
Civic Education in the School Systems of Latin America and the Caribbean

Eleonora Villegas-Reimers

1994

Material from this report may be reproduced if full credit is given as follows:

Villegas-Reimers, Eleonora. 1994. "Civic Education in the School Systems of Latin America and the Caribbean." *Working Papers*, No. 3. Education and Human Resources Division, Bureau for Latin America and the Caribbean. U.S. Agency for International Development. Washington, DC: Academy for Educational Development.

This report is a publication of
the LAC Education and Human Resources Technical Services Project
conducted by the Academy for Educational Development

for the U.S. Agency for International Development
Bureau for Latin America and the Caribbean
Office of Development Resources
Education and Human Resources Division
Contract No. LAC-0032-C-00-9036-00

ACKNOWLEDGMENTS

Producing this report and its companion on environmental education required patience, perseverance, and dedication on the part of many people. First and foremost, Leopoldo Garza, the deputy chief of the Education and Human Resources Division of USAID's LAC Bureau and the sponsor of this study, was steady in his sense of the importance of a study that crossed traditional boundaries to bring his office's concern with education together with USAID's goals for democracy and the environment.

The Academy for Educational Development (AED) designed and carried out this study under the guidance of Frances Hays, then the coordinator of the information component of the LAC Education and Human Resources Technical Services (EHRTS) Project. In each country, the EHRTS Project contracted with a local education researcher to gather the information requested in a questionnaire. These professionals carried out their task with diligence, supplying AED with excellent information in a short amount of time. The names of the researchers are listed on the following page. They all deserve special thanks.

Because of the complexity of coordinating a study in fifteen countries, several members of AED's support staff were invaluable in their attention to creating good communications with the local researchers. Laura Flores, Amy Markowitz, and Lorecia Roland made sure that no detail was forgotten in working at long distance with the researchers.

Of central importance to this effort were the two principal investigators—Eleonora Villegas-Reimers for the study of civic education and Adalgisa La Forgia for the study of environmental education. They both devoted many hours to reviewing and analyzing the information gathered from the countries. In civic education, the principal investigator also conducted an extensive search for literature relevant to the study. In environmental education, Roberto Martín conducted the review of literature. Each investigator prepared reports in draft form and then worked closely and carefully with the project editor and translators to produce final reports that would be as accurate and clear as possible to the users of this information.

As usual the job of taking draft reports through to final form was composed of many multifaceted tasks for the project editor. In this case, Eleanor Abrams did a superb job both of editing the English-language versions of the reports and of coordinating the design and layout of the reports to enhance their ease of use. Manuel Muñoz-Carrasco translated the civic education report from English into Spanish, and Somers Estrada translated the environmental education report from Spanish into English. Lorecia Roland, the EHRTS project assistant, kept track of all details, disks, and contracts to make sure the four reports ended up in their correct final form.

My thanks to the entire team involved in the preparation of these reports.

Frances Hays
Director, LAC Education and Human Resources
Technical Services (EHRTS) Project
Academy for Educational Development

RESEARCHERS

Argentina—Juliana Abella

Bolivia—Ana Rosa Azero de Achá

Chile—Marta Zeballos A.

Colombia—Gloria Urueta V.

Costa Rica—Elvira Padilla de Seco

Dominican Republic—Lilian M. Pagan

Ecuador—Eduardo Bustos

El Salvador—Ana Gloria Silva

Guatemala—Justa de León de Monney

Honduras—Irma Leticia Perez

Jamaica—Carlos Browne

Mexico—Adriana Arzac

Nicaragua—Olga Velásquez

Panama—Yolanda Jiménez M.

Peru—Giovan Maria Ferrazzi

TABLE OF CONTENTS

Part I: Analysis of Data

Chapter One: Background of the Study	1
Purpose of the Study	1
Methodology of the Study	1
Organization of the Report	3
 Chapter Two: Role of Formal Education in Fostering Democracy	 5
 Chapter Three: Literature Review	 9
Definitions	9
Research Studies	10
Models and Projects	13
Organizations Working in Civic Education and Education for Democracy	18
 Chapter Four: Findings from the Survey	 21
General Findings	21
Specific Findings	24
 Chapter Five: Conclusions and Recommendations	 37
 References	 41

Part II: Country Reports

Argentina	47
Bolivia	52
Chile	57
Colombia	61
Costa Rica	68
Dominican Republic	73
Ecuador	77
El Salvador	84
Guatemala	88
Honduras	93
Jamaica	98
Mexico	103
Nicaragua	107
Panama	113
Peru	120

Part III: Key Organizations: Civic Education in Latin America and the Caribbean

Organizations in Latin America and the Caribbean	131
U.S. Organizations with Programs in Latin America	136
Other Organizations	138
Organizations in Latin America	138
Organizations in the United States	141
International Organizations	144

Tables

Table 2.1: Critical Topics in Civic Education	7
Table 3.1: Names of Organizations Working in Civic Education and Education for Democracy in the LAC Region	19
Table 4.1: Distribution of National Curriculum	27
Table 4.2: Civics as a Separate Subject	29
Table 4.3: Civics as Part of Other Subjects	29
Table 4.4: Nongovernmental Organizations with School-based Programs	34

PART I
ANALYSIS OF DATA



CHAPTER ONE

BACKGROUND OF THE STUDY: CIVIC EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

This chapter introduces the purpose and methodology of the study, the organization of the report, and the content of each main part and chapter. Through a review of the literature and a simple questionnaire, the study focused on gaining an understanding of the current status of civic education and education for democracy in the formal education systems of fifteen countries of the Latin American and Caribbean region.

PURPOSE OF THE STUDY

This report presents the results of a study on civic education, moral education, and education for democracy in Latin America. The main goal of the study was to understand the status and position of these subjects in the formal education systems (primary and secondary levels) of Latin American and Caribbean (LAC) countries by learning more about the following:

- the activities, models, and programs used to teach these subjects as specified in the national curriculum (or any other curriculum of some scope) for primary and secondary education
- the nonformal activities (those taking place under the auspices of nongovernmental organizations) that occur in the schools in these subjects
- the status of teaching methods, instructional materials, and teacher preparation as related to these subjects
- the organizations (both in the LAC region and in the United States) that work to promote programs and/or activities in these subjects in the region
- the literature (essays and research studies) produced both in the LAC region and in the United States about these subjects

METHODOLOGY OF THE STUDY

To accomplish this goal, several tasks were carried out:

First, a review of the literature related to civic education, moral education, and education for democracy in the LAC region was completed. Data bases such as ERIC and PAIS in the United States, and the REDUC network in twenty-one countries of Latin America were reviewed.

Second, Latin American and U.S. organizations that sponsor or design and implement projects on civic/citizenship education and education for democracy in different Latin American countries were contacted to learn more about their activities and projects.

Because the review of the literature revealed so few programs and models for teaching civic education, moral education, and education for democracy and named so few of the organizations working in the LAC region in these areas of study, there was a need to gather information directly on what was happening in each country. With that purpose, the third phase of the study began: a survey of civic education in the formal education systems of fifteen countries of the LAC region. The survey methods are briefly explained below.

The fifteen countries of the LAC region that participated in this study were selected based on practical considerations: all are countries where the U.S. Agency for International Development (USAID) has missions or where the Academy for Educational Development (AED) has worked. This would facilitate contact with local researchers. The following countries were included in the study:

Argentina	Dominican Republic	Jamaica
Bolivia	Ecuador	Mexico
Chile	El Salvador	Nicaragua
Colombia	Guatemala	Panama
Costa Rica	Honduras	Peru

A written survey with questions relating to the topics of interest identified in the purpose of the study (above) was used to collect the data. The questionnaire was prepared in English for Jamaica and in Spanish for all other countries. (The survey questions are included in Chapter Four, Findings.)

The questionnaire had two main sections. The first section, the National Curriculum, included questions about the following three areas: structure, history, and distribution. The second section, Civic Education, posed questions about seven areas: status of the curriculum, teaching methods, instructional materials, teacher preparation, school-based programs run by nongovernmental organizations, moral education, and education for democracy.

After the survey was developed and revised, one local education researcher in each of the countries was contacted. To complete the questionnaire, the researchers were asked (in writing) to review the curriculum and to interview specialists in the Ministry of Education and local nongovernmental organizations to gather the information requested in the survey. Thus, the information gathered represents the official viewpoint of the Ministry of Education rather than actual practice in the schools.

Each researcher was also asked to submit the names, addresses, and telephone numbers of the people interviewed in the different organizations and to collect as many related materials as possible (such as programs, study guides, textbooks, pamphlets, books). The completed questionnaires and the relevant materials were mailed to the United States, where they were analyzed for this report.

Finally, some brief interviews with Latin American educators, administrators, teachers, and project directors were informally conducted over a four-month period to supplement the information gathered through the literature review and the questionnaires.

ORGANIZATION OF THE REPORT

This report is organized in three parts:

- Part I presents the findings from the literature review and the analysis of the survey conducted in the fifteen countries. Part I is organized in the following chapters:
 - Chapter One, this chapter, introduces the purpose and methodology of the study and the organization of the report.
 - Chapter Two discusses the relationship between formal education and democracy. This chapter summarizes the main kinds of knowledge, skills, and values related to democracy that schools need to impart to students if schools are to effectively prepare young people to function in democratic societies. Formal education itself must embody democratic principles in the content of the curriculum, the ways in which schools are organized, the methods teachers use in the classroom, and the ways in which teachers are trained.
 - Chapter Three presents the information gathered by reviewing the literature and contacting the organizations. First, terms used throughout the study are defined. Then three kinds of information are reviewed: research studies about the knowledge, skills, and values that Latin American citizens have related to civics and democracy; models used for teaching civics and democracy in school settings and in teacher-training settings in the LAC region; and organizations that have worked in Latin America in the field of civic education and education for democracy.
 - Chapter Four presents the major findings from the survey carried out in fifteen countries of the LAC region. Critical areas for intervention include teacher preparation and teaching methods, the content of the curriculum, and instructional materials. In general, civic education is a passive process in which teachers present information for students to memorize with no opportunity for practicing skills and values related to active participation in a democratic society.
 - Chapter Five presents the final conclusions and recommendations.
- Part II includes the fifteen country reports, detailed summaries of the information obtained by the researcher in each country. These reports follow the structure of the questionnaire.
- Part III provides a description of the major organizations working in Latin America on civic/citizenship education and education for democracy.

CHAPTER TWO

ROLE OF FORMAL EDUCATION IN FOSTERING DEMOCRACY

Formal education plays a critical role in preparing young people to be active members of democratic societies. Increasingly, researchers and educators are calling for schools to pay explicit attention to how four elements of the school support the teaching of knowledge, skills, and values related to democracy—the content of the curriculum, the organization of the school, the teaching methods used in the classroom, and the training of teachers.

In most countries, the central role of formal education has been to prepare the younger generations to serve their societies and improve the quality of their own lives. Recently a new role has been defined for education: preparing young people to exercise their rights and responsibilities in a democratic society.

Informed, thinking, and involved citizens are perhaps the best guarantee for democracy and, certainly, for nation building and social development (Griffith 1990, p. 164).

Most probably the worst enemy of democracy is lack of education (Kaltsounis 1990, p. 192).

