

Specialized Course for Practicing Civic Education Teachers

Name of organisation:

Civic Initiatives - Citizen's Association for Democracy and Civil Society

EVALUATION REPORT

**on realization of the Civic Education Specialist Pilot
Program for the Secondary school teachers of Civic
Education**

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1. Introduction

Specialist course for Civic Education teachers is the result of the Civic Initiatives' activities aimed at development of civic education and training of this subject's teachers. Daily contact of CI with the teachers, assesment of their needs and evaluation of delivered seminars made it clear that short-term trainings was insufficient to prepare the teachers for the new role they found themselves in. The purpose of the trainings was to empower the CE teachers to apply Civic Education concepts through interactive and participatory learning methods. These concepts change the traditionally centralized education system by giving incentives to development and enrichment of experience instead of passive knowledge acquisition, as well as to responsible and active inclusion of all school actors into improvement of their own practices. New teaching model promoted by Civic Education is based on cooperation between teachers and students, where teachers are not solely the ones to evaluate the students' attainments, but rather partners in the unique situation enabling them to learn themselves during the teaching process. Successful implementation of the developed curricula to a large extent depends on the teachers' skills to apply these concepts in practice, which is often misaligned with the humanistic principles promoted by this subject.

Taking into account the fact that institutionalization of the CE teachers' training and its introduction into academic education system form a prerequisite for sustainability of the subject, Civic Initiatives initiated negotiations with the Faculty of Political Sciences at the end of 2005 regarding development of a pilot program for teachers of Civic Education. Therefore, an expert team was set up that gathered experts from different fields such as: political sciences, psychology, sociology and economy, in order to develop a program for the specialist course.

The specialist program piloted from December 2006 to March 2007 aroused huge interest. In course of the program realisation, large number of students attended lectures and workshops and enquired about the possibilities to take part in the specialist program in order to be able to deliver Civic Education teaching in their schools. New applications from CE teachers were received even during the realisation of the program.

Civic Initiatives started from the assumption that the CE teachers' knowledge and skill levels should be enhanced in order for them to be empowered for the "agent of change" role they are to play within the education system framework, but actually much more than expected was achieved- certain Centres in scope of the Faculties got hard- working and highly motivated associates (Center for Humanitarian Law, Center for Gender and Policy Studies), initiative was launched for the Media Department from the Faculty of Political Sciences and some of the participants to jointly develop a manual with the purpose to enhance the knowledge of both teachers and students on the media- related issues; the EU Accession Office got new "hosts" for their local activities; a manual compiling new workshops developed in relation to the themes addressed during the modules was produced; even colleagues of our participants who actually do not teach CE got interested in the new contents.

Following the positive results of evaluation regarding successful realization of the Specialist Course, the program was formally accredited to the academic education system. Management of the Faculty of Political Sciences recognized the participants a number of credits amounting to the half of the credits required to obtain the Master degree. In this way, **experiences** from practice were translated into **academic** frameworks, thereby pointing out to yet another value of the Specialist Course- cooperation between institutions and citizen associations with the joint objective to meet the needs of professors underlying development of a modern and dynamic education system.

2. Pilot program monitoring and evaluation methodology

Overall Objective of the Pilot Program

To improve the realisation quality of the Civic Education teaching in secondary schools through upgrade of professional competencies of this subject's teachers.

Specific Program Objectives

1. Increased *level of knowledge* of the teachers involved in the specialist pilot program on theoretical and social context of Civic Education.
2. Improved *skills* of the teachers included in the specialist pilot program regarding preparation and delivery of workshops and other active forms of knowledge- building with students.
3. Achieved *active participation* of the teachers involved in the specialist pilot program *in development of a model for future specialist training* for the CE teachers.
4. Developed *general structure of the model* for future specialist training for CE teachers in secondary schools.

a. Monitoring

Key information to be collected during the monitoring process is the following:

Information on results:

- Number of the pilot program participants (applied- selected- completed the pilot program);
- number of realized: modules, lectures and workshops
- dynamics of realization and duration of modules, lectures and workshops
- number of lecturers and workshop leaders
- program themes: number and types
- work material: number, scope and contents.

Information on changes:

- Realization of the pilot program contents in terms of quality and quantity (from perspective of participants and lecturers/ workshop leaders);
- Understanding of the contents and basic program terminology (from perspective of participants and lecturers/ workshop leaders);
- Scope and quality of communication and other participants' activities (from perspective of participants and lecturers/ workshop leaders).

Information on resources:

- To what extent do the selected teachers meet the pre- set criteria;
- Quality of teachers' assignments realization during their participation in the pilot program (reporting on „homeworks“);
- Available material and technical conditions in schools for realization of „homeworks“.

b. Evaluation

Basic purpose of final evaluation is to estimate successfulness of the CE specialist pilot program realization for CE teachers in secondary schools at the end of its implementation.

Individual objectives of final evaluation are the following:

- 1) Assessment of realization of the pilot program objectives;
- 2) Evaluation of effectiveness of specific steps and activities in realization of the pilot program (modules, themes, dynamics);
- 3) Development of proposals for the official specialist training program/ course for the Civic Education teachers.

Systematic observing will be *the principal method* applied during the overall evaluation process (monitoring and final evaluation).

Basic instruments that will be used for the purpose of systematic observing are the following:

- Questionnaire for lecturers/ workshop leaders;
- Questionnaire for participants in the specialist pilot program;
- Participants' reports on realized „homeworks“;
- Products of the pilot program/ workshop participants, etc.

The evaluation *sample* will encompass all of the specialist pilot program participants (at the beginning 25 persons selected based on the pre-defined selection criteria among 194 applicants) and all lecturers and workshop leaders.

Collected data will be analyzed in terms of quality and quantity. *Quantitative analysis* will be performed applying the simple statistical procedures: calculation of arithmetic mean (AM) and percentage of analyses. *Qualitative analysis* will include cluster analysis of answers provided to open questions contained within the questionnaires for lecturers/ workshop leaders and participants in the specialist pilot program.

3. Analysis of application and selection processes for candidates' participation in the pilot program

Application calls were forwarded to potential participants by being delivered to all of the secondary schools in Serbia, with special remark to notify CE teachers. For this purpose, the official secondary schools' network address book of the Ministry of Education and Sports was used.

Application form in the form of the questionnaire was also delivered along with the invitation letter which precisely stated the selection criteria for the pilot program participants. Questions contained in the questionnaire further developed the criteria applied for selection of the pilot program participants: education level, experience in realization of Civic Education (years of engagement on the subject), education related to Education for Democracy and Civil Society attended by the applicant, commitment to engagement on the subject and readiness to contribute to enhancement of the Civic Education teaching and willingness for further professional development.

3.1. Structure of applicants and selected participants

Table 1 indicates *number and gender structure* of applicants and selected participants. In total, 194 persons have applied, out of which men comprised around one fifth- 40 persons (21% of applicants), while 4/5 were women (154 persons or 79%). 25 participants of the specialist pilot program were selected based on the previously defined criteria. The selected group consisted of 7 men and 18 women. Structure of applicants illustrated a highly present percentage of women in teaching profession both in primary and secondary schools.

