A Programmatic Evaluation of

Civitas

An International Civic Education Exchange Program

2004-2005

Summary Report

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Civitas

An International Civic Education Exchange Program…

…is supported by a grant from the U.S. Department of Education under the Education for Democracy Act approved by the U.S. Congress. The program, which is administered by the Center for Civic Education (CCE) in Calabasas, California, receives additional grants from the U.S. Department of State, the U.S. Agency for International Development (USAID), and other sources. The Civitas Exchange Program is implemented throughout the world in cooperation with the U.S. Department of State, USAID, and nongovernmental and governmental institutions in the United States and abroad. CCE's licensing policy supports giving nonexclusive rights to nonprofit organizations, associations, and others to translate or adapt CCE materials upon receipt of a written request. The contents of this report do not necessarily represent the policies of the U.S. Department of Education or Department of State.

A 2004-05 Programmatic Evaluation

Background:

The Center for Civic Education (Center, CCE), with offices in both California and Washington, D.C., has administered **Civitas: An International Civic Education Exchange Program** (**Civitas Exchange Program,** Civitas) since its founding in 1995. This program develops and provides support for partnerships that pair U.S. states with countries undergoing a transition to democracy.

Through Civitas, partners work together, helping each other improve civic education programs. Among their many activities are: delegate exchange visits; teacher training; development, adaptation, translation, and publication of curricular materials; student participation in activities such as showcases and competitions that are a culmination of their civic education projects; conferences and seminars; research and evaluation; Democracy Camps; establishment of web sites; ongoing communication with key decision makers and the broader community; and bringing diverse people and institutions together in common purpose. Through the exchange visits, both international and U.S. partners share ideas and experiences as they develop, implement, and improve civics-related systems of education and build even more stimulating, active, participatory teaching environments. Ultimately, their aim is to advance education for democratic citizenship and to have a positive impact on students' political knowledge, attitudes, values, and participatory skills.

A U.S. Department of Education Project Officer who is assigned to the program engages in ongoing communication and consultations, meets with numerous international delegations visiting Washington, D.C., and frequently participates in the annual Civitas World Congress on Civic Education.

2004-05 Evaluation Report
What is included?

The **Civitas Exchange Program** reaches around the world. Its programs are active in more than 50 nations. Ten partnerships involving 14 of those countries and 23 U.S. states plus three additional countries undertaking Special Projects are included in this 2004-05 evaluation report, which covers programs and activities during the period of March 1, 2004, through February 28, 2005.

Countries and jurisdictions outside the U.S. involved in these partnerships are: Bosnia and Herzegovina; Croatia; the Czech Republic; Slovakia; Hungary; Romania; Northern Ireland and the Republic of Ireland; the Baltic Countries of Latvia, Lithuania, and Estonia; Poland; Russia (both east and west), and Ukraine. The three countries with Civitas Special Projects included Bulgaria, Indonesia, and Serbia-Montenegro. Other **Civitas Exchange Program** activities are carried out through Latin American, African, and Arab initiatives and are evaluated separately.

Terms
Partnerships and Special Projects

Within this report, the term **"international partner"** refers to those partner countries outside the United States. **"U.S. partner"** refers to a state or states working in collaboration with a certain international partner. A **"Special Project"** has been defined as support for a program or project outside the partnership framework that enhances civic education in a country or countries and is completed during a given program year.

Civitas Highlights
2004-05 Program Year

The following table, 1.05, includes facts and figures about the **Civitas Exchange Program** covered by this 2004-05 evaluation. Here are a few highlights.

- A total of 1,256,596 individual, unduplicated students were directly involved in 2004-05 Civitas partnerships and Special Projects included in this report. That number is up from 824,008 in 2003-04. During the past four program years, 4,068,062 individual students have been directly involved in the program.
- A total of 104,743 individual, unduplicated teachers were directly involved in 2004-05 Civitas partnerships and Special Projects included in this report. That number is up from 87,616 in 2003-04. During the past four program years, 306,841 individual teachers have been directly involved in the program.
- An additional 3.38 million students, 327,846 teachers, and 6.65 million others in the broader community have likely been influenced by the program in international partner countries through contacts with people who are directly involved or through the media.
- In pursuing six major Civitas goals for U.S. partners, an additional 989,947 students, 24,686 teachers and other educators, and 1,247,222 others in the broader U.S. community were likely exposed to or influenced by the program.

Table 1.05 **At a Glance** **Facts and Figures, 2004-05** **Civitas Exchange Program**	**2004-05**
Countries outside the U.S. involved in international partnerships that are included in this report	14
U.S. states (including D.C.) involved as partners with the above countries	23
Countries or consortia reporting on special projects	3
Individual (unduplicated) students directly involved in special projects*	3,600
Individual (unduplicated) students directly involved in partnership programs*	1,252,996
Total individual (unduplicated) students directly involved—partnerships and special projects*	**1,256,596**
Individual (unduplicated) teachers directly involved in special projects*	395
Individual (unduplicated) teachers directly involved in partnership programs*	104,348
Total individual (unduplicated) teachers directly involved—partnerships and special projects*	**104,743**
Teachers involved with related materials, texts, programs, activities, through partnerships (international partner countries)	89,338
Teachers involved with related materials, texts, programs, activities, through special projects (international)	395
Students involved with related materials, texts, programs, activities, through partnerships (international partner countries)	1,452,575
Students involved with related materials, texts, programs, activities, through special projects (international)	3,600
Additional teachers likely influenced through contacts or information from people directly involved or media (international partner countries)	327,846
Additional students likely influenced through contacts or information from people directly involved or media (international partner countries)	3,383,087
Others in communities likely influenced through contacts or information from people involved or media (international partner countries)	6,655,158
Additional U.S. teachers likely influenced through contacts or information from people directly involved or media while in the process of meeting Civitas goals	24,686
Additional U.S. students likely influenced through contacts or information from people directly involved or media while in the process of meeting Civitas goals	989,947
Others in the U.S. likely influenced through contacts or information from people directly involved or media while in the process of meeting Civitas goals	1,247,222
Students involved in local, regional, and national showcases or competitions	387,673
Teachers involved in local, regional, and national showcases or competitions	21,334
Teachers who participated in the program's training events in international partner countries	32,230
Teachers who participated in the program's training events through special projects	468
U.S. students visited by international partners while in the United States	7,562
Delegates from international partner countries to the U.S.	115
U.S. delegates to international partner countries	80

*In these categories, respondents were asked to identify the number of "individual" or unduplicated students and teachers who were involved in the total program.

2004-05 Partnerships

Leadership of the ten Civitas partnerships is centered with civic education and law related education organizations, associations, institutes, colleges and universities, education agencies, and key individuals. U.S. and international representatives of these groups serve as a core team in leading and managing partnership programs and activities in their states and countries. Working with the Center for Civic Education, they also provide a guiding force for the **Civitas Exchange Program** as a whole.

Examples of these types of partners are the Michigan Center for Civic Education; the Oklahoma Bar Association; Mississippi State University; the Jaan Tonisson Institute in Estonia; the Lithuanian College of Democracy; the Social Studies Development Center at Indiana University; the Boston University School of Education; Bowling Green State University in Ohio; the Council for Citizenship Education at Russell Sage College in New York; CIVITAS-CZ; Civitas@Russia; the Russian-American Center in Kamchatka; the All Ukrainian Association of Teachers of History, Civic Education, and Social Studies; the Illinois Director of Civitas; and the Director of Washington State's **We the People** program.

Those leaders, who engage hundreds or thousands, in some cases even millions of students, parents, and others in Civitas programs, come together in various settings to coordinate activities. Both state and international partners have an opportunity to share experiences and consider future possibilities each year during a Civitas World Congress. Those congresses, which generally convene in May or June, were held in Budapest, Hungary, in 2004 and Amman, Jordan, in 2005.

The following table (2.05) provides a listing of those organizations that served as partnership sites for the **Civitas Exchange Program** during 2004-05.

Table 2.05
Civitas Exchange Program
2004-05 Partnerships
International, State, and Organizational Partners

International and State Partners	Organizational Partners
Bosnia and Herzegovina-Arizona-California-Nevada Partnership	Civitas@Bosnia and Herzegovina
	Cross Continent Consulting, Arizona
	Foundation for Relevant Education about the Law, Nevada
	California Coordinator, Bosnia and Herzegovina Partnership
Croatia-Center for Civic Education-Maryland-Oregon-Delaware Partnership	Institute for Research and Development in Education, Republic of Croatia
	Maryland Center for Civic Education
	Oregon Classroom Law Project
	Delaware Department of Education
Czech Republic-Slovakia-Colorado-Michigan-Oklahoma Partnership	CIVITAS-CZ, Czech Republic
	Orava Association for Democratic Education, Slovakia
	Center for Education in Law and Democracy, Colorado
	Michigan Center for Civic Education

	Oklahoma Bar Association
Hungary-Romania-Florida-Mississippi-Texas Partnership	Civitas Association Hungary
	Intercultural Institute Timisoara, Romania
	Florida Law Related Education Association
	Mississippi State University
	State Bar of Texas Law Related Education
Republic of Ireland/Northern Ireland-Rhode Island Partnership	Co-operation Ireland/Civic-Link
	Rhode Island State Coordinator, **We the People** Program
Latvia-Lithuania-Estonia-Illinois-Indiana-Iowa Partnership	Education Development Center, Latvia
	Civic Education Center, Jaan Tonisson Institute, Estonia
	Lithuanian College of Democracy, Lithuania
	Illinois Director, Civitas
	Social Studies Development Center, Indiana University
	Area Education Agency 267, Iowa
Poland-Ohio Partnership	Center for Citizenship Education (CCE Warsaw), Poland
	Bowling Green State University, Ohio
Russia (West)-Maryland-Massachusetts-New York-Washington, D.C. (American Federation of Teachers) Partnership	Civitas@Russia
Russia (Far East)-Alaska-Washington Partnership	Russian Association for Civic Education (ACE)
	Grazhdanin Training Center, Russia
	Director, Maryland **We the People** Program
	Boston University School of Education, Massachusetts
	Council for Citizenship Education, Russell Sage College, New York
	American Federation of Teachers Education Foundation, Washington, D.C., and Moscow Offices
	Saint Petersburg Law Institute, Russia
	Samara Center for Civic Education, Russia
	Oryol Center for Civic Education, Russia
	Volgograd Center for Civic Education, Russia
Russia (Far East)-Alaska-Washington Partnership	Russian-American Center, Kamchatka, Russia
	Project Director, Civitas Russia East Partnership, Alaska
	We the People…Program, Washington State
Ukraine-Alabama-Ohio Partnership	All-Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba), Ukraine
	Alabama Center for Law and Civic Education
	Bowling Green State University, Ohio

Student and Teacher Involvement

In responding to evaluation questionnaires, partnership and Special Project leaders were asked to identify the numbers of individual, unduplicated students and teachers who have been directly involved in Civitas activities during the program year.

In many cases, students or teachers might be involved in several activities. Therefore, they are likely to be counted more than once. That is why, beginning in 2000-01, a series of questions was included to identify the numbers of unduplicated individuals.

"Directly involved" refers to those students, teachers, or others who were directly engaged in the program or activities associated with it.

Another category that appears in this report is the number of people who were "likely exposed to or influenced by a program or activity." This type of exposure and/or influence comes through interaction of teachers trained in the program with other teachers in a school, district, or country. They touch the lives of students in other classes and bring their new experiences and knowledge to the institution and the community. Through media coverage, publications, web sites, contacts with public officials and various community organizations, and other means, millions of people have been influenced by Civitas programs. Its impact does not stop at the classroom door.

Student and Teacher Involvement
The Numbers

A grand total of 1,256,596 individual, unduplicated students were directly involved in the **Civitas Exchange Program** during the period of March 1, 2004, through February 28, 2005. Of that number, 1,205,796 students were involved though international and 50,800 through U.S. partner sites. The ten partnerships accounted for 1,252,996 of those students and the three Special Project sites for another 3,600. The grand total of 1,256,596 is up from 824,008 students during 2003-04.

Numbers of individual, unduplicated teachers who were directly involved in Civitas programs also increased substantially. A grand total of 104,743 teachers at both international and state partner sites were directly involved during 2004-05. International sites accounted for 96,743 of those teachers and U.S. sites for 8,000. Partnerships involved 104,348 teachers during the year and Special Projects 395. Looking at year-end totals, the grand total of 104,743 teachers is up from 86,830 in 2003-04.

The following table, 3.05, provides an accounting of individual students and teachers who were involved in Civitas. The numbers are disaggregated to show participation by international and U.S. sites and by partnerships. The table also differentiates between those who were engaged through partnerships and those whose involvement came through Special Projects.

Table 3.05
Civitas Exchange Program
Number of Individual Students and Teachers Directly Involved
2004-05

International Partner/ State Partner	Individual Students Directly Involved 2004-05	Individual Teachers Directly Involved 2004-05
Partnerships Totals	**1,252,996**	**104,348**

Bosnia and Herzegovina	357,000	21,256
Arizona	266	91
Nevada	1,500	4
California	150	4
Totals for Partnership	*358,916*	*21,355*
Croatia	5,500	275
Maryland	58	686
Oregon	150	27
Delaware	3,090	103
Totals for Partnership	*8,798*	*1,091*
Czech Republic	960	164
Slovakia	500	80
Colorado	200	240
Michigan	60	34
Oklahoma	350	75
Totals for Partnership	*2,070*	*593*
Hungary	5,500	1,400
Romania	3,000	120
Florida	5,225	104
Mississippi	180	125
Texas	307	148
Totals for Partnership	*14,212*	*1,897*
N. Ireland-Rep. of Ireland	1,195	105
Rhode Island	30	14
Totals for Partnership	*1,225*	*119*
Latvia	2,400	160
Lithuania	46,777	26,381
Estonia	500	170
Illinois	430	19
Indiana	90	3
Iowa	600	350
Totals for Partnership	*50,797*	*27,083*
Poland	10,000	2,250
Ohio	125	45
Totals for Partnership	*10,125*	*2,295*
Russia (West)	759,396	43,056
American Federation of Teachers, Wash., D.C.	14,670	489
Massachusetts	150	118
New York	7,200	2,082
Maryland	3,000	100
Totals for Partnership	*784,416*	*45,845*
Russia (Far East)	3,238	386
Alaska	12,000	350
Washington	400	2,550
Totals for Partnership	*15,638*	*3,286*
Ukraine	6,230	545
Alabama	470	215
Ohio	99	24
Totals for Partnership	6,799	784
Special Projects Totals	**3,600**	**395**
Bulgaria	300	250
Indonesia	300	45
Montenegro	3,000	100
Grand Totals	**1,256,596**	**104,743**
International Involvement	**1,205,796**	**96,743**
U.S. Involvement	**50,800**	**8,000**

Civitas Materials, Texts, Programs, and Activites

Civitas features a broad range of materials, texts, programs, and activities that are being effectively delivered to engaged students and communities in various parts of the world. All are designed to enhance civic education, education for democracy.

