



IMPACT EVALUATION

Education for a Just Society in Bosnia and Herzegovina: Final Report

November 2016

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EDUCATION FOR A JUST SOCIETY:

IMPACT EVALUATION FINAL REPORT

Ye Zhang

In collaboration with

Steve Powell
Ivona Čelebičić
Sidik Lepić

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I. INTRODUCTION

Despite legislation aimed at promoting human rights, equal opportunities, and interculturalism in classroom education, the education system in Bosnia and Herzegovina (BiH) continues to discriminate against children based on their ethnic, religious, political, and economic backgrounds.

In addition to lack of complete commitment by educational authorities, there are three structural issues that contribute to the continuation of discrimination in the education system. These include (1) the operation of “two schools under one roof,” (2) the policy of “quiet assimilation” by minority children and (3) the creation of mono-ethnic schools. Further exacerbating these issues are separate curricula and textbooks in BiH that lead to language segregation, ethnocentricity, are ideologically and politically directed, and do not lead to a sense of belonging or understanding of a common BiH identity. Low quality content and a teacher-centered pedagogical approach focused on memorization also perpetuate segregation and discrimination amongst students. In 2007, BiH was ranked the lowest in its region, scoring well below the international average with specifically poor results in problem solving and critical thinking.¹

The United States Agency for International Development (USAID)/BiH with its partners, Center for Education Initiatives Step by Step (CEI) and proMENTE, with secured co-funding from Open Society Fund BiH is currently implementing the **Education for a Just Society** activity, aimed at changing the educational system through a holistic approach. This approach will educate BiH youths by going beyond just physical integration of students, but rather, it will focus on bringing about sustainable peace, feelings of reconciliation and cohesion on a societal level. Additionally, this project focuses on teachers and students feeling empowered so that they can become leaders in both their schools and greater communities in order to lay the groundwork for systemic change in BiH.

To change the BiH school system in a holistic way, there are three essential components:

- The activity will create a safe space for students to interact and learn from children of different ethnicities and religions.
- The activity will work with teachers to increase their competencies in critical thinking strategies and their leadership in changing the education system.
- Through the *Open Curriculum* Initiative, the activity will improve the quality of learning and teaching which will create system changes.

All three of these components are important to the success of the activity in empowering students to seek reconciliation and to envision a peaceful future.

¹Mullis, I.V.S., Martin, M.O., and Foy, P. TIMSS 2007 International Mathematics Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades.

They support the overall goal to affect change in BiH's education system. This goal will be achieved by the following three main objectives:

- **Objective 1:** Provide opportunities for students to share ideas and working on projects together, so that trust and partnerships amongst students of different ethnic groups can be built.
- **Objective 2:** Implement critical pedagogy, inclusiveness, and intercultural education to improve capacities of policy makers, school management, and teachers.
- **Objective 3:** Develop capacities and resources that change curricula and pedagogical approaches that will improve the development of student competencies and to prepare them to participate in a democratic world.

Education for a Just Society activity brings together teachers and students from 18 schools throughout BiH: 6 from the Republika Srpska (RS), with majority of Serb population, 5 from communities with a majority Bosniak population, 3 with a Croat majority, and 4 communities with diverse populations. The schools have been selected to include representation from large and small communities, including rural areas. Table I presents the school name and city of the 18 schools targeted in the project and Figure I illustrates the geographical location of the schools.

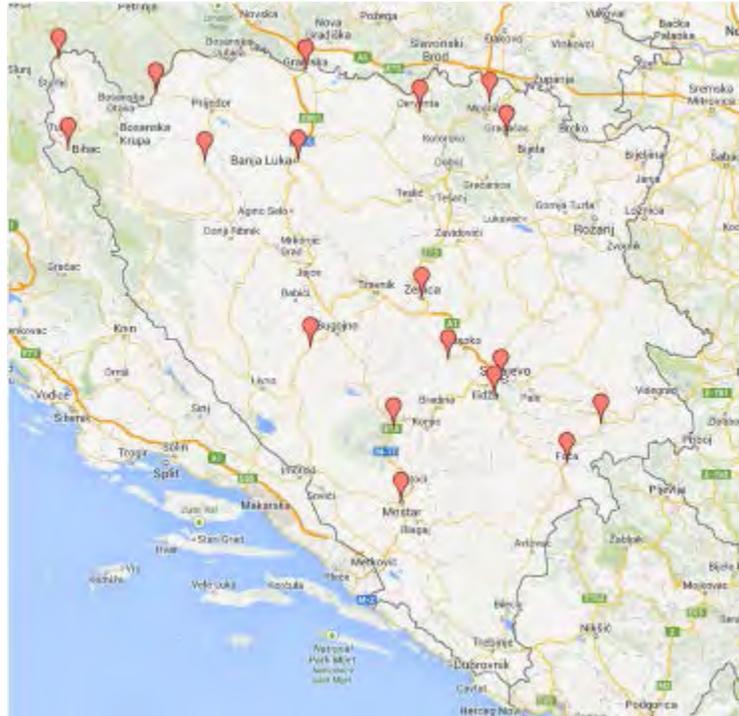
Table I. Project Schools and Their Cities

School Name	City
OŠ "Kiseljak I"	Bilalovac - Kiseljak
OŠ "Brestovsko"	Kiseljak
OŠ "Suljo Čilić"	Jablanica
OŠ "Edhem Mulabdić"	Zenica
OŠ "Gornje Prekounje-Ripač"	Bihać
OŠ "25. novembar"	Velika Kladuša
OŠ "Sveti Sava"	Novi Grad
OŠ "19. april"	Derventa
OŠ "Sveti Sava"	Foča
OŠ "Husein-ef. Đozo"	Goražde
OŠ "Ivan Goran Kovačić"	Gradačac
OŠ "Jovan Dučić"	Istočno Sarajevo
OŠ "Ivana Gundulića"	Mostar
OŠ "Vladimira Nazora"	Odžak
OŠ "Džemaludin Čaušević"	Sarajevo
OŠ "Branko Ćopić"	Banja Luka
OŠ "Kozarska Djeca"	Gradiška
OŠ " Fra Miroslava Džaje"	Kupres

School Name	City
OŠ "5. Oktobar"	Sanski Most

Note: Two schools in Kiseljak are treated as one in the project.

Figure 1. Location Map of Project Schools



In this report, we provide findings from the impact evaluation of Education for a Just Society activity. This report is structured as follows: Chapter 2 reviews the relevant literature and Chapter 3 describes the evaluation design and data collection. Chapter 4 presents differences between the treatment and comparison groups at the baseline and Chapter 5 presents empirical results from impact analysis; and Chapter 6 concludes with a summary.

2. LITERATURE REVIEW

While previous studies have examined efforts at reconciliation through education, there have been few rigorous experimental and quasi-experimental studies of these programs. In this section, we map precedents in research and evaluation related to reconciliation and peacebuilding initiatives that engage children and youth through the educational process. Whenever possible, we highlight rigorous evaluation findings using experimental or quasi-experimental methods, however because of the lack of these types of studies, other types of methods comprise the majority of the studies examined.

RESEARCH ON RECONCILIATION AND PEACEBUILDING THROUGH EDUCATION

As noted, Education for a Just Society emphasizes reconciliation through the educational system in BiH. Research on peacebuilding through education gathered momentum after the publication of Bush and Saltarelli's work *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children* (2000). This report challenged the widely-held assumption that education is inevitably a force for good. It showed how education can be manipulated and can play both negative and positive roles in situations of social tension or violence. Based on their findings, the authors advocated for peacebuilding education that addresses the structural as well as curricular and pedagogical supports of conflict. Subsequent studies echoed and elaborated these findings (Smith and Vaux, 2003; Davies, 2004).

UNESCO's (2011) Education for All Global Monitoring Report (GMR) on *The Hidden Crisis: Armed Conflict and Education* provides the most comprehensive global review to date of research on the links between education, conflict, and peacebuilding. The report finds that the bulk of available research has been qualitative and while peace-oriented educational initiatives are undertaken around the world, they "are rarely subjected to rigorous scrutiny" (p. 245; see also Davies, 2005; McGlynn et al., 2009; Seitz, 2004). Similarly, UNICEF's *Role of Education in Peacebuilding: Literature Review* (2011) found that there is a "weak evidence base for linkages between education, conflict, and peacebuilding" (p. 25).

