

**R E P O R T 2 0 0 6**

**MY | Mitrovica Youth |  
Programme**

**MITROVICA  
YOUTH  
PROGRAMME**

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**R E P O R T 2 0 0 6**

## WORD OF THANKS

The Mitrovica Youth Programme 2006 could not have been organised without the support of numerous individuals and organisations. The Academic Training Association and the project partners are most grateful for their indispensable assistance. We especially would like to thank:

- The Netherlands Ministry of Foreign Affairs for financially supporting this project;
- The voluntary contribution of five international teaching staff, instructing the five intensive courses together with six local professors and teaching assistants;
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**Academic Training  
Association (ATA)**  
Linnaeusstraat 35F  
1093 EV Amsterdam  
The Netherlands  
Phone: +31 20 568 2088  
Fax: +31 20 568 2099  
Email:  
ATA@academictraining.org

**ATA Mitrovica**  
Lole Ribara 36/18  
38220 Mitrovica  
Phone/Fax: +381 28 424 200  
Email: myp@academictraining.org  
Website: www.my-program.org

**Student Alliance**  
Dzona Kenedija BB Studentski dom "Todor Milicevic" 2nd floor  
38220 Mitrovica  
Phone/fax: +381 28 424 816  
Email: sspu\_km@yahoo.com

**Youth Initiative Mitrovica**  
KTA Building room 17  
38220 Mitrovica  
Email:  
mitrovica\_yi@hotmail.com

**DDA**  
Bozidarceva 24/5  
18000 Nis  
Phone/fax: +381 18 592 696  
Email: dda@eunet.yu

**Fractal**  
27. Marta 4/2 street  
11000 Belgrade  
Phone/fax: +381 11 32 43 372  
Email: office@fractal.org.yu  
Website: www.fractal.org.yu

**SUS**  
Kraljice Natalije 15/18  
11000 Belgrade  
Phone/fax: +381 11 3067741  
Email: office@sus.org.yu  
Website: www.sus.org.yu

# EXECUTIVE SUMMARY AND MAIN RECOMMENDATIONS

The Mitrovica Youth Programme is the largest international academic programme targeting the Kosovo Serbian academic community. Its three project components involved a total of 200 students, professors, teaching assistants and trainers. With over 400 applications from Kosovo Serb students for the Mitrovica Summer Courses, the popularity of the projects seems clear. The external evaluator concluded that "(t)he project became an amazing success; even though it was doubted by so many that realisation could be possible. It was a success for just about all the participants and other 'stakeholders'.

The Mitrovica Youth Programme is financed by the Netherlands Ministry of Foreign Affairs. The programme introduces students in Mitrovica and the enclaves to recent developments in the field of European Integration and Higher Education. The program provides training to students, integrating them in regional and international networks. It consists of three elements:

- Module on "European Integration and the Balkans" for 25 students (organised by Fractal and hosted by Youth Initiative Mitrovica);
- Student Trainings for 50 students (organised by SEI and SUS);
- The Mitrovica Summer Courses for 110 students (organised by ATA in conjunction with DDA and the Student Alliance in Mitrovica).

The programme provides opportunities for students to develop their (university) careers. Up-to-date knowledge and skills were passed on and new teaching methods were introduced. Bringing together students and academics from the region and around the world in interactive sessions helped foster personal contacts and stimulated academic cooperation across borders, especially within Southeast Europe.

In July 2006, the Mitrovica Summer Courses (MSC) were organised in Mitrovica. 110 students were able to participate in intensive summer courses. In total, 1,155 students from over 30 countries applied to study at the MSC 2006. These courses were taught by both international professors, local co-professors and teaching assistants. In total 98 students received a certificate accounting for 3 ECTS points at the end of the MSC 2006. The promotion of the programme was done massively and grassroots. The result was excellent. As the external evaluator concluded: "the general publicity campaign to attract attention, acceptance and enrolment was a success. You could hardly avoid hearing about it or seeing the attractively designed posters, and there were many more applications than there were places".

The Mitrovica Summer Courses were recognized by the international academic community as a highly valuable programme. This was reflected by the fact that both the European University Association and the Magna Charta Observatory sent representatives to deliver key-note speeches at the opening ceremony. The large presence of officials at the MSC Opening Ceremony further reflects the high level international political support for MSC, as representatives from OSCE, UNMIK and international diplomatic offices were present at the academic opening.

Due to the complicated local political environment (outside of control of ATA) it was not possible to cooperate with the university directly. Therefore, ATA decided to work with local NGO's. However, it is ATA's aim to integrate our programmes with the university as soon as the relevant institutions involved have worked out an acceptable solution to all. In this light, we call upon those involved to reach such a compromise for the sake of the future of the new generation.

On a Southeast European level, approximately 1,500 students took part in one of the summer courses established by ATA: the third edition of the International Summer University Macedonia, the sixth Pristina Summer University and the eleventh Summer University Tuzla. All events cater to students from the entire Southeast European region.

In establishing these programmes, ATA supports ongoing processes of Bologna implementation, creates awareness of the processes of European Integration and provides the opportunity for professors and students to become more involved in international (academic) networks. All intensive summer courses are of high quality with a constant quality control. Two of these academic summer events have been transferred already to local universities in Tuzla and Pristina and sustainability of these events has been achieved as local funding and management has taken over from ATA.

Now that ATA and its partners have shown the overwhelming interest and enthusiasm among youth and academics in Mitrovica to improve higher education, we will continue our efforts in Mitrovica and we will try to increase our activities. Therefore, we call upon other institutions interested to join ATA's lead in supporting Higher Education for the Kosovo Serbian community in Kosovo, as the dedication of the partners and participants in the Mitrovica Youth Programme convinced us that future initiatives will be even more successful.

Each programme can be improved. On the basis of the internal and external evaluations that were conducted the following recommendations were abstracted as most important and will be implemented in the follow-up of the programme at hand:

- More involvement from local co-profsors. Co-teaching further improved;
- Develop a teaching schedule that is less demanding for professors and students, though still highly rewarding;
- Increase the amount of summer courses organised and provide more in English without translations;
- Have more students from other communities in Kosovo involved;
- Provide students and professors with clearer information about what to expect.

ATA will start to implement the recommendations as stated above in its work as soon as possible, as well as other recommendations to be found in this report and in the evaluation reports.



**Group picture of all MSC 2006 students and professors**

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## FOREWORD

Tensions and conflicts are born out of fear, fear not to be heard, fear not to be recognised. Man, to survive in a society and as a society, needs both attention and recognition. Through the eyes of his neighbours, he becomes a 'person' on the stage of everyday life.

'Persona', originally, was the mask actors wore in ancient comedies. As the Latin word says- per sonare - , the mask was first a sound amplifier helping to be heard down to the last rows of an often rowdy audience. Through its conventional form and colours, it was also a sign of the character the comedian was playing on the stage: the public would immediately recognise the brag, the dumb or the innocent. In our social act, we are all wearing such masks - they signal our functions in the community; thus we are being heard and recognised in and by the group we are part of. Should such valorisation be lacking, some might feel betrayed and react violently to reaffirm their presence on the stage of life: a role is what we ask for! Masks, however, are the artificial covers of an inner reality that does not necessarily correspond to the words and emotions performed for society. This means tensions again: those are not appeased by the attention of others - like for social survival - but by the consciousness of one's own uniqueness as a human being, far deeper than the masks of social interplay: this calls for trust in an ability to be that founds our capacity to act.



Dr. Andris Barblan

In Mitrovica, a city of many masks that have sometimes taken hostage the sense of our common humanity, the aim was to uncover social roles and group identities, thus helping to align the inner sense of being of people from the region with the social interplay they are all engaged in; in other words, ATA's goal was to give deeper grounding to the social recognition we are all craving for. That is what the following pages try to reflect.

Dr. Andris  
Barblan  
Secretary General  
Magna Charta Observatory, Bologna

# FOREWORD

When I was invited earlier this year by ATA to join the opening ceremony of the Mitrovica Summer University I felt genuinely honoured and privileged. On the face of it, this could be considered a strange reaction: summer universities are after all an established feature of academic life, and hence very familiar in my everyday work at the European University Association. Moreover, while Mitrovica undeniably has its charm, there are more obviously attractive locations to spend a few days in July in Europe. So what is it that explains the surge of emotion that was so evident at the opening of the Summer University, and my continued feeling of gratitude to have been a small part of this event?

Looking at the contents of the Mitrovica Summer University, there is no doubt that an excellent programme was assembled: a great deal of thought had been given to offering relevant programmes to students from Kosovo, the neighbouring regions and to students from further afield ; there was also an excellent mixture of international and local academic staff, and from the conversations I had with some of the visiting professors it was clear that a great deal of thought went into not just the contents of the programmes but also their delivery, offering to many an opportunity to experience new and innovative teaching and learning methods. Students were also offered a full programme of social and cultural activities to complement the academic activities. In short, I am certain that all who took part will have benefited personally from this excellent inter-cultural learning environment, and for many it will have been a truly formative experience, whose memory will never entirely fade.

Yet however impressive the organisation of the event, it does not really explain why it was so special. What I think made this Summer University extraordinary is that it showed that inter-cultural and international academic life is possible even in a town that has become a symbol of conflict and upheaval in recent times. For Mitrovica is really an ordinary town in extraordinary circumstances, a divided town that has become a strong symbol of post-conflict fragmented Kosovo. Yet the people I met there all spoke of their wish to live normal lives, expressing the same desire as citizens the world over to construct a safe and secure future for their families. In a town that is currently the focal point of international discussions regarding the status of Kosovo, a town where lines have been drawn in the metaphorical sand to keep citizens apart from each other rather than to bring them together, the Summer University offered a glimpse of a future that could be different.

Holding an " ordinary " Summer University in Mitrovica in these extraordinary times has been a triumph of fundamental human and academic values, and its success is a truly remarkable achievement. These two weeks in July should not be forgotten as the discussions on the future of Kosovo go ahead, and politics runs its course. More importantly I share the hope of the Kosovo citizens for a normal, European and international future. This will be a future that builds upon this fine example of high quality education.