Materials, texts, programs, and activities that are central to the **Civitas Exchange Program** come in many forms. For example, the are teacher training events; competitions and showcases for student civic education projects; Democracy Camps; local, regional, national, and international conferences and seminars; and opportunities to develop and use student texts, teacher guides, manuals, newsletters, web sites, posters, and photo exhibits. Civitas partners reach beyond the classroom by working with the broader community, including parents, leaders at all levels of government, and the news media.

Translation, adaptation, publication, and online distribution of existing materials offer many countries and their civic educators an opportunity to choose and use what works best for them. Because of the vast worldwide Civitas network, educators can study and consider the creations of talented people representing a variety of cultural and linguistic backgrounds. Of course, all of these activities are reinforced by the exchange of delegates among international and U.S. partners, regional conferences and seminars, and an annual Civitas World Congress on Civic Education.

In the interest of minimizing repetition, specific descriptions of various curricular materials and a variety of other Civitas-related activities are included later in this report. Those explanations are found within reviews of partnerships and Special Projects and in a section devoted to how state partners have addressed key goals. Even more extensive information is included in supplementary materials submitted as an addendum to this 2004-05 external evaluation report.

Three programs are used most frequently by both international and U.S. partners in the **Civitas Exchange Program** and often serve as a basis for Special Projects. All have been developed by the Center for Civic Education (CCE) and are commonly adapted, translated, and published in other languages. Those programs, which are described in greater detail here, are:

- **We the People…Project Citizen** is "a curricular program for middle-grade students and youth groups that promotes competent and responsible participation in local and state government," according to CCE. The program helps young people learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy. Entire classes or members of youth organizations work cooperatively to identify public policy issues in their communities. Then, they research a problem, evaluate alternative solutions, recommend public policy, and create a political action plan to enlist local and state authorities in possibly adopting their proposal.

Students who are involved in **Project Citizen** develop portfolios of their work to present at local, regional, and/or national showcases or competitions. Those events often attract teachers, youth group leaders, public officials from all levels of government, business and professional leaders, members of the broader community, and significant media

coverage. In some cases, the program is extended to students at other levels in the education system.

In Russia, an adaptation of **Project Citizen** is titled, "I am a Citizen of Russia." In Ukraine, it is called, "We are Citizens of Ukraine." In Ireland, it is "Civic-Link." In Poland, "Young People's Civic Action." In Indonesia, **Project Citizen** is called, Kami Bangsa.

- **We the People…The Citizen and the Constitution** is a civic education curriculum focusing on the history and principles of the U.S. Constitution and the Bill of Rights. Commonly used with elementary, middle, and high school students, the program promotes civic competence and responsibility and enhances understanding of the history and foundations of institutions in a constitutional democracy. The culminating activity is a simulated congressional hearing in which students testify before a panel of judges.

In the process, young people have an opportunity to further understand constitutional principles, and at the same time evaluate, take, and defend positions on relevant historical and contemporary issues. CCE notes that more than 26 million students and 100,000 educators have participated in this program since it introduced in 1987.

- **Foundations of Democracy** is a series of curriculum materials for grades kindergarten through twelve. This program promotes civic competence and develops skills needed to become effective and responsible citizens. Foundations focuses on democratic institutions, decision making and conflict management, and principles and values that are fundamental to democracy, such as: authority, privacy, responsibility, and justice. This multidisciplinary curriculum, which is used in more than 30 other nations, draws on political philosophy, political science, law, history, literature, and environmental studies.

Civics Mosaic. This innovative project has paired 12 regions of both eastern and western Russia with 12 regions of the U.S. Each region is exchanging two teachers per year. A result of the project will be "Civics Mosaic," a collection of works, including a textbook and teacher guide, that will help students and teachers go beyond the study of citizenship and constitutional government in their own country to learn even more about civics and political systems in other nations. Central to the program are joint research projects, seminars, and other activities.

Civics Mosaic is funded through a grant from the U.S. Department of Education's Cooperative Civic Education and Economic Education Exchange Program. It is headquartered at the Council for Citizenship Education, Russell Sage College, Troy, New York. Stephen Schechter serves as the program's director. Civics Mosaic is included under the umbrella of the **Civitas Exchange Program** and operates in collaboration with Civitas@Russia.

Regional partners within the Civics Mosaic program, whose members are referred to as "fellows," include: North River Region (Massachusetts) and Oryol; Hudson (Massachusetts) and Bryansk; Capital Region (New York) and Volgograd; New York City and St. Petersburg; Baltimore (Maryland) and Samara; Charles County (Maryland) and Penza; Columbus (Ohio) and Moscow City; Toledo Region (Ohio) and Moscow Region; Northwest Indiana and Kirov; Chicago Region and Krasnoyarsk; Kansas City Region (Missouri) and Rostov-on-Don; and Anchorage (Alaska) and Kamchatka.

According to reports submitted by leaders at international partner sites, a total of 89,338 teachers were directly involved in using Civitas-related materials, texts, programs,

and activities during 2004-05, while another 327,846 teachers were likely exposed to or influenced by the curriculum and the process. At the same time, approximately 1,452,575 students were directly involved, while another 3,383,087 students were likely exposed or influenced.

In addition students and teachers, an estimated 6,655,158 others in the broader community were likely exposed to or influenced in some way by the **Civitas Exchange Program**. The following table, 4.05, provides a more detailed look at numbers of those involved and those likely exposed or influenced in individual countries.

Table 4.05
Civitas Exchange Program
Involvement with Materials, Texts, Programs, Activities
International Partner Countries
Numbers Directly Involved or Influenced, 2004-05

International Partner	Teachers Directly Involved	Teachers Likely Exposed/ Influenced	Students Directly Involved	Students Likely Exposed/ Influenced	Others in Community Likely Exposed/ influenced
Bosnia and Herzegovina	23,450	24,820	574,510	332,900	3,233,000
Croatia	275	230	550	4,600	9,200
Czech Republic	211	30	960	300	90
Slovakia	63	180	1,000	1,000	200
Hungary	1,390	12,000	6,160	50,000	24,500
Romania	255	500	3,000	5,000	10,000
N. Ireland-Rep. of Ireland	382	5,158	6,238	86,640	1,239,720
Latvia	2,580	1,040	6,400	22,000	3,000
Lithuania	1,371	26,800	1,715	45,000	47,000
Estonia	645	90	1,500	1,000	50,000
Poland	2,250	3,000	10,000	21,500	3,000
Russia (West)	53,446	219,363	823,700	2,686,447	1,363,298
Russia (East)	230	2,600	422	21,700	700,000
Ukraine	2,790	7,635	16,420	105,000	22,100
Totals	**89,338**	**327,846**	**1,452,575**	**3,383,087**	**6,655,158**

Training Events for Teachers

Teacher training is a key part of the **Civitas Exchange Program**, and virtually all who are involved in partnerships or Special Projects take it seriously. The quality of civic education programs depends largely on the knowledge and skills of teachers and the support of other educators.

During 2004-05, 32,230 teachers in international partner countries were involved in approximately 136 training events. (See Table 5.05) The actual number of events is likely greater, since some of the reported events included a series of several seminars. For comparison, 24,560 teachers participated in these types of events during the previous program year, 2003-04. Going back even further, the 2000-01 program reported 87 training events in nine countries that reached approximately 14,622 teachers.

Numbers reported here do not reflect the many training opportunities provided within the U.S. Many of those events were enriched by knowledge and experience gained through participation in Civitas. In some cases, civic education conferences were held by U.S. partners to coincide with international partner delegate visits and vice versa.

Among these events are one- and multiple-day seminars; training-of-trainer programs; local, regional, national, and international meetings and conferences; training sessions devoted to specific curriculum programs; pre-service courses at colleges and universities; and an array of other formats and combinations of content.

Actual examples include: a Certification/Accreditation Institute; **Foundations of Democracy** Training; an Innovation in Education Conference including intensive civic education workshops; a Europe Day involving local educators, Ministry of Education officials, and other government leaders; pre-service training programs, including courses offered at colleges and universities and seminars for student teachers; **Project Citizen** Refresher Training for Teachers and Principals; a Summer Camp for students and teachers; and a workshop devoted to "Civic Education Within the Social Studies Framework."

Among other examples are: a workshop focusing on "Democratic Teaching and Learning…A Developmental Approach;" courses for Bachelor and Master degree students; an "Education for Democracy" program that included three international conferences; a roundtable program under the topic, "Future Citizen;" a program devoted to "Strengthening the NGO Network and Involving Youth and Students in Creating a Democratic Environment;" visits to school and university sites; an annual "Learning School Conference" for civic education teachers; "Active Classroom" and "Living Law" seminars; "Civics Mosaic Comparative Education" seminars; an international symposium devoted to "Human Rights and Problems of Identity in the Contemporary World;" a "Development of Professional Potential Program;" "Help Your Neighbor…Help Yourself" training; and "Play by the Rules" training;

The following table provides a summary report on participation in teacher training events for each international partner and Special Project country.

Table 5.05
Civitas Exchange Program
Teacher Training Events, Teachers Directly Involved
International Partner and Special Project Countries
2004-05

International Partner Countries	Training Events for Teachers 2004-05*	Individual Teachers Directly Involved in Those Training Events 2004-05
International Partner Country		
Bosnia and Herzegovina	33	3,101
Croatia	5	184
Czech Republic	19	211
Slovakia	5	93
Hungary	5	435
Romania	8	147
N. Ireland-Rep. of Ireland	9	235

Latvia	6	162
Lithuania	4	283
Estonia	3	72
Poland	1	100
Russia (West)	18	26,340
Russia (Far East)	3	255
Ukraine	3	144
Special Project Country		
Bulgaria	9	230
Indonesia	4	168
Montenegro	1	70
Grand Totals	**136**	**32,230**

*Numbers are derived from a count of seminars, workshops, and conferences described in the teacher training section of the 2004-05 evaluation questionnaire. Actual numbers might be higher if some of the seminars described were actually extended to make up more than one training event.

Local, Regional, and National Showcases and Competitions

An opportunity for students to demonstrate their civic knowledge and skills is a highlight of the year for students and teachers involved in the **Civitas Exchange Program**.

Local, regional, and national **Project Citizen** showcases and competitions feature students presenting keenly crafted portfolios describing community problems, suggesting solutions, and recommending what they consider appropriate public policy. Those events attract leaders from all levels of government, parents, other members of the community, and a host of involved and interested teachers.

Student presentations are often covered by local radio and television stations and networks and by newspapers, magazines, and web sites. Community-wide and nationwide, millions of citizens see young people working through the democratic process. Their work and the quality of their presentations show how democratic theory translates into civic action.

In some countries, student teams make their presentations during *local* competitions. Some are selected to move on to *regional* events, where the field is narrowed to those teams chosen to compete at the *national* level. Winning teams are selected to advance to the next level of competition by panels of judges.

The ranks of judges for showcases and competitions generally include some key public officials, who often reveal that their thinking has been influenced by the students' presentations. In fact, many student teams have presented their conclusions to public officials who actually carry out their recommendations.

Among many topics and issues identified by student teams have been: pollution of water sources, unemployment, underage drinking, recycling and litter, facilities for people with disabilities, issues faced by the elderly, the attitude of the community toward young people, mines and explosive devices, youth addictions, the lack of recreational facilities for young people, the property problems of refugees, and registering young people to vote.

Showcases, which are culminating activities, provide an opportunity for students who have conducted studies to report on their work. These events attract members of the broader community as well as other students, who listen, ask questions, and learn about the process and the issues being considered.

Foundations of Democracy also serves as a basis for student presentations. During those showcases and competitions, students demonstrate their civic knowledge, skills, and dispositions related to eight concepts fundamental to an understanding of social and political life. Those concepts include: authority, privacy, responsibility, justice, freedom, diversity, property, and participation.

Other Student Events. A host of other events also bring students together to learn lessons in civic education. They include Democracy Camps; Europe Day; Community Panels; a Summer Camp associated with a program titled "Participate and Influence;" a Photo Show; a "Global Action Week;" a campaign, "Leave No Child Out;" an International Seminar focused on "Practical Studies for Youth and Liberty;" programs and accompanying events titled, "Traces of the Past" and "Youth Against Corruption;" an "Olympics on Civic Education;" a game known as "Liberty is Our Choice;" Civics Mosaic and Active Classroom Seminars; an International School of Democratic Citizenship; symposia devoted to "Human Rights" and "Living Law;" and a "Youth Leadership Program."

During 2004-05, international partners and countries with Civitas Special Projects reported that 387,673 students and 21,334 teachers were involved in showcases or competitions. Those numbers compare with 231,655 students and 13,762 teachers during 2003-04, 138,771 students and 11,516 teachers during 2002-03, and 109,639 students and 6,162 teachers during 2000-01. See Table 6.05 forther information.

Table 6.05
Civitas Exchange Program
Local, Regional, and National Showcases and Competitions
Number of Students and Teachers Involved
International Partner and Special Project Countries
2004-05

Countries	Number of Students Involved in Showcases and Competitions	Number of Teachers Involved in Showcases and Competitions
International Partner Country		
Bosnia and Herzegovina	145,270	3,703
Croatia	770	77
Czech Republic	2,577	164
Slovakia	500	60
Hungary	3,325	917
Romania	3,500	240
N. Ireland-Rep. of Ireland	1,391	116
Latvia	840	110
Lithuania	1,222	70
Estonia	270	11
Poland	7,000	350
Russia (West)	208,060	14,620
Russia (Far East)	3,238	286
Ukraine	6,230	545
Special Project Country		
Bulgaria	180	20
Indonesia	300	45
Montenegro	3,000	N.A.

Totals	**387,673**	**21,334**

Civitas Exchange Program Goals for U.S. Partners

Since 2000-01, U.S. Civitas partners have been asked to report on progress in addressing six goals that were reflected in the original Congressional mandate establishing the program. They also have an opportunity to add to these goals, if they believe their further efforts will enhance their ability to support emerging democracies and provide benefits for U.S. students and educators.

This report has already noted that approximately 50,800 individual, unduplicated U.S. students and 8,000 individual, unduplicated U.S. teachers were directly involved in the **Civitas Exchange Program** during 2004-05.

Based on reports from U.S. partners explaining how they pursued the six primary goals, an additional 24,686 teachers and other educators, 989,947 students, and 1,247,222 others in the broader U.S. community were likely exposed to or influenced by the Civitas program in their states.

The following are a few highlights of the many goal-related programs and activities reported by state partners. The examples are brief, since more in-depth information is included in supplementary materials.