While there have not been extensive studies of the links between education and reconciliation, those that do exist tend to highlight the mechanisms through which education can contribute to peacebuilding and the importance of the context in which the program is delivered. The study *Education for Peace: Building Peace and Transforming Armed Conflict through Education Systems* (Dupuy, 2008), commissioned by Save the Children Norway, compares three case studies of peace education in Guatemala, Liberia and Nepal. Based on 125 in-depth, semi-structured individual and group interviews as well as participant observation, they identify four ways that education can best contribute to peacebuilding: through promotion of inclusion, socialization, social capital, and social benefits.

In *Reshaping the Future: Education and Post-conflict Reconstruction*, the World Bank (2005b) summarizes the lessons learned from case studies of peace education initiatives. Two key findings from this review are that 1.) "Ill-conceived, stand-alone initiatives emanating from well-meaning outsiders have little positive impact, tend to crowd an already overcrowded curriculum, and collapse as soon as external funding does" and that 2.) "Peace education in schools that is linked to wider peacebuilding in the community is more likely to make an impact on student behavior" (p. 60). In this vein, some studies on peace education have shown that they can reduce student aggression, bullying and participation in violent conflict, and increase the chances that students will work to prevent conflict (Barakat, Karpinska, and Paulson, 2008; Davies, 2005).

Most experimental and quasi-experimental research on interactions between education, peacebuilding, and reconciliation are found in the social psychological literature. These studies predominantly measure variables related to intergroup 'contact hypothesis' (Allport, 1954). On this theme, Salomon (2004) reviewed five experimental and quasi-experimental studies carried out with Israeli-Jewish and Palestinian adolescents and found that despite ongoing violence, participation in various programs yields positive attitudinal, perceptual, and relational changes.

These changes are manifested in more positive views of ‘peace’, a better ability to see the other side's perspective, and greater willingness for contact.² These changes were found to depend upon participants' initial political views, and thus, as found in one study, play an attitude-reinforcing function. However, a separate study demonstrated that they can prevent the worsening of perceptions, thus serving in a preventive capacity.

However, Bekerman (2009) cautions against over-optimism about the impact of inter-group contact unless it also engages with deeper issues of identity and historical inequalities in power relations (UNICEF, 2011: 31). Another study (Hertz-Lazarowitz, 2004. See also Abu Nimer, 2004), focused on a five-year long and measurably successful peace education program in Acre, Israel, (operating at school, parent, and community school leadership levels), found that the gains of even exemplary interventions can be destroyed by external shocks such as the eruption of renewed intercommunity violence (Barakat *et al*, 2008).

MEASURING OUTCOMES WHEN EVALUATING EDUCATION-BASED RECONCILIATION AND PEACEBUILDING PROJECTS

Outcome evaluations provide a means for testing the extent to which reconciliation and peacebuilding programs are achieving specific change targets. A successful outcome evaluation should address the following questions (Church and Rogers 2006):

- What intended outcomes occurred?
- Did the outcomes align with the expectations in the planning documents? If not, why?
- What unintended positive and negative changes occurred?
- What part of the project was most important in catalyzing the change?
- What was the process (environment, community, personal) that catalyzed the shift?
- Was a prior smaller change required to happen first before this outcome could occur?

These evaluations are generally expected to meet three basic criteria: they must measure baseline knowledge, attitudes, beliefs, or behaviors of the target population; demonstrate how these have changed as a result of the program; and eliminate other explanations for the recorded changes (Sabatelli *et al.*, 2005).

USAID's ***State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict*** (USAID, 2013) analyses 33 studies published between 2001 and 2012. The studies focus on the topics of youth education in crisis- and conflict-affected environments; formal, non-formal, and informal education; school-to-work transition; peace-building and conflict resolution; youth engagement, participation, and empowerment; and workforce development and livelihoods.

² The studies included Lustig (2003); Biton (2002); Shechter (2002); Bar-On (2000); and Bar-Natan (2004).

The studies comprise a variety of experimental, quasi-experimental, survey and case study designs. It is reported that very few attempted to determine causality between interventions and outcomes. Even when more rigorous evaluation designs were used, the results did not isolate the effectiveness of specific components (USAID, 2013: 10). None thoroughly addressed all of the outcome evaluation questions identified above. However, some significant outcomes were found. Those of relevance to the Education for a Just Society evaluation project include the following:

- Keeping young people engaged in safe and productive activities is important for youth and their communities in a post-crisis/conflict environment. This helps them avoid violent, anti-social, destructive behavior and have hope for the future (Cunningham, 2008; WRC, 2008).
- Multi-component, holistic programs were related to a decrease in youth participation in violent and illicit activities (Blattman and Annan, 2011; Buj, et.al., 2003; Dahal, Kafle, and Bhattarai, 2008; Right to Play, 2011; Shrestha & Gautam, 2010; Yeager, 2006; YouthBuild, 2010).
- Behavior change can be related to civic engagement, civic education, conflict mediation, and peacebuilding program components. For example, Afghani youth who participated in civic engagement and conflict mediation activities in the *Right to Play* (2011) program reported greater ability to manage their anger and to resolve conflicts without resorting to violence. At-risk youth in Liberia and Colombia reported a reduction in illicit behavior as a result of their respective programs, both of which included psychosocial education or counseling (Blattman and Annan, 2011; Buj, et. al., 2003). (USAID, 2013: 16).
- Holistic programs with civic education or conflict mediation components yielded changes in youth attitudes towards conflict and violence, as well as more positive feelings toward community leaders (Addy and Stevens, 2006; Mercy Corps, 2012; Fauth & Daniels, 2001; Yeager, 2006; Nigmatov, 2011; Buj, et.al., 2003; Gouley, Kanyatsi, 2010). For example, nearly all youth in IREX's Theatre for Peace project in Tajikistan and Kyrgyzstan reported improved communication with people of different ethnicities, religious groups, or nationalities after participation in a program that offered leadership skills, conflict mediation, and recreational activities (Nigmatov, 2011).
- Both single and multi-component programs had a positive impact on participants' feelings of belonging and empowerment for youth in conflict-affected environments (Blattman and Annan, 2011a; Cook and Younis, 2012; Shrestha, Gautam, 2010).
- Five interventions focused primarily on civic education and civic engagement helped youth better understand the role of government and civic responsibilities (Abdalla, 2012; Rea, 2011; Gouley, Kanyatsi, 2010; Shrestha, Gautam, 2010; Dahal, Kafle, and Bhattarai, 2008). In these studies, youth reported increased civic awareness and involvement in political processes, particularly due to broader engagement with various forms of media (Gouley and Kanyatsi, 2010, Dahal, Kafle, and Bhattarai, 2008). (USAID, 2013: 17).

On the basis of these studies, USAID (2013:20-21) concludes its review by identifying the need for:

- More and better research to identify which intervention components offer the most impact for specific youth outcomes in conflict settings;
- More research that uses rigorous experimental or quasi-experimental designs;
- A set of solid outcome measures on items such as educational aptitude, assets, and life skills that can be implemented with youth of various ages;
- Better understanding of what makes some youth more resilient than others in conflict-affected environments;
- Knowledge of what works at increasing youth access to education in crisis- and conflict-affected environments;
- More information on what works to build youth-friendly systems; and
- Better understanding of whether helping youth achieve positive outcomes will build country stability and mitigate violence.

RECONCILIATION AND EDUCATION IN BOSNIA AND HERZIGOVINA

Attitudes toward Reconciliation in Bosnia and Herzegovina

Two broad-based population surveys on attitudes towards reconciliation and trust-building have been conducted in BiH in November 2011 (Wilkes *et al.*, 2012) and May 2013 (Wilkes *et al.*, 2013) respectively which establish the general attitudinal climate of the country.

The 2011 study was conducted in four cities³ with a sample of 616 respondents (aged 16-87 and of “a balance of national backgrounds”) answering a written questionnaire. Key findings relevant to the **Education for a Just Society** include:

- 88% of respondents in all four regions felt peacebuilding, trust building, and reconciliation are important for Bosnia-Herzegovina’s future.
- 70-80% of respondents in the four regions believed a forward-looking reconciliation process is important, while 40-50% indicated that engagement with the country’s past is important for building public trust.
- The most significant differences in attitude towards reconciliation were related not to ethnic identity or to locality, but to whether respondents belonged to the majority or minority ethnic population of each city. Majorities from all cities expressed greater

³ Banja Luka, Mostar, Bugojno, and Sarajevo

confidence in the prospects of a reconciliation process supported by public institutions and public figures than did minorities.

