IBCM internship. For example, DRC has employed several IBCM interns and has been impressed to find such professionally behaving youth in Mitrovica.

- Overcoming Multi-ethnic barrier: Quoting an interviewed alumnus, "IBCM has made student stop thinking along the ethnic divide". Living the IBCM experience meant for students they were all coming with a similar objective: Building their own individual future. Bringing young males and females from different ethnic background but with a similar goal has pushed down whatever prejudice or inexperience in inter-ethnic cohabitation. Making progress together, building positive, critical thinking, solution-driven minds and witnessing the successes of others, regardless of their differences, has brought students to realise they shared similar challenges and beliefs on their paths to graduation, through joint events, and later, on their way to gaining employment, when sharing their own stories.

#### **2.4.2. Indirect positive and negative impacts**

While the IBCM experience is directly impacting students and alumni, the latter are the transmitting center of a second wave of impact to their environment. And this indirect impact is as wide as it is impressive. Here are the key points of impact the evaluation has managed to gather:

- Transformed minds transforming other minds: Change minds in any of the living and working environment of students and alums; at home, at work, socializing with family and friends.

- First time visit to the "other side" of the Ibar river.

- Improving acceptance of other communities: Invitation from IBCM students families of student friends from other ethnic communities.

- Establishing a routine of IBCM students from different communities mingling and gathering in public places in Mitrovica.

- Developing the habit of the physical presence of mixed communities' groups in North and South of Mitrovica.

- The IBCM student/alumni attraction effect: the change visible on IBCM student personalities has been repeatedly mentioned as trickling moment for their friends to want to join IBCM. The "I want to be like her/him too".

- Alumni are Indirectly fighting corruption by promoting merit-based attitude. With their values and professional integrity, IBCM alumni are often setting new benchmarks in their work environment, usually by setting exemplary attitudes of tolerance or transparency at work.

- The echo from the overall discussions of student mingling from various higher education universities is that IBCM offers a quality of education higher than any other college in Kosovo, including the most expensive ones.

### 2.4.3. Broader effects and impacts of the IBCM

- Student went on strike to express their concern when IBCM's future was made uncertain by limited funding?

- **Understaffed:** Establishing a staffing volume adequate to IBCM, capacities and potential has been a long-term challenge for the IBCM. While it was project-based, there were less pressure to keep staff to a strict necessary. However, when financial resources went very low, it has been the management who has been challenged to address an issue that may have been dealt with earlier: Cut staff to adjust and fit a rational and efficient model in terms of staff volume. Then, the financial crisis did hit hard and pressed to make decision such as to cut the Business Development unit to one full-time staff only. **An updated sustainability plan should review the actual staffing needs in relation to the IBCM business development objective.**

Negative Impact: Kosovo Government making commitment and taking responsibilities vis-à-vis IBCM. This translates financially with donors extending support up to 13.5 M while Kosovo Government support is only 1.5 M EUR to date and the Kosovo Government provided a written guarantee in 2008 it would take on operational costs to donors.

Had a Kosovo Government decision or a parliament vote been made timely to grant the yearly committed 600,000 EUR, the evaluation believes the IBCM would have been in a position to dedicate more financial resources to business development and show a stronger financial independence situation today.

In 2013, prior to Kosovo Government financial support failing to materialize, IBCM had established a business development plan, that was relatively weak in proposing an exhaustive plan that would ensure the generation of diverse revenue streams through various activities. This weakness was strongly felt by the IBCM from the moment the promised Kosovo Government funding was late and to date did not materialise. This did highlight that the IBCM has not in the meantime developed any strong business case that would allow to absorb the financial resource shortage. This weakness is still to be addressed today as a matter of priority for the newly independent IBCM.

## 2.5. SUSTAINABILITY

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This section is answering the following Evaluation Questions:

5.1. Taking into account available project financial resources, how are the IBCM services likely to continue in the future?

5.2. What are the factors likely to influence the continuation of the IBCM existence and delivery of educational services in the future?

5.3. What lessons learned, and best practices emerged from SPARK and the IBCM experience, especially in relation to its financial sustainability.

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### 2.5.1. Likelihood of IBCM to continue existing

This evaluation has identified two main findings in relation to IBCM's likelihood of future existence.

First, this question comes to mind because of the current low level of financial resources, a low level of student occupation, uncertainty about officially recruiting students for the next school year as well as all of the negative impact of the weight of the situation on IBCM staff and student minds.

This question also comes to mind because, beyond those temporary – though heavy - challenges, this external review finds the “essentials” are still there: quality of education, dedication and faith from staff, motivation from students and still an overall positive, though limited in geographical scope – perception of the college externally.

In the current context, the IBCM has a very significant task ahead to stand back on its feet – in financial terms – without further external funding support – with EU support in mind at little other alternatives have been identified. Without a thoroughly revised ambition (provided funding commensurate to the level of this ambition is secured), equipped with a detailed and exhaustive sustainability plan and roadmap and presented with full transparency to international donors, the IBCM is in danger of shrinking to a level threatening its own existence.

### **2.5.2. IBCM sustainability factors**

Kosovo is an important market in the education sector. Indeed, the country boasts the highest ratio for its youth population in Europe. A majority of this youth is missing the basic and essential skills required to improve the economy: Fluency in English and a strong positive, professional and solutions-oriented attitude. At the same time, it is poorly equipped with qualitative internationally accredited higher vocational education institutions. The IBCM has had an edge in that sector, temporarily eroded while facing a difficult financial situation. However, it has preserved an edge and has almost all of the assets to thrive in the Kosovo education market.

### **2.5.1. IBCM financial sustainability**

The financial dimension of the IBCM is a core aspect of the very existence of the institution as well as its sustainability. More than ever, with the perspective of less or no donor funding as an approaching reality, the financial sustainability of the IBCM is two-fold: 1. Continue advocating for an EU-principled, labour market-connected, international quality education in a tolerant multi-ethnic environment and lobby for Kosovo Government funding support, 2. Increase financial autonomy by strengthening IBCM's business case. The evaluation has found the various elements and documents developed to propose financial sustainability of the IBCM, relevant. However, those documents are insufficiently thorough to equip the IBCM with a detailed roadmap and instructions (action plan) on the implementation of such a crucial and complex task. Getting such an institution to generate revenues commensurate to the IBCM running costs and generate profit is a task that required top-level professional expertise, as this involves business planning, financial planning, marketing and market survey skills among others. In light of this, the evaluation is recommending for an updated, thorough financial sustainability (business) plan to be developed.

## **2.6. CROSS-CUTTING ISSUES**

### **2.6.1 GENDER EQUALITY**

Gender equality has been approached very rigorously from the conceptual to the implementation stage of the IBCM. A series of indicators has been established to measure this dimension with the IBCM and those indicators indicate a majority female presence both among the IBCM team as well as among the overall IBCM student and alumni population (55.15%).

Besides statistical data, the IBCM through its lectures, staff and students maintains a code of conduct and an atmosphere where respect for gender is taken very seriously.

### 2.6.2 ENVIRONMENT

There are two key dimensions of the IBCM relating to the environment. One is the impact of the college buildings to the environment, and the second is the awareness and advocacy role the IBCM has taken by including environmental management as one of its three main courses.

With regards to the campus buildings, the environmental dimension has been integrated into the project design which has allowed to reduce the negative impact, in terms of thermal isolation, for instance.

The area of where IBCM is expected to deliver in the longer run is education and awareness raising about the environmental concern related to the highly polluted Mitrovica and surroundings zone, where the Trepce industrial complex poses a threat to the health of the local population. The Environment and Agriculture Management course has been developed by the project with this purpose in mind; hoping not only for the students to raise a strong understanding of the natural resources concern but also to build the skills required to manage this heavy local challenge.

### 3. CONCLUSIONS AND LESSONS LEARNED

#### **General conclusions:**

1. The unrealised funding commitment of the Kosovo Government towards the IBCM formulated on several opportunities has clearly impacted negatively the progress of IBCM towards achieving financial autonomy. What lesson can be learned from that experience? Is pointing a finger at the Government's responsibility, a good enough conclusion that will help draw a constructive lesson for the future?

Surely not, as the instability of Kosovo politics and all the challenges attached to the state strengthening process are known to any organisation operating in the country. And the specific context in the North of Kosovo only adds to the difficulty and uncertainty. Politically, education is also a highly sensitive topic carrying a heavy stake in context such as Kosovo or Bosnia.

2. From the evaluation's various consultations, it appears that SPARK was quite aware that it could not engage alone in the IBCM "adventure" but that it had to be brave enough as the organisation was physically sitting on the frontline of risks and challenges that were sometimes "beyond the reach" of the Dutch NGO<sup>25</sup>. The evaluation has found that SPARK has embarked on international donors to use their leverage in crucial moments of the project. While SPARK has been successful in mobilizing key partners, it has not always brought the results expected (government financial commitment).

3. IBCM and SPARK should have prioritised business stream development earlier in the process and more substantially. The business experience should have weighted more in the recruitment decision of IBCM directors, versus their educational background, considering that most of today's private university have strong business skills. Though it is easier said than done, SPARK could also have objected more strongly donors' recommendations to postpone the timing of the IBCM's independence. Finally, SPARK could also have used more of donors' leverage to press the Kosovo Government at the time it expressed a strong commitment to financially support the IBCM with running costs.

4. IBCM does not sufficiently use and exploit (student and alumni), both quantitative and qualitative data about student activities (participation to events, placements...) and alumni professional path (including great success stories) to promote the life-changing impact of IBCM. This is a missed opportunity since information is crucial to marketing, promotion, lobbying, accountability.

5. In fragile state countries, the State behaviour, subject to unpredictability and parties power struggle, is an important factor affecting the sustainability of a project and even more so of such an institution such as IBCM from the moment its development relies on state commitment.

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<sup>25</sup> The recent tensions of late March 2018, which occurred in northern Kosovo, following the visit of the head of the Office for KIM, is another indication to IBCM's awareness that its functioning and sustainability can be affected by compelling situations.

## **Conclusions per evaluation criteria:**

**Relevance:** As explained into more details in the relevance section, IBCM was and continues to be strongly relevant to several key priorities of Kosovo which remain actual: Enhancing a multi-ethnic Kosovo through the availability of quality and employment-focused education to the youth, addressing high youth unemployment and labour exclusion, reducing the ethnic divide in the city of Mitrovica, boosting the economic recovery in Mitrovica.

**Effectiveness:** The project has effectively delivered the results it had set in the successive project phases, though significant delays occurred owing to external factors related to a challenging local context. But external factors are not the only cause of delays. Indeed, a stronger and more thorough business case and operational development plan would have lessened the impact of the financial crisis of the IBCM following the unrealised delivery of funds committed by the Government of Kosovo.

**Efficiency:** SPARK and the IBCM have been efficient in overcoming implementation obstacles with a strong resilience as well as in establishing a credible and to some extent exemplary institution. However, with SPARK returning to its early direct supervisory role at a time when IBCM had been prepared to manage itself independently appears to have been as counter-productive. The turn-over of IBCM directors, squeezed between donors and SPARK as the authorised direct interlocutor to donors is a relevant illustration of the challenges the IBCM has been facing over the past years. The evaluation estimates that a strong director/leader profile for the IBCM, its newly acquired independence status and a strong business model can bring back efficiency at a strong level.

**Impact:** The impact of the IBCM is as diverse as it is significant. The campus itself has demonstrated its capacity to act as an inter-ethnic hub for business exchanges through the various events organised. The “products” of the IBCM have also significantly contributed to deepening and widening the impact as the student are “contaminating” their environment with the practices and values integrated at and promoted by the IBCM. The alumni have informally acted as ambassadors of the same IBCM values and attitudes. However, had the IBCM proven to be a stronger business, the impact would have probably be stronger.

**Sustainability:** The IBCM has been empowered over years of capacity-building efforts through SPARK support to become a sustainable institution. While this is true about the quality standards established, its educational content and the relevance of its approach, its business case and development plan needs to be urgently upgraded and fully developed. Similarly, a true, business-minded leader profile needs to be designed and recruited as a matter of priority. However, this will most likely happen after international donors have confirmed their financial support which should be conditioned to the production of a strong sustainability plan.

### General Conclusion relating to the identity of the IBCM

**It is the convergence of IBCM's unique identity (legitimated by an IBCM mandate fully supporting Kosovo's multiple crucial priorities) with a business model whose strength is precisely deriving from this identity, that will determine the viability and impact of the institution.**

### Lessons learned

1. Aware of the numerous and potentially overwhelming challenges ahead and given the "avant-garde" nature of the IBCM, SPARK could have requested to establish a formal project consultative group with key international donors as a condition to its engagement. The Ministry of Education (MEST) should be invited to become a member of this group, especially since the IBCM is highly relevant (see Relevance section of this report) and supportive of several national strategies of Kosovo (Education, Employment, Social Inclusion, Inter-ethnic tolerance, Roma integration...) The purpose of this group would have focused exclusively on "compelling" issues, such as security:

Benefits of a formal coalition:

- Keep group members abreast of challenges, include everyone in discussions on possible decisions.
- Share the burden of pressing issues, increase the lobbying weight by systematically making single "one voice" decision (such as in the 2017 Joint Public Statement).
- Develop concerted, longer-term and timely solutions with a greater capacity to anticipate. As a result, make more strategic decision as a result of group consultations.

This lesson learned is also a **recommendation** in that, while it could have happened earlier in the process, establish a consultative group would still retain the above listed benefits.

**2. Developing several IBCM development plan alternatives so as to avoid strong reliance on external factors of questionable reliability** (such as unrealised government commitment): This lesson learned is about recognizing that, despite the full legitimacy to take government funding promises for granted, it is necessary to develop an alternative to the original IBCM development plan (excluding Government funding); hence draft two plans: (a) One with and (b) another deprived of Government funds. This is not about accepting an option without such funding, it is rather about acknowledging the difficulty to determine the moment when those funds will be approved.

This would allow for the IBCM to follow a more flexible strategy where a lower-scale plan (deprived of Government funding) is implemented until such funding is granted and thus allowing to return to the original development scheme for which government funds are part of the IBCM budget.

This recommendation is to be considered as a rescue operation but is by no means an ideal solution. Such a situation is inviting to consider a third lesson learned.



3. The previous lesson learned (2) logically conduces to **developing a full-fledge expert business development plan, that will ensure a minimal level of financial autonomy and a protection from exposure to external risks, such as unrealised financial commitments.** This deduction comes from an evidence: A business college (with a hybrid model such as the one of IBCM) is a business before everything else. Though this may sound provocative and disrespectful of IBCM values and ambitions, the business college will only thrive if it is able to generate sufficient revenue. Retrospectively, the evaluation found the business case (with all what this implies, from the organisational chart, to activity diversification to marketing and promotion) should have been more thoroughly and possibly expertly developed. The reference to expertise implies that business expertise could have been used to a stronger extent, both in the design of the project but also at the moment when the business plan was to be established and followed up. It is obviously hard to estimate the difference such inputs would have made. However, such an initial additional investment would have sustained strong revenue later on in the process. While the evaluation understands a strong income-generation objective had been originally set, it seems this priority was insufficiently implemented later on.

#### 4. RECOMMENDATIONS

##### **Recommendation to donors:**

- Make a rapid decision: With the IBCM in a pressing situation (where IBCM needs to find out whether it will have the resources to implement the next school year), and with little alternative options outside international support, donors are expected to express a stand on whether to confirm their long-standing support to IBCM and provide financial assistance in the crucial period IBCM is presently going through. This obviously is not about asking a blank check from donors but rather, a crucial opportunity for the IBCM to upgrade and update its realistic future ambition and express it precisely with a long-term sustainability plan.

- International donors should also, prior to making a funding decision, clearly state their expectations to and vision for IBCM and use this opportunity to present this vision to the government and indicate the role they would like the Government to take in their vision.

- International donors are suggested to adopt a joint approach supported by a mid-term and long-term objective/strategy for its financial support and for the IBCM. This strategy requires for the Kosovo Government to clearly define its role and financial commitment as it should also be part of this strategy (role & financial contribution)

##### **Recommendation to the IBCM:**

- Develop a long-term sustainable plan for the IBCM; including a revised top management structure run by one international director and an ethnically mixed team (possibly composed of one Albanian and one Serbian staff) including one Academic Coordinator and one Head of Administration, and a strong business development plan.

- Ensure management coherence by **defining a true leadership role** for the IBCM director and offer conditions commensurate to the level of IBCM ambitions, provided those are supported with international donors fund in the short and mid-term. Obviously, a solid business development profile is required to both scale-up the school business (in the wide sense) profile and ensure the IBCM staff is effectively involved and motivated to develop a truly business-minded approach to things versus a grant project implementer.

- Appoint a senior education coordination role who can be a credible interlocutor to all authorities (multi-ethnic head: 1 Albanian + 1 Serbian or with a neutral consideration: Bosnian, Macedonian, Croatian, Montenegrin)

- The IBCM needs to turn hybrid business model (as already decided by IBCM staff at the time when three scenarios had been proposed ) into a full fledge strategic and operational plan so it provides more accurate guidance for its implementation. This model should derive from a unique and strong identity that should stand at the core of IBCM promoting and branding (with a strong corporate culture). In financial terms, the interpretation of a hybrid model implies that resources spring from public funds (to fulfil IBCM's social inclusion mission) and private funds (as an indicator demonstrating the performance and quality of education): This hybrid model corresponds to the convergence of two concepts: A. The IBCM can be considered supportive of Kosovo key priorities, B. While IBCM is fulfilling a unique supportive role of Kosovo priorities, it ultimately has to demonstrate it is a top-quality and competitive actor on the education market. A. Government (as a matter of necessity, international donors would substitute this role until the Government takes over) funding will pay for the essential running costs of the IBCM and will thus indirectly enable to keep tuition fees at a level accessible to families of Kosovo students. IBCM continues to enjoy a strong legitimacy and eligibility to receiving government funds as it is fully supportive of Kosovo and EU integration key policy priorities (higher and labour-oriented education, EU educational standards, promotion of a multi-ethnic Kosovo...), B. Increase revenue by further developing business volume and diversity: Increase promotion effort (invest in public and private sector

partnership development and sponsorship) Strengthen business plan with the following recommendations. Develop business counselling, (market) research services. Explore dormitory options as this is a crucial service, develop IBCM at pole of attraction for lecturers from abroad (as lecturers and teachers' personalities account for a great deal of the IBCM transformation (professionalization process)).

- Marketing and promotion; Formal Student and Alumni networks: From a market perspective, students and alumni are the product of the IBCM. As such, they should stand at the center of IBCM's marketing strategy in order to exploit the full potential of students and Alumni. While the IBCM has already seriously engaged students and alumni in previous promotion campaigns, no formal network has been established yet.

