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Democratic Values through Civic Education Program Final Programmatic Report

Associate Award Number: 118-A-00-04-00052-00
Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of the Center for Civic Education and the
Civitas Foundation

I. Executive Summary

The proposal for “Democratic Values Through Civic Education,” was submitted by Pact on behalf of a consortium of partners led by the Center for Civic Education (the Center) and its principal Russian partner, Civitas Foundation (CF). The Civitas Foundation represents the Civitas-Russia (CR) partnership of several Russian and American partners. CR was established in 1995 as a partnership of American and Russian educational organizations and currently has nine national partner organizations. Five of these organizations are Russian: the *Utchitelskaya Gazette* (UG, Teacher’s Newspaper of Russia), *Grazhdanin* (the Citizenship Training Center of Russia), the Association for Civic Education (ACE), the St. Petersburg Law School, and the Samara Center for Civic Education (SCCE). It also has four U.S. partners: The American Federation of Teachers Educational Foundation (AFTEF), the Council for Citizenship Education of Russell Sage College, the School of Education of Boston University and the Maryland Department of Education.

The centerpiece of the program was *I am a Citizen of Russia*, which is a Russian variation of the Project Citizen (PC) curriculum developed by the Center for Civic Education. PC was first introduced to Russian schools in 1998 and, over the next several years, was adapted for Russian schools and adopted by hundreds of teachers. The PC curriculum develops students’ ability to effectively identify, analyze, and propose solutions to public policy issues, while the Russian variation of PC, *I am a Citizen of Russia*, differs somewhat in that students do not necessarily look to change public policy, but rather develop multiple options for how the community problem can be addressed.

The program had two major objectives: Objective 1 focused on program development and implementation, and Objective 2 developed national coordination and dissemination. We viewed these objectives as both having their unique value individually and, also, as each reinforcing the other.

Over the life of the award, multiple activities were undertaken to fulfill **Objective 1**:

- A network of regional coordinators was developed. The regional coordinators facilitated regional PC competitions and helped select the best student projects for participation in the National Showcase. CF gathered educators from twelve selected regions in Russia for training in the *I am a Citizen of Russia* program and to provide financial, educational and managerial resources for these educators so they could provide training for teachers in their respective regions. These teachers, in turn, used the Russian variation of Project Citizen in their classrooms – reaching approximately 50,000 students and involving them in the program. Due to regional authorities’ support, the enthusiasm of teachers and students, target numbers for all aspects of this activity were greatly exceeded (see chart);
- Multiple educational materials have been developed, including students’ and teachers’ manuals, administrators’ guides, and an educational documentary on Project Citizen teaching techniques and best projects and practices;

- With the help of thirty university professors and several teacher training institutions, over a thousand pre-service teachers were trained in PC, creating a group of new teachers for Russian schools equipped with the knowledge and skills to bring PC to the classroom.

To meet Objective 2, CF and its partners disseminated information, knowledge, experiences and best practices through:

- Existing networks including CR partners, ACE, *Grazhdanin*, SCCE, and the *Living Law* Program of St. Petersburg Law School and cooperating organizations, such as the Ministry of Education of Russia, regional ministries of education, and national and regional NGOs;
- Web-sites of CF, UG, ACE, St. Petersburg Law School, the Ministry of Education of Russia and other sites of cooperating government and nongovernment organizations;
- Publications in the UG and the Civic Education Supplement to the UG, hundreds of publications in regional press, and news and programs on regional TV stations;
- Meetings with community members, NGOs, and government officials at the regional and national level.

As a result the program has facilitated:

- growing public awareness and support for students' social projects;
- growing understanding in society that participation is required to improve life in local communities and in the country;
- new teaching methods and new values of experiential work and participation being introduced into schools and approved by administrative decisions
- and most importantly, thousands of fulfilled projects, changing peoples lives for the better, which students and local communities can be proud of.

II. Background

Democratic Values through Civic Education was a twenty-two month project starting Aug. 1, 2004 and, with the granted extension, ending May 31, 2006. The project linked civic education in the school curriculum with community service as a co-curricular activity in Russia. The program aimed to meet the overall goal of strengthening civic education in classrooms and civic engagement between schools and communities. The Civitas Foundation and its local partners, in conjunction with the Center for Civic Education and the American Federation of Teachers Educational Foundation, implemented the project.

The proposal for this program was submitted by Pact on behalf of a consortium of partners led by the Center for Civic Education (the Center) and its principal Russian partner, Civitas Foundation that represents the Civitas-Russia (CR) partnership of several Russian and American partners. CR was established in 1995 as a partnership of American and Russian educational organizations. Currently, CR has nine national partner

organizations. Five of these organizations are Russian: the *Utchitelskaya Gazette (UG)* or the Teacher's Newspaper of Russia, *Grazhdanin* or the Citizenship Training Center of Russia, the Association for Civic Education (ACE), the St. Petersburg Law School, and the Samara Center for Civic Education. It also has four U.S. partners: The American Federation of Teachers Educational Foundation (AFTEF), the Council for Citizenship Education of Russell Sage College, the School of Education of Boston University and Maryland Department of Education.

