

**CENTER FOR CIVIC EDUCATION FINAL PERFORMANCE REPORT**

**Reconciliation through Civic Education Program**

**Final Performance Report**

Performance Period: April 2007–October 2008

USAID Grant No. 167-G-00-07-00101-00

Submitted by: Center for Civic Education  
January 23, 2009

# CENTER FOR CIVIC EDUCATION FINAL PERFORMANCE REPORT

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## CENTER FOR CIVIC EDUCATION FINAL PERFORMANCE REPORT

**Recipient Organization:** Center for Civic Education  
**Project Name:** Reconciliation through Civic Education  
**Award Number:** USAID Grant No. 167-G-00-07-00101-00  
**Reporting Period:** April 2007–October 2008 (18 months)

### I. Executive Summary

The Reconciliation through Civic Education program was successful in bringing together multiple stakeholders to advance reconciliation by establishing civic education programs in Kosovar schools. The Center for Civic Education (Center) and Civitas Kosova, with advisement from a multi-ethnic steering committee, worked with the Ministry of Education, Science and Technology (MEST) to introduce the Kosovar adaptation of the **Project Citizen** civic education curricular program to teachers in 35 schools in 7 educational districts of Kosovo. 65 teachers were trained and over 3,000 6<sup>th</sup>–12<sup>th</sup> grade students of various ethnic backgrounds benefitted from **Project Citizen** in the 2007–2008 school year.

**Project Citizen** provided students with experience in considering community problems in a reasoned manner, researching the background and varying viewpoints on issues, discussing their opinions in a thoughtful and diplomatic manner, and developing policy solutions taking into consideration the multiple standpoints of community stakeholders. Through these experiences, students developed skills useful for peaceful and responsible democratic participation, including research, critical thinking, communication, public speaking, and community building skills.

Independent evaluation results indicate that participating students, in comparison to non-participating students, demonstrate greater interest and openness in listening to and discussing various viewpoints on issues and a greater sense of responsibility in knowing the cultures and viewpoints of other members of Kosovar society. The evaluator, along with the Center and Civitas Kosova, believes that this program has positively impacted students in preparing them for their role as democratic citizens in a multi-ethnic society.

The primary challenge for this program was in eliciting the participation of Kosovar Serb teachers at a time when it was politically difficult for them to participate in a program alongside Kosovar Albanians. Though every effort was made to prepare for and promote their participation, this ultimately did not come to fruition during the 18 months of this program. Though the lack of Serb participation was a great disappointment to the Center and Civitas Kosova, teachers and students of a variety of other ethnic backgrounds were able to participate and benefit from the inter-ethnic contact provided by this project.

Though the Reconciliation through Civic Education program has ended, Civitas Kosova is continuing to support implementation of **Project Citizen** in the 2008–2009 school year in all 7 regions of Kosovo, communicating and collaborating with MEST. Participating teachers, principals, and MEST have all expressed commitment to continuing with the program. Thirteen trainers have been trained and have the capacity to train additional teachers beyond the scope and period of this project.

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## II. Program Overview

Beginning in April 2007, the Center, in partnership with the Kosovar non-profit organization, Civitas Kosova, carried out “Reconciliation through Civic Education” to develop and implement civic education programs for reconciliation in classrooms at 6<sup>th</sup>–12<sup>th</sup> grade levels throughout Kosovo. These programs focused on the development, among teachers and their students, of an understanding of the fundamental values, principles, and institutions of constitutional democracy, especially political tolerance, respect for the rule of law, and support for the equality of all citizens—all of which assume reciprocity between citizen and state, and all fundamental to a sustained and properly functioning democratic system. The program also involved political and civic leaders, school administrators, community leaders, and pre-service university professors in advancing reconciliation through civic education.

The three main objectives of the program were to:

- (i) Decrease inter-group enmity within and between Kosovo’s various ethnic groups by establishing civic education programs at the 6–12<sup>th</sup> grade levels.
- (ii) Introduce curricular programs to guide the development of the knowledge, skills, and attitudes required for competent and responsible participation in democratic self-government.
- (iii) Implement sustainable elementary and secondary civic education programs in public and private schools throughout Kosovo’s seven educational districts.

The primary curricular program utilized in “Reconciliation through Civic Education” has been **Project Citizen**, which was originally developed by the Center for elementary and secondary level students in the United States and has been adapted for use in over 70 countries. **Project Citizen** promotes competent and responsible participation in local and regional government. The program is based on research that shows that the active learning methodology of this program has positive effects on political tolerance, inclusive politics, support for rights of citizenship, interpersonal trust, acceptance of the rule of law, commitment to constitutionalism, and support for minority rights.

## III. Key Results

This project has been successful in addressing inter-group enmity by establishing contact between Kosovar Albanians and ethnic minority groups at all levels of implementation. Individuals who would otherwise not interact have had the opportunity to engage in multi-party dialogue and to collaborate on the planning and implementation of activities designed to strengthen the democratic knowledge, skills, and dispositions of Kosovar youth. As a result, over 3,000 students who participated in this project have strengthened their civic knowledge and are better prepared with the skills and positive attitudes to participate in a multi-ethnic democracy that values the contribution of every citizen and upholds minority rights. Furthermore, the Reconciliation through Civic Education program has provided Civitas Kosova and local teachers with the training and management capacity to continue implementing the **Project Citizen** curricular program for the benefit of larger numbers of Kosovar teachers and youth beyond the scope and period of this project.

The biggest challenge for this program was in reaching out to Kosovar Serb teachers. Undoubtedly, the unilateral declaration of independence by the Kosovar government and the decision by Serbia to reject this decision contributed to an atmosphere that made it nearly impossible for Serbian teachers to feel comfortable participating in a program with ethnic Albanians. Efforts by Kosovar Serbs on the steering committee, consultations with the Center’s

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partner in Serbia, Civic Initiatives, and visits by senior Center staff to the Serbian enclave in Kosovo were all unsuccessful in convincing Serbian teachers to participate. The project made every effort to remove any possible obstacle to Serb participation and continued to dialogue with representatives of the Serb community, but ultimately this came to no avail.

While Serbian participation was not achieved, the program was successful in training teachers and educating a significant number of students of Albanian, Bosnian, Roma, Ashkali, and Turkish backgrounds. All participating students benefitted from the lessons in tolerance, communication, collaboration, and responsible engagement in public policy brought to them from this program. Students learned to consider community problems in a reasoned manner, to research the background and varying viewpoints on issues, to discuss their opinions in a thoughtful and diplomatic manner, and to develop policy solutions taking into consideration the multiple standpoints of community stakeholders.

The following sub-sections detail program results according to each activity specified in the approved program description.

### Activity 1: Establishment of the Steering Committee

The Center worked with Civitas Kosova to establish a multi-stakeholder steering committee to engage members of various ethnic groups as a consultative body for this project. Members included representatives from the Ministry of Education, Science and Technology (MEST), the Pedagogical Institute of Kosova, University of Prishtina, the Serb community, Civitas Kosova, an Albanian teacher and student, a Bosnian teacher, and a Turkish student. This steering committee met three times during the course of the project. The first meeting was held in May 2007 to agree upon the project framework and plan the schedule of activities for the eighteen months of this project. Subsequent meetings were held in January and April 2008. Steering committee members were active in promoting project activities and participating as judges in the **Project Citizen** portfolio showcases (Activities 6 and 7).

### Activity 2: Identification of Schools, Principals, and Teachers

The Center and Civitas Kosova were successful in working closely with MEST in all stages of this project. The Center and Civitas Kosova met directly with the Minister of Education, Science and Technology, Mr. Agim Veliu, in May 2007 to discuss project objectives and receive the full support of MEST. Mr. Arber Salihu, a senior official at MEST, was assigned as an MEST liaison for this program and identified 5 schools in each of 7 regions (35 schools in total) to participate in this project. The schools represented a diversity of student and teacher backgrounds including students and teachers of Albanian, Bosnian, Turkish, Roma and Ashkali descent.

A multi-faceted approach was taken to include Kosovar Serb teachers in the program, beginning in May 2007 and continuing throughout the project. Contact with local officials responsible for education in Serbian communities in the early stages of this project did not yield concrete results. Therefore, several attempts were made to encourage Serbian teacher participation via other channels including UNICEF, local Serbian NGOs, and the Center's Serbian partner implementing Project Citizen, Civic Initiatives in Belgrade. The variety of attempts did not result in Serbian teacher agreement to participate, most likely due to the changing political context in Kosovo simultaneous to the period of this project and the possible perception that participation in a multi-ethnic project would put their standing at risk within the local community. The Center and Civitas Kosova were in regular communication with USAID about these difficulties and were at all times prepared to include Kosovar Serb teachers and students in project activities.

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### Activity 3: Adaptation and Publication of Student and Teacher Materials

Civitas Kosova adapted the Center's **Project Citizen** civic education curricular materials into Albanian, Serbo-Croatian, and Turkish. 4000 student books and 100 teacher books were published in Albanian; 1000 student books and 100 teacher books were published in Serbo-Croatian; and 1000 student books and 100 teacher books were published in Turkish. Over 3500 of these books were distributed, primarily to Albanian and Turkish teachers and students.

### Activity 4: Teacher Training

65 teachers of Albanian, Turkish, and Bosnian backgrounds from each of the 35 participating schools were trained in **Project Citizen** in August 2007. International trainers with experience in both the **Project Citizen** and **Civic Link** programs conducted the training. In addition to **Project Citizen**, the training included several lessons from **Civic Link**, which was developed to promote inter-group contact and reconciliation between Catholic and Protestant youth in Northern Ireland and the Republic of Ireland. For many of the teachers, this was their first professional development workshop, and they were very happy to not only learn the new content, but also to learn instructional techniques for a more interactive and democratic classroom. After the training, teachers implemented the program with over 3000 students. Civitas Kosova followed up with and visited each school and teacher to provide support for implementation.

### Activity 5: Training of Trainers

Thirteen teachers participated in the Training of Trainers Workshop in March 2008, preparing them to train additional teachers in **Project Citizen**. International trainers who conducted the first teacher training in August 2007 identified the best candidates to become trainers, and Civitas Kosova observed their classroom implementation to select the top thirteen. These thirteen include Albanian, Bosnian, and Turkish teachers. After the five-day workshop conducted by Dan Prinzing of the Idaho Human Rights Education Center, these teachers have the capacity to conduct teacher training anywhere in Kosovo.

### Activities 6 and 7: District and National Showcases

Students demonstrated the public policy knowledge and democratic skills that they gained through this project during **Project Citizen** portfolio showcases held in every participating school and district in April and May 2008. At the showcases, each class made a formal presentation of their four-panel public policy portfolio in a hearing-style session to a community audience and a panel of judges consisting of local stakeholders. At the district level, a member of the project steering committee, an official from the Ministry of Education, and a municipal or regional government official participated as judges.

After the regional showcases, eight student teams were selected for the national showcase, representing each of the seven districts and the various ethnic groups participating in the project. The national showcase was held in Prishtina on May 18, 2008. Over 200 people attended the event, which was covered by national media outlets, including RTV21. In the words of Civitas Kosova Director Besim Beqaj, "This event has shown that our kids want to, know how to, and can change the environment around themselves." According to Mr. Beqaj, the public policy topics the students selected for their projects were very important for building a better future in Kosovo.

### Activity 8: Leaders of Tomorrow Summer Camp

Sixty-four students participated in the Leaders of Tomorrow Summer Camp, held in Ohrid, Macedonia on June 22-27, 2008. The summer camp provided these students with the opportunity to engage, in a relaxed setting, in highly structured and interactive civic education

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activities with their peers from other ethnic backgrounds and areas of Kosovo. Participants included sixth to twelfth grade students of Albanian, Bosnian, Roma, and Turkish backgrounds. Students participated in selected lessons and activities from the Center's **Foundations of Democracy** curriculum, designed to build their knowledge of democratic concepts and their skills in critical thinking, analysis, and deliberation. Activities included a simulated committee hearing, group discussions, and work on new public policy portfolios in mixed student groups from different regions and ethnic backgrounds. To keep the atmosphere relaxed and allow for natural interaction between participants, the camp also included some unstructured time and a dance and talent show organized by Civitas Kosova.

Civitas Kosova has said that through the camp, the students have proven that they are very active, imaginative, cooperative, and tolerant for working with and having fun with children of other ethnicities. Pre- and post-survey results of camp participants showed increased civic knowledge, increased interest in learning about the points of view of others, increased sense of responsibility to learn about others' points of view, and increased willingness to work with people who have a different point of view. [Evaluation report attached.]

In addition to benefitting the students, the camp provided an opportunity for accompanying teachers and school administrators, as well as an MEST representative, to observe and discuss effective civic education instructional techniques.

#### **IV. Comparison of Planned vs. Actual Accomplishments: (Timeline Status Report Attached)**

The following summarizes the program objectives, indicators, and targets delineated in the approved Performance Monitoring and Evaluation Plan. Following each indicator and target measure is a summary of the actual results attained. A full evaluation report from independent evaluator, Safet Gerxhaliu, is attached.

Objective 1: A core group of educators to constitute a steering committee to oversee the development, expansion, and institutionalization of civic education programs throughout Kosovo (Activity 1).

1.1 Indicator: Percentage of steering committee members who attend all sessions.

Target: 80%.

Actual: 100% (estimated by Civitas Kosova). The Turkish and Bosnian representatives were added at the recommendation of the steering committee at their second meeting; their attendance is counted as 100% from the time at which they were invited to participate.

1.2 Indicator: Self-reported hours steering committee members spend on the program apart from the meetings.

Target: 16 hours per quarter.

Actual: 20 hours per quarter.

Objective 2: Student texts and teacher guides published for use in Kosovo (Activity 2).

2.1 Indicator: Number of books published.

Target: 4,000 student texts and 80 teacher guides.

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Actual: 6,000 student texts (4,000 Albanian, 1,000 Serbo-Croatian, 1,000 Turkish); 300 teachers guides (100 Albanian, 100 Serbo-Croatian, 100 Turkish).

### 2.2 Indicator: Number of books disseminated for program.

Target: 80% of published texts.

Actual: 56% (over 3500 books). Over 3,000 of the Albanian and 500 of the Turkish texts were distributed. The Serbo-Croatian texts were printed so that they could be shared with Kosovar Serb stakeholders to develop program buy-in and so that texts would be ready for dissemination to Kosovar Serb teachers upon their agreement to participate in the program. Texts were shared with local stakeholders, but to date none have been distributed to Kosovar Serb teachers.