- IBCM to create the conditions for a dynamic, constant and privileged formal relation with its alumni. IBCM alumni remain very much attached to their colleague: Create incentives to them. Treat them as ambassadors. Use them to develop partnerships with private and public sector, lobby.

Benefits of formal network: 1. Get a clear, updated and constant picture of who's where and who's who, 2. Ensure a long-term commitment of alumni (incentives to be considered), 3. Increase involvement of/ownership Alumni into promotion campaign, 4. A formal agreement allow to clearly define roles, objectives, commitment and incentives for alumni to involve. Motivation should not be an issue since all of the encountered alumni expressed a strong interest to the idea of a more formal network. 5. Establish a "Monitoring" system where any informal promotion opportunity is recorded and managed by IBCM for use as promotional material, 6. Use Alumni network for student placement (a list of internships ads published on IBCM Alumni network website).7, Use Alumni network to attract international professionals to lecturers at IBCM.

Build a strong IBCM image/branding, building a strong ambassador network (Alumni) and private partnership (IT companies) & sponsorships.

Development of revenue streams: Short-term and long-term. Use IBCM spaces, private sector partnership, IT, Master Degree.

- Look towards Serbia as a coherent move towards attracting students from outside Kosovo. (Long-term Recommendation): The Albanian-Serbian community reconciliation was and still is a relevant overarching objective of the IBCM. The IBCM, as an international, quality, labor-market oriented business college also remains a very relevant tool to bring youth from both communities together. Logically, IBCM should be looking at Serbia as a country of strategic importance. IBCM should be taking advantage of several facts that are also potentials to attract more students from Serbia, with South Serbia in the first place: 1. Education costs are (twice) higher in Nis and (thrice) higher in Belgrade. IBCM can be competitive in terms of costs, when comparing to Nis and Belgrade. Mitrovica is also geographically closer to South Serbia than Belgrade. 2. With an important Albanian community in its southern region, the IBCM is also a very relevant venue to welcome students from that region.3. Acceptance of Mitrovica (North) University is an encouraging step that needs to be taken further. **IBCM has already managed to get acceptance from the Serbian Education System** (through the agreement established with the (Serbian) University of Mitrovica where the University recognizes the IBCM diplomas).

- Promote the EU dimension and vision of the IBCM as both objectives are closely intertwined: The EU visibility should be an integrated part of the promotion of the IBCM, its value and ambition. EU logos and overall EU visibility should be increased at IBCM premises and in IBCM promotional material. After all, the EU and EU individual members have been the key donors to the college all over the past years.

- Continue lobbying the Kosovo Government (by including it to IBCM educational, business activities, event). A strong senior IBCM director profile will help increase this advocacy effort.

- Actively raise fund to fulfil IBCM' social inclusion mission: With its henceforth locally registered not-for-profit status, the IBCM, as part of its long-term strategy, should seek to develop partnerships to have social foundations and firms with social corporate culture to subsidize tuitions fees of strong applicants from socio-economically deprived communities. Kosovo is also equipped with a law committing the State to subsidizing higher education tuition fees for a number of students from vulnerable families.

- Develop education of trending technologies, including IT (in high demand in Kosovo) in general but also digital (including social) media and digital imaging. Kosovo lacks a good English programme in this field. No other higher education institution offers good English programmes in the field. A strong IT English language course could attract attention. This would however require a start up investment to purchase IT equipment and softwares.

- Develop IBCM survey research fire power for internal use and external service provision:

An important factor of sustainability implies IBCM to upgrade the promotion of not only its education but also the impact it accomplishes through its current and former students. One efficient way of achieving this is to illustrate this secondary impact through the network of its alumni as well as their achievements (this could include, e.g. the number of jobs created by alumni, mentorship actions...). Besides actively maintain an alumni network, this also involves developing the capacity to collect a wide range of data from the range of students and alumni activities. This data will then have to be analysed, among other, for reporting (to donor) and promotional purpose.

Once IBCM has developed this data collection and analysis function (and the evaluation believes these skills already exist in-house), it could further develop this function as an additional service to the private sector: Proposing market survey and research services.

- Expand the educational content: Include case-studies from the local context. Marked with corruption and the absence of strong professional standards, Kosovo offers plenty of problematic issues for which solutions can be developed by encouraging students to look for alternatives. This is an opportunity to raise their awareness on the local job market but also to adjust the context of courses to the real problems economic actors, and potential future employers are facing.

- Balanced intake among various ethnic communities. One of the clearly stated mandate and objective of the IBCM is to provide a tolerant, ethnically diverse environment, and this key principle is to be kept very much alive. The political context to date has not favoured to reaching an equal number of Albanian and Serbian students, the latter remaining a minority constituent of college' student population. The multi-ethnic balance is an important indicator for the IBCM to achieving its multi-ethnic co-existence objective. IBCM should thus develop strategies ensuring a fair representation of the ethnic diversity of Kosovo.

- Promotion of preparation to English TOEFL: English course package price together with TOEFL exam costs.

- Use or develop a strong database and make it available to marketing department to use this material as a basis to enhance promotion. Additionally, maintaining contact through a network of alumni would allow to gather great stories and promote the IBCM remotely, including internationally through those alumni working abroad.

- Establish a more systematic monitoring and reporting mechanism that can be used to report to IBCM donors and potential contributors as well as to feed marketing material with quantitative data: Now that the IBCM is an independent institution, and while it is equipped with monitoring indicators (students satisfaction surveys...), the evaluation sees an opportunity for the IBCM to review its monitoring (quantitative and qualitative) system with the objective of producing regular reports on all aspects of its activities (quality of education, student attendances, extra-scolar activities..). These reports should be both donor and marketing driven as it can both increasing the marketing promotion of the IBCM activities and also provides up-to-date and transparent activity reporting to donors.

#### **Recommendation to SPARK, IBCM and donors**

- SPARK to withdraw from IBCM: Benefits: 1. necessary conditions for IBCM to finalise effectively its autonomisation process, 2. Give space for a true IBCM leadership role, 3. Clarify the quadrangular relation SPARK – IBCM - International donors - Kosovo Government: IBCM directly responsible vis-à-vis donors. The evaluation lately aware of the IBCM registration as an independent body, makes this recommendation slightly outdate. However, it is left in this report as it is important that this effectively and rapidly happens so IBCM can move forward.

# ANNEX 1 – LIST OF REVIEWED DOCUMENTATION

ANNEX 1 – LIST OF REVIEWED DOCUMENTATION				
AUTHOR	YEAR	INSTITUTION	TITLE	PROJECT RELATED (P)/THEMATIC RELATED (T)
DOCUMENTATION PROVIDED BY SPARK				
PROJECT IMPLEMENTATION REPORTS				
SPARK	2010	SPARK	First Annual Project Narrative Report (01.12.2008 – 19.04.2010)	P
SPARK	2011	SPARK	Second Annual Project Narrative Report (01.01.2010 – 31.12.2010)	P
SPARK	2013	SPARK	Annual report to SIDA	
SPARK	2014	SPARK	Annual report to SIDA	
SPARK	2015	SPARK	Annual report to SIDA	
SPARK	2016	SPARK	Implementation report to the EU (2015 and 2016)	
PROJECT PROPOSALS				
SPARK	2008	SPARK	Proposal for a European College Business Studies & Public administration in Mitrovica	P
SPARK	2014	SPARK	Sustainability and strengthened local ownership	P
IOM	2016	IOM	EU CSP III Annual Report	P
EVALUATION AND SURVEY REPORTS				
IBCM	2013	IBCM	IBCM evaluation report winter term 2012-2013	P
IBCM	2012	IBCM	IBCM evaluation report summer term 2012-2013	P
IBCM	2015	IBCM Quality Assurance office	IBCM Alumni Survey Report	P
IBCM	2016	IBCM Quality Assurance office	IBCM Alumni Survey Report	P
IBCM	2016	IBCM	IBCM evaluation report staff survey 2016	P
IBCM	2016	IBCM	IBCM Students satisfaction report	P
IBCM	2014	IBCM	IBCM Freshmen Survey report	P
MDF	2017	MDF	Evaluation of SPARK project phase 1	P
OTHER IBCM PUBLICATIONS, REPORTS,...				
IBCM		IBCM	IBCM STUDENT HANDBOOK	P
EU	2014		Indicative Strategy Paper for Kosovo (2014-2020)	P
OTHER DOCUMENTS				
ESI	2006	ESI	Mitrovica: Kosovo's litmus test	T
SIDA	2010	SIDA	SIDA letter to SPARK	P
SPARK	2016	SPARK	Minutes of the Meeting on Sustainability of the IBCM	P
EU	2014	EU	Indicative Strategy Paper for Kosovo (2014-2020)	T
EU	2016	EU	Strategic framework – Education & Training 2020	T

## ANNEX 2 – LIST OF INTERVIEWEES

ANNEX 2 - LIST OF STAKEHOLDERS INTERVIEWED		
<b>SPARK EMPLOYEES</b>		
Name Surname	Position/description	Organisation
Valentina Qarri	Representative for Kosovo	SPARK
Yannick Du Pont	SPARK Co-founder, CEO, Member of IBCM Board of Director	SPARK
Nikolaos Koufos	Monitoring and Evaluation & Quality Assurance Officer	SPARK
<b>IBCM EMPLOYEES</b>		
Surname Name	Position/description	Organisation
Mehmeti Arjeta	IBCM Head of Student Services and Career Center Coordinator	IBCM
Staines Brian	IBCM Director	IBCM
Braha Medina	Lecturer	IBCM
Djikić Aleksandar	Lecturer	IBCM
Djokic Jelena	Lecturer	IBCM
Krsmanovic Mirjana	IBCM Director Assistant	IBCM
Topalovic Mirko	Senior Finance Controller	IBCM
Abazaj Flamur	Quality and Accreditation Coordinator	IBCM
Nikolova Violeta	Lecturer	IBCM
Urazaeva Alfia	Business Development Manager	IBCM
Miller Charlene	Former IBCM Director	IBCM
Sandera Stefan	Former IBCM Director	IBCM
<b>IBCM STUDENTS</b>		
Surname Name	Position/description	Organisation
Muhamed Ediz	IBCM Student (4 <sup>th</sup> semester)	IBCM
Halili Valton	IBCM Student (4 <sup>th</sup> semester)	IBCM
Bajtal Deniz	IBCM Student (4 <sup>th</sup> semester)	IBCM
Stojanovic Jovana	IBCM Student (4 <sup>th</sup> semester)	IBCM
<b>IBCM ALUMNI</b>		
Surname Name	Position/description	Organisation
Fejzullahu Egzon	IBCM Alumni	Local NGO founder
Rugova Miranda	IBCM Alumni	Teacher
Morina Marigona	IBCM Alumni	Kosovo Bank Association
Tomic Aleksandar	IBCM Alumni	Gracanica Municipality Employee
<b>EU DIPLOMATIC REPRESENTATIONS AND DONORS TO IBCM</b>		

<b>Surname Name</b>	<b>Position/description</b>	<b>Organisation</b>
<b>Brusa Luigi</b>	Head of Cooperation section	EU Office in Kosovo
<b>Mellish Filip</b>	Task Manager – Cooperation Section	EU Office in Kosovo
<b>Butscher Stefan</b>	Regional Advisor Economy and Employment Western Balkan	Embassy of Switzerland
<b>Paulsson Goran</b>	Consellor/Head of Development Cooperation	Embassy of Sweden
<b>Stublla Mirnije</b>	Programme Officer/Programme Administrator Development Cooperation	Embassy of Sweden
<b>Williems Gerrie</b>	Ambassador	Embassy of the Kingdom of the Netherlands
<b>KOSOVO CIVIL SOCIETY</b>		
<b>Surname Name</b>	<b>Position/description</b>	<b>Organisation</b>
<b>Broqi Genc</b>	Roma Versitas Programme Manager/Coordinator & former IBCM staff	Roma Versitas Kosovo (NGO)
<b>Idrizi Valdete</b>	CIVIKOS founder, civil society activist and advisor to the speaker of Kosovo parliament	CIVIKOS
<b>Arlov Momcilo</b>	Programme Director	Centre for Civil Society Development
<b>Pupovci Dukagjin</b>	Director	Kosovo Education Center – KEC and member of the recently formed IBCM Board of Directors
<b>INTERNATIONAL ORGANISATIONS AND NGOs</b>		
<b>Surname Name</b>	<b>Position/description</b>	<b>Organisation</b>
<b>Stec Kristen</b>	Kosovo Representative	Danish Refugee Council - DRC
<b>Burim Nebihu</b>	Project Manager	Danish Refugee Council - DRC
<b>Van Der Pas Arno</b>	Special Adviser on Non-Albanian Communities and Outreach Co-ordinator	OSCE Mission in Kosovo



## ANNEX 3 – STUDENT ONLINE SURVEY TEMPLATE

### Introduction

Dear Madam/Sir,

You are receiving this email survey since you are a student at the IBCM.

An external independent consultant is currently evaluating the IBCM project in order to understanding the results and impact of its education to your professional activity and your life in general.

Your participation to this survey is crucial as it will help make recommendations to continue improving IBCM services in the future. So, this is not an audit but mostly a learning exercise, so your opinion matters!

I would be grateful if you could take less than 10 minutes to answer the following questions.

Please note that your answers will remain confidential as its results will be aggregated and published in a statistical form in the evaluation report.

You are free to decline to answer any or all of the following questions. If you have any questions, please convey them to the IBMC which will transfer it to the evaluation consultant.

Last request: please submit your answers by 20 March 2018!

Thank you very much in advance for your participation!

Identification	
Question	Answering option
1. What is your gender:	1. Male, 2. Female
2. Which year did you graduate from IBCM?	1. 2011, 2. 2012, 3. 2013, 4. 2014, 5. 2015, 6. 2016, 7. 2017
3. What diploma did you obtain?	1. Academy Profession, 2. Bachelor Degree
4. Which study programme did you enrol for?	1. Marketing & Management/International Sales & Marketing, 2. Environmental & Agricultural Management, 3. Public Administration/Public Service Management
5. Did you benefit from subsidized IBCM tuition fees for students from socio-economic disadvantages groups, women and minorities?	1. Yes, 2. No
6. What is your community of origin?	1. Albanian, 2. Serb, 3. Bosniak, 4. Roma, 5. Ashkali, 6. Egyptian, 7. Turkish, 8. Croat, 9.

	Macedonian, 10. Gorani, 11. Other
<b>Mobility</b>	
7. What was your place of residence prior to studying at IBCM?	1. Mitrovica town, 2. Wider Mitrovica region, 3. Kosovo Outside Mitrovica region, 4. Western Balkan region (excluding Kosovo), 5. Within the EU outside the Western Balkans region, 6. Outside the EU
8. What is your current place of residence?	1. Mitrovica town, 2. Wider Mitrovica region, 3. Kosovo Outside Mitrovica region, 4. Western Balkan region (excluding Kosovo), 5. Within the EU outside the Western Balkans region, 6. Outside the EU
<b>Professional status</b>	
9. What is your current employment status?	1. Unemployed job seeker, 2. Unemployed not seeking jobs, 3. Public Sector employee, 4. Private Sector employee, 5. Civil society sector employee, 6. Civil society organisation founder, 7. Self-employed business owner, 8. International Non-Governmental Organisation employee, 9. International Organisation Employee, 10. International private firm employee
10. <i>(Please only answer this question if you are the founder of a civil society organisation or a private firm).</i> Has your organisation/company created employment for other individuals besides yourself?	1. Yes, I have been able to employ another person. 2. Yes, I have been able to employ another two persons. 3. Yes, I have been able to employ more than two persons. 4. Yes, and I have employed people from ethnic communities different than mine.
11. <i>(Please only answer this question if you are professionally active)</i> To which extent has your IBCM education contributed to you finding employment or creating your own business?	1. My IBCM education has made the whole difference 2. My IBCM education has greatly contributed 3. My IBCM education has somehow helped 4. My IBCM education has only help a little 5. My IBCM education has not helped at all
12. Please select the nature of your professional activity that is closest to the proposed list. <i>(Please only answer this question if you are professionally active. You can select several options)</i>	1. Activity exclusively focus on the local Mitrovica market 2. Activity exclusively focus on the local market outside Mitrovica in Kosovo 3. Activity involving interaction with other ethnic communities in Kosovo 4. Cross-border activities within the Western Balkans region 5. Cross-border activities with the EU

	6. Cross-border activities outside the EU
13. <i>(Please only answer this question if you ARE professionally active. You can select several options)</i> Did you get work: <i>(please select only one option)</i>	1. Through contacts established thanks to IBCM 2. Thanks to IBCM career services 3. Thanks to my own contacts
14. <i>(Please only answer this question if you are NOT professionally active. You can select several options). Based, on your opinion and the current situation, how do you most likely see your professional future? (select only one option)</i>	1. Private/public company employee in Mitrovica 2. Opening my own business/activity in Mitrovica 3. Private/public company employee in Kosovo outside Mitrovica 4. Opening my own business/activity in Kosovo outside Mitrovica 4. Finding a job abroad 5. Continue study in Kosovo 6. Continue study abroad 7. Do not know
IBCM rating	
15. To which extent is IBCM known in the region?	1. IBCM is very well known among the population in the whole of Kosovo 2. IBCM is very well known among the population in the region only 3. IBCM is very well known among the students in the region only 4. IBCM is not very well known in general 5. I do not know
16. Based on your personal experience, please describe how you consider the multi-ethnic character of the IBCM <i>(you can select multiple answers)</i>	1. It does not bring anything interesting. 2. I do not mind, but I am really interested about this aspect 3. I have enjoyed meeting with students from other communities 4. I have enjoyed participating to joint IBCM activities with other community members 5. I have made friends with other community member students 6. IBCM should continue supporting joint initiatives or courses with students from various communities