David Crosier  
Programme Development Director  
European University Association

David Crosier



# PREFACE

## BY ATA

Dear Readers,

The Mitrovica Youth Programme is the largest international academic programme in North Mitrovica.

Over the course of 2006, trainings for student activists, a course on EU integration and the Balkans and intensive Mitrovica Summer Courses were organised. More than 200 students and over 30 professors and assistant professors have been taken part in these activities. These activities have been organised by ATA together with a coalition of NGO's: DDA, the Student Alliance, SEI, SUS, Fractal and Youth Initiative.

Especially the Mitrovica Summer Courses were recognized by the international academic community as highly valuable. This was reflected by the fact that both the European University Association and the Magna Charta Observatory sent representatives to deliver key-note speeches at the opening ceremony. We are very grateful for their contribution.

We received almost 1,200 applications for the Mitrovica Summer Courses alone. This overwhelming number indicates the enthusiasm and eagerness of students to learn about European Integration, to gain knowledge and to broaden their (academic) network. The best students were selected to attend one of the five intensive academic

courses taught by local and international professors. During the Mitrovica Summer Courses the eagerness of students became even clearer: students went to classes for six hours per day after which they finished their homework, their obligatory reading and then continued to the debates and parties. At the end of each course, successful students received ECTS credits for their efforts. The summer courses were attended by 72 students from Kosovo, 22 from the wider SEE region and 16 from the rest of Europe. Bringing together students and academics from the region and around the world in interactive sessions not only supports academic cooperation, it also contributes to improving inter-community relations in Southeast Europe.

On a Southeast European level, approximately 1.500 students took part in one of the summer courses established by ATA: the third edition of the International Summer University Macedonia, the sixth Pristina Summer University and the eleventh Summer University Tuzla. All events cater to students from the entire Southeast European region. In establishing these programmes, we aim to support ongoing processes of Bologna implementation and to provide the

opportunity for professors and students to become more involved in international (academic) networks. In addition, this programme makes students aware of the processes of European Integration.

Organising the Mitrovica Summer Courses was a new experience for ATA, since it was not possible to cooperate with the university in Mitrovica due to the complicated circumstances outside of control of ATA. Although as NGO we are bound to keep distance from these processes, it is my hope that high level negotiations between relevant stakeholders involved will lead to a solution acceptable to all, which would make assistance to the academic community far more feasible and thereby increase both scope and size of future undertakings by ATA and other interested international parties.

Now that ATA and its partners have shown that a large scale effort in North Mitrovica is very well possible, we will step up efforts in Mitrovica. The dedication and enthusiasm of the partners and participants in the Mitrovica Youth Programme convinced us that future initiatives will be even more successful. We look forward to enhancing our role and join forces with other institutions that have an interest to become active in this field.

Amsterdam, September 2006

On behalf of the ATA team,  
Yannick du Pont  
Director ATA



Yannick du Pont Director of ATA

# INTRODUCTION

In December 2005, the Mitrovica Youth Programme (MYP) was launched by a coalition of NGO's. The largest international programme for students in North Mitrovica was established.

The Mitrovica Youth Programme is a one year pilot project, financed by the Netherlands Ministry of Foreign Affairs. The programme introduces students in Mitrovica to recent developments in the field of European Integration and Higher Education. The programme provides training to students, integrating them in regional and international academic and student networks.

The MYP consists of three elements:

- 1 A module on European Integration and the Balkans (by Fractal and Youth Initiative Mitrovica);
- 2 Student Trainings (by SEI and SUS);
- 3 The Mitrovica Summer Courses (by ATA, DDA and the Student Alliance).

The Mitrovica Youth Programme provides the opportunity for students to gain knowledge and skills, which could help them to further develop their (university) careers. Up-to-date knowledge and skills were passed on and new teaching methods were introduced. Bringing together students and academics from the region and around the world in interactive sessions helped foster personal contacts and stimulated academic cooperation across borders, especially within Southeast Europe.

The "European Integration and the Balkans" module was a 12-month activity that focused particularly on increasing awareness among students on the topics of EU integration and regional cooperation. The activity has three components, namely: interactive lectures; academic writing (essays, analyses, case studies, research work, critical thinking); and a study visit for the 10 best participants to Amsterdam and Brussels. The lectures were organised every consecutive Saturday in two cycles of 10 weeks each to a group of 25 selected students. These topics offered in the module are: Introduction to EU Institutions, Law, and Procedures; EU Economics; EU Policy toward the Western Balkans; EU Society, Culture, and Identities. All students who have successfully finalised the module received an official ECTS-compatible certificate.

The two training seminars for students from Mitrovica introduced topics such as project proposal writing, fundraising, lobbying and European reform of higher education. The trainers are experienced student activists from the Southeast European region.

The Mitrovica Summer Courses (MSC) brought together regional & international professors and students for a period of two weeks and provided five intensive courses in the field of Social Sciences, Law and Economics. Each course was co-taught by one local and one international professor to an audience of 20-25 students each. Additionally, for each course an assistant professor was appointed to lead workshops in the afternoons. Each course lasted for 10 working days with 8-9 hours of daily work. 98 successful students received a 2.5-3 ECTS credit certificate.

Courses were taught in English and for four courses translation into Serbian was provided. The classes were interactive and included lectures, discussions, group work, field trips, assignments, papers and/or presentations. Next to the academic courses, parties, drinks, weekend excursions, field trips, sports tournaments and debates were organized for all participants.

The Mitrovica Summer Courses and the general project have been carefully evaluated. At the end of each course, students were presented with an evaluation form in multiple-choice format with questions about the quality of the course and the quality of the organisation and the facilities. 94 students completed these forms, which were pre-

pared by ATA together with Elion/SCO-Kohnstamm Institute at the University of Amsterdam. The results of the student evaluation questionnaires show that the students were satisfied with the courses<sup>1</sup>. In addition, the students were also satisfied with organisational aspects of the courses<sup>2</sup>.

In addition, Mr. Berend Brock, former advisor to Community Building Mitrovica (Interchurch Peace Council) performed a thorough external evaluation of the Mitrovica Summer Courses 2006. Between 17 July and 30 July 2006 he visited Mitrovica where he observed the quality and performances of the MSC. He attended all five courses, three forum debates, one excursion, and several other extracurricular activities including parties and movie nights. He conducted formal interviews with members of the ATA staff, visiting and local professors, logistics officers, translators, and students. Additionally, he was involved in many informal interviews and discussions.

The external evaluator of the Mitrovica Summer Courses concluded that "(t)he project became an amazing success; even though it was doubted by so many that realisation could be possible. It was a success for just about all the participants and other 'stakeholders'." Mr. Brock's conclusion on the quality of the organisation is as follows: "(n)othing at the MSC was organized smoothly; but it all was handled smoothly, with the best interest of the students at heart, which was generally received very positively by the participants". Of course there remains space for improvement, especially as this year's edition was a one year pilot. The main points for improvement that have been identified by internal and external evaluation processes are:

- More involvement from local co-profs. Co-teaching further improved;
- Develop a teaching schedule that is less demanding for professors and students, though still highly rewarding;
- Increase the amount of summer courses organised and provide more in English without translations;
- Have more students from other communities in Kosovo involved;
- Provide students and professors with clearer information about what to expect.

Additionally, ATA performed a self-evaluation of the programme. During the Summer Courses, mid-term individual evaluation meetings were held with all visiting professors. Furthermore, visiting professors and co-profs filled out evaluation questionnaires. The results of the questionnaires largely corresponded with those of the students' evaluation forms and the external evaluation by Mr. Brock. The results have been reflected in this report, which is distributed in Serbian and English among all relevant stakeholders.

The first chapter of this report describes the MSC 2006 programme in all its aspects. The first three sections will discuss the arrangements made for professors and students. The fourth section explains the academic programme and the fifth section presents summaries of all the courses that were taught and the forum debates that were organised. In the sixth section, the recreational programme is illustrated. The seventh and eighth sections present the evaluation and the numbers of MSC 2006. The second chapter explains the Module on 'European Integration and the Balkans'. In the third chapter, the activities and achievements of the Student Trainings are presented.

<sup>1</sup> The total satisfaction average concerning the courses was rated with 3.64, measured on a scale from 1 (strongly disagree) to 5 (strongly agree).

<sup>2</sup> The average score for the social issues, the accommodation and the extracurricular programme was rated with 3.60 (on a scale from 1 to 5).

**1 .**

## **MITROVICA YOUTH PROGRAMME: MITROVICA SUMMER COURSES**

**ORGANIZED BY ATA IN  
CONJUNCTION WITH DDA AND  
THE STUDENT ALLIANCE**

From 15 to 29 July 2006, ATA together with DDA and the Student Alliance organised the Mitrovica Summer Courses (MSC). The MSC brought together regional & international professors and students for a period of two weeks and provided five intensive courses in the field of Social Sciences, Law and Economics. Each course was co-taught by one local and one international professor to an audience of 20-25 students each. Additionally, for each course an assistant professor was appointed, who led workshops in the afternoons.



# 1.1

## GENERAL

**PROMOTION**

From January until April - before the application period opened - a student "pre-registration" system was used, allowing students to leave their contact data on the ATA website after which they were notified by email once the application procedure opened.

The promotion of the Mitrovica Summer Courses among students started by the end of March and an intensive promotion campaign was undertaken. The MSC programme was promoted through flyers, brochures, posters and billboards, on the ATA and MYP websites and via electronic mailing lists. In addition temporary application desks were opened in cafes, the Student Alliance organised promotion on faculties and promotion parties were organised. Also, advertisements were made in newspapers, on the radio and on TV in both Mitrovica and in enclaves. Furthermore, ATA staff was interviewed on radio and television and several MSC radio quizzes were held. Promotion material was printed in both English and Serbian. The programme brochure included information about the contents of the courses, the selection procedure and scholarships.

A total of six volunteers assisted ATA in promoting the MSC in Mitrovica and Kosovo. Three volunteers were active in Mitrovica and one each in the enclaves of Gracanica, Strpce and Silovo. In addition, ATA staff made a promotion tour to Zubin Potok, Gracanica, Strpce and Silovo, where information meetings with students were organised, promotion activities in bars were done and radio interviews were held. The Student Alliance was also strongly engaged in promoting MSC and distributed flyers and application forms among students at the faculties and in the student restaurants.