Objective 3: Civitas Kosova and staff will identify schools, principals, teachers, and university education professors for the various events that will be part of the proposed intervention (Activity 3).

### 3.1 Indicator: Participation in activities 4-8.

Target: At least 75% of the following estimates - 70 teachers for teacher training; 15 trainers at TOT training; 75 attendees at each of the seven district showcases; 100 attendees at the national showcase; 80 attendees at the summer camp.

Actual: 65 teachers participated in the teacher training; 13 trainers at the TOT; at least 120 attendees at each district showcase; over 200 attendees at the national showcase; 90 attendees at the summer camp (including students, teachers, and educational leaders).

### 3.2 Indicator: Minority representation in roster of attendees for activities 4-8.

Target: At least 25% of the following estimates - 70 teachers for teacher training; 15 trainers at TOT training; 75 attendees at each of the seven district showcases; 100 attendees at the national showcase; 80 attendees at the summer camp.

Actual: 9% (6) teachers for teacher training; 15% (2) trainers at the TOT training; 22% (20) at the summer camp. Minority representation was lower than expected in the teacher training because Kosovar Serb teachers did not participate. Spaces were reserved for their participation so that they could join the training at any time or so that a separate training could be arranged for them.

Objective 4: Teachers are trained in the content and methods of **Project Citizen** (Activity 4).

### 4.1 Indicator: Participants find the training and curricular material to be interesting. Participating teachers answers strongly agree or agree on the following statements:



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- Participating in the training was a valuable professional development experience for me.
- The training was well organized.
- I obtained enough training to start teaching **Project Citizen**.
- I have all the materials I need to start teaching **Project Citizen**.
- Participating in the training increased my knowledge of public policy.
- Participating in the training improved my understanding of how public policy decisions are made.
- Participating in the training increased my confidence in teaching students about how to influence the policy process on an issue they care about.
- Participating in the training improved my ability to facilitate classroom discussions and debates about public policy issues in our community.
- Participating in the training provided me with skills needed to facilitate cooperative teamwork among students.

Target: 75% of teachers indicate that they strongly agree or agree with the statements.

Actual: 80% of teachers indicate that they strongly agree or agree with the statements.

4.2 Indicator: Participants will be able to successfully implement the program in their respective classrooms. Participating teachers answer strongly agree or agree on the following statements:

- I have used knowledge gained from the institute during this school year.
- I have been able to guide my students' through the **Project Citizen** curricular program.
- At least one classroom of my students completed a portfolio of their **Project Citizen** activities. (Yes or No)

Target: 75% of teachers indicate that they strongly agree or agree with the statements.

Actual: 95% of teachers indicate that they strongly agree or agree with the statements.

Objective 5: Participants will achieve a high level of skill that will enable them to serve as trainers in **Project Citizen** for subsequent trainings. They will have a firm understanding of the content and methods necessary to lead a professional development institute (Activity 5).

5.1 Participating teachers indicate that they strongly agree or agree with the following statements:

- Participating in the training was a valuable professional development experience for me.
- The training was well organized.
- I feel adequately prepared to lead my own training.

Target: 75% of teacher trainers indicate that they strongly agree or agree with the statements.

Actual: 85% of teacher trainers indicate that they strongly agree or agree.

Objective 6: Increase students' sense of political engagement, i.e., decrease barriers between citizens and political institutions, and decrease inter-group enmity. Students who complete the **Project Citizen** program, prepare a portfolio of their work, and present on it should be more politically engaged than their peers, possess higher levels of political knowledge, a greater

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sense of citizen responsibility and obligations to the community, and show greater interest in politics and current events (Activities 6 and 7).

6.1 Indicator: Percentage of students showing stronger measures of civic dispositions based on participating students' responses on questions regarding civic responsibility, leadership, civic efficacy, and intent to participate in future civic/political activity.

Target: 60% of Project Citizen students should outperform non-PC students on these measures.

Actual: 62% of program participants vs. 35% of non-PC students strongly agree that they feel informed about community problems, ready to deal with community problems, and are ready to work with others to influence the responsible authorities towards solving community problems. Program participants were also more likely to try to change a law in their city. 0% of participating students said that they would *not* try to change a law in their city vs. 10% of non-PC students who said they would not try. (More details are included in the independent evaluation report.)

6.2 Indicator: Percentage of students showing stronger measures of civic skills based on participating students' responses on questions regarding skill at identifying community problems, generating solutions, deliberation, negotiation, getting things done.

Target: 60% of Project Citizen students should outperform non-PC students on these measures.

Actual: 88% of participating students vs. 18% of non-PC students were able to identify a problem that could be solved through public policy. Project Citizen students also more often indicated having experience with: discussing contradictory issues, working with colleagues of other ethnicities, discussing tolerance and equality with friends and family, thinking about community problems, working with others to improve their school or neighborhood, trying to convince others to support their solutions to a community problem, talking with or writing a letter to a government official, attending a local council meeting, meeting with members of interest groups, and making presentations or speeches.

6.3 Indicator: Percentage of students showing stronger measures of political tolerance based on participating students' responses on questions regarding tolerance for diversity of points of view, tolerance of unpopular groups, respect for the rule of law, support for the equality of all citizens, teamwork and cooperation skills, and conflict management.

Target: 60% of Project Citizen students should outperform non-PC students on these measures.

Actual: According to evaluation results, PC students consider that knowing about other people's culture is a necessity in Kosovar society and that it is their responsibility to learn and respect other cultures. While non-PC students reportedly understand the challenges of democracy and life in multiethnic society, they felt less responsibility for knowing about other cultures and points of view.

When trying to solve a disagreement with friends, PC students responded with readiness to discuss the problem directly with their peer, listen to their point of view, and consider the arguments and justifications of the opposing side. Non-PC students tended to respond that the disagreement should be solved by outside authorities (principal, school management) or through a meeting that would focus on compromise, rather than taking the time to understand the other's point of view.

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6.4 Indicator: Participating teachers' assessment of program impacts on student civic knowledge, skills and dispositions; academic skills; and student engagement within the classroom.

Target: 60% of teachers report improvements on most or all of the measures.

Actual: 100% of teachers, during focus group interviews, reported improvements in most or all measures, including student engagement within the classroom, academic skills, and civic knowledge, skills, and dispositions.

6.5 Indicator: Participating teachers', students', school administrators', and/or other involved community members' assessment of exceptional program impact on student, teachers, and administrators in terms of classroom engagement or school engagement in the community.

Target: One class

Actual: Four classes have been highlighted in reports from Civitas Kosova as having had an exceptional impact in terms of community engagement: Yll Morina in Gjakova, Ismet Rraci in Klina, Deshmoret e Hereqirt in Gjakova, Cambridge College in Peja. [See Section VI. Success Stories/Lessons Learned for more details.]

Objective 7: A core group of young leaders striving to improve their communities and advocates for tolerance and reconciliation.

7.1 Indicator: Percent increase in knowledge test on the content covered therein before and after the camp based on an index of 20 questions testing content areas covered in the **Foundations of Democracy** series.

Target: 60% of students whose scores improve during the weeklong camp.

Actual: Over 60% of students improved their scores.

7.2 Indicator: Percentage of students that report that they intend on keeping in touch with a members of their partnership after the camp and percentage of students who respond positively to an index of questions regarding political tolerance and trust in members of other Kosovar groups.

Target: 90% for each measure.

Actual: 100% of students reported that they intended to keep in touch with other students. 90-100% of students responded positively to various questions related to political tolerance (depending on the question). 90% responded positively regarding trust in members of other Kosovar groups.

7.3 Indicator: Percentage of students trained at the camp who continue work pursuant to the action plan devised during the week-long sessions.

Target: 80% of students reporting they spent time on the program after the camp period.

Actual: All participating students expressed a commitment to continuing their work following the summer camp, and all teachers are continuing to implement **Project Citizen**. However, the evaluator did not report follow-up data on the students in the months after the camp.

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### V. Continuing Activities:

Despite the end of the project, the Center and Civitas Kosova expect that activities inspired by this award will continue. Civitas Kosova will pursue its mission to promote high quality civic education for the youth of Kosovo. Civitas Kosova will continue to work with MEST in hopes of improving civic education in schools. Teachers already trained in **Project Citizen**, with the support of their school principals, are continuing to implement the program in the 2008-2009 school year.

In addition, the Center was awarded in July 2008 a two-year grant from the U.S. Department of State's Bureau of Democracy, Human Rights, and Labor to conduct a reconciliation program in Kosovo, Bosnia/Herzegovina, and Serbia, building on the success of the current Reconciliation through Civic Education program in Kosovo. This funding will help support continued work between the Center, Civitas Kosova, and the MEST, continued implementation of **Project Citizen** in classrooms, and further development of the civic education trainers already trained through the current program. The program will also provide new opportunities for Kosovar Serb teachers to be trained and to begin using **Project Citizen**.

### VI. Success Stories/Lessons Learned:

The Center and Civitas Kosova feel that this program has been very successful in achieving its goals and will continue to work towards the inclusion of high quality, student-centered civic education programs in Kosovar schools.

Civitas Kosova has shared the following individual school success stories, where students have gone beyond the basic steps of **Project Citizen**. In some cases they have involved additional community members in their action plans. In others, their projects have brought so much attention to the problem studied that outside donors have provided additional assistance in addressing the problem or helping the school.

#### a. Gjakova Case

Primary school Yll Morina from Gjakova received approximately 100,000 Euro from donors such as Italian KFOR, German GTZ, the Ministry of Education, and the Municipal Assembly. Local parents also volunteered to help the students in their public policy action plan. With the donor funds, they managed to renovate the sanitary premises of school as well as change the windows of their school.

#### b. Klina Case

Primary school Ismet Rraci in Klina, received funding from the Municipal Assembly for containers, gloves, and overcoats to clean the school premises.

#### c. Hereq Case

Primary school Dëshmorët e Hereqirt, also from Gjakova, was able to get 50 saplings from the Municipal Assembly and was promised that their school fence would be regulated while from the parent community they benefited from an assistant in school maintenance.

#### d. Peja Case

Cambridge College from Peja received funding from PTK for school materials for children in difficult social conditions for one year. At the same time, students from this school distributed their books and their clothes to other younger students.

The lack of Kosovar Serb participation in the program was a disappointment, explained in large part by the political development of the independence of Kosovo and the rejection of this step by

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the Serbia government. Nevertheless, this program was successful in training teachers and educating a significant number of Kosovar students of Albanian, Bosnian, Roma, Ashkali, and Turkish backgrounds. All participants were able to benefit from the democratic lessons learned from **Project Citizen**. While the Albanian students did not have the opportunity to interact with Kosovar Serb students and teachers, they had a high level of interaction with multiple stakeholders in their communities and had valuable interaction with other minority groups. They learned to value and respect the points of view of others and to develop skills for effective communication, two-way dialogue, and community building with peers from diverse backgrounds. These are skills that the students can use to resolve conflicts and build collaboration in any situation that they encounter in the future.

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Lead Organization <i>CCE = Center for Civic Education</i>	Activity	Proposed 18-Month Project Timeline																		Status as of 10/26/2008	
		Pre-Grant	(May) 1	(June) 2	(July) 3	(August) 4	(Sept.) 5	(Oct.) 6	(Nov.) 7	(Dec.) 8	(Jan.) 9	(Feb.) 10	(March) 11	(April) 12	(May) 13	(June) 14	(July) 15	(August) 16	(Sept.) 17		(Oct.) 18
<b>Initial Activities</b>																					
Civitas Kosova	Initial selection of participating schools																			Completed	
Civitas Kosova	Propose steering committee members																			Completed	
Civitas Kosova	Organize Kosovo implementation staff																			Completed	
CCE - Civitas Kosova	Establish financial management protocols and procedures																			Completed	
Civitas Kosova	Finalize list of participating schools																			Completed	
<b>Steering Committee</b>																					
Civitas Kosova	Invite steering committee members																			Completed	
CCE - Civitas Kosova	First steering committee meeting																			Completed	
CCE - Civitas Kosova	Second steering committee meeting																			Completed	
CCE - Civitas Kosova	Third steering committee meeting																				Completed
CCE - Civitas Kosova	Ongoing steering committee consultation																			Completed	
<b>Develop Project Citizen textbooks and teacher manuals</b>																					
CCE - Civitas Kosova	Review, adapt as needed, and publish Project Citizen textbooks and teacher manuals																			Publication in Albanian, Serbian, and Turkish complete	
<b>Teacher Training &amp; Awareness Session</b>																					
CCE - Civitas Kosova	Plan and conduct teacher training & school administrator and university professors awareness sessions																			Training of 65 teachers from 37 schools from across Kosovo completed in August 2007. Training was conducted by	

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																												experienced trainers from the US and Northern Ireland.
<b>Classroom Implementation</b>																												
Civitas Kosova	Classroom implementation of Project Citizen																											Completed
Civitas Kosova	Monitor and support classroom implementation																											Completed
<b>Showcasing Student Work</b>																												
Civitas Kosova	School-level Project Citizen showcases in all thirty-five schools																											Completed
Civitas Kosova	District-level Project Citizen showcases for all seven regions																											Completed
Civitas Kosova	Final Project Citizen showcase																											Completed
<b>Training of Trainers</b>																												
Civitas Kosova	Select teachers to become trainers																											Completed
CCE	Plan and conduct training of trainers																											Completed; 13 teachers were trained as trainers in March 2008
<b>Leaders of Tomorrow Summer Camp</b>																												
CCE	Plan and conduct summer camp																											Completed
<b>Evaluation and Reports</b>																												
CCE - Civitas Kosova	Final evaluation																											Completed
CCE	Programmatic and financial reporting																											Completed

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**Mr. Sc. SAFET GERXHALIU**

**FINAL EVALUATION REPORT**  
**"RECONCILIATION THROUGH CIVIC EDUCATION"**

Implemented by:  
**Center for Civic Education from Los Angeles**  
In cooperation with  
**Civitas Kosova from Prishtina**

October 15, 2008



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### 1. SUMMARY

“Reconciliation through Civic Education” is a program utilizing a curriculum called **Project Citizen**, which aims to increase the civic responsibilities of children in Kosovo as well as their active participation in creation of public policies that impact their everyday life. All participating students have chosen very actual topics and understand their capabilities in attempting to have an impact in adopting public policies that influence them. They understand well the human rights and were very comfortable in the terms of ethnic and cultural tolerance which also helped them create interpersonal trust among the program participants. The students, during their work on project, have been very active and achieved influence on local and regional levels in order for their ideas on making public policies as well as their action plans to be implemented through concrete investments in school infrastructure and other areas.