<p>17.</p> <p>a. Quality of academic content</p> <p>b. Innovative pedagogical concept</p> <p>c. Connection to professional environment</p> <p>d. Relevance to local labour market needs</p> <p>e. International/EU dimension</p> <p>f. Quality of student support</p> <p>g. Promotion of strong tolerance and democratic values</p> <p>h. Provide opportunity to connect with other ethnic or cultural communities</p> <p>i. International accreditation of diploma</p> <p>j. Contact/Interaction with other community members</p> <p>k. Career Center support</p> <p>l. Strong IBCM reputation with employers</p> <p>m. Increase students'possibility to get a job</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p>18. Why have you decided to enrol at IBCM? (Please rate on a scale from 1 to 10 where 1 is not important at all and 10 is very important)</p> <p>a. My chances to get a job are higher with IBCM than any other institution</p> <p>b. I wanted a diploma with international accreditation</p> <p>c. IBCM is an opportunity to get a job abroad</p> <p>d. I want to do business with the EU</p> <p>e. I was interested in the multi-ethnic dimension of the IBCM</p> <p>f. IBCM is cheaper than other international colleges or universities in Kosovo</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p>Future perspectives</p>	
<p>20. Please select one answer only to each of the following statements about how should the IBCM evolve in the future? (you can select several answers)</p>	<p>1. There is no real need for IBCM in the region</p> <p>2. IBCM should continue to exist as it is</p> <p>3. IBCM should enrol more students</p> <p>4. IBCM should enrol more students from socio-economically vulnerable families with lower tuition fees</p> <p>5. IBCM should open branches in other locations</p> <p>5. IBCM should expand its educational offer</p> <p>6. IBCM should be more visible</p>

## Introduction

*Dear Madam/Sir,*

*You are receiving this email survey since you are a student at the IBCM.*

*An external independent consultant is currently evaluating the IBCM project in order to understanding the results and impact of its education to your professional activity and your life in general.*

*Your participation to this survey is crucial as it will help make recommendations to continue improving IBCM services in the future. So, this is not an audit but mostly a learning exercise, so your opinion matters!*

*I would be grateful if you could take less than 10 minutes to answer the following questions.*

*Please note that your answers will remain confidential as its results will be aggregated and published in a statistical form in the evaluation report.*

*You are free to decline to answer any or all of the following questions. You are free to decline to answer any or all of the following questions. If you have any questions, please convey them to the IBMC which will transfer it to the evaluation consultant.*

**Last request: please submit your answers by 20 March 2018!**

**Thank you very much in advance for your participation!**

Identification	
Question	Answering option
1. What is your gender:	1. Male, 2. Female
2. When year did you first enrol to IBCM?	1.2015, 2, 2016, 3.2017
3. What course level are you currently attending?	1. Academy Profession, 2. Bachelor Degree
4. Which study programme did you enrol for?	1. Marketing & Management/International Sales & Marketing, 2. Environmental & Agricultural Management, 3. Pubic Administration/Public Service Management; 4. Transitional Year Programme (TYP)?
5. Are you benefiting from subsidized IBCM tuition fees for students from socio-economic disadvantages groups, women and minorities?	1. Yes, 2. No
6. What is your community of origin?	1. Albanian, 2. Serb, 3. Bosniak, 4. Roma, 5. Ashkali, 6. Egyptian, 7. Turkish, 8. Croat, 9. Macedonian, 10. Gorani, 11. Other
Mobility	
7. What was your place of residence prior to studying at IBCM?	1. Mitrovica town, 2. Wider Mitrovica region, 3. Kosovo Outside Mitrovica region, 4. Western Balkan region (excluding Kosovo), 5. Within the EU outside the Western Balkans region, 6. Outside the EU
8. <i>(Please only answer this question if you ARE or have been placed in a company)</i> Did you get your placement: <i>(please select only one option)</i>	1. Through contacts established thanks to IBCM 2. Thanks to IBCM career services 3. Thanks to my own contacts
9. <i>What is your professional objective once you graduate from the IBCM?(select only one option)</i>	1. Private/public company employee in Mitrovica 2. Opening my own business/activity in Mitrovica 3. Private/public company employee in Kosovo outside Mitrovica 4. Opening my own business/activity in Kosovo outside Mitrovica 4. Finding a job abroad 5. Continue study in Kosovo 6. Continue study abroad 7. Do not know yet
IBCM rating	
10. To which extent is IBCM known in the region?	1. IBCM is very well known among the population in the whole of Kosovo 2. IBCM is very well known among the population in the region only 3. IBCM is very well known among the students in the region only 4. IBCM is not very well known in general

	5. I do not know
11. Based on your personal experience, please describe how you consider the multi-ethnic character of the IBCM <i>(you can select multiple answers)</i>	1. It does not bring anything interesting. 2. I do not mind, but I am really interested about this aspect 3. I have enjoyed meeting with students from other communities 4. I have enjoyed participating to joint IBCM activities with other community members 5. I have made friends with other community member students 6. IBCM should continue supporting joint initiatives or courses with students from various communities

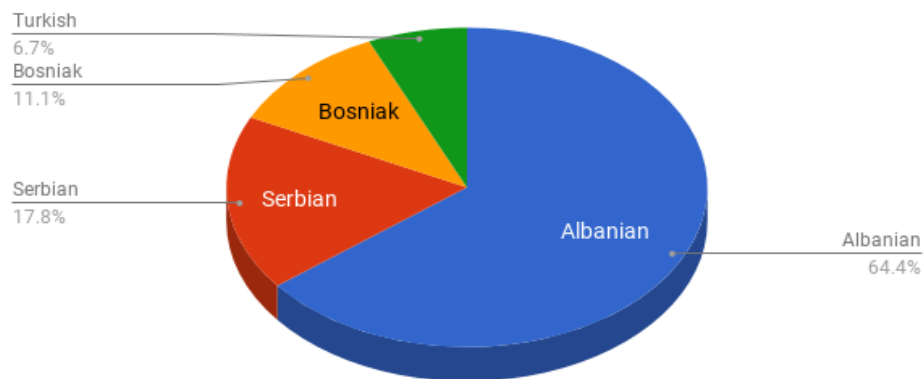
<p>12. In which of the following areas IBCM is bringing added-value as an international, multicultural and educational institution?  <i>(Please rate on a scale from 1 to 10 where 1 is very low added-value and 10 is very high added value)</i></p> <p>a. Quality of academic content</p> <p>b. Innovative pedagogical concept</p> <p>c. Connection to professional environment</p> <p>d. Relevance to local labour market needs</p> <p>e. International/EU dimension</p> <p>f. Quality of student support</p> <p>g. Promotion of strong tolerance and democratic values</p> <p>h. Provide opportunity to connect with other ethnic or cultural communities</p> <p>i. International accreditation of diploma</p> <p>j. Contact/Interaction with other community members</p> <p>k. Career Center support</p> <p>l. Strong IBCM reputation with employers</p> <p>m. IBCM increases students' possibility to get a job</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p>13. Why have you decided to enrol at IBCM?  <i>(Please rate on a scale from 1 to 10 where 1 is not important at all and 10 is very important)</i></p> <p>a. My chances to get a job are higher with IBCM than any other institution</p> <p>b. I wanted a diploma with international accreditation</p> <p>c. IBCM is an opportunity to get a job abroad</p> <p>d. I want to do business with the EU</p> <p>e. I was interested in the multi-ethnic dimension of the IBCM</p> <p>f. IBCM is cheaper than other international colleges or universities in Kosovo</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p style="text-align: center;">Future perspectives</p>	
<p>14. Please select one answer only to each of the following statements about how should the IBCM evolve in the future? <i>(you can select several answers)</i></p>	<p>1. There is no real need for IBCM in the region</p> <p>2. IBCM should continue to exist as it is</p> <p>3. IBCM should enrol more students</p> <p>4. IBCM should enrol more students from socio-economically vulnerable families with lower tuition fees</p> <p>5. IBCM should open branches in other locations</p> <p>6. IBCM should offer a wider range of</p>



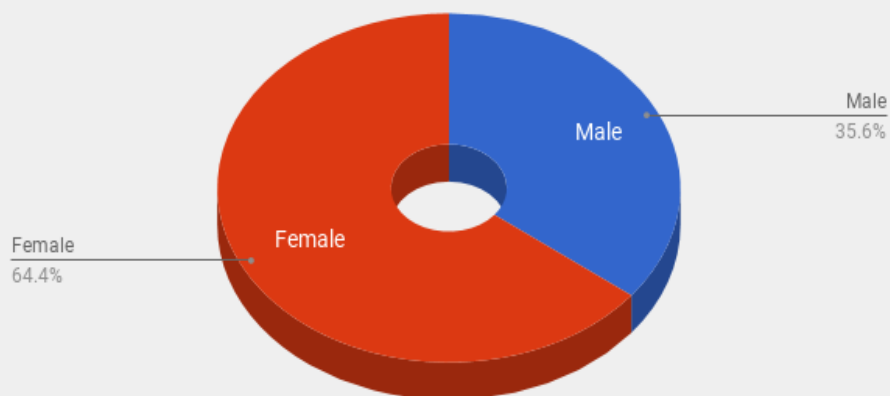
	<p>courses</p> <p>7. IBCM should offer Master level courses</p> <p>8. IBCM should be more visible</p>
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## ANNEX 5 – GRAPHS OF KEY RESULTS FROM ONLINE SURVEY – IBCM STUDENTS

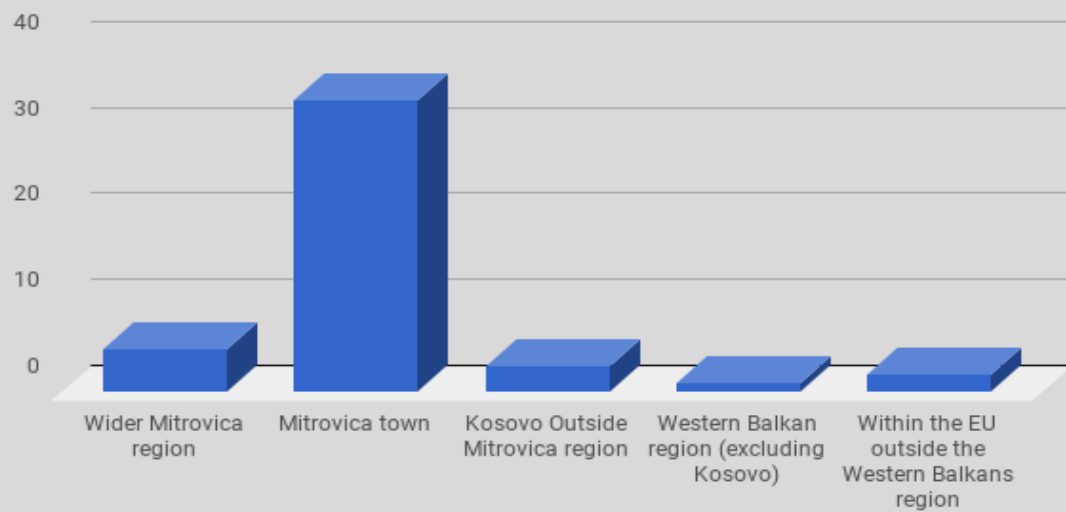
### Student survey. Respondents by community of origin



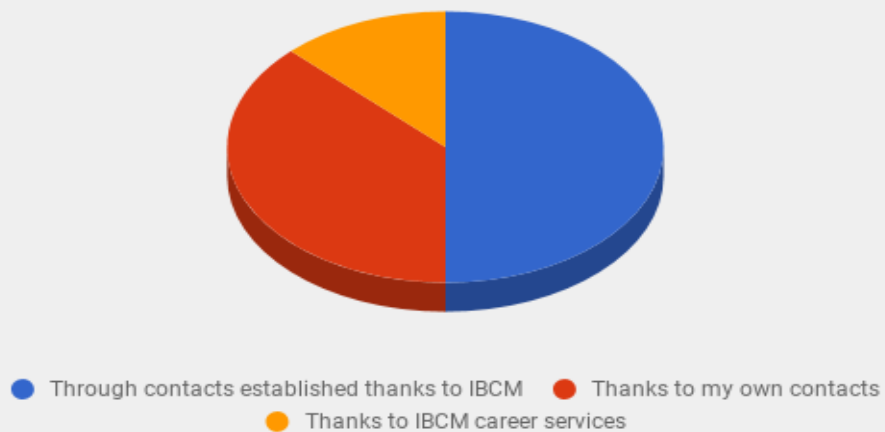
### Survey chart 1. Survey responses by gender



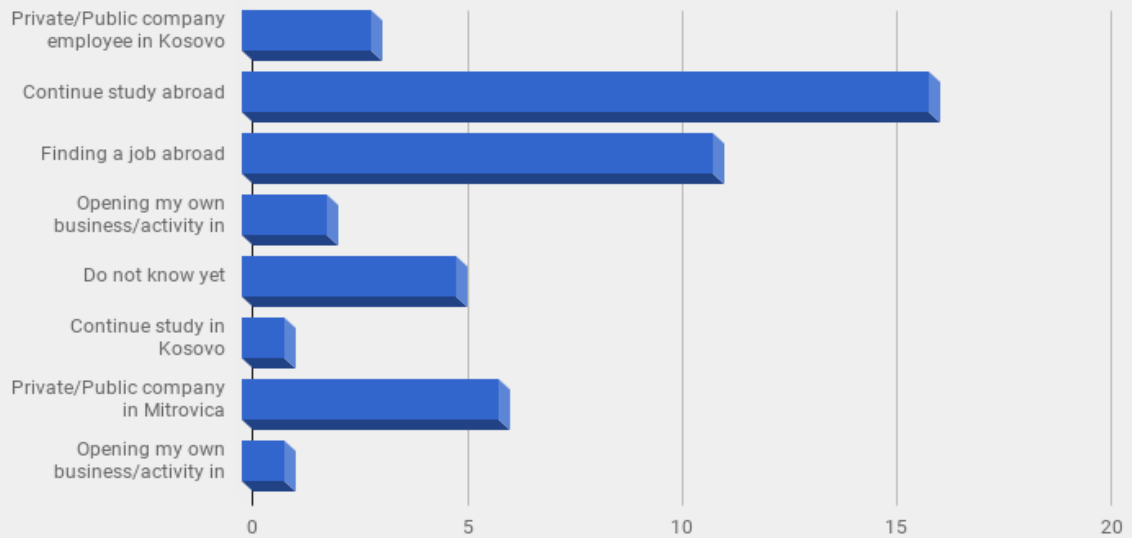
Student survey. Respondents by permanent place of residence



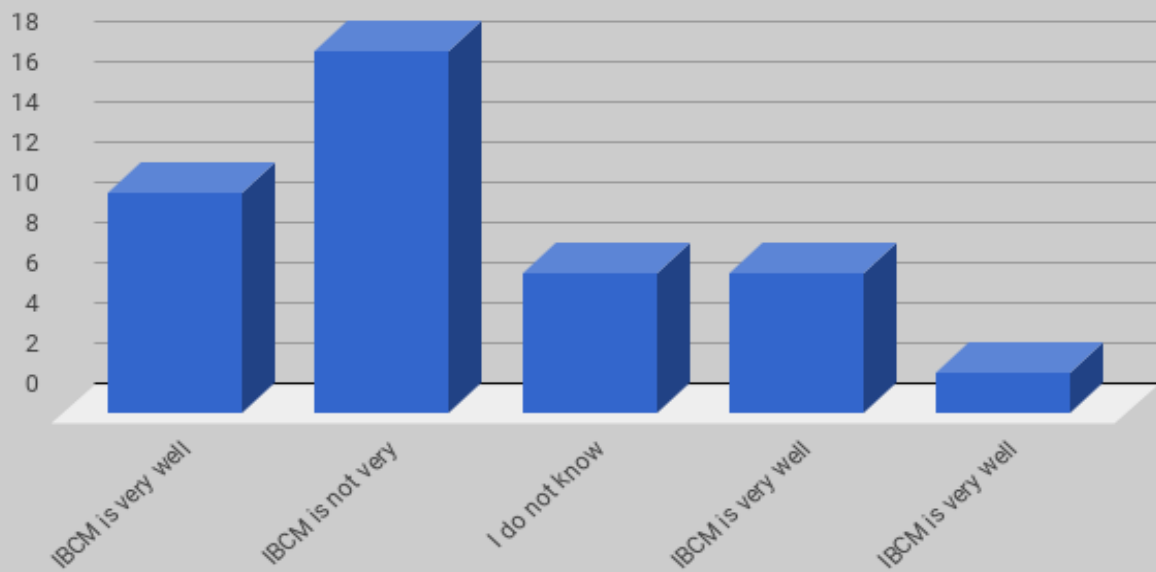
Student Survey: How did you get your placement with a company?