At the end of the registration period, all promotion materials had been successfully distributed. An improved online database system made real-time monitoring of applications possible, allowing the organisation to review the number of applications for each course and/or each location at any moment via the Internet. Promotional activities were focused on those courses and locations where applications lagged behind.

The promotion in Southeast Europe and outside the Southeast European region was managed by the ATA Amsterdam office and conducted through the ATA database, internet, and mailing lists.



MSC 2006 billboard in Mitrovica

**WEB FORUM**

In order to encourage communication between the students, professors, co-profs and teaching assistants, a Web Forum was made available as of April 2006. Many students posted messages at the Web Forum and used the opportunity to interact with fellow students prior to the MSC. Information about their travel to Mitrovica, courses and social matters were exchanged through the Web Forum. After the MSC had finished, students were able to share their experiences of MSC.

It appeared that for MSC the web forum was a very important communication tool for students; in total over 200 messages were posted in the two months prior to the start of MSC. One ATA staff member was assigned as moderator and checked the web forum on a daily base to review the posts at the forum for explicit language or insults. The moderator only had to undertake action once and remove a post in Serbian, since the working language at the forum was English. However, the post did not contain any explicit language or any insults.

**SECURITY**

Taking the specific background of Mitrovica into account, extensive security measures were taken by ATA in order to ensure safety for all participants of MSC. A "Security Measures" doc-

ument was developed prior to the start of MSC; in this document the following measures were described:

- A security assessment to be performed by UNMIK police;
- A security briefing for the students by UNMIK;
- Remaining close contact with the UNMIK police;
- In order to be prepared for a possible evacuation, draw a list of all participants and staff give this to the UNMIK Liaison Office;
- To take special consideration for participants with potential security risks;
- Extra UNMIK police patrols in the area where MSC participants are residing;
- To inform all participants about possible demonstrations or large (political) gatherings in Mitrovica during MSC in order to avoid confusion or panic.

In fact, according to the student evaluation forms, it turned out that students did not feel insecure during their stay in Mitrovica. Moreover, in the questionnaire almost all students answered that they felt very safe during MSC<sup>3</sup>.

In his report, the external evaluator notes that "(e)verything in Mitrovica is - at least potentially - 'political'. That is also why it was a so much braver project to set up here than elsewhere... But it also means many extra obstacles, many on beforehand were sceptical they could be overcome. ATA took good care in general to handle those and operate around the edges of the 'politically possible'. E.g. by involving all important (and even not-important) stakeholders, and by including a security briefing by UNMIK police."

#### RECOMMENDATIONS

Messages on promotion materials (posters, flyers, brochures, billboard) should be shorter, clearer and more comprehensible.

<sup>3</sup> The statement "I felt safe during the Mitrovica Summer Courses" was rated on average by a score of 4.44, which indicates a very positive attitude towards this statement. Measured on a scale from 1 (strongly disagree) to 5 (strongly agree).

## 1.2 STUDENT MATTERS

### APPLICATION AND SELECTION OF PARTICIPANTS

The application period was opened on 28 April 2006. Students could apply for the MSC by filling in an online registration form on the ATA and MYP website. Local students could also submit hardcopy application forms at the ATA office or at application desks during promotion parties. In total, 1,155 students from over 30 countries applied to study at the MSC 2006.

Local students were selected on the basis of a professional English language proficiency test, and the best students were placed at MSC according to the course relevance. Regional and international students were mainly selected on the basis of course relevance and English proficiency, which all applicants had to indicate in their application form. Students were informed about the selection criteria in a student participant guide that could be downloaded from the ATA and MYP website.

After the application period, local students who had applied for MSC - in total 400 students - were invited to take an English test. ATA staff organised six rounds of tests: three in Mitrovica and one each in Gracanica, Silovo and Strpcë. In total, 99 students participated in the English test. ATA staff spoke to many students who initially applied and they all seemed very eager to participate; however, it appeared that many students felt discouraged to take the English test as they feared that their level of English was not sufficient to pass.

The test results were scored in a range from 1 to 10. The lowest score was 4.97 and the highest score was 9.09. The average score of all 99 participants was 7.48. When looking at the scores, 73 out of the 99 participants had a score of 7 or higher.

Of all applications received, a total of 152 students were offered a place in the MSC 2006. Approximately 30 students were selected per course and 59 students were put on a waiting list. All other applicants were rejected. In order to discourage drop-out, selected students had to confirm their participation by signing and returning a contract within one week, 133 students confirmed their participation. In the end, 110 students participated and 98 of them finished their course successfully and received a certificate and credits. In total 72 local students, 22 students from Stability Pact countries and Southeast Europe and 16 participants from other countries outside of the SEE region attended the courses, together representing 16 different countries. More students than the estimated 100 students (60 local, 20 SEE, 20 EU and outside Europe) participated in the MSC, because more local and regional students actually turned up than was anticipated. Only the number of international self-financing participants was lower than expected: 16 instead of 20.

### STUDENTS

The results of the student evaluation show that the students highly appreciated the inter-cultural aspect of the MSC, as the statement "I enjoyed cooperating with the students from other cultural backgrounds" was rated on average by a score of 4.47, on a scale from 1 (strongly disagree) to 5 (strongly agree).

However, according to the questionnaire among the visiting professors it appears that in general local students were less participative and many of them did not have such a good level of English. However, their general knowledge level was sufficient and most students were very eager to learn. For one course the level of the course had been adapted in order to accommodate students with less background of the topic. For another course the visiting professor indicated that the level of knowledge of students was higher than expected and more advanced elements were added to the course.



**STUDENT STATISTICS**

The student statistics show that the number of participants who did not finish their courses is relatively low - 12 out of 110 - (including the students who failed their exams), which represents a drop-out rate of 10.90%. In order to determine why they dropped out, ATA called all students and asked why they did not finish their course. The interviews revealed that the drop out was not related to the quality of the courses. The largest group (5 students) indicated that they had private obligations and/or family matters and 2 students missed their final exam. The rest of the students who dropped out indicated various other reasons. Students who missed more than two of their classes lost the right to travel reimbursements and accommodation. Also, these students were no longer entitled to receive their ECTS certificate.

**ACCOMMODATION**

The students who participated in MSC were accommodated in hotels and in a private dormitory. ATA advertised on radio, TV and through posters its request for student accommodation. ATA received over 150 phone calls from leaseholders who were ready to accommodate students. In the end, two hotels and one private dormitory submit a good offer to accommodate 90 students; this offer was accepted.

Students were accommodated in two hotels (hotel "Bisevac" and hotel "Beli Dvor" and in one private dorm at the Kralja Petra street. In the hotels, two or three students shared one room with bathroom. In the dormitories, two or three students shared one room with shared bathrooms. The students in the hotels were generally satisfied with the accommodation provided during the MSC. There were complaints however from students accommodated in the private dorm about the sanitation. ATA communicated these complaints immediately to the private dormitory manager, who made sure that the toilets and showers were to be cleaned every morning. Some students were not satisfied with the quality of the food provided in Hotel "Beli Dvor". The hotels and the private dormitory were located very near to the MSC classrooms in the Technical School. The results of the student evaluation forms also show that the students were satisfied with the accommodation provided<sup>4</sup>.

In this regard, the external evaluator stated that "accommodation was a little organisational nightmare... It was a major achievement by joint effort of the ATA-Mitrovica team that an alternative solution was found on such short notice and with so little problems for/noticed by the participants."

**FINANCES AND TRAVEL**

No tuition fees were charged for the MSC 2006. Books and other reading materials for participants were free of charge. Scholarships were available for the 22 students from Stability Pact countries and Southeast Europe. These scholarships covered a reimbursement for travel and visa costs, free accommodation in the hotels and private dormitory, and two daily meals at the Hotel "Beli Dvor" (breakfast and lunch). All local students could apply for free accommodation and meals as well. International participants from outside South-Eastern Europe stayed at the hotels and private dormitory at their own expense. Students who missed more than 20% of their classes were not eligible to receive their travel reimbursement and accommodation. An automated financial system allowed the organization to solidly monitor students' expenditures on a daily basis. Attendance was checked every day twice and updated before the next day of class. A financial helpdesk took care of all financial issues for the scholarships and local students.

**HELPDESK**

The MSC helpdesk located at the Technical School was open every day from 09:00-17:00. Students and professors could address the Helpdesk for all general questions about MSC. The helpdesk was permanently manned with at least two logistic officers and ATA interns. During the financial helpdesk hours ATA staff was also present. The staff at the helpdesk dealt with the distribution of teaching equipment and reading materials, the collection of attendance lists, and all other questions that were addressed to them. Everyday from 13:00-14:00, students had the opportunity to visit the helpdesk to express remarks, complaints and suggestions for improvement to ATA staff by filling out the Complaint Form. A very small number of students actually came to complain during the complaint hour (2 complaints in total). Complaints were addressed concerning the hygienic standards at the private dorms; ATA immediately reacted and solved these problems. In addition, every day the helpdesk was opened for financial issues from 14.00-16.00. During these hours, students, professors, co-professors, translators and teaching assistants received their travel reimbursement and per diem remuneration when applicable.

**RECOMMENDATIONS**

- Selection of students should also partly be based upon their grades;
- Standardisation and more careful calculation of travel cost for regional students and local students in order to be able to reimburse a fairer amount;
- Provide internet access at the help desk in order to be able to enter data in the electronic database (financial data, attendance list)



Logistic officers at the MSC Helpdesk

<sup>4</sup> The mean score given to the statement "The sanity facilities at the accommodation (toilets, showers, ect) were bad" was given an average of 2.53; indicating that students did not agree with the statement. Furthermore, the average score to the statement "The accommodation provided by the MSC was of good quality" was 3.49; indicating that the students in general believed that the accommodation was of good quality

## 1.3 PROFESSORS

### PREPARATION OF THE COURSE PROGRAMME

The courses aimed to be intellectually challenging for the local professors as well as for the students. In ATA's previous academic summer programmes the development of course curricula is being carried out differently. In these instances, the local university departments are requested to hand in their course suggestions, which are then linked with the course proposals of the international professors in order to realise an optimal supply and demand. However, due to the political circumstances surrounding the university, it was not possible to cooperate with the university in Mitrovica at this point as this would draw ATA into an impossible political discussion we do not aim to be part of.