Many authors have explored the relationship between democracy and education (see Rauner 1993 for a review of the literature). Although some researchers disagree about the strength of this relationship and about the possible existence of other factors that may help explain the correlation, most authors agree that education is one of the main factors in fostering democracy (Rauner 1993).

For many years, most authors have supported the idea that increasing the level of education of the population will help strengthen democracy. And even though not every author agrees that more and better education in a country means a stronger and better democratic government, no democratic countries have populations with low levels of education (Rifkin 1993).

In the past few years, many authors (such as Castro 1991, Gutmann 1987, and Jarolimek 1990) have called for a more direct approach to preparing citizens to live in a democracy. While teaching reading and writing, math, history, and science is all important, focusing on the knowledge, skills, and values that citizens need to participate effectively in a democratic society is gradually becoming a central concern of many educational systems. Together with parents, families, and other social institutions, such as the media and youth organizations, schools play a central role in this new initiative.

In part, interest in the role schools play in educating citizens to live in democratic societies has occurred because schools are the public institutions charged with the responsibility to prepare children and youth for adult life. But this interest has also occurred because, for years, schools have avoided this task. For many decades, schools have relied on the "hidden curriculum" to prepare citizens or have avoided the issue altogether because the task is complex and political.

Now, many authors (such as Castro 1991, Negrette 1989a, and Pratte 1988) have identified the need for schools to be more explicit about teaching the knowledge, skills, and values that are necessary to live in a true democracy.

Such values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, to equal rights, to social and economic justice, to the rule of law, to civility and truth, to tolerance of diversity, to mutual assistance, to personal and civic responsibility, to self-restraint and self-respect—all these must be taught and learned and practiced (American Federation of Teachers 1987, p. 11).

Ideally, this goal is not only pursued in the civic and citizenship education curriculum, but also in every aspect of the general curriculum and school experience. A renewed interest in four areas—the content of the curriculum, the organization of the school, teaching methods, and teacher preparation programs—has demanded a new way of thinking about the role of schools in a democracy:

- **Content of the curriculum:** Various authors have proposed specific kinds of knowledge, skills, and values that should be explicitly taught, emphasized, and fostered in academic subjects and in the school as a whole. The following table summarizes the most commonly proposed types of knowledge, skills, and values.
- **Organization of the school:** Some authors have called for a more democratic organizational structure and decision-making process where students play an active role and learn firsthand about responsibility, participation, and each individual's role in the positive functioning of groups.

For people who have spent all their childhood and adolescence in a subordinate condition where there is lack of initiative, it is very tiring to get rid of authoritarian styles. It is time now to introduce—in a generalized way, beginning with elementary school—democratic structures in which students begin from first grade to discuss, value, propose, and decide so that the class collaborates in implementing tasks decided by mutual agreement (Negrette 1989a, p. 14, my translation).

- **Teaching methods:** Several authors have indicated a need for a more democratic pedagogy, where dialogue and debate are encouraged and where students participate in all the workings and management of the classroom. To reach that goal, changing the curriculum is not enough.
- **Teacher preparation:** Again, to change teaching methods, teacher preparation programs and methods need to be revised, too.

Although values and attitudes are often explicitly included as specific objectives in a social studies curriculum in developing countries, there is reason to believe that many classroom activities treat these objectives as merely intellectual exercises. Far too little time is devoted to the demonstration and application of these values or to social action (Griffith 1990, p. 164).

Table 2.1

Critical Topics in Civic Education

Knowledge	
<ul style="list-style-type: none"> • knowledge base • history • geography (cultural and economic) • economic systems • political systems • legal systems • social systems and institutions • world reality • humanities 	<ul style="list-style-type: none"> • moral education • alternative social arrangements • differences (ethnic, cultural, racial, political, etc.) • human rights • elements of true democracies (rights, solidarity, tolerance, respect, etc.) • country's constitution • country's government • multiculturalism
Skills	
<ul style="list-style-type: none"> • critical thinking • independent thinking • problem-solving • literacy • communication/dialogue • decision making • assessment of political situation • cooperation 	<ul style="list-style-type: none"> • protection and promotion of one's interests and values • productive participation in work force • political, social, and civic participation • community service • personal and social responsibility • dealing with differences • leadership
Values	
<ul style="list-style-type: none"> • respect (self and others) • principles of democratic life • respect for and defense of human rights • concern for others • sovereignty of people • justice • freedom • equality • diversity • authority 	<ul style="list-style-type: none"> • privacy • due process • participation • responsibility (personal, civic, social) • rule of law • civility • truth • tolerance • assistance to others • civic sense

Sources: American Federation of Teachers 1987, Avery 1988, Banks 1990, Boyer 1990, Butts 1980, Castro 1991, Clark 1990, Freire 1970, Jarolimek 1990, Kalsounis 1990, Mayordomo 1991, Meyer 1990, Negrette 1989b, Smith 1985, Strike 1988, Wood 1988.

Latin America, like many other regions of the world, is beginning to see the importance of teaching civic or citizenship education in the schools and to revise the curricula, material, activities, and teacher preparation courses. This is especially important given the realities of most Latin American countries today.

[In Latin America] people feel that there is a separation between their daily lives and the lives of those who are in charge of the decision-making process (Cardoso 1990, p. 9, my translation).

Civic education [in Latin America] generally tends to promote a consensual view with a heavy concentration on patriotism, national symbols and historical figures. Thus, civic education is seen by many Latin American students as being rather abstract and having little relevance to their daily existence (Diaz 1992, p. 3).

This study of civic education in the formal education systems of Latin America was undertaken in the context of the growing awareness of the relationship between education and democracy. Gaining a better understanding of the realities of the formal curriculum on civic education, moral education, and education for democracy provides a first step toward generating more interest in and attention to this field. With this new understanding, more effective actions in improving the quality of education and democracy in Latin America can follow.

CHAPTER THREE

LITERATURE REVIEW: CIVIC EDUCATION, MORAL EDUCATION, AND EDUCATION FOR DEMOCRACY

This chapter summarizes the information gathered through a literature review of civic education, moral education, and education for democracy in Latin America and the Caribbean (LAC) region. The chapter is divided into four sections:

- The first section, **Definitions**, offers definitions of terms used in this study and in the literature.
- The second section, **Research Studies**, summarizes the research that has been completed in several countries of the LAC region on the knowledge, skills, and values that citizens have in relation to their civic and democratic roles in society and about the teaching of these subjects in school settings.
- The third section, **Models and Projects**, presents the models and programs—in formal educational settings and in teacher preparation institutions—that exist in different countries of the LAC region.
- The fourth section, **Organizations Working in Civic Education and Education for Democracy**, presents the organizations both in the region and in the United States that are working in these areas of study.

DEFINITIONS

Although the literature uses several terms relevant to this study, each term has a somewhat different meaning. For clarity, definitions of terms used in the literature and in this study are explained below.

The words *education* and *democracy*, for example, have been put together in many different contexts, and these various combinations have different meanings.

- *Education for democracy* refers to the education offered to individuals to teach and promote the development of knowledge, skills, and values necessary to live in a democratic society. This is the topic most relevant for this paper.
- *Democratic education* refers to an educational system that has a democratic structure. Teachers and students work together, receive the same respect, and are equally involved in the processes of teaching and learning. The knowledge, skills, and values of democracy are practiced and implemented in the classroom, regardless of whether the characteristics, values, and structures of democracy are explicitly taught in the classroom. In most cases, however, democratic classrooms and schools exist only in places where there are well-developed programs of education for democracy.

- *Democratization of education* refers to the opening of access to education for the whole population of the country. When a society is going through a process of democratization, it is dealing with issues of access and equity, but not necessarily addressing democracy or democratic knowledge in the classroom or the curriculum. This last theme of the literature is not addressed in this paper.

In addition, other topics explored in this review of the literature include civic education, citizenship education, moral education, and human rights education. All of these are related to preparing the younger generation to become active and responsible citizens. Each of these terms, however, refers to a different aspect of that process of education.

- *Civic education* and *citizenship education* are synonymous and are used interchangeably in the literature to refer to the teaching of specific knowledge, skills, and/or values that are necessary to live in society. These subjects do not necessarily focus on democracy.
- *Moral education* refers to the teaching of values and attitudes in the classroom and the schools. In most cases, moral education is thought of as an aspect of the curriculum that focuses on teaching all kinds of values (such as democratic, social, individual, and ethical). In some cases, however, it is used as a synonym for religious education (this is more common in the literature related to Latin America than to any other region of the world). However, religious education was not explored in this study.
- *Human rights education*, considered a combined form of moral education and citizenship education, emphasizes the importance of respecting and valuing the rights that every person has as a human being and teaches about the rights and responsibilities of citizens.

RESEARCH STUDIES

Various authors have recently completed studies on the type of knowledge, skills, and values that citizens of specific Latin American countries have. The results show that the populations studied have little knowledge of their society and little motivation and/or commitment to participate in society. Given that the studies are few and that the situations in each country are diverse, it is important not to generalize about all countries. However, this group of studies offers a sense of the realities of Latin America today.

In Paraguay in 1987 about five months before the national elections for President and Congress, Garay and Schwartzman (1987) completed a study in which they interviewed almost 2,000 people between the ages of nineteen and twenty-four. Those interviewed displayed a general lack of knowledge about and very little interest in participating in the functioning of society.

- Only 33 percent of those interviewed acknowledged that part of being a citizen was to have political rights.
- About 33 percent did not know what the Constitution was (11 percent considered that it was the law created by the police).
- Only 66 percent knew the concept of *voting*.

- Only 44 percent knew how to correctly define *democracy* (of the six civic concepts that they were asked to define, *democracy* was the least known).

In the same study, the following results about values and attitudes were reported:

- Although the great majority of interviewees valued the right of freedom of speech, only about 50 percent believed that people should participate in politics.
- About 40 percent believed that no one should criticize the government because those in government always knew what they were doing or because criticizing was a subversive behavior.
- Only 33 percent had an acceptable degree of civic consciousness. Those with higher levels of civic consciousness tended to be men, have a higher education level, be students, or be workers in higher paying jobs. Therefore, education did have an effect on civic consciousness.

Despite the different political histories of Paraguay and Venezuela, the results from Paraguay are not very different from those reported by the Grupo Roraima (1987), which completed a study on democratic knowledge and attitudes of citizens in Venezuela. The Grupo Roraima's study evaluated the institutions, the processes, and the opinion of citizens about Venezuelan democracy. Two results emerged from this study: (1) citizens had little political knowledge of how society works and how they can participate and (2) citizens had very low motivation to get involved in democratic processes.

In another study in Venezuela, Méndez et al. (1989) presented similar results after interviewing 24,689 people about their knowledge of rights, responsibilities, and civics.

- About 70 percent knew the thoughts of Simon Bolivar well, but did not know some of the country's most basic Constitutional rights.
- About 33 percent did not know that a Constitutional right states that every Venezuelan is equal.
- Some 85 percent believed that Venezuelans were not equal despite the Constitutional right and expressed their belief that this was one more strong case of social injustice that revealed the weakness of democracy.

Many studies in other countries also report a lack of interest, motivation, or knowledge about the importance of actively participating in society's processes. For example, Rodríguez (1987) presents some views of young adults on political participation and the process of democratization in Argentina, Chile, and Uruguay. His conclusion is as follows:

The possibility of getting organized and to define strategies are for the young adults too remote, and this creates passive behavior and nonparticipation (p. 42, my translation).