A Steering Committee (SC) has been created including academics, institutions, ethnicities, different gender and age. Thus, in the Steering Committee are represented Ministry of Education, Science and Technology (MEST), Pedagogy Institute of Kosovo, University of Prishtina, leaders of Serb community, representatives of teachers and students of different ethnicities as well as representatives of Civitas Kosova. In all meetings of the SC participated almost all members and there were present representatives of USAID, too.

Program has included 35 schools from 7 regions of Kosovo, making available training of 65 teachers of Civic Education from grade 6 to grade 12 of junior and senior high public and private schools. This program included almost 2000 students of different ethnicities in Kosovo. Training was done through the materials taken and translated from the Center for Civic Education (CCE) and adapted to Kosovo circumstances, specifically the textbook Project Citizen has been translated into Albanian and Serbian languages. A number of 4000 Student Books have been published together with 100 Teacher Books in Albanian and 1000 Student Books and 100 Teacher Books in Serbian language. According to staff of Civitas Kosova, it is planned to translate and publish these books also in Turkish language. All schools by region have been selected in cooperation with MEST while the textbooks published are authorized by MEST and USAID.

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Program implementers CCE and Civitas Kosova have managed to successfully implement this program and involve all communities (Albanian, Bosniac, Turks, Roma and Ashkali) with exception of Serb community who have refused participation. According to information received from members of Steering Committee, Civitas Kosova and CCE in cooperation with USAID have used all possible ways for their inclusion in the program but unfortunately, they were not successful. Although, there was no readiness by Serbs to participate in the program, I can consider that the implementation of the program has raised the awareness of all students for ethnic tolerance, democracy and civic responsibility.

Training of the teachers has resulted with better success and the same success has been carried over to the students who have participated in the program. During the visits and quality and quantity evaluation, it is clearly visible that the effects of the program have been achieved to a very high degree. The awareness of the students for their actions, environment, democracy and freedom of expression and use of language and their readiness to confront real problems, is very high.

Within the program, 13 teachers have been trained to be future trainers of this program. The training has been done by an American Trainer recommended by CCE and held in Ohrid in March 2008. The selection of candidates for future Trainers was made in cooperation with American and Irish Trainers as well as based on evaluation on successful program implementation. The Staff of Civitas Kosova, during program implementation period, visited at least twice each teacher.

The **Project Citizen** student portfolio hearings on school, regional and national level, brought a competitive spirit to the students who with a lot of commitment and dedication dealt with the problems identified by them. The final national presentation (Show Case) showed maturity and core understanding of the problem by the teachers and by the students. Program has achieved its effects by increasing the level of communication and integration of students with each other without any ethnic division. This could best be seen in the Summer Camp organized in Ohrid where eight student teams representing all participating regions and ethnic groups were part of a big family with a lot of fun and learning without any language or cultural barriers.

From discussions with trained Teachers and selected Trainers from trained Teachers, we learn about great commitment and the effects of this program that can be considered long-term since most of the Teachers and Trainers plan to implement this program even further. While from discussions with

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the students who have participated in the program as opposed to the ones who did not participate in the program, we learn that the participants in the program understand better democracy and accept as normal language, cultural and religious differences. Most of them consider these differences as a treasure of Kosovo society since they think that they learn new things from children of other cultures.

In principle it can be concluded that this program is very suitable for our schools since it is very practical, children get involved with it very quickly and learn to respect the rights and culture of others which is very necessary for Kosovo society. At the same time, this program can be a guideline to adapt the curriculum of the subject of Civic Education in the schools of Kosovo.

## 2. PROGRAM BACKGROUND

Program "Reconciliation through Civic Education" aims to promote democracy and ethnic tolerance by building communication bridges among children of different nationalities and by creating a cooperation environment focusing on practical problems that children encounter in their daily life without distinction in age, nationality, race or region.

The centerpiece program of this proposal is **Project Citizen**, a curricular program for elementary and secondary level students, which is intended to promote competent and responsible participation in local and regional government. It actively engages students in learning how to monitor and influence public policy and encourages civic participation among students, their parents, and members of the community. The program is based on sound research that shows that the active learning methodology of program has positive effects on political tolerance, inclusive politics, support for rights of citizenship, interpersonal trust, acceptance of the rule of law, commitment to constitutionalism, and support for minority rights.

According to CCE, the program has resulted in real policy changes in communities around the world. Such changes have happened during the implementation of the program in Kosova as well. Civitas Kosova has reported for changes in the school infrastructure; building a fence around the school yard, planting plants around the school for better environment, identified the needs of handicapped students of all ethnicities in their community and planned for various assistance activities and community programs to their benefit.

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### 3. OBJECTIVES

According to Program Description, The Center for Civic Education (Center), in partnership with the Kosovar non-profit organization, Civitas Kosova, proposed a program to develop and implement civic education programs in classrooms at 6<sup>th</sup> - 12<sup>th</sup> grade levels throughout Kosovo. These programs have been focused upon the development, among teachers and their students, of an understanding of the fundamental values, principles, and institutions of constitutional democracy, especially political tolerance, respect for the rule of law, and support for the equality of all citizens -- all of which assume reciprocity between citizen and state, and all fundamental to a sustained and properly functioning democratic system. The program has also targeted political and civic leaders, school administrators, community leaders, and pre-service university professors.

#### *Quantifiable Objectives*

The three main objectives of the proposed intervention are to:

- (i) decrease inter-group enmity within and between Kosovo's various ethnic groups by establishing long-term intervention efforts at the 6-12<sup>th</sup> grade levels.
- (ii) introduce curricular programs to guide the development of the knowledge, skills, and attitudes required for competent and responsible participation in democratic self-government.
- (iii) implement sustainable elementary and secondary civic education programs in public and private schools throughout Kosovo's seven educational districts.

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### *Expected Quantifiable Outcomes:*

- ◆ 8-12 key community figures guiding the development of civic education in Kosovo.
- ◆ 100 school administrators will have attended the first day of the **Project Citizen** teacher training as an awareness session for the program.
- ◆ 70 teachers trained in the content and methods of **Project Citizen** and experienced in the use of the program in their classrooms.
- ◆ 15 lead educators trained in the content and methods of **Project Citizen** and experienced in training other teachers in the program.
- ◆ 4,000 Kosovo students instructed in **Project Citizen** curricular materials during the project period.
- ◆ 20-25 professors of education and instructors at pedagogical institutions will become conversant with the various components of the program.
- ◆ 60 students, 20 teachers and school directors, and 10-15 guests will have participated in a 5-day the *Leaders of Tomorrow Summer Camp* to build community leadership skills in youth to allow them to have a direct role in the development of civic education programs in their own communities (in partnership with youth from other ethnic groups).

After analyzing work plan adopted at the beginning of the program one could say almost all these objectives have been achieved. The small digressions from quantifiable objectives are related to trained teachers, because according to Civitas Kosova staff 5 places for training have been reserved for Serb teachers. Using existing funds Civitas Kosova has published 2200 books more that it was planed and they have brought mores students to National showcase and to Summer Camp. In cooperation with CCE and USAID they brought Turkish team even though they were not selected through showcase. This was done aiming closer and more dynamic interethnic relations during summer camp, which was completely proved during the summer camp.

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### 4. OBJECTIVES AND GOALS

#### I. Creation and function of Steering Committee

Steering Committee was created according to plan and has institutional composition. Members of this committee have been representatives from Ministry of Education, Science and Technology, Pedagogical Institute, University of Prishtina, Civitas Kosova, Teachers and Albanian and Bosniac students as well as representatives of Serb community.

All the members of the Steering Committee have regularly participated in the meetings and actively participated in the program, by visiting schools and participating in student presentations in regional as well as central level. Their participation can be considered closely to 100% and their commitment beyond these meetings can be said to be more than 20 hours for three months.

#### II. Students texts and teacher guides published for use in Kosovo

Civitas Kosova, from its budget translated the Student's Book and the Teacher's Book of Project Citizen in Albanian, Serbian and Turkish Language. In Albanian Language were published 4000 Student's Books and 100 Teacher's Books; in Serbian Language 1000 Student's Books and 100 Teacher's Books, and in Bosniac Language 1000 Student's Books and 100 Teacher's Books. This shows that Civitas Kosova has published more than planned 2220 books and from its budget translated the book to Turkish Language.

About 2500 Student Books and 70 Teacher Books in Albanian Language were distributed free of charge for program participants. About 50 Student Books and 10 Teacher Books in Serbian Language were distributed while in Turkish Language about 500 Student Books and 10 Teacher Books. Altogether, were distributed 3050 Student Books and 120 Teacher Books, while the other part of the books has remained in stock at Civitas Kosova and is awaited distribution in continuity to students and teachers interested in continuation of the program.

#### III. Identification of schools, principals, teachers and university professors to participate in various events of the program

In the project participated 65 teachers of whom 59 were Albanian, 3 Turks and 3 Bosniacs. In the program, despite many offers and

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consultations done by Civitas Kosova and USAID with the Serb teachers and officials no teachers from Serbian schools participated. This was explained with the difficult political situation through which Kosovo has undergone during the project implementation. A number of 13 teachers were trained for trainers of this program. The training was evaluated to be very successful.

In each regional and also on national presentation participated over 120 participants, whether be students, teachers, parents, local NGO's and local as well as national leaders. The summer camp gathered over 90 people of whom 8 teams from different regions of Kosovo, teachers, officials from MEST, school principals and staff from Civitas Kosova. It is important to mention that Civitas Kosova from its own budget has sent an additional team on top of planned in order to create the multiethnic environment of the Summer Camp.

Program activities in overall have had a multiethnic character and have included Bosniac, Turkish, Roma and Ashkali minorities but have not had participants of Serb minority. Nonparticipation of Serbs is a result of political problems an also their refusal to participate.

### **IV. Teachers are trained in the content and methods of Project Citizen**

From Teacher Training and evaluation of the Training by the Trainers and by the staff of Civitas Kosova can be concluded that the Training has been beneficial and has helped the teachers to understand and gain all required material and methodological resources and transfer them to their students. They have shown that they understand and can easily explain the public policy and believe that with a commitment they can have an impact in the process of public policies. Over 80 % of the teachers during the training have shown that they are equipped with knowledge, skills and experience to efficiently continue the program with their students. These data were gathered every day after the training and analyzed by the trainers and staff of Civitas Kosova.

From the training and evaluation done is clearly visible that the teachers will be able to successfully implement the program with their students. A considerable number of teachers have implemented the program in more than one class. An average class has consisted of 30 students. Based on final evaluation, it results that 95% of the trained teachers have successfully implemented the program.



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### **V. Success of the Training of Teacher Trainers and their ability to further implement the program.**

Training of Teacher Trainers is evaluated to be very successful and they evaluate that this training has helped them to further their understanding of the program and almost all of them have expressed their readiness to continue independent trainings. According to evaluation done at the end of the training by Trainers and Myself 11 out of 13 teachers are able to start with independent trainings while 2 of them have not shown sufficient commitment. This shows that about 85% of teachers have achieved the required level in Training of Trainers.

### **VI. Evaluation of Implementation of Program Project Citizen by students as well as its impact in change or improvement of their understanding of being a good and responsible citizen.**

The Program has strongly influenced having the sense of political engagement of the youth, taking into consideration their engagement in public life, creation of public policies, civic responsibility and improvement of their commitments towards the community where they live, which are direct effects of the successful implementation of the program. The differences among the participant and nonparticipant students of the project are very huge, at some degrees even to 70%. Details of this evaluation can be seen under heading 9 of this report.

### **VII. Evaluation of a group of young leaders and their will to improve their community, advocate for tolerance and reconciliation**

The Summer Camp has shown that the students have attained a very high level of tolerance and readiness to forgive and reconcile and for sure they will be advocates of the positive changes in Kosovar society. From Pre and Post Test can be seen that the understanding and their activity differ over 60%. In detail can be seen in chapter 10 of this report.

## **5. EVALUATION IMPLEMENTATION PERIOD**

Field evaluation was implemented during the months of May and June while Summer Camp evaluation was done at the end of the month of June 2008.

Data gathering in field was accomplished by students hired to administer the filling of the questionnaires supervised by the evaluator while qualitative survey was done by the evaluator.

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### 6. METHODOLOGY

The methodology in evaluation of this project has been determined by CCE and was required to have two basic tests in order to evaluate the effects achieved through implementation of this program. The evaluation was done through the method of quantity and quality analysis as well as using the comparative method.

Basis for evaluation was a control group and focus group:

- Focus group consisted of students who implemented the program
- Control group consisted of students who were not part of the program.

For quantity analysis the size of the study group was the same and it was made through questionnaires. Questionnaires were distributed in 7 districts, including focus groups and control groups which included 30 students each. All together were collected 210 questionnaires from control group and 210 questionnaires from focus group. The questionnaires were same for program participants and also for non-participants in the program. 20% of questionnaires taken from both groups were analyzed and they represented sufficiently the evaluation of program success.

The same procedure was followed also for quality evaluation consisting of students from control group and from focus group. Prior to that questions were prepared and they were verbally made to the students during discussion on success and impact of the program on their public life and increase of ethnic tolerance and development of democracy.

The evaluation was done in field through distribution of questionnaires and through personal conversations with students and teachers of focus group and those from control group. Part of evaluation was also the personal observation of Training of Trainers and presentation on national level as well as summer camp of June 2008.

Questionnaires contained basic questions related to:

- Student civic behavior (civic responsibility, leadership, tendency to participate in public and political activities)
- Student civic skills (community problem identification, creation of different solutions, negotiations, activity execution etc)

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- Political tolerance (respect of laws, of opinion of others, readiness for team work, for work with other communities etc)
- Readiness for tolerance and civic reconciliation.