Table 1: Number and gender structure of applicants and selected participants

Gender	Total applicants		Selected	
	Number	%	Number	%
M	40	21%	7	4%
F	154	79%	18	9%
Total	194	100%	25	13%

Table 2 shows *professional structure* of applicants and selected candidates, that is, participants in the program. It was noticed that 6 candidates applied who, besides their relevant professional experience, failed to meet the basic criteria- work in a secondary school. However, although those persons were not included in the pilot program, their application can be observed as an indication of interest for this program among the Civic Education teachers. The applicants were divided into 23 groups according to their core professions, which was regarded as indicator of the high-level diversity present in realization of the Civic Education subject teaching. This can be taken into account for the future normative regulation of issues dealing with whom and of what kind of initial education can realize the teaching for this subject.

Table 2: Professional structure of rejected and selected candidates

Core vocation	Number of rejected		Number of selected	
	M	F	M	F
1. Sociology and/or Constitution and Citizens' Rights teacher	13	36	3	5
2. Lawyer – Constitution and	1	3		

Citizens' Rights teacher				
3. Philosophy teacher	6	17	2	3
4. History teacher	4	4	-	1
5. Geography teacher	2	6	1	-
6. Serbian language and Literature teacher	-	3	1	-
7. Psychology teacher and/or School psychologist	2	15 (11+4 ¹)	-	6
8. School pedagogue	1	24 (23+1)	-	3
9. Special pedagogue	-	2 (1+1)		
10. Russian language teacher	-	4		
11. Art and/or Art History teacher	1	2		
12. Chemistry teacher	1	1		
13. Music teacher	1	2		
14. Biology teacher	-	2		
15. Technologist – teacher of technology-oriented group of subjects	-	3		
16. Mathematics and Computing teacher	-	2		
17. Physics teacher	-	1		
18. Teacher of electrical engineering group of subjects	-	1		
19. Ethnology teacher	-	1		
20. Social worker	-	1		
21. Architect	-	1		
22. Librarian – Agriculture Engineer	-	1		
23. Librarian – graduated from Faculty of Defense and Protection	-	3		
Total	33	136	7	18

3.2. Experience in realization of Civic Education and the subject- relevant education

Experience in realization of Civic Education was assessed based on the number of school years spent in realization of this subject. All types of official training for this subject organized by the Ministry of Sports and Education and all other forms of education whose contents was related to democracy and civil society were regarded as the subject- relevant types of education. Table 3 denotes *experience in realization of the subject and official training* for this subject attended by the *selected participants*.

Table 3: Experience in realization of Civic Education (CE) and training of the pilot program participants

Experience in realization of CE expressed in years	Training for realization of CE organized by the Ministry of Sports and Education					
	CE 1 & 2	CE 1,2,3	CE 1 & 4	CE 1,2,4	CE 1-4	Total

¹ Brackets and *Italic* mark the applicants who failed to meet the basic formal requirement- work in a secondary school.

1 year		1				1
2 years						
3 years					1	1
4 years	1				2	3
5 years			1	1	9	11
6 years				1	8	9
Total	1	1	1	2	20	25

The remaining relevant training types attended by the participants can be classified into six broader areas:

- Democracy and human rights, including the rights of children, gender equality, multiculturalism and tolerance;
- Non-violent communication, conflict- solving, negotiations and mediation;
- Prevention of children abuse and neglect and struggle against human trafficking;
- Decentralization and democratization of schools, reform of general high-schools and critical thinking;
- Planning (strategic, school- developing, project-oriented);
- Other – specific improvement programs such as: business communication, cross-border cooperation, cooperation with the EU countries, etc.

3.3. Motivation for participation in the pilot program

All of the selected pilot program participants expressed a multi-layered motivation to take part in this program. Each of them listed larger number of motives, out of which the following can be regarded as crucial and common:

- Desire to contribute to enhancement of teaching and content of the Civic Education subject;
- Desire to contribute to realization of objectives and improvement of this subject's status;
- Striving for new knowledge and comparison of their own experiences with experiences of others;
- Opportunity for professional development;
- Enhancement of communication and presentation skills and team work;
- Exchange of opinions with experts.

3.4. Commitment to working on the subject and readiness to contribute to improvement of the Civic Education teaching

This component was assessed through questions regarding: a) observations and assessment of the Civic Education curriculum quality for specific grades of secondary schools and suggestions of the selected participants for improvement of the Civic Education curriculum and b) potential own contribution to quality enhancement of the Civic Education teaching. The objective of this assessment to commitment to work on the subject and readiness to contribute to improvement of the teaching was to estimate the level of the teachers' inclusion into their own work and their thinking about the teaching and learning processes.

a) Remarks and evaluations of the curriculum and suggestions for improvement

In general, the selected participants positively evaluated the Civic Education curriculum for all of the secondary school grades. Most of the positive comments were directed towards the

curriculum for 1st and 4th grades (CE1 and CE2), while the 2nd grade curriculum won the majority of suggestions for improvement (CE2). What follows is an over review of the key comments.

Civic Education for the 1st grade of secondary school (CE1):

- Excellent and accomplishable curriculum

Civic Education for the 2nd grade of secondary school (CE2):

- The curriculum needs further development of the content, perhaps it could be done by transfer of some of the workshops from the 1st grade.
- Uninteresting parts- introduction into the history of human rights.
- The curriculum should be more dynamic, with more concrete examples of the human rights' violation both in families and in schools, while the workshops should process the response actions.
- Incomplete curriculum needs further development.
- Too much of classroom activities, more actions needed regarding the rights of the child.
- Inclusion of the themes addressing development needs of the youth of that age related to the rights of the child.
- Presentation of concrete institutions dealing with protection of children's rights.

Civic Education for the 3rd grade of secondary school (CE3):

- A certain degree of duplication between the contents of Civic Education for 3rd grade and the contents of the subject Constitution and Citizens' Rights for 4th grade.
- It is rather difficult to realize in practice workshops related to introduction of the local self government.
- The curriculum should be enriched by new themes- European integrations and European cultural values.

Civic Education for the 4th grade of secondary school (CE4):

- Excellent and accomplishable curriculum.
- Dealing with the media and professional orientation of extreme importance.
- General remarks and suggestions:
- Workshops need further adjustment to age and expectations of the students- more of incentives for up-to-date issues and examples in line with interests and needs for new knowledge.
- The curriculum requires constant adjustments according to the practice- based experiences- "live" curriculum.
- The curriculum needs to be more oriented towards the youth initiatives.

b) Potential own contribution to improvement of the Civic Education teaching quality

The selected participants of the pilot program identified their contribution for improvement of the Civic Education teaching in the scope of several objectives: improvement of the subject status; professional contribution to the subject realization quality; improvement of the school climate; encouragement of active citizen attitude with the youth in the community; better informing of the public about the subject. Each of the participants provided specific answers which can be classified in scope of the mentioned objectives.

Improvement of the subject status

- Advocacy for equal status with other school subjects
- Struggle against prejudices about this subject

- Increase in number of students attending Civic Education

Professional contribution to the subject realization quality

- Professional contribution- personal improvement for this subject
- Exchange of the acquired knowledge and experiences with the colleagues
- Contribution to development of new scenarios for workshops, material and manuals
- Raising of teaching standards
- Establishment of international co-relations

Improvement of the school climate

- Contribution to democratization of the overall school climate

Encouragement of the active citizen attitude with youth in the community

- Preparation of students for active participation in the society
- Increased working with students in a realistic living environment, rather than in the classroom
- Awareness- raising of the youth on importance of democracy
- Preparation of students for inclusion into civic life- problem- solving in the community
- Encouragement of students to undertake actions in the local community
- Concrete citizen's initiatives in the community

Better information of the public about the subject

- Better informing of the wider public about the Civic Education subject

3.5. Readiness for further professional improvement

This component or criterion was assessed based on the self-evaluation of participants about their ability for realization of the Civic Education subject and their attitude towards their further professional development. All of the selected participants considered they were well-prepared for realization of the Civic Education subject and that it was highly important for them to continue with their professional development through various forms of continuous learning.

