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MASTER'S THESIS

**PURSUING THE EU VALUES THROUGH "ERASMUS MUNDUS"
AND "YOUTH IN ACTION" GRANTS: THE CASE OF SCHOOL
OF ECONOMICS AND BUSINESS IN SARAJEVO**


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STATEMENT

I, Zlatan Gackić, hereby certify to be the author of the thesis, written under the mentorship of Doc. Dr. Vedad Silajdžić. I have not used this topic or material on any other subject during my studies, and have used specifically the listed sources. I herewith agree with this thesis being published on SEBS and FELU websites.

Date: 16.03.2012.

Signature:  _____

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INTRODUCTION

Since the Bologna Declaration programme (hereinafter: the Declaration) made its first appearance back in 2003, universities from Bosnia and Herzegovina struggled to cope with the obligations and quality standards that were brought along with it. School of Economics and Business in Sarajevo (hereinafter: SEBS) has been one of the first public educational institutions to embrace the idea that the Declaration is an opportunity rather than unnecessary headache for the local law on higher education.

The Declaration is really about cooperation among European universities and creation of conditions for higher mobility of students, teaching and administrative staff (Trivun, 2009), and it imposes the need to incorporate quality assurance into the processes of higher education (Jelenc & Mencer, 2006). SEBS leaders obviously shared that opinion from the start. Along with it came new possibilities, like the EU grants that allowed universities to conduct projects without having to finance them entirely on their own. According to experts, grants are direct payment of non-profit nature, which the contracting authority intends for promotion or for achievement of certain goals (EU Partners). Therefore, grants are not tenders as costs are meant to be co-financed and don't represent the total market price for activities.

European Commission is an EU body responsible of allocating resources in the form of grants in order to implement best projects, ideas or activities in relation to EU policies and practices. These grants may be awarded for various fields such as research, education, health, consumer protection, protection of the environment or even humanitarian aid (European Commission - Grants of the European Union). It is important to mention that the educational funding program has been continuously supported by numerous renowned and powerful organizations, such as European Foundation for Management Development (Figel & Carrer, 2007).

Since 2005, SEBS accomplished a lot in terms of receiving a certificate for successful implementation of the ISO quality standards (eKapija, 2009), accreditations such as EPAS (SEBS - Application for EPAS Accreditation is Through Phase One, 2011), and in terms of brand recognition on international level. This educational institution has already acquired funds for several Tempus postgraduate programmes, and one of their prominent achievements is doctoral joint Tempus project in partnership with University of Vienna and University of Ljubljana, offering both PhD and DBA programmes (SEBS - Third Cycle Doctoral Programme in Economics and Business, 2011).

For these and many other reasons, it is visible that SEBS has the opportunity to continuously pursue other types of EU grants, to create new bilateral or multilateral relationships, harvest the benefits and gain new knowledge through them.

Problem description

In the first half of the 1990's, young EU was involved in the diplomatic efforts to prevent the Western Balkan wars and bring peace to the whole region (Mayhew, 2007). These efforts had little effect, and it was only under the governance of the United States that the warring parties were brought together to sign the Dayton Peace Agreement in November 1995, which led to an end of a terrifying war in Bosnia and Herzegovina. The participants in the wars had little incentive to look for peace and coexistence as long as there was no feasible long-term plan for future stability, which would outweigh the escalating ethnic tensions in the newly created divided region.

In the second half of the 1990's, the International Community developed the Stability Pact for Southeastern Europe and, perhaps most importantly, the EU moved towards extending the membership to the Western Balkan countries (Mayhew, 2007). Some former high-ranking politicians claim that the EU officials negotiated membership of Yugoslavia before the wars started (Mayhew, 2007), which was prior to the Maastricht Treaty. Leading nationalist parties chose to rather engage millions of people into years of bloody struggle, convict thousands of people to early and violent deaths, and send the national economy half a century backwards.

Since 1996, the educational system of Bosnia and Herzegovina has been going through a slow and demanding educational reform, facing significant obstacles related to the institutional infrastructure and also lacking financial resources that are seriously limiting the pace of the progress. Back in 2003, Bosnia and Herzegovina signed the Declaration. Obvious intentions were to integrate the higher education into the European Area of Higher Education or abbreviated EAHE. The process has shown to be very complex so far, its harmonization on the entire territory of Bosnia and Herzegovina in particular (Ćosić, 2010).

The higher education framework adopted in 2007 has not been fully implemented at the cantonal level until the end of 2009. Along with the aim of increasing the quality and efficiency of the universities, the framework also provided guidelines for reforming the institutional structure of higher education institutions such as integration of Universities, reforming the curriculum, unifying the study periods and unifying the evaluation methodology, which still needs to be followed through (Ćosić, 2010). The fact is that majority of higher educational institutions are still independent legal bodies, under the unstable authority of the competent ministries which do not have the necessary capacities for implementing the adequate quality control.

Numerous consequences of such a highly decentralized and disharmonized management of education include devastating results for freshly produced bachelors from many faculties or universities. In 2007, the Republika Srpska Ministry of Education and Culture voided a total of 294 diplomas issued by faculties from Republika Srpska not to be named on this occasion,

because these institutions did not fulfill all necessary requirements to achieve the accreditation for the diplomas (Ćosić, 2010). This scenario colorfully illustrated the weak mechanisms of quality control over the educational institutions that have initially obtained the operational certificates, but utterly failed to meet the quality standards. Furthermore, graduates from these institutions were also penalized for improper educational system. This truly was a disaster which the authorities from Banja Luka did not prevent, nor address in a timely manner.

In the Federal entity of Bosnia and Herzegovina, overall situation is not much better. Students from Medical faculty at the University of Zenica graduated, but fell into the legal trap. The local law on higher education has not been altered to accommodate the recognition of the Declaration standards (Ćosić, 2010). As a result, graduates from this faculty protested against the state institutions for not acknowledging their acquired diplomas, and for obstructing them from moving on with their lives. Sadly, graduates from across Bosnia and Herzegovina are facing enormous difficulty when obtaining international recognition of their qualifications, due to the inexistence of a qualification framework on state level, and proper system of quality control and assurance.

Bosnia and Herzegovina entered 2011 by being merely a potential EU candidate, while political situation is still rather turbulent and uncertain. State elections held in September 2010 only widened the gap between nationalist parties and social democrats. The outcome was politicians' inability to form the Federal government for about 150 days and even when they did produce some coalitions, there were many who challenged and still challenge its legitimacy. People who truly care about this country hope that Bosnia and Herzegovina won't follow this path, but several experts' prognosis is rather dull at the moment because radical nationalism seems to be the best way for a politician to gain power and get rich over the night.

Even before the September 2010 election issues, parliamentarians were implementing new laws and amendments at a slower rate than the other potential candidates like Albania and Montenegro, as stated by the European Commissioner for Enlargement Štefan Füle on several occasions.

To summarize, the law on higher education - including Bologna declaration regulation - still significantly varies among different parts of the country because every region has its own laws, amendments and interpretations. Therefore, it's no wonder that educational institutions can't rely on government funding when it comes to research and development activities. More and more of them consider the best-looking alternative: to turn the attention to the EU and to the possibilities offered by the foreigners.

Purpose, goals and research objectives

One of the biggest opportunities to achieve European standards when it comes to higher education is through EU projects and partnerships. Such projects do require significant initial investments, but also carry many potential benefits for both the university and the country/region of its origin (Kan, 2006). By looking at their website, School of Economics and Business in Sarajevo seems to be a step ahead of other members of University of Sarajevo when it comes to accepting and implementing European standards and procedures.

SEBS already is a well-established Tempus partner, and many believe it is time to acquire more EU educational funds for the needs of both students and teachers, allocate them wisely, and set a new boundary for the others to pursue. Despite of the various possibilities, Bosnia and Herzegovina is yet to fulfill the terms for participation in all strands of Lifelong Learning Programme 2007-2013. This happens mostly because the politicians are always forcing the rights of the entities, rather than country itself. Lifelong Learning is dedicated to education and training areas, meaning that for most programmes there are some available and some unavailable strands for participation.

Lifelong Learning includes a variety of support actions, Erasmus Mundus being probably the most notable member. Youth in Action is also one of the strands, probably not being as strict with terms and conditions as other programmes, and in this case representing a great opportunity for student associations to play an even more important role in the projects regarding educational research and development. Each of the programme support actions will be described and discussed in detail later on.

The Education, Audiovisual and Culture Executive Agency is a legal body responsible for the management of EU programmes in the fields of education, culture and audiovisual. They have already defined the Youth in Action 2007-2013 program (EACEA - Youth in Action Programme), as well as Erasmus Mundus 2009-2013 program (EACEA - Erasmus Mundus Programme). Bosnia and Herzegovina can, under certain conditions, participate in both of these programmes. This research will primarily attempt to answer the question: what actions can SEBS consider until the end of this period, or during the next one? Ultimate goals of my research are consisted in the following sentences:

- Participation in Erasmus Mundus and/or Youth in Action will provide numerous positive effects on SEBS budget and reputation, and value of their diploma will rise in minds of potential applicants.
- Bosnia and Herzegovina not being an EU member can be seen as an opportunity rather than a threat when it comes to SEBS applying for education projects of the EU.

The goals are about what SEBS's officials can do or hope to achieve if they, under the current market conditions, consider pursuing the EU values through applying for Erasmus Mundus, Youth in Action or similar funds. For the purpose of presenting the issue from all perspectives, below is a list of "helping hands" that will serve as guides through the research process. SEBS is not legally authorized to fix some of the greater issues, so the attention should be directed toward another aspect of the problem. The research objectives will attempt to provide the answers on what government structures of Bosnia and Herzegovina could do to help the domestic universities attract the EU grants, and be able to apply for all strands of Lifelong Learning Programme during the period after 2013. Research objectives are as follows:

- What is the current status and grant awareness of the government structures in Bosnia and Herzegovina? Are they even speaking to EU with one voice?
- Are there any legal obstacles or limitations for higher education institutions from Bosnia and Herzegovina when applying for Erasmus Mundus or Youth in Action funds?
- Did similar problems occur for the other Western Balkan countries and how did their governments deal with it?
- What can government structures do in order to provide a decent support to the higher education sector when it comes to international cooperation and grants?

On this last question, most local politicians would probably reply that EU is surely protecting their own states on this matter, and that it's out of their hands to take Bosnia and Herzegovina into EU membership phase anytime soon. Therefore, it's not really their problem and it's someone else to blame for everything. Someone with broader perspectives would reply that not being an EU member doesn't necessarily mean that the access to certain programmes is blocked, as students from Switzerland, Norway or Iceland can surely apply for everything EU has to offer.

Methodology

Which steps are to be followed in order to achieve the previously stated goals? Basic steps include researching the existing legislation frameworks, internal and external environment conditions, and brainstorm approach in order to implement the practical ideas and thoughts into the project application.

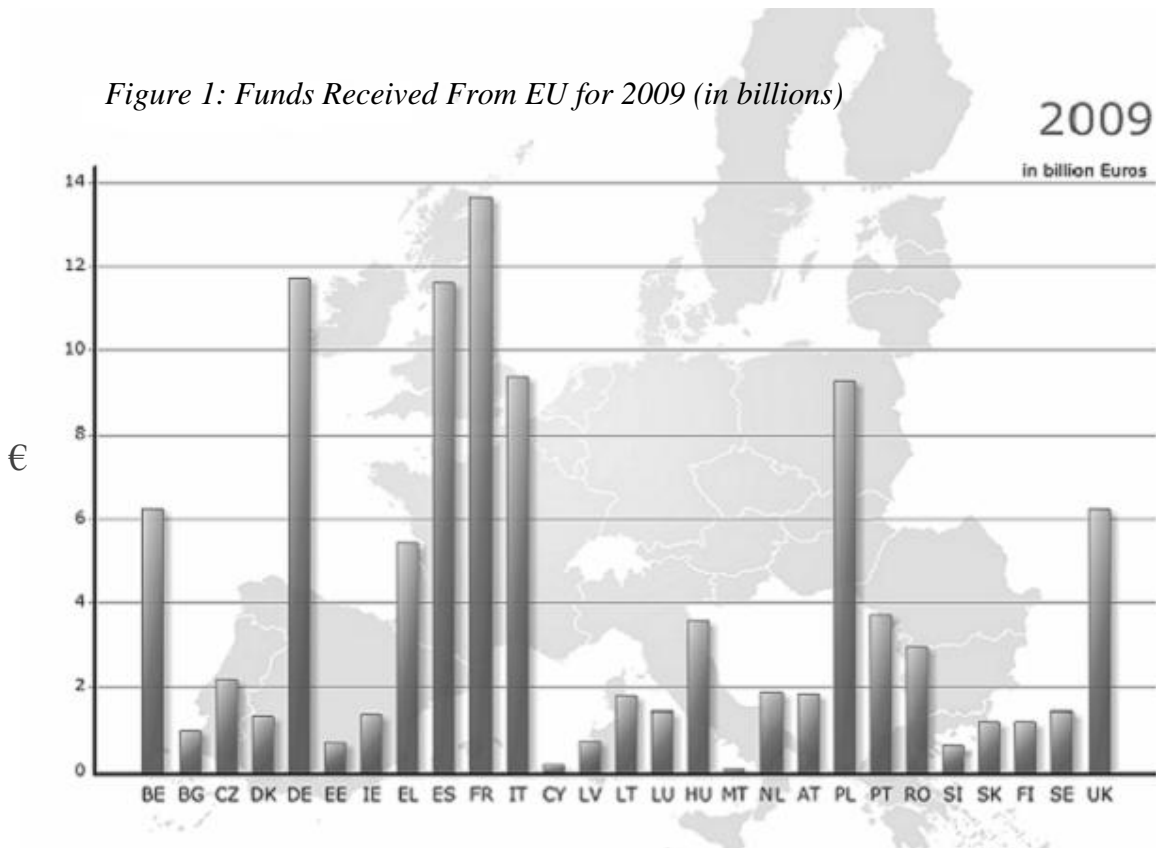
The work methodology is as follows:

- Research on EU project regulations: what is the purpose of Erasmus Mundus and Youth in Action? Who are they meant for? Are there specific fields that SEBS should or must focus on when applying for these funds?
- SWOT and PESTEL analysis: what are the main environmental factors SEBS should take into account, with respect to current situation?
- Secondary data research: How have Croatia and Slovenia dealt with Erasmus Mundus and Youth in Action funds? How strong is their current grant awareness? Where is Bosnia and Herzegovina compared to that?
- Research on SEBS internal structure: is there an adequate student and staff support within the organizational matrix? Is there a sufficient amount of professorial staff that can cope with further requirements and responsibilities?
- What do SEBS professors and other staff think about the matter? Is this institution as a well-established Tempus partner ready to take more and more steps forward when it comes to acquiring EU funds?
- How are the present international projects and agreements organized? What are the potential new partners, with main focus on institutions from former Yugoslav territories? Are there any new opportunities beside already established relationships?
- Suppose that SEBS strongly considers applying for Erasmus Mundus or Youth in Action funds independently from the University of Sarajevo. What ideas could be proposed to the governing board?

Everything in the thesis will come down to the benefits SEBS could gain through EU support actions, in this case financial grants. Hopefully, some of the project ideas from this paper will someday be recognized as a priority and transferred into reality.

1. LEGISLATION AND IDEAS BEHIND THE EU GRANTS

How much is Bosnia and Herzegovina actually missing when it comes to EU membership and funding? According to European Commission, about this much:



Source: European Commission: Funds by Member State

For additional information about the EU funds, expenditures and present sources, look at appendixes C and D.

Before formally applying for the EU funds, every candidate is faced with series of preconditions and requirements that have to be fulfilled if a candidate hopes to get a piece of the pie. Project terms and regulations are building blocks for the EU legislative framework when it comes to funds and grants. Why are these grants so popular in and outside of the EU nowadays and why are they such a good idea for SEBS? Simply because they carry new knowledge and ideas that are necessary for strengthening the international position of a certain institution active in the field of higher education.

It is rather easy to obtain and collect the main ideas on which the grant legislation is based (European Commission - Legislation Summaries), and the ideas are as follows:

- Participants from outside the EU are most welcome to participate

Students, teachers or educational establishments from other countries, particularly those bordering the EU or planning to join are eligible to take part in most of the programmes and activities. Through these programmes and cooperation agreements, EU promotes knowledge exchanges and training courses in cooperation with more than 80 countries from all continents, except the one on the far south which has no permanent residents.

- Breaking down borders

For this occasion, EU has introduced Europass documents which represent qualifications in a standardized format. This makes it a lot easier for both employees and employers to understand and recognize qualifications from countries outside EU, and solves one of the bigger global issues in the past. The goal is to become much easier to find a decent job abroad, job that is in accordance with previously acquired education. The Europass documents include three main categories (European Commission - Legislation Summaries) which are as follows:

1. Europass CV;
2. Europass Language Passport;
3. Europass Mobility (records the time spent abroad for learning).

The current EU scheme for studying abroad is **Erasmus Mundus**, evolved from the Erasmus programme. It is named after Desiderius Erasmus of Rotterdam, a 16th century scholar and humanist, highly influential supporter of the Reformation (Stanford Encyclopedia of Philosophy - Desiderius Erasmus). It was on 5 December 2003 that the European Parliament and the European Council established the current framework of the Erasmus Mundus programme (Kenway, 2011). Official Journal of the European Union, decision No 2317/2003/EC, aimed towards enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with “third countries”.