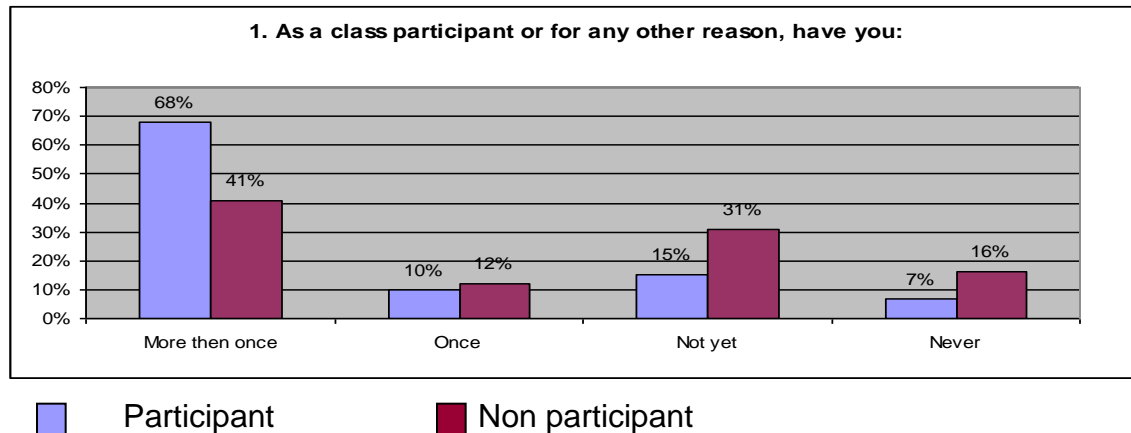
### **7. RESULT ANALYSIS AND EVALUATION**

Questionnaires were analyzed by the evaluator comparing the data from samples of focus groups and control groups and by doing the interpretation of empiric results and verbal discussions with students, teachers and trainers involved in the program. Based on comparison between the groups conclusions and recommendations were taken related to the impact of program reconciliation through civic education in schools of Kosovo.

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### 8. COMMENTS AND INTERPRETATION OF QUANTITATIVE ANALYSIS

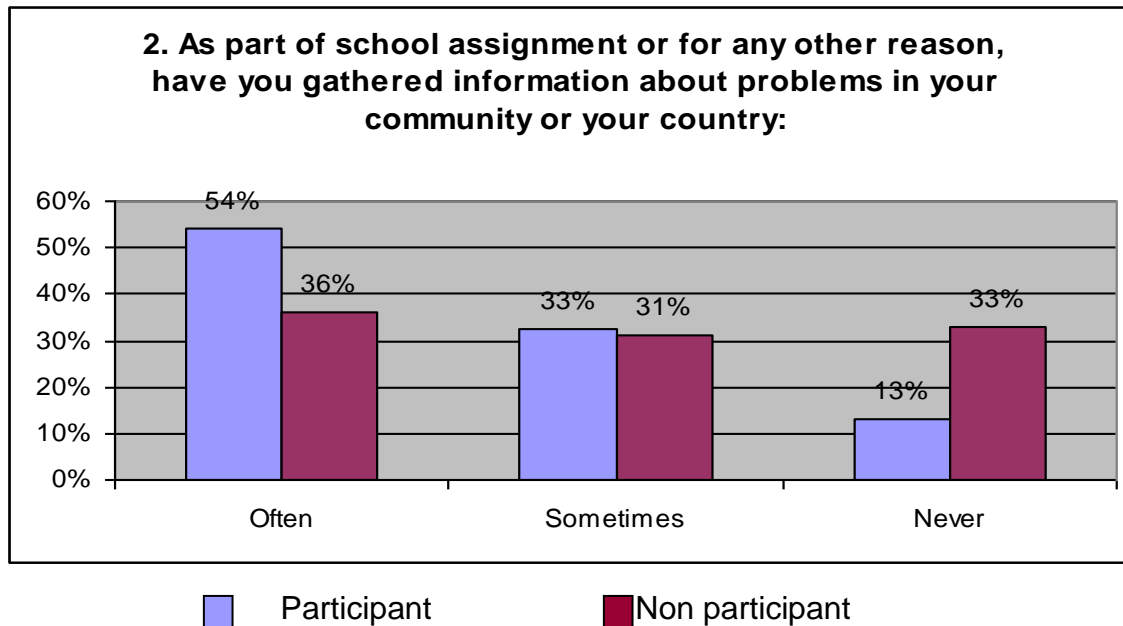
The following graphs summarize program participant and non-participant responses to sets of survey questions. The evaluator's interpretation of the data follows each graph.



a) Discussed contradictory issues? b) Discussed the aftereffects of the war and the influence they have on you? c) Have you attended lessons or worked with other ethnicity colleagues?, d) Have you discussed about tolerance and equality with your friends or family?, e) Have you thought about public problems with your community or school is faced with?, f) Have you worked with the others to improve your school or neighborhood? g) Have you listened carefully to the others even those you disagree with?, h) Have you explained your ideas to the others? i) Have you tried to convince the others in order to support your solutions to a problem in your community or your country?, j) Have you discussed with or written a letter to any government official?, k) Have you attended a session of your local council?, l) Have you met different interest group members in order to collect the information?, m) Have you made a presentation or a speech?

**Comment:** From the responses to the above questions it can be seen that the program participant students show a more open approach (68%) to discussing contradictory issues and accept the opinion of others, as well it can be seen that their classes have discussed about tolerance, impact of war, readiness of students to deal with the community problems where they live as well as their readiness to attempt and impact the local authorities towards approval of their proposals. From the graph is visible that the cumulative number of responses to questions made reflects clear distinction about the program participant students being more open and ready to discuss contradictory issues that may also raise debates among the students.

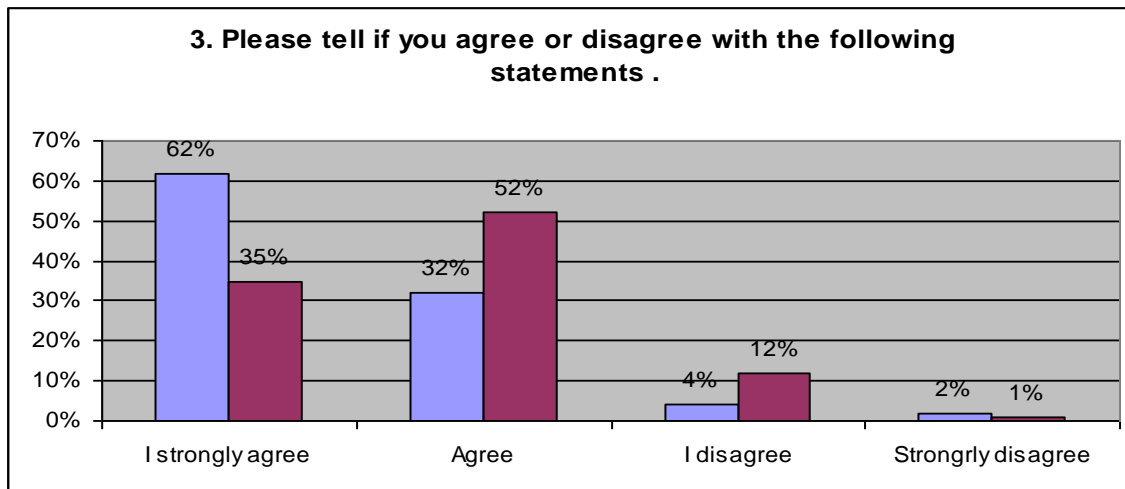
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a) Libraries, b) Newspapers c. Radio, d) Television, e) Internet, f) Teacher or students, g.) Lawyers or judges h) Community organizations or Non Governmental organizatios (NGO), i) Governmental officess , j) Family and friends

**Comment:** A realistic and pragmatic approach to analyzing a societal problem includes gathering data from a variety of sources. Here it can be seen that program participant students in a great degree 54% often use different sources of information to address and argue their actions to problem solution in the community where they live. Students who did not participate in the project show that 33% of them have never gathered information while only 36 % often use libraries, newspapers and other media or contact any institution in order to find information to be used for solving their problems.

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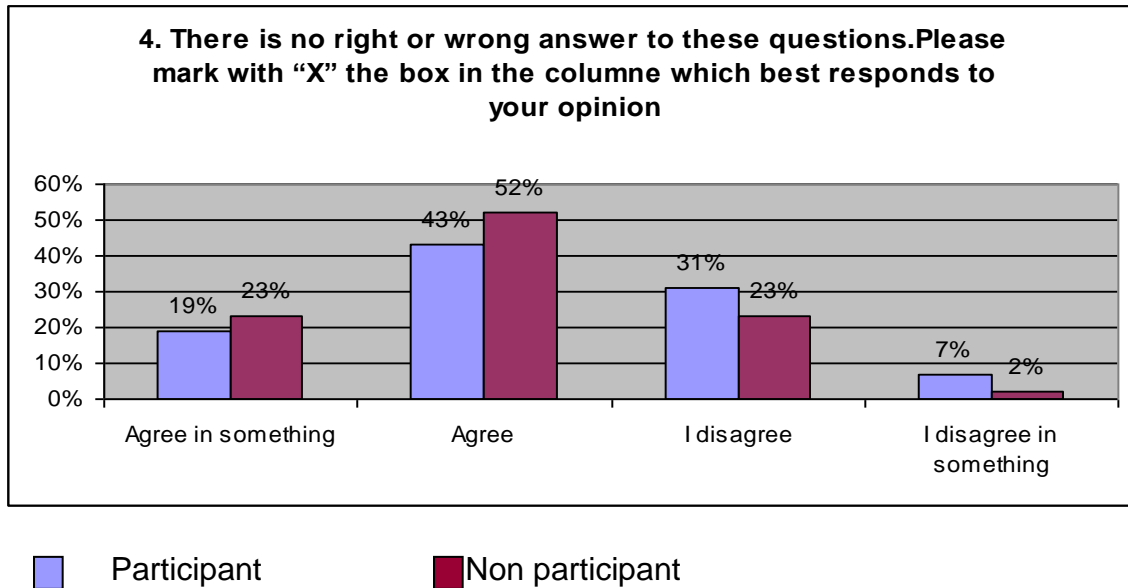
■ Participant

■ Non participant

a.) I am informed about the problems which my community faces with b) I feel capable to participate in the public life of my community , c) I can cooperate with the others to deal with the problems in my community , d) I can find the authorities responsible for solution of special problems in my community ,

**Comment:** Program participants strongly agree 62% that they are informed, they are ready to deal with their community problems and are ready to work with the others to influence competent authorities towards problem solution in their community. Also, the students who have not participated in the program show a relevant maturity but which is quite different from program participants. It is also worth mentioning that in verbal discussions with them; most of them were not clear on what we understand with community and which the public policies are on which they can have an influence.

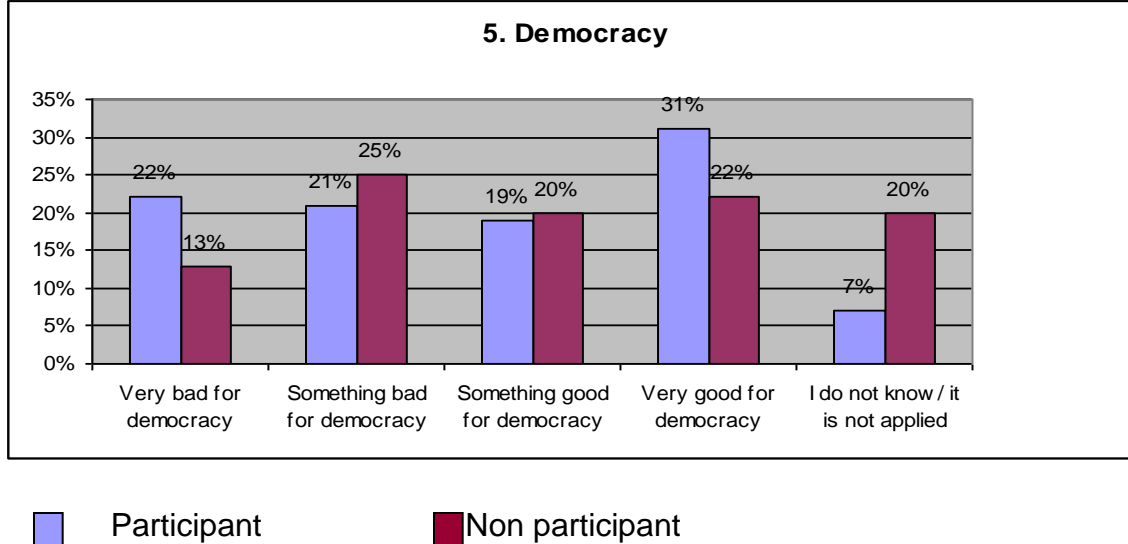
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a) Knowing other people’s culture and customs helps you understand their attitudes , b) Where I live, it would be a better place if people share different culture and customs, c) Having different cultures and customs within the country it does not mean that there will always be conflicts among them , d) It is my responsibility to learn other people culture and customs, e) Having people of different cultures and customs within the country is good for everyone, f) Knowing other peoples cultures and customs helps you to get a long with them.

**Comment:** Knowing other people’s culture and responsibility to learn and respect them was considered as something necessary for our society by the program participant students. Students from control group although they have a good orientation and understand the challenges of democracy and life in multiethnic society, their answers differ from program participants in each question to a considerable degree. This shows that the education programs in civic education are welcome and have influence in approach and civic behavior of children.

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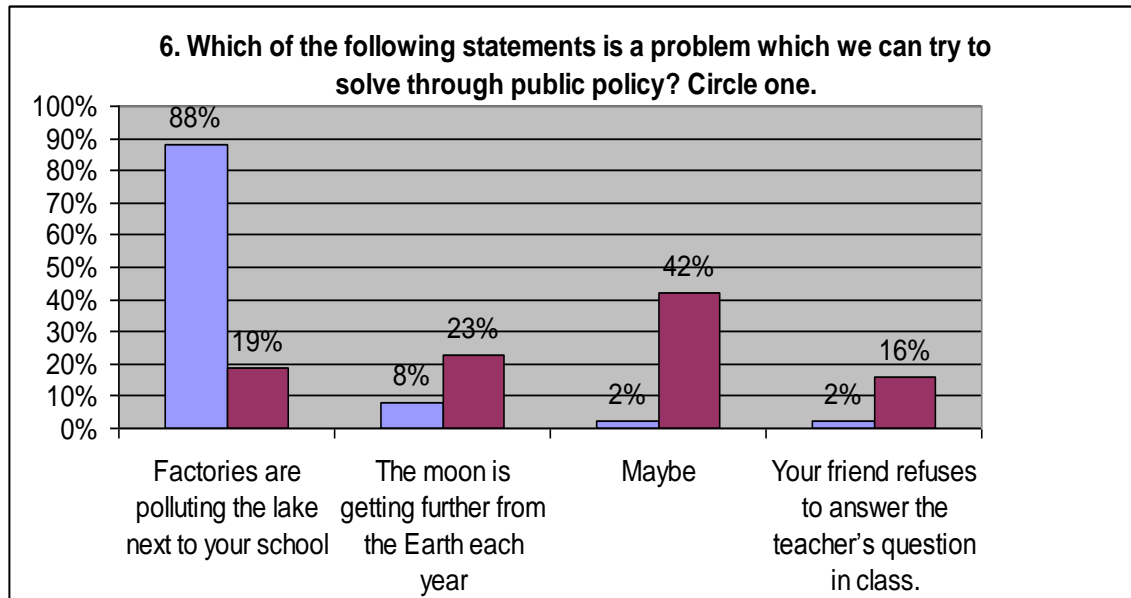


1) When the press is free of all government control, 2) When press is restricted in publication of stories which would offend several groups, 3) When people are critical about the government, they are not allowed to participate in discussions, 4) When courts and judges are influenced by the politicians, 5) When there are many available organization for people to belong in, 6) When the minimal income is ensured for everyone, 7) When people refuse to abide the law that denies human rights, 8) When the rich businessmen have more influence on the government than the others, 9) When people protest peacefully against the law they believe is unfair.