Examples of the participants' individual answers:

- I tend to explore, direct, modify and adjust my work in order to produce the most of benefits for the students from the contents of this subject.
- Cooperation with the NGO projects for the young and being in role of the workshops and dialogue leader, contributed to improvement of my own workshop skills.
- I'm taking part in exchange of experiences with other schools; along with the students I take part in development of the civic society- democracy is learnt and developed, it is a state of mind.
- The trainings helped me empower my personal competencies.
- I need more information on the media, professional orientation, laws, etc. for CE3 and CE4.
- I want to continue with my education in order to be able to more successfully face difficulties and prejudices present in school- the subject is viewed as temporary, ideological, unfounded, etc.
- I lack knowledge from legal sciences.
- Significance of active methods in work.
- All teachers should pass the Civic Education training program; it is essentially needed; the program adopted by the students as their own.

4. The Specialist Pilot Program

(Themes/modules, sub-themes, duration of each of the sub-themes, lecturers, workshop leaders)

1st module

CITIZENSHIP IN MODERN (COMPLEX) SOCIETIES

Complexity of a modern society: spheres and actors - prof. dr Vukašin Pavlović, Faculty of Political Sciences in Belgrade

Citizenship: responsibilities, complexity and risks of decision making in modern societies - doc. dr Đorđe Pavićević, Faculty of Political Sciences in Belgrade

Exercise: citizenship and identity - Biljana Maletin, Tim TRI trainer

Citizen participation: definition, prerequisites and actors- Milenko Anđelković, Tim TRI trainer

2nd module

CITIZENSHIP AND THE STATE

Political system of democracy - doc. dr Zoran Stojiljković, Faculty of Political Sciences in Belgrade

Political parties and elections - doc. dr Slaviša Orlović, Faculty of Political Sciences in Belgrade

Simulation: Coalition- building - Vladimir M. Pavlović, Belgrade Open School

Forms of decision making and manipulation - dr Zoran Lučić, Faculty of Science and Mathematics in Belgrade

Shortfalls of democratic political system and forms of control- doc. dr Miodrag Jovanović, Faculty of Law in Belgrade

3rd module

HUMAN RIGHTS

Human rights: types and generations, constraints and forms of discrimination - Nataša Rašić, Canadian project for judicial reform in Serbia

Legal State and the rule of law: institutional forms of rights protection - Vidan Hadži Vidanović, Belgrade Center for Human Rights

Non-institutional forms of rights' protection- mr Vladimir Pavićević, Faculty of Political Sciences in Belgrade

Humanitarian right: definition, relevance and enforcement- prof. dr Vesna Knežević Predić, Faculty of Political Sciences in Belgrade

Education, school and rights of the child- dr Nada Korać, Teachers' Faculty in Belgrade

4th module

THE MEDIA

Definition of mass media, their function and opportunities for advertising- prof. dr Snježana Milivojević, Faculty of Political Sciences in Belgrade

State and privately- owned media, commercial media and public service (legislation)- doc. dr Rade Veljanovski, Faculty of Political Sciences in Belgrade

Forms and opportunities for research journalism in different media- Tamara Skrozza, weekly Magazine „Vreme“

Workshop: The media and media education - dr Nada Korać, Teachers' Faculty in Belgrade

5th module

SOCIAL POLICY

Definition of social policy, role and responsibility of the State in creation and implementation of social policy - prof. dr Drenka Vuković, Faculty of Political Sciences in Belgrade

Exercise: Creation of the State social policy - Snežana Stojanović, Tim TRI trainer

Local social policy: definition, characteristics, model - doc. dr Miroslav Brkić, Faculty of Political Sciences in Belgrade

Participatory approach in creation of the local social policy - Vladan Jovanović, Social Innovation Fund

6th module

MORAL AND CULTURAL ASSUMPTIONS OF CITIZENSHIP

Civic identity, responsibility and policy - prof. dr Čedomir Čupić, Faculty of Political Sciences in Belgrade

Political socialisation in Serbia, past and present - dr Dubravka Stojanović, Faculty of Philosophy in Belgrade

Hate speech - dr Ivan Čolović, Library *XX century*

Definition of political culture and different types of political control - prof. dr Milan Podunavac, Faculty of Political Sciences in Belgrade

Identity policy and policy of differences - doc. dr Đorđe Pavićević, Faculty of Political Sciences in Belgrade

7th module

ECONOMIC POLICY

Definition of economic policy: development framework of the State and economic policy creation – Miomir Brkić, *Ekonomist Magazine*

Exercise: Significance of partnerships in creation of the State economic policy - Branka Pavlović, Tim TRI trainer

Local economic policy - Slavenko Đokić and Aleksandar Đureinović, IRD Serbia

Development of entrepreneurial spirit through education system: examples of good practice - Zorica Savić and Zlatomir Stefanović, secondary school teachers from Belgrade

8th module

EUROPEAN INTEGRATIONS

The European Union: history, development and institutions - doc. dr Milica Delević Đilas, Faculty of Political Sciences in Belgrade

Serbia and the EU: stabilisation and accession process - doc. dr Tanja Mišćević, Faculty of Political Sciences in Belgrade

Exercise for the secondary school students: European integrations - Miloš Hrnjajz and Miloš Mojsilović, CeSID trainers

CREATION OF WORKSHOPS AND THEIR PRESENTATION (I-VIII MODULE) - Branka Pavlović, Tim TRI and Ivana Ilić Šunderić, Civic Initiatives

5. Analysis of evaluation of each of the themes/ modules and the overall program evaluation

5.1. Evaluation by the participants of each of the themes/ modules

The participants were asked to complete the evaluation questionnaire, created for the purpose of monitoring and evaluation at the end of each of the themes/ modules. The data collected in this way was processed in the period between the two modules in order to provide the feedback to the participants during the next module about their evaluation of the previous one, and all of their suggestions which could have been addressed were included into the work process of the next module. At the end of the training, the data obtained through this questionnaire formed the basis for final evaluation.

The following two tables demonstrate contribution of each of the themes/ modules to achievement of specific objectives. What was noticed is that all of the ranking was put in the descriptive category „high“. Average ranking as regards the contribution of all of the themes/ modules is high, thus it can be concluded that the specific objectives of the specialist pilot training have been achieved at the high level of quality.