In another study, Rodríguez (1989) analyzed the reality of the younger generations in Paraguay, Chile, Argentina, Uruguay, Costa Rica, Venezuela, Colombia, Peru, and Nicaragua. As in other studies, the results of this analysis show the younger generations to have a very low level of commitment towards democracy. Rodríguez offers two possible explanations:

- the influence of the process of exclusion, which has affected most members of the younger generations
- the existence of "political poverty," a state in which the poorest live, which makes individuals unaware of the possibility of participating and, therefore, uninterested in getting involved

The Centro de Estudios Educativos [Center of Educational Studies] (1980), Lerner de Almea (1980), and Centro de Investigación y Experimentación Pedagógicas [Center of Pedagogical Research and Experimentation] (1980) analyzed the content of the formal curriculum of values education in Argentina, Venezuela, and Uruguay respectively. Not one of these studies mentions democratic values, civic values, or anything related, which implies that these topics were not included in the curricula at the time when the studies were completed.

At times, it is not only that content related to democracy and democratic values and attitudes is excluded from the curriculum, but also that even when these topics are included, teachers do not acknowledge them. For example, García and Vanella (1992) completed a study between 1981 and 1983 in Mexico to explore the actual daily practice of moral values in schools. As part of the study, they observed fifty-one classrooms in twenty-three schools and found the following:

The values proposed in the legislature and educational policy and in the current curricula are not promoted effectively in the daily practice in the schools (p. 82, my translation).

In all the schools observed, the daily practice of promoting and developing values was not focused on with the same purpose and systematic approach as other aspects of the curriculum. In fact, these authors report that the teaching of values took place without conscious thought and did not adhere to the content of the official program. In most cases, an authoritarian style dominated; ceremony, form, and order were emphasized. Even though this was not part of the official curriculum (on the contrary, the curriculum suggests that such an authoritarian methodology not be used), the authoritarian mode was used in all schools observed. There was no democratic practice, only the traditional and authoritarian education.

Similar findings are reported by Alvarez and Giacconi (no date) in a study completed in the first grades of Chile. After recording very rigorous natural observations in classrooms, these authors report the following:

. . . the classroom is not a place where dialogue or spontaneous conversation takes place: children are required to listen to orders and instructions given by the teacher, but we did not observe a disposition on the part of the teacher to listen to or be interested in what children may say (p. 14, my translation).

A logical question to ask then is, What kind of education about civics/citizenship education and democracy are teachers receiving in their teacher-preparation programs? Unfortunately, only one study that looked at that issue was found.

Denis (1986) completed a study in one of the teacher education institutions of Venezuela (Instituto Universitario Pedagógico de Maracay) to assess whether the program offered for social sciences teachers promoted the education of democratic values in future teachers. Results showed that this institution ". . . is not contributing enough to the education of democratic values" (p. IX, my translation).

In summary, research results have shown a general lack of knowledge about rights, responsibilities, democratic processes, etc. and low motivation to participate as citizens in the democratic processes of the society. Whether this apathy is the result of lack of knowledge, fear of repression, or simply lack of interest is not known as studies have not explored the reasons for such apathy. But, clearly, the need to increase attention to the teaching, promotion, and development of civic and democratic knowledge, skills, and values in the classrooms and schools of Latin America is great.

MODELS AND PROJECTS

The literature reports on some models and projects for civic education, moral education, and education for democracy that have been implemented in different Latin American countries over the past several years. Most of these models have been implemented in the nonformal sector of education; only a very few of those reported have been implemented in schools as part of the formal education system. These models appear in four categories:

- models of formal education programs (including primary, secondary, and higher education levels)
- models for training teachers
- models of nonformal education programs
- models for teaching human rights

The models and projects found in the first two categories will be described in this report. Because the models and projects in the last two categories do not take place in the formal education system, they will be briefly summarized.

Models in Formal Education Settings

- *Escuela Nueva [New School]* program is the best known educational model in Latin America that promotes civic values and behaviors. It has been successfully used in preparing active citizens and members of the community in Colombia. This program was developed and tested in rural schools about twenty years ago. At the present, the model serves about 22,000 schools in the rural areas of Colombia. The transition from a small program in a few schools to this massive program was due to the availability of UNICEF funds, which allowed learning guides for students and manuals for teachers to be produced (Rojas and Martinez 1993).

The Escuela Nueva model has goals that focus not only on the learner, but also on the teacher and the community. The Escuela Nueva school is a multigrade school with one or two classrooms organized in learning centers. Using the study guides and the resources available to them, children actively participate in their own learning. Teaching is done not only by the teachers, but also by the students themselves. The most relevant aspect to civic education and democracy is that the students are elected by their peers to committees in charge of activities both in the school and in the community. All the children, together with the student president, student vice-president, and chairs of the committees, are responsible for participating in the governance process of the school and for involving the community as a whole in activities organized by the school.

According to the model, school governance exists at two levels:

- At the individual level, each student has some individual control (own progress, attendance, homework, etc.).
- At the group level, students work in committees. In this way, children are learning—firsthand, by practicing—concepts such as democracy, critical thinking, decision making, responsibility, and the importance of participation.

In addition, school activities and classes emphasize concepts such as justice, cooperation, respect, and dignity (Schiefelbein et al. 1992).

The relationship between the teacher and the students is another unique element of this model. The teacher respects the child's dignity and rights to make decisions and manage his/her own autonomy. There is a "horizontal relationship" (one of equality) among teacher, students, and parents. This model, thus, is a good example of democratic education. In addition, education for democracy is at the core of the content and the activities.

The evaluations completed about this program have been so positive that the program is currently being implemented in other Latin American countries such as Chile, Guatemala, and Honduras. These evaluations show that civic behavior occurs more frequently in children in these schools than in traditional programs. Children in the Escuela Nueva program also have better overall skills, such as verbal, communication, leadership, and academic (Arboleda 1993).

Teachers who work in this model are certified teachers who attend three ten-day workshops to learn about the model, the use of the study guides, and the role of the school in the community.

- *Escuela Activa [Active School]* is a new model similar to Escuela Nueva and is being implemented in Colombia in poor areas of major cities. The team in charge of its design is the same group that designed and implemented Escuela Nueva. Even though this model started as a new phase of the Escuela Nueva program in the urban areas of the country, it was immediately clear that the realities of urban areas and those of rural areas are different. Therefore, some aspects are being modified by the foundation *Volvamos a la*

Gente [Let's Go Back to the People] as the model is being implemented on an experimental basis in fourteen urban poor schools in Colombia (Arboleda 1993). Many obstacles have been found, especially in relation to the little time teachers have for training or for preparing special activities and their hopelessness about the life conditions of the children they teach. The foundation is addressing some of those issues.

In addition to including teachers and students in educational activities, parents have been invited to participate. This participation has helped get the community more involved, but it is still in a beginning stage.

- *República Escolar*, created by the Uruguayan educator Sabás Olaizola, was implemented in Venezuela about forty years ago and still exists in one experimental school. This model gained importance a few years after the country had entered into a democratic regime in the 1960s. The school was structured into four republics: one for grades first to third, and one each for grades four, five, and six. Each republic had a president, elected by his/her peers from among the best students measured academically; a court; and a congress. In addition, one president of the federation of the four republics was elected by the students. Among the special activities carried out in this school was an emphasis on learning about the countries in the Americas and on volunteer work in and out of the school. Students participated in many activities that helped in the running of the school, such as organizing pick-up/dismissal times and controlling street traffic during school opening and closing times. The school was run on a democratic model, and the students learned about democracy firsthand. There is no published evaluation of this model, but the anecdotal references show that students' attitudes about democratic participation and active involvement were positive and matched their behavior (Márquez 1960).
- *Philosophy for Children*, implemented in six schools of Guatemala (four in poor areas and two in private, middle-class schools) in 1987, is a program that develops critical thinking skills in children and encourages them to participate in daily life issues. Based on readings, writings, and discussions incorporated in the curriculum, the program "transforms" children into "philosophers." Thompson and Echeverría (1987) report the program was successful in improving children's critical thinking skills and participation as shown by the comparison of pre- and post-test results.
- *The whole language approach combined with the Freirian approach* focused on teaching justice. Libanio (1984) summarizes this project that was carried out in a Catholic school in a very poor area of Colombia. He gives examples of some of the modules discussed (family and my position in it, society and my role in it, etc.) and reports the following:

. . . there was a change that could be seen in the students, more enthusiasm to live in this new dimension of justice, the integration with others, and a more balanced and better process of valuing of everyone and everything" (p. 32, my translation).

Unfortunately, no specific results or procedures are presented.

- *Teaching Democracy and Human Rights*, a model developed by the Servicio Educativo Paz y Justicia [SERPAJ/Educational Service Peace and Justice] in Uruguay, was designed to teach education for democracy and human rights in all grade levels. Initially, the Ministry of Education and Culture signed an agreement with the Inter-American Institute for Human Rights to design and implement a seminar on human rights for all grades and levels of the formal education system. A year later, however, the whole project stopped, and the implementation of the model died (Ravela 1987). Therefore, there are no results or evaluations of the program.

- *Courses on education for democracy* at the Universidad Rafael Landivar (Guatemala) are offered to all students, so that every member of society can participate as a citizen. These courses are based on a five-chapter document written by Espinoza (1988). Each chapter focuses on a topic in the course:
 - historical roots of the Guatemalan situation
 - knowledge about the sociopolitical reality of Guatemala
 - the Constitution and democracy
 - social organization and democratic participation
 - role of the educator in the democratic process

No other information is given about the effectiveness or implementation of the course.

- *A proposal to teach education for democracy* has been presented by CEBIA to include education for democracy in the formal curriculum in Chile. Vera (1990) offers valuable information about the proposal. CEBIA had mostly worked at the nonformal level, but then moved into the formal education settings. CEBIA proposed a curriculum for citizen education for democracy to be used in formal education settings (but, to date, has not been implemented). This curriculum would have three guiding points: the person, the civil society, and the public organizations. CEBIA also proposed to emphasize the idea and practice of participation. To accomplish this, CEBIA proposed the following actions: training social and community leaders, union leaders, university students, etc.; providing formal education in school settings (redesigning civic education); communicating to have an impact on public opinion; and exchanging and collaborating between and among organizations.

As the literature indicates, few models have been developed to teach civic and democratic knowledge, skills, and values in formal education settings in Latin America. The question remains whether the models and programs are indeed few or whether there are no written reports about the initiatives and projects implemented in the various countries. Given that there is no tradition of documenting educational experiences in many of these countries, it is possible that many more models are known only to those directly or indirectly related to their design and implementation.

Models Used for the Education of Teachers

In addition to the models implemented in schools, there are some reports of teacher preparation models and activities that get reflected in the teachers' practices in the classroom.