**Comment:** Most of the students, both participating and non-participating, understand what is useful and what is bad for democracy. Students responded that the tendency of authorities to control the independent media or different interest groups to influence them, have a negative effect on development of democracy. Program participant students show a high level of maturity and almost to all questions have a more organized approach and understand better the responsibilities of respective authorities to create legal conditions for freedom of press and electronic media. Participating students also have stronger opinions than non-participating students about what is good and bad for democracy.



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Participant

Non participant

a) You do not wish to visit your uncle's home, b) Your friend refuses to respond to teacher's questions in the class, c) Factories are polluting the river near your school, d) The moon is every year getting further from the Earth.

**Comment:** Identification of public policies and the way to solve them is of interest for community and stakeholders who feel responsible to improve them. From the graph it is clearly visible that the program participant students understand the public policy (88%) and know the way how it can be changed while students from control group are more unsure and are not clear on what the public policy is.

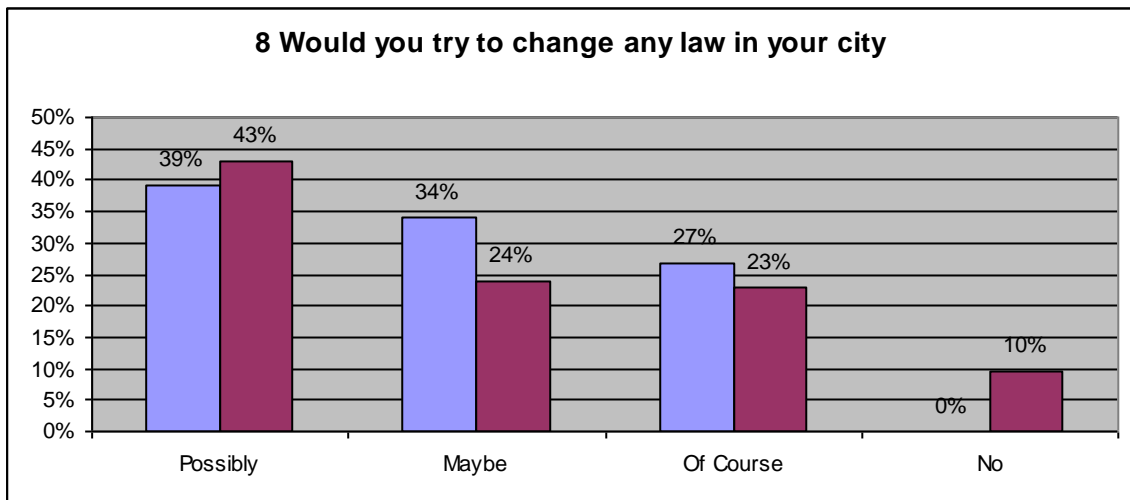
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- Your teacher,
- City officials,
- Police,
- Prime minister

**Comment:** Distinction of local public policies from the central ones is of very great importance for active life of the citizens since it enables to accurately plan the action to select it. Students from Focus group responded that the change of a law on city level is possible through responsible city officials, while the students from control group consider that the teacher and the police are competent for such a thing. This once more shows the difference in understanding of public policy, where the focus group is clear and accurate in responses.

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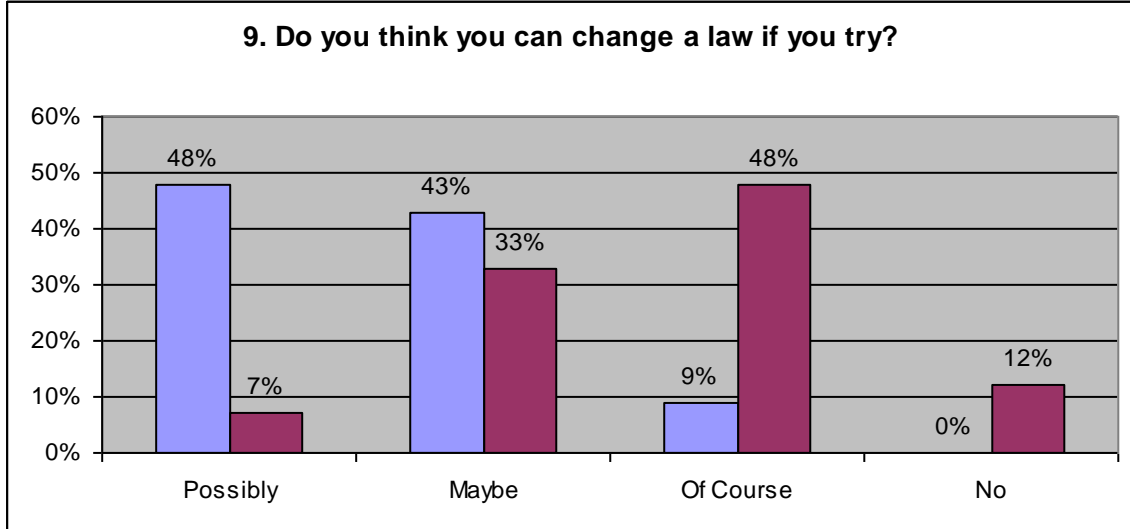
Participant

Non participant

- Of course
- Possibly
- Maybe
- No

**Comment:** Tendency for change of a law is on the focus of both study groups, but with a small difference. Basically, any citizen could try an attempt to change a law in the community where lives but this approach must be well organized. The previous responses of the control group students have shown that they do not understand public policies and are not clear which are possible actions to change them. With this argument can be explained 10% of responses by control group where they would not attempt to change a law in their community.

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Participant

Non participant

- Of course
- Possibly
- Maybe
- No

**Comment:** Page: 2

Note especially that 91% of participating students think it is "possible" or that they can "maybe" change the law. They are very realistic. They believe that they can probably/maybe do it, do not take it as a certainty. One reason for this might be that they now understand better the process of changing a law. They understand that they can have an influence but that they are not the final decisionmaker. They can influence and promote policies, but they alone do not change the policies.

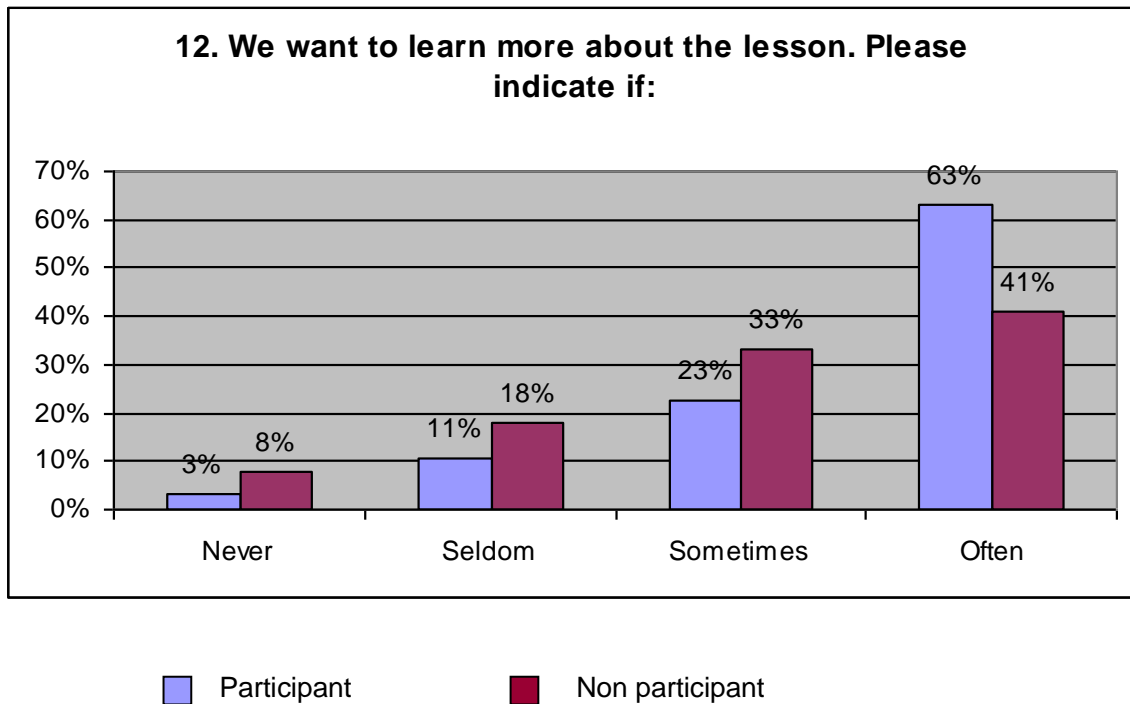
**10. Describe three methods through which the citizens can participate in improvement of your community.**

**Comment:** Students from **control group** consider that the best way to participate in improvement of the community where they live is through talking to Prime Minister of the country, to regulate the infrastructure and organize the citizens to identify the problems. A certain number of them consider that dissemination of brochures to raise the awareness influences the community where they live. Our aspect to this response is that they consider that the central authorities of a country should solve their problems and always talk in third person about actions to be undertaken but are not clear that these actions must be undertaken by themselves. Students from **focus group** are much clearer regarding their role in the community. They consider that an awareness campaign, personal responsibility for activity, petitions, leaflets and civic cooperation can influence creation of public policies that impact their community. They consider that it is their right and active citizens can influence improvements in community where they live. Thus, opposed to students who did not participate in project they consider themselves responsible for the community where they live.

**11. If you do not agree with your friends, what can you do to solve the problem.**

**Comment:** The feeling that problems with classmates should be solved by the principal, school management or organizing meetings to discuss the problems and the tendency to find a compromise are characteristic for the students from the **control group**. While readiness to discuss and respect the opinion of the others based on the arguments and facts justifying the opposite are a good indicator that the Project Citizen has raised awareness of students to respect the others and democratic behavior to solve the problems discussing on the best forms of the solution are key to success of active and responsible citizenship.

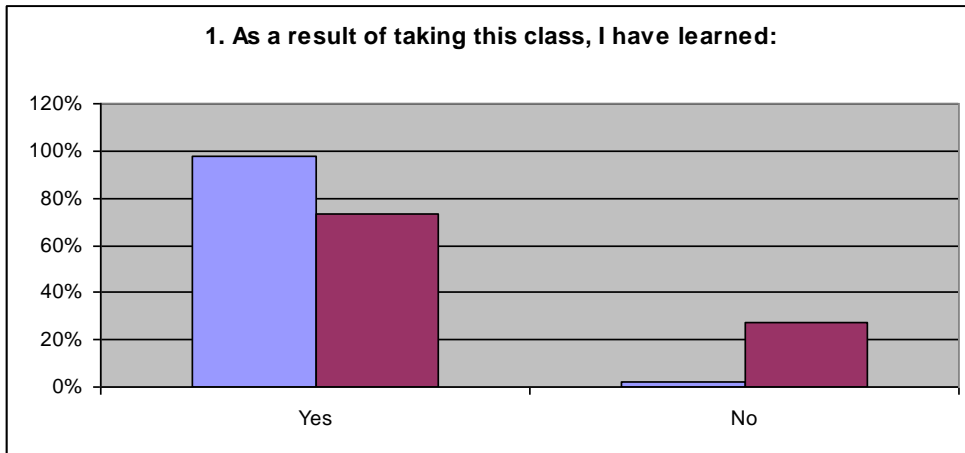
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1) Students discuss about actual political issues , 2) Students felt free to discuss about the human rights, tolerance and civic equality , 3) Students felt free expressing their disagreements openly to the teachers regarding political and social issues during the lesson, 4) Students felt free expressing opinions in class even when their opinions were different from majority of other students , 5) Teachers respect our opinions and encourage us to express them during the lesson, 6) Teachers teach and students take notes, 7) Teachers encourage us to cooperate in solving the problems

**Comment:** Relation of will and readiness to learn on political issues, on human rights, freedom of expression of thought even when they are opposite to class majority, freely express disagreement to teacher on different social and political issues, is build based on the knowledge and encouragement of students to act in this way. Participants show that 63% very often discuss and are ready to face with different situations in the classroom, while more uncertain approach can be seen with students from control group. The teacher’s actions and the classroom environment of participating students is reportedly more conducive to open discussion. At the same time, less discussion of societal issues and student opinions is occurring in non-participating classrooms.

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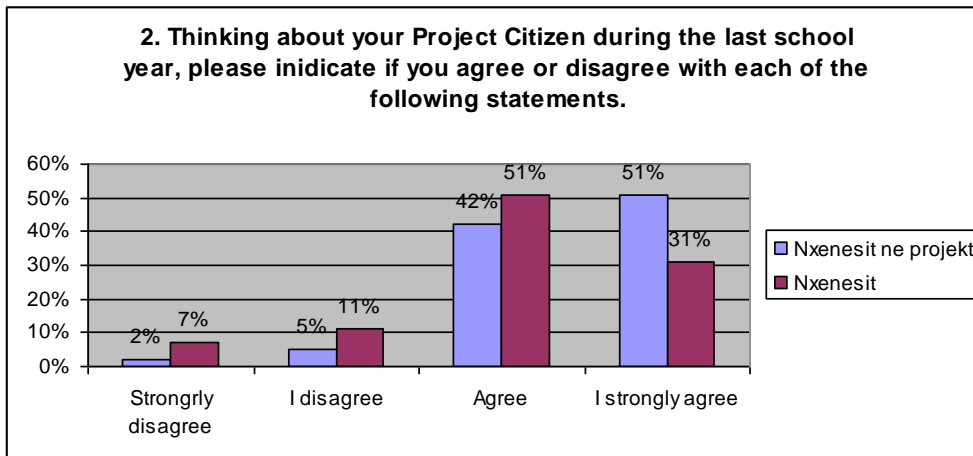
Participant

Non participant

1) New skills to actively participate as a citizen, 2) how to find solutions to the problems my community is facing with, 3) New methods of research to support my ideas, 4) how to speak publicly about the issues I am interested in, 5) how to explain my ideas to the others, 6) how to work with the others even when I disagree

**Comment:** The purpose of the question is to show that students taking the Project Citizen class believe they have learned all of the skills mentioned in the question. This shows that the students think that they have learned all of the skills that the program is trying to teach. Please note that this question was only supposed to be asked to students participating in the program.