Goal: ***Acquaint international educators (delegates to the U.S.) with exemplary curricular and teacher training programs in civic education developed in the United States.***

- A team of educators representing U.S. partners worked with colleagues from Bosnia and Herzegovina to co-develop lessons through an innovative Teacher Exchange Program. The lessons were piloted in Bosnian classrooms during the spring of 2004 and in U.S. classrooms during the 2004-05 school year.
- Some international delegates participated in the National Council for the Social Studies Annual Conference held during November 2004.
- Delegates from the Czech Republic and Slovakia participated in an Educating for Citizenship Conference, held in Colorado, and participated in awareness sessions devoted to exemplary programs.
- Oklahoma presented a week-long professional development workshop titled, PACE: Teaching Cultural Diversity. Included were half-day workshops focusing on programs such as **We the People: The Citizen and the Constitution** and **Project Citizen**. Czech and Slovak delegates participated in that event.
- Delegates from Russia East participated in the **We the People** Summer Institute as well as the Washington State Superintendent of Public Instruction's Summer Institute.
- Romanian delegates visited teachers and administrators in both a high school and middle school in Mississippi and discussed civic opportunities and challenges. They also attended the state's **We the People** hearings.
- Teachers from secondary schools in Hungary and Romania attended a summer Democracy Camp to learn methods for teaching comparative lessons in government.
- Florida, Illinois, and several other states have found that one of the best methods for addressing this goal is to take international delegates to visit classrooms where the civic educator is known to be exemplary and innovative and/or to schools that represent the diversity of a community.

- Delegates from Baltic Countries, while visiting Indiana, observed pre-service teacher education classroom situations addressing civics and social studies teaching methods. Those delegates also visited similar college and university classes at the University of Northern Iowa and the University of Iowa. Russian Civics Mosaic fellows visited a social studies methods course at Boston University and observed those methods at work in U.S. classrooms.
- Working through Civitas and Civics Mosaic, Maryland assisted educators in the Samara Region of Russia with competency based assessment.
- Some Russian civic educators participated in a Summer Institute focusing on civic education held in Williamsburg,Virginia.
- Russia Far East delegates spent time in Alaska classrooms working with students, both observing and teaching classes. Translations of U.S.-developed materials were provided for those delegates.
- Delegates from Ukraine participated in a one-day Play by the Rules training session and a three-day School Violence Prevention Project retreat.

Goal: ***Assist educators in adapting and implementing effective civic education programs in their own countries.***

- An Arizona university professor with expertise in standards development has been working with local experts from Bosnia and Herzegovina to help them expand their knowledge of teaching to a set of standards.
- California helped facilitate dialog between and among visiting Ministers of Education from Bosnia and Herzegovina, state-level policy leaders, and education decision makers.
- A Maryland civic educator presented training programs for teachers in both Dubrovnik and Zagreb in Croatia.
- Comparative Democracy lessons were piloted in Colorado classrooms. Experiences were shared and further lessons learned when U.S. delegates met with Czech and Slovak partners during a teacher training course at Charles University in Prague.
- Florida noted that its international partner, Hungary, adapted materials from **Foundations of Democracy** that are sometimes used to teach English.
- Illinois reports that U.S. delegate participation during a conference at Vilnius Pedagogical University in Lithuania led to discussions about common problems and strategies in teaching democracy. Those delegates also conducted training sessions in Baltic countries.
- Massachusetts Civics Mosaic exchange fellows and the state's Civitas director worked with educators in Oryol and Bryansk in Russia to design and implement comparative civics education materials. In addition, they worked with colleagues in St. Petersburg to enhance preparation of university faculty. Civic education inservice training was provided for Massachusetts teachers and a "Civic Education Collection" was established at Pickering Library, located at the School of Education at Boston University.
- A representative of the Kamchatka Ministry of Education in Russia spent time in Anchorage, Alaska, schools learning about civic education and formulating plans for her region. Russia and Alaska teachers jointly taught each other's classes.

Goal: ***Create instructional materials for students in the United States that will help them better understand emerging constitutional democracies.***

- Bosnian teachers taught lessons about their government in U.S. classrooms, while U.S. teachers taught about their government in Bosnian classrooms as part of a Teacher Exchange Program. Following this pilot project, copies of materials and lesson plans were provided for students in the involved classrooms. Those materials are now being revised. Three lessons have been created for use with U.S. students.
- In Maryland, the *Baltimore Sun* newspaper published a special supplement focusing on **Project Citizen**. A total of 45,000 copies of these instructional materials were distributed in Maryland, Oregon, Delaware, and Croatia.
- During an Educating for Citizenship State Conference in Colorado, approximately 100 people attended a session on comparative democracy and another nearly 100 participated in a similar session at an international education conference. A total of 340 copies of Comparative Democracy materials were produced, distributed, and made available on the state's Civitas web site.
- Materials such as, *You're 18 Now—It's Your Responsibility!*, *U.S. Pocket Constitutions*, and *A Day with a Lawyer* were produced and distributed with support of the Oklahoma Bar Association. A Media Library also makes civic education materials available.
- An international law curriculum has been developed by the Hungarian and Romanian partnership. Members of this partnership have collaborated on development of textbooks, such as *Hungary: Past and Present*.
- Rhode Island played a role in developing lessons to help teachers and students compare and contrast issues and how they are addressed in various countries.
- Indiana notes the preparation and distribution during 2004-05 of key publications. One is titled, *Civic Learning in Teacher Education, Volume 3: International Perspectives on Education for Democracy in the Preparation of Teachers*. The title of another is *Civic Education in the Context of Educational Reform*, published in collaboration with Vilnius Pedagogical University.
- Citizenship materials were shared with members of the Baltics partnership by the Malcolm Price Laboratory School at the University of Northern Iowa.
- Civics Mosaic comparative education lessons were developed, reviewed, and field tested.
- The American Federation of Teachers distributed 14,670 copies of its publication, *Help Your Neighbor, Help Yourself: Global Democracy Promotion and U.S. National Interest* to teachers across the U.S.
- Students from Russia Far East and Alaska conferred and responded to questions during an Internet Civic Education Forum.
- Ukrainian delegates to the U.S. worked daily during their exchange visit on the preparation of materials that could be used in their country.

Goal: ***Facilitate the exchange of ideas and experiences in civic education among political, educational, and private sector leaders in the United States and emerging and established democracies.***

- Bosnia and Herzegovina teacher delegates met with key leaders in the Arizona Senate and with university professors. They also participated in a roundtable exchange of ideas with 30 K-12 teachers from several school districts.
- A delegation of Ministers of Education from Bosnia and Herzegovina visited Civitas partners in the U.S. They met with and spoke to many key U.S. decision makers.

- U.S. delegates attended the Croatian **Project Citizen** National Showcase, while Croatian delegates presented Civitas-developed lessons at the National Council on the Social Studies Annual Conference.
- Czech Republic and Slovakia delegates to the U.S. met with a local service club, visited Election Watch gatherings for both major political parties, attended a potluck sponsored by the League of Women Voters, and enjoyed a Colorado Slovak picnic, where they shared stories with immigrants.
- The Czech Republic Minister of Education and a member of Parliament met with Michigan state legislators, State Department of Education officials, local school board members, and a U.S. Senator, as well as with many educators and others in the broader community.
- While in Mississippi, Romanian delegates met with representatives of the executive, legislative, and judicial branches of state government. They visited a middle school, a high school, and a public university, where they discussed issues related to education for democracy with teachers, professors, deans, and others. Hungarian and Romanian delegates visited members of the House of Representatives and the Secretary of State while in Texas.
- Florida reports that a U.S. gatekeeper delegation to Hungary and Romania was so effective that the Romanian Ministry of Education has recognized **Project Citizen** as a methodology for teaching civic education.
- Estonian delegates to Illinois visited students and faculty in a variety of Chicago area schools and shared presentations on their country's history, culture, and government. They also met with precinct captains who were involved in a political campaign.
- Indiana exchanged ideas and experiences through the R. Freeman Butts Institute on Civic Learning in Teacher Education, through the annual visit by Baltic country delegates, and in a presentation for the International Conference on Global and European Tendencies in Social and Educational Policy.
- In Iowa, Baltic partners met with member of Congress and their staff members and with K-12, regional education agency, and higher education leaders.
- Civics Mosaic paired 12 regions of Russia with 12 partnership sites in the U.S.
- Massachusetts participated in a TOP (Development of Professional Potential) Conference in Samara, Russia. That conference involved education leaders at higher education institutions and regional Ministries of Education.
- Administrators from Anchorage, Alaska, met with Ministry of Education officials in Kamchatka, Russia, and participated in the Russia Far East Partnership Conference in Vladivostok.
- Russia Far East delegates made presentations before the Washington State Legislature. They also met with service clubs and other groups.
- While in Alabama, Ukraine delegates met with mayors, education administrators, civic leaders, law enforcement officers, teachers and other educators at both the K-12 and higher education levels, and student leaders and their parents. Some of the events surrounding these meetings were covered by the press.

Goal: ***Encourage research to determine the effects of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy.***

- Partners from the Czech Republic, Slovakia, Colorado, Michigan, and Oklahoma are involved in a multi-method, matched comparison evaluation of **Project Citizen**. The

research is being conducted in collaboration with RMC Research. The study focuses on the attainment by students of civic knowledge, skills, and attitudes.

- Research studies in the Baltics partnership surveyed students enrolled in the Master's Degree program at Vilnius Pedagogical University examining their perceptions of democratic teaching methods. Another evaluation was conducted of inservice training programs in civics and social studies in Latvia. Still another provided a summary analysis of evaluation studies conducted on civic education materials in Estonia. State partner Indiana played a key role in these studies, which have all been published.
- The Civics Mosaic program conducted a field test of students and a study focusing on that program's impact on participating U.S. teachers.
- A quasi-experimental study of the effects of **Project Citizen** on students in the Samara Region of Russia was conducted during 2002-03. In addition to students, the study surveyed perceptions of parents, school administrators, and local government officials.
- Regular evaluations are conducted by most partners following conferences, seminars, and other events, as well as following delegate exchange visits.

Goal: ***Reach diverse populations to help them benefit from civic education and the Civitas Exchange Program.***

- Delegates met with ethnically, racially, and socioeconomically diverse students in a variety of U.S. urban, rural, and suburban schools as well as schools in partner nations. One example is a visit by Czech and Slovak delegates to the highly diverse, inner city Lincoln Elementary School in Denver, Colorado. Romanian delegates to Mississippi visited two schools with predominantly African American populations and with the central office staff of the Choctaw Tribal Schools. The diverse Miami-Dade Public School District in Florida uses Civitas materials; and delegations visit its schools. Delegates from Hungary and Romania had an opportunity to visit schools serving from the highest to the lowest socioeconomic communities in the state. Baltics delegates visited both inner city Chicago and suburban high schools while in Illinois. Those delegates observed the diversity of multi-ethnic neighborhoods and enjoyed ethnic restaurants.
- Florida reports that it is conducting a campaign to reach more districts and diverse populations to provide information about the importance of civic education.
- While in Indiana, Lithuanian delegates made presentations at Central High School in Indianapolis and Center Grove High School in Greenwood.
- In Iowa, Baltics delegates visited diverse schools such as a University Laboratory School, Cedar Falls Middle School, Cedar Falls High School, and Waterloo High School. At one of those schools, they had an opportunity to participate in "a diverse student equity meeting."
- Civics Mosaic is sensitive to diversity in its pairings of geographic regions in the U.S. and Russia; in its mix of urban, suburban, and rural schools; and in its balance of male and female teachers who are involved.
- Presentations about Civitas were made to teachers from rural Alaska schools with substantial Native American populations.
- Ukraine delegates to Alabama visited the Birmingham Civil Rights Institute, historic civil rights sites in Birmingham and Montgomery, and a variety of schools in different settings. Included were regular schools, a magnet school, and a residential public

school in the arts. Delegates also visited a juvenile justice school and a mental health facility.

Notes on Partnerships

The following are brief executive summaries of **Civitas Exchange Program** partnership activities. More in-depth descriptions are included in supplementary materials. Reports on how U.S. partners reached toward six major Civitas goals covered a number of significant partnership activities. Therefore, this portion of the evaluation report takes a look at additional partnership highlights during 2004-05.

Bosnia and Herzegovina-Arizona-California-Nevada Partnership

This partnership was formed in 1996 as a joint venture of the Center for Civic Education (CCE), the United States Information Agency (USIA), and the Council of Europe. The program actually got under way during the 1996-97 school year.

Because of the Civitas@Bosnia and Herzegovina (BiH) partnership, civic education is now included as a part of the official curriculum in an increasing number of schools in the country. **Civitas Exchange Program** materials have been translated into Bosnian, Croatian, and Serbian. A curriculum focusing on civil and human rights was developed in collaboration with the Ministry of Education.

Refresher training sessions were held for 1,281 **Project Citizen** teachers during February 2005, and guidelines were distributed to key groups. A two-week Institute for Teacher Certification in Civic Education was conducted during July and August 2004 and January 2005. Courses were taught by 14 content and methodology experts. Teachers who complete Institute requirements during the year are expected to serve 10,000 students annually. Three U.S. professors taught core subjects that bear on democracy and human rights education.

A pilot Teacher Exchange Program brought teachers from Banja Luka, Mostar, and Sarajevo to three U.S. partner states to deliver lessons to U.S. students in Comparative Government. Those lessons touched on topics such as national and state government, balance of powers, and branches of government. Another part of this historic exchange involved U.S. teachers delivering lessons on U.S. government in Bosnia and Herzegovina. Lessons were co-developed by U.S. and Bosnian partners.

In addition, a high-level delegation of Ministers of Education from Bosnia and Herzegovina visited the U.S. for ten days to share information and experiences related to the Civitas program in their country. They shared with U.S. “gatekeepers” the progress they have made in civic education. A Congressional staff delegation from the U.S. also visited Bosnia and Herzegovina during 2004-05.

Overall, the Bosnia and Herzegovina partnership involved 21,355 individual teachers and 358,916 individual students during 2004-05. A total of 32,230 teachers were involved in civic education professional development programs. Bosnia and Herzegovina’s **Project Citizen** showcases and competitions involved 147,270 students and 3,703 teachers.

Croatia-Delaware-Maryland-Oregon Partnership

The Croatian partnership was established in 1998. During 2004-05, **Foundations of Democracy** materials focusing on privacy were translated and printed for use at the primary level. Training was also provided for teachers and administrators on the use of those materials.

As part of a Student-Teacher Exchange Program, nine Croatian high school students and three Croatian educators participated in an exchange with a high school in Maryland during March 2005. Five Maryland schools and 100 students participated in the first Civitas High School Seminar, cosponsored by the Maryland Department of Education and Brown University. The *Baltimore Sun* published a 12-page tabloid-sized newspaper supplement explaining **Project Citizen**. That publication was distributed to students in partner states and in Croatia.