Table 4: Contribution of each of the themes/ modules to achievement of specific objectives (ranking from 1 – not at all, to 4 – very much)

Objective	Theme/ module and ranking							
	I Citizenship in complex modern societies	II Citizenship and the State	III Human rights	IV The media	V Social policy	VI Cultural and moral assumptions of citizenship	VII Economic policy	VIII European integrations
Increase in level of knowledge on theoretical and social context of Civic Education	2,87	3,17	3,24	3,00	3,28	3,55	2,91	3,55
Improvement of skills for preparation and delivery of workshops and other active methods of knowledge-building	3,09	2,96	3,19	2,82	3,17	3,25	2,57	3,25
Active participation in activities during training	3,13	2,87	3,05	2,82	2,95	3,05	2,62	3,10

Table 5: Average contribution of all themes/ modules to achievement of specific objectives

Specific objective	Grade
Increase in level of knowledge on theoretical and social context of Civic Education	3,20
Improvement of skills for preparation and delivery of workshops and other active methods of knowledge- building	3,04
Active participation in activities during training	2,95

Majority of participants was of the opinion that duration of lectures and workshops and their dynamics during the training were optimal. The number of comments of this kind varied according to the theme/ module from 8 (Citizenship and the State) to 18 (European integrations). Smaller number of participants- from 1 to 4- thought the lectures were too long and that more time should have been dedicated to workshops. Additional comments stressed more time for discussion with experts on specific themes was needed, especially when themes come from the area of political sciences on which the group members have different levels of previous knowledge.

Similarly, majority of participants evaluated that the number of lecturers and workshop leaders in the scope of each of the themes/ modules was optimal and balanced. The number of those having this opinion varied from 13 to 22 depending on the theme/ module.

Within each of the themes/ modules, the participants also evaluated the sub-themes in comparison to their relevance for professional development by assigning the appropriate ranking. Ranking 1 was given to the sub-theme evaluated as the most relevant one in the scope of the certain theme/ module. Out of the 50 sub-themes in total, the following were awarded the highest ranking in regard to professional development: Creation and presentation of workshops; Non-institutional forms of the rights' protection; Humanitarian right; Citizen identity, responsibility and policy; Participation within schools; Political parties and elections; Political socialization in Serbia, past and present; Serbia and the European Union- process of stabilization and accession; Definition of the mass media, their functions and opportunities for advertising; Creation of the State social policy; Local economic policy. Table 6 demonstrates the ranking of the sub-themes.

The participants also commented on importance of knowledge and skills required for development of workshops, better introduction with the relatively unknown areas such as social and economic policy, entrepreneurship, etc. What was observed was that the ranking of sub-themes was governed by the clear criteria referring to improvement of work in the Civic Education teaching, in the context of democratization of schools and development of broader, democratic culture in the community.

Table 6: Ranking of sub-themes within each of the themes/ modules regarding their relevance for professional development of the Civic Education teachers

Theme and sub-themes	1	2	3	4	5	6	7
CITIZENSHIP IN COMPLEX MODERN SOCIETIES							
Complexity of modern society: spheres and actors						6	
Citizenship: responsibilities, complexity and risks of decision making in modern societies					5		
Exercise: citizenship and identity		2-3					
Citizen participation – definition, prerequisites and actors				4			
Participation in the school context		2-3					
Workshop design	1						
CITIZENSHIP AND THE STATE							
Presentation of „homeworks“ (practical application of the workshop created during the previous seminar)		2					
Political system of democracy					5		
Political parties and elections			3				
Coalition- building						6	
Forms of decision making and manipulation							7
Shortfalls of democratic political system and forms of control				4			
How to create a successful workshop- elements and techniques	1						
HUMAN RIGHTS							
Summary of the previous seminar and presentation of „homeworks“					5		

Human rights: types and generations, constraints and forms of discrimination						6	
Legal State and the rule of law- institutional forms of the rights' protection							7
Non-institutional forms of the rights' protection (civic initiative, public advocacy, citizens' disobedience)	1						
Humanitarian right- definition, significance and enforcement			3				
Education, school and rights of the child				4			
Designing of workshop on protection and violation of human, that is children's rights		2					
THE MEDIA	1	2	3	4	5	6	7
Summary of the previous seminar and presentation of „homeworks“	1						
Definition of the mass media, their functions and opportunities for advertising		2					
State and privately- owned media; commercial media and public service- legislation					5		
Forms and opportunities for research journalism in different media				4			
The media and media education- workshop						6	
Designing of the media-related workshop			3				
SOCIAL POLICY	1	2	3	4	5	6	7
Summary of the previous seminar and presentation of „homeworks“	1						
Definition of social policy; role and responsibility of the State in creation and implementation of social policy				4			
Exercise: Creation of the State social policy		2					
Local social policy – definition, characteristics, model					5-6		
Participatory approach in creation of local social policy					5-6		
Designing of workshops on themes from the social policy area			3				
CULTURAL AND MORAL ASSUMPTIONS OF THE CITIZENSHIP	1	2	3	4	5	6	7
Summary of the previous seminar and presentation of „homeworks“				4			
Citizen identity, responsibility and policy	1						
Political socialization in Serbia- past and present		2					
Hate speech			3				
Definition and different types of political culture						6	
Identity policy and policy of differences							7
Designing of new workshops					5		
ECONOMIC POLICY	1	2	3	4	5	6	7
Summary of the previous seminar and presentation of „homeworks“	1						
Definition of economic policy – development framework of the State and economic policy creation				4-5			
Significance of partnerships in economic policy creation- exercise						6	
Local economic policy			3				
Development of entrepreneurial spirit through education system- examples of good practice		2					
Designing of workshops on themes from the economic policy area				4-5			
EUROPEAN INTERGATIONS	1	2	3	4	5	6	7
Summary of the previous seminar and presentation of „homeworks“				4			
The European Union- history, development and institutions		2					
Serbia and the EU- stabilization and accession process			1				
European integrations- exercise for the secondary school students				5			
Designing of workshops on themes from the area of European integrations			3				

Participants evaluated the quality of realization of each of the themes/ modules and sub-themes by ranking them from 1 (dissatisfactory) to 5 (excellent). Average ratings of the

themes/ modules range from 3,72 to 4,24 as it is shown in Table __. The average ranking of the overall training is 4,02 (very good). Participants' comments differ depending on the theme and sub-theme, as well as subjective view. Most of the comments could be classified in groups stressing: the significance of the acquired specific or overall knowledge; good quality of lectures and workshops; clarification of general terms in the less familiar areas such as humanitarian right, social and economic policy; need for in-depth presentation of fundamental themes accompanied by examples wherever possible; importance of group-based creation of workshops, etc.

Ranking and provided comments indicate that the participants highly evaluated the quality of the training realization as a whole, but also of individual themes and sub-themes. It was also noticed that they were very analytical and distinctive and dedicated deal of great attention to their evaluation.