- *Elementos de Didáctica para la Formación Social y Ética [Elements of Pedagogy for a Social and Ethical Education]* is a course offered at the university level for teachers in Peru. Patrini (1991) reports that among other themes, the promotion of a moral and sociopolitical consciousness is explored, as is the need for pluralistic education and education for democracy. No information is given about how this course is carried out, whether it is mandatory, or what its results are.
- *An alternative strategy for the development of values* was developed after García and Vanella (1986) studied fifty-three schools in Mexico and found that teachers were not addressing values in the classrooms in any systematic way. This program for in-service teachers included a workshop and a reflective seminar. This alternative model emphasized a new mechanism for linking the content with the personal relationship between the teacher and the student. Three basic components were emphasized: intentionality, consistency, and ways of participating. The program was designed to help teachers become more actively involved and more explicit in teaching values.
- *Workshops for Democratic Education* were organized by the Programa Interdisciplinario de Investigaciones en Educación [PIIE/Interdisciplinary Program of Educational Research] in Chile. These workshops were given to teachers of all levels to improve their knowledge and teaching skills about democracy. The focus for these workshops was the relationships that teachers establish with their students, as the authors believe this may be a power-driven relationship or a democratic relationship. Hevia et al. (1990) prepared the *Book of Support* for the participants.
- *Democratic Teachers*, a project begun in Chile by the Centro de Investigación y Desarrollo Educativo [CIDE/Center for Educational Research and Development] in 1983, is a program for in-service teachers who would like to become more reflective and open in providing opportunities for students to develop democratic attitudes and behaviors. By 1993, 1,022 teachers had gone through the program (five, three-day workshops in a period of five months). According to recent evaluations (Alvarez, Aviles, and Bustos, no date), the program is very successful.
- *A national training program for teachers of basic education about the teaching of moral and civic values* was developed in El Salvador by the Ministry of Education and the Fundación Empresarial para el Desarrollo Educativo [FEPADE/Business Foundation for Educational Development] through the National Commission for the Cooperation for Educational Development and carried out between July and October 1990. In this program, ninety-two seminars were developed (Hernández de Gómez 1991, p. 3). The report concludes that the results of the seminars were positive as the teachers found them helpful and interesting. However, no follow-up evaluation of these teachers in the classroom is reported.
- *Several conferences, seminars, and fora to inform teachers about human rights and education for democracy* were organized in Uruguay by SERPAJ. Ravela (1987) reports SERPAJ has also implemented workshops for teachers of all levels on human rights with the hopes that these teachers will bring that information to their own schools.

Most of these models have been developed and offered outside of the formal teacher preparation institutions. Nothing is reported in the actual required courses in teacher education institutes. Therefore, the question remains, How many teachers do actually receive any form of education or training to teach civic education and/or education for democracy?

Models of Nonformal Education Programs

Most of the programs, models, and/or projects in Latin America designed to teach about democracy and citizenship have been implemented in the nonformal sector. These models are varied in scope, methodology, and population. For example, some models are based on television programs or radio programs; others are part of literacy campaigns; and yet others, which have been implemented with farmers, indigenous populations, and poor sectors of the various countries, directly teach democratic knowledge, skills, and values. Because this study focuses on education that happens in school settings, these models are not described in the main body of the paper.

Models for Teaching Human Rights

As mentioned before, the literature on education about human rights and for human rights was reviewed and cannot be completely separated from the education of civic, social, and democratic rights and responsibilities. As with education for democracy and civic education, these models of human rights education are varied and have been implemented in many different countries, usually outside of the school setting. Therefore, that body of literature is not included in this paper.

ORGANIZATIONS WORKING IN CIVIC EDUCATION AND EDUCATION FOR DEMOCRACY

In most of the countries of Latin America, a few organizations are working in programs and projects related to education for democracy, civic or citizenship education, and human and social rights. In addition, many organizations in the United States work, sponsor, and/or support projects in different Latin American countries in these areas of study. A detailed description of each of these organizations with programs in formal education settings appears in Part III. Each description includes, whenever possible, a contact person, address, telephone number, and a summary of some of the projects that have been carried out in the region. The following table lists by country the names of each organization described in Part III.

Table 3.1

**Names of Organizations Working in Civic Education
and Education for Democracy in the LAC Region**

Country	Name of Organization
Argentina	Organización Cívica Panamericana Conciencia
Brazil	Conciencia
Chile	Participa Instituto Democracia, Educación y Acción Social (IDEAS) Programa Interdisciplinario de Investigaciones Educativas (PIIE) Comisión de los Derechos Humanos Centro de Investigación y Desarrollo Educativo (CIDE)
Colombia	Conciencia Fundación Social
Ecuador	Conciencia
El Salvador	Instituto de Estudios Jurídicos
Honduras	Conciencia
Mexico	Frente Cívico Potosino Mujeres en Lucha por la Democracia
Nicaragua	Conciencia
Panama	Center for Democracy
Paraguay	Mujeres por la Democracia
Peru	Conciencia
Uruguay	Encuentro, Asociación Civil

Most of the organizations in Latin America were created during the 1980s, and their origins go back to the emergence of democracy in each country. Most impressive is the network of women's organizations that work to educate the general population of each country by developing the knowledge, skills, and values needed to live in democratic societies. Conciencia [Conscience] (in seven countries) has taken a leading role and is working to collaborate with the ministries of education and other educational organizations of each country. The member organizations of Conciencia, together with other women's groups, such as Mujeres en Lucha por la Democracia [Women in Struggle for Democracy] in Mexico, Mujeres por la Democracia [Women for Democracy] in Paraguay, and Participa [Participate] in Chile, are associated in an umbrella organization, Organización Cívica Panamericana [Panamerican Civic Organization], in Argentina and meet annually in different countries of the region.

In addition to these organizations, other organizations (mainly nongovernmental organizations) are working in each country. These are identified in the individual country reports in Part II, which presents the country reports, and, therefore, are not included in this initial list.

Many diverse organizations based in the United States have programs or support programs on civic education or education for democracy. In this study, only organizations with specific programs relevant to Latin America were included: U. S. organizations with programs in Latin America, organizations with international programs (not Latin America), and a few with programs only in the United States that seem relevant to the Latin American needs. A list of these organizations follows.

- U.S. Organizations with Programs in Latin America
 - American Federation of Teachers (AFT)
 - Capacitas International
 - Inter-American Association for Democracy and Freedom
 - Inter-American Dialogue of the Aspen Institute
 - International Foundation for Electoral Systems
 - National Democratic Institute for International Affairs
 - National Endowment for Democracy
 - National Institute for Citizen Education in the Law (NICEL)

- U.S. Organizations with International Programs (not in Latin America)
 - American Bar Association (Special Committee on Youth Education for Citizenship)
 - Center for Civic Education
 - Close-Up Foundation
 - Educational Excellence Network (a project of the Hudson Institute)
 - Institute for Democracy in Education
 - National Council for the Social Studies
 - National Republican Institute for International Affairs

- International Organizations (not including major donor agencies such as the U.S. Agency for International Development or the World Bank) with projects in Latin America
 - Adam Institute for Democracy and Peace
 - Libro Libre
 - Organization of American States

CHAPTER FOUR

FINDINGS FROM THE SURVEY: CIVIC EDUCATION IN THE FORMAL EDUCATION SYSTEM

This chapter presents the general and specific findings from the survey of civic education conducted in fifteen countries of the LAC region. The information was gathered through a written questionnaire and represents the viewpoint of the Ministries of Education regarding the status of civic education, moral education, and education for democracy in the national curriculum for primary and secondary education.

The first part of the chapter summarizes the overall findings and lessons learned from analysis of the fifteen country reports. The discussion highlights areas needing special attention if civic education is to succeed in helping prepare children to function in democratic societies. The second part of the chapter gives specific, detailed findings for each section of the questionnaire: curriculum, teaching methods, instructional materials, teacher preparation, school-based programs run by nongovernmental organizations, moral education, and education for democracy. Questions from the survey are included with the discussion of each topic.

GENERAL FINDINGS

NATIONAL CURRICULUM

First, across the LAC region more people need to be involved in designing and revising the national curriculum. At present, the staff of the Ministry of Education in each country seems to have most of the responsibility for developing the national curriculum for all subjects. Teachers at all levels (not only one representative), parents, other members of the community (from businesses to social/community organizations), and students should be involved in revising the curriculum.

Second, some countries need to update the national curriculum. Many countries are currently going through educational reforms that will include curriculum changes. But other countries are following a national curriculum that has been in existence for many years, and nothing indicates that revision will occur any time soon.

Third, the national curriculum is not being distributed adequately. The curriculum program must get to the teachers because it is the only guide teachers have for meeting the objectives of the educational system. In most countries the curriculum program also includes a pedagogical guide for teachers. The survey results do not clarify whether/how each individual teacher gets the curriculum. If each regional office or each school receives only one copy of the program, most teachers may not have access to this information. This is a potentially serious problem, especially if unacknowledged. A more specific survey of teachers would need to be completed to assess this situation more accurately.

CIVIC EDUCATION

The survey responses revealed several issues that merit special attention if civic education is to succeed in preparing children to function in democratic societies:

- **Curriculum:** The survey results indicate that the specific curriculum for civic education focuses on giving facts about topics relevant to civics, but not on developing skills, values, and attitudes. More emphasis on developing skills that allow students to actively participate in society and on promoting the development of values (rather than teaching what each value is) is needed. Also, in some countries the purpose of teaching civics needs to be clarified. Civics appears to cover too many topics that are not necessarily related to one another (such as marriage, sex education, religion, hygiene, and historical heroes). Topics such as family, patriotism, and national emblems are of great importance in most countries. More emphasis, however, is necessary on processes, participation, and democracy in general.

Usually, the time dedicated to teaching civics is short compared with that devoted to other subjects. In cases where civics is part of social studies (which also includes geography and history), civics seems to be the least important of the three subjects in terms of time and number of objectives; civics should receive more emphasis.

- **Teacher preparation:** Teacher preparation is an area of weakness that deserves special attention. According to the survey, no country offers a specialization in civics: primary education teachers receive general preparation in social studies, and secondary education teachers specialize in social studies or in history and geography. Not only is the lack of emphasis on content related to civic education of concern, but also the type of pedagogy that these teachers are taught to follow contradicts the values of democracy. The survey does not provide enough information about this topic, but given the kinds of activities that teachers are completing in the classroom, it is possible to infer that their training has not prepared them to involve students in activities such as conducting open discussions and debates and organizing the classroom in a more democratic way.

Workshops, offered mainly by the Ministries of Education to in-service teachers, are on a voluntary basis in most countries, and the focus seems to be, once again, on content, rather than on teaching methods and pedagogy.

- **Teaching methods:** A contradiction exists between the activities reported in the survey as those used by teachers and those used by students. At first, it appears that teachers are offering participatory activities; however, student activities are passive and traditional. This lack of participatory activities is related to the problem of teacher preparation.

In addition to the need to change teaching methods, the classrooms and the schools need to change their organization. Clearly, if the objective is that students learn how to be active members of society, they need to be given the opportunity to be active members in their own school communities. For that to happen, the structure of the school and/or the classroom needs to become more democratic and participatory. Using models such

as Escuela Nueva and República Escolar would be a change in the right direction, but to accomplish these changes successfully, teacher preparation needs to be revised.

- **Instructional materials:** The materials used to teach civics seem to be, in most cases, the school program and some textbooks. Clearly, many more materials need to be developed or made available. For example, students should be using their national Constitution to become familiar with the organization of their country and its government. They should also use other national documents (such as the Declaration of Human Rights and different laws). In addition, other less traditional materials are needed. Games and posters, audio-visual materials, stories and dilemmas, newspapers, etc. should be part of the classroom. Whether this lack of materials is due to poor financial support or to the inability or lack of time of the teachers to be creative is not answered in the survey. However, this is another issue that would be better addressed if teachers were prepared to teach creatively and democratically.