- Creating universally acknowledged qualifications

The EU is not only encouraging the recognition of qualifications on international level through the Europass documents, but also through making national educational systems more comparable in terms of standardized framework, much like the one for ISO quality standards. The document is known as common European Qualifications Framework for Lifelong learning. The European Qualifications Framework is the result of initiatives activated during the Copenhagen process (European Commission - Legislation Summaries). Thirty-two countries, including all EU member states, proactively discussed vocational education and

training issues. Countries' representatives are also working on a constantly improved European credit system for Vocational Education and Training, as well as on European network of quality assurance for the same area (European Commission - Legislation Summaries). The goal for future processes is basically to promote mutual recognition of periods of study, comparable qualifications on a global level, and standardized quality standards. Hopefully, Bosnia and Herzegovina will be able to overcome its own problems regarding the higher education through newly developed frameworks.

- Increasing opportunities for young people

Policies for young people are not strictly bonded to education. An organization called European Youth Pact is establishing common principles and policies on opportunities for youth. It attempts to recognize their right to equally participate in all available aspects of society, including high-quality education and training, job research facilities, jobs appropriate to their personal interests and skills, social security entitlements, and many other disciplines.

Previous paragraph brought me to the second focus of this research, the one which evolved from the Youth programme. **Youth in Action** promotes active involvement in the community and supports projects giving young people a greater sense of EU citizenship (European Commission - Legislation Summaries). The current framework was implemented on 15 November 2006 by the European Parliament and the European Council Official through Journal of the European Union, decision No 1719/2006/EC. Bosnia and Herzegovina has been granted the access to this programme back in 2007 (Vijeće ministara BiH, direkcija za evropske integracije - Mladi u akciji).

Later on in the text, a plan is to present some of my own ideas when it comes to introducing Youth in Action activities to SEBS. Hopefully, these ideas will be compatible with legal rights our country has. Hopefully, the products of my brainstorming truly represent everything Youth in Action stands for when it comes to giving equal opportunities to all young people.

1.1 Areas of interest when it comes to education and training

The first topic to be evaluated is the Lifelong Learning Programme. Although it has many strands and areas of interests, it is commonly disassembled into six main sub-programmes (Wikipedia), this particular division acquired from the most popular online encyclopedia:

- The Comenius project, supporting actions for schools from pre-primary level to upper secondary or equivalent;

- The Erasmus programme, supporting exchanges of students in higher education, as well as cooperation between universities and colleges. A more recent Erasmus Mundus programme allows postgraduate students and academics from all over the world to apply for courses involving consortia of at least three European universities;
- The Leonardo da Vinci programme, supporting actions in initial and continuing vocational education and training, including student and apprentice exchanges, cooperation between colleges, and so on;
- The Grundtvig programme, supporting actions in the field of adult education;
- The Transversal programme covering policy cooperation and innovation in education and training, foreign language teaching, development of ICT-based content and services, and dissemination of results of the programme;
- The Jean Monnet Programme, supporting institutions and actions in favor of European integration.

European Commission has allocated mind-blowing €7,000,000,000 (European Commission - Legislation Summaries) to Lifelong Learning Programme for the 2007-2013 framework. Beside the areas mentioned above, European Commission is most supportive towards policy cooperation, language learning, e-learning and dissemination, as well as exchange of practices between the countries from different parts of the world.

Youth in Action plays one of the biggest roles in the funding allocation process. The Commission planned to invest a total of €900 million in these activities for the 2007-2013 period (European Commission - Legislation Summaries), and in the end the official number was €885 million (Vijeće ministara BiH, direkcija za evropske integracije - Mladi u akciji).

Based on personal experiences, uprising global trends and external feedback, European Parliament and the European Council review and implement structural modifications in the Erasmus Mundus or Youth in Action framework. Minor modifications can occur during the already established time-defined framework, while major modifications are usually incorporated into the next one. An example of a minor modification is Croatia managing to upgrade its status when it comes to applying for the educational grants. There is more on this matter in sub-section 3.3 which regards to grant awareness in Croatia and Slovenia. Examples of major modifications include introducing new Action or sub-Action, such as Erasmus Mundus External Cooperation Window.

The European Institute of Innovation and Technology, current flagship body for pan-European excellence in higher education, research and innovation, benefits from EU funding in amount of €309 million for the 2008-2013 period (European Commission - Legislation Summaries). This institute will focus on translating research results into commercially usable applications by establishing knowledge and innovation communities. This model of partnership involves universities, research organizations, companies of all sizes, foundations, and other similar entities on the market. Research priorities of the European Institute of Innovation and Technology will include climate change, clean and renewable sources of energy, and advancement of supportive IT technologies in a global society.

1.2 Structure and availability of Erasmus Mundus

Why is this programme so interesting for educational institutions from Bosnia and Herzegovina? For starters, both the country and its representative bodies can fully or at least partially participate. Furthermore, the European Commission's Erasmus Mundus scholarship scheme aims at encouraging and enabling highly qualified graduate students and scholars from non-EU countries to obtain qualifications and experience in the EU (Antara, 2006). In short, this programme offers financial support for both educational institutions and the individuals through awarding scholarships. Funding is available for the three main categories (European Commission - Erasmus Mundus) as follows:

- European joint Master's and Doctoral courses, including scholarships;
- Partnerships with non-European higher education institutions and scholarships for students and academics;
- Projects to promote European higher education worldwide.

This programme is strongly supported by the online alumni association with nearly 7,000 registered members. The mission of the Erasmus Mundus Students and Alumni Association is to serve the interests of Erasmus Mundus Students and Alumni, notably by providing a forum for networking, communication and collaboration and by promoting Erasmus Mundus as a European programme of excellence in international education (EMA - News Portal).

Target candidates for this programme are educational institutions organized into partnerships. Higher education institutions or the organizations active in this field have to apply centrally to the Education, Audiovisual and Culture Executive Agency (Erasmus Mundus Programme 2009-2013: How to apply?).

The process should be in accordance with these elements:

- Unique conditions that exist for each application;
- Timetable defined by the free-to-download Programme Guide;
- Application must address relevant Call for Proposals.

Usually, one of the partners formally accepts the leadership role and submits the application on behalf of the consortium network of organizations that would like to participate in the programme. Applicants must be located in an eligible applicant country as defined in the official Programme Guide (Erasmus Mundus Programme 2009-2013: Who can participate?). Luckily for SEBS, Bosnia and Herzegovina is one of the countries on the list.

One of the most welcomed innovations was Erasmus Mundus External Cooperation Window. It represents a new European Commission funding activity for promoting higher education, cooperation and mobility with Asia and other regions (Sun, 2007).

Consequentially, researchers tried to analyze the domestic responses to EU policies on educational programmes. It is hypothesized that the Erasmus impact will be fairly modest, but that there may be some indirect impacts and differences in impact across countries dependent on institutional features of the higher education system. Huisman, Luijten-Lub & van der Wende (2005) concluded that there are some notable differences between impacts on the countries that are related to specific characteristics of the local higher education policies. Their research is based on numbers obtained from 18 countries.

Erasmus Mundus is presently consisted of 3 actions, and Programme Guide provides all the necessary information on the application conditions and criteria corresponding to each of the actions. One of the policies all candidates should be familiar with is that partnership activities stated under Actions 1 and 2 receive full amount for the implementation of their proposed activities, and a defined number of scholarships to award them to the best applicants. Proposals stated under Action 3 are co-funded up to a maximum of 75% of their costs (EACEA - Erasmus Mundus Action 3). Detailed description of the Actions is given in the following paragraphs.

Action 1: Joint Programmes including scholarships.

This Action will foster cooperation between higher education institutions and academic staff in Europe and “third countries” with a view to creating poles of excellence and providing highly trained human resources (EACEA - Erasmus Mundus Action 1).

Joint programmes aiming towards outstanding academic quality are envisioned, designed and actuated through partnerships of universities from at least 3 different countries. Partnership may also include universities from other continents. Erasmus Mundus scholarships are offered to higher education students and academics from all parts of the world, justifying the “Mundus” part of its name. Programmes include obligatory study and research periods in at least two universities, and award the candidates joint degrees.

First Action (EACEA - Erasmus Mundus Action 1) stands for and provides:

- Support for high-quality joint master's courses under Action 1A and doctoral programmes under Action 1B, offered by a consortium of European, and possibly “third country”, higher education institutions. Other types of organizations concerned by the content and outcomes of the joint programme can participate in the consortium.
- Scholarships/fellowships for “third country” and European students/doctoral candidates to follow these Erasmus Mundus joint master's courses and doctoral programmes.
- Short-term scholarships for “third country” and European academics to carry out research or teaching assignments as part of the joint master's programmes.

For SEBS, the area of interest should probably be seeking out partners interested in organizing joint postgraduate programmes. Also, SEBS should apply for Erasmus Mundus scholarships in order to attract candidates interested in applying for Erasmus Mundus joint master's courses and doctoral programmes.

Action 2: Partnerships with “third country” higher education institutions and scholarships for mobility.

Erasmus Mundus partnerships are the basis for enhancing academic coexistence, cooperation and exchanges of students and academics, which contributes to the development of non-EU countries targeted by EU external cooperation policy. Action 2 partnerships must include a minimum of 5 higher education institutions from at least 3 European countries, and a number of higher education institutions from targeted non-European regions (EACEA - Erasmus Mundus Action 2). This sounds like the perfect location for Erasmus Mundus External Cooperation Window mentioned on the previous page. Therefore, Action 2 is mostly about inclusion of the students, scholars and academics from continents other than Europe.

However, it has come to my attention that Bosnia and Herzegovina is included in EM2-STEM Action 2 project. This organization offers scholarships to higher education students and staff

for study, research and professional exchanges between the European Union and the Western Balkans (EM2-STEM - an Erasmus Mundus Action 2 Project). It is originally intended for students and staff working in the fields of Science, Technology, Engineering and Mathematics or abbreviated STEM, but candidates of similar disciplines are also encouraged to apply. For SEBS, this could be interesting for the fields of IT development or econometric calculus. Call for proposals was announced in February 2011, and its closing date was April 15th, 2011.

Second Action (EACEA - Erasmus Mundus Action 2) stands for and provides:

- Support for the establishment of cooperation partnerships between European higher education institutions and higher education institutions from targeted Third Countries with the objective of organizing and implementing structured individual mobility arrangements between the European and Third Country partners.
- Scholarships of various lengths - depending on the priorities defined for the “third country” concerned, the level of studies or the particular arrangements agreed within the partnership - for European and “third country” individuals (students, scholars, researchers, professionals).

Action 2 is funded by different financial instruments available in the context of the External Relations activities of the EU (EACEA - Erasmus Mundus Action 2). Because of the wideness and diversity in the policy objectives that are covered by these financial instruments, and also various needs of the “third countries” included in projects, Action 2 project implementation rules often carry significant variations from one year to another and from one partner country to another.

The possibilities to award the EU scholarships to individual students, scholars or researchers depend on the financial instrument used to fund the cooperation activities with the “third countries” included (EACEA - Erasmus Mundus Action 2). Of course, all applicants must refer to the active Call for Proposals for detailed information about current Action 2 cooperation activities.

Action 3: Promotion of European higher education

Erasmus Mundus Action 3 promotes European higher education through presenting the attractiveness of Europe as an educational destination and a center of outstanding excellence on world level. These projects are thoroughly described online (EACEA - Erasmus Mundus Action 3) and should contribute to:

1. The promotion and awareness raising of the European higher education sector as well as the relevant cooperation programmes and funding schemes;

2. The dissemination of the programme results and examples of good practice;
3. The exploitation of these results at institutional and individual level.

This Action provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications or curriculum development and mobility (EACEA - Erasmus Mundus Action 3). Activities can be actuated through mixed networks of organizations active in the field of higher education, composed from minimum three participators from European countries and one from “third countries”.

Who can apply for the Erasmus Mundus funds?

To summarize, Erasmus Mundus is open to all registered institutions from the field of higher education, or any organization active in the field of higher education and research as well as to students, researchers, doctoral candidates, lecturers and other relevant university staff. The funding opportunities are listed below (Erasmus Mundus Programme 2009-2013 - Who can participate?) and are as follows:

1. Higher education institutions organized into consortia/partnerships can participate in:
 - Consortia to develop and implement joint master’s/doctoral programmes - included under Action 1;
 - Partnerships - included under Action 2;
 - Consortia to develop and implement promotion projects - included under Action 3.
2. Other public or private bodies active in the field of higher education and research are listed below (Erasmus Mundus Programme 2009-2013 - Who can participate?) and can participate in:
 - Consortia to develop and implement joint master’s/doctoral programmes - included under Action 1;
 - Consortia to develop and implement promotion projects - included under Action 3.

- Enterprises and other employers can participate in consortia to develop and implement joint doctoral programmes - included under Action 1.
- Erasmus Mundus National Structures can participate in consortia to develop and implement promotion projects - included under Action 3.

Associate partners from eligible countries can be involved in the partnerships described under Action 2. They can play an active role in the project actualization, but may not receive funding from the Erasmus Mundus grant (Erasmus Mundus Programme 2009-2013 - Who can participate?).

3. When it comes to students and academics, the rules described on the official website (Erasmus Mundus Programme 2009-2013 - Who can participate?) are as follows:

- Students in higher education can receive scholarships for:
 - Undergraduate studies - included under Action 2;
 - Master's studies - included under Actions 1 and 2;
- Doctoral candidates can receive fellowships for:
 - Doctoral studies - included under Actions 1 and 2;
 - Post-doctoral studies - included under Action 2;
- Teachers and researchers can receive fellowships for:
 - Teaching and research periods - included under Actions 1 and 2;
- Other academic staff can receive scholarships / fellowships under Actions 1 and 2.

All applicants address their proposals directly to the selected Erasmus Mundus programmes and to the selected Erasmus Mundus partnerships, in accordance with the application conditions defined by the selected partnership (Erasmus Mundus Programme 2009-2013: How to apply?). Scholarship amounts vary depending to the level of studies or teaching or research, project duration that can stretch from 3 months to 3 years, and the grantee's nationality because scholarships for non-EU candidates are usually higher than for the candidates from the EU (Erasmus Mundus Programme 2009-2013: How to apply?).

What about issues on national level? Are higher education institutions from Bosnia and Herzegovina eligible to apply for all Erasmus Mundus strands or are there some limitations? The first step is visiting the Frequently Asked Questions (FAQ) section to find an answer to the issue that carries the most concerns: What does a “third country” mean in this case? In accordance with Article 2 of the Erasmus Mundus 2009-2013 Programme Decision No 1298/2008/EC, this label represents a country that is not a European country (European Commission - FAQ: What does the term “third country” mean?). On the same source of information, Erasmus Mundus distinguishes between three main categories:

- The Members states of the European Union;

- Other countries or potential candidates possibly on the same footing as the 27 Member States:
 - Iceland,
 - Norway,
 - Liechtenstein,
 - Albania,
 - Bosnia and Herzegovina,
 - Croatia,
 - Kosovo under UNSC Resolution 1244/99,
 - Former Yugoslav Republic of Macedonia,
 - Montenegro,
 - Serbia,
 - Turkey,
 - Switzerland;

- Third countries.

The rulebook states that countries from the second group are to be considered as European countries and be granted full rights and privileges only if there is an agreement, or a Memorandum of Understanding, or a Joint Committee Decision establishing the participation of the specific country in the Erasmus Mundus programme (European Commission - FAQ: What does the term “third country” mean?). If such a document does not exist for Bosnia and Herzegovina, applicants from Sarajevo will probably have limited rights because of being from a “third country”. It is expected to find similar regulations regarding the Youth in Action legislative framework. European Commission outlined that the label “third country” has to be interpreted in a cooperation context, where the countries from last category act as third parties in an agreement between the European Union and the European countries (European Commission - FAQ: What does the term “third country” mean?). The reason for the outline is to prevent mixing the phrase up with "third world" countries.

So what's the catch with the three categories on previous page? According to the newest information, organizations coming from "third countries" can participate and benefit from **all three actions** of the programme, but what they can't do is be a leading project applicant or beneficiary, much unlike organizations from the first two categories (European Commission - FAQ: What does the term "third country" mean?). Therefore, the obvious next step is to determine whether there is a memorandum or a decision regarding the Erasmus Mundus rights of Bosnia and Herzegovina.

As stated by the Non-Governmental Organizations Council of Bosnia and Herzegovina (hereinafter: NGO Council), Bosnia and Herzegovina has already signed the Memorandum of Understanding with the European Commission, which allows her full participation in the **Cultural** Programme of the EU (NGO Council - BiH postala učesnica kulturog programa EU 2007-2013). The NGO Council is a network of international and national non-governmental organizations working to support the stabilization and development of Bosnia and Herzegovina (NGO Council - About). As humanitarian organizations, they are implementing programmes that promote reconstruction, resettlement, return, economic regeneration, justice, human rights, and also development of civil society. Until its full implementation, actuation of the Memorandum will be temporary, starting from January 1st, 2011. This means that the cultural workers from Bosnia and Herzegovina, on an equal level with other EU member states and other participating countries, have the right to participate in all calls for proposals for cultural projects and initiatives that are co-financed by the Culture Programme (NGO Council - Bosna i Hercegovina postala učesnica kulturog programa EU 2007-2013).

This agreement is a significant step for the integration of Bosnia and Herzegovina into the European cultural and diverse environment and pre-accession process of joining the European Union. However, this particular document hardly applies for Erasmus Mundus and Youth in Action. On the official website of the Croatian Agency for Mobility and EU Programmes, it is stated that our neighboring country is also yet to sign such an agreement with the European Commission, so the conclusion is that SEBS can't be the main applicant or a beneficiary of the programme. About the existence or non-existence, structure and role of the National agencies in the former Yugoslav region, more information is given in section 3, sub-section 3.3.