Table 7: Evaluation of realisation quality for each of the themes/ modules and sub-themes

Theme and sub-themes	Average quality ranking (1 – lowest, 5 – highest)
CITIZENSHIP IN COMPLEX MODERN SOCIETIES	4,24
Complexity of modern society: spheres and actors	3,39
Citizenship: responsibilities, complexity and risks of decision making in modern societies	3,65
Exercise: citizenship and identity	4,78
Citizen participation – definition, prerequisites and actors	4,74
Participation in the school context	4,61
Workshop design	4,27
CITIZENSHIP AND THE STATE	4,05
Presentation of „homeworks“ (practical application of the workshop created during the previous seminar)	3,61
Political system of democracy	4,09
Political parties and elections	4,04
Coalition- building	3,87
Forms of decision making and manipulation	4,50
Shortfalls of the democratic political system and forms of control	4,00
How to create a successful workshop- elements and techniques	4,26
HUMAN RIGHTS	3,99
Summary of the previous seminar and presentation of „homeworks“	4,00
Human rights: types and generations, constraints and forms of discrimination	3,86
Legal State and the rule of law- institutional forms of the rights' protection	2,86
Non-institutional forms of the rights' protection (civic initiative, public advocacy, citizens disobedience)	4,67
Humanitarian right- definition, significance and enforcement	4,24
Education, school and rights of the child	3,76
Designing of workshop on protection and violation of human, that is children's rights	4,57
THE MEDIA	3,78
Summary of the previous seminar and presentation of „homeworks“	4,50
Definition of the mass media, their functions and opportunities for advertising	3,82
State and privately- owned media; commercial media and public service- legislation	3,91
Forms and opportunities for research journalism in different media	4,10
The media and media education- workshop	2,00
Designing of the media-related workshop	4,36
SOCIAL POLICY	4,18
Summary of the previous seminar and presentation of „homeworks“	4,40
Definition of social policy; role and responsibility of the State in creation and implementation of social policy	4,50
Exercise: Creation of the State social policy	4,40
Local social policy – definition, characteristics, model	3,85
Participatory approach in creation of local social policy	3,85

Designing of workshops on themes from the social policy area	4,10
CULTURAL AND MORAL ASSUMPTIONS OF THE CITIZENSHIP	4,19
Summary of the previous seminar and presentation of „homeworks“	4,80
Citizen identity, responsibility and policy	4,70
Political socialisation in Serbia- past and present	4,50
Hate speech	3,80
Definition and different types of political culture	3,70
Identity policy and policy of differences	3,35
Designing of new workshops	4,45
ECONOMIC POLICY	3,72
Summary of the previous seminar and presentation of „homeworks“	4,33
Definition of economic policy – development framework of the State and economic policy creation	2,71
Significance of partnerships in economic policy creation- exercise	3,81
Local economic policy	3,62
Development of entrepreneurial spirit through education system- examples of good practise	3,48
Designing of workshops on themes from the economic policy area	4,38
EUROPEAN INTERGATIONS	4,04
Summary of the previous seminar and presentation of „homeworks“	3,95
The European Union- history, development and institutions	4,25
Serbia and the EU- stabilisation and accession process	4,45
European integrations- exercise for the secondary school students	3,45
Designing of workshops on themes from the area of European integrations	4,10
	4,02

Table 7 shows the level of understanding of contents and basic program terms in scope of each theme/ module. On a threefold scale from 1 (very little) to 3 (completely), themes/ modules received relatively equal ranking of 2,43 (Economic policy) to 2, 75 (Cultural and moral assumptions of citizenship). The average grade of understanding of the specialist pilot training content is 2,60 or almost completely. As key suggestions for potential improvements which would contribute to even better understanding of the contents, the participants listed the following: defining and detailed explanation of all terms; more time planned for posing questions and discussion with the lecturers; mentioning of as many practical examples wherever possible.

Table 8: Level of understanding of the contents and basic programme terms within each of the themes/ modules (1 – very little, 3 – completely)

Theme/ module	Average grade
Citizenship in complex modern societies	2,52
Citizenship and the State	2,57
Human rights	2,62
The media	2,50
Social policy	2,72
Cultural and moral assumptions of citizenship	2,75
Economic policy	2,43
European integrations	2,70
<i>Average grade of understanding of the specialist pilot training:</i>	<i>2,60</i>

Satisfaction of participants by communication during the training is presented in Table 8. The participants evaluated the following individual elements of communication: scope of communication in their group; quality of communication in their group; scope of communication between participants and lecturers/ workshop leaders. On the scale from 1 (very little) to 4 (very much), the average level of satisfaction by the overall communication during the training was 3,29 (a lot). Certain elements were differently evaluated within different modules and those grades range from 2,95 to 3,65 as it can be observed from the Table 9. Some of the characteristic comments of the participants regarding communication

were the following: communication in the interactive part was extensive and qualitative; it was sometimes difficult to work in small groups due to large differences in experiences and lack of time; sometimes it happened that due to tiredness or constant listening someone had the monopoly over communication; lecturers and workshop leaders were very open for exchange, questions and comments which was of great importance for quality of communication during the seminar; communication within the group was improved with progress of the modules.

It was obvious that participants were very satisfied by the quality of communication and that different communication elements were equally ranked. Communication depended to a great extent on development of the group dynamics. Group dynamics varied and was influenced by various factors, many of which were not directly connected to the training situation, but more to establishment of personal relations among the training participants, as well as exchange of opinions and suggestions through their network of cooperation related to production of „homeworks. Therefore, for example, „key“ moments in development of the group dynamics occurred between the 4th and 5th module, which was reflected onto the quality of communication within the group.

Table 9: Level of satisfaction by communication during the training (1 – very little, 4 – very much)

Theme/ module	Communication element and average grade			
	Scope of communication within the group of participants	Quality of communication within the group of participants (content, functionality in terms of work, level of interest, etc.)	Scope of communication between participants and lecturers/ workshop leaders	Quality of communication between participants and lecturers/ workshop leaders (content, functionality in terms of work, level of interest, etc.)
Citizenship in complex modern societies	3,22	3,22	3,52	3,48
Citizenship and the State	3,35	3,22	3,39	3,39
Human rights	3,43	3,33	3,48	3,48
The media	3,55	3,32	2,95	3,23
Social policy	2,89	2,78	3,00	3,20
Cultural and moral assumptions of citizenship	3,15	3,35	3,25	3,30
Economic policy	3,29	3,19	2,95	3,14
European integrations	3,65	3,50	3,45	3,55
<i>Average grade of satisfaction by different communication elements:</i>	3,32	3,24	3,25	3,35
<i>Average grade of satisfaction by the overall communication:</i>				3,29

Starting from the second theme/ module, the participants made comments about the quality of the work material they received during the *previous training module*. As it can be observed from the following more detailed over review, work material was very positively evaluated and described as material of good quality, content and useful for practical work. The participants especially positively reacted in relation to the volume, diversity and innovation of the work material.

Quality of work material

1. Citizenship in complex modern societies

- Excellent, useful, clear, concise
- Professional, useful
- Can be used for the teaching
- The best part– debate and participation materials

2. Citizenship and the State

- Concrete and content- based
- Good and applicable, should be planned always
- I think that the provided material is quite valuable and applicable
- Techniques of workshop activities – very useful, also in regard to discrimination and equal opportunities, this time we really got lots of material, but I hope we will also get the promised ones since I feel the need to have them
- *Introduction into democracy* excellent and useful

3. Human rights

- Excellent
- Useful in terms of information
- Of extremely high quality and applicable to the work with students
- I really liked the booklet *Do not disturb, I'm enjoying my rights!*
- *Discrimination and equal opportunities* – excellent material

4. The media

- Extraordinary – one of the unexpected gains from this education
- Excellent
- CD material extremely good
- I liked the book *Children in the media*
- Of great assistance in designing of my own workshop

5. Social policy

- Professional, personally- I find them very useful and applicable in teaching
- Excellent, of great quality, professional, different in form (texts, CDs, illustrations)
- Work material from the area of social policy complemented and increased the knowledge acquired from this area