Another issue is that most materials seem to be developed by the Ministry of Education and/or approved by it. If the Ministry of Education allowed other materials to become part of the school, teachers would probably bring more innovations into the classroom. It is clear from the literature reviewed and the materials sent with the survey that several organizations working in the LAC region have developed interesting and useful materials to be used in classrooms by both teachers and students. However, because of Ministry of Education regulations, some of these materials have not yet been introduced into the classrooms. (This is the case, for example, with materials developed by the organization *Conciencia* in many countries of the region as well as by *Participa* in Chile). More collaboration between the Ministry of Education and these organizations would facilitate the introduction and use of innovative materials and activities.

- **Nongovernmental organizations:** Collaboration among NGOs working in this field and the offices of the Ministry of Education needs to be strengthened. It is not cost-effective to have different organizations working parallel to one another instead of collaborating to reach the same goals.
- **Moral education:** Even though moral education was not the main focus, the survey indicates that moral education is understood differently in different countries. As a consequence, it is emphasized in some countries and not in others. In those countries where moral education is taught, it is taught as part of civics, social studies, or religion. A program of moral education could be introduced into the curriculum of countries that do not address the subject (even if not as a separate subject, at least in terms of the issues raised and the methodology used). This discipline would need to be introduced in teacher education programs so that teachers learn how to plan, design, and implement effective programs of moral education at all levels.
- **Education for democracy:** Once again, even though education for democracy was not the main focus, the survey revealed interesting information. Education for democracy is neither taught nor even addressed in several countries. In countries where it is addressed, it is included as part of civics or social studies, where little emphasis is placed on democratic processes. The emphasis is, once again, on knowledge of facts (the

organization of the state and government, and the rights and responsibilities of citizens), and nothing is mentioned in relation to developing democratic skills or values. Only Colombia and Costa Rica are doing something to promote education for democracy. In Colombia, the program Escuela Nueva is offered, and a course on democracy is taught in the tenth and eleventh grades of all schools. However, since this course does not yet have a developed curriculum, the content and classroom activities depend on teachers' decisions and personal styles. In Costa Rica, democracy and democratic values are emphasized in all grades and levels of the education system.

Another major concern is that some countries with democratic governments ignore the topic or give it little importance. For example, education for democracy is not taught at all in Bolivia, Chile, and Mexico. It is taught in a few selected grades in Colombia, the Dominican Republic, Ecuador, and Panama. In all other countries, it is addressed as part of civic education, and education for democracy is not the main topic of discussion.

SPECIFIC FINDINGS

This section summarizes the specific findings of the questionnaire that was sent to the fifteen countries in the survey study. The results, presented by section of the questionnaire, include two major areas: (1) National Curriculum, which is divided into three subsections—Structure, History, and Distribution—and (2) Civic Education, which is divided into seven subsections—Status of the Curriculum, Teaching Methods, Instructional Materials, Teacher Preparation, School-based Programs Run by Nongovernmental Organization, Moral Education, and Education for Democracy.

The questions in each subsection are listed in a box, and the findings are discussed in the information beneath the box. (Individual country reports are included in Part II.)

NATIONAL CURRICULUM

Structure of the National Curriculum

- Is there a single national curriculum that covers education from first grade through the final grade?
- If there is a national curriculum, how is it structured (by grade level[s], by subject[s], etc.)? Please explain. Be specific for each level of the education system in your country (e.g., primary, secondary).
- Who designs the national curriculum?
- If there are variations to the national curriculum, what are they based on (region, public/private status, education level, language/ethnic group, urban/rural location, etc.)? Please be specific.
- Who designs these alternative curricula?
- Does the Ministry of Education approve variations to the national curriculum and oversee schools that use other curricula?

All countries except Guatemala (where the variations respond to differences in ethnic groups) and Argentina (where the curriculum was decentralized in 1983) have a national curriculum for all subjects. Colombia is going through a process of decentralization but is currently using a national curriculum in all schools. Even the curriculum used in the Colombian program Escuela Nueva (described in Chapter III) is based on general guidelines from the Ministry of Education.

In only a few countries does the national curriculum embody any significant variations. Those countries that report variations include Chile and Nicaragua (in some cases to respond to ethnic differences), Peru (regional offices are allowed to modify the curriculum to respond to regional and ethnic differences), and Jamaica (where some variation may exist in different types of schools depending on their public or private status and on the results of the eleventh grade examination).

In addition, most countries acknowledge that teachers may introduce certain variations and use the curriculum with some flexibility to respond to regional needs.

Different offices of the Ministry of Education design and supervise the national curriculum and its variations in all countries except El Salvador, where variations occur only in private schools, ninth through eleventh grades, and respond to requests by specific groups. In addition, in some countries other groups are invited to participate in the design phase. For example, teachers participate in Guatemala, the Dominican Republic, Mexico, and Nicaragua; university faculty members participate in the Dominican Republic; and heads of educational institutions participate in Ecuador.

History of the National Curriculum

- When was the national curriculum last updated/revised? If different parts of the national curriculum (by grade level or by subject) were revised in different years, please give specific dates for civic education.
- Under what circumstances was the national curriculum revised (e.g., education reform, political change)?
- How is the curriculum for different subjects or grade levels kept up-to-date?
- Who participates in revising and updating the curriculum?

Several countries—Argentina, Colombia, the Dominican Republic, Ecuador, El Salvador, Honduras, and Nicaragua—are currently undergoing educational reforms.

The current curricula were designed at various times. The oldest are those of Bolivia and El Salvador, designed in 1975-76; followed by those of Argentina, Chile, Colombia, Ecuador, Jamaica (first through sixth grades), and Panama designed in the early 1980s; and finally, those of Bolivia (first through eighth grades), Costa Rica, Jamaica (seventh through ninth grades), Mexico, Nicaragua, and Peru designed in the late 1980s or early 1990s.

In most cases, revisions to the national curricula began in response to educational reform. In a few countries (Chile, Bolivia, El Salvador, and Nicaragua) the revisions were due to political

changes in the country. Also, some countries (Costa Rica, Colombia, Peru, and Argentina) identified both educational reform and political change as factors in the curricular revisions.

As with the design of the curriculum, all revisions are completed by different offices of the Ministry of Education in collaboration with teachers (except in Argentina, Chile, and Honduras), and on occasion with others, such as university faculty members (in Chile, Colombia, the Dominican Republic, Jamaica, and Panama); parents (Chile); students (Costa Rica); and members of business organizations (Chile).

Distribution of the National Curriculum

- To what units of the education system (e.g., teacher preparation institutions and normal schools, regional education offices, school supervisors, schools) is the curriculum distributed?
- How is the curriculum distributed to these units?
- How are teachers informed of the parts of the curriculum they are responsible for teaching?

In most cases, the national curriculum is sent by the offices of the Ministry of Education in charge of its design to regional offices, schools, and teacher preparation institutions. In Peru and Chile, newspapers and magazines publish the curriculum, which makes it more easily available to anyone interested. The following table summarizes information about the distribution of the national curriculum in each country.

Table 4.1

Distribution of National Curriculum

Country	Office
Argentina	(no information given)
Bolivia	planning, administration, and teacher preparation offices (national, regional, and local levels)
Chile	regional offices, provincial departments; published in magazine for teachers
Colombia	pilot experimental centers, regional offices of education
Costa Rica	schools, general offices of education, institutes of higher education, documentation centers
Dominican Republic	regional offices → educational districts → school heads, teacher preparation institutes
Ecuador	provincial offices of education, national and provincial supervisors, heads of schools, heads of special projects, National Association of Educators, teacher preparation institutes
El Salvador	teachers; regional, technical, and administrative offices
Guatemala	(no information given)
Honduras	supervisors, school heads, schools, teacher preparation institutes
Jamaica	teacher preparation institutes, regional education offices, school supervisors, schools
Mexico	teacher preparation institutes, regional offices, school supervisors, schools
Nicaragua	teacher preparation institutes, schools of education, municipal offices of education, schools
Panama	provincial offices → schools
Peru	published in newspaper

CIVIC EDUCATION

Status of Civic Education in the Curriculum

- How does the curriculum define civic education?
- What division or unit of the Ministry of Education is responsible for the development of the curriculum and the preparation of instructional materials for civic education?
- Is civic education a separate subject in the curriculum? If it is, then please answer the following questions:
 - At what grade levels is civic education taught?
 - What are the major objectives and topics of civic education at each grade level that includes civic education?
 - How much time is allocated per week at each grade level to civic education?
- Is civic education a component of other subjects such as history or social studies? If it is, then please answer the following questions:
 - What subjects include civic education?
 - At what grade levels do these subjects include civic education?
 - What topics (lessons) of these subjects focus on civic education? Please specify topics by grade level and subject.
 - How much time per week is allocated to lessons dealing with civic education? (If not stated clearly in the curriculum, then estimate what portion of the subject is dedicated to civic education.)

Civic education is defined in a variety of ways in each country. However, all definitions refer to the preparation of citizens who protect and serve their country. A few countries (the Dominican Republic, Guatemala, Mexico, and Nicaragua) include in their definitions a reference to preparing citizens to participate in democratic activities.

The curriculum of civic education is designed by various offices of the Ministry of Education in all countries except two: (1) Peru, where the Office for National Defense supervises its design, and (2) Nicaragua, where the Program of Education for Democracy, financed by USAID, is involved in the design of the new curriculum.

In most countries, civic education is taught at both the primary and secondary levels as a part of other subjects. Only in Chile, Mexico, and Nicaragua is civic education taught as a separate subject at the primary level. Civics is taught at the secondary level as a separate subject in some countries.

The following tables show, first, those countries where civics is taught as a separate subject and, second, those countries where civics is taught as part of other subjects.

Table 4.2

Civics as a Separate Subject
(by country and grade level)

Primary Level	Secondary Level
Chile (grades 1-8) Mexico (grades 1-6) Nicaragua (grades 2-6)	Argentina (grades 1-3) Bolivia (grades 1-4) Costa Rica (grades 7-11) Dominican Republic (grade 4) Ecuador (grade 6) Honduras (grades 1-3) Mexico (grades 7-11) Nicaragua (grades 1-5) Peru (grades 1-5)

Note: The country reports (see Part II) explain the grade levels.

Table 4.3

Civics as Part of Other Subjects
(by country and grade level)

Primary Level	Secondary Level
<p><i>As part of Social Studies</i></p> <p>Argentina (grades 1-9) Bolivia (grades 1-8) Colombia (grades 1-5) Costa Rica (grades 4-6) Dominican Republic (grades 3-8) Ecuador (grades 2-6) El Salvador (grades 1-9) Guatemala (grades 1-6) Honduras (grades 1-3)</p> <p><i>As part of Social Studies and of Religion</i></p> <p>Jamaica (grades 1-6) Panama (grades 1-6)</p> <p><i>Other</i></p> <p>Costa Rica (grades 1-3)—in all subjects Peru (grades 1-6)—in Nature, Community, and Work</p>	<p><i>As part of Social Studies</i></p> <p>Ecuador (grades 1-3) El Salvador (grades 1-2) Guatemala (grades 1-4)</p> <p><i>As part of Social Studies and of Religion</i></p> <p>Jamaica (grades 7-9)</p> <p><i>As part of Political Geography and Government</i></p> <p>Panama (grades 1, 2, and 6)</p>

Note: The country reports (see Part II) explain the grade levels.