A follow-up study was conducted in 2013 in 13 cities⁴ with a sample of 2,060 respondents⁵. Key findings generally echoed those of the earlier study:

- A slightly lower percent (75%) of respondents assigned importance to reconciliation between ethnic and religious communities in the country;
- The perceived highest priority in the country was not improvement of social relations (29%), but rather improvement of the economy (61%), with 40% believing political change was most important;
- There was greater support for reconciliation projects aimed at building understanding and a common future than for those aimed at clarification and memorialization of the past. Nevertheless, 68% indicated it was important or very important for a process of trust building to reach agreement on the historical facts relating to genocide;
- There was strong public support for spending public money on educational activities that foster understanding, appreciation of diversity, and reconciliation (84%); and
- Teachers were among the most highly trusted to advance a reconciliation process (67%).

A study by NDC and Saferworld (2012) entitled ***Leaving the past Behind: The perceptions of youth in Bosnia and Herzegovina*** provides rich qualitative data about the views of youth on issues of identity, society, conflict, and peace. Perceptions of 217 youth (aged 16-30) were tapped through focus groups, and a sub-sample of 94 youth were engaged in the realization of their own social research projects. The study found that youth in BiH are aware of and affected by ethno-nationalist sentiments and fears in their society. To an important degree, they have an ambivalent relationship with their own ethnic identities and communities, feel discouraged to think independently and critically, feel that youth can and should engage more with social and political issues, but feel they have limited opportunities to voice their views and be heard.

Evaluation of Education-Based Peacebuilding and Reconciliation Initiatives in Bosnia and Herzegovina

Perry (2003) reports that BiH has been the object of numerous educational interventions and reforms since 1998 focused on facilitating peacebuilding and reconciliation of its war-torn

⁴ Banja Luka, Bihac, Bijeljina, Brcko, Jajce, Livno, Mostar, Sarajevo, Srebrenica, Stolac, Teslic, Trebinje, Tuzla

⁵ Of the respondents, 49% were male, 51% female, 37% self-identifying as Bosniak, 32% as Serb, 24% as Croat and 7% as other or no response. Respondents answered a written questionnaire with 78 questions. Larger cities like Sarajevo, Banja Luka and Mostar were allocated 300 respondents each, smaller cities like Trebinje, Bihac and Teslic 100 respondents each, and mid-size towns 200 respondents each. 50% of respondents live in large cities (population over 80,000 residents), 35% live in small cities (population below 25,000), and 15% live in a medium-size city (between 25,000 and 80,000).

population. These initiatives have been focused on education policy, institutional capacity-building, teacher training and introduction of “modern” learning methodologies, curriculum reform (particularly in the areas of civic education and history education), and the establishment of harmonized outcomes-based teaching standards. Overall, however, progress has been troubled and very slow. Perry (2013) claims that “all significant and systematic reforms aimed at breaking down ethnic divides and promoting values of a diverse country have happened as a result of outside actors” (p. 243) and questions how much progress can be achieved in the current political climate.

In support of reconciliation, USAID has supported six ‘people-to-people’ reconciliation programs in Bosnia and Herzegovina since 2008, three of which have engaged children and youth. The document *Evaluative Learning Review: Field Study USAID/Bosnia-Herzegovina People-to-People Reconciliation Annual Program Statement (APS) Grants* (USAID, 2014) provides a meta-analysis of the performance and impact of these six programs. The three programs that worked with children and youth include:

- **Save the Children (STC), “Prevention of Violence Involving Children and Promotion of Respect for Differences in BiH Through the Education System.”** A school-reform project aimed to promote “inclusive” schools. It focused primarily on reducing school violence, but also included integration of children of different ethnic groups. It sought to develop inclusive management systems through a process of community engagement and participation in school management.
- **Mozaik Community Development Foundation, “YouthBanks: Peacing the Future Together.”** This project aimed to establish “youth banks,” which enable ethnically and gender mixed groups of youth, to work on small-scale local community development projects that are developed, approved, and implemented by youth themselves.
- **YouthBuild, “Youth Building Futures in the Brcko District.”** This project worked primarily through youth (many of them unemployed) to identify and implement small-scale, local-level community development projects. The aim was to make youth more employable by establishing networking relationships with local employers, providing training and support, and providing labor for development projects as community service.

The evaluation of these programs was conducted using a non-experimental, multi-level, qualitative mixed methods design including document review, key informant interviews, and small group interviews. Key findings were that:

- All of the USAID-funded BiH projects demonstrated flexibility and appropriateness in addressing the conflict drivers and dynamics, whether interacting with youth, civil society leaders, or religious and community leaders, however, careful conflict analysis/mapping were notably missing.

- Only one of these projects—the psychotrauma healing project delivered by CRS—had a specific and intentional reconciliation emphasis as an objective. The others had an ad-hoc approach to reconciliation and generally had relatively weak reconciliation outcomes as a result. Thus, while projects addressed conflict drivers, they did not do so as intentionally as they could have.
- There is evidence of some progress at the community level and quite extensive evidence of personal transformation at the individual level. However, the evidence suggests that the projects are making minimal, if any, contributions at the societal level.

Based on these findings, the USAID evaluators concluded that given the extremely limited scope and reach of most projects, there “simply is not enough input into the system to find evidence of traction that could add up to a top-level result” (p. 215). To have societal-level impacts, reconciliation activities in BiH “would need to engage a far larger segment of the Bosnian population in a far more strategic way” (p. 215).

Recommendations emerging from this impact evaluation of USAID-funded reconciliation programs in BiH were to:

- 1) Focus on developing primary and intentional process-based components rather than relying on secondary by-products or side effects from “Simple Contact.”
- 2) Develop the capacity of USAID/Bosnia-Herzegovina Mission staff on reconciliation.
- 3) Examine proposed projects (and internal capacities of grantees) from a reconciliation lens.
- 4) Support an approach that engages and empowers “outsiders” and non-traditional implementers.
- 5) Ensure that engagement between USAID/CMM and Mission managers provides necessary support for focused conflict analysis and targeting programming opportunities within the manageable interest of the Mission.
- 6) At the political level, the United States Government (USG) should offer clarity and intention on peacebuilding modalities.

As demonstrated, the use of quasi-experimental designs in peacebuilding and reconciliation evaluations in BiH and elsewhere is rare. Thus, IMPAQ’s contribution in this regard will add to the existing evaluation literature and provide a robust evidence base for future monitoring and evaluation in BiH. In the following sections, we describe our evaluation approach. We will provide robust quantitative analysis that aligns with the international evaluation standards, guidelines and best practices cited in this review. The evaluation will provide valuable data that can be used by educators, policymakers, USAID and other donors, researchers, and education stakeholders to make informed decisions about how effectively and efficiently to improve education and foster reconciliation in BiH.

3. EVALUATION DESIGN AND DATA

In this section, we provide a brief discussion of the design and data sources for the impact evaluation of the Education for a Just Society activity. A more detailed discussion of these topics is available in the evaluation design report (Zhang et al. 2014).⁶In 2013, USAID/BiH has commissioned IMPAQ International to strengthen the Education for a Just Society implementing partners' (CEI and proMENTE) M&E capacity. IMPAQ provided support especially in impact evaluation methodology and econometric program evaluation analysis. IMPAQ also conducted rigorous impact evaluations of appropriate project activities in order to provide evidence on the effectiveness of these activities. Following discussions with USAID/BiH, CEI, proMENTE, IMPAQ conducted a wide variety of evaluation capacity building activities (e.g. impact evaluation methodology workshops, project conference calls, site visits to CEI and proMENTE, and observations of students' activities on site at CEI). Based on these discussions, a consensus was reached to focus IMPAQ's evaluation efforts on measuring the impact of Education for a Just Society on achieving Objective 1 (i.e., building trust and partnerships among students from different ethnic groups across BiH). This focus allows us to assess the impact of a clearly-defined project activity on measurable outcomes at the student level. Furthermore, concentrating the impact evaluation on student outcomes will allow us to build our analysis on the M&E system that proMENTE is maintaining.