1.3 Structure and availability of Youth in Action

Youth in Action is established by the EU to support the young people and their ideas. Basically, it is mobility and non-formal education programme targeting young people between 13 and 30 years of age (EACEA - Youth in Action Programme 2007-2013). It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans, and to involve them in shaping the Union's future (EACEA - Youth in Action Programme 2007-

2013). Thus, it promotes activities such as mobility within and beyond the borders of the EU, non-formal and innovative methods of learning and intercultural communication, idea sharing through interactive networking, strongly encourages the inclusion of youth regardless of their educational, social or cultural background. Youth in Action Programme 2007-2013 included among its main objectives encouraging young people to be creative and to adopt a spirit of initiative and enterprise (Arundale, 2007), which is exactly what the youth of Bosnia and Herzegovina needs.

Bosnia and Herzegovina is eligible to apply for participation as a Neighboring Partner Country, and we will see afterwards what that really means. The entity responsible for collecting and evaluating the proposals can be either EACEA or the National agencies. Unfortunately, such an agency is nowhere to be found in legislation documents of Bosnia and Herzegovina even though Slovenia and Croatia don't seem to have such problems (European Commission - Youth: Contact).

Every year, hundreds of project proposals are submitted in an attempt to acquire financial support. This means tough selection process and probably a few sleepless nights for both the applicants and the proposal evaluators. The general objectives of Youth in Action (EACEA - Youth in Action Programme 2007-2013) are as follows:

- Promote young people's active citizenship in general and their European citizenship in particular;
- Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;
- Foster mutual understanding between young people in different countries, from both European and non-European region;
- Contribute to developing the quality of support systems for youth activities and the capabilities of civil society organizations in the youth field;
- Promote European cooperation in the youth field.

Originally an after school programme, Youth in Action has grown into a community outreach center that is making a difference (Claunch, 2009). This programme seems to have many public faces apart from how the Europeans perceive it. In the Americas, Youth in Action is best known for its charity strands and support groups for children of parents serving prison sentences, HIV support groups, or drug awareness & prevention programmes (Claunch, 2009).

When it comes to former Yugoslav region, Slovenia, Croatia, Montenegro and especially Serbia have put more effort than Bosnia and Herzegovina into participating in the Youth in Action programmes. Most of the presently active projects can be found in an online database (Youth for Europe - Youth in Action projects portal and database). For the purpose of serving this research and oncoming proposals, there is an interesting article about overcoming physical disabilities through Youth in Action. This activity has been actuated by young people of Ljubljana under the slogan: "I am, what about you?". The main goal of this project is to help the disabled young people to be more actively involved in the public life and that their participation in the society as such would be seen as something completely normal (Initiative & Youth democracy projects database).

Youth in Action is consisted of five main strands/actions which are to be taken into consideration when applying for funds. Detailed description of the Actions is given in the following paragraphs.

Action 1: *Youth for Europe*

Youth for Europe strand is composed of three sub-actions, with an open possibility to propose multi-measure projects. Sub-Action 1.1 is called Youth Exchanges, and its role is to offer an opportunity for groups of young people from different countries to meet and learn about each other's cultures. The groups are enabled to communicate and plan their Youth Exchange around a theme of mutual interest (EACEA - Youth in Action: Action 1). These projects can have maximum duration of 15 months, and the entity responsible for the proposals can be either EACEA or National agencies (EACEA - Youth in Action: Action 1).

Sub-Action 1.2 is called Youth Initiatives, and it supports group projects designed at local, regional and national level. It also supports the networking of similar projects between different countries, in order to strengthen their European aspect and to enhance cooperation and exchanges of experiences between young people (EACEA - Youth in Action: Action 1). Project duration is anywhere between 3 and 18 months, and the entity responsible for the proposals is usually the National agency. This makes us wonder if Bosnia and Herzegovina not having a representative agency on the official website poses a problem when applying for these funds, and also makes us wonder whether that is the only problem institutions from this country will face when considering to apply.

Sub-Action 1.3 is called Youth Democracy Projects. This activity supports young people's participation in the democratic life of their local, regional or national community, and at international level (EACEA - Youth in Action: Action 1). These projects can last 3 to 18 months, and the entity responsible for the proposals can be either EACEA or National agencies.

A multi-measure project occurs when applicant aims to carry out several activities under Action 1 over a period of up to 18 months. In such a case, applicant can submit a single application under the terms given below (EACEA - Youth in Action: Action 1). The possibilities are as follows:

1. Applying for two to five activities of the same type. For example, two to five Youth Exchanges;
2. Applying for two to five Activities of different types. For example, one Youth Exchange, two Youth Initiatives and one Youth Democracy Project.

Multi-measure projects really seem like a great idea, and the reason for that claim is obvious reduction of the administrative burden in favor of spending more time for envisioning the good project proposal, project activities and implementation methods. SEBS students could, along with know-how provided by the people with previous experience, put their Youth in Action project proposals into a nice-looking package and save a lot of time and paper in the process.

Action 2: European Voluntary Service (EVS)

The task of the European Voluntary Service is to support young people's participation in various forms of voluntary activities, both within and outside the European Union (EACEA - Youth in Action: Action 2). These projects last up to 24 months, and the entity responsible for the proposals can be either EACEA or National agencies. Importantly, there is no deadline for the proposals or the expressions of interest. Applications can be submitted on a continuous basis and EACEA usually reaches the decision within 6 weeks.

To summarize, young people take part individually or in groups in non-profit, unpaid activities. Of course, volunteering for a higher cause is noble and complimentary, but it is very questionable whether charity work would benefit SEBS in case of application acceptance. Of course, there are positive publicity and self-fulfillment benefits, but when taking into account present conditions of economical crisis and socio-political instability, the conclusion is that SEBS should put all the effort on projects that have the potential to generate significant financial inflows sometime in the future.

Action 3: Youth in the World

This Youth in Action strand is consisted of two major fragments. Sub-Action 3.1 is called “Cooperation with the Neighboring Countries of the European Union” and it supports projects

with “Neighboring Partner Countries”, including “Youth Exchanges” and “Training and Networking Projects in the youth field” (EACEA - Youth in Action: Action 3). These projects last up to 15 months, and the entity responsible for the proposals can be either EACEA or National agencies.

On the other hand, sub-Action 3.2 promotes “Cooperation with Other Countries of the World”. This sub-Action stands for cooperation in the youth field, in particular the exchange of good practices between partner countries from different parts of the world (EACEA - Youth in Action: Action 3). It encourages exchanges and training of young people and youth workers, partnerships and networks of youth organizations (EACEA - Youth in Action: Action 3). Interesting fact about this sub-Action is that it’s not covered by the official Programme Guide, and all grant requests are to be submitted following specific calls for proposals (EACEA - Youth in Action: Action 3). These projects last from 6 to 12 months, and are under the responsibility of EACEA alone.

Action 4: Youth Support Systems

This action aims for a lot of specific areas, having a total of 8 sub-Actions. Some of them are included in the Guide, while some are usually not. Some of them have detailed descriptions on the official webpage, while some are only mentioned in the “others” section. We will try to concentrate on strands that could host the potential project proposals made by SEBS’s youth representatives.

Sub-Action 4.1 covers support to bodies active at European level in the youth field. This sub-Action supports the operation of non-governmental organizations active at European level in the youth field that pursue a goal of general European interest (EACEA - Youth in Action: Action 4). The proposed activities must contribute to young people's participation in public life and society, and also to the development and implementation of cooperation activities in the youth field in the broadest sense (EACEA - Youth in Action: Action 4). Like the sub-Action 3.2, this activity is not covered by the Guide, and grant requests are to be submitted following specific calls for proposals. The responsible entity is EACEA.

Sub-Action 4.3 is in charge of training and networking of those active in youth work and youth organizations (EACEA - Youth in Action: Action 4). This sub-Action supports the training of those active in youth work and youth organizations, in particular the exchange of experiences, expertise and good practice as well as activities which may lead to long-lasting quality projects, partnerships and networks (EACEA - Youth in Action: Action 4). Responsible can be either EACEA or the Agencies, and proposed projects should last between 3 and 18 months as stated on the official website.

Sub-Action 4.4 covers projects encouraging innovation and quality, and supports projects aimed at introducing, implementing and promoting innovative approaches in the youth field (EACEA - Youth in Action: Action 4). Grant requests are not covered by the Guide, and all applications related to this sub-Action are to be submitted following specific calls for proposals (EACEA - Youth in Action: Action 4). Project duration stretches from 12 to 18 months, and the responsible entity is EACEA.

Sub-Action 4.5 is in charge of information activities for young people and those active in youth work and youth organizations. This sub-Action supports activities at European and national level which improve young people's access to information and communication services and increase the participation of young people in the preparation and dissemination of user-friendly, targeted information products (EACEA - Youth in Action: Action 4). It also covers development of national, regional and local youth portals for the widespread of specific information for young people (EACEA - Youth in Action: Action 4). Grant requests related to this sub-Action are to be submitted following specific calls for proposals, and the responsible entity is EACEA, again without the Agencies.

Sub-Action 4.6 covers partnerships. This sub-Action covers funding of partnerships in order to develop long-term projects which combine various measures in the Programme (EACEA - Youth in Action: Action 4). Sub-Action 4.6 is not covered by the Guide, and grant requests are to be submitted following specific calls for proposals (EACEA - Youth in Action: Action 4). Projects can last for up to 24 months, under the supervision of EACEA.

In the „others“ section, we can see that some of the sub-Actions are listed separately, and are not described in detail like the other Action 4 fragments. By reading the titles, it looks like these sub-Actions are majorly about improving the existing Youth in Action popularity and services. These sub-Actions are listed on the official website (EACEA - Youth in Action: Action 4) and are as follows:

- Sub-Action 4.2 - Support to the European Youth Forum;
- Sub-Action 4.7 - Support for the structures of the Programme;
- Sub-Action 4.8 - Adding to the value of the Programme.

Action 5: Support for European cooperation in the youth field

Sub-Action 5.1 is in charge of meetings of young people and those responsible for youth policy. This sub-Action supports cooperation, seminars and Structured Dialogue between young people, those active in youth work and those responsible for youth policy (EACEA - Youth in Action: Action 5). It is covered by the Guide, and can last between 3 and 9 months.

The responsible entities can be either EACEA or the National agencies (EACEA - Youth in Action: Action 5).

Action 5 also has the already mentioned “others” section. The remaining sub-Actions are listed on the official website (EACEA - Youth in Action: Action 5) and are as follows:

- Sub-Action 5.2 - Support for activities to bring better knowledge of the youth field;
- Sub-Action 5.3 - Co-operation with international organizations.

Who can apply for the Youth in Action funds?

Young people and all those active in the field of youth constitute the target population of the Programme (EACEA - Youth in Action - Who can participate?). However, the Programme is set to reach the individuals through promoters. Therefore, conditions for active participation in the Youth in Action programme relate to these two roles:

1. Participants or the individuals participating in the Programme;
2. Promoters which are, in most cases, legally established organizations.

For both the participants and the promoters, conditions for participation depend on the country from which they originate. Who is the eligible participant? EACEA defines him or her as young person aged between 13 and 30 years or somebody active in youth work or youth organizations, a legal resident in one of the Programme or Partner Countries (EACEA - Youth in Action - Who can participate?). Every person satisfying these conditions can be a Youth in Action participant, depending on the Action and sub-Action concerned.

It is advised to check for following parameters before applying (EACEA - Youth in Action - Who can participate?):

- Lower age limits - participants must have reached the minimum age at the application deadline. For example, if the lower age limit is 15 years, participants must have reached their 15th birthday by the application deadline;
- Upper age limits - participants must not be older than the indicated maximum age at the application deadline. For example, if the upper age limit is 28 years, participants must not have reached their 29th birthday by the application deadline.

Who are the eligible promoters? Youth in Action projects are submitted and in some cases managed by promoters representing the participants. EACEA clearly defines the promoter party (EACEA - Youth in Action - Who can participate?) which can be:

- A non-profit or non-governmental organization;
- A local, regional public body;
- An informal group of young people;
- A body active at European level in the youth field (ENGO), having member branches in at least 8 Programme Countries;
- An international governmental non-profit organization;
- A profit-making organization organizing an event in the area of youth, sport or culture, legally established in one of the Programme or Partner Countries.

If the previous terms are fulfilled, an organization is an eligible promoter of Youth in Action project depending on the Action and sub-Action concerned. While being at this point of the research, explanation of the term “beneficiary” should be provided. For example, if students’ project gets selected, they will need to coordinate with a beneficiary of the Programme. A beneficiary is a promoter who will be proposed a grant agreement for the realization of the project as grant agreements are not proposed to the participants themselves (EACEA - Youth in Action - Who can participate?).

Depending on the Action or sub-Action concerned, participants and promoters stationed in various countries can participate. However, a clear distinction is made between “Programme Countries” and “Partner Countries”. On the official website of EACEA, it is stated that:

1. Participants and promoters from Programme Countries can participate in all Actions of the Youth in Action Programme (27 Member States of the European Union plus Iceland, Liechtenstein, Norway and Turkey);
2. Participants and promoters from Neighboring Partner Countries can participate in Action 2 and sub-Action 3.1 of the Youth in Action programme.

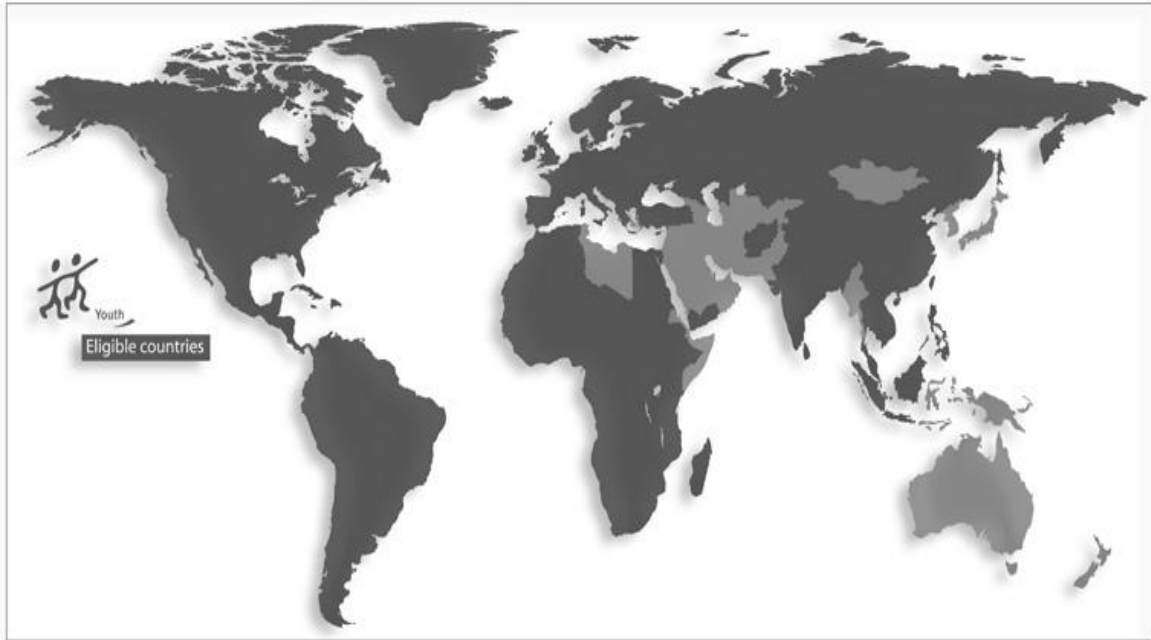
EACEA has provided a list of Neighboring Partner Countries (EACEA - Youth in Action - Who can participate?), and the situation is as follows:

- South East Europe:
 - Albania;
 - Bosnia and Herzegovina;
 - Croatia;
 - Former Yugoslav Republic of Macedonia;
 - Montenegro;
 - Serbia;
 - Kosovo.

- Eastern Europe and Caucasus:
 - Armenia;
 - Azerbaijan;
 - Belarus;
 - Georgia;
 - Moldova;
 - Russian Federation;
 - Ukraine.

- Mediterranean Partner Countries:
 - Algeria;
 - Egypt;
 - Israel;
 - Jordan;
 - Lebanon;
 - Morocco;
 - Palestinian Authority of the West Bank and Gaza Strip;
 - Syria;
 - Tunisia.

Figure 2: Youth in Action - countries eligible for participation in the programme



Source: EACEA - Youth in Action: Who can participate?

What to present as a conclusion of this section? The unfortunate fact is that SEBS's students can't apply for most of the Youth in Action strands, which leaves many hopes and ideas shattered. However, EACEA has provided the possible solution on which we should concentrate in the following sections. The sub-Action 3.1 is open for the Neighboring Partner Countries, and covers youth exchanges, training, dissemination of good practices and networking projects in the youth field. It is easy to see a great potential and the opportunity to learn from countries that have already used the grants to prosper and create a better community for their youth. It is also possible to envision many creative ideas that could fit into this sub-Action, aiming to provide long-lasting benefits for SEBS.

2. ANALYSIS OF THE ENVIRONMENT

Obvious questions are: how will the EU framework interact with the current environmental conditions in Bosnia and Herzegovina? Will those factors prove to be fairly incompatible or is there a way for SEBS to isolate itself from the negative vibrations caused by the political situation in the country? One way or another, some of those external factors will have negative impact on SEBS, apart from being restricted to sub-Action 3.1 when applying for Youth in Action grants. The goal here is to try to answer yet another important question: what would the evaluators in Brussels take into account when reviewing the SEBS application?