The content of the civic education curriculum varies from country to country, but some common themes are addressed in most countries: family, schools, community, country, national emblems, rights and responsibilities, state, and government. Little emphasis is given to democracy, elections, participation, etc.

A heavy concentration is on knowledge of content rather than on skills. All countries include values as part of the content of civics; however, emphasis is placed on the meaning of values such as respect for authority and the country, patriotism, and being a good member of the family. Very little emphasis is placed on social values such as participation and work for the community or on the development of these values.

Teaching Methods

- What kinds of activities do teachers use in civic education classes (e.g., lectures, research, debates, role-playing, field trips)? Please give examples of the most common activities at both the primary and secondary levels.
- What kinds of activities do students participate in during civic education classes (e.g., reading, copying material, listening to teacher, memorizing material, conducting research, role playing, going on field trips)? Please give examples of the most common activities at both the primary and secondary levels.
- What other activities do schools use to teach civic education (e.g., school or class governments)? Please give examples at both the primary and secondary levels.

Answers to questions about teacher activities indicate a heavy concentration on lectures and conferences. Similarly, answers to questions about student activities indicate that most of the activities are rather passive and traditional (students listen, copy, memorize, read, conduct research, etc.). Most of the countries also refer to participatory and active methods (such as discussions, field trips, debates, participation in civic acts) used both at the primary and secondary levels. Most also say that these take place very infrequently. The survey results, however, do not specify the frequency of these nontraditional activities, either for teachers or students.

It is important to note discrepancies in the report of teachers' activities and students' activities. For example, field trips are reported by six countries as being carried out by either the teacher or the student (but not by both); also role plays tend to be more frequently reported as a teacher activity than as a student activity.

Some countries (such as Costa Rica) tend to be at one extreme—less traditional, and others (such as El Salvador) are on the other extreme—very traditional. If all the countries are placed somewhere on a continuum between these two extremes, the heaviest concentration would be on the traditional side. In addition, teachers tend to use more traditional and passive methods in primary school than in secondary school.

In relation to other activities used in schools to teach civic education, student government seems to be the most frequently used (but only in a few countries). However, even in those countries where it is reported, the type of student government referred to does not seem to be a legitimate

government that affects school or classroom management. Rather it seems to be a rather symbolic and insignificant way of organizing students who have no power or authority to influence decisions or processes.

Instructional Materials

- Does the Ministry of Education provide instructional materials (for example, pamphlets, teacher guides, student textbooks) for civic education?
- If instructional materials exist, please specify by grade level if there are textbooks for students and guides for teachers.
- When were the instructional materials developed? Please specify by grade level.
- Who developed the instructional materials?

Answers to questions about instructional materials are diverse. In most cases, the Ministry of Education provides teachers with curricular programs (except in Argentina, Chile, and Peru) and with pedagogical guides (the guides are usually attached to the program or are built into the program together with objectives and forms of evaluation—except in Bolivia, El Salvador, Honduras, Panama, and Peru). In addition, the Ministry of Education provides books for students' use in most countries but only at some levels, as the following examples show:

- Bolivia, Ecuador, Guatemala, and Mexico—at all levels
- Chile—only for history courses
- Colombia—only to the rural areas
- El Salvador—only to first graders

In Honduras and Panama, the Ministry of Education has to approve the textbooks for the teachers to be able to use them in schools. In addition, the Ministry of Education provides pamphlets or booklets, the national Constitution, and charts or posters in a few countries.

Once again, the survey does not give information on the quantity or the frequency of materials provided. However, it is clear that more materials are needed. Generally, the most important material used is the curricular program, which could mean that the most important material used by the students is class notes.

More textbooks and nontraditional materials (such as games, charts, and stories) are needed in the classroom.

Teacher Preparation

- What kind of training do teachers receive to teach civic education? Please be as specific as possible about the kinds of training available and who participates in each kind (e.g., courses, workshops, academic specialization). If possible, give information for both the primary and secondary levels of education.
- Who is responsible for designing and carrying out the training? If possible, give information for both the primary and secondary levels of education.
- Does teacher preparation include any kind of follow-up in the classroom? If training does include some follow-up, please describe the nature of the follow-up and who provides it. If possible, give information for both the primary and secondary levels of education.

Teacher preparation seems to be one of the weakest areas in most countries. No country offers any particular education or training in civics. Not all countries acknowledged whether teachers of civics are certified. A few countries stated that civics teachers go through their general training either as teachers for primary school or as specialists in social studies for secondary school. In most countries workshops are conducted for in-service training, but some countries—Bolivia, the Dominican Republic, El Salvador, and Mexico—offer nothing beyond general preparation. In most cases, all courses are given by the Ministry of Education.

Teacher preparation in relation to civic education needs much more attention if teachers are going to play an effective role in developing and promoting the complete education of citizens who live in a democracy.

School-based Programs Run by Nongovernmental Organizations

- Are there civic education activities that take place in the schools under the auspices of nongovernmental organizations (NGOs) or private voluntary organizations? If there are, please answer the following questions:
 - What nongovernmental organizations (NGOs) are carrying out civic education activities? Please give the name of the director, the name of the organization, its address, telephone number, and fax number for each organization.
 - What kinds of activities is each NGO conducting? Please identify the scope of the activity in terms of the grade level, the number of schools and children involved, the time allocated per week for the activity, the topics addressed, and the existence of teaching materials. Please arrange information by NGO identified above.
 - How are these activities funded? Please organize information by NGO identified above.

Survey responses indicated only a few nongovernmental organizations (NGOs) that are working in the different countries included in the survey. No NGO is common across countries. A list of the different NGOs by country is included in the following table.

Many organizations that work in these countries and that were identified in the literature or by letters sent directly to the organizations (listed in Chapter III and described in Part III) were not reported in the survey. This mismatch has several possible explanations:

- The people interviewed for the survey do not know of these organizations and their programs. This lack of awareness could represent a limitation of the effectiveness of these organizations given that most of the people interviewed are associated with the Ministry of Education in each country.
- The programs that these organizations are conducting take place outside of school settings, even though the programs are for school-age children. In this case, it is important to question the separation between program and school.
- The programs that these organizations are conducting are small and have been implemented in only a few schools; therefore, they are not reported in the survey because they are not of national scope.

This mismatch calls for more research in this area and for more communication among the different organizations that work in each country and across countries. The following table lists by country nongovernmental organizations with school-based programs.

Table 4.4

Nongovernmental Organizations with School-based Programs

Country	Name of NGOs in Each Country (according to survey)
Argentina	Conciencia
Bolivia	Centro de Multiservicios Educativos [Center of Educational Multiservices] Interinstitucional Educación Popular "Acción Un Maestro Más" [Interinstitutional Nonformal Education "Action One More Teacher"]
Chile	Corporación Participa, Educación para la democracia [Corporation Participate, Education for Democracy] Instituto Democracia, Educación y Acción Social [Institute Democracy, Education and Social Action] Centro de Investigación y Desarrollo de la Educación [Center for Educational Research and Development]
Colombia	Cruz Roja Juvenil [Youth Red Cross] Asociación Cristiana de Jóvenes [Christian Association for Youngsters] Scouts de Colombia [Scouts of Colombia] (boys) Asociación de Guías Scouts de Colombia [Association of Scout Guides of Colombia] (girls) Fundación Volvamos a la Gente [Foundation Let's Go Back to People]
Costa Rica	Fundación Arias para la Paz y el Desarrollo [Arias Foundation for Peace and Development] Fundación Omar Dengo [Omar Dengo Foundation] Organización de Ciudadanas Costarricenses [Organization of Costa Rican Female Citizens] Universidad para la Paz [University for Peace]
Dominican Republic	(no information given)
Ecuador	Dirección Nacional de Defensa Civil [National Office of Civil Defense] Compañeros de las Américas [Fellows of the Americas]
El Salvador	The Archbishop's Office of San Salvador
Guatemala	Asociación de Investigación y Estudios Sociales [Association for Social Research and Studies] Asociación de Amigos del País [Association of Friends of the Country]
Honduras	Scouts of Honduras Churches of the Community Red Cross of Honduras The Army UNESCO/FNUAP
Jamaica	The Gleaner Company Limited
Mexico	(no information given)
Nicaragua	Comisión Permanente de los Derechos Humanos [Permanent Commission for Human Rights]
Panama	Club Rotario [Rotary Club] of Panama Club de Leones [Lions Club] of Panama Association of Clubs: Rotary, Lions, Activo [Active], Kiwanis
Peru	(no information given)

Moral Education

- Does the curriculum address "moral education"? If it does, please specify in what way. Is moral education a separate subject, or is it included as part of another subject such as civic education?
- At what grade levels is moral education included in the curriculum? Please specify if it is a separate subject or part of another.
- What are the purposes of moral education at each of the grade levels that address this topic? Please specify what topics are addressed at each grade level.
- What teaching materials and activities do teachers use in moral education classes? Please specify by grade level if possible.

All countries acknowledged addressing moral education issues, except Mexico: "Given that education and church are separate, moral education cannot be addressed in the curriculum." In most countries, moral education is taught as part of another subject (such as social studies, civics education, or religion). Moral education is taught in most primary education programs, and a few countries teach it in secondary education programs. Only in Ecuador (fourth grade of secondary) and Guatemala (fourth through sixth grades of secondary) is moral education taught as a separate subject.

Most programs that address moral education issues include values (religious and otherwise), the family, self-identity, sex education, rights, and responsibilities. No country mentions moral judgment, discussions, conflicts, debates, etc. In other words, there is a strong emphasis on content and learning about values as concepts, but there does not seem to be any emphasis on activities that promote the development of democratic, moral, social, or civic values in schools and classrooms.

Education for Democracy

- Does the curriculum address "education for democracy"? If it does, please specify in what way.
- At what grade levels is "education for democracy" included in the curriculum? Please specify if it is a separate subject or part of another.
- What are the purposes of "education for democracy" at each of the grade levels that address this topic? Please specify what topics are addressed at each grade level.
- What teaching materials and activities do teachers use in "education for democracy" classes? Please specify by grade level if possible.

Education for democracy is not taught in all countries. In fact, in Bolivia, Chile, and Mexico it is not taught at all. In the other countries, except Colombia in grades 10 and 11, education for democracy is a part of civics and social studies and is taught at both levels of the educational system.

The most common themes discussed are democracy, government, state, family, community, world, and human rights. No emphasis on participation, involvement, or democratic processes exists. As with the teaching of civic education, heavy emphasis is put on learning content rather than on examining processes or paying attention to participation.

As in the civics curriculum, the activities in education for democracy tend to be traditional, and students tend to be passive in the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS: STEPS FOR THE FUTURE

This chapter presents the major conclusions and recommendations from the study of civic education and education for democracy in the LAC region.

The main purpose of this study was to understand the status of civic education, moral education, and education for democracy in the formal education systems of countries in the LAC region.