These circumstances have caused several implications for a proper implementation of an academic programme in Mitrovica. With regard to the course programme, it was not possible to ask faculties of the university to cooperate and encourage their professors to hand in their course suggestions. In order to guarantee the academic level of the courses and to have local professors sufficiently involved, cooperation with the organisation DDA was important. Courses were thus designed on the basis of the input of the professors who are involved in DDA. It was decided that for the pilot project courses would be organized in the fields of Social Sciences, Law and Economy. In total thirteen course suggestions were developed by DDA. These course suggestions were advertised on the ATA website, where international professors could apply online, providing a CV and a course proposal matching one of the course suggestions. Five courses were selected for MSC, the course programme was finalised in March 2006 and the local professors were matched with the five international professors of the five courses.

### VISITING PROFESSORS

The recruitment process for visiting professors was automated via the website, where professors could fill in an application form and upload their curriculum vitae. All information was collected in the online database and presented by ATA to DDA. Jointly, the courses, the curriculum and the international professors were determined. In this regard special importance was given to the quality of the proposed course curriculum, the expertise of the visiting professors and the relevance of the course in terms of the existing curricula in Mitrovica.

The five visiting professors were academics from Western Europe (the Netherlands and Denmark) and the USA. One of the visiting professors - Dr. Ana Devic - was from Serbian background, though teaching in Denmark. This professor not only taught her course at MSC, but she also taught at the Pristina Summer University. Two professors - Drs. Erik Dirksen and Dr. Curtis Doeblner - had taught several times in previous ATA academic programmes.

Most visiting professors had confirmed their participation in MSC by March 2006.

The external evaluator noted that "(t)he quality of the international professors - as well as that of the Serbian teaching assistants - was very high. They, to a large extend, made the MSC to a success, by bringing a comprehensive academic message, and by being flexible enough in many ways. They were sometimes perceived as too tough in the beginning, but loved dearly by the end of the MSC." However, he also states that for the professor who taught at both MSC and PSU this "required more flexibility than expected ..." and might not be advisable to do in next editions again.

### INFORMATION FOR VISITING PROFESSORS

Teaching faculty for MSC could apply online at the ATA website. Through various (email)newsletters and advertisements teaching faculty all over the world were informed about the possibility to teach in one of ATA's academic (summer) programmes. On the website, a detailed information booklet about MSC 2006 could be downloaded. The application forms were linked to this booklet, guiding applying faculty through the application procedure and providing detailed information about various aspects of the project.

Before arriving in Mitrovica, all visiting professors received a pre-arrival information package, containing further information on the (academic) programme as well practical circumstances at MSC. Upon arrival, a welcome package was handed out to all professors. This contained information about the course schedule, (recreational) programme, practical information and rules and regulations.



Even though ATA has kept in close contact with all the visiting professors through email and telephone in the course of the preparation period, still some visiting professors indicated that they would have liked to be better prepared for the academic programme and to have been better informed about the class schedule. Still, the international professors indicated in their questionnaire that they were very satisfied with the quality of the organisation of MSC.

#### **FINANCES AND ACCOMMODATION**

All international academics that participated in MSC 2006 taught pro bono. They received no financial support other than travel reimbursement, a per diem of 5 Euro per teaching day, and free breakfast, lunch and accommodation.

The visiting professors were accommodated in hotel BB, conveniently located opposite of the ATA office and close to the Technical School, where the classrooms were located. ATA offered the professors to make use of the office premises in order to make up for the lack of facilities, such as internet. In addition, ATA handed out local simcards to the visiting professors. The professors were generally very satisfied with the quality of the food and accommodation. However, some professors were worried about the lack of good facilities (such as internet) for students in (North) Mitrovica, which was also a bit of a handicap for them.

#### **CO-PROFESSORS AND TEACHING ASSISTANTS**

Each visiting professor was matched with local co-professor(s) and with teaching assistant(s). The co-teaching formula has proved to be successful in ATA's past summer programmes in Pristina and Macedonia. Co-teaching aims to promote a transfer of knowledge and expertise between the professors. The role of the co-professor is academic, i.e. to assist with the design of the course, to provide lectures, to lead discussions, to assist with student examination, etc. The role of the teaching assistant was to assist during lectures and discussions, to organise field-work and to provide support to students to explain the course literature and when necessary to help students with homework and assignments.

In principle, the co-profs and teaching assistants were already teaching in Mitrovica, though some of them only taught in Belgrade or Nis. The co-profs and teaching assistants were selected by DDA and presented to ATA. DDA informed the co-profs about their role in the academic programme during MSC. Unfortunately communication was not always optimal and some co-profs were not so well prepared for their tasks. This was for a large part the result of the inexperience of DDA and of language barriers between international ATA staff and the local professors, since most co-profs did not speak English. It also appeared that some of the co-profs were not so highly motivated and some visiting professors indicated that they had problems communicating with their co-profs as they did not react to emails that the visiting professors send in order to jointly determine the course curriculum.

Most teaching assistants were still underway to obtain their PhD, though some had already finished their PhD. For them their MSC participation provided an opportunity to gain more teaching experience. In general the teaching assistants were very eager to cooperate with the visiting professors and broaden their international academic network.

Unfortunately, during MSC 2006 a small verbal incident occurred between a small group of students and a co-professor. During a lecture, several students felt insulted by an ensuing political debate. Some students reacted rather strongly, ATA staff acted upon this and brought group all actors together to discuss what had happened. At this event all reconciled and apologised to one another. After that incident, however, the co-professor who had in fact already finished his teaching obligations for the course decided to avoid further discussion and in order to safeguard the good work of MSC he returned to Belgrade early.

#### **CO-TEACHING**

The co-teaching concept aims to establish a platform to share knowledge between the local and the international professors about teaching techniques and developments in the respective academic fields. Most visiting professors indicated that they had problems with communication and cooperation with their co-professor. Unfortunately, most co-profs did not visit the lectures and seminars that were delivered by the visiting professors. In a few cases this caused a separation of the classes taught by the international and the classes taught by the local professor. The visiting professors did usually attend all lectures of the co-profs and tried to be involved during the sessions taught by the co-profs.

Most visiting professors were very satisfied with their teaching assistant, according to them they could actually take

up more responsibilities than they were given. Some visiting professors even indicated that the teaching assistant was better than the co-professor and co-teaching with the teaching assistant was a much more rewarding experience than co-teaching with the co-professor. Many visiting professors and teaching assistants indicated that they hoped to work together again in the future and that they wanted to stay in touch with each other.

Overall, it becomes clear that in the field of co-teaching many improvements could be made. Ideally, all co-profs and teaching assistants should speak English, they should have an explicit interest in the study area concerned and they should be open towards co-teaching with international professors. However, it should be kept in mind that certain circumstances, in particularly the inability to cooperate with the university, seriously obstructed a proper recruitment of co-profs in this edition of MSC.

The external evaluator states in his report "(t)he selection of local teaching staff was not done very well and not according to ATA expectations: professors were not present throughout the whole courses and provided completely separate lectures from the visiting professors in most courses. Against clearly expressed ATA policy, the academic director taught one of the courses himself, leaving no room for 'correction' of academic course by intervention from the academic director." He also notes that "(i)t should be obligatory for all teaching staff to communicate in beforehand regarding course set-up and teaching material; and to all be present over the preceding weekend to prepare the course together in greater detail." This was also suggested by several visiting professors.

Detailed results of the professors' and students' evaluations and the external evaluation are available on the ATA website, which is in line with the high transparency standards of the impact and lessons learned of all our programmes.

**LOGISTIC OFFICERS**

A team of 7 logistic officers assisted ATA staff in the organisation of the MSC 2006. The logistic officers were students from Mitrovica. Prior to the kick-off of the MSC 2006, the logistics officers attended a pre-training, which was delivered by a colleague from ATA Skopje office. During the training, the logistic officers received written and verbal instructions regarding their duties.

For each course one logistic officer was appointed. Their main task was to assist the professors by providing teaching equipment, copying reading material, and taking care of other course facilities. Moreover, the logistic officers reported requests or remarks from professors and students to ATA, and communicated announcements from the organisation to professors and participants. Logistics officers also reported students' attendance to the ATA office. Furthermore, some logistic officers provided (administrative) assistance at the ATA office when needed, such as designing and printing the certificates. The logistics officers were a valuable source of information on problems that needed the attention of the ATA staff. All professors stated to be very satisfied with their logistic officers and some even indicated that they would like to work with a logistic officer at their home university. The logistic officers indicated that they enjoyed being part of MSC; they appreciated the opportunity to see the background of organising an event like the MSC and were satisfied with the organisation.

In addition, two logistic officers were hired who were responsible for the organisation of the recreational program. This included arranging transportation for the excursions, organising the parties, the cultural evenings and the film screenings.

**INTERPRETATION**

All five courses were taught in English, of those for four courses consecutive translation into Serbian was provided to accommodate the co-profs and the students who did not have sufficient knowledge of the English language. The translators were professionally employed as a translator with international organizations. One translator resigned during MSC as a result of communication problems with the professor, but this was resolved rather promptly. In general, students and professors were satisfied with the quality of translation. However, many students and visiting professors indicated that the level of the course could have been higher if the course would be taught without translation. A visiting professor indicated: "(t)ranslation can be a little heavy at times; it cuts the spontaneity of the class, the fun of jokes and the heat of debates!". Perhaps in future editions it should be considered to have more courses taught in English without translation. However, it should be carefully reviewed whether enough local students and local professors can participate.