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Participant
  Non participant

a) I learned what means to be a good citizen, b) I thought about tolerance and importance of working with others, c) I have contributed in the plans and activities on Project Citizen, d) I discussed my ideas in the class, e) I discussed Project Citizen at home, f) My research on Project Citizen helped the class or my group, g) I learned things which I will use again, h) What we learned about Project Citizen helped our school or community, i) Our action plan was successful j) The adults listened to our ideas,

**Comment:** Study shows that the experience gained from Project Citizen has positively affected the students. They are happy to have learned how to become good citizens, to discuss with the others, to respect other people’s ideas. Program students have shown great readiness to use the learned since they will help their school and their community. It is quite indicative that on all these issues focus group students strongly agree 51%, while the ones from control group 31%. One should notice that non participant students have heard about the program from their colleges, therefore their statements are only based on assumptions and information thy got from their friends.



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### 9. COMMENT AND INTERPRETATION OF QUALITATIVE SURVEY

According to previously prepared Project Evaluation, a set of questions was prepared narrowing the choice on more specific ones in order to have a very clear and easier discussion on the effects of the Program. This has helped in preparing a thorough survey between the participants directly involved in the Program and the others.

The interviews were very interesting and from the very start it was possible to detect a dualism in opinion among the participants and non-participants of the Program and the way how they saw the problems in their vicinity and society.

Following are my observations during personal interviews:

1. **Please, explain the forms of communication to other students and teacher in the classes of civic education. (How do you communicate to other students/teacher? What type of activities do you practice?)**

In the interviews with the surveyed, on explaining the forms and methods of communication with other students and pedagogues or teachers as well as their colleagues, there is a distinct difference in approach to communication in this respective matter.

**The program participants (Focus group)** are characterized with an advanced knowledge of thinking in a democratic spirit and tolerance, thus giving them more self-confidence which encourages them to be freer in their communication and achieve their objective through communication and dialogue. There can also be noticed, to a certain degree, the use of modern literature regarding the civic education and as such it reflects bold questions and a spirit of willingness for team work.

This cannot be observed with the **non-participants (control group)** of the Civic Education Program, which can easily be noticed through interviews with them. They are characterized with silent and closed approach, lack of courage to confront openly challenges and a hesitation in expressing their opinions.

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- 2. Is there a difference in the form of communication and cooperation with students and teachers in other classes held? If there is a difference, describe the ways?**

As for the **participants of the program**, their form of communication is in a democratic spirit, with tolerance and flexibility in accepting others even when they are a minority in the process. Their characteristic behavior is expressed in team work and their readiness to contribute and minimize the problems as well advance in their solution in a democratic way through different activities of social, educational, economic and political character.

With the program participants, a transparency in the communication and readiness for dialogue can be noticed, which at the same time reflects an interaction or active dialogue professor-student or student-student and student-professor. A culture of conversation and communication is noticed with the mentioned

Observation of the **non-participant students** has shown that they are more inclined in traditional ways of communication, "respecting" formal relations between teachers and students. They are not very open for opinions from others trying either to escape discussions or to impose without arguments their ideas. A kind of contextual communication which is hard to be understood was observed within those students.

- 3. Do you think that the cooperation to the others on the forms of communication will impact improvement of your community? Is there a difference in the form you practiced before Project Citizen?**

Flexibility and adaptation to different circumstances of importance to community is present with the participants and also a spirit of cohabitation and cooperation within community to advance the processes in general. Students and teachers have reported a certain difference even among the program participants before and after the end of program on civic education.

**Students who have participated** in the program, before attending the program describe the form of thinking and approach to others and community as closed and ghettoized as well as a lack of self-confidence in presenting their opinion through a democratic dialogue. Certainly, a change can be observed in approach to dialogues that deal with

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minorities in the community, their acceptance in society and collective involvement to advance the processes in community.

Positive effects after the completion of the program Project Citizen are reported by teachers and students. This has been explained through contacts with local and school officials aiming improvement of their communities. Students understand their obligations and responsibility to work for better citizenship, and they have admitted that they were not such active before taking PC. I found very exciting students engagement among each others during the portfolio works. They were communicating days and nights with colleagues and their parents trying to find better understanding and support for their public policies and for their action plans.

#### 4. **How do you feel when you work with people of different cultural/social background?**

Cohabitation in Kosovo is an issue that is discussed everyday and is very present in media in Kosovo. All this communication sends an only message and that is the creation of a multiethnic state of Kosovo is of interest for its inhabitants.

**Participant students** in program show a very high maturity and understand the work with people of different culture as something real and part of civic responsibility of different communities. They are convinced that cooperation with people of different cultures and different social levels enrich the society and opens new paths to normal life. They also state that this takes time but nevertheless consider themselves as part of activities to contribute to stabilization of communication and cooperation among different ethnicities.

Observing the **students who were not part of the program** shows that they are aware of the issue from the media and different media programs in Kosovo but consider this as an obligation of the state and do not consider themselves responsible for such a thing. They expressed themselves that the local and country authorities are under obligation to create this environment and in later stages the cooperation among different ethnicities can occur.

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### 5. **How do you feel about communication to your local government on the problems you are confronted with? Is there a difference in how you felt before Project Citizen?**

Students participating in the program show that before the program they were not active and convinced that they could change the things and influence the public policies impacting their lives. They state that they had considered these things as responsibility of the others including parents, school and local authorities. They confirm that the program has raised the awareness and prepared them to be more active citizens who do not wait the things to be changed by someone else but contribute to their community to improve their life. After the program, they consider that good citizens are those who take their responsibilities in society and those who respect the others and say the cooperation is the only way for an organized society.

In the discussion with students not participating in the program, it is obvious their curiosity to get acquainted and be part of the program offered for other students. However, they show some basic previous knowledge on civic education taken from regular education process. The thing that distinguishes these students is that they understand the civic education as a tool to understand the society and institutions of Kosovo and not as something that enables them to be an active part of public life in the community where they live.

### 6. **What do you think about the presence of tolerance and human rights protection in Kosovo?**

Tolerance and human rights are considered as issues of special value by both groups of students. The thing that distinguishes them is the understanding of tolerance and the way of protection of human rights.

**Students participating** in the project consider that ethnic tolerance is a virtue of the society and such can be built with mutual trust through communication and cooperation on everyday issues. They state that in Kosovo there is tolerance but it has to emerge to surface since it is still not very actual. To the question of what they understand by tolerance and human rights they stated that tolerance and human rights are allowing each person without discrimination on race, religion or ethnicity to express freely. It is important to say that most of these students believe in tolerance and are absolutely ready to work in achieving their rights. They consider that there is still needed further support in this direction.

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**Other part of the students** shows that they understand the need for tolerance and human rights protection but consider it quite resent in Kosovo. On request for arguments on this, they refer to media and institutional activities in this direction not considering themselves part of these processes.

### 7. **What is the importance of civic education for the future of Kosovo? Please explain your answer (why it is or not important?).**

Both groups of students consider as very important civic education for the future of Kosovo. They are aware that the education is a very important part of the society but the distinction between two groups is that **program participating students** understand the role of civic education as a tool for raising civic responsibility and consider that civic education contributes to tolerance, communication, cooperation and coordination of activities to give their life direction. This according to them creates active citizens who are also responsible but who require responsibility as well from public policy makers.

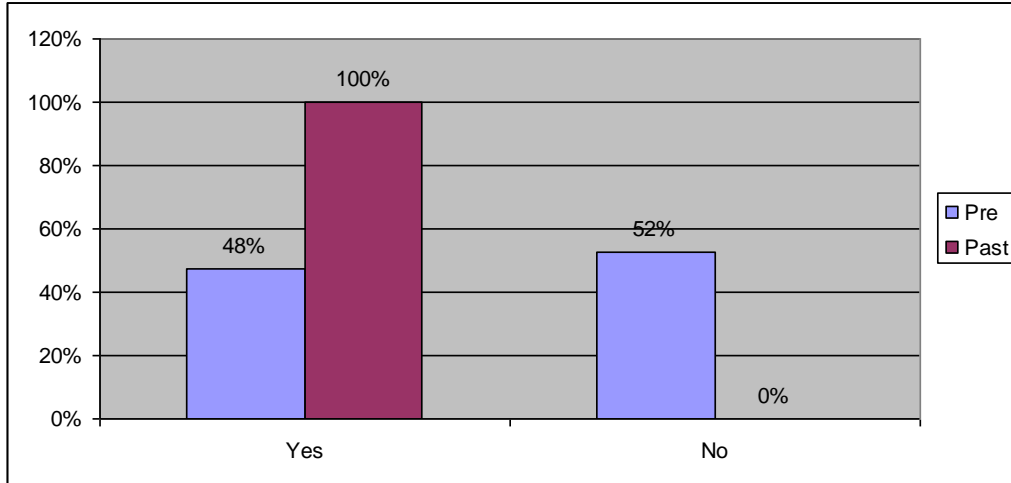
While, the **students not participating in the program** consider civic education as a subject in schools and its importance is in getting to know the institutions and their function. They consider that if they understand well the function of institutions, they will be good citizens without mentioning their role in society.

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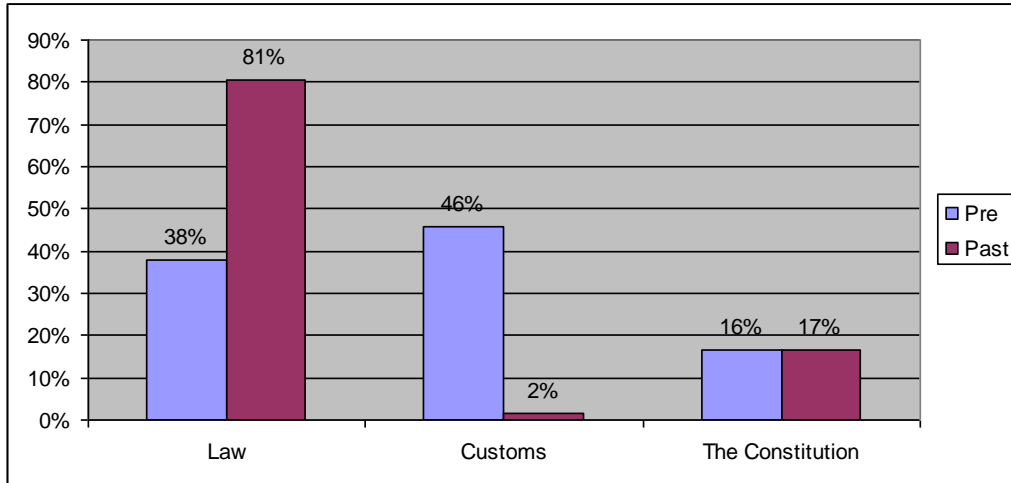
### 10. COMMENTS AND INTERPRETATION OF SUMMER CAMP PRE-TEST AND POST-TEST

1. A teacher tells her students to sit down and to pay attention in class

a) Does she have the authority to do this?



b. If so, how does she get this authority?

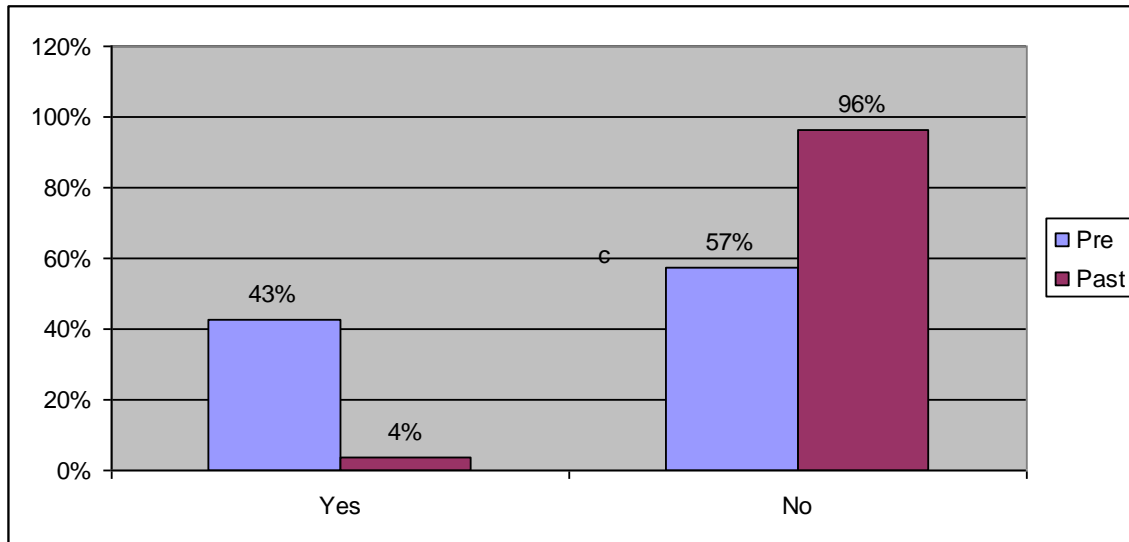


**Comment:** Authority of the teacher in the class and his/her right is differently understood from students in pre and post test. Post test has shown that they consider that teacher has that authority (100 %) while pre-test shown that only 48% believe that. Quite big distinction to be seen is the source of authority, where student responses after test consider the source of this authority to be law 81%, customs 7% while constitution 12%, whereas pre test consider that law gives this authority to degree of 38%, customs 46% and constitution 16%. This difference indicates that their activity during the camp has changed their understanding of the role of the law, customs and constitution.