2.1 SWOT analysis

This seemingly plain and simple analysis tool will, hopefully, give us a much clearer picture of stated goals and show the path towards answering the questions above. It is put together from the grant application evaluator's (hereinafter: the Evaluator's) point of view, occasionally filled in by my own thoughts.

Table 1: Strengths and Weaknesses of SEBS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Already moderate cooperation network on international level;• Acquired international accreditations and quality certificates;• Expert knowledge and experience of professorial staff;• Geographic position in the city center;• From 2009, all SEBS graduates receive Diploma Supplement in English.	<ul style="list-style-type: none">• Smallish and inadequate library;• No sports hall or forecourt that belongs exclusively to SEBS;• Only basic infrastructure for the physically impaired students.

Knowledge and practical experience possessed by the SEBS professors is one of the most notable strengths of this institution. Many of them lived or lectured in foreign countries, held numerous seminars and workshops, and earned reputation on international level. Also, some of them have active memberships or even leadership role in highly influential political parties.

SEBS is also strong when it comes to international cooperation network and established partnerships, at least in comparison with other higher educational institutions from Bosnia and Herzegovina. Tangible indicators such as ISO 9001:2008 certificate or EPAS accreditation represent the dedication to rise up to the EU standards. Other abbreviations noticed in the SEBS official program guide include AQA, ENQA, HETAC and EQUIS. For more detailed information about the abbreviations' meaning look at Appendix A.

The biggest news at the moment is SEBS acquiring the right for AQA accreditation. AQA stands for Austrian Agency for Quality Assurance, and is an excellent thing to have on a diploma when it comes to international acknowledgement. The accreditation will expire in 6 years, which is maximum period offered by the Agency (SEBS - Akreditacija AQA, 2011). Next generation of SEBS graduates will get the opportunity to use the benefits of this accreditation, and we wish them all the luck in the world. Other mentioned accreditations and quality systems have made it possible to establish partnerships in form of joint master's studies with universities from Dublin, Ljubljana, Nice and Zagreb. For more detailed information about the programs SEBS offers at the moment look at Appendix E.

There are very few places in Sarajevo that would provide a better location for SEBS's main building. In Ljubljana, location of similar attractiveness would be somewhere between Prešern square and Tivoli park, only without the busy streets cutting through as SEBS is located in the pedestrian zone. This is not necessarily the aspect which will bring SEBS additional points in the programme application, but surely adds to the attractiveness of this institution in minds of students from other countries.

The main shopping lane and tourist route Ferhadija passes right below the Northern side of the building. The main entrance on the Western side has a wide access path and a small square in front, continuing with medium-sized public park and a bus station. On Southern side, SEBS borders with 19th century Orthodox Church of the Holy Mother of God while the Catholic Cathedral of Jesus's Heart, a masterpiece built by Josip Vancaš in the 1880's and one of the most notable tourist attractions in Sarajevo, is about 30 meters away from the north-east corner of the building, separated only by a small square which is a very popular meeting point.

National Theater where Sarajevo Film Festival is held is 5 minute walk to the West, while old town Baščaršija and the City Hall are 10-15 minute walk to the East. Even for someone who has never been to Sarajevo, all of this would surely sound interesting, together with nearby cafés, exotic restaurants, pubs, and popular places for night-life.

From 2009, all SEBS graduates receive Diploma Supplement both in Bosnian and English language, without having to pay extra or file any special requests. For students, this means saving a small fortune if they ever need to submit their graduation papers in English. In September 2010, first generation of postgraduate students of the EFSA Tempus programme was invited to a short study course in Ljubljana by the project partner FELU. Before the trip, students were all instructed to bring SEBS diplomas and diploma supplements translated in English language, so that the administrative conditions towards receiving a joint master diploma at the end of the master's course could be fulfilled. In the end, the students didn't have to pay a small fortune in order to acquire the necessary diploma validation papers because they have already been awarded everything they need for such an occasion.

One of the drawbacks is that SEBS doesn't have a private park for students or a sports hall of any kind. We meet many economists with previous career in sports, and most of them were unable to adequately transfer their talent into SEBS sport collectives. Right now, due to the ownership dispute that is to be described a bit later, SEBS officials are practically unable to plan the financing or construction of sports hall because the faculty will probably move to another location in a few years. When exactly is it going to happen is anybody's guess because the project depends on Cantonal budget framework. At the moment, the only certain thing is that no work will be done on a new building in 2011 because no budget money has been granted for that purpose.

Despite all the benefits described on the previous page, downtown location has a small flaw in this case. Even if SEBS decides to fund the construction of sports hall, the most probable choices are as follows:

- To erect it in some place far away from the main building because no adequate location can be found nearby without demolishing a couple of 19th century buildings or some other cultural heritage;
- To rebuild or reorganize one part of the current building, which is probably too expensive and time demanding. Already mentioned ownership dispute doesn't make this choice any easier.

Also, many have noticed that the library has serious lack of space when taking into account how many students should be enabled to use it. It is placed on two stories, each one having 100 square meters at most. For one of the leading educational institutions in Bosnia and Herzegovina, a library 10 times larger than that would be more appropriate. Again, project of constructing such a library would have the same issues like the construction of the sports hall. It seems that SEBS will just have to wait for the transfer to the University of Sarajevo Campus before such ideas are taken into serious consideration.

Displayed below are my choices for the opportunities and threats that SEBS has to keep in mind when applying for the Grants:

Table 2: Opportunities and Threats for SEBS

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Even more international cooperation and partnerships; • EU grants in terms of co-financing projects and activities; • Introducing more teachers to cope with the rising number of students; • Putting more effort into attracting the physically impaired attendants. 	<ul style="list-style-type: none"> • Political influence on laws and policies, budget cuts on higher education; • Lack of space if number of students continues to rise; • Teachers being overrun by rising number of students and obligations that go along with it; • Ownership dispute about the building where most of SEBS infrastructure is located; • Already established lobbying schemes; • Application evaluators' prejudice.

First, we should give credit to the people that have recently earned their PhD-s at School of Economics and Business in Sarajevo. After hearing positive experiences from many different sources, the conclusion is that SEBS has surely taken a few steps into the right direction when it comes to getting to the ideal student/teacher ratios.

Another opportunity that could be crucial in not so distant future is putting the effort into attracting the physically impaired students. Right now, SEBS has only the basic assisting infrastructure including line for the handicapped on the main entrance, and the elevator. However, some of the lecture halls are placed up or down the stairs from the elevator exit, so the person in the wheelchair still has to overcome that obstacle in order to get to the class. Later in this research, we will not only consider the wheelchair issues, but also assistance to the hearing and sight impaired students. Youth in Action can, even with access limitations Bosnia and Herzegovina is faced with, do some serious work in that area.

Political influence on laws and policies is definitely my number one when it comes to listing threats. As was already explained, most people making the decisions have not acquired their high-ranking positions because of being the best candidates for the job, but because of being the most suitable to the party leaders' needs. It's a good thing that SEBS as an organization has the right people on the right places, ready to react if some laws or policies threaten to cut or marginalize the funding for higher education sector. There are rumors that Ministry of Education and Science is yet to process and approve much more than just participation in terms of scholarship quotas for the field of higher education in Canton Sarajevo.

Some educational sites in relation with the Bologna process recommend that the targeted student-teacher ratio should move toward 20:1 or below. For SEBS, it is currently about 150 full-time lecturers and assistants eligible to substitute them¹ on 7,000-7,500 students (unofficial estimate based on information obtained from online blogs and forums). Although some of the students are enrolled in programmes such as distance learning, and some of them never even bother to show up, it seems that there should be more teachers or fewer students to get closer to the recommended ratios.

After the World War II, land that belonged to the Orthodox Church was nationalized by the Yugoslav government. The School of Economics and Business in Sarajevo was established in 1952 as the Faculty of Economics, and its base became the building which was constructed on already mentioned land. In summer 2010, Federal government of Bosnia and Herzegovina made the official decision to return the land to the Church. The plan included SEBS moving to the University of Sarajevo Campus as soon as the new building is ready, which should have been by late 2012. In March 2011, Cantonal government introduced the 274 million Convertible Marks budget for the Ministry of Education and Science. According to the implementation protocol and public statements, the construction of the new SEBS building will apparently not take place because there are no funds available at the time (Lingo, 2011). Both parties of the ownership dispute were disappointed by this outcome, and for very good reasons.

In Brussels, it is possible to hire a lobbying agency for attracting the available EU funds under certain categories. Such an influence would represent a serious threat of all the funds being distributed along the already established lobbying schemes. Another threat organizations from Bosnia and Herzegovina have to face is possible application evaluators' prejudice toward this seemingly unstable and torn apart country, with an estimated 40% Muslim population.

¹ Information obtained from Sarajevo School of Economics and Business website.

2.2 PESTEL analysis

Hundreds of pages could be written on Bosnia and Herzegovina's political, economic, sociological, technological, ecological and legislative conditions of the post-war era, and only a few of them would be about how prosperous, motivating or financially appealing some aspects of the environment are. PESTEL is by its nature a very broad in detail, highly demanding instrument of analysis that requires knowledge, reliable sources of information and experience in order to focus on what's really important. Therefore, the plan is to focus mainly on those aspects of the external environment that are in direct relation with SEBS and their financial statements.

Political environment

There has been a lot of talk about the domestic political issues in the introduction and description of the research problem. To summarize, everything in the domain of politics and government is seen through the lens of national identity and religious views of an individual. Public institutions are usually instructed to accept, elect and appoint Serbs, Croats and Muslims in a way that no one feels "nationally threatened or endangered on behalf of their people", despite the fact that those newly produced officials usually have no clue what to do in order to improve the current situation. It is not necessarily because they are "intellectually challenged", but simply because they don't nearly have an adequate experience or educational background on the matter, and are occupying the biggest office in the building simply because they belong to one of the leading political parties. It is common here that a fairly young and publicly unknown person with degree in agriculture becomes a Minister of civil affairs or transport and communication.

The people elected on such responsible positions are usually puppets who only say or do after being instructed by the party leaders. Politics has penetrated deep into all the aspects of life including sports, obvious example being the events that led to UEFA and FIFA suspending the Football Association of Bosnia and Herzegovina in April 2011.

Apart from chronic instability on state level, one of the SEBS's major concerns is unreliable support and funding by the Cantonal government. In 2011, Cantonal budget has been reduced by 2.7% (Radio Sarajevo, 2011), confirming the continuation of a negative trend. Whether the reason is global economic crisis or financial malversations undertaken by the men in charge, this outcome usually carries bad news for the public educational institutions under the ministries' jurisdiction. Good news is that the share for Ministry of Education and Science is 274 million Convertible Marks or about €140 million, which is the biggest piece of the pie for any of the ministries in the Canton Sarajevo. The planned share from less than two months ago was 225 million Convertible Marks (Televizija Sarajevo, 2011). The biggest reason for this being the good news is that the yearly budget cuts for Ministry of Education and Science used

to rise up to 10% in the last five years. However, my research revealed statements that the share assigned for the institutions active in the field of higher education has actually decreased in comparison to the 2010.

Economic environment

SEBS has obviously embraced the idea of providing the studying opportunity to the masses. Some 200 students which are funded by Cantonal government through Ministry of Education and Science pay only symbolic amounts during their studies, under the condition that they pass the subjects on time and are able to convert their effort into good results. However, SEBS is ready to embrace all those who did well on the entrance exam, but didn't make the cut for the government funding. Those students pay the expenses of studying on their own and bring significant amounts of extra profit, but SEBS should take into account that all those people occasionally require space in the library, internet access in the aula and chair in the classroom.

One of the benefits brought along by the fairly low standard in Bosnia and Herzegovina is affordable cost of living and studying in the state capital. That fact is probably going to be embraced by a fair share of foreign scholars. Objectively speaking, costs of living and studying in Sarajevo are cheaper than in 90% of the European capital cities. For example, if a student from Denmark receives support from his government amounting to €500 monthly, he could have uneasy time financing all his costs of living in cities like Berlin, Paris or London. In Sarajevo, that kind of money is enough to rent a small to medium apartment depending on location, pay the bills as they come, have decent meals every day, and even save some money for going out at night or playing sports with newly acquired friends.

Social environment

Even in the good old days when Josip Broz Tito ruled the mighty and prosperous Yugoslavian empire, people of Sarajevo were known for their hospitality, open hearts and social tolerance towards everyone. As the reader of this research will probably be familiar with, this city is also known as the "European Jerusalem" because this is one of the rare European capital cities where you can visit Catholic, Orthodox, Muslim and Jewish institutions during the 10 minute walk. These witnesses made of stone are historical evidences of how Sarajevo embraced the religious coexistence many centuries ago, from when the Turks came in 1463 to Austro-Hungarian reign from 1878 till 1914. If we said that the situation on this matter is the same now as it was 30-40 years ago, we would probably exaggerate. The war has, together with the turbulent transition from socialism to capitalism, taken a serious toll when it comes to people socializing and neighbors helping each other like they used to. For an individual with full-time job, multiple loans and a family, there is almost no time for expanding friendships. But then again this is a global issue, it goes far beyond Sarajevo or even Europe. After taking

everything into consideration, the conclusion is that native people generally have that same old spark when it comes to making foreigners feel like home, and this fact could be of great importance for renewing the reputation of the Olympic Sarajevo.

Technological environment

The issue that will be discussed in the following paragraphs is about inadequate road network connecting potential project partners with SEBS. In the late eighties, there were many plans for building the highway that would connect Sarajevo with Zagreb and Belgrade. For some reason, all those plans were put to a halt. 20 years later, one of the biggest obstacles towards accomplishing the Corridor 5C project is the interest dispute between the two Entities, ten Cantons, three ethnic clusters, and many other post-war divisions created by politicians to cover up their criminal acts by turning the public attention elsewhere.

Spring 2011 is welcomed by 35 kilometers of functional highway while around 30 kilometers more is under ongoing construction. However, the plan to connect Sarajevo and its nearest regional headquarter Zenica will probably have to wait for another 2-3 years because of the contractors' financial issues, and government inability to hire a financially stable contractor. What does road network have to do with SEBS being adequately connected with potential partners? After all, there is international airport just outside of the city limits. Grants such as Erasmus Mundus and Youth in Action are built on constant interaction and exchanges that require mutual visits. For candidates coming to or going from Sarajevo it seems relatively easy to book a flight and depart, but problems arise when the weather conditions are poor, or when the airport is closed for some other reason.

Going by car seems like the best alternative, but instead of spending 2.5 hours for crossing the 300 kilometer distance from Sarajevo to Zagreb, driver often loses 3 or more hours to get to the Croatian border because of being delayed by delivery vehicles, frequent radar controls or 50 kilometers per hour speed limits. This is not necessarily a big or crucial problem, but everyone who has previously driven around the country on roads that are supposed to be main routes will agree with me that the problem surely exists.

Ecological environment

After arriving to Sarajevo from the EU region, visitor will soon notice moderate amounts of small papers, plastic bags and, most of all, cigarette butts just lying around on the streets, sidewalks and even parks. Although the public surfaces are being cleaned regularly, the trash reemerges within minutes, especially around schools, night clubs, or at the public transport stations. That fact tells a lot about the ecological conscience for most of the locals. The

solution might be introducing higher penalties on littering, and not just letting it go because of concern that if you start fining people, they won't vote for you on the following elections. However, most would claim that the ecological conscience is somewhat better in the business circles. Many of the firms including quarries, pharmaceutical companies, water suppliers or textile factories are rushing to harmonize their business in accordance with ISO 14,000 standards of environmental management. However, harmonization process usually costs €3,000 or above which is a lot of money even by the EU standards, so only the firms that are in absolute need of it will take the steps towards actually implementing it.

Even though there are visible efforts made by the domestic firms, Bosnia and Herzegovina still has a lot of work to do in order to catch up with countries that are looking forward to join the Union. Just for a comparison, in Croatia there are 588 issued certificates for environmental management (Environmental management systems - list of ISO 14001 certified companies), while in Bosnia and Herzegovina there are only 68 so far (Institute for standardization of Bosnia and Herzegovina - certified organizations in Bosnia and Herzegovina).

Legislative environment

Although both Bologna and pre-Bologna degrees have been legally described and converted into credit system, there are some elements which are surprising to majority of students. Because of so many political parties and regional governments laws are voted and interpreted in more ways than one. No wonder, it is a well known fact that Bosnian and Herzegovinian politicians can't even agree on how they interpret the Constitution. In Sarajevo, the situation is OK in comparison to the other regions when it comes to acknowledgement of the Bachelor title, but still there are many visible flaws. It is stated that three-year academic degree carries 180 ECTS credits, while four-year (pre-Bologna) carries 240 ECTS credits. And the story stops there, while hardly anyone of the officials bothered to explain to employers via mass media why it is so. Is such a broad, 60 ECTS difference, a good idea for Bachelors of Bosnia and Herzegovina? Most students disagree and call it discrimination.

When looking for new employees with academic degree, most domestic enterprises (especially from public sector) state that all candidates **must** have 240 ECTS to even apply for the job. It sounds unfair, at least when it comes to SEBS graduates because there were virtually no changes in number of subjects or amount of obligatory literature in comparison to the four-year course. However, some members of University of Sarajevo have significantly altered or shortened their programmes before transferring to Bologna which causes even more chaos and discomfort. Many believe that the existing legal framework causes mass frustration and denies many job opportunities to the bachelors.