**RECOMMENDATIONS**

- Work with the university in North Mitrovica once a political solution between the relevant actors has been found;
- Improve the procedure for recruitment of co-profs and/or teaching assistants;
- Make clearer to visiting professors what to expect of the academic programme and their co-profs;
- Provide more courses without translation;
- Provide the opportunity for local professors to conduct one week visits to their international visiting professor prior to the summer courses. These visits enable the co-teaching teams to develop an integrated course syllabus and curriculum. This concept has already proven to work in the International Summer University Macedonia;
- Encourage more local professors from the university in Mitrovica to participate in MSC;
- Have younger co-profs involved;
- Make sure that the participating professors and students have sufficient knowledge of the English language.



Technical school "Mihailo Petrovica Alas" Mitrovica hosted MSC 2006

## ACADEMIC PROGRAMME

In the design of the course programme for the Mitrovica Summer Courses, the organization DDA together with ATA developed an academic curriculum of interest to both local professors and the students. Next to the academic courses, four public debates were organised to foster interdisciplinary discussion of current events and to encourage discussion among local and international experts, professors, professionals and students. With regard to the academic programme, the external evaluator notes that most students did get a new perspective on the diversity of academic teaching methods, and most had a profound preference for the more participatory ones (group assignments, class discussions, homework revision in class, student presentations, excursions). However, he also notes that "(t)he academic programme was generally satisfactorily only by merit of the visiting professors". Moreover, "(t)he work of the academic director was not satisfactorily and the source of the main critique towards the Mitrovica Summer Courses".

### LITERATURE AND EQUIPMENT

For each course, literature and other teaching materials were made available. Professors were requested to submit their lists of literature and articles which they needed for MSC. For each course these books, articles, films and documentaries were ordered through a book-store in Kosovo and all of them were delivered in time. Some visiting professors sent their own books to ATA. The visiting and local professors sent texts for the readers, which were compiled by ATA staff. According to all visiting professors, sufficient reading materials were provided for their course, though most visiting professors were generally disappointed with the input for the reader that was provided by the co-professors. The literature purchased by ATA was donated to the libraries. Some titles were also donated to the co-professors and to local and regional students.

The technical School "Mihajlo Petrovic Alas" provided classrooms and an amphitheatre to be used during MSC. Prior to MSC, ATA had inquired with the professors what technical equipment they needed, which was then purchased. A reservation form was created through which professors could reserve one day in advance the necessary equipment. At the helpdesk, the schedule of reservation of technical equipment was available so that professors knew what equipment was available. Unfortunately, it was not possible for ATA to provide professors and students with free access to computers and internet.

### COURSE EVALUATIONS

On the last day of MSC, after the final exams, students were requested to fill in an evaluation form, which contained questions about the quality of education, the recreational programme, the accommodation, promotion, etc. In general students assessed the courses at MSC 2006 positively<sup>5</sup>. The cooperation between students from different cultures, teachers encouraging the students to participate in discussions, and the possibility to openly utter opinions during class were rated best. One aspect of the courses which the students found somewhat distracting was the presence of the interpreters.

Most visiting professors noted that the class hours were perhaps too long. Therefore, the professors felt that they had to be creative to keep attention from students. For example, some professors screened films in the afternoon, had students do presentation or have the teaching assistant provide assistance with the homework. Some visiting professors indicated that perhaps next time it would be better to have classes scheduled from 9-12h and then from 15-17h, instead of classes from 9 until 15h.

### CERTIFICATES

In individual meetings, ATA staff explained the grading system to the visiting professors and assisted them to make the ECTS calculation for their course. Depending on the course, between 2.5 and 3 ECTS were awarded.

In order to receive a course certificate, students had to attend at least 80% of the classes. Logistics officers filled out class attendance forms, which were processed daily at the ATA office, so that real-time monitoring of the attendance was possible and immediate action could be undertaken if a student was about to miss too many classes. Additionally, all students had to pass a final course exam.

### RECOMMENDATIONS

- More strictly define the tasks and responsibility of partner organisation, responsible for the academic programme;
- Adapt teaching schedule in order to prevent too long class hours in a row.

"The number of ECTS certificates that were awarded to MSC participants per grade"

A	24
B	41
C	19
D	12
E	2

<sup>5</sup> A total satisfaction average of 3.64 shows a relatively high overall satisfaction with the courses (on a scale from 1-5).

# 1.5 COURSES AND FORUM DEBATES

## COURSE 1: CIVIL SOCIETY AND POLITICAL ACTIVISM

<b>Visiting professor:</b>	Dr. Vanessa Ruget Adjunct Faculty and Researcher Kennedy School of Government, Harvard University.
<b>Co-Professors:</b>	Jovan Zivkovic
<b>Teaching Assistants:</b>	Branko Milic Gordana Stojic -Atanasov
<b>Logistic officer:</b>	Sima Stasic
<b>Language of instruction:</b>	English (with translation to Serbian)
<b>Translators:</b>	Biljana Dobric Mladen Miladinovic
<b>Course level:</b>	BA
<b>Teaching period:</b>	17 - 28 July 2006
<b>Class hours per day:</b>	4 - 6
<b>ECTS credit:</b>	2.5
<b>Teaching methods:</b>	lecture, discussion, group work, case study, presentation
<b>Total issued certificates:</b>	19 (5 A, 9 B, 4 C, 1 D)



Class picture "Civil Society and Political Activism"

**Course description:**  
Often labelled as the "non-state, non-market and non-familial" sector, civil society is constituted mostly of voluntary organizations that range from the local club to the international NGO's and foundations. In the last few decades, civil society has been a popular concept, both in academia and in the political and journalistic discourses. This is the case in established democracies, thanks to the growth of so-called new social movements and the multiplication of NGOs, foundations and think tanks, and in new democracies where civil society was often a catalyst for political change. The role of civil society in promoting trust and solidarity between individuals and in enhancing civic attitudes also explains the revival of the concept in the last twenty years. The primary purposes of the class are to emphasize the links between civil society on one hand and democracy, peace and economic development on the other, as well as to highlight the role of citizenship in promoting and sustaining democracy. In addition, the class illustrates the diversity of civil society, and its reality in a globalizing world.

## COURSE 2: MEDIA AND DEMOCRACY

<b>Visiting professor:</b>	Prof. Jeff Ritter Associate Professor, La Roche College, Pittsburgh
<b>Co-Professors:</b>	Dr. Dragoljub B. Djordjevic Dr. Obrad Savic Dr. Goran Basic
<b>Teaching Assistants:</b>	Jelena Kleut   Olivera Markovic
<b>Logistic officer:</b>	Branka Miljkovic
<b>Language of instruction:</b>	English (with translation to Serbian)
<b>Translators:</b>	Ivana Vitas
<b>Course Level:</b>	BA
<b>Class hours per day:</b>	4-6
<b>ECTS credit:</b>	3

**Teaching methods:**  
lecture, discussion, group work, case study, presentation

**Total issued certificates:**  
19 (6 A, 7 B, 4 C, 2 D)

**Course description:**  
The Media and Democracy course is an interdisciplinary course using methods of analysis and perspectives from history, economics, communication, sociology and philosophy.

These methods and perspectives are necessary to understand the complex relationship between information and the multiple systems that organize societies. Media and democracy are inextricably linked and we will study the problems in making the systems work effectively.

**COURSE 3: EUROPEAN CULTURES, MULTICULTURALISM AND MULTICULTURALITY:  
ISSUES IN IDENTITY, JUSTICE AND MIGRATIONS**

<b>Visiting Professor:</b>	Dr. Ana Devic Associate Professor in Political Sociology Department of Political Science, Aarhus University, Denmark
<b>Co-Professors:</b>	Dr. Dragoljub B. Djordjevic Dr. Obrad Savic
<b>Teaching Assistant:</b>	Irena Veljkovic
<b>Logistic officer:</b>	Velimir Djelic
<b>Language of Instruction:</b>	English (with translation to Serbian)
<b>Translators:</b>	Vesna Todorovic Sandra Djorem
<b>Course Level:</b>	BA
<b>Class hours per day:</b>	4-6
<b>ECTS credit:</b>	3
<b>Teaching methods:</b>	lecture, discussion, group work, case study, presentation
<b>Total issued certificates:</b>	22 (8 A, 13 B, 1 C)

**Course description:**

This course introduces key concepts of the debate on identities in Europe in the context of the post-Cold War changes of the European state system and the emerging forms of citizenship. It examines several alternative paradigms of the construction of the modern citizen and good society: nationalist, post-nationalist, feminist, multiculturalist, and human rights perspectives. It also examines the changes in the conceptions of justice and equality as reflected in the shifting experiences and legislation of minorities and migrants in the European Union, as well as in the "newly ascending" post-socialist regions in East-Central and South-eastern Europe. While much of public discourse on minority questions, articulated by minority organizations, NGOs, and the media, tends to be framed in terms of the state-minority relation and within the closely tied rubrics of nation, multiculturalism and constitutionalism (state-centric approach), minority questions are simultaneously being increasingly formulated as a nexus of grassroots, local, global, supra- or inter-national relations, processes and standards.



**COURSE 4: INTERNATIONAL HUMAN RIGHTS LAW**

<b>Visiting Professor:</b>	Dr. Curtis Doeblin Human Rights Lawyer, USA
<b>Co-Professor:</b>	Dr. Zoran Jovanovic
<b>Teaching Assistant:</b>	Dr. Aleksandar Djuric
<b>Logistic officer:</b>	Ana Andric
<b>Language of Instruction:</b>	English (with translation to Serbian)
<b>Translators:</b>	Dijana Cerovina
<b>Course Level:</b>	BA
<b>Class hours per day:</b>	4-6
<b>ECTS credit:</b>	3
<b>Teaching methods:</b>	lecture, discussion, group work, case study, presentation
<b>Total issued certificates:</b>	18 (2 A, 6 B, 5 C, 4 D, 1 E)

**Course description:**

In this BA-level course, students gained knowledge and skills about human rights theories, international human rights law materials, civil and political rights on the one hand and economic, social and cultural rights on the other hand, they will learn about the role of the UN and other international organizations and they can assess the effectiveness of the implementation and enforcement of human rights laws.

In addition, the class made an excursion to the Mitrovica Detention Centre, where the Director gave a presentation about human rights in practice in Kosovo.