We have learned the following:

- In Latin America, very little research has been done about civic education or the development of civic values. As a consequence, little information is available in the literature about the current status of knowledge, skills, and values related to civic participation and democratic processes among Latin American citizens. More research is clearly needed, especially descriptive research so that interventions can be designed to respond to the reality of the region.
- Several models have been used successfully in Latin American countries to teach the knowledge, skills, and values that citizens need to live in democratic societies. Except for Escuela Nueva, however, these models have been implemented only on a small scale or on an experimental basis without much follow-up to assess their effectiveness.
- Many nongovernmental organizations (NGOs) in the LAC region and in the United States are working to improve the general civic and democratic education of citizens. Most of these organizations, however, work outside of school settings because of lack of communication with the Ministry of Education. Even when NGOs have tried to get involved in school activities, the offices of the Ministry of Education have not been receptive. In many cases, therefore, NGOs have programs directed only to adults and offered only in the nonformal sector. Empowering these organizations and establishing stronger links between them and the offices of the Ministry of Education are matters of high priority.
- All countries have a formal civic education curriculum that is taught either as a separate subject or as part of another subject (usually social studies). Most civic education focuses on content rather than on the development of skills and values, uses traditional teaching methods, and offers teachers very few materials to support activities in these fields.
- Teacher preparation seems to be a major weakness in all countries. Teachers of civics receive no specialized training; in most cases, they are "general" teachers or teachers specialized in social studies. Teachers receive minimal supervision and little in-service support; on the whole, teachers are very much on their own.

- Moral education is taught only as part of another subject (usually civics and/or religion), is not a priority of the educational system, and is seen, in most cases, as teaching about values simply as the definition of concepts rather than the development of values in practice.
- Education for democracy is either taught as part of civics or is not addressed at all. No emphasis is placed on teaching the importance of democratic processes and of active participation. Emphasis is given to learning about concepts, organizational structures, and patriotic facts. New ways of thinking about the education of democratic citizens are needed.

Education does affect the quality of democracy in countries around the world. Countries of the LAC region need support to accomplish critical revisions in the teaching of civic knowledge, skills, and values. The following recommendations emerge from what we have learned through this study:

- Redesign curricula (or design them in countries where they do not exist) for civic education and education for democracy to change their emphasis from knowledge about civics and democracy to practice of democratic and civic values and behaviors. In addition, these curricula should be participatory, democratic, and responsive to the realities of each country.
- Involve more people in this process of designing and revising the curricula. Teachers, community members and leaders, representatives from different ethnic groups in the country, students, members of nongovernmental organizations, other school members, university faculty, etc. should work side by side with staff from the Ministry of Education.
- Give more emphasis to the teaching of civic, democratic, and social values in school settings. To accomplish this, civic education and education for democracy should be taught more hours per week and in more grades throughout the education system. In addition, the teaching of values could be included (integrated) in other subjects, such as history and literature.
- Revise teacher preparation programs so that teachers will develop specific knowledge, skills, and strategies on how to teach and develop civic and democratic values in the classroom. By doing this, teachers will be able to implement programs that prepare the younger generations to become citizens who know and value their roles, rights, and responsibilities in a true democracy.
- Use more active methods in the teaching of subjects. For example, teachers and other school members could organize discussions; debates; critical examination of local, national, and international news; visits to institutions; visits of members of the community to the schools; volunteer programs where children can do useful actions for their community, etc.

- **Make more materials available to teachers and students, especially in poor areas of the countries. Also, it would help if the Ministries of Education would make the bureaucratic process of approving textbooks a little easier and faster and if they would accept the contribution of materials that the NGOs in the different countries have prepared for the teaching of civic education and education for democracy.**
- **Establish more successful collaboration among the Ministry of Education, the NGOs, and the schools. In most countries, the NGOs work parallel to the Ministries of Education.**
- **Separate the teaching of all moral and social values from religious classes, so that countries where state and church are separate by law (such as Mexico) can offer the teaching of these values in their schools in a formal and planned manner.**

REFERENCES

- Alvarez, F.; Aviles, M.C.; and Bustos, L. (no date). *Profesores Democráticos: Talleres Metodológicos para Docentes*. Santiago: CIDE.
- Alvarez, F. and Giaconi, E. (no date). *El Primer Día de Clase en Primer Año Básico: Análisis del Ingreso de Niños y Niñas a la Escuela*. Santiago: CIDE.
- American Federation of Teachers. 1987. "Education for Democracy: A Statement of Principles." *American Educator*, 11(2), 10-18.
- Arboleda, J. 1993. "La Experiencia de Escuela Nueva en la formación de valores." Presentation at the V National Meeting of the Centro de Capacitación Montessori. Chihuahua, Mexico, October 1993.
- Avery, P. 1988. "Adolescents, Civic Tolerance, and Human Rights." *Social Education*, 52(7), 534-537.
- Banks, J.A. 1990. "Citizenship Education for the Pluralistic Democratic Society." *The Social Studies*, 81(5), 210-214.
- Boyer, E.L. 1990. "Civic Education for Responsible Citizens." *Educational Leadership*, 48(3), 4-7.
- Butts, R.F. 1980. *The Revival of Civic Learning*. Bloomington: Phi Delta Kappan Educational Foundation.
- Cardoso, F.H. 1990. *Estrategias para el Desarrollo de la Democracia en América Latina*. Lima: Instituto de Estudios Peruanos.
- Castro, E. 1991. "Qué condiciones Debiera Cumplir una Educación Orientada por el Fin de la Democracia?" *Revista de Educación*, 191, 31-33.
- Centro de Estudios Educativos. 1980. *Los Valores Morales en el Contenido de la Educación: Estudio de Caso en Argentina*. Santiago: OREALC.
- Centro de Investigación y Experimentación Pedagógicas. 1980. *Los Valores Morales en el Contenido de la Educación: Estudio de Caso en Uruguay*. Santiago: OREALC.
- Clark, T. 1990. "Participation in Democratic Citizenship Education." *The Social Studies*, 81(5), 206-209.
- Denis, L. 1986. *Valores Democráticos Presentes en los Programas de Estudio del Area de Ciencias Sociales del Instituto Pedagógico Experimental de Maracay*. Caracas: Universidad Nacional Experimental "Simón Rodríguez."

- Díaz, C. 1992. "Civic Education in Latin America." Presented at the National Council for the Social Studies National Convention. Detroit, Michigan, November 1992.
- Espinoza, H. (Ed.) 1988. *Cursos de Educación para la Democracia*. Universidad Rafael Landívar, Guatemala: Instituto de Ciencias Políticas y Sociales.
- Freire, P. 1967. *Educação como Prática da Liberdade*. Rio de Janeiro: Paz e Terra.
- Garay, M.T. and Schwartzman, M. 1987. *El Joven Dividido: la Educación y los Límites de la Conciencia Cívica*. Asunción, Paraguay: Centro Interdisciplinario de Derecho Social y Economía Política (CIDSEP).
- García, S. and Vanella, L. 1986. "Valores y Práctica Escolar Cotidiana: una Alternativa de Intervención." *Revista Latinoamericana de Estudios Educativos*, 16(3-4), 201-217.
- García, S. and Vanella, L. 1992. *Normas y Valores en el Salón de Clases*. México City: Siglo Veintiuno Editores.
- Griffith, A. 1990. "Social Studies for Nation Building: A View From a Developing Society." *The Social Studies*, 81(4), 61-65.
- Grupo Roraima. 1987. *Más y Mejor Democracia*. Caracas: Grupo Roraima.
- Hernández de Gómez, A.E. 1991. "Análisis de los Resultados Obtenidos en los Seminarios sobre Valores Cívicos y Morales Impartidos por el Ministerio de Educación y FEPADE." San Salvador: Unpublished document.
- Hevia, R.; Assael, J.; Cerda, A.M.; Guzmán, I.; and Peñafiel, S. 1990. *Talleres de Educación Democrática (TED)*. Santiago: Programa Interdisciplinario de Investigaciones en Educación.
- Jarolimek, J. 1990. "The Knowledge Base of Democratic Citizens." *The Social Studies*, 81(5), 194-196.
- Kaltsounis, T. 1990. "Democracy and Democratic Citizenship Education." *The Social Studies*, 81(5), 190-193.
- Libanio, J.B. 1984. *Educación en la Justicia y para la Justicia. I Reflexiones. II Sugerencias Curriculares*. Caracas: Asociación Venezolana de Educación Católica.
- Mayordomo, A. 1991, Sept-Oct. "La Democracia como Objetivo para la Educación." *Educación*, 42, pp. 14-16.
- Méndez, M.C., Méndez, H. and Mejías de Rahamut, B. 1989. *El Proceso Educativo Venezolano: Visión del Proyecto Venezuela*. Caracas: Fundacredesa.

- Meyer, J. 1990. "Democratic Values and Their Development." *The Social Studies*, 81(5), 197-201.
- Negrette, S.S. 1989a. "Educar y Educar para la Democracia." *Educar*, 32, 14-15.
- Negrette, S.S. 1989b. "Los Estudios Sociales y la Construcción de la Democracia." *Educar*, 32, 38-39.
- Patrini, L. 1991. *Elementos para una Metodología Educativa en los Valores Éticos y Políticos*. Lima: Pontificia Universidad Católica del Perú.
- Pratte, R. 1988. "Civic Education in a Democracy." *Theory into Practice*, 27(4), 303-308.
- Ravela, P. 1987. *Educación para la Democracia y los Derechos Humanos*. Montevideo: Consejo de Educación de Adultos de América Latina.
- Rifkin, N. 1993. "Where Do We Go From Here?" Presentation at the Colloquium on Education and Democracy. Washington, D.C., USAID, Nov. 5, 1993.
- Rodríguez, E. 1987. *Participación Juvenil y la Redemocratización en el Cono Sur*. Montevideo: Centro Latinoamericano sobre Juventud.
- Rodríguez, E. 1989. "Juventud y Democracia en América Latina: Apuntes Preliminares para una Perspectiva Comparada." *Mitos, Certezas y Esperanzas. Tendencias de las Investigaciones en América Latina*. Montevideo, Uruguay: CELAJU.
- Rojas, C. and Martínez, I. 1993. "Escuela Nueva Program in Colombia. Characteristics of Effective Schools and Issues Related to Going to Scale." Unpublished document.
- Schiefelbein, E.; Vera, R.; Aranda, H.; Vargas, Z.; and Corco, V. 1992. *En Busca de la Escuela del Siglo XXI: Dos Experiencias de Autoaprendizaje*. Santiago: CPU/OREALC.
- Smith, A. 1985. "Channeling in on Good Citizenship." *The Social Studies*, 76(1), 28-31.
- Strike, K.A. 1988. "Democracy, Civic Education, and the Problem of Neutrality." *Theory into Practice*, 27(4), 256-261.
- Thompson, A.G. and Echeverría, E. 1987. "Philosophy for Children: A Vehicle for Promoting Democracy in Guatemala." *Analytic Teaching*, 8(1).
- Wood, G.H. 1988. "The Hope for Civic Education." *Theory into Practice*, 27(4), 296-302.

PART II
COUNTRY REPORTS

General Information about the Educational System

Structure of the National Curriculum

Argentina's national curriculum varies by regions and provinces. Following some general guidelines given by the Ministry of Education the regional offices design the curriculum. The Ministry also supervises the implementation of all the curricula. Currently, the curricula of the nation are being revised.