Instructional materials supporting the staging of mock trials were developed by the partnership. As a result, judges from Croatia actually presided over mock trials at a Portland, Oregon, middle school using the Croatian trial process. In addition, workshops were held with English teachers in Croatia that focused on **Foundations of Democracy**, **Project Citizen**, and **We the People…The Citizen and the Constitution**. Comparative Lessons were revised during the year to meet partner Delaware's content standards and to reflect changes in the Croatian political system.

During 2004-05, 8,798 individual students and 1,091 teachers were directly involved in the **Civitas Exchange Program** through the Croatian partnership. A total of 770 students and 27 teachers were engaged in regional and national **Project Citizen** showcases and competitions, and 184 teachers were involved in four training events, which focused on **Project Citizen** and **Foundations of Democracy**.

Czech Republic-Slovakia-Colorado-Michigan-Oklahoma Partnership

In 2002-03, the Czech Republic became the site of an international partnership involving U.S. state partners Colorado, Michigan, and Oklahoma. The Association for Civic Education and Democracy (SVOD) in the Czech Republic assumed leadership in that country. In 2003-04 Slovakia joined that partnership under leadership of the Orava Association for Democratic Citizenship.

A new nongovernmental organization, CIVITAS-CZ, was formed during December 2004. CIVITAS-CZ cooperates with international organizations through the Civitas program on projects devoted to education for democratic citizenship, multicultural education, and international exchanges of civic education and social science teachers.

Prior to joining a full partnership, both the Czech Republic and Slovakia had received Special Project grants to establish programs such as **Project Citizen**, **Foundations of Democracy**, and "Education for Civics and Society." A U.S. Embassy grant provided funding for a project devoted to "New Horizons in Civic Education" and for development of a course curriculum for pedagogical faculties in the country. Slovakia focused on further development of a program titled, "Global Issues in Civic Education."

Project Citizen and New Horizons programs have continued to expand. During 2003-04, the Czech Ministry of Education, in fact, recognized **Project Citizen** as part of the

country's "Educational Framework." Slovakia held its first National **Project Citizen** Showcase during 2004-05. The event took place in the National Parliament building.

Progress was apparent on several fronts during 2004-05. The partnership completed a pilot for a research project to examine the knowledge, skills, and attitudes developed by students who are engaged in **Project Citizen**. The project, being conducted in collaboration with RMC Research Corporation, involves all five international and U.S. partners: the Czech Republic, Slovakia, Colorado, Michigan, and Oklahoma.

Colorado worked with partners to develop and test a series of comparative democracy lessons that will help teach more accurately and fully about democratic principles and the experiences and structures of emerging democracies.

Czech and Slovak delegates again traveled to U.S. partner states during 2004-05. In Colorado, they participated in a **Project Citizen** Summer Institute devoted to strengthening professional skills. While there, they met with community representatives, visited primary election sites, and engaged in other activities, such as learning about the role of citizens and nongovernmental organizations in formulating policy. Michigan and Colorado delegates to the Czech Republic and Slovakia participated in the seventh **Project Citizen** National Hearings in Prague.

In addition to a delegation of educators, the Czech Republic organized a stakeholder exchange. In the latter, the Czech partnership director accompanied a group that included a Senator in the Czech Parliament and the Director of the Department of Primary Education for the country's Ministry of Education.

An Oklahoma delegation to the partner countries included attorneys and members of the state's judiciary, who conducted a mock trial simulation; engaged educators in interactive, small group activities on individual rights versus the common good; and addressed various aspects of cultural diversity. An Oklahoma delegate was in Prague to participate in an international conference, "Ways of Civic Education."

An "Innovation in Education Conference" was held in Slovakia during November 2004 and featured presentations and workshops done by Slovak, Czech, and U.S. guests. Slovakia's Orava Association continued publication of its journal, *NOTES*, with each issue carrying information about civic education lessons and programs.

The Czech Republic-Slovakia-Colorado-Michigan-Oregon partnership involved 2,070 individual students and 593 individual teachers in the **Civitas Exchange Program** during 2004-05. The Czech Republic involved 211 teachers in professional development activities and Slovakia 93. A total of 2,577 students and 164 teachers in the Czech Republic and 500 students and 60 teachers in Slovakia were involved in showcases and competitions. Approximately 13 delegates from those two countries visited the U.S., while 12 delegates from the U.S. returned those visits.

Hungary-Romania-Florida-Mississippi-Texas Partnership

When the **Civitas Exchange Program** began in 1995, Hungary was a charter member. During the past nearly ten years, the partnership has excelled. Romania began its association with the partnership in 2002-03 and became a full member during 2003-04.

Among the partnership's many accomplishments has been development of new civic education materials such as "Hungarian-American Lessons for Democracy," one version in Hungarian, the other in English.

Students and teachers regularly use materials such as **Project Citizen**, **Foundations of Democracy**, and "Citizen in a European Democracy." During 2002-03, Hungary launched its first summer Democracy Camp, held in Budapest and aimed at building the leadership skills of young people ages 15-17.

Budapest was the site of the Civitas World Congress during May 2004. The highly successful event was organized by Civitas Association Hungary, working closely with international partner, Romania; state partners, Florida, Mississippi, and Texas; and the Center for Civic Education.

In Hungary, "Citizen in a European Democracy" national high school competitions were held in the Budapest City Council building during April 2004. A total of 400 teams took part and the number of students who were directly involved surpassed 1,600. Their projects focused on their country's accession to the European Union. Dignitaries who are patrons of the program include the President of the Republic, the Prime Minister, the Speaker of the Parliament, and the Head of the Constitutional Court. In addition to the competitions, participants join a "Democracy Walk," which includes visits to key public institutions such as Parliament, the Constitutional Court, and the National Office of Ombudsman. This event was preceded by local and regional competitions, and the program was reinforced by a training seminar for teachers.

The fourth annual Hungary Democracy Camp, held during June 2004, focused on student government. That event included role playing, situation exercises, and group discussions requiring substantial intellectual work in addition to lectures that addressed topics such as student rights. The 45 students who were involved also visited democratic institutions such as Parliament and the Ministry of Child, Youth, and Sport. Students from Romania also took part in the camp. A U.S. Democracy Camp, held in Texas during July 2004, involved 21 students and eight teachers, including international students, teachers, and others. They came together to study various forms of government, including differences among democratic governments.

During 2004-05, a Civitas delegation from the Hungarian Parliament visited the U.S. in support of civic education in their country. That group, which included members of Parliament as well as students and a lawyer, visited schools, met with government officials, received briefings on civic education, and visited various democratic institutions. In turn, a "Dignitary Delegation" from the U.S. visited partner countries to meet with governmental leaders, such as the Romanian Secretary of State, the Parliamentary Education Committee, and the Ministry of Education.

Project Citizen was officially recognized by Romanian educational authorities as part of the compulsory national curriculum for seventh-grade during 2004-05. The official agreement was signed by the Intercultural Institute of Timisoara, Romania's Civitas partner, and the Ministry of Education and Research. Romania has also established a network of county coordinators for **Project Citizen**. The country has also worked toward enhancing communication, begun development of a new e-platform connecting teachers and students in

partner countries, improved materials based on feedback from teachers, and reinforced the sustainability of **Project Citizen** as a key element in civic education.

State partner, the Florida Law Related Education Association, has developed three new courses for secondary schools, including Constitutional Law, International Law, and Court Procedures.

During 2004-05, the Hungarian-Romanian-Florida-Mississippi-Texas partnership involved 14,212 individual teachers and 1,897 individual students in Civitas programs. Approximately 435 teachers were involved in professional development activities in Hungary and 147 in Romania. Six Hungarian and four Romanian delegates visited the U.S., and 13 delegates from partner states visited Hungary and/or Romania.

Republic of Ireland/Northern Ireland-Rhode Island Partnership

Co-operation Ireland, a Dublin and Belfast-based non-governmental organization, worked with the Center for Civic Education in launching the Republic of Ireland/Northern Ireland Civitas partnership during 1999-2000. Since the partnership's founding, "Civic-Link," an adaptation of **Project Citizen**, has been central to its program.

“Civic-Link fosters and develops skills of civic and community participation on an island that has seen its share of strife," according to Co-operation Ireland. The program focuses on "empowering young people to proactively engage in their own communities," and on "exploring identity, community, and relationship building across the religious, cultural, and jurisdictional divides within the island of Ireland." In Northern Ireland, the program was accepted as an operational model for schools. In the Republic, it has been accepted as a legitimate action project and is included in both the accreditation process and in the syllabus of exams.

During 2004-05, state partnership responsibilities moved from the Pell Center for International Relations and Public Policy to the Rhode Island **We the People** program. Plans were developed and logistics discussed in Ireland to co-host seminars with others who provide civic education in divided societies, and idea that originated during annual Civitas World Congresses.

The Republic of Ireland and Northern Ireland expanded pre-service training for teachers by increasing the number of events conducted at Queens University Belfast and National University Maynooth. A “Civic-Web and Civic-Forum” have been officially launched through the Irish/Rhode Island partnership web site. Specific school sites are able to facilitate their progress and share information simultaneously as they complete various tasks on both sides of the Atlantic. Ireland is also working toward increasing communication about Civitas through a newsletter, videotapes, production of CD/DVD programs, and sharing of information across international boundaries.

A total of 119 individual teachers and 1,225 individual students were directly involved in Ireland/Rhode Island partnership activities during 2004-05. Professional development activities involved 235 teachers in Ireland. In addition, 1,391 Irish students and 116 Irish teachers were involved in showcases and competitions. A reported 24 delegates from the Republic of Ireland/Northern Ireland visited the U.S. during the year. While no official U.S. Civitas delegation visited Ireland, the new director of the Rhode Island

partnership participated in an international conference in Belfast during March 2005. The last state delegation visit took place in November 2003.

Latvia-Lithuania-Estonia-Illinois-Indiana-Iowa Partnership

This **Civitas Exchange Program** partnership, which originally involved Latvia with its state partners, expanded during 2002-03 to include two other Baltic countries, Lithuania and Estonia. Both of those countries had previously been involved in Civitas Special Projects. The Education Development Center is now the primary partnership site in Latvia, joining the College of Democracy in Lithuania and the Jaan Tonisson Institute in Estonia.

Project Citizen and **Foundations of Democracy** have become a central focus for the program. Historically, this partnership has become noted for its evaluation, curriculum development, teacher education, and conference planning efforts. In 2003-04, an innovative Masters Degree program in civic education was established at Vilnius Pedagogical University in Lithuania.

During 2004-05, Latvia continued to enhance **Project Citizen**, publishing related materials, providing both inservice and pre-service training for teachers, and using the program's methods with youth, nongovernmental organizations, and other community groups. Latvia introduced four concepts of **Foundations of Democracy**, mostly in primary schools. Professional development programs have included an emphasis on work with teacher training institutions, enhancing training for both faculty members and students.

Working with Indiana University and the Center for Civic Education, Lithuania developed a program for B.S. and M.S. students that addresses social education in relationship to civic education and social work. The course is now part of the studies program in the Social Communication Institute of Vilnius Pedagogical University.

International civic education conferences were a key part of the Civitas Baltics partnership during 2004-05. Among conferences held at Vilnius Pedagogical University were: "New Challenges in Democratic Education in New Europe: Global Perspectives," "Global and European Tendencies in Social and Educational Policy," and a "Youth Liberty English Camp." Roundtable discussions were also part of the program mix. U.S. delegates participated in those conferences and related activities. At the March 2004 Baltics Regional Conference, those attending discussed strategies for teaching democracy, the theory and practice of democracy, and methods of civic education. They also engaged in networking among civic education leaders from the Baltic countries, the U.S., and other parts of the world.

Lithuania also worked to strengthen the nongovernmental organization network in the country, working through the Children Confederation, which involves 33 NGOs and is supported by UNICEF. Efforts were also made during the year to involve youth, students, and children in creating an even more democratic environment by focusing on programs and ideas such as Project Future Citizen, Global Action Week, the civic mission of schools, and the need for students to understand their role in resolving community problems. Information about Civitas in Lithuania was shared broadly through its web site, publications, and the news media.

During 2004-05, Estonia worked toward expanding **Project Citizen** within the country's education system and gained further knowledge of **Foundations of Democracy**. Along with Baltic country partners, Latvia and Lithuania, Estonia hosted U.S. Civitas delegates. While visiting U.S. schools, Estonian delegates taught lessons about their country. Those lessons covered Estonian civic education, history, and government, and were designed to help U.S. students even better understand emerging democracies. Estonian delegates, while in the U.S., were able to experience the political process by attending a precinct captains' breakfast for an upcoming election in Illinois. Latvian delegates made presentations about citizenship and **Project Citizen** in their country for students and educators in Iowa.

Working through the partnership, Indiana took a lead role in the translation, publication, and distribution of books and papers on civic education and democracy in Lativia, Lithuania, and Estonia, the U.S., and other nations of the world. Those publications/research reports are further explained both in sections of this document related to state goals and in supplemental materials.

A special grant enabled development of a Latvian Holocaust curriculum for use in that country. The project was undertaken in collaboration with the University of Iowa. All Baltic partners were involved in development of Comparative Constitution materials.

Partnership-wide during 2004-05, 27,083 individual teachers and 50,797 individual students were involved in Civitas programs in Latvia, Lithuania, Estonia, Illinois, Indiana, and Iowa. Teacher training events involved 162 teachers in Latvia, 283 in Lithuania, and 72 in Estonia. A total of 840 students and 70 teachers were involved in local, regional, and national showcases and competitions in Latvia. Lithuania involved 1,222 students and 70 teachers in these types of events and Estonia 270 students and 11 teachers. Approximately three delegates from Latvia, three from Lithuania, and two from Estonia visited the U.S., while approximately 11 U.S. delegates visited the Baltic countries.

Poland-Ohio Partnership

Poland has been a partner in the Civitas Exchange Program since 1995. Since that year, when the program was founded, the Center for Citizenship Education in Warsaw has joined with U.S. partners to develop an exemplary program.

Historically, Poland developed and successfully pursues a program titled, "Young People's Civic Action," the Polish version of **Project Citizen**. That program was expanded to include "Traces of the Past," which encourages students to identify "monuments," investigate their histories, and work toward restoration and recognition of those sites. An effort to promote democratic school reform in Poland has been an important emphasis. CCE Warsaw has placed on ongoing emphasis on school reform. Among additional highlights during 2004-05 was a "Youth Against Corruption" program.

Working with U.S. partner, Bowling Green State University in Ohio, CCE Warsaw developed and piloted a new course for civic education teachers. In addition, an evaluation was conducted of the Learning Schools Project in Poland, and an intercultural education project, "Expedition Inside Culture" got under way.