Students in their course

**COURSE 5: EUROPEAN ECONOMIC INTEGRATION**

<b>Visiting Professor:</b>	Drs. Erik Dirksen Lecturer in Economics Faculty of Economics and Econometrics, University of Amsterdam, The Netherlands
<b>Co-Professor:</b>	Milorad Bozic
<b>Teaching Assistant:</b>	Dusan Spasovic Gordana Stojic-Atanasov
<b>Logistic officer:</b>	Igor Milic
<b>Language of Instruction:</b>	English
<b>Course Level:</b>	BA
<b>Class hours per day:</b>	4-6
<b>ECTS credit:</b>	2.5
<b>Teaching methods:</b>	lecture, discussion, group work, case study, presentation
<b>Total issued certificates:</b>	20 (3 A, 6 B, 5 C, 5 D, 1 E)

**Course description:**

This BA-level course familiarized students with the process of economic integration in the European Union (EU). The course explains various economic theories and recent developments in this particular field of economic globalization. Topics covered are: origins and development of the EU, market integration in the EU, macroeconomic policy coordination, economic and monetary union, the budget of the EU, competition and industrial policy in the EU, social policy and regional policy, the common agricultural policy and economic performance of new Central/East European members.

**PUBLIC DEBATES DURING MCS 2006**

During the Mitrovica Summer Courses, four public forums were organised to foster interdepartmental discussions between students, professors and the general public. Admission was free and attendance was recommended but not obligatory for participating students. Overall, the forums were well attended by students and professors alike. The programme of the debates was included in the welcome packages and announcements were published in the Technical School. Each forum panel consisted of experts from different academic or professional backgrounds and was chaired by a moderator. After the panel members had given their introductory speeches, the audience had the opportunity to ask questions. The public debates were conducted in English with consecutive translation into Serbian by professional interpreters. Notes were taken during all forums by ATA staff to enable more substantial reporting on each of them.

The external evaluator rated the forum debates as "generally of a good level and appreciated by the participants". However, he also noted that the timing of the last debate was not optimal, as this was scheduled on the last Thursday before the final exam and unfortunately many students had other obligations.

**The following forum debates were organised:**

**"What was/is atheism in the European experience: East and West?",  
Tuesday 18 July 2006**

<b>Speakers:</b>	Dr. Ana Devic, (Associate Professor in Political Sociology, Aarhus University, Denmark) Dr. Jovan Zivkovic (Professor of Political Sciences, University of Nis)
<b>Moderator:</b>	Mr. Ivan Radic
<b>Interpreter:</b>	Mrs. Ivana Vitas



Debate "What was/is atheism in the European experience: East and West?"

This debate concentrated on the origins of atheism and secularisation in Europe and possible differences in East and West Europe. Dr Jovan Zivkovic told the audience that the concept of atheism and the process of secularisation can be traced back in time to the Westphalia Wars (1618-1648). This war was a turning point in West European history: after the war the influence of the Catholic Church on society and politics was diminishing, and new ideologies (nations, states, sovereignty,) replaced the influence of religion. At the beginning of the 20th century the process of secularisation began to develop. Subsequently, Dr. Ana expressed her view that the worldwide spread of atheism is not a matter of West versus East, for countries like Vietnam and Japan have a large number of atheists as well (according the Inglehard List). Quoting Durkheim and Freud, Dr. Ana Devic described the development of alternative ways of people to grasp the "meaning of life", which in many countries is moving away from "traditional" organised religion. During the debate the following topics were discussed: communism and religion; whether atheists are really non-believers; different types of atheism and the revival of religion in post Soviet Union countries.

**"International vs. national war crime tribunals", Friday 21 July 2006**

**Speakers:** Dr. C.F. Doeblbler (International Human Rights Lawyer)  
Mr. Ljubomir Pantovic (Lawyer Mitrovica)  
**Moderator:** Dr. Dr. Aleksandar Djuric  
**Interpreter:** Mrs. Dijana Cerovina

This debate revolved around the question whether international or national war crime tribunals are more capable to deal with war crimes. Dr. ?uri? gave the audience a short introduction on the topic, discussing the Tokio, Neurenberg, Rwanda and The Hague International Tribunals. Mr. Pantovic showcased the UNMIK Court in Kosovo for the audience. This court was in the opinion of Mr. Pantovic neither a National nor an International Court and he explained the differences that can arise between national and international courts in terms of legitimacy, accountability and justice. When there is no clear picture on what the court is authorized to do, the rule of law and democracy suffers. Dr. C.F. Doeblbler noted that he has no preference between international and national courts as long as they are both able to handle cases fair and if all suspects get a fair trial with appropriate sentencing. But there is an advantage to international courts when it comes to a fair trial; human rights criminals can often influence national courts (for example in Bosnia and Herzegovina) or national courts can not guarantee a fair trial because of national sentiment (Sierra Leone, Rwanda examples). In those cases an international court is preferred (but only if it can dispense justice on an equal and fair basis). Questions from the audience concerned: The Hague Tribunal, the NATO bombing of Yugoslavia, the War in Iraq, War Crimes in former Yugoslavia countries, the Israel-Arab conflict and related war crimes.

**"The role of civil society/ NGO's in post-conflict areas", Monday 24 July 2006**

**Speakers:** Dr. Rory J. Conces (Assistant Professor at the Department of Philosophy and Religion of the University of Nebraska at Omaha), Ivan Radic (representative of the Kosovan Nansen Dialogue) and Tamara Slavkovic (representative of Youth Initiative Mitrovica).  
**Moderator:** Dr. Vanessa Ruget  
**Interpreter:** Mrs. Ivana Vitas

During this debate, the role of civil society and NGO's was discussed. According to Dr. Rory Conces, the ideal civil society would be a democratic one in which there is space for moderation, tolerance and beneficial conflict resolution. He argues that religion could play an important role in the creation of such a civil society, because of the role of morality, which is an essential aspect of all religions. Showing empathy and hospitality towards each other could help to resolve conflicts in the Balkan. Subsequently, Ivan Radic described the work of the Nansen Dialogue; this organisation offers space and time to representatives of Serbian and Albanian communities to practice dialogue with the aim to reach reconciliation. Tamara Slavkovic also described the work of her organisation; it has been founded after the 1999 conflict and aims to improve young people's everyday surrounding by convalescing socialisation, learning skills and interaction between communities. During the public debate with the audience the following subjects were discussed: the future of NGO's and civil society in Kosovo after the Vienna talks; the role of religion in civil society; the effectiveness of NGO's in Kosovo; and the relation between capitalism and civil society.

**"When will the regional trade area under CEFTA auspices be a fact and what will be the impact?", Thursday 27 July 2006**

**Speakers:** Dr. Milorad Bozic (University of Nis) and Oliver Ivanovic (President of the Serbian List for Kosovo and Metohija).  
**Moderator:** Dr. Erik Dirksen (University of Amsterdam).  
**Interpreter:** Mrs. Ivana Vitas

After an introduction into the topic by the moderator, Mr. Bozic argued that in order to become part of the European Union, a free trade area has to be created in the Western-Balkans and the process of liberalisation and globalisation must be understood by the Balkan countries. However, due to limited capital and technological knowledge, the road to a free trade area is a difficult process in the Balkans. Mr. Ivanovic adds to this that everything in the Balkans is connected to politics. Due to the long period of communism, it is the politics that governs the economics in the Balkans, while it should be the other way around. To conclude, the lack of a unified market in the Balkans, the lack of democratic institutions and the political instability form barriers for the creation of a free trade area. During the discussion with the audience, several related issues were elaborated upon, such economic relations between Montenegro and Serbia, the economic relations between North and South Mitrovica and the future of the Trepca Mine.

**RECOMMENDATIONS**

Do not organise a debate the day before the students have their final examination;

# 1.6

## RECREATIONAL PROGRAMME

### RECREATIONAL PROGRAMME MSC 2006

To encourage informal contact among all students, professors and staff of the summer courses, recreational activities were organised.

The programme did not only provide leisure, but also encouraged academic contacts and networking opportunities. The social activities tied all courses into one major event. The organisation was to a large part in the hands of the Student Alliance, whereas ATA staff provided assistance when necessary.

During the MSC 2006, an opening ceremony, closing ceremony, sports activities (basketball and football), seven parties (including opening, closing and pool party), two excursions, one official dinner for the professors, one cultural night, two movie nights and a theatre play were organised. Each day students and professors were offered breakfast and lunch at the same location in order to encourage interaction. In addition, participants and students themselves organised various social activities, such as dinners and visits to cultural sites.

The results of the student evaluation forms show that the students thought that the social programme was interesting and that enough social activities were organised. The external evaluator notes that "the Student Alliance as ATA's local partner did generally a good job in providing the extracurricular activities". However, he indicates that the announcement of extracurricular activities that were not included in the programme should be done clearer and more in advance.

### OPENING CEREMONY AND RECEPTION



MSC 2006 opening ceremony

On Monday 17 July 2006 the MSC was officially opened at the Amphitheatre of the Technical School of Mitrovica. The following speakers contributed:

- Mr. Yannick du Pont, ATA Director;
- Mr. David Crosier, Programme Development Director European University Association;
- Dr. Andris Barbian, Secretary General, Magna Charta Observatory;
- Mrs. Margriet Struijf, Head of the Netherlands Diplomatic Office in Pristina.

During their speeches, the speakers stressed the importance of higher education in general and in particular of the Mitrovica Summer Courses as a way to improve academic standards and to provide a platform for students and professors from different regions to interact and to learn from each other. The importance of the creation of one European Area for Higher Education and the implementation of the Bologna Action Lines was stressed several times.

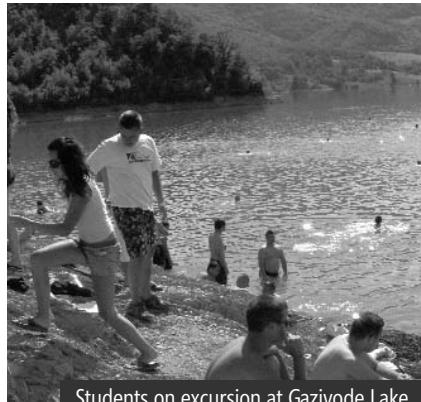
They addressed an audience of approximately 140 guests, including students, professors, professionals and representatives of non-governmental and international organisations. After the opening ceremony, a reception was organised in the Technical School during which beverages and food were served.