KEY RESEARCH QUESTIONS

With the data collected from the student surveys (jointly developed by CEI, proMENTE, and IMPAQ) at activity baseline (2014) and endline (2016), the following research questions will be addressed:

- Did the activity-funded extracurricular activities affect the students' interactions with children from other parts of BiH who are of different ethnicities and religions?
- Did the activity-funded extracurricular activities affect the students' attitudes towards children who are of different ethnicities and religions?
- Did the activity affect the students' perception of teachers' role in building trust and partnership among children who are of different ethnicities and religions?

Additionally, although the impact evaluation design is guided by research questions regarding students' outcomes, the evaluation will also be able to capture the changing role of teachers indirectly by examining students' perceptions of teachers.

EVALUATION DESIGN AND ANALYSIS PLAN

Impact evaluations assess the program's impact on beneficiary outcomes. They focus on answering questions on the program's impact on beneficiary outcomes. In principle, to

⁶Zhang, Y., Benus, J., and Kracker Selzer, A., (2014): *Education for a Just Society in Bosnia and Herzegovina: Impact Evaluation Design*, IMPAQ International report submitted to USAID/BiH in August 2014.

accurately measure program causal effects, researchers need to observe the outcome of interest (Y) for each student i in two situations:

- 1) Where the student participates in activity-funded extracurricular activities (*treated Outcome, Y_{1i}*)
- 2) Where the student does not participate in activity-funded extracurricular activities (*untreated outcome, Y_{0i}*)

At any given time, a student is either exposed to the program or not, that is, we can only observe either Y_{1i} or Y_{0i} for each student depending on their program participation status. This missing data problem is at the core of program evaluation. The majority of USAID performance evaluations provide detailed description of the evolution of Y_{1i} for program participants. Although the before and after comparison of Y_{1i} offers useful information of the change in outcomes for participants, it does not address the impact question since it does not take into account the outcomes that program participants would have achieved if they were not part of the intervention (counterfactuals). In another words, the essential difference between performance and impact evaluations is the search for identification of Y_{0i} for program participants.

Let's use D_i to denote program participation status ($D_i = 1$ if student i is one of the 1,800 participating children, $D_i = 0$ otherwise). In order to answer the impact evaluation questions described in the previous section, we need to identify and estimate

$$E(Y_{1i} - Y_{0i} | D_i = 1). \quad (1)$$

This is the Treatment Effect on the Treated (TT) parameter; it is the average impact of project-funded extracurricular activities on outcomes for the students who are participating in the program. Part of (1) is readily available from the survey data, that is, $E(Y_{1i} | D_i = 1)$, the average treated outcome for treated students. The other part, the counterfactual $E(Y_{0i} | D_i = 1)$ is the missing data problem that plagues the evaluation of program effectiveness.

When heterogeneous students select themselves to be part of the Education for a Just Society project, systematic differences usually exist between students who are in program and nonparticipants. If we use the observed average outcome for nonparticipants to estimate the missing counterfactual, that is, if we use $E(Y_{0i} | D_i = 0)$ to estimate $E(Y_{0i} | D_i = 1)$, our impact estimate will be contaminated by selection bias. In notation, the selection bias is

$$E(Y_{0i} | D_i = 0) - E(Y_{0i} | D_i = 1). \quad (2)$$

This means that a simple comparison of outcomes between students who receive the interventions and those that do not receive the interventions could easily yield biased impact estimates due to confounding of the effects of the intervention with initial differences between the groups. A rigorous evaluation with well-designed groups to represent the counterfactual will minimize the likelihood of obtaining impact estimates biased by the initial differences between those who receive the intervention and those who do not.

We propose to use a non-experimental impact evaluation design which uses Difference-in-Differences (DID) approach to compare project school and similar comparison school students. As illustrated in Table 2, we have identified 9 comparison schools to help us alleviate the spillover concerns. The selection of the 9 suitable comparison schools was carried out by CEI staff who are knowledgeable about the education landscape in BiH. The criterion for selecting the comparison schools was based on geographic and organizational similarities of comparison schools with the project schools. Therefore, the comparison schools are located in the vicinity of the project schools. Additionally, the contacted comparison schools are those with whom CEI/proMENTE previously exercised some form of cooperation which is characterized as positive and cooperative. Table 2 presents the list of the comparison schools and their location.

Table 2. Comparison Schools and Their Cities

School Name	City
OŠ "Petra Bakule"	Mostar
OŠ "Fajtovci"	Sanski Most
OŠ "Mladen Stojanović"	Laktaši
OŠ "Prekounje"	Bihać
OŠ "Ruđera Boškovića"	Donja Mahala - Orašje
OŠ "Hasan Kikić"	Sarajevo
Prva osnovna škola	Konjic
OŠ "Vuk Karadžić"	Novi Grad
OŠ "Mula Mustafa Bašeskija"	Kakanj

The comparison schools are not involved in the activity. As a result, comparison of student outcome difference before and after the activity intervention from these comparison schools with before-after outcome difference of students from the project schools will identify the causal impacts of activity-funded extracurricular activities.

The impacts of activity-funded extracurricular activities on students' outcomes will be estimated within our evaluation design framework through DID regression models. Combining baseline data with follow-up survey, we will use the DID method to compare changes over time in outcomes for treatment group students with changes over time in outcomes for students in the comparison schools. Specifically, we will estimate equations of the following form:

$$Y_{it} = \alpha + \beta_1' Comparison + \beta_2' After + \beta_3' Comparison \times After + \beta_4' X_{it} + \varepsilon, \quad (3)$$

where Y_{it} = outcome such as number of friends from other ethnic groups for a student i at time t , which could either baseline or follow-up; $Comparison$ = dummy variable for being a comparison school student; $After$ = dummy variable for the follow-up time period; X = other time-varying student characteristics; ε = an error term; and β_3 captures the activity effect. In estimating this equation (3), we will use linear regression based ordinary least squares (OLS) estimator. Coefficient estimates generated from (3) will provide us evidence of the causal effect of the project activities on students' outcomes.

DATA COLLECTION

For the baseline student survey, we randomly sampled 12 project schools from the pool of project schools and 6 schools from the pool of untreated schools, as described in details in Section 3, to survey all their students in 6th, 7th, and 8th grades before the student intervention takes place during September and October 2014. The random sample of schools were selected through stratified sampling based on majority ethnic group of the school. For the endline student survey, we surveyed all the students in 7th, 8th, and 9th grades in the study sample of schools selected during baseline survey during May 2016⁷.

The survey instruments were developed jointly by CEI and proMENTE along with a team of ethnic reconciliation experts, with IMPAQ providing technical assistance and reviews. Table 3 summarizes the key final outcome measures that can be yielded from the student survey data. Some of the questions ask about sensitive information such as levels of tolerance for children of other religions and ethnicities. Therefore, some of the responses may be under or overrepresented depending on the question in an effort to report their answers in what they think may be more socially acceptable or desirable. Some studies have used social desirability scales to attempt to correct this bias. Ray (1984) found the results of the Marlowe-Crowne Social Desirability Scale to be reliable.⁸ However, other scholars, including Ellingson, Sackett, and Hough (1999) found such scales to be an ineffective tool for correcting biases.⁹ Therefore, for the next round of survey administration, researchers will take precautionary measures to limit the potential effect by students completing self-administered surveys in spaces that are free of observers or other outside influences. This can be done through an anonymous paper or web-survey. Students will be reassured that there are not right or wrong answers and that their answers will remain anonymous.

Table 3. Key Outcome Variables in the Student Survey

Key Outcome Variables	Survey Question Number
Interactions with children of different ethnic groups or religions:	
How much you would mind (interacting) with children from other parts of BiH who are of different ethnicities and religions.	Q# 37 - 43
Number of friends who are from different part of BiH	Q# 49 - 53
Attitudes toward children of different ethnic groups or religions:	
Are ethnicity and religion important in choosing with whom to hang out?	Q# 33
Willingness to learn from other children.	Q# 46 - 48
The role of school in shaping ethnic attitudes.	Q# 8 - 22

⁷ During the endline data collection, the school “Branko Ćopić” in Banja Luka decided to drop out of the study.