During 2004-05, 10,125 individual students and 2,295 individual teachers were directly involved in the **Civitas Exchange Program** through the Poland-Ohio partnership. Approximately 100 Polish teachers were engaged in teacher training programs. A total of 7,000 students and 350 teachers were involved in local, regional, and national showcases and competitions. Poland reported that eight delegates from that country visited the U.S. during the program year. Ohio reported that seven delegates from that state visited Poland.

Russia West-Maryland-Massachusetts-New York-Washington, D.C. (American Federation of Teachers) Partnership

The Russia West-Maryland-Massachusetts-New York-Washington, D.C. (American Federation of Teachers) partnership is another charter member of the **Civitas Exchange Program**. Active since the program's founding in 1995, the partnership has involved thousands of teachers and students in activities that have led to an expansion of civic education programs across a vast country.

Through "I am a Citizen of Russia," an adaptation of **Project Citizen**, students have identified and explored numerous community problems, developed possible solutions, and suggested changes in public policy. The Agency for International Development (AID) has provided a grant to support expansion of the **Project Citizen**/I am a Citizen of Russia program.

While two basic Civitas partnerships exist in Russia, one for the western part of the nation and another for the east, sub-partnerships involving both have developed in conjunction with a program titled "Civics Mosaic." Supported by a five-year grant, awarded in October 2002 by the U.S. Department of Education, the partnership has developed a region-to-region initiative that is stimulating in-depth discussion and inquiry that will result in a textbook and teachers' manual devoted to comparative civic education. Substantial progress was made during 2004-05 in conducting comparative research and in developing lessons that will likely appear in those publications. Among other things, the text will compare historical and philosophical foundations of politics in the governments of the U.S. and Russia, the sources of public authority and political power, the influence of political culture, and address numerous other issues. Already, research, exchanges, lesson development, professional development, and publication components have benefited both Russia and U.S. civic educators. Twelve regions of Russia and twelve regions of the U.S. have each selected two "fellows" to be prime exchange delegates within Civics Mosaic. The program operates under the umbrella of the **Civitas Exchange Program**, and all state partners, Maryland, Massachusetts, New York, and Washington, D.C. (American Federation of Teachers) are playing key roles.

The expansion of "I am a Citizen of Russia" involved carrying out extensive teacher training, working with the Ministry of Education, organizing showcases and competitions, and promoting the program in new regions of Russia. A series of Active Classroom Seminars has brought training to an increasing number of Russian regions. These mobile seminars are flexible to meet the needs of local communities and areas of the country. At these innovative events, teachers are prepared to use active methods of teaching in schools undergoing reform. They are based on the textbook, *Active Classroom*.

Civitas@Russia, Russia West's partner organization, notes that the organization has provided assistance with curriculum development and dissemination seminars, training for

professionals, seminars promoting development of original curriculum, and the creation of textbooks. Still another highlight of the year was the annual Civic Education Olympiad, which involved more than 4,100 middle and high school students.

A University Partnership program was initiated during 2004-05 in collaboration with a Samara higher education consortium to produce university-level pre-service certificate-based programs in civic education for teachers. The program, funded by the U.S. Department of State, is to include scope and sequence and three textbooks. Another phase of the program focuses on program dissemination. With the help of state partner, New York, that dissemination is under way with Samara and St. Petersburg partners. Maryland offered assistance to Samara's Ministry of Education in considering development of competency based assessments. Massachusetts assisted with a 2002-03 study devoted to the effects of **Project Citizen** on students in the Samara Region.

During 2004-05, 45,845 individual teachers and 784,416 individual students were directly involved in the **Civitas Exchange Program** through the Russia West-U.S. partnership. A total of 26,340 teachers have been involved in Civitas-related training events. Russia West reports that 208,060 students and 14,620 teachers have been involved in local, regional, and national showcases and competitions. Through Civics Mosaic, 24 delegates from Russia visited the U.S., and 24 delegates from Russia visited the U.S. Fifteen of those delegates were from regular partner states of Maryland, Massachusetts, New York, and Washington D.C.

Russia Far East-Alaska-Washington Partnership

Among programs that serve as cornerstones for the Russia Far East, Alaska, Washington partnership is "I am a Citizen of Russia," the Russian version of **Project Citizen**.

During 2004-05, Russia Far East further developed its Civitas network to include the Primorie, Khabarovsi kra, Magadan, Sakhalin, and Kamchatka regions. The program involving those areas includes but is not limited to local and inter-regional training programs, **Project Citizen** Festivals in all regions, and an international exchange involving teachers and other educators.

The Russian American Center in Kamchatka, which is home base for the partnership in Russia Far East, reports that as the program has expanded into the five regions, the number of participants has increased. So has in-kind support from official education organizations and the private sector. Capacity building is seen as a key to further enhancing civic education programs.

A Civitas Eastern Russia Conference was held in Vladivostok during April 2004 involving all Russia Far East partner regions as well as partners from the U.S. The conference, which helped to foster growth of the network and build the capacity of regional teams, provided a platform for civic educators to learn from each other and from experts. Those teams were also able to discuss plans. Active and interactive training sessions were a key achievement. Seminars were held in Kamchatka, Magadan, Sakhalin, Khabarovsk, and Vladivostok. Five educators from Russia Far East also participated in seminars in Alaska and Washington. Communication has been enhanced by Russia Far East's web site, which highlights Civitas activities.

Russia Far East is directly involved in the Civics Mosaic program, described in the Russia West report. As noted there, this program pairs 12 regions of Russia with 12 regions of the U.S. Students in Kamchatka and Anchorage have exchanged ideas in "a forum of questions" as part of this project. Lesson writing for Civics Mosaic, classroom based assessment, and visits that have included both U.S. and Russian teachers and administrators have enhanced the program.

During 2004-05, 3,286 individual teachers and 15,638 individual students were directly involved in Civitas programs through the Russia Far East partnership. A total of 255 teachers were involved in training events. Russia Far East reports that 3,238 students and 286 teachers were engaged in showcases and competitions. Eight delegates from Russia Far East visited the U.S. during 2004-05, and seven delegates from Alaska and Washington visited Russia.

Ukraine-Alabama-Ohio Partnership

This partnership, which began to take root during 2000-01, links the All-Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba) with U.S. state partners in Alabama and Ohio. **Project Citizen**, which in Ukraine is titled, "I Am a Citizen of Ukraine," has been a prime focus. The nation of Ukraine has recently undergone what some have called an historic “Orange Revolution.”

During 2004-05, Ukraine has stimulated an exchange of ideas and experiences about **Project Citizen** with both Ukrainian and U.S. teachers, students, and education and private sector leaders. Teacher training seminars have enhanced the knowledge and skills of teachers to deliver the program to students. A teacher’s guide, *School in the Local Community*, was developed by Ukrainian teachers following the 2003 study trip to Alabama. Other Ukraine publications include *Methodological Guide for a Trainer--We Are Studying Together* and *Teacher's Guide--History for a Citizen*.

Civic education is being incorporated into a Ukrainian law course for seventh- and eighth-grade students. State partner, Alabama, has assisted with this effort. For example, a publication, *Play by the Rules*, developed by the Alabama Center for Law and Civic Education, has been transformed into a Ukrainian textbook, *Live by the Rules*. Learning methodologies, including learning activities for use in the classroom, lesson plans, training, and practical recommendations for integrating civic education into the study of law have all been a part of this effort.

While in Alabama, Ukraine delegates visited numerous types of schools and experienced institutions ranging from juvenile justice facilities to historic civil rights sites. Those exchange events are further described in state goals reports. Earlier visits have resulted in development of “Civil Rights Lesson Plans.” Ohio conducted a curriculum development seminar to assist Ukraine in preparation of a middle school civic education textbook.

During 2004-05, 784 individual teachers and 6,799 individual students were directly involved in Civitas programs through the Ukraine, Alabama, Ohio partnership. A total of 144 teachers were involved in training programs. Ukraine reports that 6,230 students and 545 teachers were engaged in showcases and competitions at all levels. Four delegates from Ukraine visited the U.S. during 2004-05, and four delegates from Alabama visited Ukraine.

Notes on Special Projects

Civitas Special Projects operate outside the regular partnership framework and have been defined as programs or projects that enhance civic education in a country or countries and are completed during a given program year. Three Special Projects are included in this 2004-05 evaluation report. Countries involved are Bulgaria, Indonesia, and Serbia-Montenegro. Table 7.05 presents a brief overview of teacher and student involvement in these projects.

Table 7.05
Civitas Exchange Program
Teacher and Student Participation
Special Projects
2004-05

Country	Individual Teachers Involved 2004-05	Individual Students Involved 2004-05	Programs Impacted by the Special Project
Bulgaria	250	300	**Foundations of Democracy**
Indonesia	45	300	Indonesian Youth Leadership Program
Montenegro	100	3,000	**Project Citizen**
Totals	**395**	**3,600**	

BULGARIA: The purposes of this Special Project were to provide Bulgarian lower secondary school (middle school) teachers with materials for use in developing basic notions of democracy. Those materials introduce new approaches for teaching civics based on specially designed stories and employ a trainer of trainers program to prepare a substantial number of teachers across the country to put them to work in schools. The program, largely based on **Foundations of Democracy**, is under the direction of Rumen Valchev, Director, the Open Education Centre, Sofia, Bulgaria.

The Center for Civic Education provided $9,360 in 2004-05 funding, which was enhanced by another $2,400 from the Open Education Centre. During the program year, 250 individual teachers and 300 individual students were directly involved. Valchev reported that 230 educators participated in professional development activities focused primarily on preparing teachers to deliver **Foundations of Democracy** for secondary school students. Local training programs were held in Bourgas, Montana, Pleven, Kustendil, Dupnica, Haskovo, and Pazardjik.

During the past three years, the Open Education Centre has received support from Civitas for developing and introducing a special manual for primary level civic education teachers and a student book, for providing training and conducting field work, and for implementing the program. As noted earlier, a Civitas Special Project grant supported translation of teaching materials and some implementation costs for **Project Citizen** during 2003-04. The 2004-05 program year saw **Foundations of Democracy** materials translated and adopted for middle school students.

To build understanding and support for the program, Valchev reports that a meeting was held with the Bulgarian Vice Minister of Education. Several meetings have been scheduled with heads of regional inspectorates of the Ministry as well as the mayors of a number of cities. Information about the effort was featured on a national television program, and copies of **Foundations of Democracy** manuals were sent to Education Committee members of the Bulgarian Parliament.

While no formal evaluation has taken place at this point, Valchev points out that a spring camp that used **Foundations of Democracy** materials kept students engaged. Those involved in trainer of trainers noted that the approach is innovative because it simultaneously offers both structure and depth. Teachers and students commented that the program helps put problems of discipline and school violence in a concrete perspective and helps reinforce lessons in conflict resolution and human rights. Assistant Professors at Bourgas Free University have received training in how to use a **Foundations of Democracy** module in their preparation programs for educators.

INDONESIA: The purpose of this Special Project was to create an Indonesian Youth Leadership Program, making it possible for Indonesian high school students to study and observe civic education in the U.S.

The U.S. Department of State provided a $60,000 monetary grant to support this program, which was enhanced by a $5,000 in-kind contribution from NU/Mahammadiyah. Those funds helped to cover the costs of logistics and arrangements for the program, which is under the direction of William Ryan, In-Country Director, Center for Civic Education Indonesia, in Jakarta.

Six teachers and 34 Indonesian high school students participated in the one-month civic education study program, which took place in Southern Virginia and Washington, D.C., during July 2004. CCE Indonesia handled all identification, recruitment, selection, visas, and orientation for the program. Through the program, young people in both the U.S. and Indonesia were able to interact and gain an even better understanding of each other's countries and cultures.

Since 2002-03, **Project Citizen**, has been a key part of the Civitas program in Indonesia. In that country, the program is called Kami Bangsa. Ryan noted that, since its inception, 3,448 schools in 16 provinces of Indonesia have involved 5,277 teachers and 323,885 students in the program. Kami Bangsa Indonesia competitions were held in Jakarta, Surabaya (East Java), Bandung (West Java), and Papua during April, May, and September of 2004. Professional development activities for that program involved 168 teachers.

Kami Bangsa reaches out to be inclusive of the diversity of Indonesia. Recruitment has taken place in various regions of the country, within refugee areas such as Aceh, and among various Islamic organizations. Ryan points out that the program has reached out to the country's Special Minister for Decentralization and the Director-General for Non-Formal Education.

Articles about the Youth Leadership Program appeared in media such as *Jawa Pos*, *Surya*, *Republika*, *Kompas*, *NU Online*, *Radar Surabaya*, and *Surabaya News*. A student involved in that program told one of those publications that students learned about culture, economics, politics, and religious studies, the life of Moslems in the U.S., and other general

knowledge. Ryan reports that 300 individual students and 45 individual teachers were in some way involved in the Civitas program during 2004-05.

MONTENEGRO: The purpose of this Special Project was to support third-year implementation of **Project Citizen**, to make civic education a sustainable practice within the education system, and to help make democratic values an integral part of life style.

The program is supported by a $50,000 monetary grant from the American Consulate in Padgorica to the University of Montenegro, Bojka Djukanovic, Faculty of Philosophy. Training of teachers for **Project Citizen** began through the Civitas program during 2002-03. In 2003-04, the program was implemented and reinforced by special trainer of trainers activities.

Djukanovic reported that 100 individual teachers and 3,000 individual students were involved in **Project Citizen** during 2004-05. A training program reached 70 teachers and two Ministry of Education officials during September 2004. In February and March 2005, 3,000 students participated in municipal showcases, which also drew 21 mayors and approximately five Ministry of Education officials. Of those 3,000 students, 610 participated in four regional showcases. The national showcase, held in Padgorica, involved 120 students plus the Minister of Education, the U.S. Consul to Montenegro, and ten U.S. Consulate and Ministry of Education representatives.

Students use translations/adaptations of textbooks originally published by the Center for Civic Education in California. Those books are now available in Serbian and Albanian. Djukanovic reports that the program has reached out to be inclusive in a multi-ethnic, multi-religious, and multi-linguistic society, and notes that the program has been received "uniquely well by everybody." The Ministry of Education has approved and supported implementation of **Project Citizen**. News media, including newspapers and television, have provided ongoing coverage of the program and related events.

Looking ahead, Djukanovic would like to train one or two **Project Citizen** teachers for each existing primary school, to implement the program in secondary schools, and to introduce civic education at the university level.

Full reports on the ten partnerships and three Special Projects are found in supplemental materials.

Civitas Delegate Exchanges

Each year, delegates from the U.S. visit their international partner country or countries, and delegates from those countries visit their partners in the U.S. These exchanges are generally well planned and rich in information and experiences that can be shared with other educators and community leaders and put to use in the classroom. Delegations often include: K-12 teachers, regional, district, and building level administrators; deans and professors at colleges and universities; department chairs; civic education, law related education, staff development, and social studies coordinators and directors; trainers; and education consultants.