### CLOSING CEREMONY

On Friday 28 July 2006, a closing ceremony was held at the Amphitheatre of the Technical School. ATA Director Mr. Yannick du Pont congratulated the students and expressed gratitude to all organisations and persons involved in MSC for their contribution to make the summer courses such a successful event. Subsequently, students, who had successfully completed their course, were awarded their ECTS certificate from their professors. Professors, assistants and staff were also handed certificates of participation and appreciation. Afterwards beverages were served in the Amphitheatre.

### BREAKFAST AND LUNCH AND ORGANISED DINNERS

Every day, breakfast and lunch was served in Hotel Beli Dvor for all participating students and professors. This encouraged the students and professors to integrate with one another. In addition, ATA organised a dinner for all professors, teaching assistants and ATA staff, which provided an opportunity to meet each other on an informal basis. Furthermore, the professors, teaching staff and ATA staff organised several dinners themselves.



Students on excursion at Gazivode Lake



Group picture in front of Pec Patriarchy

### EXCURSIONS

During the weekend, two day trips were organised which gave the students and teaching staff the opportunity to see other parts of Kosovo. On Saturday 22 July, an excursion was organised to Lake Gazivode in cooperation with the Student Alliance. During this excursion, the students enjoyed the beautiful view and the refreshing water of the Lake Gazivode. On Sunday 23 July, an excursion was organised to two Serbian Orthodox monasteries, both cultural heritage sites: Decani Monastery and Pec Patriarchy. At Decani Monastery, the endowment of King Stefan, a small guided tour was organised and a delicious lunch was provided to all participants by the monks. At Pec Patriarchy, seat of the Serbian Orthodox Church, three mid-13th-century churches with medieval frescoes were visited. The excursions were greatly appreciated by the students and professors.

### RECREATIONAL EVENTS

In total, seven parties were organised, including an opening party, a closing party and a pool party. All parties were planned to take place in Club Viva. Unfortunately, the night after the opening party this club was damaged by fire. ATA was informed by KPS (Kosovo Police Service - Station in North Mitrovica) that the cause of the fire was a short circuit and this was confirmed by a security guard of Viva Club. As of then, the location of all MSC parties was transferred to bar La Jolla. At the closing party the famous Mitrovica band 'Lazy Band' performed and afterwards an after party was organised in the Irish pub. A pool party in Zvecan was organised and despite the rain, many students joined. Furthermore, the students themselves organised several parties in their accommodation. All parties were a success and encouraged a positive atmosphere among students and professors.

Also, sports activities, cultural nights and movie nights were organised. On Wednesday 19 July, a basketball match was held and on Wednesday 26 July a football tournament was organised. Furthermore, on Thursday 20 July, a theatre play of 'Don Quichote' in Zvecan was visited and on Friday 21 July traditional dance performed by KUD "Kopaonik" Leposavic was offered to the participants. In addition, during the movie nights, well-known films from the Balkans were shown, which gave the students the opportunity to learn about the culture and history.

### RECOMMENDATIONS

Improve promotion of the activities; provide participants with additional information leaflets next to the information package;



Opening party "Viva Club"

## 1.7

# EVALUATION OF THE MITROVICA SUMMER COURSES

Several external and internal evaluation methods have been used in order to evaluate the Mitrovica Summer Courses. The lessons learned in this pilot edition will be implemented in the design of the follow-up programme. In the first place, Mr. Berend Brock was appointed by the Netherlands Ministry of Foreign Affairs as external evaluator. He attended the entire MSC. Having an external evaluator on these events is crucial to enable a transparent and objective evaluation to take place and draw a maximum number of useful lessons. Mr. Brock evaluated the Summer Courses by attending courses, participating at public debates and joining excursions and parties. Furthermore, by means of open interviews, the opinions and experiences of the involved parties (students, teaching staff and ATA staff) were investigated. These so-called participative methods are beneficial in order to monitor progress in more complex situations and when different interest groups are involved.

Mr. Brock concluded that "the project became an amazing success; even though it was doubted by so many that realisation could be possible. It was a success for just about all the participants and other 'stakeholders'." His conclusion on the quality of the organisation is as follows: "Not everything at the MSC was organized smoothly; but it all was handled smoothly, with the best interest of the students at heart, which was generally received very positively by the participants".

Besides gathering qualitative data, a standardized questionnaire was distributed to all the students at the end of all courses. In these, students were queried on their academic background, the course quality, the level of the organisation, accommodation etc.

In general they were positive about the courses (awarding 3.64 points on a scale of 1-5). Aspects that were perceived to be especially good were the cooperation between students from different cultures, the teacher encouraging the students to participate in discussions, and the fact that opinions could be uttered during class. One aspect of the courses which the students found distracting was the presence of the interpreters. Concerning the organisational aspects of MSC (extracurricular activities, the accommodation, Mitrovica as a location), students showed a mean score of 3.60, which also shows a high satisfaction level of the organisational aspects. Aspects which turned out to be especially positive were the fact that students felt secure in Mitrovica and the fact that students did not find any difficulties travelling to Mitrovica. Furthermore, the students felt sufficiently informed about the organisation, the social programme was perceived to be interesting, and the students were satisfied with the accommodation. Students were not satisfied with the quality of the food and the lack of water in Mitrovica. The questions concerning the promotion of MSC showed that most students were informed about MSC through friends. In addition, email turned out to be an effective medium to promote the programme. In general, students thought that promotion was well done.

Taking into account the external evaluator's opinion, the students' evaluation forms and the observations made by organising staff it appears that the MSC was a successful and quite well-organised event. However, there is room for improvement in follow-up editions, particularly with regard to the academic programme and the cooperation between local and international professors in co-teaching.

## 1.8 MSC IN NUMBERS

COURSES	5
INTERNATIONAL PROFESSORS	5
CO-PROFESSORS	6
TEACHING ASSISTANTS	7
TRANSLATORS	5
LOGISTICS OFFICERS	7
AVERAGE ECTS	3
CERTIFICATES	98
APPLICATIONS	1155
PARTICIPANTS - TOTAL	110
Participants from EU/other	16
Participants from SEE	22
Participants from Mitrovica/Kosovo	72
DROP-OUTS - TOTAL	12
Drop-outs from EU/other	1
Drop-outs from SEE	0
Drop-outs from Mitrovica/Kosovo	11
RECREATIONAL EVENTS ORGANIZED BY ATA	14
FORUMS	4
GUEST SPEAKERS	7
STUDENT EVALUATION FORMS HANDED IN	94

## 2.

# MODULE 'EUROPEAN INTEGRATION AND THE WEST- ERN BALKANS'

**Mitrovica Youth Program:  
Module on "European Integration and the  
Western Balkan"**  
Organized by **Fractal** (Belgrade), in partnership  
with **Youth Initiative Mitrovica** (Mitrovica)

Mitrovica is known as a divided city: in the northern part lives mainly Kosovo Serbian population, while in the southern part mostly Kosovo Albanian people live. Contacts between these two parts of the city and between both groups are rather poor. But still, both groups are aiming to achieve the same goal - integration in the European Union.

However, very few people are aware of the meaning of the EU. This was the reason why Fractal initiated to organise a program of lectures regarding the EU and its main institutions and the relations between the EU and the Western Balkan countries.

Our target group was students of the university in North Mitrovica. They are the future decision-makers who can shape the future of the Western Balkans. Therefore, they need to be equipped with knowledge in order to better understand the decision making process in the Southeast European region.

Together with a local partner NGO, Youth Initiative Mitrovica (YIM) and with Academic Training Association (Amsterdam and office in Mitrovica), Fractal developed the module "European Integrations and Western Balkan".

**"DESIGNING AND DEVELOPING THE PROGRAMME"**

First step was to design the program that was to be offered to the selected participants - students of the university in Mitrovica. For that purpose, Fractal hired Mr. Vladimir Pavicevic (MA) as external consultant. Mr. Pavicevic already had experience in designing similar programs.. Also, ATA was consulted in developing the program.

**PROMOTION OF THE MODULE "EUROPEAN INTEGRATIONS AND THE WESTERN BALKAN"**

In order to attract as many students as possible, promotion was initiated two months before module started. The promo campaign included several activities, such as distributing leaflets about the module throughout the northern part of Kosovo (Mitrovica, and other places where faculties are established). A promo party was organised where the famous Belgrade rock band "Dza ili Bu" performed, as an informal way to inform student about the module. At the party, an info desk was set up at the entrance of the club and students had the opportunity to find out more about the modules. Also promotion was conduct through radio commercials and radio quizzes about the EU on a local radio station. Also, t-shirt were made as a part of the promotional events.

**MODULE "EUROPEAN INTEGRATIONS AND THE WESTERN BALKAN"**

This project particularly focused on increasing awareness among students on

the topics of EU integration and Western Balkan regional cooperation. The activity has three components:

1. Interactive lectures;
2. Academic writing (essays, case studies, analyses, research work, presentation skills and critical thinking);
3. Study visit.

The module was divided in several parts. Each part was dedicated to one aspect of the functioning of the EU, which was covered with four subtopics. These are the modules topics:

1. Legal System of the EU
2. Economics of the EU
3. Policies of the EU
4. The EU and Western Balkans

Besides these four module topics about the EU, students were also equipped with necessary and important academic skills, such as presentation skills, writing CV and biography writing.

Starting on 3rd of April, until 16th of July, a selected group of students attended 20 lectures (every consecutive Saturday). The lecturers are experts in the field of the EU. They were delivering lectures to a group of 25 students that was selected on the basis of their cv and motivation. The selected group was heterogenic in terms of their to-be professional and academic background: there were students of Political Sciences, Journalism, Medicine, Law, Architecture etc. They showed great motivation to gain knowledge about the EU, its relevant institutions, relations between EU and Western Balkan countries, conditions of entrance in the EU and other relevant subjects.

**STUDY VISIT TO BRUSSELS, THE HAGUE AND AMSTERDAM**

Students were highly motivated to attend lectures

and learn new things on the EU. The reasons of their motivations are at the first place to spread knowledge on relevant and contemporary topics but also to visit institutions they were learning about: European Parliament, European Commission, academic and students' organizations in the Netherlands.