2.3 Grant awareness in Croatia and Slovenia

At first, the plan for this section was to evaluate the status of University of Sarajevo in comparison with the other universities from Bosnia and Herzegovina. Later on, when we already dug in deep into the problem area of the thesis, it became clear to me that if we pursued my initial intentions it would all sound like a cheerful eulogy complimenting the leadership role of the University of Sarajevo and fairly good results that were achieved so far. Such a research would, in my opinion, present a misleading picture of the overall situation in the educational sector of Bosnia and Herzegovina. Sadly, grant awareness is low on state level and it is hard to find the local comparisons that are up to the task.

Therefore, the decision is to compare the strategies on grant awareness that were developed on state level, introducing serious contestants such as Croatia and Slovenia. Hopefully, the brief overview below will provide a much clearer picture of what Bosnia and Herzegovina must do in order to help its universities and higher education institutions such as SEBS. Also, SEBS can't act like their main competitors for the EU grants are faculties in Zenica, Tuzla or Mostar. If they want to gain equal rights and privileges as the faculties coming from EU region, their true competitors or the ones they should look up to are universities from Ljubljana or Zagreb.

The reasons for choosing to overview Croatia and Slovenia are simple. First, both of these already are in the SEBS's international cooperation portfolio. Second, the chosen states are similar to Bosnia and Herzegovina from the socio-cultural perspective. Third, both are former Yugoslav territories, which makes communication, mutual understanding and establishment of new partnerships or agreements a lot easier than with, for instance, Hungary or Greece. Fourth, it would probably be too bold to try and compare the situation in Bosnia and Herzegovina with the situation in Germany or Austria. Therefore, we have the two "yardsticks" that are surely ahead of our country when it comes to grant awareness and utilization, and Bosnia and Herzegovina should try to learn and implement the best practices that are already tested and evaluated by these states.

Croatia and the EU grants

Croatia seems to be far ahead of universities in Bosnia and Herzegovina when it comes to involvement in Lifelong Learning Programme and Youth in Action. Very important aspect for Croatia is that they have a very organized-looking Agency for Mobility and EU Programmes (hereinafter: AMPEU), which is one of the key factors for simplifying the grant application process, especially when it comes to Youth in Action. There is an excellent database of partnerships under different categories (Agency for Mobility and EU Programmes), partner registration form for all new candidates with interest to participate, and even the search engine for finding suitable partners for a specific project proposal. As was already written in the subsection 2.1.2 of the thesis, a National agency established on state level can take full

responsibility of collecting and evaluating the project proposals, taking a lot of pressure from EACEA, and speeding up the process significantly. Furthermore, some of the programme actions are actuated exclusively by the National agencies so Bosnia and Herzegovina can't even participate in those.

Even though the official information on EACEA website is that Croatia is, like Bosnia and Herzegovina, still a neighboring partner country when it comes to Youth in Action opus, it seems that they have recently upgraded their status (Agency for Mobility and EU Programmes) and joined Iceland, Liechtenstein, Norway, Turkey and Switzerland in the non-EU member section with full access to the programmes and grants. This means that the higher education institutions from Croatia can apply for all five actions of the Youth in Action programme, having as equal rights as Germany or France.

At the AMPEU website, it is easy to locate previous calls for proposals and completed projects for 2009, 2010 and 2011 when it comes to Youth in Action in Croatia, as well as evidences of frequent involvement in strands other than 2 and 3.1 (Agencija za mobilnost i programe EU - Mladi na djelu). We should be truly amazed by our neighbor's effort, and hope that Bosnia and Herzegovina reaches that same level in the next five years.

Slovenia and the EU grants

Slovenian representative agency is The Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes, or abbreviated CMEPIUS. This National agency is a public institution operating in the field of international projects and international mobility (Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes).

CMEPIUS was established back in October 2003 and performs the two main tasks:

- Coordinating the Lifelong Learning European Community Programme;
- Supporting development in education and training (Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes).

CMEPIUS is in charge of funding a total of 22 categories, including admirable offering of scholarships for areas such as culture, design, management, arts, and international projects or partnerships (Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes). Obviously, Slovenian students are very lucky to have all the EU grants at their disposal. The only thing they need to do is find someone capable of writing a good project proposal on any of the Erasmus Mundus or Youth in Action categories.

3. STUDENT AND STAFF SUPPORT

Within the SEBS structure there is an office responsible for the ongoing internationalization process, working closely with other departments and units in order to develop new and existing international contacts, programs, partnerships and networks. This office is called the International Office or abbreviated IO, and it supports and promotes the existing international networks and partnerships cultivated by the various institutes and faculties and works on expanding the existing network (SEBS - International office).

Its main task is to stimulate the development of SEBS's international affairs, and it is the first and unavoidable station of all calls for international inquiries. Its goal is to become the center of all sorts of international activities at the school they belong to, and soon after to spread its influence throughout Bosnia and Herzegovina (SEBS - International office).

Through encouraging every form of internationalization, efforts are continuously made to ensure that all agreements contribute towards the mission, and that mission is providing direct benefits to both the faculty staff and the students (SEBS - International office).

3.1 Overview of SEBS' international projects and agreements

As already outlined in the thesis, SEBS has proven itself to be a rather successful Tempus partner over the last couple of years, participating in numerous international projects with institutions from Croatia, Slovenia, France, Austria, Ireland or Italy. Obvious examples are the master's programme in cooperation with universities from Ljubljana and Nice, or doctoral program in cooperation with universities from Ljubljana and Vienna, both already mentioned in the text.

From the online sources presented through the SEBS website, one can learn that SEBS is formally included in two out of six when it comes to Lifelong Learning Programme strands already mentioned; Erasmus Mundus and Leonardo da Vinci. Perhaps the thesis could have also been about the programme that carries the name of a certain Florentine that was one of the most brilliant people of all time, but Leonardo da Vinci is simply too similar to Erasmus Mundus. The final decision was to write about programmes that are both available for SEBS, and in the same time have significantly different bases. Most of the Call for Proposals notices go via Ministry of Education and Science, and are afterwards transferred towards multiple faculties, EM2-STEM scholarship programme being an obvious example.

There is no free-access online data that SEBS has ever been granted, or even applied for Youth in Action funds. Perhaps it slipped their mind because of Youth in Action not being a typical member of the educational programmes, or perhaps people from IO learned of its limitations for institutions coming from Bosnia and Herzegovina. Hopefully, they will change their opinion in the near future and seriously consider soon-to-come list of project proposals.

Educational grants offered by the EU are obviously a great help when it comes to reducing the costs for the students. For an average student anywhere in the world, it makes a huge difference whether the tuition fee for a graduate or postgraduate course is €2,500 or €10,000. We are already familiar with the fact that most postgraduate Tempus courses are roughly 50% funded by the EU. Such a Tempus Joint Master Programme has been introduced back in 2010, in association with universities from Ljubljana and Nice, and has proven to be one of the star programmes offered by SEBS.

What about students from Bosnia and Herzegovina and their ability to pay for postgraduate courses without being co-funded? Back in 2006, SEBS organized a Tempus MBA programme in partnership with universities from Turin and Seville. The rumors were that it was shut down due to several reasons including continuous lack of interest and considerably high tuition fee. Many students should also remember another crucial issue of that project: on several popular online locations, a potential MBA applicant could find many students complaining about the partner universities not having a website in English, or questioning whether the €10,000 diploma is really acknowledged in the EU, or being confused because of not knowing answers regarding the programme accreditations and their value. There were as many opinions as there were members of the discussion.

Soon afterwards, this programme was replaced by a one-year MBA programme organized in cooperation with the Griffith College from Dublin. The programme critics have been kind so far, but the tuition fee also amounts to about €10,000 and is affordable mostly to the people in late 20's or 30's belonging to upper-middle class, people who drive their own cars and have well-paid jobs that enable them to finance their studies. It would seem that the MBA programme should feel more and more threatened because of being by far the most expensive master's course offered by SEBS. My personal opinion is that the two things that keep it going here in Sarajevo are diploma in English (or Irish to be precise), and the outstanding global reputation and acceptance of all programmes that include MBA suffix.

On the SEBS website, students can come across an ambitious plan for organizing the Master program in Property-Applied Finance, in cooperation with the University of Melbourne. This professional course is intended for graduates keen to acquire an indebt understanding of the structure and operations of the property sector (SEBS - Master course: Property-Applied Finance, 2011).

Below is a table of all partnerships that are currently listed on the SEBS website.

Table 3: School of Economics and Business in Sarajevo - partnerships

Country	City	Name of School
Austria	Vienna	University of Veterinary Medicine Vienna
Croatia	Zagreb	Faculty of Economics and Business, Zagreb
France	Nice	University of Nice-Sophia Antipolis
Ireland	Dublin	Griffith College Dublin
Slovenia	Ljubljana	Faculty of Economics, Ljubljana

Source: SEBS - Partner Schools

What other partnerships could prove to be the right move for future Erasmus Mundus or Youth in Action activities? Earlier in the Thesis, it was concluded that SEBS needs strong partners, preferably from the EU region, in order to participate in all three Erasmus Mundus strands. If we could choose the ways to enrich the current international partnerships portfolio we should go for locations not too far away on the map, but still attractive and appealing to a sufficient amount of students.

When it comes to former Yugoslav territories, cooperation agreements with Zagreb and Ljubljana are very much sufficient for the SEBS's existing student body. Further to the North, we could seek partnerships and bilateral agreements with Hungarian flagships such as University of Pecs which is the oldest, and probably the biggest with an outstanding campus that can support up to 30,000 students, or Budapest University of Technology and Economics.

Another example that is worth considering is the University of Graz. In Bosnia and Herzegovina, it is perceived as the most appealing Austrian university, and many consider it being shoulder to shoulder with the University of Vienna. In the past, many students from Sarajevo went to study in Austria, especially during the 1878-1914 period when Bosnia and Herzegovina was under Austro-Hungarian Empire. Most of them returned highly satisfied with the quality of education they received, and afterwards did great things for this city. This coexistence resulted in a continuously evolving agreement that was established between the two governments, and it enabled the students with passports of Bosnia and Herzegovina to study in Austria under certain incentives in terms of lowering fees, or even getting a 100% refund if they manage to collect a certain amount of ECTS during one school year. Surely, many would hope to acquire such an appealing partnership for the Erasmus Mundus postgraduate programme. Intellectual cooperation or exchange of practices with universities from Graz, Salzburg, Linz or Innsbruck would certainly enrich the current project portfolio.

One of the attractive options could be scholarship programme or exchange of best practices with the University of Prague. The government of Czech Republic is seriously taking care of their students through supporting the development of benevolent foundations for scholarships. For example, the mission of The Committee of Good Will-Olga Havel Foundation project is to help talented young people to overcome obstacles they face with their disability, either poor health or social standing (Muckova, 2010). Since 1995, scholarships have been given to socially and physically disabled youngsters for their studies and on average, 70 students per year are awarded scholarships from the Education Fund. Participation in the program is open to foreign students as well as Czechs (Muckova, 2010).

3.2 Are the local student bodies providing relevant information about grants?

We can be pleasantly surprised to see the way some youth organizations operating in the higher education field positioned themselves towards the possibilities offered by the EU grants. From the Student Resource Center or abbreviated SRCe, an information provider operating from the University of Sarajevo Campus, we can find out the Erasmus Programme is a matching abbreviation for European Region Action Scheme for the Mobility of University Students, and that its predecessor programme was first established back in 1987 (SRCe - Erasmus Mundus).

SRCe website also provides other useful information on this matter: during the 2009-2013 period, students from Bosnia and Herzegovina can apply for Erasmus Mundus joint courses and scholarships either through the Action 1, or through an exchange if their home university is a partner in one of the consortia selected under Action 2 (SRCe - Erasmus Mundus). However, the information that the institution from Bosnia and Herzegovina can't be a project leader or a beneficiary when it comes to Action 1 is not outlined anywhere in the text and that might mislead the potential applicants. Scholarship amounts for Bosnian students are up to €24,000 per year for Master's courses, and €60,000 to €130,000 for a three-year Doctoral courses (SRCe - Erasmus Mundus).

Apart from Erasmus Mundus grants, my attention was drawn by the Global Supplementary Grant Programme for the 2011-2012 academic year. The purpose of GSGP is to enable qualified students from select countries of Eastern and Central Europe, the former Soviet Union and Mongolia, the Middle East/Near East, and South Asia to pursue doctoral studies in the Humanities and Social Sciences at accredited universities throughout the world (SRCe - Global Supplementary Grant Programme). The programme strand that might sound interesting to SEBS's doctoral course candidates is called Business Administration / Management Training.

It seems that there are no Youth in Action courses offered by SRCe, but they are to be strongly considered as a potential project beneficiary, as well as the NGO Council which was mentioned in subsection 2.1.1. For a while, it was puzzling whether an organization from Bosnia and Herzegovina can be a programme beneficiary, but after researching on sites such as Support for Advanced Learning and Training Opportunities for Youth or abbreviated SALTO-Youth we can learn that it is actually possible.

AIESEC, short from Association Internationale des Etudiants en Sciences Economiques et Commerciales, continues its presence in over 107 countries and territories and with over 50,000 members, it is the world's largest organization run by students (AIESEC - The World's Largest Student Driven Organization). When SEBS is concerned, we could freely say that this body has the strongest presence and influence when it comes to students organizing international cooperation and exchanges.

When it comes to international cooperation and youth exchanges, there are numerous AIESEC projects such as TWIN Vienna-Sarajevo, Feel the Management, and PboX, all seeking external partnership agreements with students and student bodies from countries such as Canada, Italy and Austria (SEBS - Aktivnosti AIESEC-a Bosne i Hercegovine). When it comes to the EU grants, Youth in Action would be on the right place under the watch of AIESEC officials, and will need to be strongly supported by this organization if SEBS wants to make some serious use of it.

3.3 Staff development center and the Erasmus Mundus

English version of SEBS's website offers just as many topics as the version in Bosnian, and throughout the research it leaves you amazed by the amount of information, quality of translation and up-to-date aspects. However, there are pages that display the actions of faculty staff development center, and contain several issues (which will surely be corrected by the time this paper is approved). Some info was clearly outdated, talking about 4 Erasmus Mundus Actions while the 2009-2013 programme has only 3 of them. It is also stated that Bosnia and Herzegovina can participate in Actions 2, 3 and 4 (SEBS - Programs and Foundations: Erasmus Mundus).

The up-to-date information that was recently retrieved from the European Commission and Croatian Agency for Mobility and EU Programmes outlines the possibility of participation in all three Actions for the “third countries” such as Bosnia and Herzegovina. All the links on the page are also outdated as the internet browser redirects to new locations of the data.

Also, a single Call for Proposals for Erasmus Mundus Action 2 can be located in the “Projects” section of the website. The call has expired on February 28, 2008. These may not be crucial issues, but the rest of the website is excellent and EU grants are too important to be the weakest link when it comes to quality of information sources. The plan is to discuss on this topic with the head of International Office because the potential candidates are not being provided with adequate and up-to-date information regarding the matter.

4. PROPOSALS AND EVALUATIONS

Finally, what are the practical ideas about how SEBS could pursue the EU values through Erasmus Mundus and Youth in Action grants, and implement them into the structural framework of the European Commission? Throughout the thesis, all the opportunities were used to comment on how countries such as Croatia and Slovenia dealt with the Grants, but to get to that level of conscience the government of Bosnia and Herzegovina would have to evolve faster than they realistically can. The state-related issues are mostly out of SEBS's reach and jurisdiction, apart from fair share of professors being active in political circles.

However, the focus of the research is not what SEBS could accomplish if the constitution or political leadership structure changes, but what it can do under the existing conditions. The guidelines and criteria to accompany the proposals for a project application are included in sub-sections of the section 5. Both guidelines and criteria are retrieved from the official Programme Guides issued by the European Commission for the 2011 calendar year. As was already mentioned, the Guides for both of the targeted programmes are free for download on several internet locations, most prominent being eacea.ec.europa.eu.

4.1 How can students of SEBS benefit from Youth in Action grants?

The focus of this research is sub-Action 3.1 which is described as Cooperation with the Neighboring Partner Countries of the European Union. As already stated earlier in the research, it covers the training of people active in youth activities and organizations, as well as exchanges of expertise, experience and good practices between the project partners. Judging from the latest Guide, it does not cover multi-measure projects (European Commission - Youth in Action Programme Guide for 2011, p. 77), so two or more different proposals need to be accompanied by a matching number of programme applications. In the guide, projects submitted to the Executive Agency have three application deadlines per year:

- For projects starting between August 1st and December 31st, application deadline is February 1st;
- For projects starting between December 1st and April 30th, application deadline is June 1st;
- For projects starting between March 1st and July 31st, application deadline is September 1st (EACEA - Youth in Action Programme Guide: Calendar).

This sub-Action supports two basic types of projects which are described as follows:

- Youth Exchanges with Neighboring Partner Countries;
- Training and Networking with Neighboring Partner Countries (European Commission - Youth in Action Programme Guide for 2011, p. 74).

Every person who has taken part in Youth in Action project under the 3.1 sub-Action is entitled by the European Commission to receive a Youthpass certificate, which describes and validates the non-formal and informal learning experience acquired during the project (European Commission - Youth in Action Programme Guide for 2011, p. 77).