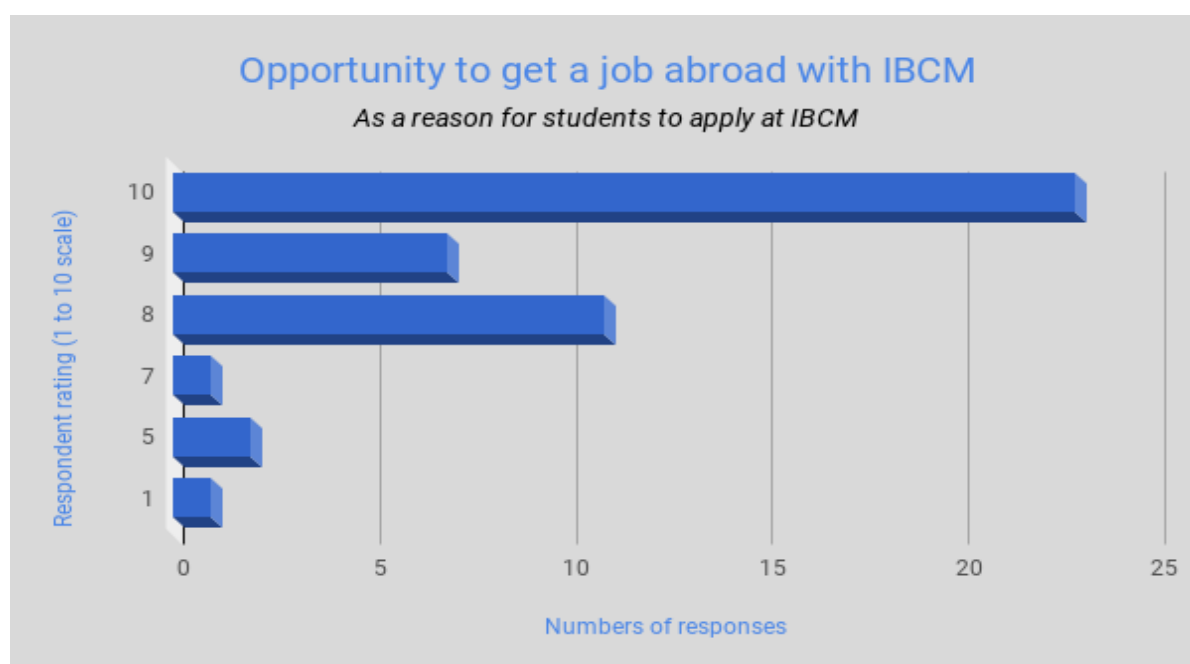
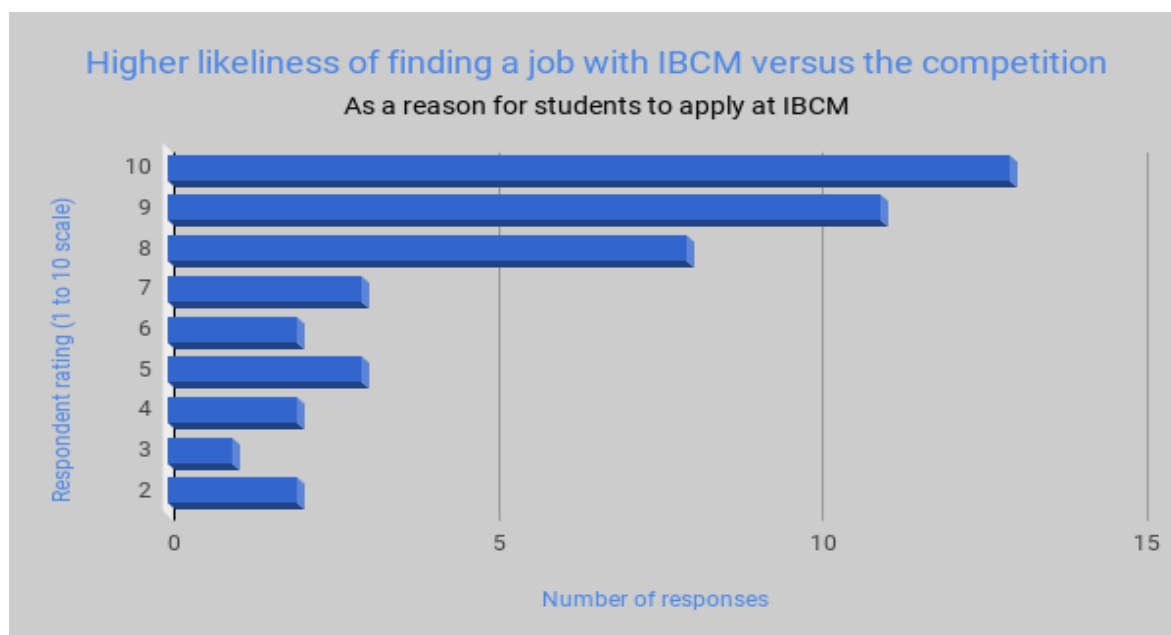


### Students professional objectives after graduation



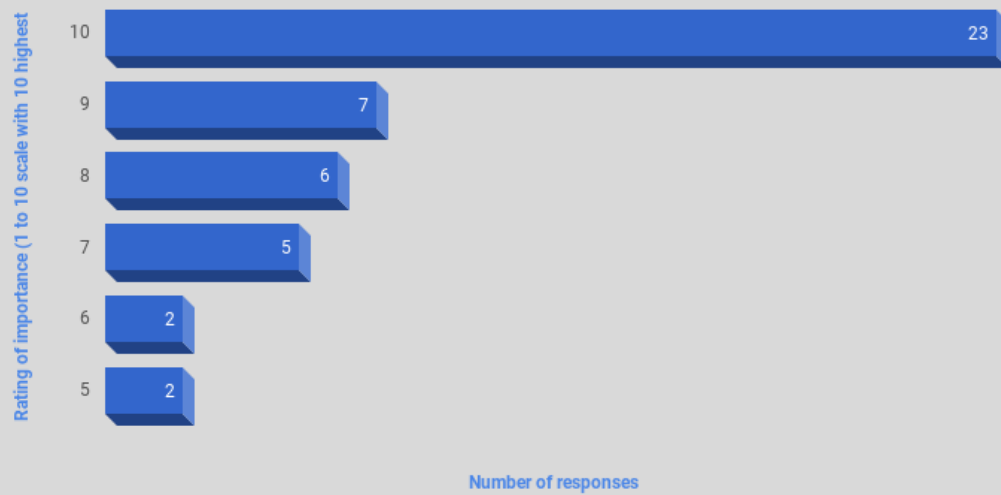
### Extent to which IBCM is known in the region





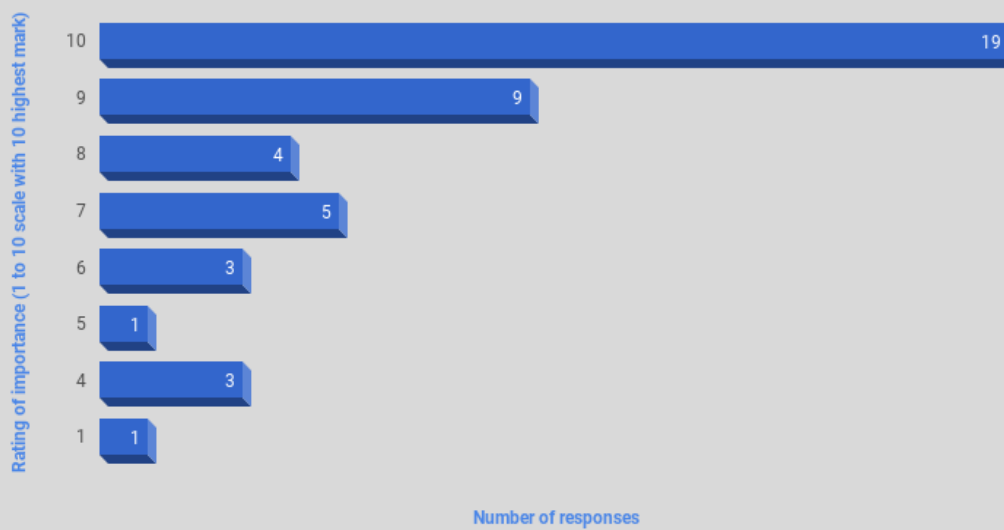
### IBCM added-value in providing opportunities to connect with other communities

*As rated by students*



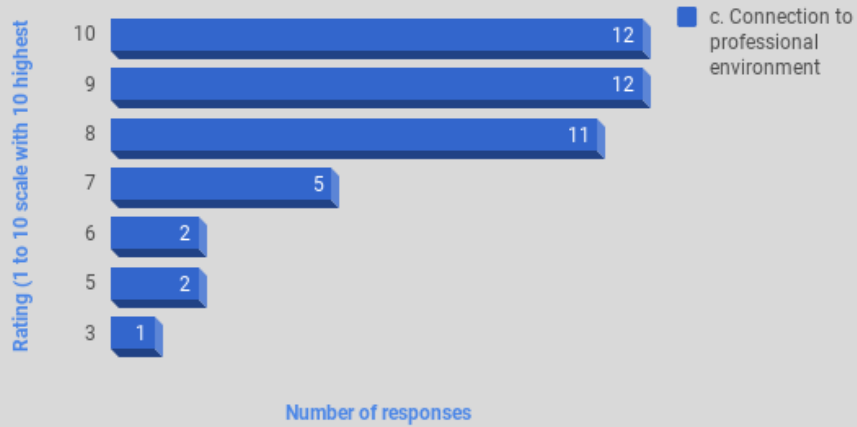
### IBCM added value for promotion of tolerance and democratic values

*As rated by students*



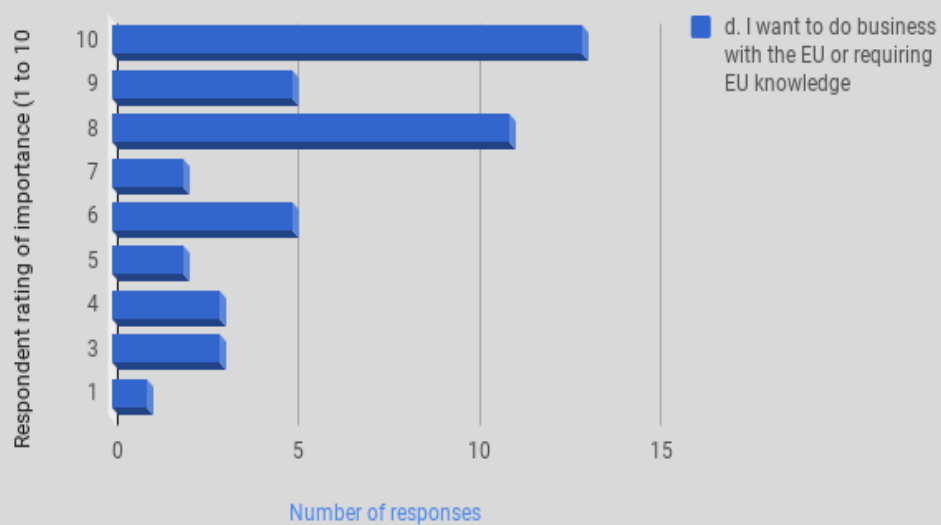
## IBCM added value: Connecting students to professional environment

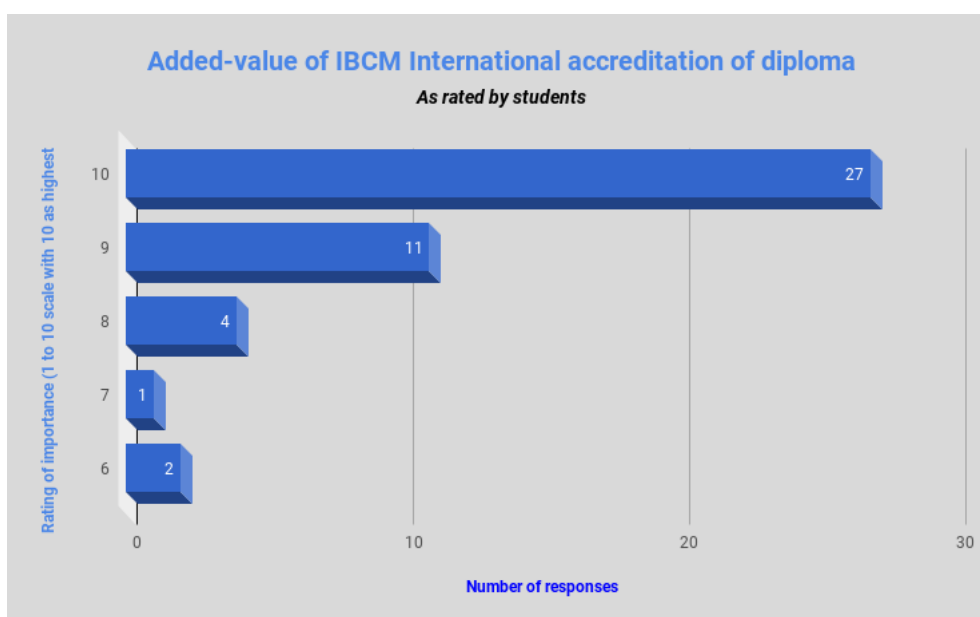
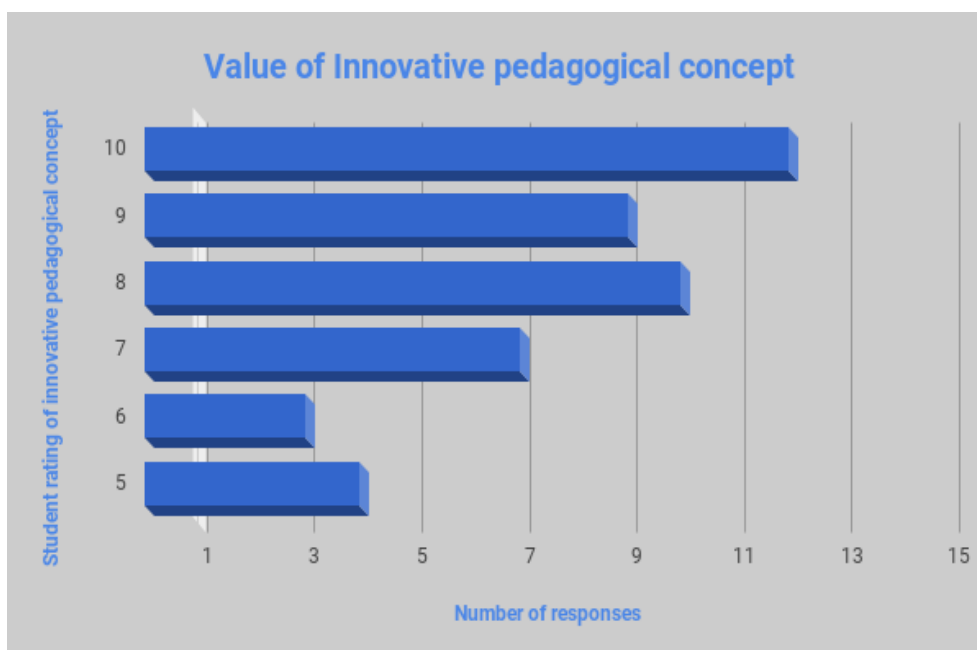
*Student rating perceived added-value*



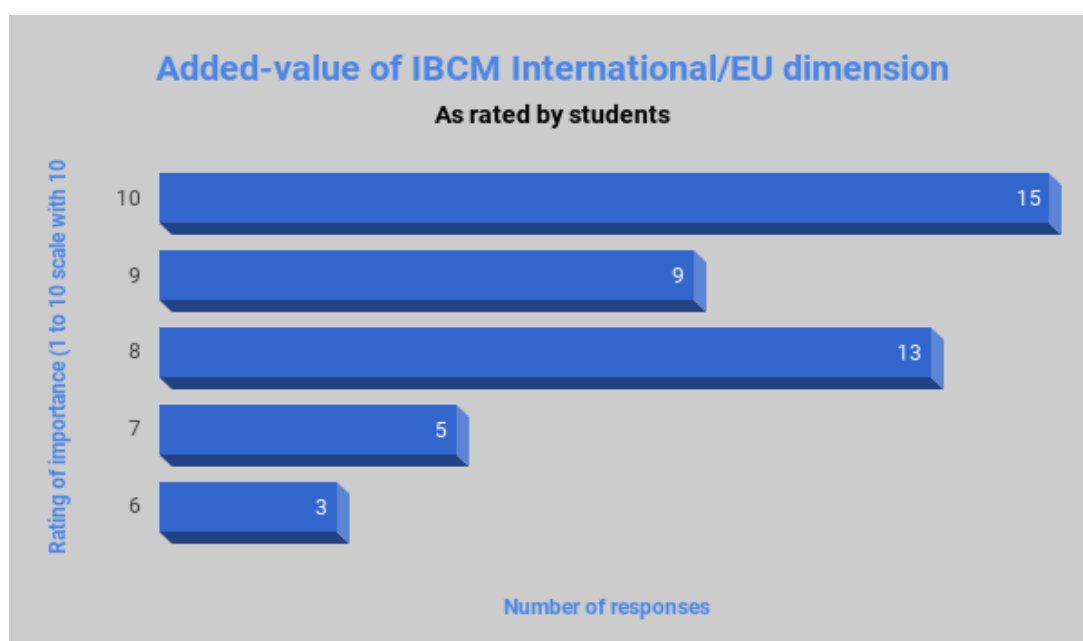
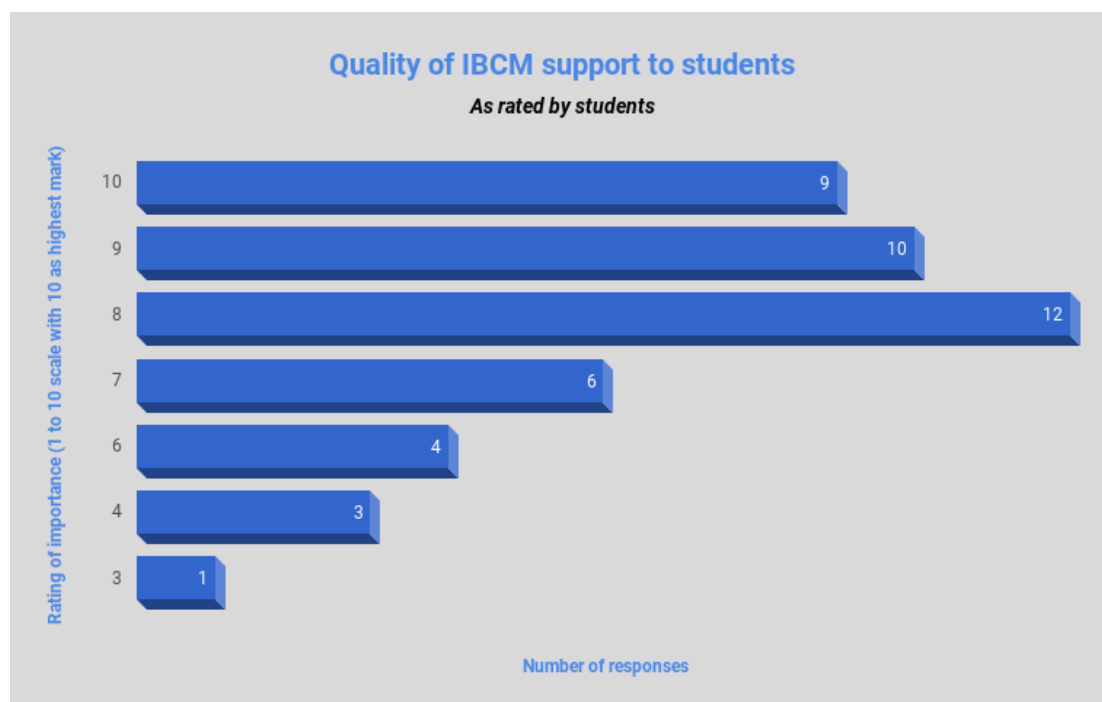
## Doing business either with the EU or requiring EU knowledge