**MEDIA PROMOTION**

To conclude the entire program, students will make reports of the study visit program and of the lectures, which will then be presented to the local media. This activity aims not only to promote modules and attract a new group of students that will attend lectures in year 2007, but also to inform other target groups and even the entire population about the EU institutions and possibilities of this region for entering the EU. The results of the students' work during the past nine months (essays, presentations, CV's, photos, study visit report etc.) will be presented in a booklet in order to inform the wider public about this event.

At this stage, the program can be marked as successful. This conclusion is based on the opinion of the lecturers of the modules, who were more than satisfied with the selected group of students, their high motivation to learn something new, their willingness to participate and to be actively involved in the program. On the other hand, students marked modules with high grades (based on evaluation papers) and recognized the modules as an investment for their future.

**RECOMMENDATION**

After 20 lectures, the students developed a social network that needs to be strengthen and supported. That is the reason why it is necessary and important to define and design a program for alumni in 2007. Such a program will include a continuance with the lectures on an advanced level and forming an alumni network. The main purpose of an alumni network is spreading, enabling, motivating and supporting alumni activities where they can implement gained knowledge. Fractal, together with YIM and ATA will be responsible for financial and advisory support in their future projects initiatives. In that way the local community will benefit since alumni projects will involve the wider community.

### **3 .**

# **MITROVICA YOUTH PROGRAMME: STUDENT TRAININGS ORGANIZED BY SUS**

The first in a series of two students' training was organised from 15th to 19th May for 26 students from the university in North Mitrovica.

This chapter presents an overview of the activities, explanations of the activities and the challenges and obstacles that were encountered.

**PROMOTION OF TRAININGS**

Most of the promotion was done through the MYP website and through direct contact with students who were already familiar with our activities. A network of "promoters" of the student trainings was created who "spread the word" about the trainings. This way, almost all students who regularly attend lectures and other faculty-related activities could be targeted and - which is even more important - students were receiving the information from their friends rather than from posters or unknown people. Interested students also had the opportunity to visit the MYP website and learn more about the topics of the training. Also advertisements were made through mailing lists of student organizations.

It was decided to limit promotion to the previously mentioned students and electronic leaflets distributed through the mailing lists since we had no significant work force that could properly deliver and disseminate any potential promo material.

The website provided students with information about trainings and in the same time had an application form that students could fill and send by email in order to apply.

Our promotion strategy proved to be on the satisfactory level since we received one more application than places available for the training. This enabled us to have a full number of participants on the training. However, much more applications were expected and are expected for the second round.

**TRAINING/TRAINERS**

We were carefully planning the training curriculum and selection of trainings which included our pool of trainers of the National Training Team of SUS and also several strong-skilled regional SEI Student Network activists from other countries. In spite of good internal cooperation we had several challenges.

At first, we planned to have more educational than skills-oriented training, but through out communication with local student representatives and through the research we came to conclusion that our first training should be more skills-oriented. Thus, we decided to have Project proposal writing, Fundraising, Bologna Process and reform of the higher education and Public advocacy with overview on lobbying skills.

Second, since the training was held in May we had few trainers available. Additionally for the Bologna process and reform of higher education one of the trainers from SEE cancelled her participation three days before the training was going to be held. We acted immediately appointing a new trainer, Ms. Ivana Stevanovic, one of the new members of NTT SUS and also the person in charge for the monitoring of the implementation of Bologna process in the Student Union of Belgrade.

Third, it was not possible to deliver the training in Nis, as was planned, since there was a two-months strike of all employees in all hotels in Nis. Therefore, we decided to move the venue to Vrnjacka Banja, a town relatively near to Mitrovica.

Topics covered on the trainings were:

- 1. Project proposal writing** | Trainer Mr. Milos Vitosevic, member of regional network of NGOs Twining platform based in Sarajevo.
- 2. Fundraising** | Trainer Ms. Jelena Ivancevic, member of the Executive board of SUS
- 3. Public advocacy** | Trainer Mr. Nemanja Dragicevic, senior member of SUS and NTT trainer
- 4. Bologna process and reform of HE system** | Trainer Ms. Ivana Stevanovic, SUS educational office and NTT trainer

This training enabled students to more efficiently combat problems with reform of their university and to stay updated with new trends in the Bologna process. Also, we delivered skills that are fundamental for proper the functioning of student organisations. We see this as an excellent support for the local activists that are eager to work in their local student organizations.

**PARTICIPANTS**

Participants of the training were gender balanced. SUS insists on this practice and we are very glad and pleasantly surprised that we had the opportunity to have the gender balanced group as this is not the case very often. Participants also balanced in terms of variety of faculties that were represented. Most of them were from Philosophy, Law and Medicine. Also a few students of technical science participated. Previous experience of participants in these topics was little and limited to several participants with some of them active on the local level. Only two participants already attended similar trainings before.

**RECREATIONAL PROGRAM**

The recreational programme was rather extensive. We organized tours to the monastery of "Studenica", an old medieval monastery-fortress. Also, we organized a horse and carriage tour through the old city of Vrnjacka Banja. We had several parties in local clubs. Regional gathering of students of medicine was held in Vrnjacka Banja during the training so we even had several interested students of medicine coming to our workshops.

In general, we are satisfied with the performance of the participants and the course of the training. All trainers were positively surprised by the activism of the participants, and the level of effort that was put in. The participants showed a great interest in all topics and were very interested in examples and experience of other student organizations from the Southeast European region in University reform as this should be the key issue at the University in

# ABOUT THE ORGANIZERS

**ATA** is an independent not-for-profit foundation, based in Amsterdam, with field offices in Belgrade, Mitrovica, Pristina, and Skopje.

ATA supports people in developing countries to provide for their own means of subsistence by building the capacity of local economic and educational institutions. She actively mobilizes support for this within the Dutch Society, especially with economic and educational institutions

## Key principles in our work are:

- A demand-driven approach that pinpoints the needs and priorities of local beneficiaries;
- A society-oriented focus that ultimately benefits society as a whole;
- The support of long-term cross-regional and international cooperation processes;
- The promotion of local ownership as a precondition for sustainability.



**DDA** (Drustvo Dobre Akcije or Good Action Society) is a non-profit NGO established in 1999 with a seat in Nis and Mitrovica. It has 24 active members, mostly university professors and media professionals.

## It aims at:

- Affirmation of all individual and collective rights;
- Professionalisation of the media;
- Creating conditions for an objective and free media;
- Stimulating innovations in education;



...simplicity and complexity...

**FRACTAL** is a non-governmental, non-partisan, non-for-profit organization founded on 22nd of April 2001 in Belgrade, acting as an action oriented think-tank for social change, focused on role of youth initiatives in improvement of communication and exchange between people from different national, ethnic, confessional, ideological and social environments.

## Goals:

- improvement of communication between people from different national, ethnic, confessional, ideological and social environments;

environments;

- exploration of possibilities for synergistic approach in exchange of ideas and fostering cooperation among different social actors and subjects (political, profit, non-profit, government sectors, etc.);
- motivating (young) citizens, by strengthening their capacity and supporting their creativity, for involvement in social and political dialogue and activism;
- spreading the idea s of rule of law, democracy, human rights and ecology;



**The Students' Alliance** is the independent students' organization that provides and protects the rights and interests of its members. Ten Faculty Students' Alliances and all students of the University are member of the Students' Alliance. Therefore in total 11 000 students are members. They have the right to elect and to be elected.

The main goals of the Students' Alliance are protection of the students' rights, students' welfare, improvement of studying conditions and academic programs, efficient system of high

education, reforms in the society, promotion of democratic values etc.

## The Students' Alliance organises different activities, such as:

- Academic programs
- Courses
- Sports and cultural events
- Students conferences, trainings and seminars
- Students parties ect.



**South East Initiatives** student network is network of national student unions in the South East Europe that gathers 11 National student unions from 7 countries. It was formally established in December 2003 in Belgrade, but joint work of student unions of the region date from mid 1998.

The aim of the SEI network is to promote mutual cooperation through the region, foster information flow, promote exchange of experience, protect student interests, and bring students to work together on problems that are common in countries of the region: reform of HE system, student welfare issues, student rights and other.



**Student union of Serbia** (SUS) is National union of students in Serbia gathering over 60 student unions from state and private faculties in over 10 cities in Serbia . Student union deals with the protection of rights and interests of students in Serbia , but also various wider social issues such as: promotion of tolerance and democratic values and support of reforms in all dimensions of society. This leads to a wide scope of activities that concerning the higher quality of and

the reform of curricula and the teaching and examination processes, better studying conditions, special benefits for students etc.

SUS is full member of ESIB - The National Unions of Students in Europe, the umbrella organization of European student and also founder of the South east initiatives student network (SEI).

SUS is member of Federation of Non-Governmental Organizations of Serbia FENS)



**Youth Initiative Mitrovica** is an NGO officially formed in May 2000 in Mitrovica and established on initiative of local Youth with the desire to improve young people's everyday surrounding and on a longer run, to promote the equal rights of women and girls, to support and initiate young people's

full participation in the cultural, political, social and economical development of their communities. YIM aims to successfully develop methods and practical approaches in order to translate solidarity, empathy and democracy into youth work practice.



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Chairman of World University Service (WUS) Austria

## **Dr. Andris Barblan**

Secretary General of the Magna Charta Observatory

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Head of the OSCE Taskforce of the Netherlands Ministry of Foreign Affairs;

Former Head of the OSCE Mission in Kosovo;

Deputy Special Representative of the Secretary General for the United Nations, responsible for the capacity-building component of the United Nations Interim Administrative Mission in Kosovo

## **Prof. Dr. Hans J.A. van Ginkel**

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Former Minister of the Interior, the Netherlands;

Former Co-ordinator for International Monitoring (CIM) in Bosnia-Herzegovina

**MITROVICA YOUTH PROGRAMME**  
Lole Ribara 36/18  
38220 Mitrovica  
Tel/fax: +381(0)28 424 200  
[www.my-program.org](http://www.my-program.org)

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