Saint-Petersburg (SPb) Law School is an important organization in this effort and is one of the leaders in law-related education in Russia. *Grazhdanin* is a well-established center that publishes millions of copies of textbooks and teachers' manuals in the field of civic education all over the country for the last twenty years. *Utchitelskaya Gazette* is the oldest and biggest national teachers newspaper. UG has been a pioneer in civic education development in the country, becoming one of the founders of the Association for Civic Education of Russia (ACE) and a publisher of the Civic Education Supplement to UG.

The centerpiece of the program was *I am a Citizen of Russia*, which is a Russian variation of the Project Citizen (PC) curriculum developed by the Center for Civic Education. PC was first introduced to Russian schools in 1998 and, over the next several years, was adapted for Russian schools and adopted by hundreds of teachers. The PC curriculum develops students' ability to effectively identify, analyze, and propose solutions to public policy issues. First, students explore their community needs, choose an issue they believe to be important, and provide justification of their assessment. They then research ways the problem has been addressed before, suggest their own solution, and create an action plan that, ideally, results in public policy change.

The Russian variation of PC, *I am a Citizen of Russia*, differs from this classic model. Students do not necessarily look to change public policy, but rather develop multiple options for how the community problem can be addressed. The Russian variation supposes participation of community members in solving the problem, starting with students themselves and including parents, teachers, neighbors, local authorities and mass media. Another important aspect of the program is the expectation that students volunteer in problem solution. The Russian variation of PC is often built into school curriculum and extends to the outside community. This provides students with knowledge, skills and attitudes needed not for success in school but also in responsible adult life.

Over the life of the program, Civitas Foundation and the Civitas@Russia partners designed a program that sought to expand, deepen, and sustained *I am a Citizen* by: (a) strengthening the existing institutional capacity of the Moscow office; (b) developing offices for regional coordination in twelve selected regions where staff was fully trained in school-community relations in general and in civic education and community service in particular; (c) began to build a resource bank of exemplary strategies, model programs, best practices, and scholarly literature in the fields of civic education and community service; (d) undertook a special initiative for pre-service university and in-service teachers' training institutes programs responsible for the preparation of future generations

of teachers and re-training of existing teachers; and (e) developing curriculum materials enabling teachers to engage students in civic education and community service.

In addition, Civitas Foundation and Civitas@Russia partners carried out a program designed to nationally disseminate resource bank information, press releases and news stories. Civitas@Russia sought to increase public awareness nationally and in participating regions of the importance and achievements of major showcase events and ongoing programs in civic education and community service, including *I am a Citizen* competitions and its national showcase. Finally, CR program design include informing policy leaders in the Federal Ministry and Duma and in targeted regional and city governments of research findings and policy actions suggested by those findings through scheduled meetings, reports, and press.

III. Key Results Of The Program

All project indicators were either reached or outperformed.

- CR trained over 13,000 teachers in twelve regions in the course of about 300 workshops
- More than 2,200 projects were developed by students
- More than 1,600 (75%) of the projects were implemented fully or partially
- More than 100,000 participants were exposed to PC; 50,000 of those took part in it; and 30,000 were active participants in project work
- More than fifty professors in universities and teacher training institutes received training in PC and introduced it in their establishments, providing training to 1,600 students
- 2,500 copies of the PC manual for teachers have been published and disseminated.
- A student's manual has been developed and posted on the website for download.
- A forty-five minute documentary was made providing both training materials and best practices for Russian schools.
- Two textbooks for school students and two teachers' manuals have been written and published. They are now in the process of dissemination and experimental teaching among various Russian regions beginning with Samara, Astrakhan, Bryansk, Tambov and other oblasts.
- About 150 publications were placed in UG and CES to UG, hundreds of publications and TV coverage were reported from twelve participating regions
- The National Showcase was conducted in Voronezh in 2005 bringing together the twenty best teams from all over the country with more than fifty regions of Russia sending more than 150 of their best projects to the selection committee. A new national showcase that will bring together fifty-seven teams and a total of 400 students is in the process of preparation. It will be held in Orlyonok in August 2006

As the result of the above, the program has facilitated:

- growing public awareness and support for students' social projects;
- growing understanding in society that participation is required to improve life in local communities and in the country;
- new teaching methods and new values of experiential work and participation being introduced into schools and approved by administrative decisions
- and most importantly, thousands of fulfilled projects, changing peoples lives for the better, which students and local communities can be proud of.

Objective 1. Program development and implementation

Project Citizen was the centerpiece of the program, which, in turn, contributed to further quantitative and qualitative improvement of the PC process.