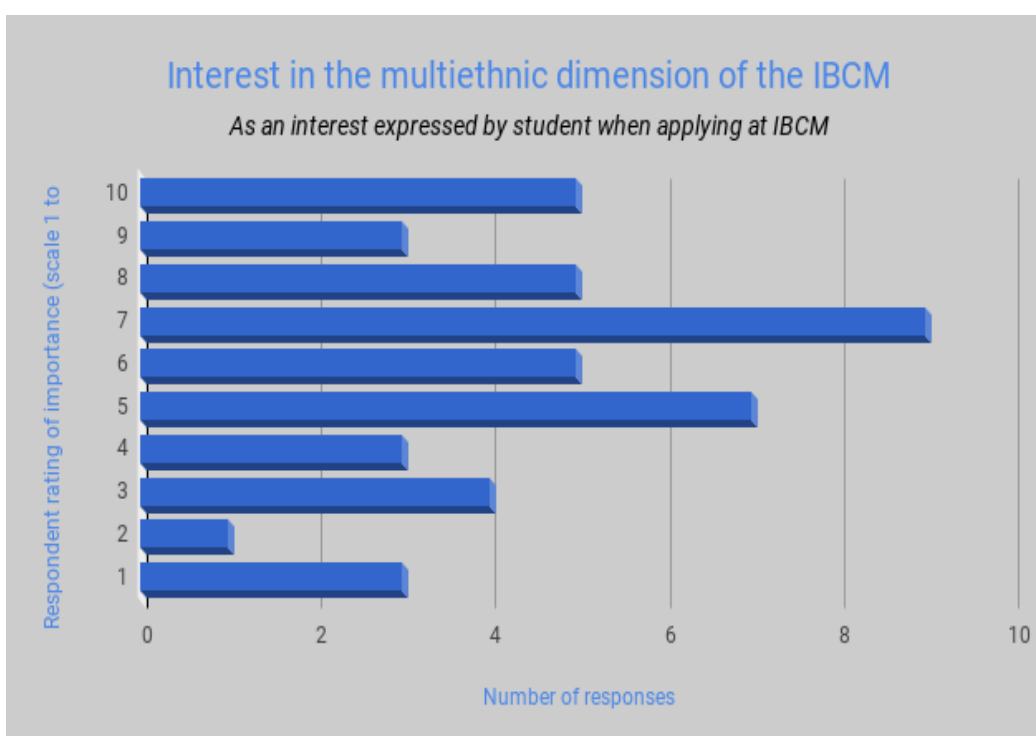
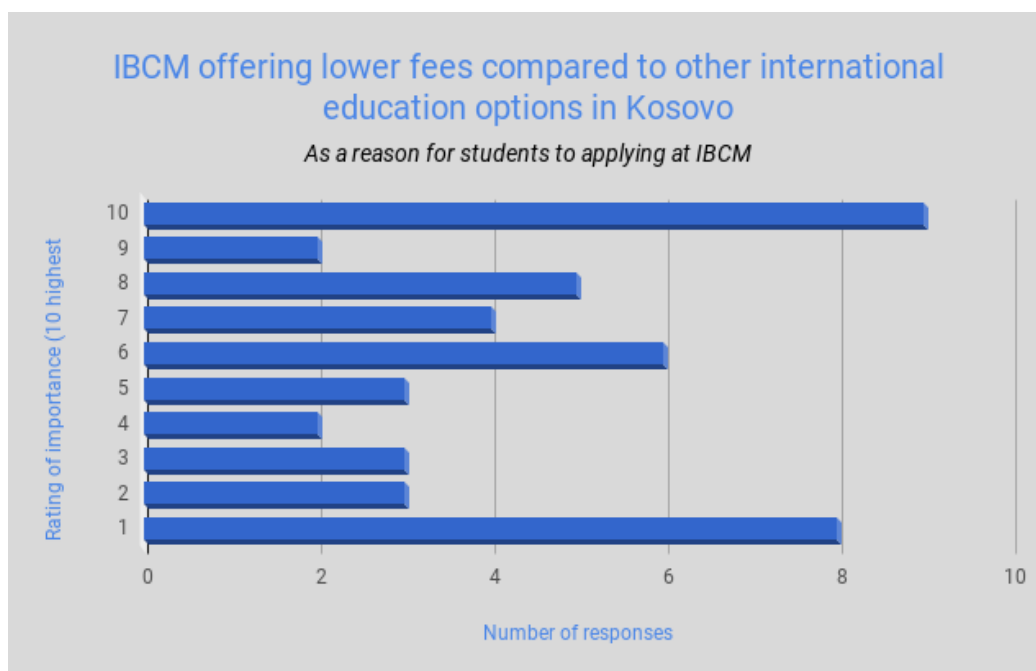
*As an objective for students when applying at IBCM*

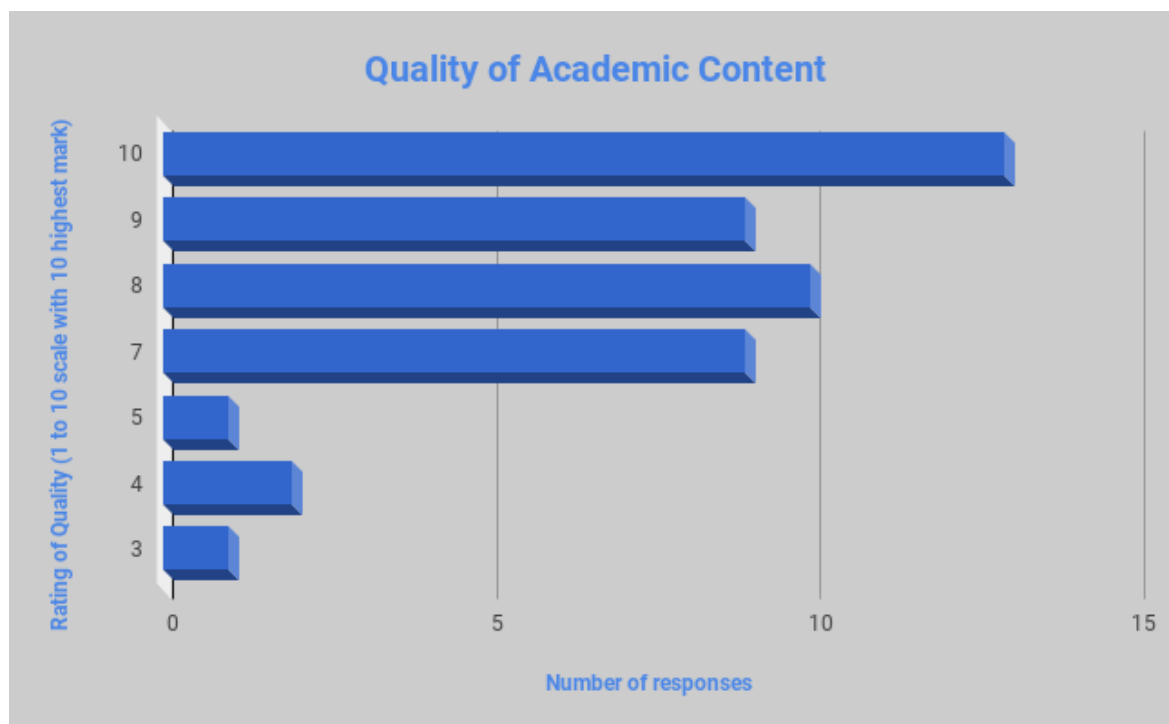
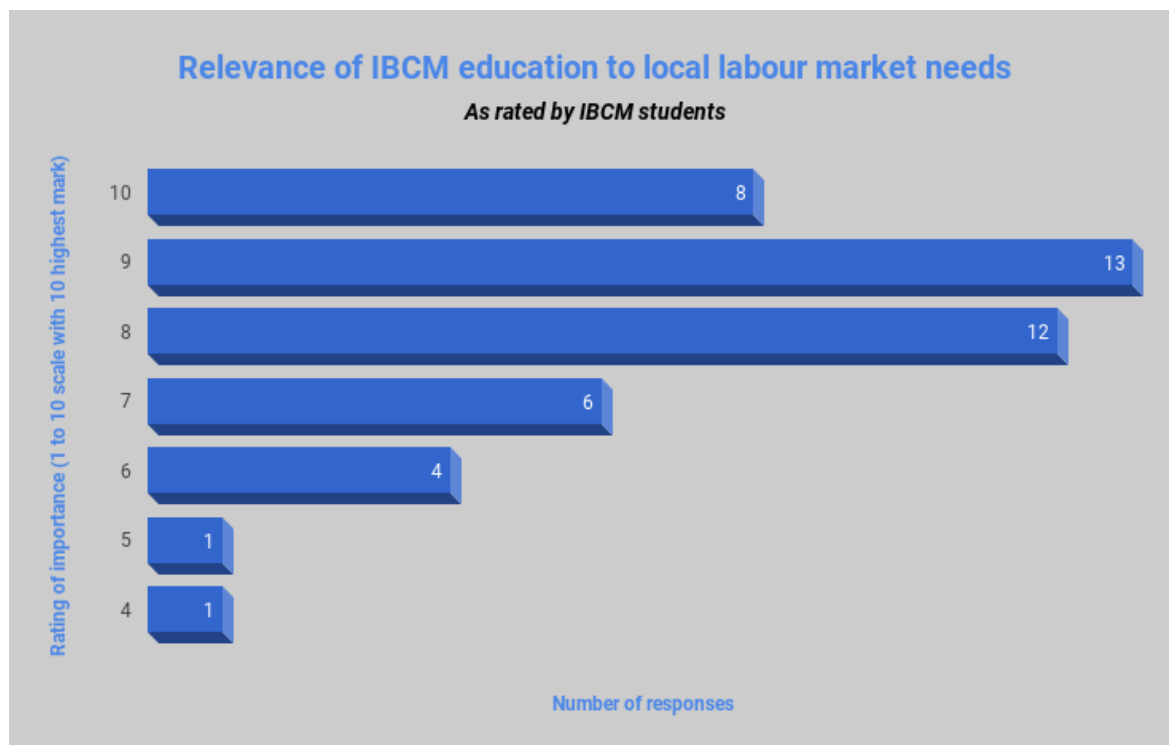






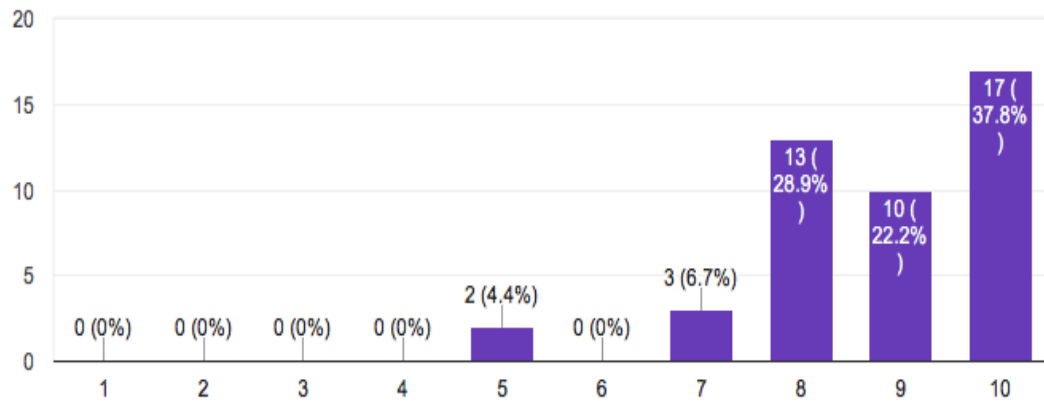






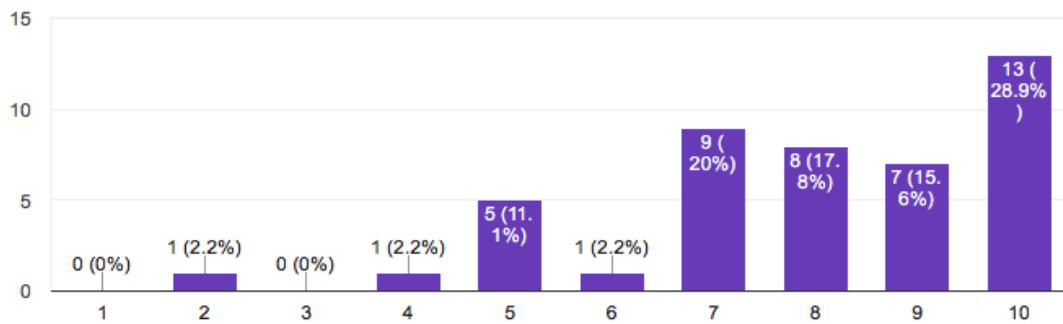
### j. Contact/Interaction with other community members

45 responses



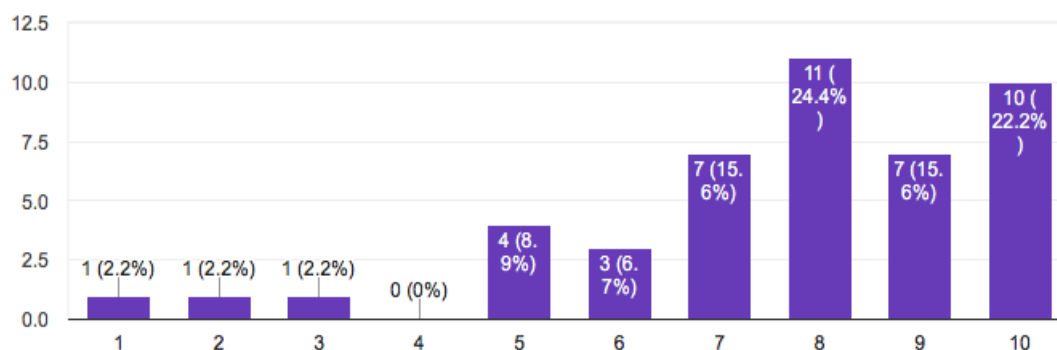
### k. Career Center support

45 responses



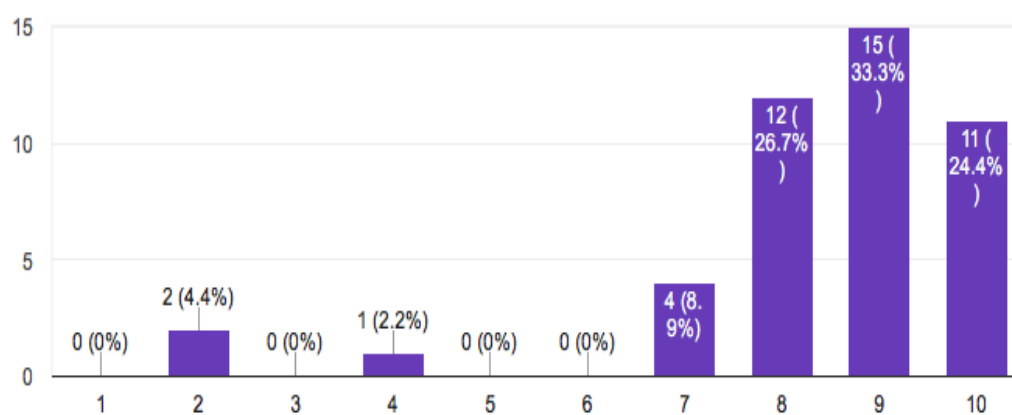
## I. Strong IBCM reputation with employers

45 responses



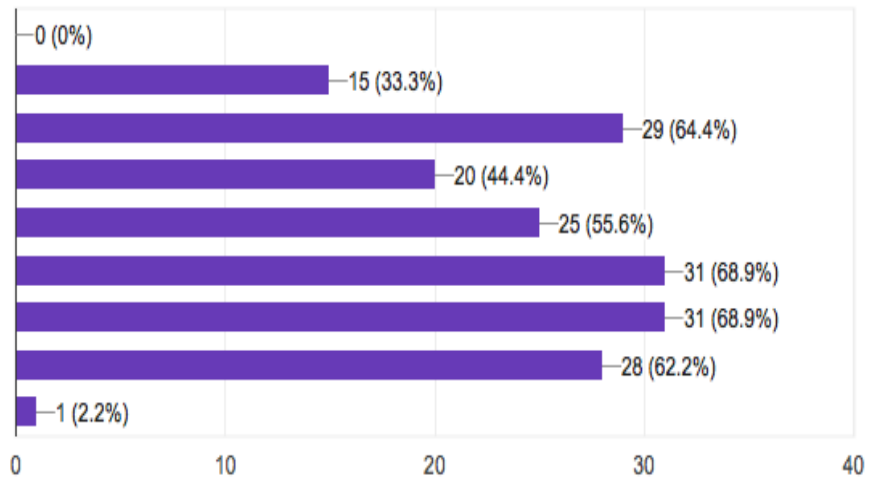
## m. Increase students' possibility to get a job

45 responses

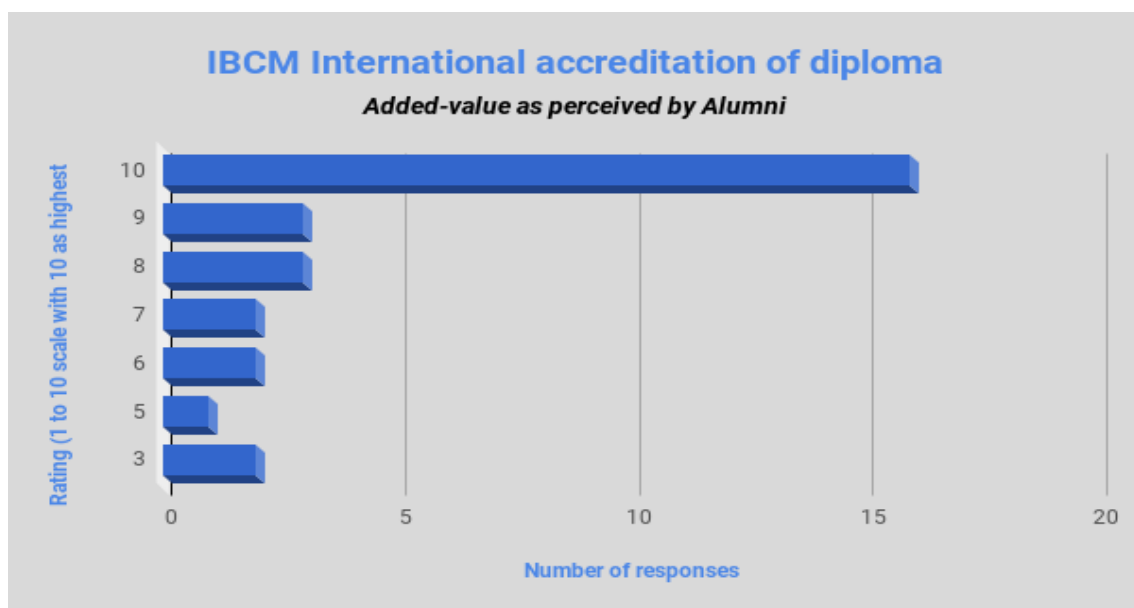
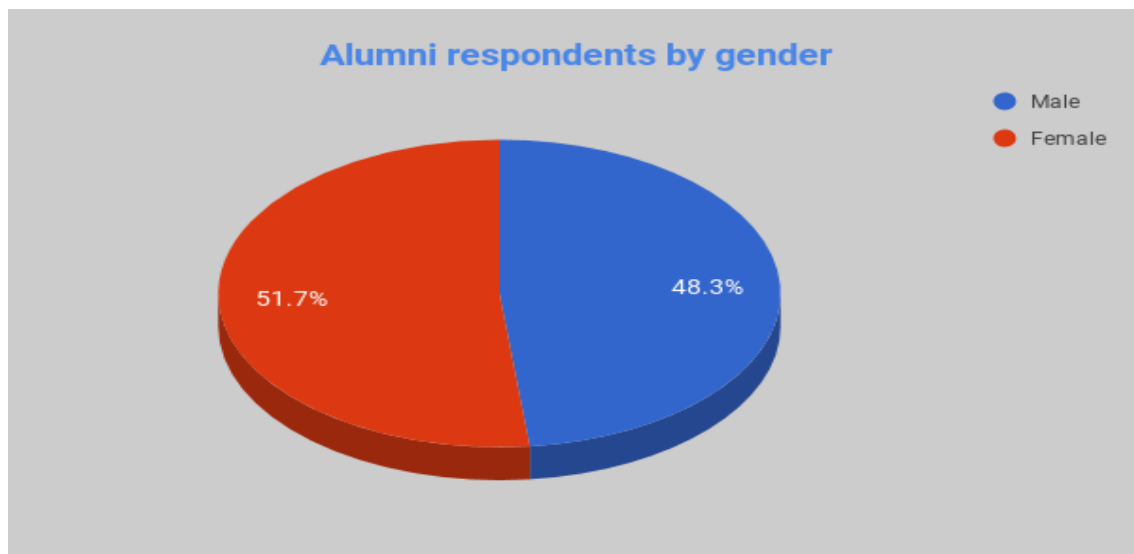