6. Cultural and moral assumptions of citizenship

- Solid, but more could have been provided
- Useful
- More material on culture

7. Economic policy

- Very useful and applicable in practice
- Excellent
- Rich, extensive
- Another excellent part of the mini- library you gave us as a present
- Glossary is very useful and applicable
- Very good manual for youth entrepreneurship

In terms of what they *liked most* during the overall specialist pilot training, the participants listed the following:

- Work quality of the workshop leaders

- Organization, rationality and practicality of themes' presentation
- Diversity of themes, work dynamics
- Workshop- based method of work
- Competent lecturers, good organization and coordination
- Lecturers well- prepared and open for dialogue
- Mutual communication among the participants
- Systematic approach in presentation and openness for discussion
- Specific themes (Coalition- building – simulation; Humanitarian right; Research journalism; Participatory approach in the social policy creation; Creation of the State social policy; Definition of political culture and types of political culture; Local economic policy, etc.)
- Designing of workshops and group atmosphere
- I will try to realize in school the ideas I got during the module
- Almost everything

In terms of what they *liked least* during the training the participants listed the following:

- Insufficient time for designing of the workshop
- Initial lectures were not sufficiently systematic
- Maybe we weren't engaged as much as we should have during the introductory themes
- The impression is that certain lecturers were not quite sure what to insist on, in other words, that they did not see „the whole“
- Some of the lectures were over-ambitious, without taking care about the fact that experts of other profiles also attended the seminar and not only experts on politics
- There were more lectures in the classical sense, it would be good if they were substantiated by the concrete examples
- Good contents, but I didn't like the presentation manner of some of the lecturers
- Insufficiently clear differences between democracy and economy (politics), globalization, etc.- from perspective of a Civic Education teacher
- Insufficient information on the EU functioning and institutions

The participants made comments and suggestions in regard to the future training on specific themes listed in the following overview:

Participants' comments and suggestions in relation to the future training on specific themes

1. Citizenship in complex modern societies

- Good concept should be continued.
- Continue with work in workshops – our engagement is needed; recommendation of references
- We need more time for creation of workshops
- More exercises and practical work

2. Citizenship and the State

- Lectures should be more dynamic with the two-way communication
- Make the University professors aware of the fact that the role of passive listener doesn't suit the participants
- Continue with engagement of the top-class University lecturers; Tim TRI lecturers should keep focus till the end

3. Human rights

- Perhaps the participants should get familiar with violation of human rights occurring nowadays in different parts of the world- who is violating human rights, which rights, attitude of international community towards a concrete situation.
- Explain in more details certain rights (principles), more information on humanitarian right and non-institutional forms (citizen disobedience).

4. The media

- More information on media education, media influence, examples and research
- At least two modules on the media (media manipulation by all means)
- The media and the rights of the child
- More examples from practice, more textual and video examples for existing and new workshops
- Role of the media in creation of public opinion; The media as an instrument in hands of authorities; The media as an instrument to influence civil sector
- Opportunities for research journalism in different media

5. Social policy

- This area is linked to civic activism and should be therefore be included in the program of CE 3
- Examples of activities in the local environment on the theme *Participatory approach in creation of social policy*

6. Cultural and moral assumptions of citizenship

- What is the mission is a general overview regarding communication of political actors and citizens in the sphere of political culture and alternatives to the hate speech
- Perhaps include a lecture on moral

7. Economic policy

- Make terms and areas related to our work with students in schools more concrete
- Definition and function of the market, laws of market economy and planning mechanisms
- Each of the lectures should be concluded by clear defining of five or six key terms in opinion of the lecturer or the group itself
- Examples of planning in the local self-government

8. European integrations

- As many data and new information which could be applied in our work with students
- This area should by all means be included into the regular curriculum

General comment by the participants on evaluation

The participants were very analytical and have highly positively evaluated the specialist pilot training. They expressed their commitment and capacity to play two roles simultaneously- of an active participant and of an evaluator of work of all parties included in the training, realized contents and work material. The participants were changing and developing during the training, which has been directly stated by majority of them, but it could have been also concluded by their behavior. The overall self- confidence level has noticeably increased, so at the end of the training, even those who were almost silent at the beginning started talking in front of the whole group and took an active participation in discussion. Solidarity, cooperation and team work, with its basic characteristic- division of roles, developed side by side with development of the training program. Due to the need to mutually communicate in between the modules in connection to their „homeworks“, almost all of the participants

managed to improve their computer skills, which they regarded as a big and significant step in their own professional development.

5.2. Evaluation by lecturers and workshop leader of each of the themes/ modules

Evaluation questionnaire for lecturers and workshop leaders was completed by 34 persons. Lecturers and workshop leaders who presented or ran workshops more than once received the questionnaire only after their first participation in the program.

Out of the total number, 33 persons evaluated this training program as „very important“, and one as „important“. None of the respondents evaluated the program as „moderately important“. Characteristic comments of the given rating of the program importance were the following:

- I think it will enhance the knowledge of teachers and clarify the value system they are supposed to promote;
- Simply, a program of this kind provides necessary knowledge and skills on innovative methodological and content-based approaches to the educational process;
- It is of crucial importance that the Civic Education teachers acquire more in-depth and wider knowledge and understanding of the area they work in- in that way they will gain professional self- confidence which will contribute to improvement of the quality of their work;
- Bearing in mind the relevance of the subject and misunderstanding among the colleagues and school authorities, the Civic Education teachers should be provided with every kind of possible assistance and support they can get in order to become more empowered and take their position in the system of education; the specialist program for professional development which will raise the quality of their knowledge and enable them to exchange experiences is the right method of such support.
- Civic Education is a new subject, it requires innovations in terms of contents and methods of work, and therefore an opportunity like this for the teachers to exchange their experiences is rather valuable.
- Education system is a primary strategic system- investing into professional upgrade is a development- related issue; this program deals with foundations of education system of both youth and society which are crucial for the proper order, stability and security; the first task is to develop and educate those with the educational mission.

Table 10 demonstrates average ranking of different aspects of the theme realized by the lecturers and workshop leaders, given by themselves. Grades were quite equal and all of them belong to the „a lot“ or „very much“ categories. The highest average grade was awarded to the *relevance of the theme regarding the theoretical and social context of Civic Education*, whereas the lowest, although the difference is almost negligible - *the level of the teacher's understanding of the theme*. Ranking of the level of understanding can be a subject of discussion, since each of the lecturers made their conclusions based on the behavior of teachers, rather than it could have really be tested during the limited time available.

Table 10: Evaluation of different aspects of the theme realized by the lecturers and workshop leaders
(very little -1, very much – 4)

Aspect of the theme	Average grade
Relevance of the theme for realisation of the <i>overall</i> pilot programme objectives	3,41
Level of understanding of the theme by the teachers	3,29
How interesting the theme is for the teachers	3,47

Relevance of the theme for the future teachers' work in realisation of the Civic Education teaching	3,59
Relevance of the theme for understanding of theoretical and social context of Civic Education by the teachers	3,65

Majority of lecturers and workshop leaders considered it would be desirable to introduce certain changes if they were to process the same theme. As it can be observed from Table 11, the changes which could be included into the contents refer to: greater stressing of certain elements of the contents; more dealing with concrete issues the participants encounter during their daily activities; emphasizing the significance of volunteering, etc. In the scope of the work method, they would change the time envisaged for their theme and scheduling of work during that time; they would present more examples and dedicate more time and incentives for the participants to pose questions.