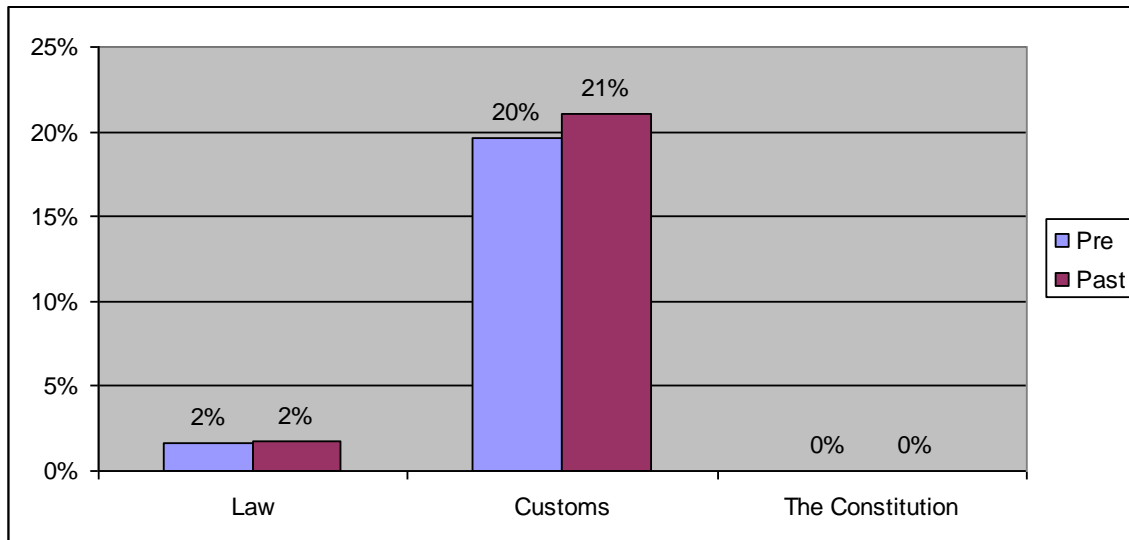
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2. A bank robber steals money from the bank.

a) Does he have the authority to take the bank's money?



b) If so, how does he get this authority?



**Comment:** Pre test understanding of the authority has dramatically changed in the post test evaluation. Students in the post test consider up to 96% that robber has no authority to steal money from the bank, while pre-test shows that 43% of them consider that robber has that authority. While very small difference can be observed in the source of that authority in the pretest and post test evaluation.

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### **3. School principals, policemen, mayors, and Presidents are all in a position of authority. How are positions of authority useful? (In other words, why do we have positions of authority)**

**Comment:** Students **tested before the training** in summer camp consider the authority deriving from law and such is of benefit for society in general. They also consider this authority as basis for keeping order and solving problems. Thus, my observation is that the authority issue in pretest is seen on legal grounds and is strong to the length law ensures such a thing. **Results of the post-test** show that the understanding of authority has evolved in a positive direction since the students consider the authority to be given by law but such must be based on professional competence and good social management principles, preventing such from their unilateral actions based on subjective estimates. Human rights and democracy are considered of special importance to enable best possible and fair use of the authority.

### **4. The city of Los Angeles is having a problem with teenagers who vandalize property and paint graffiti on the walls of homes and businesses at night. The city council proposes a city-wide curfew. The new rule is that anyone under 20 may not be outside after 10 p.m unless they are with an adult family member.**

**Comment:** Responses of the students from pretest and posttest are almost same and they consider that **weakness** of this initiative is lack of freedom of movement, and consider that it is not a sufficient measure stopping the communication since such a measure would have no effect without awareness campaign of the children and their parents on the damage they can cause. At the same time they consider as weakness of this initiative the fact that due to a group of villains others can be prosecuted who might have emergency needs for movement through city. On the action plans observed by the student responses on **how they would improve this rule**, it is clearly dominant the suggestion of an awareness campaign of children through lectures, posters, forming societies to deal with this issue. Another important suggestion is defining the places where the children can draw graffiti and express their revolt or admiration regarding different social issues of environment where they live.

### **5. Define "responsibility"**

**Comment:** Student responses in **pre-test** can be classified into three basic groups. They consider that responsibility is a duty or obligation to do or not



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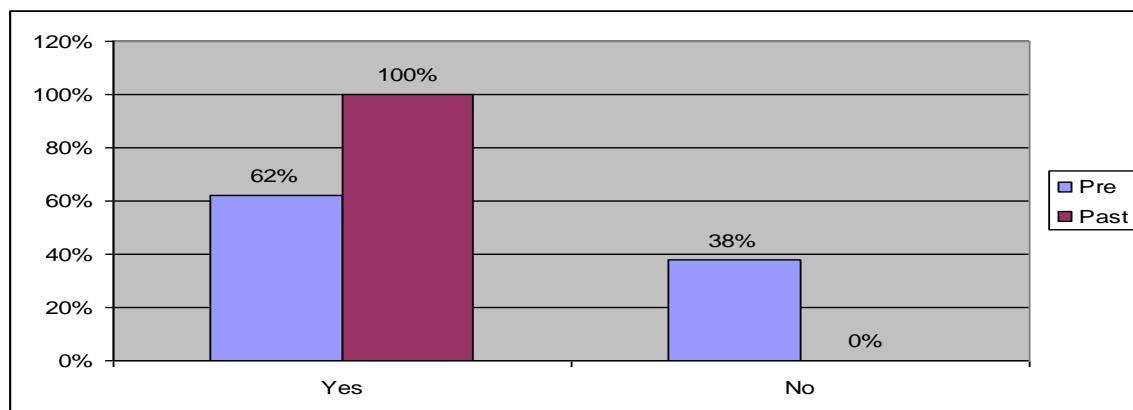
do something that is a moral feeling similar to duties and how much it is legal obligation for actions of individuals. Whereas, in student responses in **post-test**, responsibility is defined to be more as an obligation to abide the legal and moral rules on execution of duties or obligations. In many answers can be seen that they connect the definition of responsibility to professional competence.

### 6. Identify one responsibility you have that comes from the laws in your society.

**Comment:** Almost all students in pre-test and in post-test consider as their own responsibility good behavior in society, environment protection, respect of human rights, no discrimination on race, religion or gender, preservation of school inventory, politeness to others without ethic distinction, school attendance and care for family. They consider that fulfilling of these responsibilities helps them and they feel better in clean environment, contribution to the country, peace and quiet in society and with respect of others follows mutual respect, as well as to be considered that personal responsibility of each brings human understanding among different cultures. Some of them consider beneficial for society also economic development as result of fulfilling obligations towards the country.

Responses to these questions show that students are aware of their role in society and the obligations and their rights towards the society and community where they live.

### 7. Do you intend to keep in touch with students from other schools who are participating in this camp?



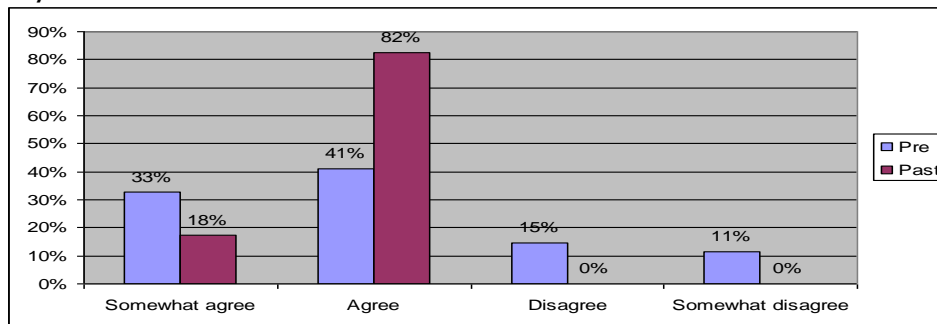
**Comment:** It is important to see the effects of the summer camp activities which tell us that 62% of the students in pre test declare that they will

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continue keeping in touch with other students while post test shown that 100% of students will stay in touch after the summer camp. It is obvious that summer camp has succeeded to raise cooperation among students and that they do respect their friends regardless culture and ethnicity.

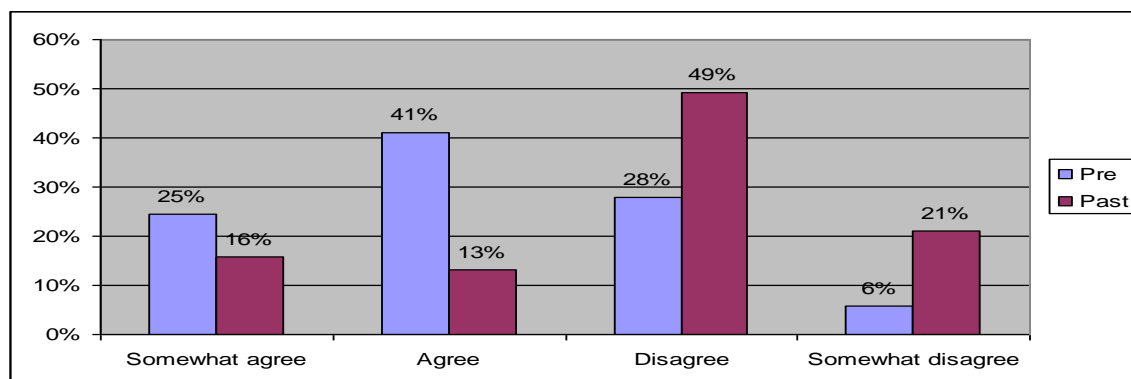
### 8. There are no right answers and no wrong answers to these questions. Please place an "X" in the box in the column which best fits your option

a) I am interested in knowing about points of view that are different from my own.



**Comment:** From responses of students is to be seen that the summer camp has affected extension and appreciation of their knowledge about other cultures. All students post-test agree 82% or somewhat agree 18% to learn and understand different points of view from theirs, while pre-test gives us an understanding that students still think that this is not really possible (41% agree on this).

b) There will always be conflict between people who have different points of view.

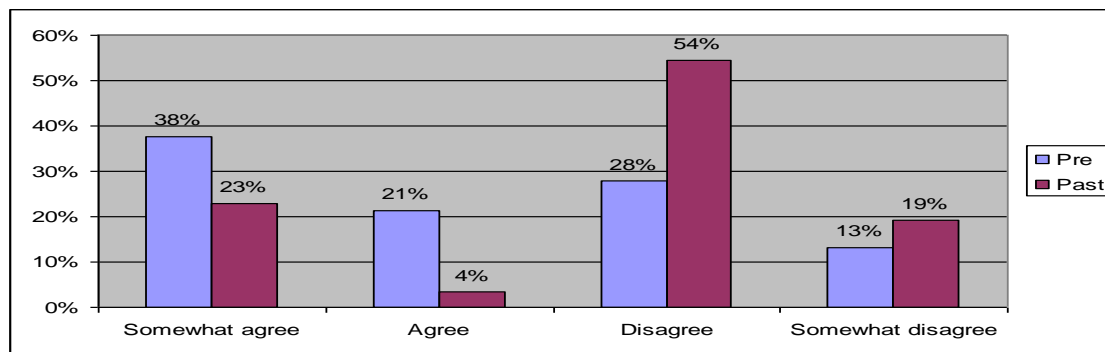


**Comment:** From these responses can be evaluated that the students participating in program to a degree of over 70% consider that there will be no conflict between people with different point of view. However, it is visible

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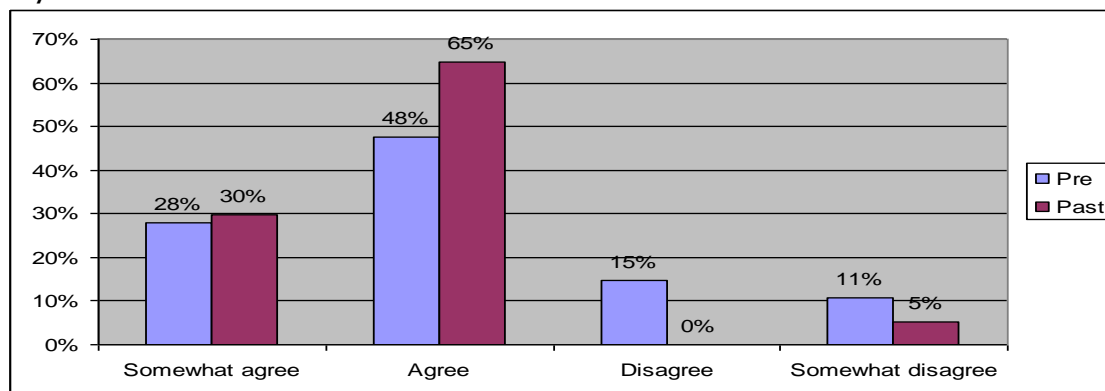
that in pre test a considerable number of them think that this conflict will exist (66%). This in a way shows that the impact of last war is still present but a summer camp has provided a great opportunity for students to understand others and consider that differences will not be a source of conflicts.

c. It is not my responsibility to learn about the points of view of other people.



**Comment:** Students differ in their approach pre and post test in the area of responsibilities to learn about other people's point of view. Over 84% of them disagree or somewhat agree to this statement. This shows that the summer camp has had an influence and created a perception that to know points of view of other people is human value of everyone.

d. I am willing to work with people who have a different point of view from my own

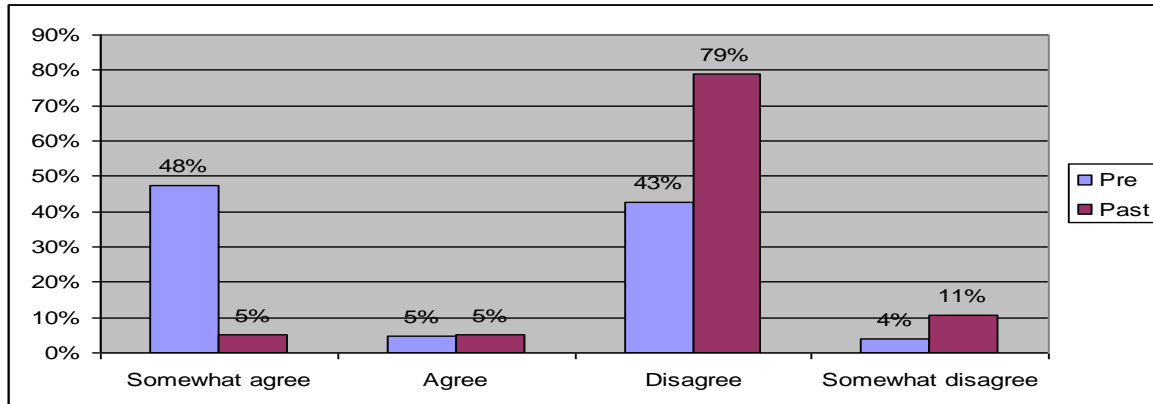


**Comment:** Again we see here a big difference of perception to work with people who have different point of view. Post test shows that 95% of them are willing to work with people who have different point of view, while pre

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test shows that 26% of students are not willing and 28 % of them are willing to work with people whi have different point of view.