The most important result achieved was the number of students' community projects that were fully or partially implemented. Over 1,600 projects out of 2,200 went from good ideas about improving local communities to actually changing community life for the better. The total number of students involved in the project was approximately 50,000, which is almost twice as the original target number. Of those, leasing students who took on the bulk of activity numbered 30,000. In addition, a total of 100,000 students were exposed to the project through presentations or other interactions.

Seminars

Though direct involvement of students in changing their communities for the better was the program's primary goal, another very important goal was to train teachers who will continue to teach students with the project methodologies in the future. Further, the Ministry of Education of Russia, together with regional ministries, supports PC and runs competitions every year. This enhances sustainability by ensuring that use of the methodology by teachers is not dependent on continuation of funding of the program. In the course of over 300 seminars, CR was able to train over 13,000 teachers, educators and community members.

All participants of these seminars can be divided into five major groups:

1. *The first group* consisted of teachers of History, Social Studies and Civics. Social project activities of Russian students and their contribution to the local community is traditionally considered as a practical component of civic education and thus school projects are usually coordinated by teachers of theoretical civic courses. Therefore, such seminars helped teachers acquire skills and knowledge necessary for successful development and realization of projects prepared together with children.
2. *The second group* was represented by school directors and their deputies responsible for the upbringing aspects of school education. Six years of experience in social project activities have proved that success of these projects depend in large part on the active support of school administration to a great degree. This support can be in various forms: financial support (money to buy

- things necessary for the project, additional payment for teachers that work with children after school hours); organizational support (cooperation of teachers involved in project activities, adjustments of the curriculum for teachers and students, organization of trips of teachers and students to local and regional competitions, appeals to various organizations on behalf of school administration); moral support (rewards for teachers and students that actively participate in project activities). When school administrations carried out a whole system of actions supporting social projects of the youth, the necessary material and organizational conditions and a favorable moral climate made it possible for school teams to achieve remarkable results in project development and realization.
3. *The third group* consisted of social workers and school psychologists. These people are responsible for psychological support and consultations for students of Russian schools. Social workers and school psychologists became involved in project activities when school teams invited them as experts that can explain social situations in local communities and identify vulnerable groups of population that need help. School psychologists organized trainings for children aimed at development of team skills and communication skills including official communication with representatives of the authorities and local communities.
 4. *The fourth group of participants* was constituted by workers in extracurricular education. These educators work with children after school and offer either advance study of school courses or completely new courses. Some of these courses are directly related to social project activities and specialists in extracurricular education can be a great help to school teams. For example teachers of journalism helped to write articles about local problems and send them to school and local newspapers and prepared trainings developing interviewing skills; computer courses taught children to prepare computer presentations of their projects and find information on the Internet; and leaders of photo and video clubs helped children prepare photo and video materials in the process of project development. Moreover extracurricular centers can provide project teams with equipment that not all schools can afford (high-speed Internet, digital cameras, etc.).
 5. *And the fifth group of participants* was made of representatives of educational authorities. Organs of educational authorities are responsible for formation of regional and local concepts of civic education and social projects constitute an integral part of that. Educational authorities developed statements about local and regional competitions of social projects and provided financial and organizational support for schools that developed project activities. These organs financed trips to regional and national competitions and their support attracted other officials to social project activities. That is why it is so important to provide representatives of educational authorities with a proper understanding of the goals and concepts of the PC methodology, its potential role in the development of civil society, possible ways of support and stimulation of these activities in schools and centers of extracurricular activities.

Participants of these seminars studied the concept of school social project work, techniques and methods of social projects (particularly the PC methodology), and examples of the most successful projects. There were also trainings aimed at solving problems that can occur in the process of project development.

As a result of these seminars various groups of educators and administrators developed an understanding of methods of the project and specific features of the district, municipal and regional competitions for such projects.

It is important to note that, for good or bad, most of the teachers were not paid extra to teach PC at schools or other educational institutions. Instead, they teach it because of their enthusiasm about the project, which indicates that they will continue to do so when the program is over. Nevertheless, further support from GOs and NGOs to these dedicated teachers would be of help.

Materials

Multiple educational materials were developed, including student and teacher manuals, administrator's guides, and an educational documentary. The program published 2,500 copies of the PC manual for teachers and made the student's manual available for download on its website. Samara CCE made a forty-five minute documentary on PC, featuring best projects, the history of PC in Russia, and stages of PC that students and teachers can learn from. Grazhdanin Center has written and published a series of textbooks and manuals under the title "Your Life Success" which serves as a practical and theoretical guide to civics and is an excellent supplement to PC project work. While dissemination of those materials was not a part of the program design, CR was able to start dissemination and has already begun the related teaching processes in four Russian regions: Samara, Astrakhan, Bryansk and Tambov. At present, Grazhdanin Center is in the process of negotiations with other regions. Those textbooks and manuals are:

- Your Life Success, Course of Civics for grades 8-9
- Your Life Success, Course of Civics for grades 10-11
- Your Life Success, Concept Curriculum
- Your Life Success, Course of Civics Methodology Teachers Manual
- Your Life Success, Course of Civics, School Principals Manual