Still other delegates include: officials of local, state, regional, and national government (including representatives of attorneys general and secretaries of state); officials

of nongovernmental organizations; Civitas directors; youth organization leaders; juvenile justice/teen court coordinators; attorneys; judges; state senators; members of parliaments; national/provincial/state/cantonal ministry and department of education officials; school inspectors; curriculum experts; congressional aides; and an education director for a major daily U.S. newspaper,

Some partnerships organized what were called a "gatekeeper" or "high-level" delegations that included leaders such as members of parliament and ministers of education who met with their counterparts and others in partner countries. Not only did they expand their knowledge and experiences in civic education, but they were also able to express appreciation and support for what they saw and heard.

International Partner Visits While in the United States

While in the U.S. during 2004-05, approximately 115 delegates from international partner countries visited a reported 293 U.S. classrooms, 925 teachers, 7,562 students, and 1,975 others, such as parents, media, and representatives of governmental or nongovernmental organizations. The delegate visits offer an opportunity for international and state partners to compare various aspects of education and civil society, attend conferences, make presentations, and meet with local, state, and national leaders, as they continue their pursuit of **Civitas Exchange Program** goals. See Table 8.05 carries further information about international partner visits to the U.S. Numbers of delegates and dates of visits are based on responses drawn from partnership-wide reports.

Table 8.05
International Partner Visits
to the United States
Civitas Exchange Program
2004-05

International Partners (Delegate Visits to U.S.)	Number of Delegates	Dates of Visit(s)
Bosnia and Herzegovina (Partners: Arizona-California-Nevada)	11	April 20-28, 2004; November 1-11, 2004; January 2005
Croatia (Partners: Maryland-Oregon-Delaware)	5	November 13-20, 2004; March 12-19, 2005
Czech Republic-Slovakia (Partners: Colorado-Michigan-Oklahoma)	Czech Rep. 4 Slovakia 9	August 9-13, 2004; December 1-8, 2004; July 19-24, 2004; August 7-13, 2004; November 30-December 9, 2004
Hungary-Romania (Partners: Florida- Mississippi-Texas)	Hungary 6 Romania 4	July 2004; February 6-9 and 10-12 2005; July 10-16, 2004; July 23-29, 2004; February 13-23, 2005 (Dignitary Delegation)
Northern Ireland-Republic of Ireland (Partner: Rhode Island)	24	April 3-10, 2004; July 18-24, 2004
Latvia-Lithuania-Estonia (Partners: Illinois-Indiana-Iowa)	Latvia 3 Lithuania 3 Estonia 2	October 2004 October 17-31, 2004; February 18-26, 2005; October 17-27, 2004; and February 18-26, 2005
Poland (Partner: Ohio)	8	November 2004
Russia West (Partners: Maryland-Massachusetts-New York-Washington, D.C., American Federation of Teachers)	24	October 29-November 14, 2004, and at other times during the year
Russia East (Partners: Alaska-Washington)	8	July-August 2004; October 2004; and January 2005

Ukraine (Partners: Alabama-Ohio)	4	November 9-19, 2004
Totals	**115**	

U.S. Delegates Who Visited International Partner Countries

Approximately 80 U.S. delegates visited their international partner countries during 2004-05. These delegates were frequently involved in training programs and in meetings with local, provincial/state/cantonal/regional, and national leaders. On returning from their visits, delegates engaged in multiple activities to share what they had learned with both educators and the broader community. Those delegates met with an estimated 500+ key leaders while in their partner countries. The following table, 9.05, indicates the approximate number of Civitas delegates from each U.S. state during the 2004-05 program year.

Table 9.05
U.S. Partner Visits
Civitas Exchange Program
Number of U.S. Delegates to International Partner Countries
2004-05

U.S. Partners	Number of Delegates	Dates of Visit(s)
Arizona to Bosnia and Herzegovina	0	N.A.
California to Bosnia and Herzegovina	0	N.A.
Nevada to Bosnia and Herzegovina	2	April 2004
Maryland to Croatia	1	June 2004
Oregon to Croatia	3	May 2004; December 2004
Delaware to Croatia	3	May 23-26, 2004
Colorado to Czech Republic and Slovakia	2	June 9-14, 2004
Michigan to Czech Republic and Slovakia	6	June 9-14, 2004
Oklahoma to Czech Republic and Slovakia	4	August 2004; December 2004
Florida to Hungary and/or Romania	8	May 20-29, 2004
Mississippi to Hungary and/or Romania	2	May 22-June 1, 2004
Texas to Hungary and/or Romania	3	May 21-31, 2004
Rhode Island to Republic of Ireland/Northern Ireland	0	N.A.
Illinois to Baltic Countries	3	March, 2004; November 2004
Indiana to Baltic Countries	4	March 8-11, 2004
Iowa to Baltic Countries	4	March 2004
Ohio to Poland	7	June 4-20, 2004
Maryland to Russia West	6	March-April 2004
Massachusetts to Russia West	5	November 2004
New York to Russia West	4	March-April 2004
Washington, D.C. (AFT) to Russia West	0	N.A.
Alaska to Russia Far East	5	April 2005
Washington State to Russia Far East	2	April 18-24, 2004
Alabama to Ukraine	4	September 19-29, 2004
Ohio to Ukraine	2	N.A.
Total U.S. Delegates to International Partner Countries	**80**	

Follow-Up Activities by Delegates

Following their exchange visits, both U.S. and international delegates use their new knowledge, experiences, and relationships to improve civic education and advance education for democracy. Those activities are numerous and fairly consistent from year-to-year. Examples include the following.

- Using what has been learned in the classroom, incorporating new ideas, experiences, and new-found knowledge.
- Offering training for civic education teachers and other educators.
- Participating in or leading training of trainer programs.
- Providing refresher courses for civic education teachers.
- Planning and making presentations at local, state, regional, national, and international conferences.
- Developing or enhancing teacher certification programs in civic education.
- Developing degree programs in civic education at universities.
- Team teaching civic education classes at the elementary, secondary, and/or university levels with state or international partner delegates.
- Participating in or originating local, regional, and/or national showcases and competitions as well as Democracy Camps or Summer Camps.
- Developing new models for collaboration, such as exchanges within or among regions of a country or connecting two or more countries. That type of collaboration takes place through the Russian/U.S. initiated Civics Mosaic program.
- Engaging in comparisons of constitutions, political systems, and governmental and education systems.
- Developing lessons, texts, and teacher guides to assist in teaching and learning.
- Participating in the development of original texts, handbooks, guides, and scholarly articles.
- Adapting, translating, publishing, distributing, and training educators in the use of existing civic education materials.
- Developing, writing, and distributing reports.
- Adapting materials and programs for use with all or certain groups of students within a state or country to ensure that the program is inclusive and is serving diverse groups.
- Pursuing programs to benefit disadvantaged students and their schools.
- Applying what is learned and experienced in a partner country to assist minority groups and generally address racial, ethnic, socioeconomic, gender, and other types of diversity.
- Considering how civic education programs can within a framework that might include social studies, law related education, and economic education.
- Developing brochures on the impact of civic education.
- Participating in interviews, which often result in radio and television programs or newspaper/magazine/newsletter/web page articles.
- Issuing press releases describing exchange programs and personal experiences.
- Using information, ideas, and experiences in creating entirely new curriculum, updating curriculum, or establishing certification programs for teachers.
- Working to obtain endorsement of Civitas curricular materials from ministries of education or other certifying bodies. These efforts often aim toward making civic education a basic part of the curriculum regionally or nationwide.
- Conducting evaluations and revising programs, curriculum, and evaluation procedures.
- Preparing lessons and policy papers on a variety of issues.
- Using the partnership experience to enhance individual partner planning or to advance planning across an entire partnership.
- Initiating or enhancing web sites and web site content, in many cases sharing information about exchange activities, new developments in civic education, and lessons learned.

- Developing virtual exchanges and video conferences to engage both teachers and students on an ongoing basis.
- Developing an Internet-based course for teachers in multiple partner countries.
- Using the exchange experience to explore further funding opportunities and engaging partners in pursuing additional monetary or in-kind support.
- Conducting evaluations to determine the impact of Civitas programs, ranging from spot evaluations of seminars to more in-depth analysis of certain programs to determine their impact on students' civic knowledge, skills, and dispositions.
- Visiting classrooms and observing lessons in light of what was learned through the exchange experience.
- Establishing networks to encourage ongoing communication, consultation, and the general sharing of information and ideas through in-person conversations, email, and telephone.
- Sharing information with local, state/provincial/cantonal, regional, national, and international leaders. Those leaders often include: mayors; university professors and administrators; representatives of regional teacher training institutes; ministries/ departments of education; members of the judiciary; and elected members of state/provincial or national legislatures or parliaments. This type of communication helps promote understanding and build ongoing support for civic education/education for democracy.

Reaching Diverse Populations

The **Civitas Exchange Program**, through partnerships and Special Projects, is committed to being inclusive, to working across ethnic, racial, linguistic, urban/suburban/ rural, regional, gender, socioeconomic, and other boundaries. Allowing and even encouraging diversity to enrich a society is a key to a thriving democracy. Because situations vary among international and U.S. partners, needs are identified and addressed in a variety of ways. **Since examples of how U.S. partners address diversity are included in the goals section of this external evaluation report, the following items focus primarily on the work of international partners to make their efforts inclusive.**

- In Bosnia and Herzegovina, **Foundations of Democracy** seminars were organized to include teachers from diverse groups at each of 51 sites around the country. Teachers were selected to represent ethnic, entity, gender, rural/urban/suburban, and other characteristics. Sensitivity to Roma students, teachers, and communities was incorporated into these seminars as was attention to the integration of special needs students into citizenship education programs, including **Project Citizen**.
- The Bosnian Teacher Certification Institute included lectures by professors from seven teacher training universities and all three major ethnicities in the country. Each of the groups of participants is geographically balanced. All who were involved expressed satisfaction with the opportunity to exchange ideas and experiences with peers from other parts of the nation, the only such collaboration that has taken place since the end of the 1990s war.
- A Bosnian Summer Camp focused on the fight against impunity. Those camps have been held in 2002, 2003, and 2004. Feedback indicates that both students and teachers show a significant increase in their level of understanding and acceptance of other ethnic groups and their entitlement to human rights and freedoms. They are no longer ready to see "dehumanized" enemies and are less likely to support indicted war criminals.

- In Croatia, students in both rural and urban areas participated in **Project Citizen** showcases.
- The Czech Republic Civitas program began cooperation with a Roma school, which is interested in **Foundations of Democracy**.
- In Slovakia, teachers of Roma and other minority students participate in seminars and conferences. **Project Citizen** portfolios were developed in rural and suburban areas.
- **Project Citizen** student portfolios in Hungary touched on problems confronted by minorities. Through that program, children from various regions of the country get to know each other and the problems they face. Required readings about the European Union are included in the Citizen in a European Democracy program.
- Romania extended the Civitas program to several counties in Transylvania, a region where national minorities are a significant presence. Schools and teachers from both rural and urban areas participated in Civitas-related activities. In primary cities, schools that were involved in the program were representative of many socioeconomic conditions.
- In the Republic of Ireland/Northern Ireland, Civitas reaches out to be inclusive of diversity and attempts to overcome divisions. Approximately 50 percent of participating schools are Catholic and 50 percent are Protestant, 45 percent are urban and 55 percent are rural, and all are designated as disadvantaged.
- In Latvia, **Project Citizen** methodology was evaluated by the country's Society Integration Foundation. Latvian and Russian students have worked together as teams in implementing that program. Many of the students said it was the first time that they were cooperating in reaching the same goals rather than competing. **Foundations of Democracy** primary level books have been translated into Latvian and are used in schools with Russian as their language of instruction to assist in bilingual education. Many types of schools are involved in Civitas programs, and **Project Citizen** activities have influenced community life, even in small rural settlements.
- Civitas partner, the Jaan Tonisson Institute in Estonia, implemented a four-month European Union-financed civic education project aimed at integrating students of Russian origin in disadvantaged areas of the country. Those students received an introduction to Estonian society, its functioning, public policy issues, etc. **Project Citizen** methods proved helpful in offering this program. Training that involved both teachers and students was offered in distant rural areas, such as the island of Hiiumaa.
- Poland ensures that all Civitas events are equally accessible and that participating schools are located in various types of communities, including small towns and villages.
- Russia West reports that teachers of various age groups are involved in programs, seminars, and workshops. Active Classroom Seminars were held in urban and rural areas in the north, south, east, and west of the country. Civitas activities were carried out in communities that are in both developed areas and areas that are disadvantaged. **Project Citizen** reaches 50 different regions of Russia and most of the country's ethnic groups. Specific sub-projects within the program are devoted to the promotion of tolerance and social responsibility. Comparative components are included in lessons and events in a further attempt to reach across social and cultural divides.
- Russia Far East reports that participants in the program represent both larger and smaller communities as well as regional centers. Both boys and girls were included on all **Project Citizen** teams. No limits were placed on participation in any activity for teachers or students.
- Ukraine has developed a guide, *School in the Local Community*, that focuses on the integration of civic education into law curricula and is intended for use with seventh and eighth-grade students. In tandem with a new publication, *Live by the Rules*, developed in

collaboration with its Alabama partner, Ukraine has worked toward overcoming stereotypes and other boundaries that divide people. Representatives of various regions, ethnic, linguistic, rural/suburban/urban, and other groups participate in **Project Citizen**, which itself has a positive impact on forming civic culture and identity.

- Bulgaria notes that inclusiveness is a key component of its Civitas program. Its 2004-05 Civitas Special Project involved both Bulgarian and Turkish teachers. Those educators came from ten regions and from both urban and rural backgrounds.
- Indonesia, through its Special Project, organized an Indonesian Youth Leadership Program that brought six teachers and 34 high school students to the U.S. for a month-long opportunity to study civic education and to build better understanding between the two country's people and cultures. As part of an ongoing effort to be inclusive, the Indonesian Civitas program recruits for participants in **Project Citizen** and other programs in Aceh, among different types of Islamic organizations, and among people in various regions of the country.
- Montenegro has ensured that **Project Citizen** is inclusive of students in many parts of the country. Serbia-Montenegro is described as multi-ethnic, multi-religious, and multi-linguistic.

Reaching Out to Decision Makers

Most state and international partners reach out to key decision makers at all levels. Descriptions of this outreach are included in sections of this report devoted to goals and reviews of partnership activities.

Communication with government, business, and education officials is basic to most partnerships. For example, high-level provincial and national officials have been included as members of delegations to partner countries. Elected and appointed officials often serve as judges for **Project Citizen** and other showcases and competitions. Both state and international delegates, as well as students, have opportunities to meet with elected and appointed government officials. One partnership hosted a delegation of Congressional staff, another a delegation that included Ministry of Education officials and members of Parliament. Some Civitas leaders, because of their expertise and earned reputations, serve on key committees and councils that make important decisions about education in their countries.