4.1.1 Project planning and preparations

Youth Exchange with Neighboring Partner Countries

A Youth Exchange with Neighboring Partner Countries is a project with task to gather groups of young people from two or more countries, and provide them the opportunity to discuss and confront various points of view, while learning of each other's countries, cultures and practices applied in a particular field (European Commission - Youth in Action Programme Guide for 2011, p. 74). In a sub-Action 3.1 Youth Exchange, the international partnership is composed of both the promoters from the Programme Countries and the Neighboring Partner Countries. Previously in the research, there was an overview of possible partner countries as well as universities which would be appealing for SEBS's students and teachers alike.

Depending on the number of countries involved, a Youth Exchange can be bilateral, trilateral or multilateral (European Commission - Youth in Action Programme Guide for 2011, p. 74). It would seem that Bilateral Youth Exchange is commenced mostly when the promoters are engaging their first European project, or when the participants are small-scale or local groups without previous experience at European level. Although students of SEBS have no previous experiences in this particular field, we should disagree with the idea that a Youth Exchange proposal remains bilateral. In my personal opinion, an ideal combination would be three to four partners, including suitable members from Slovenia, Croatia, Italy, Austria, Hungary or Czech Republic. The goal would be to learn about the other student cultures, and exchange of the knowledge and best practices regarding the specific topics.

While Youth Exchange can last for up to 15 months, duration of the Activity is 6-21 days, excluding travel days (European Commission - Youth in Action Programme Guide for 2011, p. 75). For every project offered by the European Commission, it is obligatory to attach a daily timetable of the Activity to the application form (European Commission - Youth in Action

Programme Guide for 2011, p. 75). If SEBS can become one of the promoters, the project applicants should submit the proposal to the bodies active at European level in the youth field, obvious drawback being a non-existence of the National agency for Bosnia and Herzegovina. Also, project evaluators take into consideration expenditures for additional protection and safety of participants, as well as occasional need for advance planning visits.

If all the programme activities turn out to be held in countries other than Bosnia and Herzegovina, students of SEBS only have to find suitable partners, team up, watch for deadlines and mail the relevant data regarding the project delegation from Sarajevo to the project promoter(s). But is there a chance for such a project to be held both in Sarajevo, and one or more of the other European cities from the Programme Countries, them being the 27 EU states together with Iceland, Liechtenstein, Norway, Turkey and the most recent member, Croatia. Included below are the results of my analysis of the Programme Guide Eligibility Criteria for the Youth Exchange. Below is the data crucial for this purpose.

- Eligible promoters for the purpose of SEBS hosting the exchange activities

It is outlined that a promoter must be from a Programme Country or from a Neighboring Partner Country and must sign the Preliminary Agreement included in the application form (European Commission - Youth in Action Programme Guide for 2011, p. 75). Laws of European Commission state that each promoter must be:

- A non-profit/non-governmental organization, such as the NGO Council of Bosnia and Herzegovina. With one Memorandum of Understanding with the European Commission already signed, they could turn out to be a great choice.
- A local, regional public body, such as Canton Sarajevo Ministry of Education and Science. Obviously, Youth in Action is not going to put some more weight on already stretched Cantonal budget, so this type of help and support might be expected to work.
- A body active at European level in the youth field with enough influence to get the things moving within SEBS, such as AIESEC.

Importantly, a promoter from a Neighboring Partner Country **can** apply if it hosts the Activity or, through an itinerant Youth Exchange, part of the Activity (European Commission - Youth in Action Programme Guide for 2011, p. 75).

- Available types of Youth Exchange and rules of composition for the project groups

The three basic compositions of Youth Exchange are bilateral, trilateral and multilateral. They are differentiated as follows:

- Bilateral: one promoter from an EU country and one promoter from a Neighboring Partner Country. This type must have minimum 8 participants per group;
- Trilateral: three promoters from different countries, of which at least one is from an EU country and one is from a Neighboring Partner Country. This type must have minimum 6 participants per group;
- Multilateral: at least four promoters from different countries, of which at least one is from an EU country and at least two are from Neighboring Partner Countries. This type must have minimum 4 participants per group (European Commission - Youth in Action Programme Guide for 2011, p. 75).

Every group participating in the project should have at least one group leader. As was already mentioned, there is an option for Youth Exchange to be itinerant, implying the movement of all participants at the same time, throughout one or more countries participating in the project (European Commission - Youth in Action Programme Guide for 2011, p. 75).

Training and Networking with Neighboring Partner Countries

This type of project can be of two types:

- A project promoting exchanges, cooperation and training in the field of youth work. It is developed as an Activity which supports capacity-building and innovation among promoters, as well as the exchange of experience, expertise and good practices among the participants involved in youth work;
- A project leading to the development of further projects under the Youth in Action Programme. This strand is about implementing an Activity which helps all potential promoters to prepare and develop new projects under the Youth in Action Programme through ensuring support and know-how for the development of the projects, funding and partnership support, and also tools and means to improve the quality of projects. (European Commission - Youth in Action Programme Guide for 2011, p. 82).

Training and Networking project that we could envision for the purpose of serving the SEBS should take one of the shapes extracted from the Guide and offered below:

- Job Shadowing (Practical learning experience project) - A short stay with a partner organization from another country with the aim of exchanging good practice, acquiring skills and knowledge, and building partnerships through participative observation.
- Seminar - An event organized to provide a platform for discussion and exchange of good practice, based on theoretical inputs, around a chosen theme or themes which are relevant to the youth work field.
- Training Course - An educational learning programme on specific topics, aiming to improve participants' competences, knowledge, skills and attitudes. Training courses lead to higher quality practice in youth work in general and/or, specifically, Youth in Action projects.
- Networking - Combination or series of Activities aiming to create new networks, or to strengthen and widen existing networks under the Youth in Action Programme (European Commission - Youth in Action Programme Guide for 2011, p. 82).

Included below are the results of the analysis on Programme Guide Eligibility Criteria for the Training and Networking, the data crucial for this purpose. Only the aspects other than those already described are outlined under Youth Exchange.

If SEBS is to engage in one of the activities described on the previous page, what can they expect to encounter? In the Guide, it is stated that the number of participants in all the activities except networking is up to 2 people per promoter. Due to their specific characteristics in terms of lower costs, networking projects can host up to 50 participants (European Commission - Youth in Action Programme Guide for 2011, p. 83).

While Training and Networking project can last between 3 and 18 months, duration of the Activity varies depending on the selected strand as follows:

- Job Shadowing: 10 to 20 working days, excluding the time spent on travelling;
- Seminar and Training Course: as a general rule, activities should not last more than 10 days, excluding the time spent on travelling;
- Networking: Between 3 and 15 months (European Commission - Youth in Action Programme Guide for 2011, p. 83).

The rules on number of promoters when it comes to the four previously outlined compositions are as follows:

- Job Shadowing: one promoter from an EU country and one promoter from a Neighboring Partner Country;
- Seminar and Training Course: at least four promoters from different countries, of which at least one is from an EU country and at least two are from Neighboring Partner Countries;
- Networking: at least six promoters from different countries, of which at least one is from an EU country and at least three are from Neighboring Partner Countries (European Commission - Youth in Action Programme Guide for 2011, p. 83).

The topics that should be discussed and actuated through Youth in Action are outlined in the next four sub-sections. Project proposals may be envisioned either through itinerary Youth Exchange or through one of the four extracted Training and Networking disciplines. We will, of course, provide the reader of this research with my personal project allocation proposal.

For more detailed information regarding the funding rules, or project evaluation schemes and awarding criteria represented through percentages, all potential candidates should consult the newest Programme Guide since my goal is not to literally rewrite the whole paragraphs from the Guide. Again, the Guide is an ever-changing document so the potential candidates must make sure they possess the latest issue.

4.1.2 Learning on how to assist the sight impaired students

Proposed allocation: seminar or training course

So what are my ideas to build upon when writing a project proposal? First, some thought should be given on how to assist the sight impaired students. If we were a member of the project delegation, here's what the suggestions should look like. The first thought goes to systematically allocated plates in Brail alphabet (hereinafter: Plates), in accordance with the Europe's best practices. Profanely speaking, the primary locations for the Plates are on crossroads between the floors and the main stairs. Also, there should be a Plate stating "School of Economics and Business in Sarajevo" on the main entrance, preferably in multilingual form. Another one should be in the entrance hall of the building, and contain basic directional instructions. Another idea is that the existing directional plates positioned across the SEBS reception could be modified with Brail alphabet to serve this purpose.

Other Plates to be allocated should serve as guidelines through marking:

- elevator;
- library and the “quiet rooms”, quiet rooms being occasional lecture halls that are under rules of silence, and are meant for having some peace and quiet while studying;
- toilets, distinguishing between the two sexes;
- amphitheatres Zvečevo and Tondach;
- two main lecture halls, one beside each amphitheater;
- students' admission office;
- e-Net center.

In the e-Net center, at least one of the computers should be equipped with Brail alphabet keyboard and contain specialized software for assisting the sight impaired. Also, core literature editions should have Brail hard copy in the library section with member-only access.

4.1.3 Learning on how to assist the hearing impaired students

Proposed allocation: seminar or training course

What ideas could emerge during the exchange of thoughts and practices when it comes to assisting the hearing impaired students? First thing that comes to my mind is imbedding the subtitles for the hearing impaired into all video presentations and speeches broadcasted through media that are relevant to the studying process on SEBS. This stopped being an innovative idea when DVD-s became popular, but is still effective as a possible solution. Another alternative could be training an intra organizational person, perhaps someone from PR or the students' council, to continuously translate major speeches or video presentations into the character oriented alphabet, and then create something much like the TV news for the deaf and hearing impaired.

Surely, there are many Windows or even freeware applications designed to assist the hearing impaired. Perhaps the specialized software could be installed on PC-s in the lobby and the E-Net center, and be accessible only through passwords to prevent the maltreatment. These are my basic ideas, but through Youth in Action activities there could be dozens of them, some being more effective and efficient than the ones we could think of right now.

4.1.4 Finding a balance between earning a degree and career in sport

Proposed allocation: networking

Many young people from Bosnia and Herzegovina with a promising career in sport face a difficult challenge after finishing high school. At that moment, the choice seems very much exclusive toward the other aspect. Whatever a young person chooses, the question of “what if” remains for years, especially if the initial ambitions were never fulfilled. As was already mentioned earlier in this research, my choice was to finish the SEBS 3+2 course in favor of career in tennis, same choice many other colleagues made. Sometimes, we think about what my choice would have been if we had a specialized network at our disposal, a network that would provide me with more information and help me to find a balance between studying and pursuing a career in sport.

4.1.5 Learning about outsourcing versus do-it-yourself approach

Proposed allocation: itinerary youth exchange or job shadowing

What is the practical example for this issue? One of the main questions a Youth in Action applicant will be faced with is whether the project duration and complexity would decrease if, for example, SEBS simply hired a specialized agency to envision and implement the advanced infrastructure for physically impaired or establish a specialized network. The answer is - significantly. But that is not the whole story. Obviously, the main reason in favor of hiring a specialized agency is the expertise, collected as a sum of previous market experiences. Whatever the task may be, someone would probably take a job and get it done.

However, SEBS would have to pay handsomely to acquire such services. The estimated total would probably repel the SEBS officials from these ideas, not necessarily because it's too expensive, but because the institution will inevitably move to Campus in a few years and the process would have to be repeated once more, multiplying the implementation costs especially for the infrastructure for physically impaired. Therefore, the easiest way is to comment how the idea of assisting the sportsmen and the physically impaired is good and inspiring but afterwards put it on hold for an undefined period of time.

However, the easiest way is not always the best way. What SEBS really needs is feedback on how the other higher education institutions did it. And what better way to gain new knowledge than through mutual visits, training, experience exchanges and dissemination of best practices between the students from different countries and cultures. The first step would be finding the suitable partner(s) from the EU, preferably as many as possible, and from as many different regions (for example a team from Hungary, Italy, Czech Republic, Slovenia and Austria). Afterwards, if the application is approved by the European Commission, all the project

partners have 12-15 months to socialize and learn from each others as much as they want. This proactive youth partnership has so many potentials that it is very possible to result in a lot more benefits than we can possibly predict by reading this paper.

The future of SEBS is about its youth acquiring new skills and knowledge, and building partnerships through participative observation and adoption of best practices. What we should see is students organizing seminars and workshops of their own, aiming to spread the newly acquired knowledge about the best practices with their equally motivated colleagues, and explaining how they successfully envisioned the implementation of the support system and infrastructure for sportsmen and the physically impaired. However, this is possible only if SEBS is the first higher education institution in Bosnia and Herzegovina to take big steps in this direction, while others are still busy catching up with quality measures so their students can receive Bachelor diplomas that are in accordance with the EU standards.

Very few economists would disagree with the sentence that acquiring the useful knowledge before the competitors is the best asset of market leaders. Ultimately, it's the knowledge that counts, that builds the reputation and attracts the funds with the likely outcome of bringing the money into the pockets. In the end, it is the easy part to model the predefined Plate inscriptions, order books in Brail alphabet or subscribe to specialized software.

4.2 How can students of SEBS benefit from Erasmus Mundus grants?

SEBS is already a part of the Erasmus Mundus network, so my efforts will be addressed towards strengthening the approach, and outlining the proposals that would make it more visible that it is right now. Since the start of the programme in 2004, more than 110 students from Bosnia and Herzegovina have been selected for Erasmus Mundus scholarships (European Commission - Study in Europe: Bosnia and Herzegovina), only few of them being members of SEBS. For the 2009-2013 period, these numbers were expected to rise significantly. The most obvious bitter element is our government's inability to sign a document of understanding with the European Commission, which would enable SEBS to invite foreign students to Sarajevo. Surely, signing such a document shouldn't have been that difficult for the government officials if there had been enough initiative from the student bodies.

What obligatory skills do candidates of SEBS have to possess if they hope to get the piece of the pie? Surely, most of the Erasmus Mundus courses are taught in English, but whatever the language of instruction it is important to make sure that the candidate possesses the right level of linguistic knowledge. One of the great advantages of Erasmus Mundus for students outside EU is the chance to enroll in tailor-made language courses, improve the personal skills and increase employability (European Commission - Study in Europe: Bosnia and Herzegovina).

4.2.1 2011 Call for Proposals

This Call for Proposals is usually issued at the end of the calendar year, and during the next couple of months it experiences several patches or modifications so it's very important to monitor the status continuously. Currently newest Call for Proposals aims to support projects under all three Actions of the programme. The target areas for 2011 are taken from the official website and are as follows:

- Action 1: Erasmus Mundus Joint Programmes:
 - Action 1A: Erasmus Mundus Master Courses.
 - Action 1B: Erasmus Mundus Joint Doctorates.

- Action 2: Erasmus Mundus Partnerships:
 - Sub-Action 2.1: Partnerships with countries covered by the ENPI, DCI, EDF and IPA instruments (former External Cooperation Window).
 - Sub-Action 2.2: Partnerships with countries and territories covered by the Industrialized Countries Instrument (ICI).

- Action 3: Promotion of European higher education:
 - Projects to enhance the Attractiveness of European higher education (EACEA - Erasmus Mundus: 2011 Call for Proposals: EACEA/41/10).

For additional information about the documentation needed, candidates should consult the latest Programme Guide, for reasons much like the ones regarding the Youth in Action funds. Also, it is important to outline that Call for Proposals specifies the activities, application criteria and the budget plan relevant to the specific call and sub-Action.

What was surprising is that the available courses and the scholarships offered for the particular courses have different deadlines, so all candidates should pay a lot of attention not to miss out on a desired opportunity. From the official website, candidates can learn that the 2011 Call for Proposals was announced on December 16th, 2010, and the ultimate deadline for submission of applications under all three Actions expires on April 29th, 2011. It would seem that SEBS has to wait for the next year in order to seek more partnerships and more participation in Erasmus Mundus grants.

4.2.2 Looking for partnerships

What could be the options for 2012? First, SEBS should seek out strong, EU partnerships because institutions from Bosnia and Herzegovina face certain limitations when applying, limitations we already mentioned on several occasions. The solution for partner finding is the online project partner search tool, the Erasmus Mundus database designed to connect the institutions or individuals interested in participation (Erasmus Mundus Programme - List of registered potential partners). Both students and teachers should be pleasantly surprised to learn that Erasmus Mundus has such an interactive database, much like Youth in Action Programme.

When entering the engine, it is possible to log in, create new profile or modify an existing one. It would be nice if SEBS created such a profile because this makes it a lot easier to refine the search results, as well as increases the opportunity to be found by other institutions interested in joint activities. After just a few minutes, we are able to locate higher education institutions from Italy, Hungary and Slovakia seeking for Erasmus Mundus cooperation in fields such as economics, ecology, business and IT, with European and “third countries”, including Bosnia and Herzegovina. It looks too good to be continuously missed out, especially when considering that it is co-funded by the EU.

4.2.3 Joint postgraduate courses

When searching for a suitable partnership via online project partner search tool, it is possible to refine the search from partnerships in general, to institutions interested specifically in joint master or doctoral courses. Before entering the search engine, a potential candidate has to check for available programmes under the Action 1A and Action 1B, with respect to the appropriate Call for Proposals. Even at this stage, it is possible to refine the courses offered. For example, a candidate is not interested to look for the courses in bioengineering or architecture because he or she wants to specialize in the field of economics and business. It is quite possible to make the search easier by simply checking the boxes below the choices offered. After 5-10 minutes of research, here is what that a random candidate could come up with:

Erasmus Mundus Master courses for the Field of Economics and Business, designed for the European region and accessible for the “third countries”:

- EMIN - Erasmus Mundus Joint Master in Economics and Management of Network Industries;
- EMLE - European Master in Law and Economics;

- IMMIT - International Master in Management of Information Technology;
- MIND - Erasmus Mundus Master programme in Industrial Ecology (EACEA - Erasmus Mundus Master courses).