## 14. How do you think the IBCM should evolve in the future?

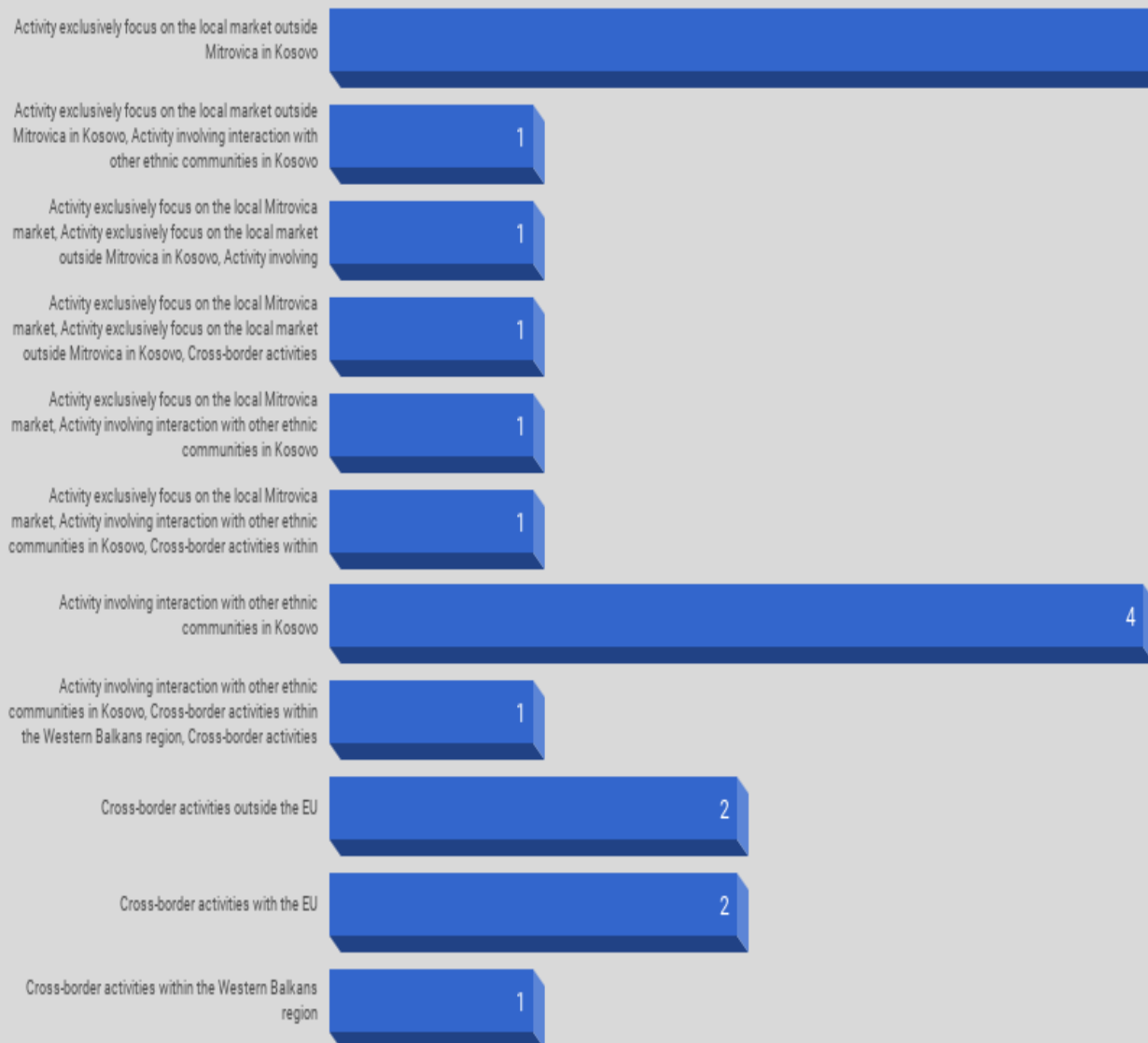
45 responses



ANNEX 6 – GRAPHS OF KEY RESULTS FROM ONLINE SURVEY – IBCM ALUMNI



## Alumni employment by type of professional activity

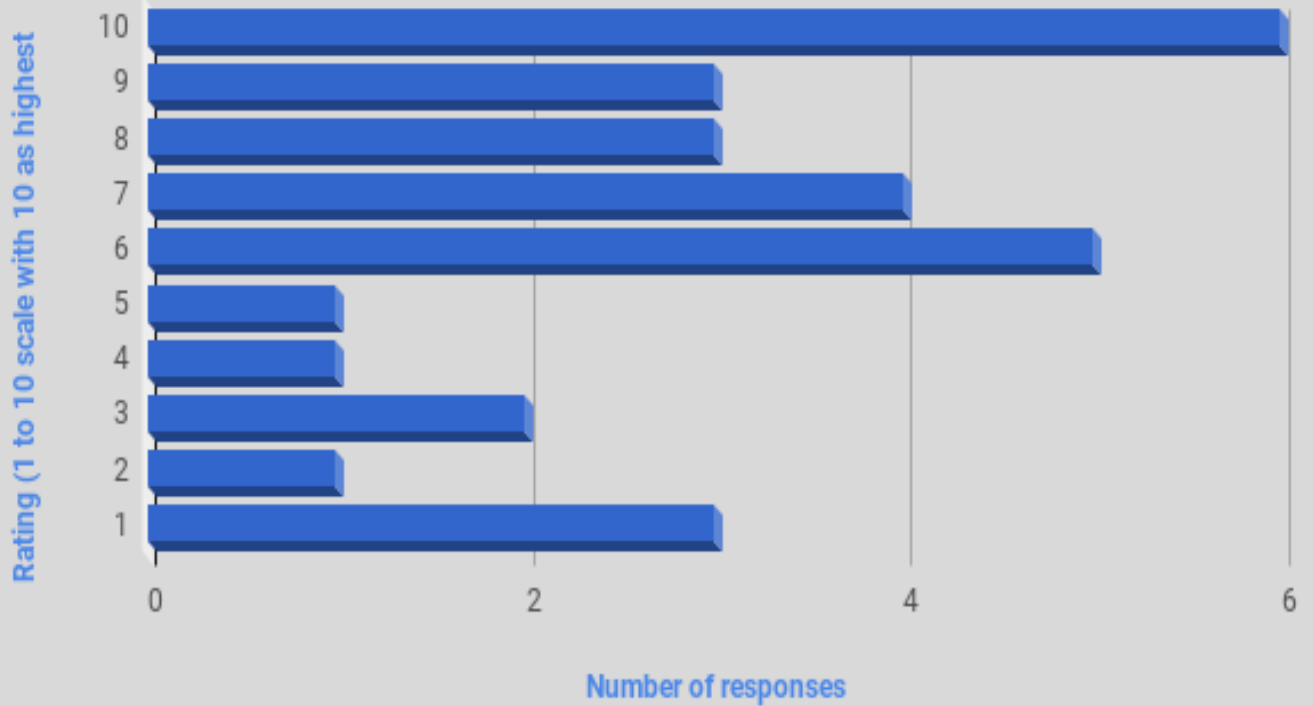


Count of 12. Please select the nature of your professional activity that is closest to the prop



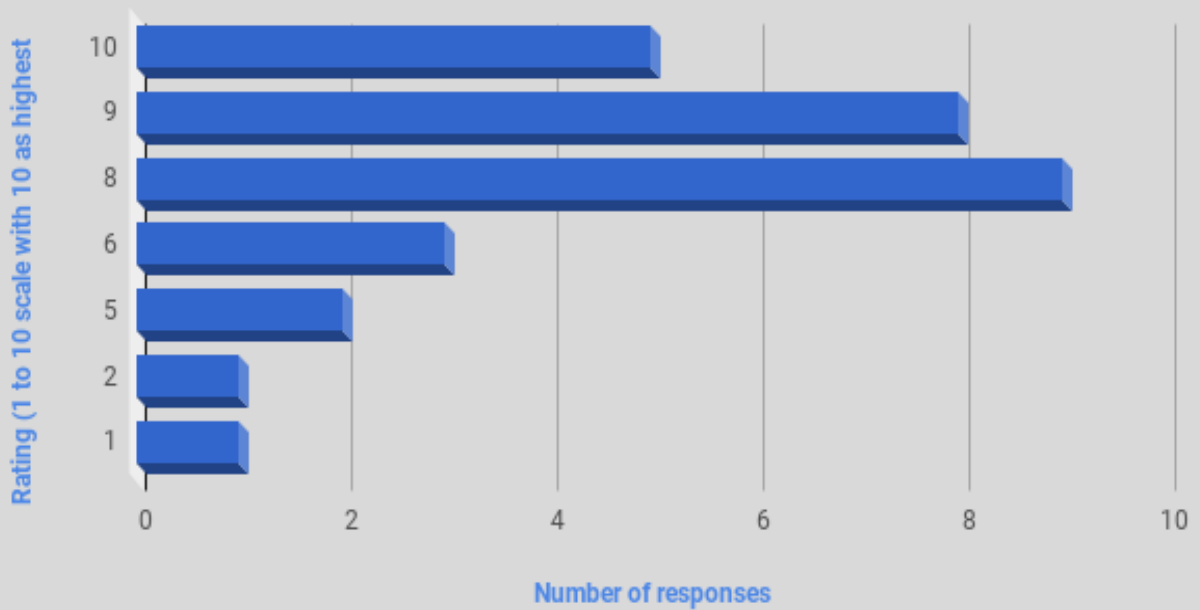
## IBCM Career Center support

*Added-value as rated by Alumni*

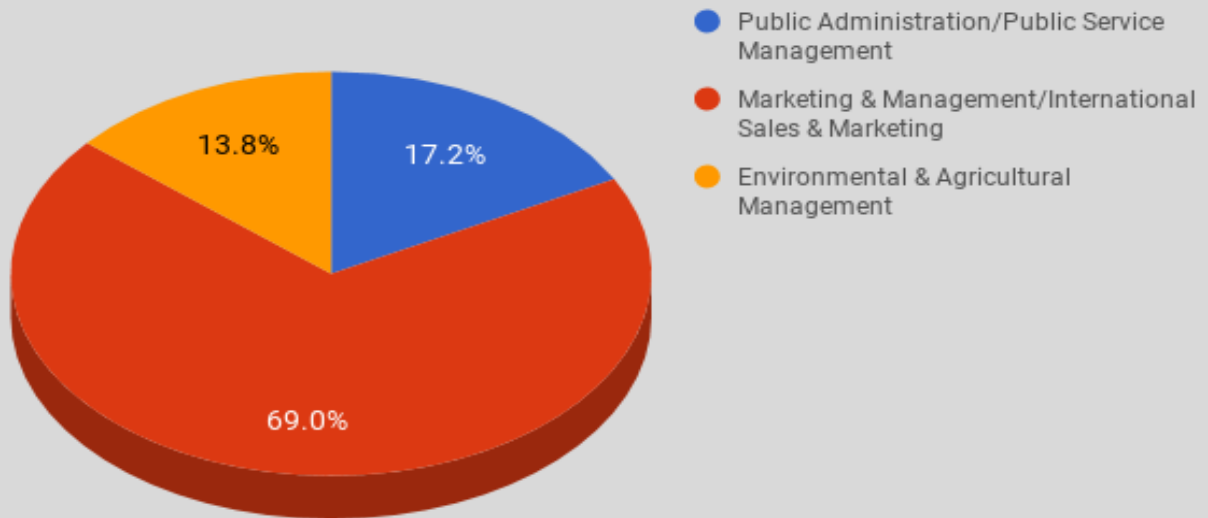


## IBCM connecting students to professional environment

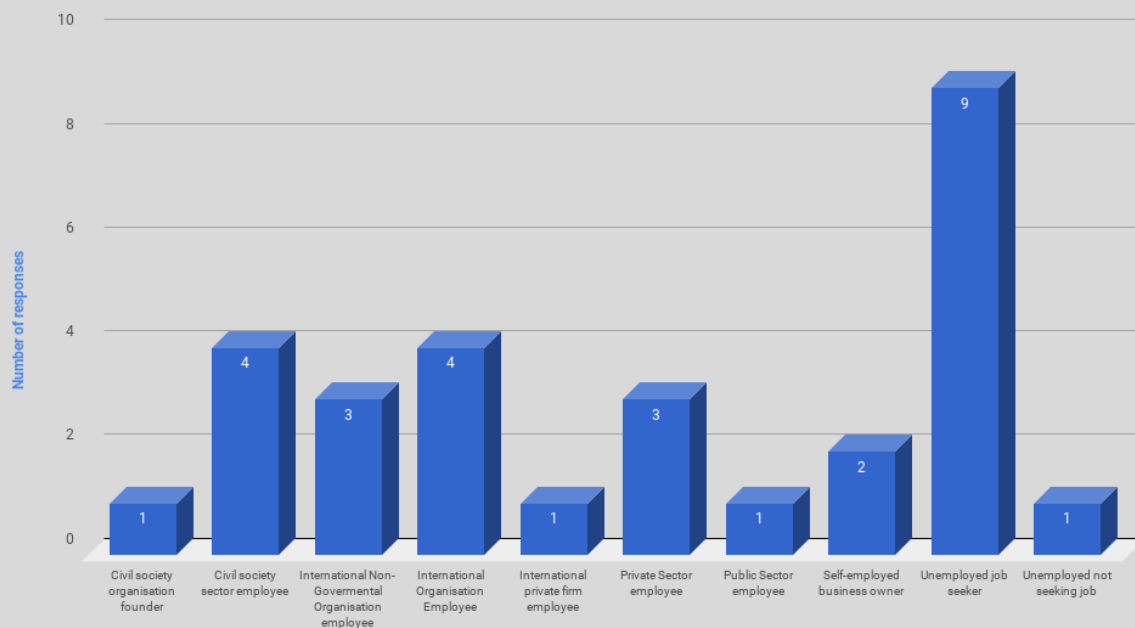
*As rated by Alumni*



## Alumni graduation per type of course

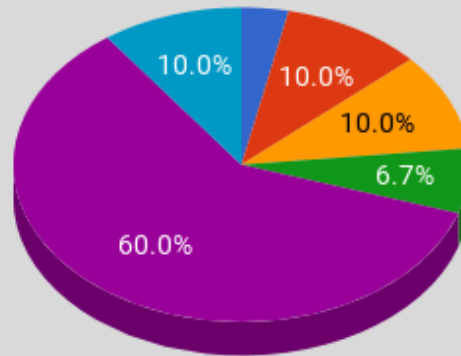


## What is your current employment status?



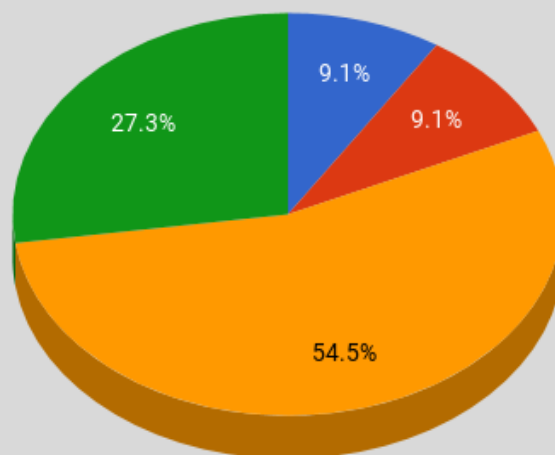
### Current place of residence

8. What is your current place of residence?
- Within the EU outside the Western Balkans region
  - Wider Mitrovica region
  - Outside the EU
  - Mitrovica town
  - Kosovo Outside Mitrovica region



### IBCM Alumni creators of employment

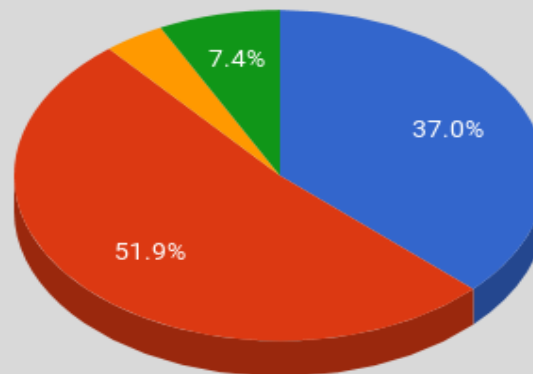
- Yes, I have been able to employ more than two persons.
- Yes, I have been able to employ another two persons.
- Yes, I have been able to employ another person.
- Yes, and I have employed people from ethnic communities different