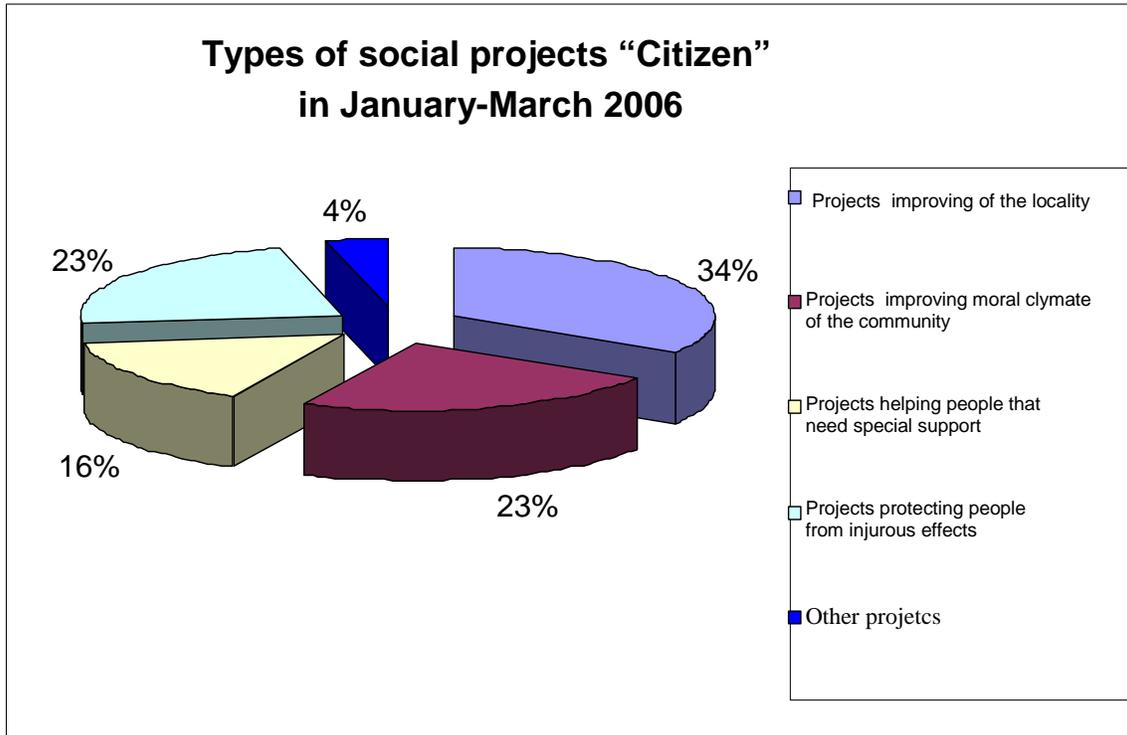
Student Project Highlights

A great deal of anecdotal, scientific and quasi-scientific evidence that program was beneficial for the community, students, teachers involved in PC was collected. Below are some examples of projects that speak for themselves. It's too bad that it is not possible to highlight all the projects carried out by the students because they all have reasons to be proud of what they did.

Project examples:

- Students from Porosino, Tomsk Oblast were able to protect their local park from construction of garages by going to the local government with detailed reasoning that included public opinion polls done by students on why that park should be protected. They were able to get a status of a “secured territory” for that cider park.
- Students of the Kantemirovsky Lyceum commemorated prisoners of a concentration camp, which was located in the Kantemirovsky district, Voronezh oblast, during Nazi occupation through the *Descendants’ Memory* project.
- The team of the project *Watch Out for Cars!* from the *Erudit Lyceum* of Rubtsovsk, Altai kray, managed to have traffic lanes marked and road signs installed around the lyceum, which resulted in a decreased number of accidents and in improvement of traffic safety.
- Twelve-year old students in Pisarevka, Bryansk Oblast were able to call and conduct a meeting of 600 inhabitants of their village to get their approval of students plan to clean up their village starting with a total repair and renovation of the bus stop. They contacted local authorities that were in charge of road repairs and with the petition coming from them and their 600 neighbors they were able to achieve their goal -- providing their volunteer help and keeping a new bus stop clean and vandals-free.
- The project “Forest Watch” developed by children from Tumkinsk secondary school of Ulyanovsk oblast was aimed at the protection of forest areas of the region from pollution and illegal felling. The goal of the project was the creation of forestry team with the help of local authorities, which organized environmental activities, promoted forest care, involved local residents in the protection and maintenance of forests, transplanted young plants, and fed animals and birds. The school team of ten children was joined by the whole school, the majority of parents, and villagers.
- The project “Clear field” of Kuznetsovsk secondary school of the Voronezh region is an example of projects aimed at improvement of everyday life. Team members explored the territory of the district and charted polluted places and unofficial disposal sites. This map was handed over to representatives of their municipality. With the help of local authorities, children successfully did away with unofficial dumps and cleaned the area adjacent to their school.
- Students from Penza were able to help a local Youth Center start a hypotherapy (horse riding helps children with cerebral paralyses) club for disabled children. They were able to get funding from local authorities. But they didn’t stop at that point. They went to local government to introduce a new bus rout that would bring disabled children directly to the Youth Center.
- A group of students from school #2 in Oktyabrsky District, Kalmykia was able to argue for the need of introducing a Children’s Ombudsman position in the Republic. That draft bill that they designed was taken for consideration by the Republic Parliament and will be discussed and voted in the course of the year 2006. *It is incredibly impressive that these children were able to achieve such a high level impact as initiating a new Republic law.* We are also proud to say that that project was awarded as the best Russian children’s national project in the field of human rights in 2006.