Table 11: Changes lecturers and workshop leaders would introduce into the repeated realization of their theme

Content	Method of work
<ul style="list-style-type: none"> • Nothing (6) • I would stress application of different techniques in different parts of the workshop • Very little- participants paid attention to the issues they were most interested in • Stronger emphasis on theoretical aspects of the theme • More of the practical knowledge, in those terms I give advantage to the workshops • More emphasis on concrete issues the participants encounter in their work, but also relevant for participatory creation of social policy in the local community: <ul style="list-style-type: none"> ○ What to do and in which way regarding the social policy upgrade related to prevention of undesired adolescent behavior ○ How to organize peer education, peer mediation, etc., that is how to create social policy related to undesired adolescent behavior with maximum use of resources located among the target group itself? • More concrete issues regarding other thematic areas such as development of volunteering with students and role of the Civic Education teacher in this respect • Less talk about the content since it was already presented, and more about the methods for realization • More talk about relations between the EU and Serbia 	<ul style="list-style-type: none"> • Nothing (5) • More time available for realization so that participants could ask more questions and discuss issues • I would give more examples, I wouldn't stick to the theory as much as I did • I would suggest for each of the lectures from each of the presented areas to be accompanied by an appropriate workshop • My suggestion is have two one-hour blocks, as minimum time for processing of the theme. First block would be more of a lecture, while the second would be more of the discussion. • I would split the theme in two parts, use two additional hours in terms of time and thus enable more time for discussion-questions, comments and evaluation • More questions

Method and volume of participants' involvement in communication with lecturers and workshop leaders was in average evaluated as „a lot“ on a four-level scale from 1 (very little) to 4 (very much). According to the lecturers' and workshop leaders' estimation (Table 12), participation in group discussion was most present, followed by posing of questions, making comments on the work content, and least- giving suggestions and proposals.

Table 12: Method and volume of teachers' inclusion in communication with lecturers and workshop leaders (very little -1, very much – 4)

Aspect of the theme	Average grade
Posing questions	3,09
Comments on the content of work	2,94
Participation in the group discussion	3,27
Giving of proposals and suggestions	2,82

Lecturers and workshop leaders described the *atmosphere for work* in the group by very positive attributes such as: very pleasant, cooperative, working, positive, spontaneous, creative, open, encouraging, relaxed and constructive. On the scale from 1 to 5, where 1 denotes insufficient and 5 excellent, *quality of the group of teachers* involved in this program was evaluated by a high average grade 4,35.

Comments made were based on the following observations:

- Quality of discussions in the group;
- Subjective impression of the group's incoherence;
- The group is very good due to the fact that it is composed of quite different individuals which produces an impression of natural diversity in attitudes and opinions;
- Open, willing to learn, critical without prejudices about the themes, good communication;
- Interested, analytical approach, capable to recognize and link things, open for communication, „good spirit“;
- All of the participants in the seminar were highly motivated, open and critical in expression of their observations, very cultivated perception about the team work and quite open for new and unconventional forms of teaching.

The greatest challenges for lecturers and workshop leaders in work with this group were the following:

- Limited time;
- Creativity of the group;
- To be accepted as a colleague and associate, and not as the authority figure coming from „above“;
- To prepare for simulation bearing in mind the specific target group they represent;
- Questions;
- Lack of proper education of the participants;
- How to provide them with as much information I regard relevant for broadening of their knowledge and avoid limiting of the time they need for obtaining the answers to the questions of their interest;
- Finding good balance between theoretical discourse and analysis of examples.

The lecturers and workshop leaders listed the following as the quality acquired through their work and cooperation with the teachers of Civic Education useful for their future work:

- exchange of experiences on attitudes present with young generations;
- examples from practice presented by the teachers;
- constructive comments and remarks;
- if specific matter is being improved in the common interest of the program authors and program beneficiaries, then the most efficient method is to include active communication coming from both sides into the process, from its beginning till the end;
- awareness on importance of the media and their influence on the youth from the point of view of a pedagogue who deals with them on daily basis;
- I am of the opinion that the teachers of Civic Education can represent resources in creation of partnerships for organizing and providing of certain social services related to children and youth and I will bear that in mind when evaluating project proposals;

- Focus on themes relevant to the citizens;
- Plenty of positive energy coming from the group

The lecturers and workshop leaders listed the following suggestions for improvement of this program as the most characteristic ones:

- Developed materials, perhaps even the list of references participants would find useful;
- More time for workshops;
- More talk about the practice, less about the theory;
- Teachers should take notes in advance about their experiences and suggestions based on practice;
- Participants and lecturers should be actively networked outside of the seminar too be it through the mailing list or web- based forum or some other available form of group communication;
- New themes;
- Media literacy- education aimed at critical reading of the media as institutions and the content of their messages;
- Link social policy to the local, not national level;
- Introduce a category of value- based orientation as a theme.

As it can be concluded from the previously presented results of this training program's evaluation performed by the lecturers and workshop leaders, they have highly evaluated the idea for organization of training of this kind, relevance of the training for the Civic Education teachers, themes, participants' characteristics and personal experience acquired through cooperation with teachers in the course of realization of their own theme. They have also provided suggestions for improvement of the program which to a great extent correspond to observations of the program teachers themselves.

6. Product analysis – workshops and glossary

As part of the training in scope of each of the themes, i.e. at the end of each of the modules, the participants were delegated a task to develop workshops through cooperative work in small groups. The workshops were thematically linked to the main training theme of a specific module. The participants could choose from the presented themes or workshop topics, or propose new ones themselves. The objectives, as well as other elements pertaining to the workshop design, were created by the participants. As for the format of the workshop design, in its basics it was unique and agreed upon at the first training module. During each of the modules, the participants on average designed four workshops. They also selected the key terms that were, in their view, required to be further elaborated during the course of each of the workshops, and planned which of the grades encompassed by the current Civic Education curricula, the respective workshop would be the most functional for. The participants had a “homework” to complete in between the modules- to design workshops in detail via e-mail communication among the members of each of the small groups, and should the time allow, test the workshop they designed during the Civic Education lessons with their students. Likewise, the participants prepared a joint written report on the respective workshop application, including all observations and suggestions relevant for future application of the developed workshops. Table 11 shows the names or themes of all the workshops designed during the specialist pilot training programme.