## Contribution of IBCM education to finding employment or creating own business

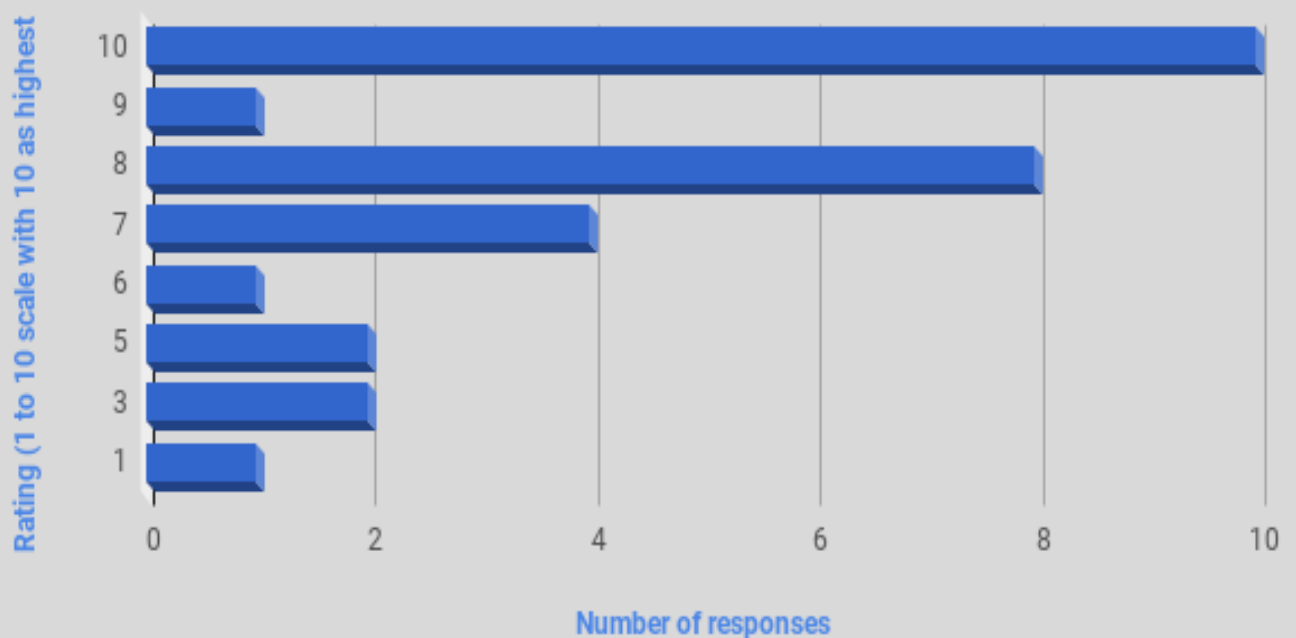
*Based on alumni perception*

- My IBCM education has greatly contributed
- My IBCM education has made the whole difference
- My IBCM education has only help a little
- My IBCM education has somehow helped



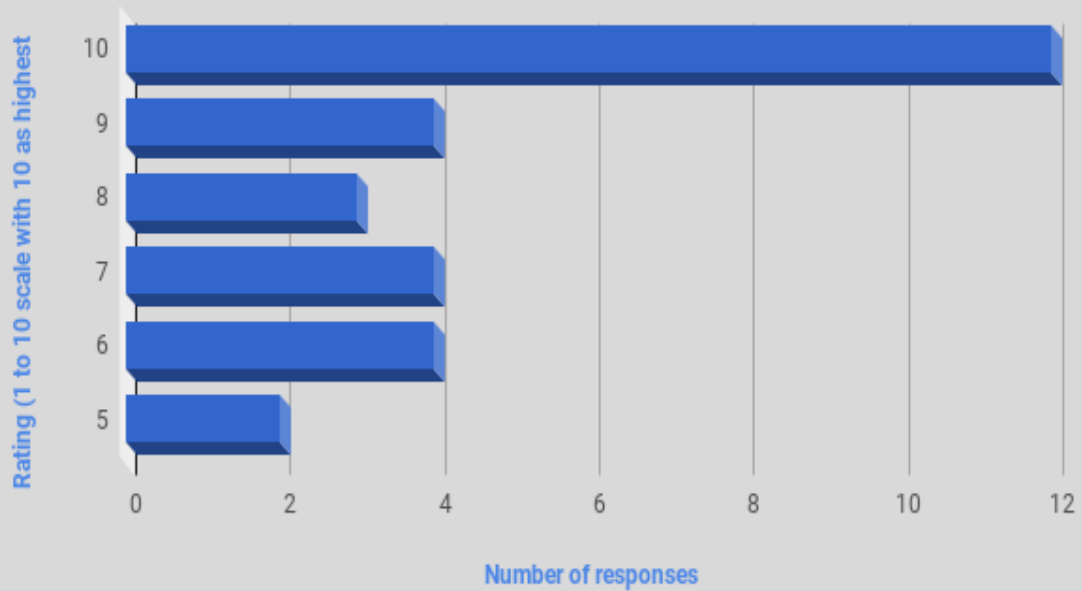
## IBCM offering possibilities of getting a job, higher than any other educational institution in the area

*As perceived by Alumni*



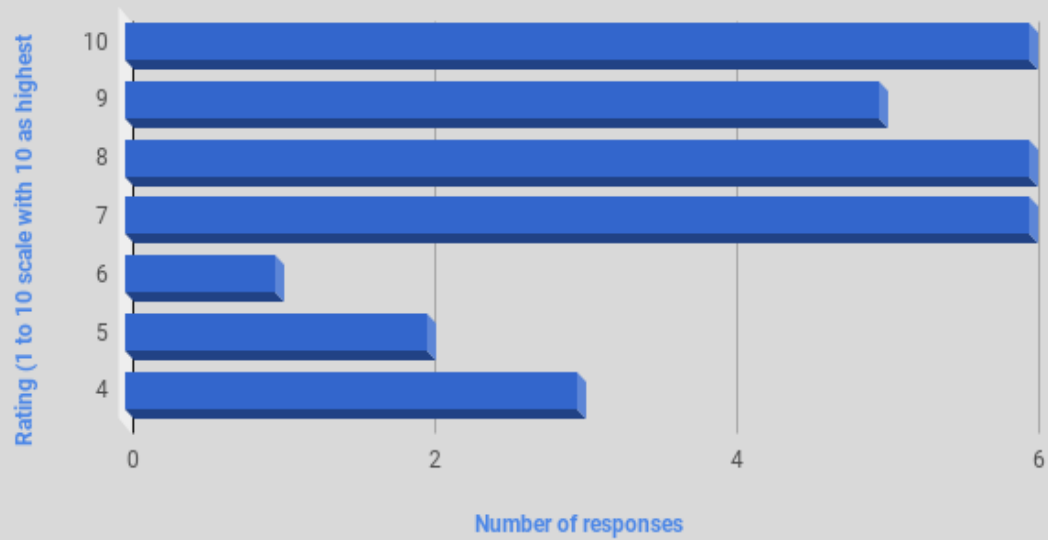
## IBCM international/EU dimension

*As rated by Alumni*



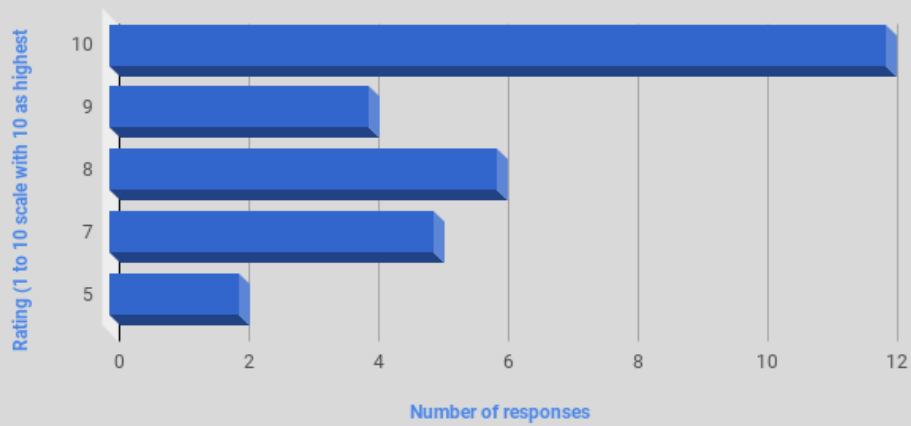
## IBCM increasing likeliness to get a job

*As perceived by Alumni*



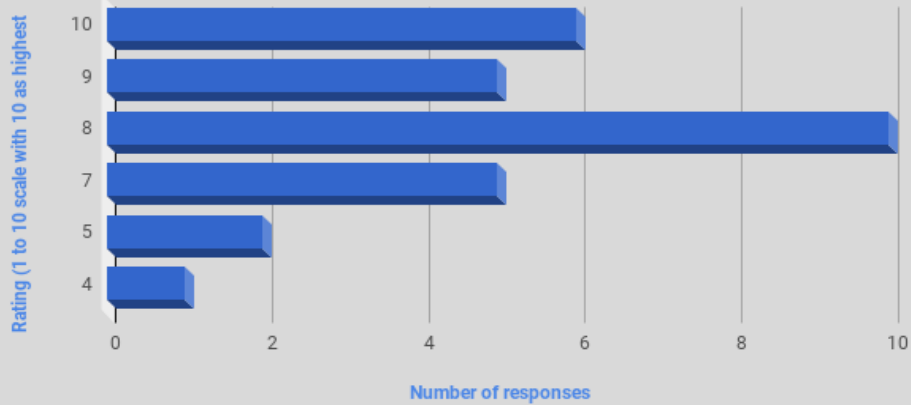
## IBCM as a place where multiethnic communities connect

*Added-value of IBCM as perceived by Alumni*



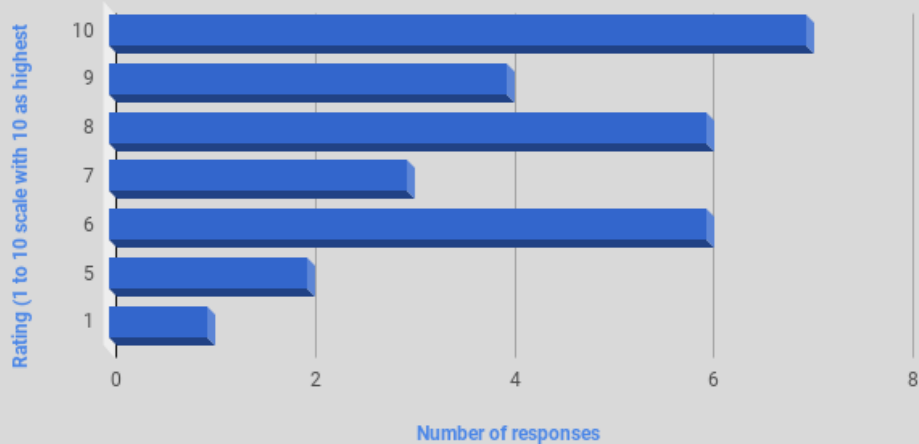
## Relevance of IBCM education to local labour market needs

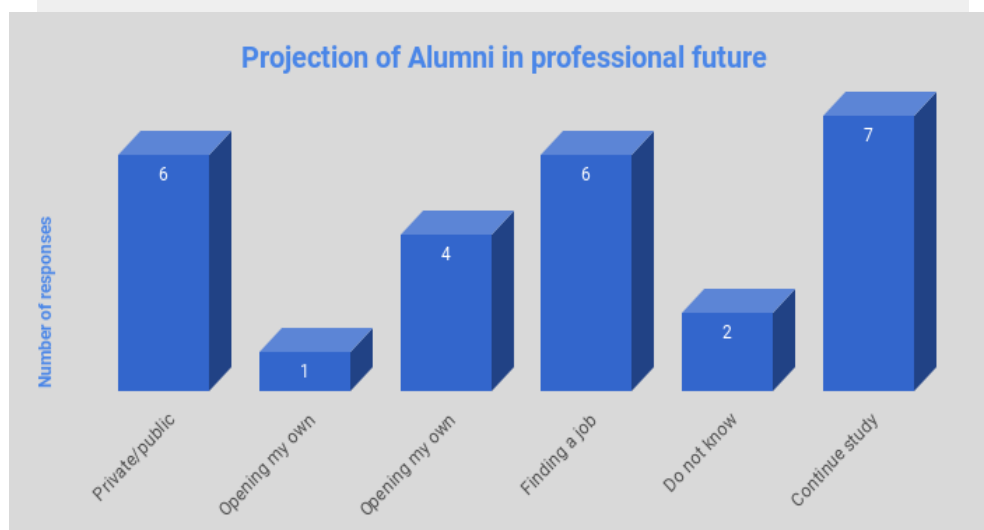
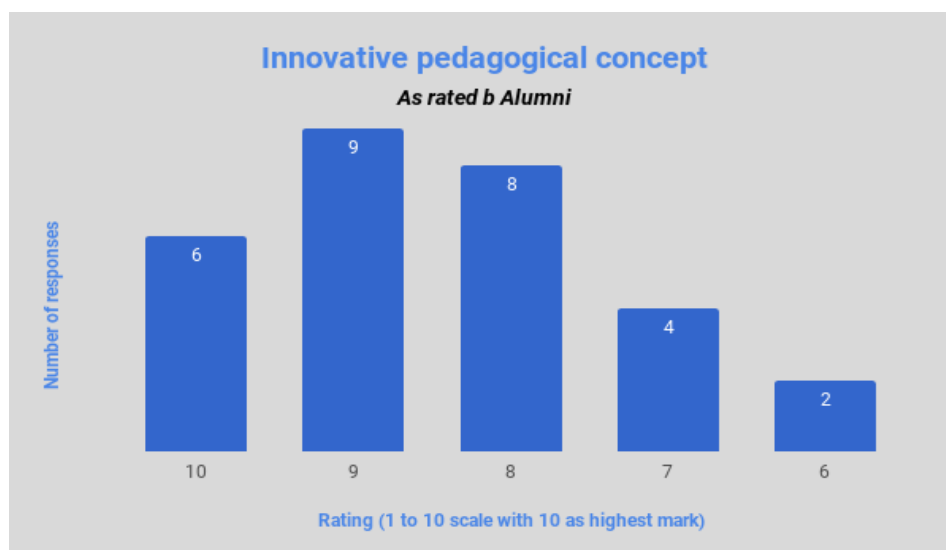
*As rated by Alumni*

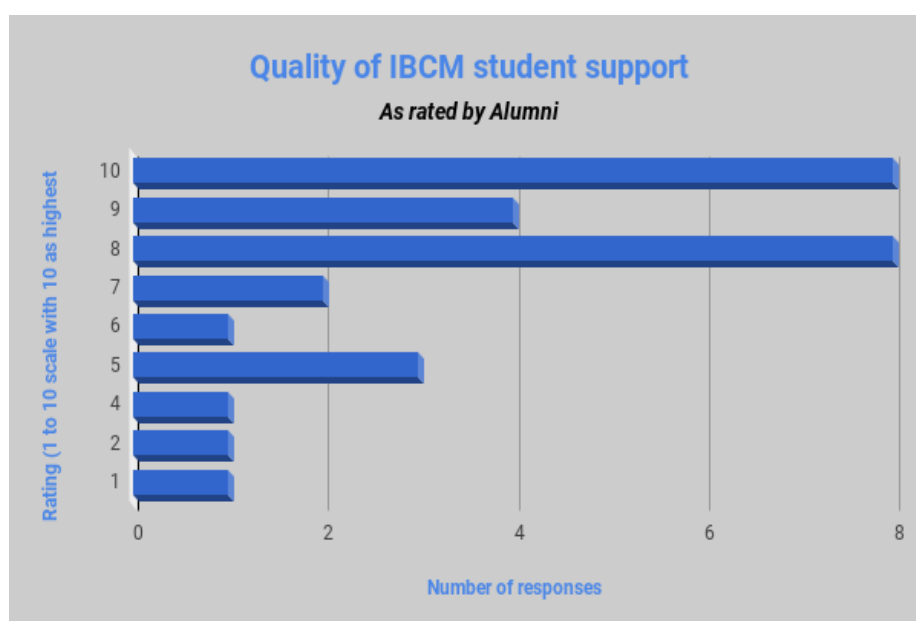
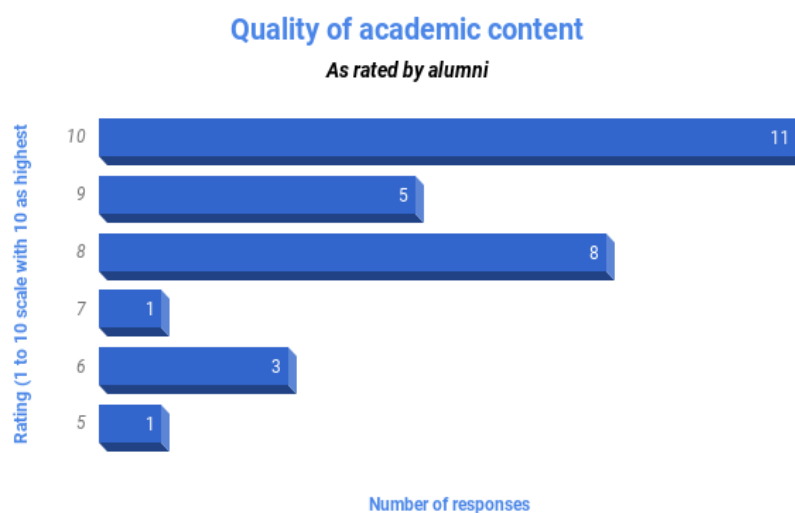
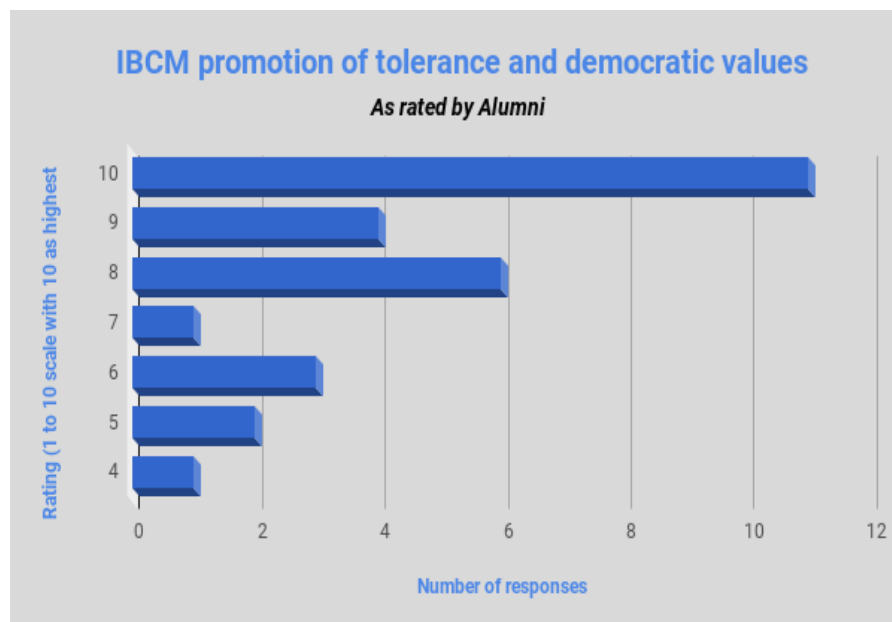