The figure below reflects a typical split of projects among different areas and topics:



Evaluation

In addition to the qualitative evidence above, the program was able to conduct scientific research; the results of which are detailed below.

After the completion of trainings, the participants filled out a special questionnaire, developed by MAGI Educational Services Inc. The independent research company, BDP RESEARCH GROUP, then analyzed the survey results. The goal of the research was to assess the efficiency of the conducted trainings and also to determine what kind of support would be required by participants to further the program. The researchers studied all 12 regions and received responses from 2,328 individuals (out of a total of 13,191 training participants).*

By all the studied parameters, training efficiency was evaluated as very high. Overall ratings of the *I am a Citizen of Russia* training program vary from “good” to “very good”. Indeed, all of the program’s components rated very highly and the training was equally well accepted by teachers and school administrators alike, though training participants not involved directly in PC activities, rated the trainings slightly lower. In general, the participants expressed great satisfaction with all the studied factors, namely:

* A randomized polling of the program participants took place in each region. In order to provide better representation of the sampling, the research results were weighed in compliance with the total number of participants of the trainings in each region.

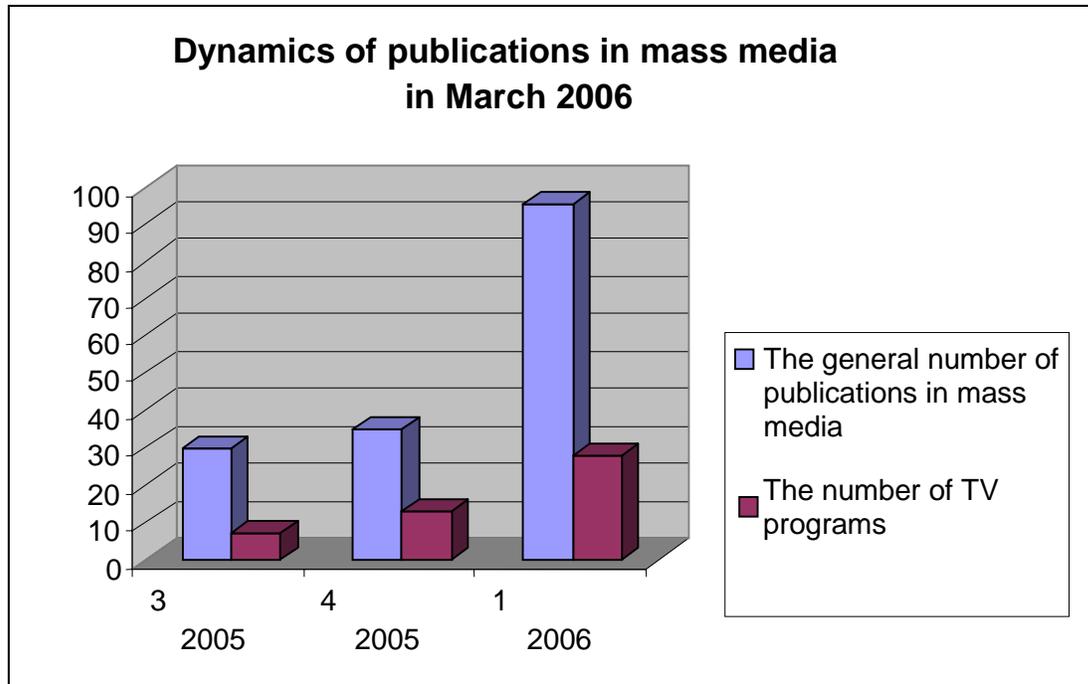
- Dates of the Institute
- Pre-planning materials/support
- Comfort of the work environment
- Length of the training
- Training topics
- Topic flow and sequencing

To work towards the goal of wider PC adoption in the education system, the program trained fifty professors from universities and teacher training institutes, who in turn trained over 1,600 students and in-service teachers. (This portion of the program dovetailed well with CF's Training of Professor's program.) The evaluation of this activity showed that:

- the design of the seminar provided opportunities to consider practical classroom application
- the consultations were valuable for accomplishing the purposes of the seminar
- information on strategies for mentoring/coaching peers were explored
- seventy-five percent of the participants felt that they were prepared to a great extent to implement the Project Citizen program while the remaining twenty-five percent felt that they were somewhat prepared for implementation
- most participants were able to apply the concepts and techniques of the project activities in their work
- most participants could successfully develop modules/courses/classes on Project Citizen

Objective 2. National coordination and dissemination

Project Citizen, as well as the rest of the program, was widely covered by the mass media. The Civic Education Supplement to Utchitelskaya Gazette as well as UG itself published about 150 articles devoted to PC and students' best practices in relation to community life. Regional newspapers covered PC in every region and in most of them it was also covered on radio and TV. The figure below reflects PC mass media coverage:



The program was also able to continue the practice of annual national showcases. This spring and last, the national competition brought together over 150 best projects from fifty to sixty Russian regions. Depending on the funding, the Organizing Committee selected from twenty to sixty of the best projects each year to present and compete for the title of the best project, according to their peers.

CF's website served as a tool for all partners in the program, regional coordinators, teachers, and students -- providing logistical information, program news, program materials, and teaching materials. The web presence of PC increased four to five times compared to the beginning of the project.

Management Support

The Civitas Foundation office was able to develop its capacity to move from a newly registered organization (though it had existed informally for ten years) to a fully functioning legal entity. While CCE provided excellent technical support and program guidance throughout the life of the program via ongoing communications and various trips, Pact focused on supporting CF to enhance its systems and become better prepared to be a direct USAID grantee. Support was given via long-distance mentoring and a trip by the Senior Program Manager and Finance Officer midway through the program. Topics covered via this support included:

- Key USAID terms and definitions
- How USAID plans and reports
- Key sources of rules and regulations
- A-122 Cost Principles

- Standard provisions for Non-US Nongovernmental Recipients
- VAT reporting
- Cost Share
- Anti-Terrorism Certification
- Branding
- Standard award types
- Subgrant mechanism selection
- How to design and administer Fixed Obligation Grants
- Solicitation of subgrants
- Pre-Award surveys
- Monitoring and compliance
- Extensions and revisions
- Close-out
- Effective program design
- Workplan development
- Indicators and Performance Monitoring Plans
- Quality reporting up to USAID standards and with the use of success stories

IV. Success Stories/Lessons Learned

Most of the success of the program can be attributed to students and their fantastic projects that impacted their communities. Their pride in their success and the admiration of involved adults is reflected in the remarks below, which also contain further examples of projects in the comments of students, teachers and community members:

- A teacher at the school of the Orlyonok all-Russia Children's Center expressed an opinion as a member of the jury in an article entitled *Deciding To Do It On Your Own And Going For It On Your Own*: “For me, it was a real lesson in good citizenship, taught to us very clearly by the children. Children are looking for a cause, an action. An action that nobody would undertake without them, nor is going to. An action which is needed and to which they can apply their knowledge, their hands, and most importantly, their desire for action.”
- Another participant in the Sakhalin seminar, a teacher of the Tikhvin school, M.G. Arsenyeva, said in an interview to the *Express* newspaper: “If we ourselves master those techniques and raise a socially involved generation of young people, the mechanisms of our government might become much more effective.”
- The ecological project *School Students Protect Nature* (organized by a team from the Porosino secondary school, Tomsk oblast) resulted in saving a unique cedar forest in their village from extinction. The students managed to get the District Duma to award the forest the status of a “natural preserve of local significance.” “We returned from the competition with a lot of positive impressions, good memories and, most importantly, feeling proud for our work,” said students of the Tuzuklei secondary school, Kamyzyak district, Astrakhan oblast, in their article published in the district newspaper, *Mayak Delya* #6, 2005. They also wrote:

- “We feel grown up and we have learned a lot of useful things. We would like the project to continue.”
- Student of the school #18 of Sinegorsk, Sakhalin oblast, Oksana Kravchenko, wrote of her and her peers’ participation in *I am a Citizen of Russia*: “*Project Citizen* gives its participants a chance to contribute to development and betterment of their country, and to the improvement of life in their town, village or school... It has become evident to us that social projects are an exciting thing, and that they help teenagers to see the big and the important in the small, and to perceive themselves as citizens of Russia. Having acquired the skill of problem-solving at school, we will have an easier time dealing with difficulties afterwards” (Newspaper for the youth *Ostrov Sokrovisch* #7, 2005).
 - Chief specialist of the Education Department of the Ilovinsky district, Volgograd oblast, I.I. Naumova, said in an interview to *Donskoi Vestnik*: “We see real achievements even at early stages of project work! In addition, children improve their self-esteem, and develop a positive attitude towards work and group-working skills. They learn to solve various problems. We believe that it is a priceless experience for them” (*Donskoi Vestnik* #3, 2005).
 - “We believe the competition is of huge importance and plays an extremely significant part in the education of young citizens. We wish the project further development and we would love to participate in the next competition,” said a group of teachers from the school #24 of Shkurinskaya village, Sushevsky district, Volgograd oblast, in their evaluation forms (the teachers helped their students with the project *Great-grandchildren of the Victory*).
 - “I was invited to participate in the jury of the social projects competition, and in working there I’ve come to appreciate the importance of that activity. Now I am a supporter of social projects. We have asked all school project authors to participate in the upcoming first oblast auction of civic projects. I am convinced they will be supported by the community,” said President of the Foundation for Support of Civic Initiatives, V.V. Dobrovolsky, at the round table on citizenship upbringing in Vologda on April 26, 2005.
 - The newspaper *Probuzhdenye* (Tomsk) characterized participants in school social projects as follows: “They represent a new generation of Russians which will not have to painstakingly adjust to market relations and to new rules of the game in order to achieve their life goals. They learn to handle new opportunities while showing us, adults, how to reach one’s goals in the current conditions” (*Probuzhdenye* #6, 2005).
 - “Today it is absolutely necessary to introduce this methodology into the educational program allowing students to use their existing knowledge and acquire new information, as well. That will help teens to find their way in life. Preparation of everyone to enter a university makes some children vulnerable. If you don’t enter a university now, that means that you wasted your time at school. But when developing projects, children get skills which will be necessary for them in the future. We’ll consider all of the children’s creative proposals. They are able to successfully analyze the situation and they enjoy the freedom to do pre-project research. It’s much more interesting to work with children at that stage. Adults, when faced with something new, usually are taken aback, whereas children react

very vividly, and show their interest” said Ivan Prudnikov, head of administration of the Molchanovsky district, in the Tom region.

- “The future of the country depends on us and we are its children. We, citizens of the XXI century, will do it ourselves. We can do anything. We can restore monuments, build playgrounds for children, take care of weak and vulnerable people, set up parks etc. ...During the ongoing work, social and age barriers fell. I became more sociable, I learned to achieve goals. Working on the project I learned to see the region differently. I am no longer indifferent to the problems of my community, and I think about the past, present and future of my country” said Tamara Plevako, student, Novokhopersk city, Voronezh region.
- Students of Bolshetzaritzino School No 2, Oktyabrsky district of Kalmyk republic, winners of the 1st grade award of I am A Citizen event, commenting on the V-Park project:
 - Olga Sanghieva: “When we just started our work on the project, there were a lot of cynics. People tried to talk us out of it, to convince us that it would fail. But every day more and more children joined us. For 4 months we were earning money and looking for sponsors. Every day we met scores of people. Then we went to the deserted parcel and planted trees, watered them, brought sand, painted the fence. On May 9 when the Park opened over 2 thousand local people came there. The list of those who died during the war was read aloud and everybody was crying.”
 - Amulanga Menkeeva: “At the rally I said, ‘we devote this park to the memory of those who died in the war, we leave it for future generations.’ Then I recalled the deserted parcel and the day when we decided to transform it into a park. The most difficult thing was to change people’s stance. We had to prove that just on that deserted site, (even with the temperature above 40 degrees Celsius) one could set up a park with the hard work of volunteers. I also added then, ‘People say that those killed in the war didn’t manage to plant a tree, to build a house and bring up a child. We have planted trees for them. We are their grandchildren and their house is our young village.’”
 - Alena Boldyreva: “The Victory Park project united all of the generations in our village. People felt they were not just a part of the population, but also citizens of the country, patriots. It’s a remarkable feeling- to be a citizen.”

CF leadership was also able to meet with top U.S. government officials including President George W. Bush, Secretary of State Condoleezza Rice, Under-Secretary of State R. Nicolas Burns, and J.D. Crouch, Assistant to the President and Deputy National Security Advisor, to promote the idea of civic education and international cooperation in that field. We are not surprised that civic education is a part of the G8 meeting Saint-Petersburg July agenda.

Other indicators of success include the following:

- The program helped one of the participating regions, Bryansk, to promote and adopt a five-year civic education program with additional funding.
- Two doctoral dissertations were defended in PC in Samara.
- Many of the participants were promoted. For example, Irina Yatsukova, one of the coordinators in Astrakhan, recently became a Vice-President of the Astrakhan Oblast Teachers' Training Institute.

The Ministry of Education and the Federal Agency of Education have been partners with Civitas@Russia in Project Citizen for a long time, but this year, they participated in the National Showcase, which was the first time the Russian Federal Government was represented at the event by officials at this level. I.I. Melnichenko, Deputy head of the Youth Department of the Federal Education Agency, was deputy chair of the showcase's organizing committee; and V.A. Berezina, Deputy head of the Department for State Youth Policy, Upbringing and Social Protection of the Russian Ministry of Education and Science also participated. Valentina Berezina supported the idea of a Russian National Youth Movement based on Project Citizen. It was also very important that both V. Berezina and Igor Melnichenko noted a genuine spirit of partnership between Russia and the U.S. that was made possible with the help of USAID.