This important component of external communication should remain a key focus for all Civitas partnerships.

Evaluation and Research Conducted

Research and evaluation are key components of the **Civitas Exchange Program**. Related projects and activities range from the use of questionnaires following a seminar to determine how the next one might be improved to studies designed to measure the impact of certain civic education programs on the knowledge, skills, and dispositions of students.

These important functions are described throughout this annual external evaluation report. Several references are found in a section devoted to how state partners pursue program goals, since evaluation is among them. Others are found in reviews of partnership and Special Project activities.

For example, action research involving 207 secondary school teachers in Bosnia and Herzegovina, who teach civic education as part of their country's graduation requirements, evaluated content, methods, and self efficacy. Croatia conducted research on the use of **Foundations of Democracy** with kindergartners. The Czech Republic conducted research to determine the

knowledge, skills, and attitudes of students following its pilot year with **Project Citizen**. A somewhat similar study in under way in the Hungary/Romania partnership. A research project examined Hungary's Citizen in a European Democracy program as a whole and each task, using questionnaires and focus groups.

Pre- and post-questionnaires were administered to all participants in Ireland's Civic Link program as well as to members of a control group. A survey of students enrolled in a Masters Degree program at Vilnius Pedagogical College in Lithuania measured perceptions of democratic teaching methods. A survey was conducted of teachers involved in Poland's Learning Schools Project. Civics Mosaic is being evaluated by two research organizations in collaboration with the Russia West partnership. Another study examined the effects of **Project Citizen** on students in the Samara Region of Russia.

A number of both formal and informal research and evaluation projects have been completed, are currently under way, or are on the drawing board. However, Civitas leaders would like even more qualitative and quantitative information information to help them enhance their programs.

Spreading the Word

Through Civitas, civic education/education for democracy can extend from the classroom into the community. International and state partners often organize and deliver presentations, work with decision makers, create and constantly update web pages, produce publications, and reach out to the news media.

In 2004-05, evaluation questionnaires asked partners how they reached out into the broader community. Since no one is sure exactly how many people might have read a newspaper article or watched a television interview, the numbers of "others in the community who were likely exposed to or influenced by" certain materials, programs, or activities are considered reasonable but soft estimates.

The following examples point out a sampling of publicity efforts that were described by Civitas partners who completed the 2004-05 evaluation questionnaire.

- A majority of international and state partners now have web sites, which they update regularly, providing an ongoing source of information about Civitas programs.
- Local, regional, national, and international news media frequently cover the Civitas program or related events and activities.
- In Bosnia and Herzegovina, Civitas has been featured on Tuzla TV and TV Mreza. Local radio and television have carried stories in conjunction with **Project Citizen** events. Civitas representatives appeared on Republika Srpska TV. Six 30-minute programs were produced by Civitas as an OPA/SEED funded activity. Numerous newspaper articles have been published in leading newspapers such as *Dnevni avaz, jutarnje novine*, *Nezavisne novin*, *SAN Dnevne novine*, and *Oslobodenj*e. *Nas Civitas*, a newspaper for teachers and students, was prepared by volunteer coordinators. In Arizona, a Bosnian radio station and a high school newspaper covered the Civitas program. Multiple articles appeared in both school district and local newspapers in California. In Nevada, television covered the visit of Bosnia and Herzegovina delegates.
- A special supplement on **Project Citizen** was published in Maryland by the *Baltimore Sun*, and copies were distributed to partner states as well as to partner country,

Croatia. In that state, cable television, a magazine, and other newspapers, such as *The Capital* in Annapolis and the *Catholic Review* carried Civitas stories.

- In the Czech Republic, local and national newspapers provided extensive coverage of **Project Citizen** presentations and issues addressed by students in their communities and regions. An example is coverage by *MF Dnes*. Czech Television carried two half-hour programs focusing on **Project Citizen** and **Foundations of Democracy**. In Slovakia, TA3 Television covered the **Project Citizen** Showcase, and both local newspapers and television covered both training events and showcases.
- In Colorado, articles appeared in both the Leadville and Buena Vista newspapers. In Michigan, an article was published in the *Clarkston Eccentric*. Oklahoma shared information through news releases and its web site that drew media attention.
- Local radio and television and print media provided wide coverage for the Citizen in a European Democracy competition in Hungary, where the Civitas Association prepared a publication on the competition for teachers and students. Numerous articles about **Project Citizen** appeared in local and regional newspapers in Romania, and a one-hour broadcast about the program was carried on the country's national public radio. Stories about showcases were carried on local and regional television broadcasts. A statement in the Romanian Senate by a Senator who was part of the Romanian Civitas delegation to the U.S. also received high visibility.
- In Mississippi, the Romanian delegation's visit received front-page coverage in two local newspapers and was featured on the television evening news. Television news covered a Democracy Camp held in Texas in conjunction with the Hungary/Romania partnership. The delegation was also taped for a television newscast in Tallahassee. Florida newspapers carried stories about a teacher exchange that included Floridian and Hungarian teachers teaching in each other's classrooms.
- Civic-Link, the Irish version of **Project Citizen**, received island-wide coverage in the Republic of Ireland and Northern Ireland in both newspapers and on local radio and television. The showcase was broadcast on national television (UTV) to an audience estimated at one million. Articles about the Irish partnership also appeared in Rhode Island's statewide newspaper and in local and regional media.
- In Latvia, several articles were published in the national weekly teachers newspaper, *Education and Culture*. A publication, *Participate and Influence!* has been published with support of a European Union Phare grant. In Lithuania, Civitas-related articles appeared in the daily newspaper, *Respublika*, and in the magazine, *Child and Society*. The program was also featured on radio and television and in a photo show titled, "New Challenges in Democracy Education in Europe: Global Perspectives." Local and student newspapers in Illinois, Indiana, and Iowa covered Civitas-related events. The program received television coverage in Iowa.
- In Poland, the "Youth Against Corruption" program was featured in conferences and seminars and discussed in an official press conference. An article about the program appeared in the *NGO.pl* newspaper. Articles about the project also appeared in local newspapers, such as: *Gazeta ostrodzka, Dziennik Lodzki, Informator Ozarowski, Dziennik Polski*, and *Dziennik Zachodni*.
- In Russia West, mass media covered Civics Mosaic and other Civitas programs in all participating regions. More than 1,000 web sites carry information devoted to **Project Citizen** in Russia. Newspaper articles have also appeared in partners states, such as Maryland, Massachusetts, and New York.
- More than 20 articles appeared in seven local newspapers in the Magadan area of Russia Far East. Stories appeared on 17 television news and other programs on four channels. Six radio programs featured stories about related events. Information was

also published on web sites. This partnership received further attention in remarks by a former U.S. Consul General in Vladivostok during a World Trade Conference-sponsored dinner in Alaska.

- In Ukraine, "Senior School Student," a regular program on 1st Channel of National Radio of Ukraine, provided regular coverage of **Project Citizen**. The magazine, *History and Civics in Ukraine* published a significant article on the program. National magazines and newspapers that carried information about **Project Citizen** included *Osvita* (Education), *Osvita Ukrayiny* (Education of Ukraine), *Doba*, and *School Exchanges*. Numerous other mass media also provided coverage. In partner state, Alabama, the Gadsden newspaper covered local Civitas programs and a visit by Ukrainian delegates with the mayor. A slide presentation and handouts were prepared to take information about the program to the community. Alabama noted that the program received substantial coverage during the Orange Revolution in Ukraine. Local general circulation newspapers in Ohio also carried Civitas-related stories.
- Special Projects: In Bulgaria, a national television program covered development of a new manual based on **Foundations of Democracy**. Copies were shared with the Education Committee of the National Parliament. Articles about Indonesia's Youth Leadership program appeared in media such as: *Jawa Pos*, *Surya*, *Republika*, *Kompas*, *NU Online*, *Radar Surabaya*, and *Surabaya News*. Additional media coverage focused on that country's Kami Bangsa (**Project Citizen**) program. Television and newspapers covered **Project Citizen** activities in Montenegro.

Monetary and In-Kind Support for Partnerships

An indication of the strength, appeal, and perceived relevance of the **Civitas Exchange Program** is its ability to attract additional monetary and in-kind support.

During 2004-05, the Center for Civic Education provided $2,833,368 in monetary support for Civitas partnerships. As noted earlier, basic support for the program comes through a grant to CCE from the U.S. Department of Education under the Education for Democracy Act approved by the U.S. Congress.

Civitas partners were able to not only successfully use their basic grants totaling approximately $2.83 million but were also able to leverage an additional $3.4 million in monetary support and $945,890 in in-kind support for the program.

It should be noted that the additional monetary contributions include approximately $943,000 to support Civics Mosaic and an $800,000 grant from the U.S. Agency for International Development (USAID) to support expansion of **Project Citizen**, a University Partnership, and other programs that are part of the Russia West partnership.

A summary table, which carries a full report on 2004-05 Civitas funding, is included in supplementary materials. Tables further clarifying funding are found at the conclusion of each partnership report and within reports describing Special Projects.

Considerations/Recommendations for the Civitas Exchange Program

The 2004-05 **Civitas Exchange Program** evaluation process involved the collection and study of information shared by state and international leaders of ten partnerships and four Special Projects. Based on a review of that information, the evaluator offers a number of

considerations/recommendations for making an excellent, far-reaching, and extensive program even better.

Clearly, Civitas is playing a crucial role in stimulating excellence in civic education/education for democracy programs. In the ten years since it was founded, the program has become a synergistic network whose lessons are taught, messages are heard, and positive impact is felt in nations worldwide.

As a regular part of each external evaluation, partners are encouraged to share their recommendations, since they are involved daily with programs, projects, activities, materials, texts, training, communication, budgeting, delegate exchanges, and a host of other important functions. The evaluation instrument asks leaders of Civitas partnerships and Special Projects for "recommendations to improve the effectiveness of the program in your country/state."

The evaluator suggests that **Civitas Exchange Program** leaders consider the following recommendations.

- **Maintain the momentum of Civitas programs to address challenges posed by a fast-changing world.** All who are involved in Civitas programs need to be in constant touch with political, economic, social, technological, demographic, and other forces that impact their communities, their countries, and the world. Today's and tomorrow's students will be expected to deal with a growing array of issues, trends, problems, and situations. That means they will need civic knowledge, skills, attitudes, and dispositions to guide them as they confront and attempt to deal with these forces in a democratic context. Two questions to stimulate conversation about this suggestion might be, "Do we have a broad focus that stretches beyond the apparent to consider wildcards and unintended consequences?" and "Is our focus too restricted and narrow to stay abreast of an array of issues that confront a fast-changing world?" To be sustainable, Civitas should ensure that its programs are capable of anticipating and staying in touch with changes in society--that they are poised to help students, teachers, and communities address current and future needs.

- **Improve communication within partnerships, among partnerships, and within the entire Civitas program.** A number of excellent communication opportunities exist within the **Civitas Exchange Program**. For example, international conferences successfully illustrate the power of bringing those involved in the program together to share information and build relationships across state, provincial, regional, and international boundaries. Local, regional, and national conferences and seminars provide training and serve as a platform for bringing people together in common purpose. For Civitas, effective communication is needed to enhance the overall program and most partnerships. Communication within and among partnerships should be frequent and constructive. Feedback should be provided; questions answered; reports shared; suggestions heard, welcomed, and considered as constructive and not threatening; information exchanged; progress and problems reported; directions clarified; and ideas developed. Teamwork and the overall coherence of programs depend on openness and a constant sharing of information. The use of electronic communication is increasingly commonplace and is expanding. In a world of instant communication, electronic networks are essential, and Civitas should be at the forefront in using them. Synergy, which should be a major strength

of any network, is lost when communication is lacking. At all levels, the **Civitas Exchange Program** should consider how communication within the network can be constantly improved.

- **Further develop leadership and management skills across partnerships and Special Projects.** Leadership and effective management of Civitas partnerships, Special Projects, and related activities is essential to maintaining the program's effectiveness. From issue management to human relations, planning, budgeting, communication, and knowledge creation, leadership skills should constantly be renewed. Therefore, those who provide guidance for the program at all levels should receive ongoing education and training focused on how to effectively sustain a non-profit organization.

- **Ensure the clarity and manageability of partnerships.** Two and in some cases three international partners and several U.S. states have been brought together within some partnerships. Expansion can bring both added benefits and increased complexity. Careful planning should ensure that relationships, goals, and points of emphasis are clear as these arrangements take shape and as they are sustained. Over time, leadership at some partnership sites has changed for a variety of reasons. When those changes take place, procedures should be in place to fully brief those who assume responsibility to ensure continuity, clarity, purpose, manageability, and results.

- **Commit to a greater emphasis on external communication.** Civic education lessons taught in schools also have relevance for communities and nations. People most often support programs if they think they have value for them. Accountability requires letting people know what they are getting in return for their tax dollars. Ideas are enriched by listening regularly to those we serve. These are concepts that reinforce the need for effective external communication. Some partnerships are deeply committed to staying in touch with key publics and sharing information about their programs through the news media and other channels. Others have yet to discover or pursue the potential benefits of improved outreach. Most organizations exist to create value. They continue to thrive only if they help their constituents understand the value they are receiving. A general commitment to even better external communication would further enhance the Civitas program.

- **Consider development of partnership plans that make qualitative and quantitative goals an important component of the program.** Most partnerships engage in some type of systemic planning. At best, those plans should be flexible to make it possible for them to pursue opportunities and deal with concerns. Their efforts should also yield a coherent partnership-wide focus. In an instant, those involved should be able to describe what partners are attempting to do together. Planning and follow-through on plans should be encouraged and expected with a caution that the process should not limit creativity or discourage spontaneity. Discussing and agreeing on certain plans or frameworks can help build relationships; lessen misunderstandings; and set goals for student and teacher involvement, professional development activities, diversity, and other issues. Qualitative and quantitative objectives will help each partnership ensure intended results and avoid unintended consequences.

- **Continue development of new as well as existing civic education programs.** Innovation is a hallmark of the **Civitas Exchange Program** and should continue to be encouraged. Numerous programs and activities have grown from identified needs or adapted materials. They are often shaped to meet the particular needs of civic education in emerging, developing, and longstanding democracies. As new programs are developed or adopted, they should be shared worldwide. Existing programs must constantly be renewed and refreshed. Civitas participants would benefit from opportunities to gain an even deeper understanding of principles that support effective innovation as they consider future civic education programs.

- **Build into the program at least one in-depth research project each year.** This commitment will help to validate or improve selected programs or parts of programs and to identify the possible need for new ones. Valuable information that flows from annual evaluations of Civitas partnerships and Special Projects and in-depth research that is conducted in various countries and regions of the world should be shared widely. While research and evaluation projects are essential to accountability, they are also keys to program improvement and advancement. Ongoing, program-wide evaluation is essential. Civitas requires in-depth research that explores the effectiveness of individual programs in preparing students for life in a democratic society and in an increasingly complex world.