Table 11: Workshops designed during the specialist pilot training programme for the Civic Education teachers in secondary schools

Training theme/ module	Themes of the designed workshops
Citizenship in complex modern societies	Analysis of stakeholders in the local environment
	Students' participation in the school life
	Students' participation in the local community life
	Students' information level on their school-related rights and responsibilities
Citizenship and the State	Who is the citizen?
Human rights	Civil disobedience
	Violation of human rights
	Humanitarian right
	Education, school and rights of a child
The media	Economic propaganda in the media – advertisements; Image of the young in advertisements
	Children in the media
	Violence in the media and youth
	Youth role models in the media
Social policy	Local youth social policy –secondary school students' active participation
	Participation of family in school activities – opportunities and challenges
	Peer violence in schools – secondary school students' participation in prevention
	Secondary school students and voluntary social services in the local community
Cultural and moral assumptions of the citizenship	Hate speech
	Lifestyle the young gravitate toward

	What should an ideal politician be like?
	Individual and collective responsibility
Economic policy	Economic policy and democracy
	My personal business plan
	Why the young should stay and live in their place of birth?
	From an idea to a business
European integrations	My Europe
	European Union and the model of its functioning
	Advantages and challenges of the EU membership for you as an individual
	Let's learn about the EU

Based on the analysis of products- the workshops and glossary, the following conclusions can be drawn:

- The developed workshops introduced into the Civic Education for secondary schools curricula new areas that were not insofar included such as: social and economic policies, cultural and moral assumptions of citizenship and European integrations.
- Thematic innovativeness has been achieved within all of the programme areas covered by the specialist pilot training programme- workshops were designed on completely new topics but still in relation to the social status and role of the secondary school students.
- An innovative approach was also applied in development of the workshops' design- the participants were the ones to prepare the basic structure or design of the workshops instead of applying the pre-defined scenarios. This approach enables each of the teachers to upgrade the process in course of its practical implementation according to their actual working context, i.e. characteristics of the group of students, available resources for work and other factors in the working environment.
- Most of the workshops (about $\frac{3}{4}$) were tested in practice, i.e. the quality thereof through direct work with the students, on average each workshop in three groups of students. In this way, the programme participants made their active contribution to development of the Civic Education scheme for secondary schools, which reflects one of the methodological and didactic premises of the programme. An important idea regarding realisation of Civic Education is to enable the teachers freedom to create new approaches to upgrade knowledge and enhance skills of their students, rather than to merely implement the pre-defined scenarios and transfer information to the students.
- Defining of the key terms is deemed as an additional quality, since they represent the students' guidelines through the process of development and construction of new knowledge relevant for life in the social community.
- The workshops resulted from exchange of experiences among the participants that contributed to their professional knowledge and skills upgrading. In this way, the development of workshops had a positive reciprocal impact on their creators as well.
- This part of work performed in scope of the specialist pilot training programme for the secondary school teachers resulted in a collection of workshops that all other teachers of Civic Education in secondary schools will find useful. The collection is sufficiently instructive to enable understanding of each of the workshops' guiding premises as well as opportunities for their application, at the same time encouraging the teachers to be free and innovative in further building on all the details they find relevant for work with specific students' groups.

7. Conclusions of the formative evaluation

The presented results of formative evaluation of the specialist pilot program for teachers of Civic Education in secondary schools contribute to the following conclusions:

- Concept of the Specialist pilot program as a whole was highly evaluated by the direct participants. The content was estimated as completely appropriate and relevant in terms of spreading of theoretical and practical knowledge relevant for teaching of Civic Education.
- Certain aspects of the program themes/ modules were also highly evaluated accompanied by specific suggestions provided by the participants for improvement of certain sub-themes. Those suggestions mainly refer to adopting of the teachers themselves to the learning needs and requirements of practical work.
- The participants adopted the concept of development and construction of knowledge, instead of transfer and adoption of the pre-prepared knowledge. They also stressed the relevance of the work methods and their diversity presented in the course of the specialist training program related to development of new knowledge.
- Work material for this type of training was also highly evaluated and the relevance of its contents and diversity in regard to the scope and medium used for their presentation was also emphasized.
- The participants have developed both personally and professionally to a significant extent during the specialist pilot program- they have acquired greater competencies and empowered their self- confidence; they have also established the network of mutual professional exchange and support which can function and after the training is completed.
- This training program produced some unplanned positive impacts: participants have on their own, based on the ideas generated within the group, created program for additional module and provided suggestions for improvement of the existing Civic Education program for secondary schools.
- The specialist pilot training program for the Civic Education teachers in secondary schools met the following specific objectives:
 1. Increase in *knowledge level* of the teachers involved in the specialist pilot program on theoretical and social context of Civic Education;
 2. Improved *skills* of teachers/ participants in the specialist pilot program in regard to preparation and running of workshops and other active methods aimed at the student knowledge- building;
 3. Realized *active participation* of teachers/ participants in the specialist pilot program regarding the *creation of the model for future specialist* trainings for the Civic Education teachers;
 4. Developed *general model structure* for the future specialist training.
- A visible contribution was made to achievement of the overall objective of the pilot program- improvement of the quality of the Civic Education teaching realization in secondary schools through increase of professional competencies of this subject's teachers.

8. Recommendations based on conclusions of formative evaluation

- Modular structure of the training programme involving practical tasks- “homeworks“ to be completed in between the modules, is recommended for future application, considering it proved to be highly efficient from the learning (development of new knowledge) and social (cooperation and exchange of experiences among the participants jointly working on designing the same workshop) standpoint. As part of the training on each of the themes, i.e at the end of each of the modules, the participants were delegated a task to design workshops through cooperative work in small groups, followed by a joint written report regarding the workshops' application.
- Taking into account that work in small groups did not allow for monitoring of individual development and progress of teachers to a sufficient extent, the recommendation for the future work is to introduce a suitable format that would enable monitoring of and consultations with each of the participants individually (mentoring). Plan and programme for individual monitoring are yet to be developed in such a manner to fully reflect the structure of the specialist training programme contents.
- The established content structure of the specialist pilot training programme is in its entirety acceptable for the future specialist training programme involving Civic Education teachers in Serbian secondary schools. Should the circumstances allow, the training could be further broadened by an additional thematic module covering communication within the school and mediation in the school- based conflicts. In relation to the content, the new thematic concept as per modules would be organised in the following manner:
 - *Citizenship in modern societies, Citizenship and the State and Cultural and ethical assumptions of the citizenship*, could be contracted in two modules due to similarity of topics.
 - *Human rights, The Media and European integrations* would still be covered by three modules, but with certain modules broadened by the two additional topics- Gender equality (Human rights) and Media manipulation (The Media).
 - Modules *Social policy* and *Economic policy* could also be joined in one module due to overlapping of the underlying topics.
 - The seventh module deals with *Communication and mediation*.
- Working methodology underlying the future specialist training programme for the Civic Education teachers should in its nature be interactive and diverse. Classical *ex cathedra* lectures are substituted for interactive discussions with the participants thus allowing them to express their attitudes, opinions and dilemmas on the agreed, problem-focused issues. Likewise, another rather important issue regarding realisation of the training implies dedicating the same amount of time to the workshop- based activities involving adequate application of different techniques for cooperative work in small groups, as to the lectures . In order to achieve this while at the same time bearing in mind differences among the themes, it is essential to ensure a balanced selection in regard to the lecturers and workshop leaders . University professors inclined towards interactive lecturing should by all means be involved, but just alike and non-university experts in specific fields along with the experienced trainers skilled at workshop- related work. It is necessary to identify mechanisms for ensuring the latter two categories are included in the process on equal basis with the university professors.
- Likewise, one of the next steps to be undertaken in communication with the Ministry of Education, implies identification of possibilities for accreditation of either specific or all of the modules encompassed by this programme as short-term opportunities for the Civic Education teachers' professional development. This would allow for a larger number of teachers to take part in the training, especially the ones who due to various reasons, are not in position to attend the professional development sessions

- organised over a longer, continual period, as envisaged by the specialist training programme.
- Another important issue implies conducting an overall review of the entire working material used during the specialist pilot training programme in order to evaluate its suitability for this type of training and draft the initial reference list for the participating teachers. Therefore, the recommendation is to further develop and enrich specific materials as suggested by the participants and at the same time perform selection of the priority contents in case of the more comprehensive material such as books and manuals.