At the same time, growing government alienation and sporadic harassment of NGOs, especially those that either criticize Russian government or are funded through international organizations, cannot be ignored. While middle level government officials at the Federal and regional level supported and worked in partnership with the program, the very highest levels of the government provided no support. Indeed, Russian National TV pointed out CF as one of the possible targets of the prohibitive Russian Federal NGO law as part of its anti-NGO campaign.

Russian society has a long way to go from feudal to civil society, but the situation is not hopeless. Education, practices, and experiences that presume and successfully include civil involvement and participation help bring up a new generation that hopefully won't stand to be silenced and won't wait passively for the government, but rather act and achieve. CF hopes that adult generations are also not hopeless, and will be aiming to conduct future work not just with school children but also with many different social groups in local communities.

CF would like to take the occasion of this final report to thank all the people involved with the program - especially the young students for their participatory spirit, talent and inspiration; the Civitas@Russia partners for team spirit and devotion; our partners and colleagues at CCE, MAGI Services and Pact for lasting support and shared experiences; our partners at USAID for trust, guidance, and generosity; American legislators and people for the decision to support Russia on the way to democracy and for the funds that made our work possible; and finally those wise, caring people, and sometimes even courageous, Russian government officials who believe in our work and support us.

V. Performance Monitoring Report

Program Goal: To strengthen civic education in classrooms and civic engagement between schools and communities in Russia.								
	Data Source/ Method of Data Collection	Frequency of Data Collection	Estimated Baseline	As of June 30, 2005	As of Sep. 30, 2005	As of Dec. 31, 2005	As of Mar. 31, 2006	Grant Target (18 months)
Program Goal Indicator 1.a.: # of classrooms involved in school-based community programs	Project Directors' reports	Quarterly reports	0	750	1,200	2,800	3,300	80 classrooms per region (total of 960 classrooms)

Objective 1: Improve civic education in Russian schools by expanding, deepening, and sustaining <i>I am a Citizen of Russia</i> in 12 regions.								
	Data Source/ Means of Data Collection	Frequency of Data Collection	Estimated	As of June 30, 2005	As of Sep. 30, 2005	As of Dec. 31, 2005	As of Mar. 31, 2006	Grant Target
Objective Indicator 1.a: Number of classrooms that have received and are using <i>I am a Citizen of Russia</i> textbooks	Project Directors' reports	Quarterly reports	0	750	1,200	2,800	3,300	670

Objective Indicator 1.b: Number of university professors training pre-service teachers (education students) in <i>I am a Citizen</i> program a. Professors b. Students	Training reports/participant satisfaction surveys	Once: upon training completion	0	a. 0 b. 0	a. 0 b. 0	32 professors	a. 50 b. 1,600	24 University Professors & 720 university students
Objective Indicator 1.c: Number of pupils completing the in <i>I am a Citizen</i> program a. active participants* b. involved** c. exposed	Project Directors' report/review of school data	Quarterly reports/final report	0	a. 12,000 b. 20,000	a. 16,000 b. 29,000	a. 23,500 b. 44,000 c. 90,000	a. 30,000 b. 50,000 c. 100,000	28,800 pupils
Objective Indicator 1.f: Number of projects developed	Regional coordinators reports	Once: upon projects completion	0	750	1200	1650	2,200	1,100
Objective Indicator 1.f: Number of projects implemented	Regional coordinators reports	Once: by the end of the grant period	0	500	900	Over 1,000 (63%)	1,650 (75%)	750

* Active participants defined as students who constitute the actual project team

** Involved defined by the estimated number of students participating and completing the PC program (estimate is based on the average of 25 – 30 students per project participation reported by teachers at Voronezh National Showcase of 2005)

Objective 2: Implement a national dissemination plan that sustains the long-term capacity of the partners to disseminate resource bank information, to inform policy makers, and to increase public awareness of ongoing programs in civic education and community service

	Data Source/ Method of Data Collection	Frequency of Data Collection	Estimated Baseline	As of June 30, 2005	As of Sep. 30, 2005	As of Dec. 31, 2005	As of Mar 31, 2006	Grant Target
Indicator 2.a: Number of collaborating organizations participating in dissemination planning	Project Directors' reports	Quarterly reports	0	17	17	17	17	5 collaborating partner agencies, 12 regional educational institutions. Total of 17.
Objective Indicator 2.b: Number of issues of the <i>Civic Education Supplement</i> in the <i>Uchitelskaya Gazeta</i> featuring <i>I am a Citizen</i> and other best practices	Project Directors' reports	Quarterly reports	0	75	93	118	145	64 one-page feature stories (1/wk)
Objective Indicator 2.c: Number of local and regional professional development workshops	Project Directors' reports	Quarterly reports	0	90	120	200	270	14 local and regional professional development workshops.

Please Note: Gathering reporting data from several different sources created some discrepancies in numbers based on misinterpretation of monitoring questions. Data presented in the current PMP reflects a reconstruction effort based on oral conversations after reports from regional and national partners were received.