- **Encourage even greater student-to-student and teacher-to-teacher interaction across political and cultural boundaries.** A Civitas group including students and teachers might be convened to discuss what can be done to make international student-to-student and teacher-to-teacher interaction even more widespread. During the past few years, some partnerships have hosted student exchanges. Others have made it possible for teachers in partner countries to address or team teach students in each other's classrooms. Using electronic communication, students in one nation could confer with those in another as they develop their **Project Citizen** portfolios. Winning teams might demonstrate their projects in another partner country or countries, either in person or using interactive technologies. Some partnerships are already establishing interactive networks, and others could learn from their experience. Civitas partners should consider how they might further enhance this type of student-to-student and teacher-to-teacher interaction.

- **Continue to enhance the value of delegate exchange visits.** Delegate exchanges are a central part of the **Civitas Exchange Program**. Many partnerships excel in planning and in bringing substantial value to these exchanges. This report includes examples of the richness of these experiences for both international and U.S. partners. More information about agendas that are created for these relationship-building, intellectually stimulating events could be shared with all Civitas leaders to further enhance this aspect of the program. This evaluation report notes a number of ways partnerships handle exchanges. Some, for example, have included students and highly placed education officials among their delegations. From conference attendance and classroom visits to follow-up activities, the richness of these exchanges could be increased by a greater sharing of possibilities among partnership leaders. Driving questions that could be used to stimulate discussion of this suggestion might be, "What did we do with what we learned when we returned home? Based on our experience, could we or should we have done more to enhance our civic education programs and to build understanding and support? Should others have been

involved? How was our timing? Did we visit school and university classrooms and students? Did we have an opportunity to teach or co-teach a class? Did we meet with key decision makers and members of the news media? Have we shared what we learned with students and fellow educators across our state or nation? Did we engage educators statewide or nationwide or only confine the program to the school, community, or other organization we represent? How could the exchange have been improved?" In short, improving the delegate exchange experience should be an ongoing item on the Civitas agenda.

Recommendations from 2004-05 Civitas Partners

The following are recommendations for enhancing the Civitas program submitted by U.S. and international partners who responded to the 2004-05 evaluation questionnaire. The items are slightly edited for clarity but not to change intent. While some are similar, the items reflect the ongoing quest for excellence by those involved in the program. Many are addressed in the evaluator's considerations/recommendations.

- Create a permanent institute/academy for training in civic education, democratic governance, and teacher empowerment.
- Encourage greater, more effective communication among partners.
- Enable greater participation by international partners in U.S. activities, such as conferences.
- Broaden the focus of the work of Civitas.
- Promote greater sustainability of programs and projects.
- Encourage the integration of Civitas programs more broadly within states.
- Develop a Civitas Alumni Network.
- Consider the benefit of Civitas creating international youth camps for people involved in social work in various countries.
- Develop international summer camps as well as international conferences for trainers and leaders in civic education.
- Consider opportunities for longer-term delegate exchanges of a semester or year.
- Develop a clearer end product for delegate visits.
- Build capacities as NGOs so that Civitas partners can work more effectively with and advise other NGOs.
- Devise methods for more effective networking between and among U.S. partner states and international partners, including all stakeholders.
- Further explore and use technology in enhancing partnerships.
- Provide more materials, curricula, information, etc. via the Internet and other technologies, reducing cost and increasing the multiplier effect.
- Continue expansion of **Project Citizen** through a national network of county coordinators, enhanced by further development of a dedicated web site to serve as a monitoring and reinforcement tool.
- Encourage regional activities, including workshops and conferences.
- Try to improve the visa process, since it has a direct impact on the ability of partners to plan and meet without a last minute rush.
- Arrange for more "gatekeepers, stakeholders, key decision makers" to become part of the exchange process.
- Place greater emphasis on the impact of Civitas programs in classrooms.
- Focus on both qualitative and quantitative program development and results.

- Conduct research on the impact of **Foundations of Democracy**, using identical methodology in several countries.
- Encourage greater publicity for **Project Citizen** to attract more teachers and develop even more support for the program.
- Expand media relations activities to educate the general public about Civitas activities and increase awareness of the value of civic education.
- Support curricular reform that will allow greater institutionalization of civic education programs.
- Provide help in further "popularizing" the project method in schools.
- Allow more time for front-end, long-range planning, and focus on outcomes of the partnership.
- Working with partners, develop a strategy for future development over the next four or five years.
- Schedule more face-to-face partnership planning meetings with U.S. partners.
- Monitor activities closely for follow-up.
- Exercise more diligence in reporting accomplishments and challenges to partners.
- Develop techniques for attracting more applicants for teacher training in civic education.
- Develop systematic research focusing on analysis of the implementation of key civic education programs.
- Consider returning to partnerships based on a two-state, one-country model.
- Target individual school districts for expansion of civic education rather than focusing too intently on departments of education.
- Personalize the civic education experience for gatekeepers by involving them in education initiatives more often to keep them informed and earn their support.
- Create a forum within the Center for Civic Education that promotes sharing and development of approaches to working in divided societies.
- Improve communication among CCE, state coordinators, and partners.
- Consider a more expansive role for state coordinators.
- Use the **Civitas Exchange Program** to promote integration, tolerance, and diversity using specific materials developed for this purpose.
- Encourage regional cooperation and the building of collaborative efforts in civic education across Europe.
- Develop a student exchange within the Civitas network as a powerful tool for promoting democracy and sharing good examples of civic participation.
- Consider including a student in a country's delegation to the U.S.
- Increase student-to-student contact. Promote greater attention to a student exchange of cultural materials, pen pals programs, etc.
- Encourage systematic visits by lecturers from the U.S. to work with teachers and students at all levels, including those at universities.
- Involve more school superintendents in the program.
- Ensure stronger support for teachers when they come back to their schools after participating in professional development programs.
- Encourage teachers to learn multiple languages.
- Increase teacher-to-teacher contact through correspondence, exchange of lesson plans, opportunities for translation, etc.
- Build better contact with central office administration to encourage support and to justify appreciation.

Evaluator Observations/Commentary

After considering results of the 2004-05 study, the evaluator offers the following personal and professional observations.

The **Civitas Exchange Program** continues to make a substantial contribution to even better civic education/education for democracy across the United States and in other parts of the world.

While numbers are only part of the story, they are impressive, and they speak for themselves. During the past four program years, 4,068,062 individual students and 306,841 teachers have been directly involved in the program. Those numbers are on top of similar initiatives such as Civitas Latin America, Civitas Africa, and Arab Civitas.

During 2004-05 alone, an additional 3.38 million students, 327,846 teachers, and 6.65 million others in the broader community have likely been exposed to or influenced by the program through contacts with people who are directly involved or through the media.

Of course, we must always beware of the tyranny of the average. While some partnerships have vastly increased participation in 2004-05, others have not. A few have gone through a change in leadership at their partnership site. Some seem poised to consider how they might breathe even more life into existing programs and create new ones.

As the **Civitas Exchange Program** prepares to celebrate its tenth anniversary, it exists in a world that is changing exponentially. Recommendations from partners reflect a core of energized leaders who hope to kick off the second ten years with an array of programs and partnerships that continue to be quantitatively and qualitatively successful.

In thinking about the future, consider a few questions. What impact will students who were, are, and will be involved in Civitas have on our individual and collective futures? Will their civic knowledge, skills, and dispositions enable the to make democracy work in a variety of cultural and historical contexts? Will genius be released in a way that would not have been possible without some appreciation for the democratic process and the value of individual and collective talents? Will Civitas student experiences help them bring people together to solve problems, pursue opportunities, and perhaps lead us toward a more just and peaceful world? These are questions that should be discussed regularly, since the answers will come, one way or another, as the future unfolds.

You are invited to study this external evaluation document. Pay particular attention to both the quantitative and qualitative information it provides. Consider supplementary materials that include summaries of evaluation reports and comparative tables. Think about what has been measured and what you have learned. Then, consider the contributions this program makes that are truly beyond measure.

Gary Marx, President
Center for Public Outreach
Vienna, Virginia, USA
12-05

About the Evaluator

Gary Marx, CAE, APR, is president of the Center for Public Outreach, an organization he founded in 1998, which provides counsel on future-oriented leadership, communication, education, community, and democracy. He has conducted evaluations of the **Civitas Exchange Program** for 2000-01, 2002-03, 2003-04, and 2004-05 and has long been active in the civic education community. As an international speaker, workshop leader, and consultant, Marx has worked with educators and community leaders in all 50 U.S. states and on four continents. As a futurist, he has directed studies such as *Preparing Schools for the 21st Century* (1996), *Preparing Schools and School Systems for the 21st Century* (1999), and *Ten Trends…Educating Children for a Profoundly Different Future*, published in 2000. Marx is the author of numerous books and articles. His most recent, published in 2006, are *Sixteen Trends…Their Profound Impact on Our Future* and *Future Focused Leadership…Preparing Schools, Students, and Communities for Tomorrow's Realities*. Marx has served as a primary source for local, national, and international news media on issues affecting education and society and has been a frequent guest on television and radio talk shows. Prior to starting his own firm, Marx served for nearly 20 years as a senior executive for the American Association of School Administrators (AASA). He was a television and radio broadcaster before moving into education, serving as a school administrator for the then 10,000-student Westside Community Schools in Omaha and the 82,000-student Jefferson County Public Schools in Colorado. Marx returned to Jefferson County to advise on strategy in the wake of the 1999 tragedy at Columbine High School. His community activities have ranged from serving on the education advisory committees for the restoration of the Statue of Liberty and Ellis Island and the celebration of the Bicentennial of the U.S. Constitution to serving as founder an chairman of the Keystone Community Task Force, an award-winning local neighborhood improvement association in Omaha, Nebraska, where he also served on a number of local boards and commissions. He is a longtime advocate for civic education and education for democracy. Marx was presented the coveted President's Award by the National School Public Relations Association (NSPRA) in 1999 and the Distinguished Service Award by the American Association of School Administrators (AASA) in 2000. He is accredited by the National School Public Relations Association (NSPRA), the Public Relations Society of America (PRSA), and the American Society of Association Executives (ASAE). Gary Marx can be reached at the Center for Public Outreach, 1831 Toyon Way, Vienna, Virginia, 22182, USA. Phone: 703-938-8725. Fax: 703-938-8726. Email: gmarxcpo@aol.com

Acknowledgments

The evaluator wishes to acknowledge the cooperation and support of state and international partners as well as those involved in Special Projects. All are dedicated to moving their Civitas programs forward for the benefit of students. Therefore, asking them to complete evaluation questionnaires, provide updates, and respond to occasional questions may seem to take time away from their primary mission. However, all realize that accountability and the sharing of information about their programs with colleagues worldwide can lead to invaluable synergy.

While this evaluation was conducted externally, it would not have been possible to complete this project without the openness and support of the Center for Civic Education staff. Program Associate for International Programs Oscar Cruz was helpful in responding to occasional questions and appeals for assistance. Others on the Center staff who provided needed counsel and advice in efforts ranging from development of the evaluation questionnaires to reaching people in many parts of the world included: Executive Director Chuck Quigley, Director of International Programs Rick Nuccio, Director of Governmental Relations Mark Molli, and, of course, Coordinator of Research and Evaluation Suzanne Soule. The evaluator also acknowledges the wisdom offered by Rita Foy-Moss, Education Program Specialist for the U.S. Department of Education Office of Safe and Drug-Free Schools, who serves as liaison to the **Civitas Exchange Program**.

Methodology

This evaluation includes both quantitative and qualitative information indicating progress each partnership and Special Project has made in pursuing the statutory goals of the program. The following methodology was used in conducting an evaluation survey and preparing this report:

- Three 2004-05 questionnaires were prepared, one each for completion by international partners, U.S. partners, and coordinators of Special Projects. Those instruments, which requested both qualitative and quantitative information, reflect four years of review and refinement in an ongoing process that involved Center for Civic Education staff, those actually involved in the program, and the evaluator.
- Evaluation instruments were distributed by email on May 4, 2005, using lists of key contacts provided by the Center for Civic Education. Detailed instructions, reinforced by a cover letter, provided guidance on completing and returning the questionnaire to the evaluator.
- The period covered by the evaluation was March 1, 2004, through February 28, 2005.
- June 20, 2005, was established as the due date for completed questionnaires.
- Reminders were emailed to those who had not completed the evaluation questionnaire by the date it was due. Periodic reminders were distributed to a list of participants that became smaller as questionnaires were received. The final completed questionnaires arrived during November 2005.
- A brief questionnaire was distributed to state and international Civitas leaders on May 17, 2005, requesting certain key information for a preliminary report, which was shared with the Center for Civic Education in early June. Highlights of the 2003-04 evaluation report were shared with those attending the World Congress on Civic Education in Amman, Jordan, also during early June.
- Partners and special project coordinators, in addition to providing known numbers of various groups directly involved in the program, were also asked to estimate the numbers of additional teachers, students, and others in the community who might have been exposed to or influenced by Civitas programs.
- The evaluator posed a number of follow-up questions to several respondents by email and phone to clarify both qualitative and quantitative information.
- The evaluator reviewed and summarized each evaluation questionnaire, giving particular attention to: student and teacher involvement; points of emphasis; monetary and in-kind support; use of materials, texts, programs, and activities; participation in local, regional, and national showcases and competitions; training events for teachers and other educators; delegate exchanges; efforts to reach diverse populations; evaluation and research projects conducted; follow-up and assistance provided by the partner organization for those involved in the program; work with key decision makers; and publicity. U.S. partners were asked to specify how they had attempted to fulfill the six major goals of the program during 2004-05.
- After a thorough review of materials, the evaluator wrote this report, which includes observations and considerations/recommendations for further improvements in the program.
- The report was submitted to the Center for Civic Education in mid-December 2005.

Limitations

Information included in both this external evaluation report and in supplementary materials is based on responses to questionnaires. Those responses were provided by U.S. and international partners and those who provided leadership for Special Projects. An attempt has been made by the evaluator to interpret and in some cases correct numerical discrepancies. The evaluator also sought to lend clarity to various statements that were submitted to make them readily understandable to the English language reader. Care was taken not to change the intent of those statements. In several cases, the evaluator initiated further contact with those who responded to the questionnaires to obtain clarification. Clarifying information was generally provided. In some instances, the evaluator received no further response. Some historic information and explanations of certain programs were drawn from Center for Civic Education publications, including past **Civitas Exchange Program** evaluation reports. The evaluator was not in a position to personally monitor each of the programs in approximately 23 U.S. states, including D.C., and pproximately 14 international partner and three Special Project sites. Therefore, the evaluator relied on information that was supplied by each partner or Special Project representative. Any errors, misstatements, or changes in intent are unintentional.