⁸ For more information, see Ray, J. J. (1984). The reliability of short social desirability scales. *The Journal of Social Psychology*, 123(1), 133-134.

⁹ For more information, see Ellingson, J. E., Sackett, P. R., & Hough, L. M. (1999). Social desirability corrections in personality measurement: Issues of applicant comparison and construct validity. *Journal of Applied Psychology*, 84(2), 155.

Perceptions of teachers:	
Discussion with teachers on ethnic and religion conflicts and resolutions.	Q# 23 - 28

4. DIFFERENCES IN TREATMENT AND COMPARISON AT BASELINE

In this Section, we discuss the baseline equivalence of the study groups and examine the differences in key outcome measures. Using data from the baseline survey, we provide evidence on the differences between treatment and comparison groups at baseline.

DEMOGRAPHICS OF TREATMENT AND COMPARISON GROUPS

Figure 2 shows the number of students in the treatment group (N = 2794) and the comparison group (N = 1083). Table 4 shows grade composition of the schools in the treatment group and Table 5 shows the same descriptive statistics for the schools in the comparison group.

Figure 2. Treatment and Comparison Samples

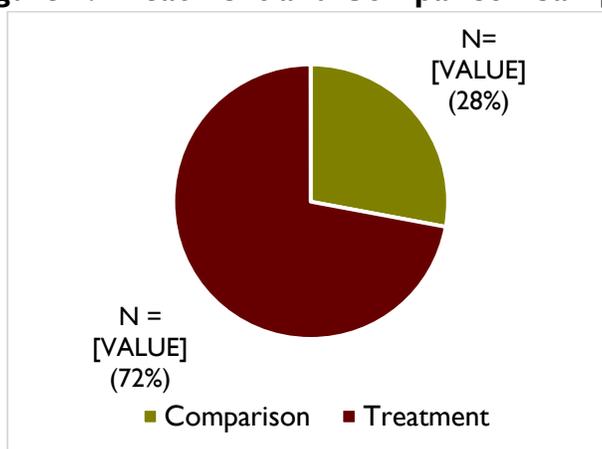


Table 4. Treatment Schools

Treatment School	Grade VI	Grade VII	Grade VII	Missing	Total
Total:	923	993	876	2	2794
OŠ "Ivan Goran Kovacic" Gradacac	82	82	82	0	246
OŠ "25. novembar" Velika Kladuša	87	90	69	0	246
OŠ Vladimira Nazora Odžak	127	118	144	0	389
OŠ Ivana Gundulica Mostar	70	109	0	0	179
OŠ "5. oktobar" Sanski Most	63	78	87	0	228
OŠ "Branko Copic" Banja Luka	67	81	62	0	210
OŠ "Džemaludin Caušević" Sarajevo	50	41	45	0	136

OŠ "Edhem Mulabdic" Zenica	71	74	57	2	204
OŠ "Husein-ef. Đozo" Goražde	82	89	106	0	277
OŠ "Suljo Cilic" Jablanica	87	72	71	0	230
OŠ "Sveti Sava" Foca	76	74	60	0	210
OŠ "Sveti Sava" Novi Grad	61	85	93	0	239

Table 5. Comparison Schools

Comparison School	Grade VI	Grade VII	Grade VII	Missing	Total
Total:	355	398	328	2	1083
OŠ "Hasan Kikic" Sarajevo	17	19	26	0	62
OŠ "Mula Mustafa Bašeskija" Kakanj	75	60	78	2	215
OŠ "Prekounje" Bihac	98	112	89	0	299
OŠ "Vuk Karadžic" Novi Grad	63	74	105	0	242
OŠ Petra Bakule Mostar	76	97	0	0	173
OŠ "Fajtovci" Sanski Most	26	36	30	0	92

Table 6 presents the gender distribution across treatment and comparison schools. As seen across Column 1 and 2 of the table, the two groups are very similar in their gender composition of students.

Table 6. Gender of Students in Treatment and Comparison Groups

Gender			
	Comparison (N = 1083)	Treatment (N = 2794)	Total (N = 3877)
Male	48% (N = 519)	50% (N = 1406)	50% (N = 1925)
Female	52% (N = 563)	49% (N = 1372)	50% (N = 1935)
Missing	0% (N = 1)	1% (N = 16)	0% (N = 17)

Table 7 shows the composition of students across 6th, 7th, and 8th grades, which are in similar patterns amongst the comparison and treatment groups.

Table 7. Grade of Students in Comparison and Treatment Groups

Grade			
	Comparison (N = 1083)	Treatment (N = 2794)	Total (N = 3877)
Grade VI	33% (N = 355)	33% (N = 923)	33% (N = 1278)
Grade VII	37% (N = 398)	36% (N = 993)	36% (N = 1391)
Grade VIII	30% (N = 328)	31% (N = 876)	31% (N = 1204)
Not Reported	0% (N = 2)	0% (N = 2)	0% (N = 4)

These findings support that conclusion that there are no observationally large differences in the limited demographic variables that we were able to capture through the baseline survey between the comparison and treatment groups.

DIFFERENCES IN KEY OUTCOME MEASURES IN COMPARISON AND TREATMENT GROUPS AT BASELINE

Next, we turn to the baseline equivalence of key outcome variables that we will examine in the impact evaluation of the Education for a Just Society activity. Generally, we coded the four possible answers in each question into a binary variable (discussed in greater detail below) for the ease of interpretations. Then, we ran an ordinary least squares (OLS) regression of newly coded outcome measures on treatment indicator to test whether there is a statistically significant differences between the treatment and comparison students.

Key Area 1: Interactions with children of different ethnic groups or religions:

Table 8. Tolerance the Interactions with Children from Other Parts of BiH

Students that would not mind interacting with children from other parts of BiH who are of different ethnicities and religions:			
	Treatment	Comparison	Difference
Be in the same class:	95% (N = 2620)	96% (N = 1021)	-
Sit at the same school desk:	90% (N = 2477)	91% (N = 977)	-
Be at the same after-school activity:	95% (N = 2625)	95% (N = 1016)	-
Be best friends:	89% (N = 2448)	91% (N = 970)	**
Celebrate their birthday:	90% (N = 2450)	91% (N = 970)	-
Visit their home:	86% (N = 2370)	88% (N = 930)	-
Write them on social media:	93% (N = 2552)	94% (N = 1004)	-

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

Variables in Table 8 were designed to gauge a student's tolerance interaction with children in other parts of BiH. To transform them into binary variables, we coded *would not mind at all* and *would not mind* as 1 and *would mind* and *would mind very much* as 0. Overall, as seen in Table 8, there are no significant differences in the percentages of students that would not mind interacting with other students from different ethnicities and religions. However, we find statistically significant difference between treatment and comparison schools in whether students would mind being best friends with someone from another ethnicity or religion at the conventional level. To better illustrate the differences between the two groups visually, see Figure 3 on the following page.