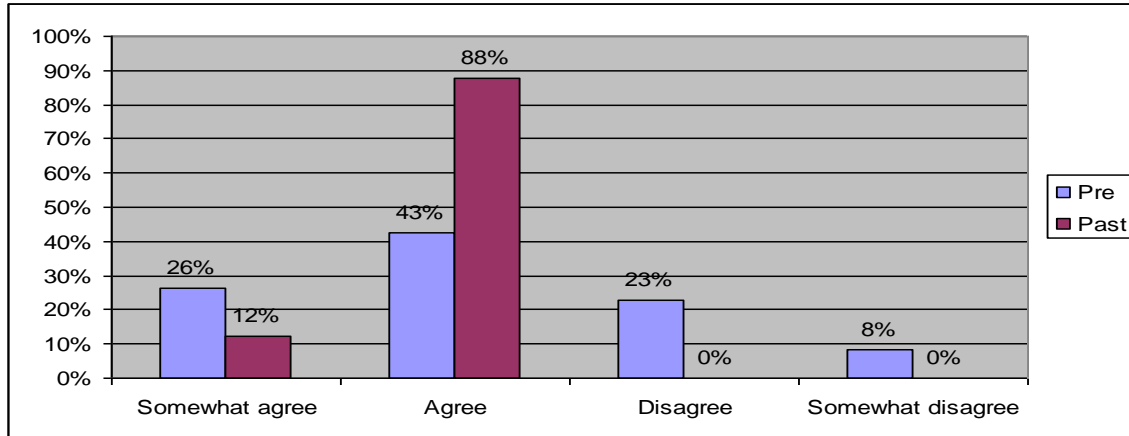
e) I do not trust people who come from a culture, tradition, or ethnic group different from my own.



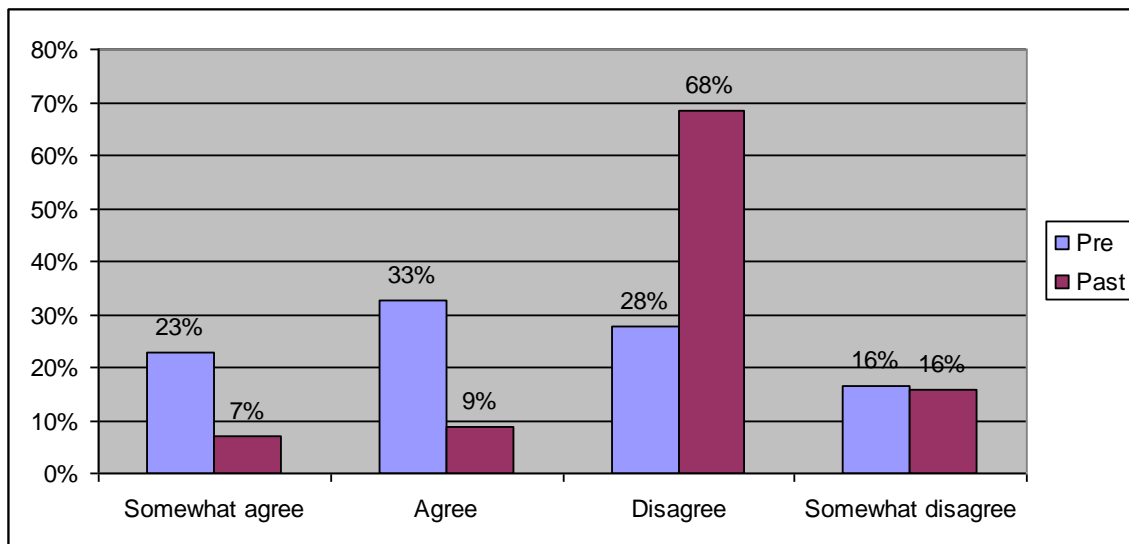
**Comment:** From responses to this question it is seen a considerable difference pre and post test, where they consider to a degree of 79% for a change from pre-test that only 43% of students trust people who come from different cultures.

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f) Discussing and understanding the points of view of other people helps you to get along better with them.



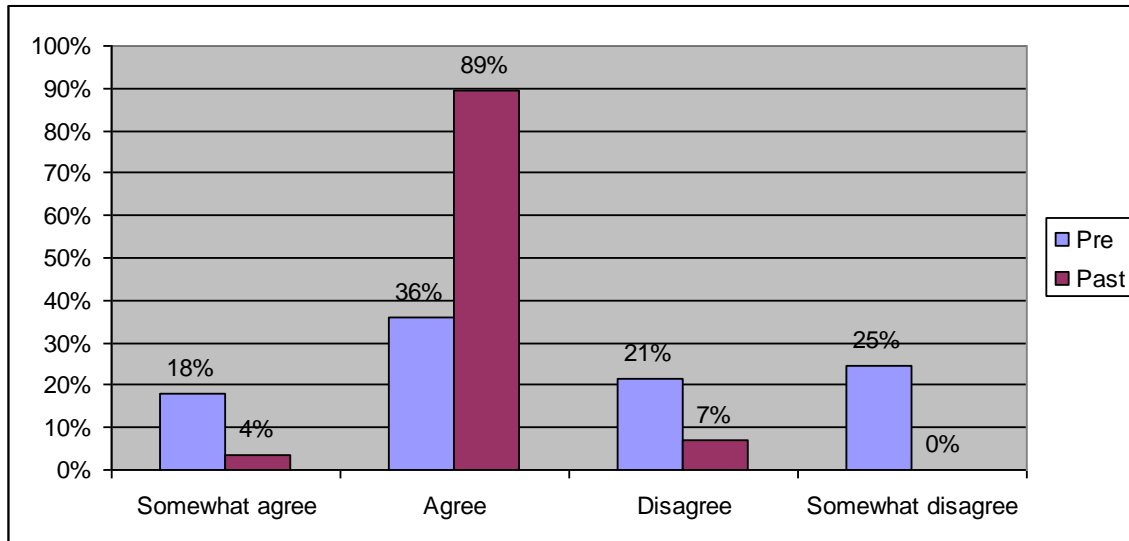
g) People who are critical of the government should not speak at public meetings.



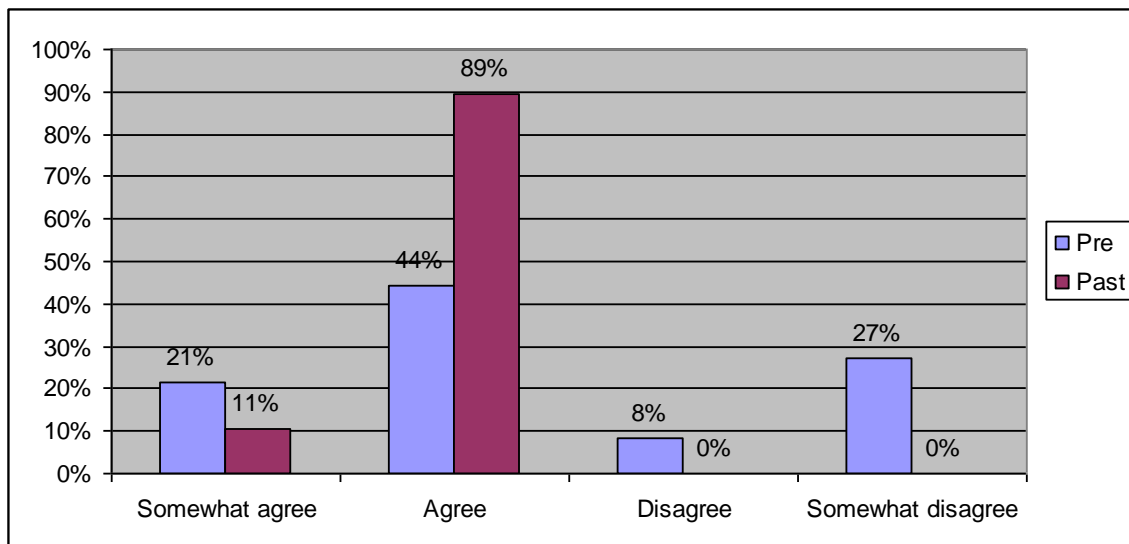
**Comment:** From two graphs is seen further attitude of the students pre and post test reflecting a considerable difference. Post test proves that 88% students fully understand that discussion and understanding of other people points of view as freedom of expression are sustainable elements of an open and multiethnic society such as the one of Kosovo, while pre test shows that only 43 % fully agree to above statement. A huge difference is observed in the rights of the people to publicly speak while criticizing government. 68% of post test students disagree and 28% of pre test students disagree with this question.

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h) The government should change laws that are unfair to women



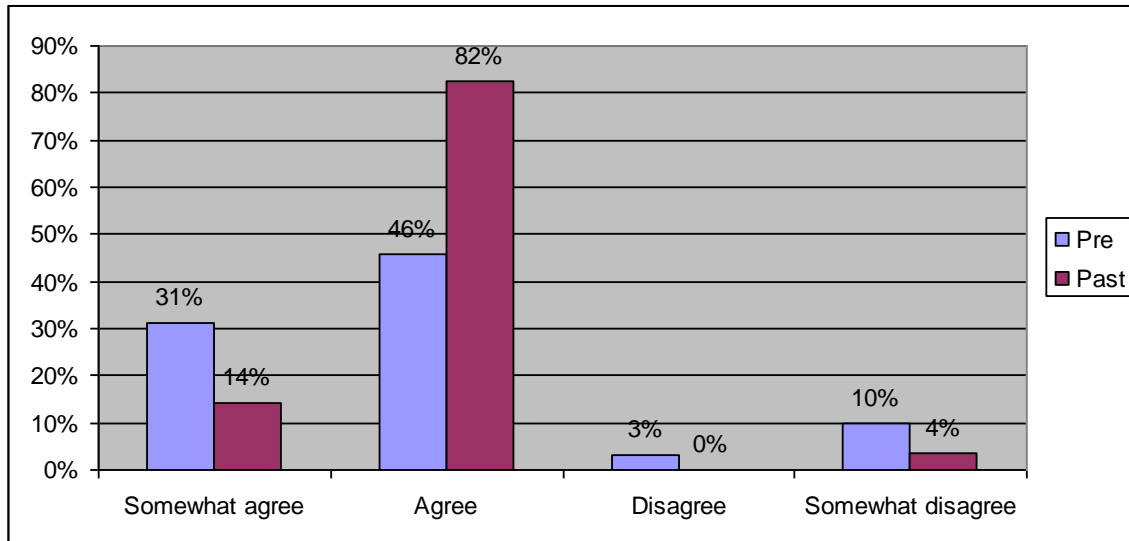
i) People should be free to peacefully protest laws that they think are unjust



**Comment:** The right of government to change laws of gender equality type is considered up to 89 % a legal right although a number of 7% students from post test consider that this should not occur. Only 35% of pre test students considered as a legitimate the need for changing unfair laws for women. The right to protest against the unjust laws, 89 % post test students considered as a legitimate right, while only 45% of students considered this legitimate.

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j) Newspapers should be free of all government control



**Comment:** Control over media by the government is considered as disadvantageous by students in pre and post test. Results of the post test show a great certainty (82%) about the need for freedom of press and freedom of expression. Contrary to post test, 46% of pre test students consider that newspapers should be free of all governmental control.

## 11. CONCLUSIONS AND RECOMMENDATIONS OF THE EVALUATION

### Conclusions

1. The mentioned evaluation addresses the role of civic education in creating a society based on human and cultural values without ethnic or language discrimination.
2. According to my evaluation, the mentioned program has to full extent achieved specified objectives. This conclusion is based on the responses of the students involved in the program and those not involved in the program. Positive differences can be seen with program participants in:
  - a. Understanding the role of civic education
  - b. Understanding the public policies and community as well as readiness of the children to be active in addressing these issues.
  - c. Understanding the democracy and freedom of expression, considering that the right of language, idea and expression is the right of all members of a society.
  - d. Readiness to contact and cooperate with students from other communities. This has basically shown that although there have been no students of Serb community in program, the effects of the program are very huge since the program has made available to the children to get to know and appreciate the others and to get ready for a multiethnic society. It can be freely said that all children in the program are very comfortable in cooperation with people of other ethnicities.
3. From qualitative evaluation is seen that students participating in the project are very open-minded and much more free in discussion. They are open to discuss on different subjects and are very ready to listen to opinions of others. Also, they consider that ethnic and cultural differences are acceptable and are a source of inter-national color which is an additional value of democratic societies. They understand that war problems have affected the cohabitation but are also sure that cooperation and authentic education through clear and active programs such as Project Citizen creates a convenient and more relaxed environment.
4. From observation and discussion with selected students to participate in summer camp can be seen that the students have been informed about the program but their activities were focused to initiate cooperation and as well create a network of students to work and use up together different subjects. The work done with them during the camp has resulted with an unseen bond among them where as most of them stated, the camp has left un-forgetful impressions and has created new friendships which they have pledged to continue. It is



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considered that the camp, in reality has created bonds that have brought to limelight leaders of tomorrow, who for sure will influence the development of democracy and stability in the region.

### **Recommendations**

Project Citizen is a project of special importance for actual development in Kosovo. Curricula of public schools in Kosovo are not directed to active participation of the youth in public and social life. They are more theoretical and teach behavior through explaining the institutions and their role in society. Therefore, they develop and have a more observing and tutorial character which do not give students skills and abilities to actively participate in improvement of life in the community where they live.

Based on this, I consider that further extension of Project Citizen and maybe the tendency to influence the Ministry for Education Science and Technology to revise the existing curricula of civic education subject, are of utmost importance. The engagement of students and teachers was impressive and they were very grateful to Civitas Kosova, to Center for Civic Education from Los Angeles and to USAID, which has made possible such a program.

I consider that this program has completely met its objectives, thus a continuation or extension of it would contribute the students to be more active in improving their life and contribute more to a multiethnic society in Kosovo. Having in mind the fact, that democracy is not developed by administrative measures but with authentic education, I consider that such a program would be of interest to all students of schools in Kosovo and maybe also for the adults.