Erasmus Mundus Joint Doctorates for the Field of Economics and Business, designed for the European region and accessible for the “third countries”:

- EDEEM - European Doctorate in Economics Erasmus Mundus;
- EDIM - European Doctor in Industrial Management;
- EDLE - European Doctorate in Law and Economics;
- EMJD-GEM - Erasmus Mundus Joint Doctorate on “Globalization, Europe & Multilateralism” (EACEA - Erasmus Mundus Joint Doctorates).

The beneficiaries for these programmes are universities from Austria, UK, Belgium, France, Spain and several others from both inside and outside of the EU. We should mention again that these are the programmes located after just 5-10 minutes, so there’s a big possibility that a candidate misses a few at the beginning. We can only wish a good luck to all the Erasmus Mundus candidates of SEBS for the 2012/2013 academic year, and hope that the offerings by the European Commission will be as appealing as they were for the 2011 Call for Proposals, which will expire before the date this thesis is finished and approved.

4.3 What happens once the application is submitted?

The 2011 Programme Guides are written to provide instructions for both projects submitted to the Executive Agency, and to the National Agencies. Since Bosnia and Herzegovina is unable to choose between the two, the only choice left is to describe what to expect when a project proposal is submitted to the European Commission.

All proposals undergo a certain procedure, and described in my own words the selection of applications is as follows:

- All proposals are checked against the criteria referring to eligibility, selection and exclusion;

- Those applications which have successfully passed the previously stated checkpoints are thoroughly assessed and ranked in accordance with the award criteria. Again, for all details regarding the newest criteria candidates should consult with the Guide.

Once the overall evaluation, including the verification of financial conditions, is completed, the Executive Agency decides on which projects are to be granted funding. The decision is based on the Committee's recommendation and the budget available (European Commission - Youth in Action Programme Guide for 2011, p. 121). For applications submitted to the Executive Agency applicants should, in principle, be notified of the outcome of the selection procedure during the fifth month after the application deadline (European Commission - Youth in Action Programme Guide for 2011, p. 121). This particular data is also valid for the Erasmus Mundus grants.

It is important to explain the term double-financing, which is strictly forbidden when applying for the grant. For each project supported at EU level, one may apply for only one grant from the EU budget at a time. To avoid the risk of double-financing, the applicant must indicate in the relevant section of the application form all the sources and exact amounts of any other funding received or applied for in that same financial year, whether for that particular project or any other projects that are, or have been undertaken (European Commission - Youth in Action Programme Guide for 2011, p. 116).

4.4 What happens if an application is approved?

In a scenario that an application submitted by the representatives of SEBS achieves an approval from the European Commission, a grant agreement summed up in exact amount or money and detailing the project conditions and funding structure will be signed between the Executive Agency and the beneficiary (European Commission - Youth in Action Programme Guide for 2011, p. 122). As was already concluded, when it comes to Erasmus Mundus projects the situation is simple: SEBS searches and defines a beneficiary. For Youth in Action proposals, it gets a bit more complicated.

Beneficiaries from member states of the EU don't really need to sign the grant agreement, but only a grant decision, as stated in the Guide. For projects selected and approved by the European Commission, it is intended that beneficiaries receive the agreements for signature by the end of the sixth month after the application deadline (European Commission - Youth in Action Programme Guide for 2011, p. 122). The agreement must be signed and returned to the Commission as soon as possible, and the Commission is the last party to sign the document. Unlike an agreement, the beneficiary from the EU doesn't have to bother signing the decision

and can activate the Youth in Action or Erasmus Mundus immediately upon reception of the document (European Commission - Youth in Action Programme Guide for 2011, p. 122).

What happens if multiple applications originating from the same sender are approved?

If several proposals submitted by the same applicant under the same sub-Action are approved by the European Commission, a single grant decision will be envisioned and presented in order to offer a simplified and harmonized actuation (European Commission - Youth in Action Programme Guide for 2011, p. 122). In this case, acceptance of multiple applications usually means that the Executive Agency will not award full amount of funding equal to the amounts requested by the applicant, which is often the case even when single application acceptances are concerned. This means that SEBS can engage into multiple projects at the same time, which is significant especially for Youth in Action. As was explained before, double financing is strictly banned and regulated by the Commission, and is certainly a thing to watch out for throughout the project engagement.

It is stated in the Guide that the EU grant is transferred to the applicant (organization chosen to apply on behalf of other partners) who, as a beneficiary, signs the grant agreement with the Commission representatives and bears all financial and administrative responsibility of the entire project (European Commission - Youth in Action Programme Guide for 2011, p. 122). However, Guide outlines that awarded grant is meant for covering costs originating from all promoters involved in the project. In order to avoid financial complications and legal disputes within the partnership, the Guide strongly suggests that promoters formalize their distribution of tasks, responsibilities and percentage shares of the grant internally, through written agreement (European Commission - Youth in Action Programme Guide for 2011, p. 122).

Appropriate conclusion would be describing the Final report. Final report is form which has to be filled, signed and sent to the National or Executive Agency within two months following the end date of the project (European Commission - Youth in Action Programme Guide for 2011, p. 138). It is meant to describe how the project was implemented, were there any obstacles that would prolong the deadline or increase costs, and to account for all the financial aspects that occurred during the project actuation. Final report is a must-do responsibility.

5. KNOWLEDGE ACQUIRED FROM THE STAFF

A topic such as EU grants needs to involve opinions from people which are continuously active in the field of European projects and international cooperation. This section is consisted of comparative analysis which will aim to display how much we actually learned on this topic, and how much we still have to learn in order to gain the knowledge of someone working in the, for example, SEBS International Office. According to multiple sources, many new projects were undertaken in the field of international cooperation recently, and representatives from foreign embassies are being regular guests of the School of Economics and Business in Sarajevo. The project that is currently running is “Bringing the World to SEBS”, a perfect example of a good idea of how to acquire scholarships, have fun, and learn something new about various countries of the world. The programme is consisted of ambassadors from different countries visiting the Faculty atrium each month, presenting their countries and education systems, and providing scholarships for the most worthy candidates.

5.1 Areas of interest

After giving it some thought, these are the topics of conversation with the head of IO:

- Did SEBS ever seek for Erasmus Mundus partnerships through channels other than having a Ministry as an intermediary? Channels like, for example, online partner finder databases or search engines?
- Are people from the International Office aware of Erasmus Mundus limitations for higher education institutions coming from Bosnia and Herzegovina, and how do they feel about it? Is there a chance that something might change soon, like an agreement or a document of mutual understanding with the European Commission?
- Is there a chance that a state-level National agency might be formed anytime soon? Furthermore, how could a National agency of Bosnia and Herzegovina operate and would it be a good idea at all?
- Are people from the International Office familiar with Youth in Action grants and their opus, goals, and availability criteria? Has ever any student organization existing within University of Sarajevo applied for Youth in Action grants and for what occasion? If so, were they granted the opportunity to actuate their ideas?
- What international partners, other than the existing ones, would people from the International Office love to see in the SEBS’s programme portfolio?

- How do professors and other staff feel about the project proposals that were mentioned in this paper? Are there any other ideas they would add on that matter?
- How do professors and other staff feel about the title of this research? Would they have formulated it differently or perhaps chosen other types of EU grants and why?

5.2 Additional knowledge gained

Conversations are a great way to learn a great deal of things. What was new for me was the information that the European Commission is intending to integrate all of the 24 faculties in Sarajevo into one representative body, at least when it comes to applying for the EU grants. The general idea is that the harmonization of higher education in Bosnia and Herzegovina can be monitored more easily if larger universities such as University of Sarajevo (hereinafter: UNSA) along with universities of Mostar, Tuzla or Banja Luka, unified their higher education institutions under one legal body. This is not the case with universities from France, Italy or Slovenia which will for an indefinite period of time be able to apply for grants independently from the other faculties of the university concerned². That is more of a bad news because SEBS is doing quite well on its own, applying for and introducing more and more Tempus, Erasmus Mundus, Basileus and similar programmes.

It sounds strange that in near future, only the University of Sarajevo could apply as a project partner in most cases, on behalf of all of its members. Although not yet implemented in practice, the decision has already been incorporated in the law on higher education back in February 2011. It seems that it is only a matter of time before this concept is actuated in reality, making the process even more complex with one more link added to the chain of hierarchy.

At first, there were worries that this could seriously interfere with my project proposals, but actually this doesn't have to mean much for SEBS and their project plans. University of Zagreb has been integrated into one legal body as well, and that didn't stop the Croats from improving their national status when it comes to grant policies. What is important is that SEBS has the most diversified, organized, and experienced International Office of all the other University of Sarajevo members, so the oncoming situation could prove to be an opportunity to earn some money: other faculties that wish to apply for certain projects would need help from someone with expertise, know-how and previous experiences on the matter, and where else to rather outsource than to ask the SEBS's IO for assistance.

² Information obtained from Mrs. Vanja Kenjić, head of the International Office.

My fairly experienced collocutors were not aware of any document of mutual understanding with the European Commission is about to be signed, or a National agency formed to operate with grant proposals or applications. In the Law on higher education of Bosnia and Herzegovina, there are two independent legal bodies that are to be formed, one of them being Informing and Document Nostrification Center, and the other Agency for the Development of Higher Education and Quality Assurance³. The closest aspect regarding the assignments of a typical National agency that could be found is that the Agency for the Development of Higher Education and Quality Assurance is responsible for defining the general terms and criteria for the distribution of financial assets between the higher education institutions of Bosnia and Herzegovina⁴. However, none of two legal bodies mentioned above are NVO-s or have any special mention or direct connections with educational grants awarded by the EU.

The IO personnel are unaware that any of the students of SEBS ever applied for Youth in Action grants, at least in relation with the Faculty. When it comes to my Youth in Action project proposals, SEBS employees who participated in my conversations were satisfied with the ideas, adding a few comments to the matter, the biggest issue of SEBS being the library. Also, there was a lot of mention towards the SEBS elevator. The fact is that it is too narrow to accommodate a person in a normal-sized wheelchair. Obviously, some aspects of the existing infrastructure that could assist the physically impaired need to be installed or upgraded.

For multiple times, the question has been posed: how come the final choices fell on Erasmus Mundus and Youth in Action and not, for example, Basileus which is quite popular at the moment? As stated before, the deciding argument was that these two topics which are significantly differentiated in opus, structure and goals, still have a lot in common when it comes to introducing all of their aspects to SEBS.

What international partners, other than the existing ones, would professors and other staff love to see in the SEBS's programme portfolio? There was not much doubt when it comes to top picks: USA, Turkey and China. Although their choice of giving China such a high rating surprised me at first, this enormous developing economy represents a great opportunity to enrich both economical and cultural knowledge of the students of SEBS lucky enough to go and see Beijing or Shanghai. Apart from these, overall top ten picks would certainly include Canada, Hungary, Czech Republic and Slovakia.

³ Act 48, paragraph 6 of the Law on higher education of Bosnia and Herzegovina.

⁴ Ibidem

CONCLUSION

Erasmus Mundus and Youth in Action are envisioned to enhance and improve the global knowledge, and bring people together through mutually beneficial intellectual and physical activities. Although the EU states have much more grant-related privileges in comparison to countries like Bosnia and Herzegovina, that doesn't mean that SEBS can't make some serious benefits out of it. In fact, this paper presented solid evidences that there are many opportunities even through only a few small doors that are left open, and also many ideas of how the University of Sarajevo could improve and compete against universities from the EU.

Considering all the elements from PESTEL analysis of the external environment that are degrading and undermining the process of applying for the grants, the main objective was not to write about what could happen if relevant government structures of Bosnia and Herzegovina simply changed their policies on European grants, signed the memorandum of understanding with the representatives of the European Commission or, perish the thought, formed something called the National agency of Bosnia and Herzegovina for better coordination of grant applicants on state level. Why? Because generally speaking, grant awareness is low, especially when it comes to the educational grants. Some day, when people of Bosnia and Herzegovina decide to take more steps, let's hope that political representatives of Serbs, Croats and Muslims won't demand separate agencies or some similar nonsense.

Grants are far from easy to apply for, organize, actuate and control in terms of project processes. First thing to do is for parliamentarians to pass the laws which will significantly simplify and harmonize the current situation in the sector of higher education on state level. At the moment, Federation and Republic are far from speaking to the EU with one voice. Slovenian and Croatian governments already took positive steps in terms of establishing a National agency and bringing the information to the potential applicants. The effort paid off as both of these countries received significant status promotions in a very short time period. In fact, status of Croatia changed during the time the third section of this thesis was being written. Does all of this mean that Bosnia and Herzegovina will follow the examples and introduce new grant policies set by Croatia and Slovenia in 5-10 years, like everything else? We can only hope that it will be much, much sooner.

Government structures of Bosnia and Herzegovina are a crucial factor. They hold all the keys towards modifying the Law on higher education, and introducing new legal bodies. At the time, the parliament is still struggling on passing the laws which would remove the discriminatory factors from students with "Bologna diplomas", which is the first step towards resolving all the other issues in the sector of higher education. The government structures should also look into the negative trends when it comes to budgetary funds awarded for the sector of higher education, and representatives of the Ministry of Education and Science should closely cooperate with future legal body of University of Sarajevo.

In the first half of 2011, many things have happened for SEBS and its international reputation to confirm the hypothesis that the value of SEBS diploma will rise in both tangible and intangible sense. AQA accreditation and new appealing master's and doctoral programmes are surely contributing to these claims. Through Erasmus Mundus, Basileus, Leonardo da Vinci, Youth in Action, and similar exchanges of knowledge and experience, the alumni association will become more and more influential to spread the message of quality and efficiency. Although the Erasmus Mundus activities are a bit tied up by Bosnia and Herzegovina's status of being a "third country" (SEBS not being able to host the students from all around the EU), Youth in Action itinerary exchanges just might do the trick.

Throughout the thesis, opinions of people with more grant-related experience were welcomed and discussed. Most comments were about wishing there are more international relationships and joint projects, and there were also many ideas that were surprising at first (cooperating with Chinese or Australian universities, for example). Grants are probably the best and not at all financially demanding way to build up these relationships, and start up new ones. It is clear that the SEBS staff members see the issues that surround them, and continuously look for the way to eliminate them even if the country's status doesn't help much. Hopefully, by the time new generations consider signing in, SEBS will move to the campus, prosper through having much more infrastructural resources, and attract more and more foreign students through both the Grants, and the sufficient resources awarded from the budget.

Progressing internationalization brings more reputation, more students, and most importantly higher value of SEBS diploma in the mind of potential applicants. It has already happened back in 2009 when students saw that there is a new joint postgraduate course which will offer an opportunity to acquire two valuable diplomas, one of them being from the EU region and accredited through both European and North American standards. Now imagine that 10,000 students from other countries had the opportunity to gather such information about Sarajevo and SEBS alike. Through the University of Sarajevo, SEBS can continuously apply for international partnerships, and rise up towards the ideals of higher education. More and more institutions active in the field of higher education must show that youthful intellectuals from Bosnia and Herzegovina are just as promising as their colleagues coming from more stable educational environments.

Through already mentioned outsourcing services provided by the IO, SEBS can gather significant assets and use them to introduce more and more bilateral and multilateral projects and agreements. Through Erasmus Mundus, Basileus, Leonardo da Vinci, or other scholarship programmes SEBS can spread the message through its students, a message that in Sarajevo a student can get a great level of education and diploma with solid international acknowledgement, along with affordable price of studying and living in European Jerusalem for a few semesters.

Bosnia and Herzegovina not being an EU member can, in fact, grant SEBS strong partnerships, an opportunity to learn and improve on various topics, infrastructure for the physically impaired surely being one of those. Of course that both University of Sarajevo and University of Ljubljana saw benefits in undertaking a mutual cooperation project, but wouldn't you agree that SEBS is more privileged by having the opportunity to extract newest intelligence on quality standards and practices from probably the strongest university from the former Yugoslav region.

Back in the thesis objectives, a question was asked regarding the frequent disputes between people and entities of Bosnia and Herzegovina. If a student from Mostar or Banja Luka is convinced that the University of Sarajevo would be the best choice for the career development (or vice versa for that matters), cultural differences and evil tongues will fade out more and more and make place for a new, healthier, competitive youth society concentrated on being successful in life rather than being the biggest or loudest nationalists because someone is paying them or will pay them to be.