Figure 3. Differences between Treatment and Comparison Groups in Tolerance

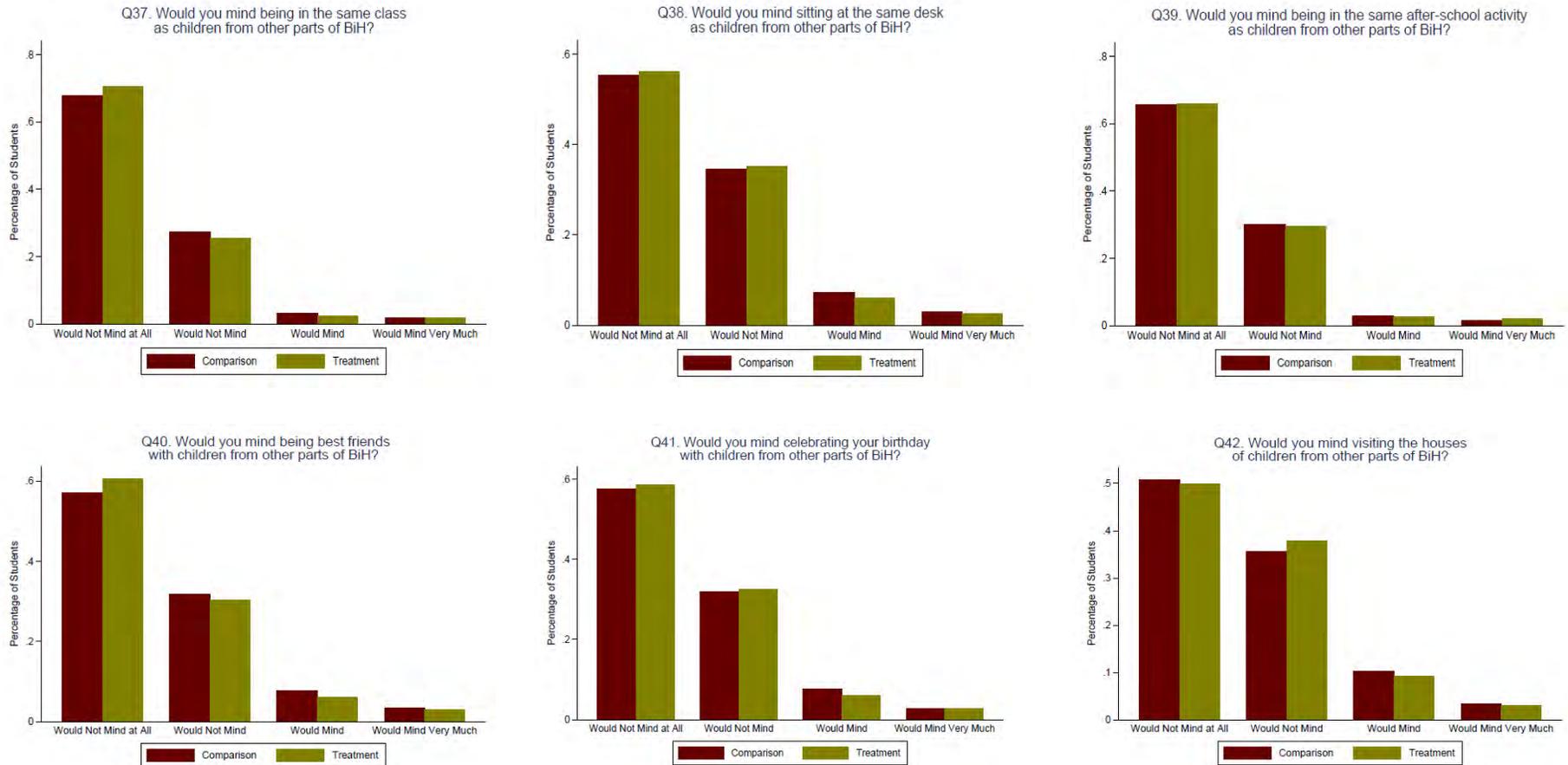
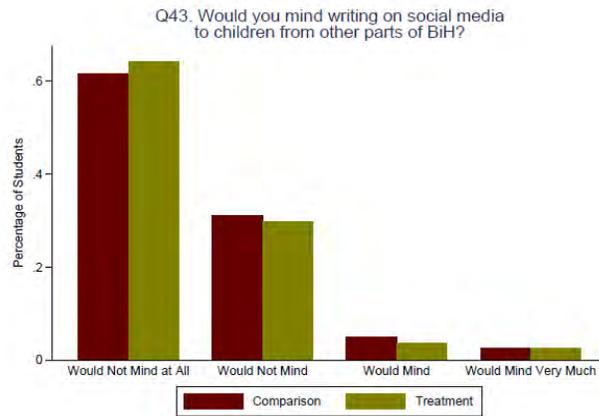


Figure 3. Differences between Treatment and Comparison Groups in Tolerance (Continued)



Some questions were designed to ask students to list up to five friends in other parts of BiH. Students with 0 friends were coded as 0 and students with 1 or more friends were coded as 1. 61% of the students in the treatment group listed at least one friend; 54% of students in the comparison group also listed at least one friend. The difference between the two groups is significant at the 1 percent level.

Table 9. Difference in Number of Friends in Other Parts of BiH

Friends in different parts of BiH			
	Treatment	Comparison	Difference
Children with one or more friends in another part of BiH	61%	54%	***
	(N = 1715)	(N = 580)	

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

Key Area 2: Attitudes toward children of different ethnic groups or religions

Turning to question asking students how important religion and ethnicity are when choosing friends to hang out with. Answers of very important and important were coded 0 and not very important and not important were coded as 1. The difference between the treatment and comparison groups is significant at the 5 percent level. Figure 6 provides a visualization of the student responses.

Table 10. Differences in Importance of Religion and Ethnicity in Choosing Friends

Ethnicity is not important when choosing friends to hang out with:			
	Treatment	Comparison	Difference
Are ethnicity and religion important in choosing whom to hang out with?	84%	87%	**
	(N = 2337)	(N = 937)	

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

Figure 4. Differences between Treatment and Comparison Groups in Choosing Friends

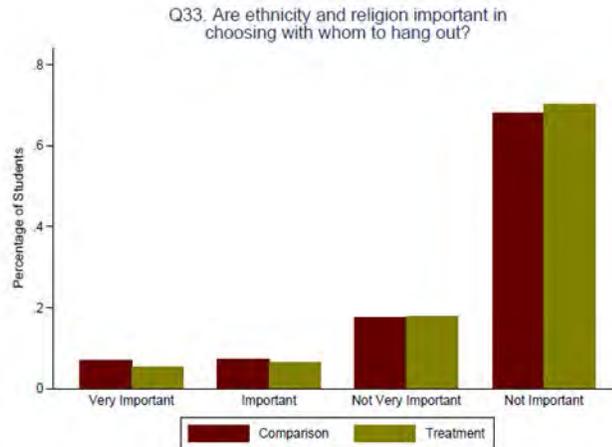


Table 11 presents the difference between students of the two groups in their willingness to learn from other children. Do not agree at all, do not agree, and agree/disagree were coded as 0. Agree and fully agree were coded as 1. The variable indicating how much students agreed with the statement that they were proud to live in the place where they do has significant difference at 10 percent level between treatment and comparison groups.

Table 11. Difference in willingness to learn from other children

Students that agree with each statement:			
	Treatment	Comparison	Difference
I am proud to live in the place where I live	82% (N = 2265)	79% (N = 845)	*
I think we should learn more from different people outside of school	62% (N = 1698)	59% (N = 626)	-
When I grow up, I will be able to improve lives in the place where I live.	72% (N = 1995)	72% (N = 763)	-

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

Table 12 reports the baseline equivalence in the role of school in shaping ethnic attitudes from the students' perspectives. The answers to these items in the survey were coded 0 for never and sometimes and 1 for often and always. Looking across summary statistics for the treated and comparison students in the table, there are very little substantive differences in these variables between the two groups, while there are quite a few of them show significant differences in a statistical sense. For example, when asked if the school is a place where students work together in groups, 33% of the treated students agreed to this statement and 27% of the comparison student offered similar answers, the difference is significant at 1% level.

Overall, there are 9 out of these 15 variables have statistically significant differences between the treatment and comparison groups.

Table 12. Difference in the Role of School in Shaping Ethnic Attitudes

Oftentimes, my school is a place where			
	Treatment	Comparison	Difference
I can ask questions whenever I don't understand something	82% (N = 2247)	72% (N = 775)	***
I can always say my opinion	72% (N = 1978)	64% (N = 680)	***
Only the teachers' favorite pupils can get good grades	22% (N = 586)	24% (N = 255)	*
Students work together in groups	33% (N = 895)	27% (N = 283)	***
Students learn pages of text-book by heart	29% (N = 798)	31% (N = 324)	-
Students use computers to learn	22% (N = 604)	19% (N = 196)	**
Teachers treat everyone with respect	90% (N = 2473)	89% (N = 956)	-
Teachers prevent violence between students	94% (N = 2591)	92% (N = 985)	**
Teachers prevent students from insulting each other	93% (N = 2511)	89% (N = 945)	***
Students independently research various things we learn	54% (N = 1456)	51% (N = 542)	-
I learn about people and places from all over BiH	69% (N = 1899)	67% (N = 716)	-
Students learn about the lifestyle and customs of people from other parts of BiH	66% (N = 1817)	64% (N = 683)	-
Students collaborate with children from other schools in BiH	27% (N = 734)	24% (N = 261)	-
Students are encouraged to think for ourselves	92% (N = 2536)	90% (N = 965)	*
I learn practical things I need in everyday life	88% (N = 2442)	86% (N = 923)	**

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

Key Area 3: Perception of Teachers

To evaluate the effects of the activity on teachers indirectly through the perceptions of the students, students were asked how often the teachers talk about various topics, listed in Table 13. Answers of never and sometimes were coded 0 and often and always were coded 1. There were no statistically significant differences between the two groups.