## IBCM reputation with employers

*As rated by Alumni*



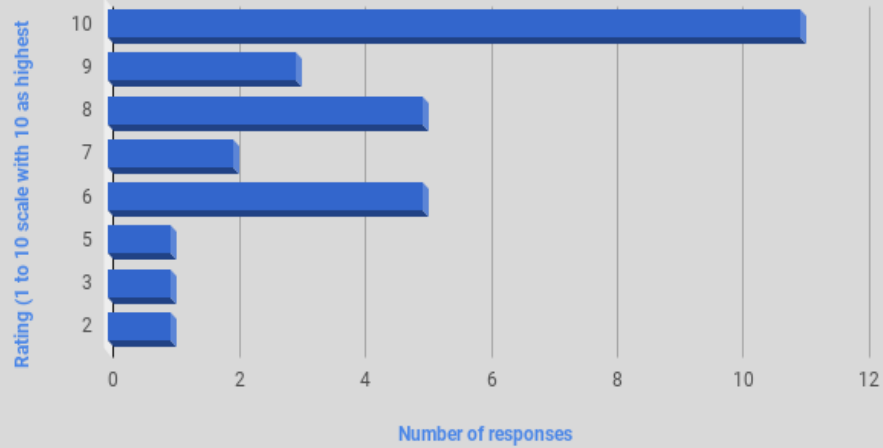






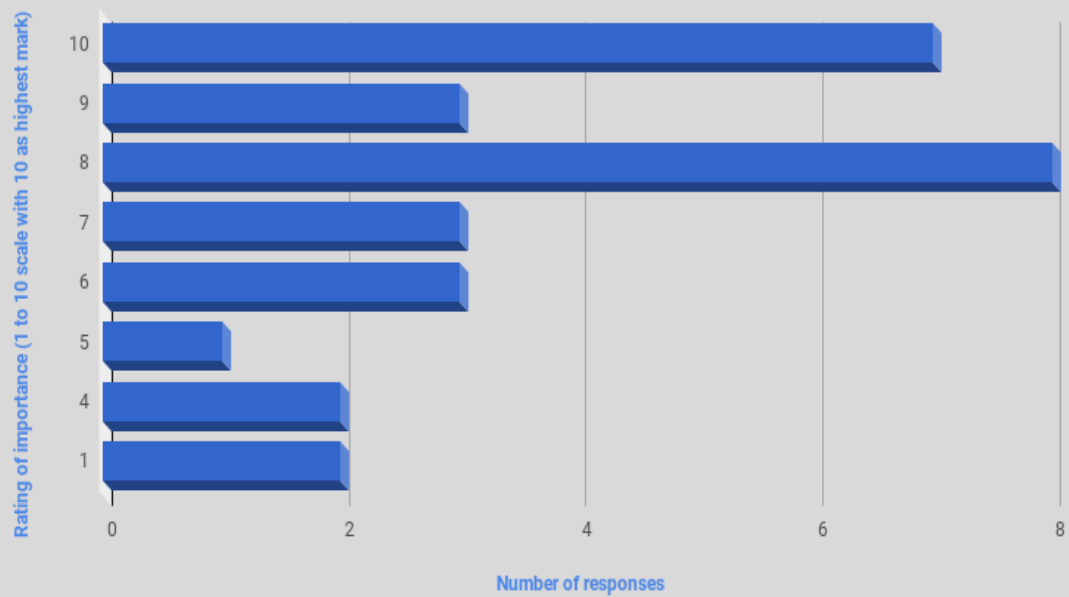
## Doing either business with the EU or requiring EU knowledge

*As a reason stated by Alumni when enrolled at IBCM*



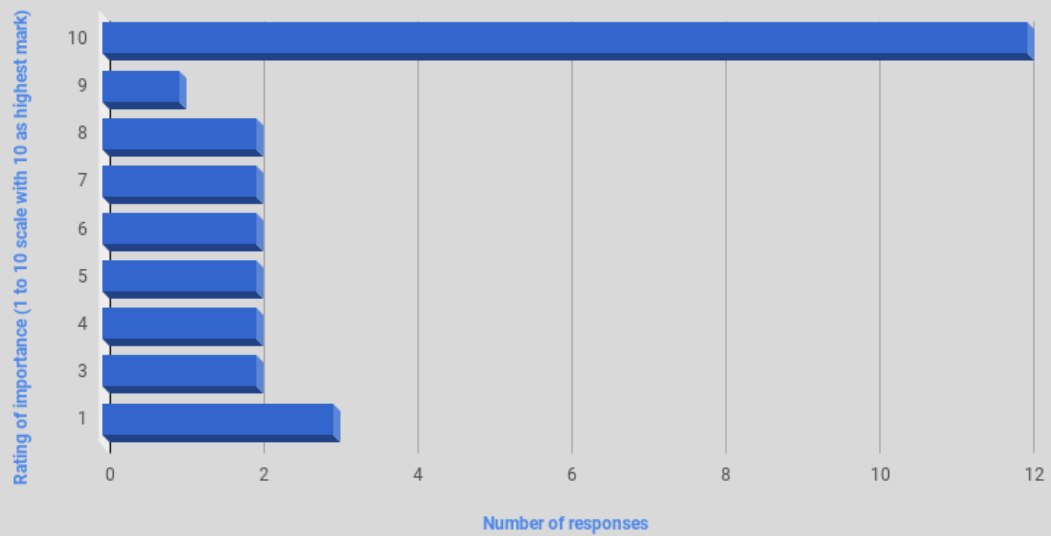
## Interest in the multiethnic dimension of the IBCM

*Stated by Alumni as a reason to enrol at IBCM*



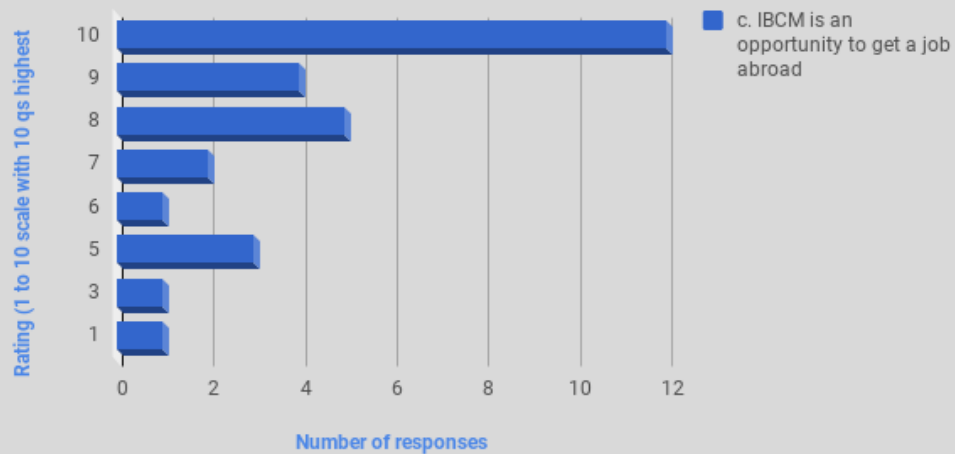
### IBCM fees lower than other international colleges or universities in Kosovo

*Stated by Alumni as a reason for enrolling at IBCM*



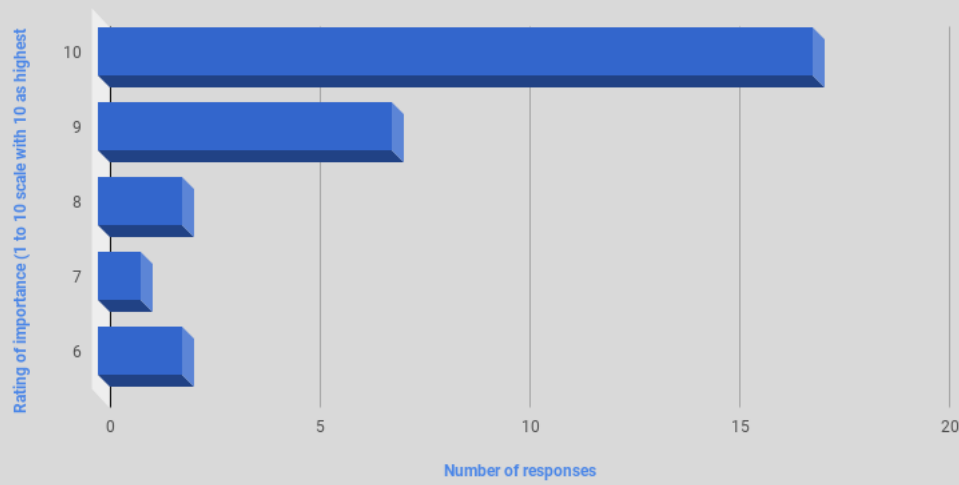
### IBCM as an opportunity to get a job abroad

*As a reason for Alumni when enrolled at IBCM*



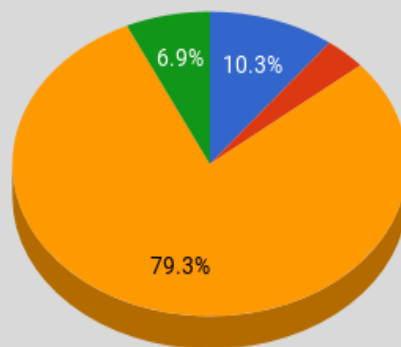
### IBCM diploma with international accreditation

*As a reason for Alumni to enrol at IBCM*



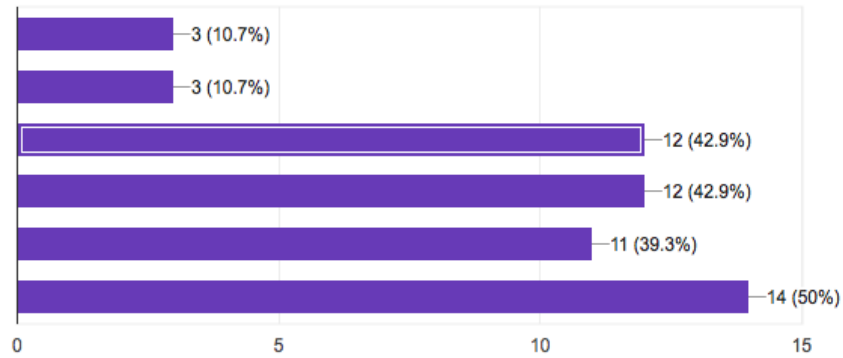
### Place of residence prior to studying at IBCM

- Wider Mitrovica region
- Outside the EU
- Mitrovica town
- Kosovo Outside Mitrovica region



**16. Based on your personal experience, please describe how you consider the multi-ethnic character of the IBCM**

28 responses



**17. Please provide examples of joint multi-ethnic activities or any informal event you have been involved in?**

28 responses

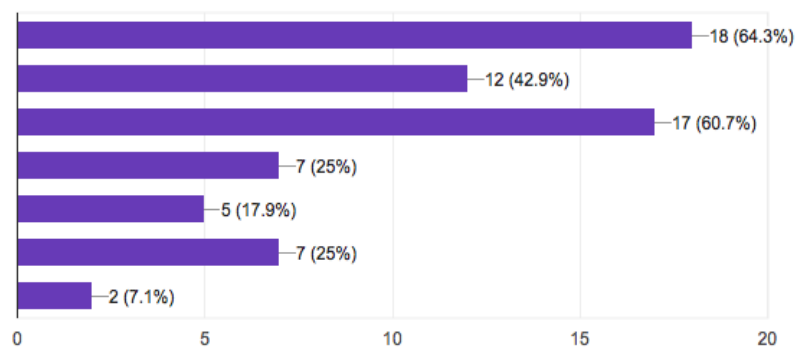


Figure 1

<b>Organisation:</b> SPARK <b>Country:</b> Kosovo <b>Coverage:</b> Mitrovica <b>SPARK supervisor:</b> Nikolaos <b>Starting date:</b> Late February <b>Ending date:</b> Mid-April <b>Sector:</b> Education, Social				
<b>EVALUATION MATRIX (subject to adjustments)</b>				
External evaluation consultant: Thomas Vasseur		External evaluation consultant: Thomas Vasseur		
Criteria	Evaluation Question (base for questionnaires)	Judgement criteria	Judgement Indicator	1: Not achieved 2: Only partially achieved 3: Achieved 4: Achieved beyond expectation
<b>1. RELEVANCE</b>				1 2 3 4
Reviews the relevance of the Intervention Logic of the IBCM 2014-2017 project (Programme Objectives, Outcomes)	1.1. To which extent are IBCM project purpose and objectives clear, measurable and supportive of Kosovo priorities in the sector?	Intervention strategy and project objectives are formulated so it can be clearly understood, its realisation can be realistically achieved and measured.	Level of clarity of the formulation of strategic and programme objectives Project needs assessment conducted Coherence with existing policies relevant to the sector of intervention	x
	1.2. To which extent programming and monitoring mechanisms include purposeful indicators that allow measurement of progress towards achievement of objectives?	Monitoring and evaluation mechanisms are in place and allows to make appropriate and timely decisions	Existence of M&E system, Existence of Quality control System Existence M&E/Quality reports Follow-up actions taken as a result of M&E/Quality Control report Timely delivery of project results	x
	1.3. To what extent has responded to the priorities of the target groups of the project?	Needs/challenges of target groups (youth, labor market, employers, education market sector..) have been conducted) The project and logframe clearly explains how needs have been identified and proposed to be addressed	Target groups needs are identified and regularly updated Labour market needs are identified and regularly updated Existing mechanisms to survey target groups and labour market needs	x
	1.4. To what extent have the IBCM objectives and activities been updated in order to adapt to changes in the sector?	Surveillance and information about changing labour market/education policy needs available Information about education standards at Kosovo & EU level available Measures taken to adjust to changes	Reports on surveillance and changing needs available Reports measures taken to adjust to changing needs available and effectively implemented	x
Criteria	Evaluation Question (base for questionnaires)	Judgement criteria	Judgement Indicator	Rating
<b>2. EFFECTIVENESS</b>				1 2 3 5
Measures to which extent the IBCM Project Objectives have been achieved and to what extent achievements are a result of project activities.	2.1. To what extent has the programme achieved its planned results?	Project results versus targets as per the 2014-2017 logframe	Quantitative results per activity (% of target achieved) as per the IBCM 2014-2017 proposal Qualitative achievements	x
	2.2. To what extent have the service delivery mechanisms and management practices been appropriate for achieving the expected objectives	Effective Monitoring and Evaluation mechanisms are in place	Existing monitoring and evaluation mechanisms Monitoring and evaluation reports Quality control survey and reports	x
	2.3. To what extent all categories of end-users (including youth from vulnerable communities) have been able to access the IBCM (educational) services?	Selection mechanism is clearly established and transparent Selection mechanisms is made public		x
	2.4. To what extent has the IBCM project adapted to changing external conditions in order to ensure benefits for the target groups and the achievement of planned results?	Identified changes of external conditions Response and measure to address external challenges	Reports on identified challenges Adaptive measures taken Results of adaptive measure taken	x
	2.5. To what extent have the target groups been satisfied with the services provided?	Target group satisfaction	Target group satisfaction measured through report, survey and face-to-face interviews	x
Criteria	Evaluation Question (base for questionnaires)	Judgement criteria	Judgement Indicator	Mark

3. EFFICIENCY				1	2	3	5
Measures the cost-effectiveness of IBMC project's implementation of services (i.e. transforming resources and activities into results.)	3.1. How efficiently have project resources been converted into results?	Comparison of use of resources (financial, time, staff...) with results	Percentage of available resources used		x		
	3.2. To what extent have the project activities been delivered on time?	Activities leading to expected results delivered on time, activities launched as per schedule	Number of students and trainees enrolled each year Courses delivered each year		x		
	3.3. To what extent have the IBMC project means been optimally utilised (in the most efficient way compared to other alternative means of implementation)?	Utilisation of project means per activity Comparison with programmes of similar relevance	Extent of usage of project means		x		
	3.4. To what extent have the IBMC project management and coordination mechanisms allowed efficient implementation?	Coordination events, meetings with relevant stakeholders (Ministry of Education, Municipal authorities, other educational institutions, donors, civil society organisations)	Number of meetings with relevant stakeholders, outcomes of those meetings (decisions, agreements, partnerships...)		x		
	3.5 Are the project costs proportionate to the achieved results? (comparative cost of education)	Overall funds disbursed compared to numbers of students/trainees enrolled	Programme reports indicating disbursements compared with results, progress funds disbursement reports compared to number of students/trainees		x		
Criteria	Evaluation Question (base for questionnaires)	Judgement criteria	Judgement Indicator	Mark			
4. IMPACT				1	2	3	5
Measures to which extent the outcomes of the IBMC have produced an impact/change towards its Programme Objectives.	4.1. What are the direct impact prospects of the IBMC project?	Job creation Business creation Graduated labor force Poverty reduction Discrimination reduction Mitrovica North-South density of exchange	5.1.1 2.1. Indicators include: Local level impact (e.g.: municipal commitments, action plan...) * Regional, national-level impact * Nature of impact (legislative change, resources allocation from government institutions,...)			x	
	4.2. To what extent has the IBMC project had indirect positive and/or negative impacts?	Partnerships established with other institutions, private sector Attraction and enrollment of students from outside the Mitrovica region Increase/decrease the tension in Mitrovica Drain of graduated students outside the region Arrival of experienced graduated alumni returning to the region	Number of partnerships established Number of enrollments/students requests to IBMC Number of joint (North-South) events, activities, initiatives Number of incidents at the campus or at IBMC events ....			x	
	4.3. What are the broader effects and impacts of the IBMC project?	Positive/negative change on education policy in Kosovo Interest/investment from the private sector in the region as a result of IBMC activities Attraction of new economic/educational actors in the region Partnerships established with other institutions,	Examples of such changes			x	
	4.4. Have the programme made a real difference to end-users/lives?	Positive/negative changes in the lives of students, alumni, trainees and their families	Examples of changes				x
critère	Evaluation Question (base for questionnaires)	Judgement criteria	Judgement Indicator	Mark			
5. SUSTAINABILITY				1	2	3	5
Measures to which extent the results and effects of the IBMC services are likely to continue in the future.	5.1. Taking into account available project financial resources, how are the IBMC services likely to continue in the future?	Existence of a financial sustainability plan			x		
	5.2. What are the factors likely to influence to continuation of the IBMC existence and delivery of educational services in the future?	Strategy, future mandate of IBMC Development of new services Changes in the educational market Changes of Kosovo education policy	Financial sustainability Organisational sustainability Legal sustainability ...		x		
	5.3. What lessons learned and best practices emerged from SPARK and the IBMC experience so far?				x		