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APPENDIXES

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Appendix A

List of abbreviations (1 of 2)

ACIPS	Association Alumni of the Centre for Interdisciplinary Postgraduate Studies
AMPEU	Croatian Agency for Mobility and EU Programmes
AQA	Austrian Agency for Quality Assurance
CMEPIUS	Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
CPI	Center for Promotion of Public Interests
DEI	Direkcija za evropske integracije / Directorate for European Integrations
EACEA	Education, Audiovisual and Culture Executive Agency
EAHE	Educational Administration and Higher Education / European Area of Higher Education
EFMD	European Foundation for Management Development
EFSA	Ekonomski fakultet u Sarajevu / School of Economics and Business in Sarajevo
EIDHR	European Instrument for Democracy and Human Rights
EMA	Erasmus Mundus Students and Alumni Association

List of abbreviations (2 of 2)

ENGO	A body active at European level in the youth field
ENQA	The European Association for Quality Assurance in Higher Education
EPAS	EFMD Programme Accreditation System (look in this list for EFMD clarification)
EQUIS	The European Quality Improvement System
GSGP	Global Supplementary Grant Programme
HETAC	Higher Education and Training Awards Council
OECD	Organization for Economic Cooperation and Development
PESTEL	Political, Economic, Sociological, Technological, Ecological & Legislative analysis of the environment
SALTO	Support for Advanced Learning and Training Opportunities
SRCe	Student Resource Center
STEM	Science, Technology, Engineering and Mathematics

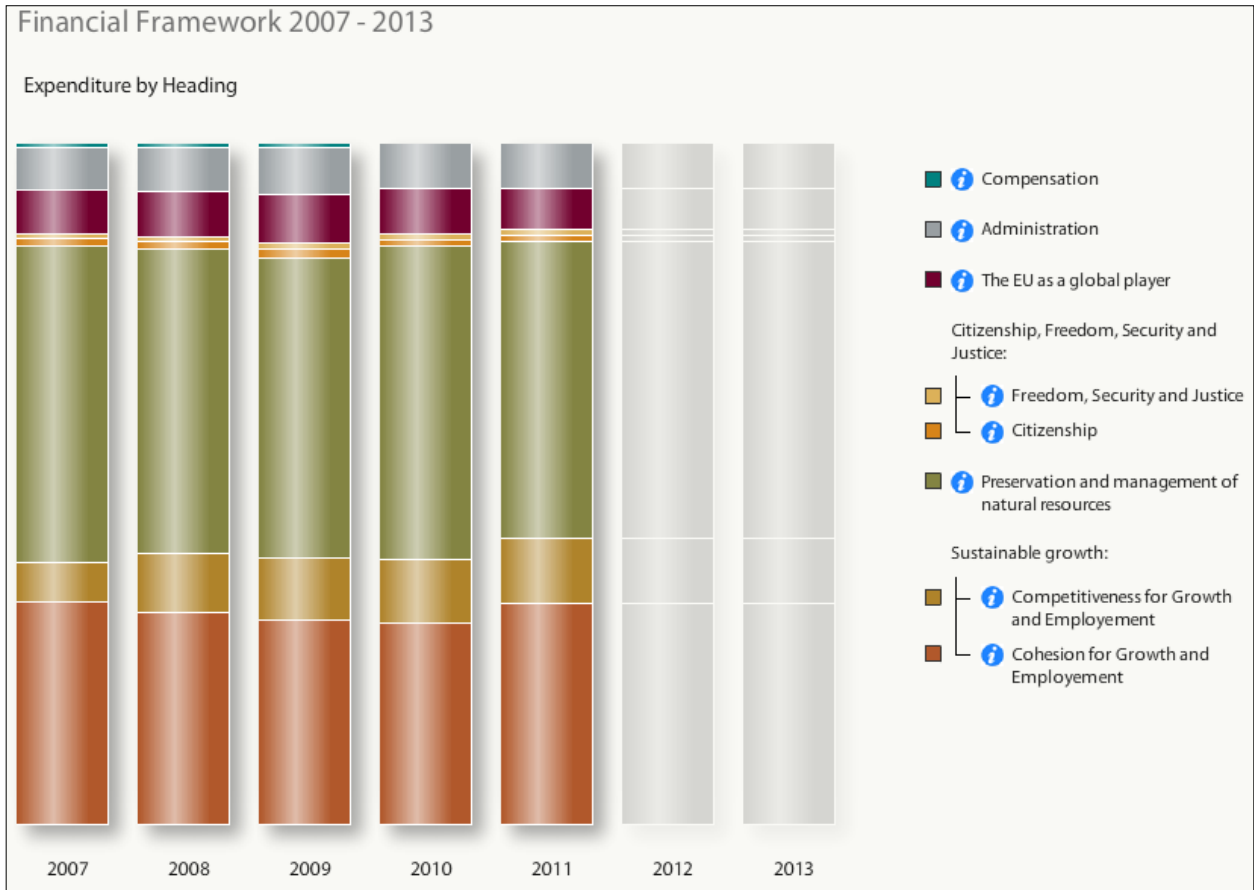
Appendix B

Glossary of terms (definitions extracted from the Erasmus Mundus and Youth in Action Programme Guides for 2011)

- **Action / sub-Action:** generic term used for the designation of a strand of the Programme concerned.
- **Advance Planning Visit:** visit to the Host Organization carried out during the planning or early preparatory phase of the project. Such visit aims at ensuring that all the conditions determining the successful development of the project are taken into consideration.
- **Award criteria:** criteria against which the Executive or National Agency assesses the quality of those projects that have successfully passed the check of the eligibility, exclusion and selection requirements.
- **Beneficiary:** if the project is selected, the applicant becomes beneficiary of the Erasmus Mundus or Youth in Action Programme, signs the grant agreement, receives a financial grant for the project and assumes the responsibilities for its implementation.
- **Co-financing:** the co-financing principle implies that part of the costs of a project supported by the EU must be borne by the beneficiary, or by contributions other than the EU grant.
- **Europass:** a single portfolio enabling citizens to provide proof of their qualifications and skills clearly and easily anywhere in Europe. It comprises documents designed at European level to improve the transparency of qualifications. Its aim is to facilitate mobility for all those wishing to work or receive training anywhere in Europe.
- **Final report:** form which has to be filled signed and sent to the National or Executive Agency within two months following the end date of the project in order to describe how the project has actually been implemented, and to account for the actual financial aspects (cost actually incurred and income).
- **Grant agreement:** legal form through which the beneficiary commits itself to achieve a selected project and the Agency commits itself to give the grant. This agreement details the conditions and level of funding that will govern the use of the EU fund.
- **National Agencies:** structures established by the National Authorities in each Programme Country in order to manage and implement the Youth in Action Programme at decentralized level.
- **Youthpass:** recognition strategy enabling participants of the Youth in Action Programme to receive a certificate describing and validating their non-formal learning experience.

Appendix C

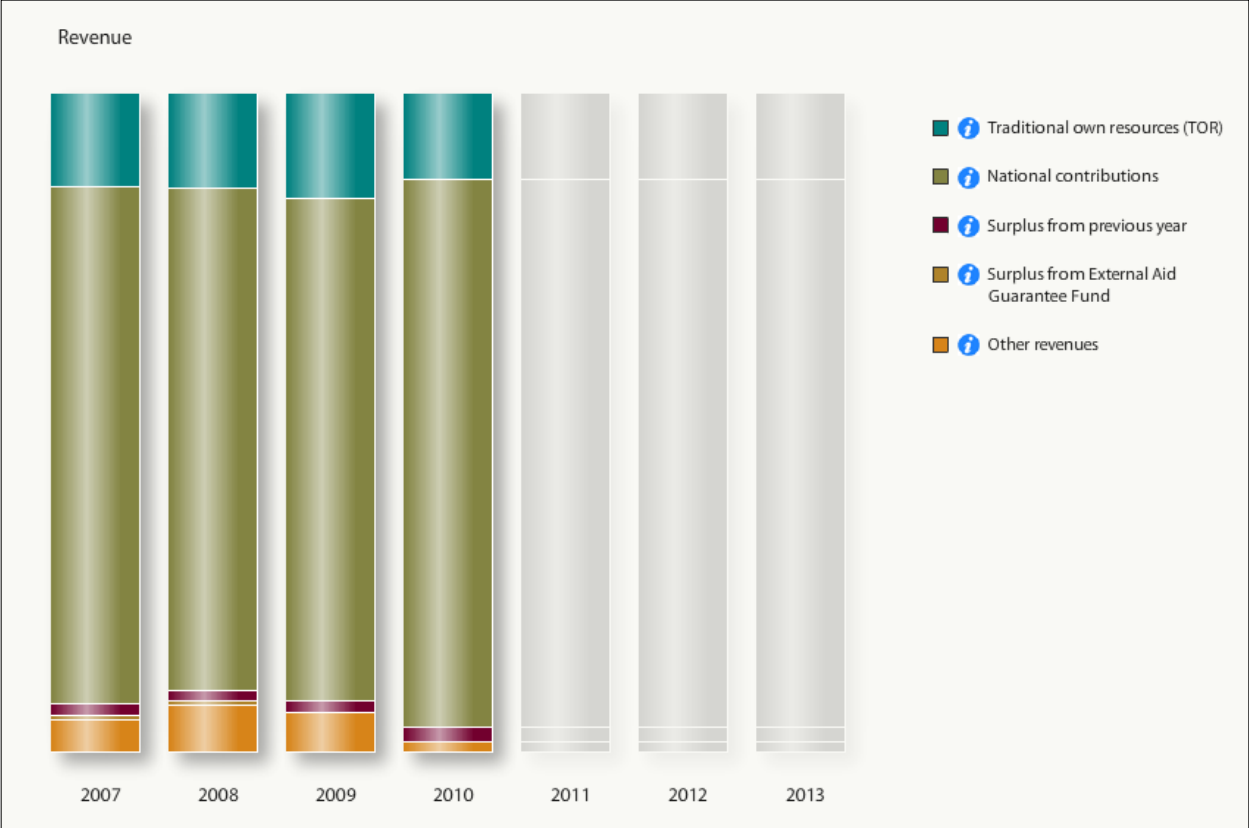
EU Funds and Expenditures



Source: European Commission: Where Did EU Funds Go?

Appendix D

Sources of the EU Funds



Source: European Commission: Where Did EU Funds Come From?

Appendix E

Programs offered by School of Economics and Business in Sarajevo

Program	Partner	ECTS	Degree	Languages	A&C
Economics	-	180	Bsc	BHS	ISO 9001:2008
Master program	-	120	MA	BHS	ISO 9001:2008
Sarajevo Business School	Griffith College Dublin	180	BA	English	ENQA HETAC
MBA "International Business and Management"	Griffith College Dublin	120	MBA	English	ENQA HETAC
Economics and Management of Public Sector & Environment	FELU, University of Nice-Sophia Antipolis & Faculty of Political Sciences	120	Msc	English	EQUIS
<i>Courses (2 years):</i>	Faculty of Economics and Business, Zagreb	120	MA	BHS	EPAS
Corporate management					
Financial reporting & Auditing					
Accounting and taxes					
Quality management					
Strategic information management					
Advanced financial management					
Business actuary					
<i>Courses (1 year):</i>	Faculty of Economics and Business, Zagreb	60	MA	BHS	EPAS
Corporate management					
Financial reporting & Auditing					
Accounting and taxes					
Quality management in Health C.					
Quality management					
Strategic information management					
Advanced financial management					
Business actuary					
Islamic banking (2 years)	BBI Bank	120	MA	BHS	-
Adizes School of Management	Adizes Academy of Management	60	MA	BHS	-
Doctoral studies	FELU	180	Phd.	English	EQUIS

Source: SEBS - Programs at School of Economics and Business in Sarajevo

Appendix F



YOUTH IN ACTION PROGRAMME

Action 3.1 - Cooperation with the neighboring Partner Countries of the European Union - Training and Networking



Identification		
Reference number	Applicant's name	Language
GB-31- -2011-R		

Eligibility criteria (Part C of the Programme Guide)

Action 3.1 (b) - Training and Networking

1	<input checked="" type="checkbox"/> Application form delivered by the deadline corresponding to the start date of the project, as defined in the Programme Guide (01/01/2011)	<input type="checkbox"/> YES <input type="checkbox"/> NO
2	<input checked="" type="checkbox"/> Application form - submitted on the correct form, completed in full and dated - typed and filled out in one of the official EU languages - signed by the person authorised to enter into legally binding commitments on behalf of the applicant	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
3	<input checked="" type="checkbox"/> Application form delivered : - by post, date as postmark; or - by courier service, date of receipt by the courier service; or - in person, date as receipt (only some NAs accept it); or - online (only some NAs accept it)	<input type="checkbox"/> YES <input type="checkbox"/> NO
4	<input checked="" type="checkbox"/> Preliminary agreements of the partner promoters completed and signed in original or by fax (please chase)	<input type="checkbox"/> YES <input type="checkbox"/> NO
5	<input checked="" type="checkbox"/> Estimated budget in which: - all prices are given in Euros - all items are in conformity with the funding rules – please see Budget check template	<input type="checkbox"/> YES <input type="checkbox"/> NO N/A
6	<input checked="" type="checkbox"/> Valid bank details (for UK NA- including IBAN details) (please chase)	<input type="checkbox"/> YES <input type="checkbox"/> NO
7	<input checked="" type="checkbox"/> Signature of the legal representative in original (please chase)	<input type="checkbox"/> YES <input type="checkbox"/> NO
8	<input checked="" type="checkbox"/> Proof of legal status - Additional mandatory documents: - for non-governmental organizations : an extract from the official gazette/trade register, and certificate of liability to VAT (if, as in certain countries, the trade register number and VAT number are identical, only one of these documents is required) - for public bodies : a legal resolution or decision or other official document established in respect of the public body (please chase)	<input type="checkbox"/> YES <input type="checkbox"/> NO
9	<input checked="" type="checkbox"/> Additional mandatory documents only for grant requests from applications submitted by non-governmental organizations and exceeding €25 000 : - the profit and loss accounts of the applicant - the balance sheet for the last financial year for which the accounts have been closed (please chase)	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO

Exclusion criteria (Part C of the Programme Guide)

1	<input checked="" type="checkbox"/> Declaration on honour signed in original by legal representative (with total requested figure in first paragraph of declaration).	<input type="checkbox"/> YES <input type="checkbox"/> NO
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Eligibility criteria (Part B of the Programme Guide)

Action 3.1 (b) - Training and Networking

1	<input checked="" type="checkbox"/> The applicant is legally established in the country of the National Agency	<input type="checkbox"/> YES <input type="checkbox"/> NO
2	<input checked="" type="checkbox"/> The applicant is a non profit/non-governmental organization; or a local, regional public body	<input type="checkbox"/> YES <input type="checkbox"/> NO
3	<input checked="" type="checkbox"/> Each promoter is: a non profit/non-governmental organization; or a local, regional public body; or an informal group of young people, or a body active at European level in the youth field	<input type="checkbox"/> YES <input type="checkbox"/> NO
4	<input checked="" type="checkbox"/> Each promoter is from a Programme Country or from a Neighboring Partner Country	<input type="checkbox"/> YES <input type="checkbox"/> NO
5	<input checked="" type="checkbox"/> The promoter has applied for the whole project (one-sided funding) on behalf of all promoters <input checked="" type="checkbox"/> If the project takes place in a Programme Country , the applicant is the promoter hosting the Activity	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
6	<input checked="" type="checkbox"/> Participants are legally resident in a Programme Country or a Neighboring Partner Country	<input type="checkbox"/> YES <input type="checkbox"/> NO
7	<input checked="" type="checkbox"/> Duration of the project is between 3 and 18 months	<input type="checkbox"/> YES <input type="checkbox"/> NO
8	<input checked="" type="checkbox"/> The Activity takes place in the country of one of the promoters (or in the countries of one or more promoters for Networking Activities)	<input type="checkbox"/> YES <input type="checkbox"/> NO

9	✓	The Activity does not take place in a Mediterranean Partner Country	<input type="checkbox"/> YES <input type="checkbox"/> NO
10	✓	A detailed daily timetable of the Activity (or an overview of the Activity for Networking Activities) is annexed to the application form	<input type="checkbox"/> YES <input type="checkbox"/> NO
11	✓	The applicant guarantees that appropriate measures to ensure the safety and protection of participants are foreseen (Declaration on honour in the Application Form signed by the applicant)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Specificities by Activity			
Activity 1 – Job Shadowing			
11	✓	Involvement of 1 promoter from an EU Country and 1 promoter from a Neighboring Partner Country	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 2 participants	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is between 10 and 20 working days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 2 – Feasibility Visit			
11	✓	Involvement of at least 2 promoters from different countries, of which at least 1 is from an EU Country and 1 is from a Neighboring Partner Country	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 2 participants per promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is between 2 and 3 working days (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 3 – Evaluation Meeting			
11	✓	Involvement of at least 4 promoters from different Countries, of which at least one is from an EU country and 2 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 50 participants (including trainers and facilitators) representing each promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is 10 days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 4 – Study Visit			
11	✓	Involvement of at least 4 promoters from different Countries, of which at least one is from an EU country and 2 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 50 participants (including trainers and facilitators) representing each promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is 10 days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 5 – Partnership-Building Activity			
11	✓	Involvement of at least 4 promoters from different Countries, of which at least one is from an EU country and 2 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 50 participants (including trainers and facilitators) representing each promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is 10 days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 6 – Seminar			
11	✓	Involvement of at least 4 promoters from different Countries, of which at least one is from an EU country and 2 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 50 participants (including trainers and facilitators) representing each promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is 10 days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 7 – Training Course			
11	✓	Involvement of at least 4 promoters from different Countries, of which at least one is from an EU country and 2 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Involvement of up to 50 participants (including trainers and facilitators) representing each promoter	<input type="checkbox"/> YES <input type="checkbox"/> NO
13	✓	Duration of the Activity is 10 days maximum (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Activity 8 – Networking			
11	✓	Involvement of at least 6 promoters from different Countries, of which at least 1 is from an EU country and 3 are from Neighboring Partner Countries	<input type="checkbox"/> YES <input type="checkbox"/> NO
12	✓	Duration of the Activity is between 3 and 15 months (excluding travel days) (use applicant's timetable to clarify)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Conclusion		The proposal is eligible: <input type="checkbox"/>	Visa (initials):
		The proposal is not eligible: <input type="checkbox"/>	Date:
Comments			

Source: Youth in Action: Application Forms and Guidance