Table 13. Differences in Perception of Teachers

Oftentimes, my school is a place where I can talk with my teachers on			
	Treatment	Comparison	Difference
Differences between rich and poor people:	32% (N = 878)	33% (N = 349)	-
Why it is important to respect everyone:	81% (N = 2221)	82% (N = 882)	-
Oftentimes, my school is a place where I can talk with my teachers on			
	Treatment	Comparison	Difference
Why some people in BiH and other countries have conflicts with each other:	35% (N = 946)	33% (N = 356)	-
How to resolve conflicts between people peacefully:	70% (N = 1900)	69% (N = 727)	-
How other children in BiH live:	49% (N = 1345)	50% (N = 522)	-
How the other people in your town or village live:	55% (N = 1501)	53% (N = 557)	-

Statistical significance: ***, **, * = at the 1, 5, and 10 percent level.

5. IMPACT ANALYSIS

In this Section, we discuss the impact estimates obtained from multivariate DID regression model as discussed in Section 3 that address each of the research questions. Similar to baseline equivalence analysis of Section 4, we coded the four possible answers in each question into a binary variable for the ease of interpretations.

RESEARCH QUESTION 1: DID THE ACTIVITY-FUNDED EXTRACURRICULAR ACTIVITIES AFFECT THE STUDENTS' INTERACTIONS WITH CHILDREN FROM OTHER PARTS OF BiH WHO ARE OF DIFFERENT ETHNICITIES AND RELIGIONS?

Our analysis of the impacts of activity-funded extracurricular activities on students' interactions with children from other parts of the BiH are shown in Table 14. Overall, we did not find any statistical significant impacts of extracurricular activities organized by the Education for a Just Society activity on student's interactions with children from other parts of BiH. Although the lack of statistical precision prevented us to make any inference, we find suggestive evidence that participating in extracurricular activities help to increase the number of friends from other part of BiH. Seen from the last row of Table 14, extracurricular activities increased the number of friends from other part of BiH by 0.13, this is not statistically significant at conventional levels.

Table 14. Impact Estimates for Research Question 1

Students that would not mind interacting with children from other parts of BiH who are of different ethnicities and religions	
Outcome Variables	
Be in the same class	-0.60% (0.01)
Sit at the same school desk	0.68% (0.01)
Be at the same after-school activity	-0.76% (0.01)
Be best friends	0.75% (0.02)
Celebrate their birthday	1.23% (0.02)
Visit their home	1.39% (0.02)
Write them on social media	1.42% (0.01)
Friends in different parts of BiH	
Outcome Variables	
Number of friends in another part of BiH	0.13 (0.10)

Note: Standard errors are in the parentheses. ***/*** significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

RESEARCH QUESTION 2: DID THE ACTIVITY-FUNDED EXTRACURRICULAR ACTIVITIES AFFECT THE STUDENTS' ATTITUDES TOWARDS CHILDREN WHO ARE OF DIFFERENT ETHNICITIES AND RELIGIONS?

Table 15 presents estimates of the impact of extracurricular activities on children's attitudes toward those are of different ethnicities and religion. In the last two rows of Table 15, results show that the Education for a Just Society activity had significant effects on student's perception of school being a place to collaborate with children from other schools of BiH, with a magnitude of 8%. Another important finding for this research question is that the extracurricular activities increased students' perception that school is a place students are encouraged to think by themselves by over 3%, statistically signiant at 5% level.

Table 15. Impact Estimates for Research Question 2

Students that agree with each statement	
Outcome Variables	
I am proud to live in the place where I live	2.49% (0.02)
I think we should learn more from different people outside of school	0.46% (0.03)
When I grow up, I will be able to improve lives in the place where I live.	-1.20% (0.02)
Ethnicity is not important when choosing friends to hang out with	
Outcome Variables	
Are ethnicity and religion important in choosing whom to hang out with?	1.29% (0.02)
Often times, my school is a place where	
Outcome Variables	
Students collaborate with children from other schools in BiH	7.86%*** (0.02)
Students are encouraged to think for ourselves	3.16%** (0.02)

Note: Standard errors are in the parentheses. */**/** significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

RESEARCH QUESTION 3: DID THE ACTIVITY AFFECT THE STUDENTS' PERCEPTION OF TEACHERS' ROLE IN BUILDING TRUST AND PARTNERSHIP AMONG CHILDREN WHO ARE OF DIFFERENT ETHNICITIES AND RELIGIONS?

To assess teachers' role in building trust and partnership among children of different ethnicities and religions, we estimated the impact of the activity on perceptions of the students, who were asked how often the teachers talk about various topics, listed in Table 16. Looking through all the topics, we find that in general, the interventions implemented by the Education for a Just Society activity increased student's perceptions on teachers and made the children more likely to talk with teachers on topics such as differences between rich and poor people and why some people in BiH and other countries have conflicts with each other. Most of these estimates are not statistically significant, with one exception. The extracurricular activities funded by USAID

increased the likelihood that children talk with their teachers about how other children in BiH live.

Table 16. Impact Estimates for Research Question 3

Often times, my school is a place where I can talk with teachers on	
Outcome Variables	
Differences between rich and poor people	1.93% (0.02)
Why it is important to respect everyone	1.56% (0.02)
Why some people in BiH and other countries have conflicts with each other	3.08% (0.03)
How to resolve conflicts between people peacefully	1.50% (0.02)
How other children in BiH live	4.37%* (0.03)
How the other people in your town or village live	1.41% (0.03)

Note: Standard errors are in the parentheses. */**/***/ significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

IMPACT ESTIMATES FOR STUDENTS ACTIVELY PARTICIPATED IN EXTRACURRICULAR ACTIVITIES

Although the Education for a Just Society activity was implemented at the school level, we asked the students in the treatment schools, during our endline survey, if they involved actively in any activities as part of the Education for a Just Society intervention. Using these self-identified active participants as treatment group, Table 17, 18, and 19 presents sub-group impact estimates corresponding to the ones we presented in Table 14, 15, and 16.

Comparing with Table 14, 15, and 16, we did find additional statistical significant impacts of extracurricular activities organized by the Education for a Just Society activity on teachers' role in building trust and partnership among children of different ethnicities and religions. Looking at Table 19, we found that the activity significantly increased likelihood that the students talk with teachers on the topics such as the reasons of conflicts, how to resolve conflicts peacefully, and how other children in BiH live.

Table 17. Impact Estimates for Students Actively Participated in Extracurricular Activities: Research Question 1

Students that would not mind interacting with children from other parts of BiH who are of different ethnicities and religions	
Outcome Variables	
Be in the same class	-0.07% (0.01)
Sit at the same school desk	1.14% (0.02)
Be at the same after-school activity	-0.82% (0.01)
Be best friends	-1.71% (0.02)
Celebrate their birthday	0.56% (0.02)
Visit their home	-1.60% (0.02)
Write them on social media	1.00% (0.01)
Friends in different parts of BiH	
Outcome Variables	
Number of friends in another part of BiH	0.05 (0.13)

Note: Standard errors are in the parentheses. */**/** significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

Table 18. Impact Estimates for Students Actively Participated in Extracurricular Activities: Research Question 2

Students that agree with each statement	
Outcome Variables	
I am proud to live in the place where I live	0.98% (0.03)
I think we should learn more from different people outside of school	-1.99% (0.03)

When I grow up, I will be able to improve lives in the place where I live.	-3.10% (0.03)
Ethnicity is not important when choosing friends to hang out with	
Outcome Variables	
Are ethnicity and religion important in choosing whom to hang out with?	1.35% (0.02)
Often times, my school is a place where	
Outcome Variables	
Students collaborate with children from other schools in BiH	6.12%** (0.03)
Students are encouraged to think for ourselves	3.51%* (0.02)

Note: Standard errors are in the parentheses. */**/***/ significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

Table 19. Impact Estimates for Students Actively Participated in Extracurricular Activities: Research Question 3

Often times, my school is a place where I can talk with teachers on	
Outcome Variables	
Differences between rich and poor people	-4.23% (0.03)
Why it is important to respect everyone	1.11% (0.03)
Why some people in BiH and other countries have conflicts with each other	1.33%* (0.00)
How to resolve conflicts between people peacefully	4.78%* (0.03)
How other children in BiH live	5.41%* (0.03)
How the other people in your town or village live	1.59% (0.04)

Note: Standard errors are in the parentheses. */**/***/ significantly different from 0 at the 0.1/0.05/0.01 levels, respectively, two-tailed test.

6. CONCLUSIONS

To effect change in the BiH education system which will reflect a vision of an equal, just society; a society that promotes peace, reconciliation, and encourages all children to dream, envision and build their future. The Education for a Just Society activity targets schools in 18 communities throughout BiH, and involves over 1800 students and more than 270 teachers, policy makers and educational professionals. In addition to community-based actions, project activities' aim is to improve cooperation among students and teachers across the country thus overcoming the ethnic boundaries. Furthermore, the coalition of civil society organizations will use project results and lessons learned for the purpose of advocacy in an effort to expand the overall impact of the project beyond the limit of a particular school or community and eventually influence the society at large.

Overall, we did not find any statistical significant impacts of extracurricular activities organized by the Education for a Just Society activity on student's interactions with children from other parts of BiH. Although the lack of statistical precision prevented us to make any inference, we find suggestive evidence that participating in extracurricular activities help to increase the number of friends from other part of BiH. We also find that the Education for a Just Society activity had significant effects on student's perception of school being a place to collaborate with children from other schools of BiH, with a magnitude of 8%. Moreover, the extracurricular activities increased students' perception that school is a place students are encouraged to think by themselves by over 3%, statistically significant at 5% level. The activity also increased the student's perception in teachers' role in building trust and partnership. Students are more likely to talk with teachers on how children in other part of BiH live, by almost 4.5%, statistically significant at 10% level. In addition, focusing on the group of students who actively participated in the intervention, we found suggestive empirical evidence that the Education for a Just Society strengthened the teacher's role in building trust and partnership among children of different ethnicities and religions.

APPENDIX A

Student Questionnaire

Škola:
Današnji datum:
Razred i odjeljenje:

UPITNIK ZA U

ČENIKE I UČENICE

U ovom upitniku pitaćemo te o tome šta ti misliš o nekim stvarima koje se ti uopšte, i da li se slažeš sa nekim stavovima i mišljenjima. Na upitniku nema tvog imena pa ni nastavnici ni drugi u ne će znati šta si odgovorio/la.

Veoma je važno da odgovaraš iskreno, onako kako TI misliš!

1	Spol:	<input type="checkbox"/> Muški <input type="checkbox"/> Ženski
2	Datum kad mi je rođendan:	
3	Moja zemlja je:	
4	Mjesto u kojem živim:	
5	Ime moje majke je:	

Zaokruži koliko se slažeš sa svakom ispod navedenom tvrdnjom ocjenama od 1 (kad se uopšte ne slažeš) pa do ocjene do 5 (kad se potpuno slažeš).

		1- Uopšte se ne slažem	2- Ne slažem se	3- I slažem i ne slažem se	4- Slažem se	5- Potpuno slažem
6	Volim da idem u svoju školu	1	2	3	4	5
7	Mislim da je obrazovanje najvažnije za uspjeh u današnjem društvu	1	2	3	4	5

Označavaš sa jednom od brojeva koliko se slažeš sa svakom ispod. Možeš staviti samo jedan odgovor za svaku od tvrdnji.

	Moja škola je mjesto gdje:	Nikada	Ponekada	Često	Uvijek
8	mogu postavljati pitanja kad god nešto ne razumijem				
9	mogu uvijek reći svoje mišljenje				
10	samo miljenici nastavnika dobro prolaze				
11	radimo zajednički u grupama				
12	u čimo lekcije napamet				
13	koristimo kompjutere da bismo u čili				
14	nastavnici se odnose prema svima sa poštovanjem				
15	nastavnici sprječavaju nasilje među učenicima				
16	nastavnici sprječavaju vrijeđanje među učenicima				
17	samostalno istražujemo razne stvari koje u čimo				
18	u čim ljudima i mjestima iz cijele BiH				
19	u čimo o r				

	Moja škola je mjesto gdje:	Nikada	Ponekada	Često	Uvijek
20	sara drugo škola djece iz				
21	nas u če da trebamo misliti svojom				
22	u čim pr				

	Procijeni koliko često sljede čim temama:	Nikada	Ponekada	Često	Uvijek
23	Razlikama između siromašnih i bogatih				
24	Zašto je važno poštovati svakog čovjeka				
25	Zašto se neki ljudi u BiH i drugim zemljama sukobljavaju				
26	Kako na miran način rješavati sukobe				
27	Kako žive druga djeca u BiH				
28	Kako žive ljudi u vašem mjestu				

	Kada biram s kim ću da	Jako važno	Važno	Malo važno	Nevažno
29	kako izgleda				
30	kako se oblači				
31	da li je siromašan/na ili bogat/a				
32	da li se moji roditelji slažu da se družim sa tim drugom/drugaricom				
33	koje je nacije/vjere				
34	imamo li slične hobije				
35	da li je dobar u sportu/členik/ca				
36	da li je dobra osoba				

	Označi krajeva BiH, koja su različitosti i vjera:	Uopšte mi ne bi smetalo	Ne bi mi smetalo	Smetalo bi mi	Veoma bi mi smetalo
37	Ideš u isti razred				
38	Sjediš zajedno u klupi				
39	Budeš zajedno na sekciji				
40	Budete najbolji prijatelji				
41	Proslaviš svoj rođendan				
42	Posjetiš njihovu kuću				
43	Da se dopisuješ				

Zaokruži koliko se slažeš sa svakom ispod navedenom tvrdnjom ocjenama od 1 (kad se uopšte ne slažeš) pa do ocjene do 5 (kad se potpuno slažeš).

		1-Uopšte se ne slažem	2- Ne slažem se	3- I slažem i ne slažem se	4-Slažem se	5- Potpuno se slažem
44	Roditelji mi kažu da treba da poštujem sve ljude	1	2	3	4	5
45	Mojim roditeljima bi smetalo kada bih se družio/la sa djecom različitih	1	2	3	4	5

	vjera					
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		1-Uopšte se ne slažem	2- Ne slažem se	3- I slažem i ne slažem se	4-Slažem se	5- Potpuno se slažem
46	Ponosim se što živim baš u svom mjestu.	1	2	3	4	5
47	Mislim da bismo trebali više u ljudi izvan škole	1	2	3	4	5
48	Kad odrastem, ja život u mom mjestu bude bolji.	1	2	3	4	5

Molimo te da u lijevom dijelu tabele napišeš imena gradova u BiH (osim grada u kojem živiš) u kojima poznaješ nekog učenika / učenicu. Napiši ime učenika i naziv grada kojega najbolje poznaješ (ili rodica), a zatim zaokruži i koliko bi volio provoditi vremena sa tim učenikom.

	Napiši nazive gradove u kojima poznaješ nekoga učenika	Napiši ime učenika iz tog grada, a kojega najbolje poznaješ (ali da nije tvoj rođak)	Koliko bi se volio/voljela družiti sa tim učenikom/učenicom			
			nikada	rijetko	ponekad	često
	Ime grada					
49						
50						
51						
52						
53						

Zamisli da su tvoji nastavnici kazali da će se organizirati nova sekcija učenika u drugim dijelovima Bosne i Hercegovine i da će ići u kraće posjete Hercegovine.

Šećer se organizirati nova sekcija učenika u drugim dijelovima Bosne i Hercegovine i da će ići u kraće posjete Hercegovine.

Koliko bi bio/la zainteresovan/a da se uključiš u takvu sekciju

	1- ne bih bio/la uopšte zainteresovan/a	2- malo bih bio/la zainteresovan	3 –bio/la bih zainteresovan	4- bio/la bih veoma zainteresovan/na
54				