The educational system is structured in two levels:

- Primary Cycle I (grades 1 to 3)
 Cycle II (grades 4 and 5)
 Cycle III (grades 6 and 7)
- Secondary Basic cycle (grades 1 to 3)
 Technical cycle (grades 4 and 5, and sometimes 6)

History of the National Curriculum

The last revisions of the curricula took place in 1983 when the system was decentralized and the responsibility went to the regional offices and authorities. The curricula were also revised at that time to respond to the realities of a new democratic government. Currently, the proposal for a federal law of education is being discussed.

Civic Education

General Description of Civic Education in the Curriculum

The civic education curriculum is developed by the Offices of Curriculum. When that is not possible, the Offices of Programs or Planning take the responsibility.

At the primary level civic education is a component of the social studies or social sciences curricula and is taught in all grades an average of two hours per week. In addition, it is taught as an independent subject, an average of two hours a week in the three grades of secondary education.

Some of the themes included at the primary and secondary levels are as follows:

- **Primary/Grades 1 to 3**
 - **Family**
 - roles, customs, and beliefs
 - family cooperation
 - work and free time
 - values and attitudes
 - **School**
 - functions and values
 - norms of coexistence
 - **Neighborhood**
 - neighborhood institutions
 - customs
 - **Municipality**
 - social organizations
 - customs and traditions
 - national emblems

- **Primary/Grades 4 and 5**
 - **Province and the region**
 - political organization
 - provincial constitutions
 - provincial emblems
 - customs
 - cooperation and mutuality
 - **Argentina**
 - political organization
 - Constitution of 1857
 - Saenz Peña Law
 - political parties
 - prevention and social assistance

- **Primary/Grades 6 and 7**
 - **America**
 - the continental unit
 - **The world**
 - international relations
 - regional problems
 - international organizations
 - Argentina and Latin America in the world

- **Secondary/Grade 1**
 - **Man and his natural context**
 - values and relations
 - primary and secondary social groups
 - the school as a social institution
 - the neighborhood community
 - the municipal and provincial organization

- **Secondary/Grade 2**
 - **political organization of the state**
 - forms of democratic life
 - the institutional order
 - national sovereignty
 - principles of Latin American unity

- **Secondary/Grade 3**
 - **Population of Argentina**
 - characteristic problems of the population
 - the political parties
 - human rights
 - the international community

Teaching Methods

The most common method used by teachers in both levels is lectures. In the primary levels, teachers are also including guided visits and the use of audiovisual materials. At the secondary level, teachers are promoting student participation by using activities like debates and conferences.

Students' activities at the primary level are those reflective of an "organized classroom"; students must always produce some final written product. At the secondary level, students conduct research and make class presentations.

Instructional Materials

The Ministry of Education does not provide materials. Teachers at the primary level use some manuals that have been prepared by private publishers.

Teacher Training

Primary level teachers receive their training to teach civic education in the course Teaching Social Sciences in their general preparation as teachers. At the secondary level, civic education is taught by teachers who specialize in history or the law.

School-based Programs Run by Nongovernmental Organizations

On occasion, there are some conferences or lectures organized by political parties, human rights organizations, or civic organizations. The only nongovernmental organization (NGO) reported in the survey is Conciencia.

This NGO has organized workshops, lectures, and pamphlets in the province of Cordoba; has developed health and cleanliness campaigns in the province of Bariloche; and has the program Friends of the Squares in the province of Mendoza.

In addition, Conciencia has the following programs:

- **Schools:** Each school is offered two lectures with workshops that focus on the themes of the Constitution, democracy, and participation.
- **Educational conferences:** Ten schools participate simultaneously in two eight-hour days of activities that focus on the themes of participation, identification of problems, design of solutions, implementation of projects, and follow-up.
- **Course on organizational techniques:** This is a thirty-six hour course.
- **Program of civic education:** This program offers dialogues, conferences, discussions, and workshops, and prepares and distributes pamphlets.

All the financial support for these activities is provided by Conciencia.

Moral Education

Moral education is understood as a theme that is related to values and behavior in different contexts or communities. According to the survey, the theme of moral education is included in all grades at all levels.

Education for Democracy

Education for democracy is a specific theme included in all grades of primary education and the basic cycle of secondary education.

Themes such as democracy, elections, the Constitution, human rights, and the state are included throughout the curricula in all provinces.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Bolivia has a national curriculum for both primary and secondary education. Its design is the responsibility of the National Office for Technical Pedagogical Services through the National Department of Curriculum. This national curriculum is flexible. Teachers may make minor variations to adapt it to their sociocultural contexts, especially in relation to the urban/rural condition of the school. In addition, a very few schools have some experimental curricula. These curricula are approved by the Ministry of Education. However, supervision of schools that use some variation of the national curriculum is rare.

The educational system in Bolivia is divided into two levels:

- **Primary**
 - Prebasic cycle (ages 0 to 5 years)
 - Basic cycle (grades 1 to 5)
 - Transitional cycle (grades 1 to 4)
- **Intermediate School (Secondary)**
 - Common basic cycle and differentiated cycle (grades 1 to 4)

History of the National Curriculum

The national curriculum for civic education for intermediate school (secondary) was revised in 1975, and the basic cycle was revised in 1988. These revisions were in response to political changes in the country.

The curriculum is usually kept up-to-date by the teachers and other members of educational institutions. They also participate in major revisions with some technicians from the National Department of Curriculum. However, there is no institutional evaluation of the curriculum on a regular basis.

Distribution of the National Curriculum

The national curriculum is distributed through the General and National Offices of the Ministry of Education and Culture to different offices of the educational system: planning, administration, and teacher preparation at the national, regional, and local levels. In addition, the National Office of Technical Pedagogical Services invites both urban and rural teachers to seminars and workshops to inform them of the curriculum. Also, the Ministry of Education and Culture distributes teaching guides and reference lists at a national level.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is defined in the national curriculum as the discipline that studies the interaction between other human beings and the Bolivians in relation to the ideals and aspirations of the country, the organization and function of the state, some political theories, national and Latin American integration, interpretation of the rights of children and citizens, and other human relations in social development.

This civic education curriculum is prepared by the National Department of Curriculum, which is dependent on the National Office for Technical Pedagogical Services. Materials are also prepared by this office; however, in the past several years, no materials have been produced because of lack of financial resources.

Civic education is taught one hour a week as part of social sciences from the first to seventh grades at the primary level. Beginning in the eighth grade and in the four grades of secondary education, civics is taught two hours a week in each grade as a separate subject.

Civic education has the following objectives:

- **Primary level**
 - Study the history and evolution of Bolivia
 - Practice the most important natural, civil, and political rights that every child and citizen has
 - Interpret and follow the main responsibilities each child and citizen has
 - Practice coexistence and cooperation in the local and world community
 - Promote feelings of national and regional integration
 - Be aware of the organization of the state and of the functioning of its institutions

- **Intermediate (secondary) level**
 - Interpret the main political trends of the world and of Bolivia
 - Explain the importance of integration and solidarity among human beings to achieve development
 - Analyze the actions of organizations, for example, the Andean Regional Agreement, that work for the integration of Latin American countries
 - Analyze the political Constitution of the state
 - Analyze the rights and responsibilities of the Bolivian citizen
 - Interpret the law about elections

Some of the themes included in each level are as follows:

- **Primary and Intermediate (Secondary)**
 - traditions and practices
 - national emblems
 - rights and responsibilities of children
 - historic and civic dates
 - state organization
 - universal human rights

- **Primary (transitional cycle; according to the 1975 program)**
 - **Grade 1**
 - political thought of the beginning of history (the Greeks, the Romans)
 - political thought of the time before Columbus
 - **Grade 2**
 - political thoughts of the Middle Ages, the Modern Age, and the Colonial Age
 - **Grade 3**
 - political thoughts of contemporary times and of America and Bolivia
 - foundations of political economy
 - **Grade 4**
 - national and continental integration

- **Intermediate (Secondary)**
 - **Grade 1**
 - general idea of morality
 - personal, family, school, and community responsibilities
 - natural, civil, and political rights
 - the Universal Declaration of Human Rights
 - **Grade 2**
 - nationality
 - the state and its elements
 - population, nation, and country
 - organization of American nations

- Grade 3
 - the Constitution
 - the state organization
 - responsibilities of societies
 - electoral organization
 - great ideals

Teaching Methods

Some of the activities used by teachers of civic education are as follows:

- Primary: games, stories, guided studies, role plays, and field trips
- Intermediate (secondary): research methods, conferences, debates, field trips, and role plays

Some of the activities used by students (in both levels) include reading, listening, talking, writing, copying important paragraphs, conducting research, role-playing, and participating in field trips.

Some other activities related to civic education that schools implement are school government (both at the primary and secondary level) and the promotion of student organizations by district and at the national level, such as the National Confederation of Secondary Students.

Instructional Materials

Programs and textbooks of civic education are provided by the Ministry of Education and Culture through its National Department of Curriculum.

The textbooks used were prepared by different authors in recent years. In addition, some teachers prepare their own teaching materials based on the national curriculum.

Teacher Training

Teachers of civic education receive general training in teacher preparation schools. The course of study lasts three years for primary teachers and four years for secondary teachers. In addition, universities and higher education institutions offer some professional preparation for teachers.

The Ministry of Education and Culture is responsible for the design and implementation of all teacher preparation programs in teacher preparation schools, higher education institutions, and technical-pedagogical institutes. In addition, since 1992, a program of distance education offers short courses and workshops to teachers.

Teachers are supervised in the classroom only during their student-teaching practicum in the last year of their studies. Once teachers have graduated, they receive no supervision.

School-based Programs Run by Nongovernmental Organizations

Civic education in Bolivia is almost an exclusive responsibility of the state; therefore, only two nongovernmental organizations (NGOs) offer programs in the schools.

- The Center of Educational Multiservices reinforces civic values and knowledge of the national emblems. It organizes visits to the national Congress, government buildings, and other field trips so that students get to know the national political and social structure. Its financial support comes from a variety of sources: the Ministry of Education and Culture is responsible for the salaries; the Social Investment Fund finances the activities.
- Interinstitutional Nonformal Education "Action: One More Teacher" prepares teachers by teaching them an alternative way of approaching civic education. Its goal is to see the campesinos (farmers) in their own sociocultural context. This NGO has worked with about 100 schools (900 students) at all levels of the educational system. Financial support comes from a variety of sources: salaries are paid by the Ministry of Education and Culture; all materials and finances for the schools are paid by the European Community.

Moral Education

Moral education is seen as a component of civic education; therefore, it is taught in all grades of both levels.

The main goal of moral education is to create citizens' consciousness that allows the students to understand, accept, acknowledge, and practice their responsibilities and rights in relation to themselves, the community, the country, and the world.

The materials used to teach this subject are the textbooks *Moral Education, Civic Education and Politics* (1991) at all levels. There is no information about the most common activities used by teachers in this area.

Education for Democracy

Currently the national curriculum does not address education for democracy at any level of the system. However, in 1992 a proposal was introduced to the Ministry of Education and Culture to include it in the new national curriculum.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Chile has a national curriculum, designed by the Ministry of Education, for both primary and secondary education. There are only minor variations in this curriculum. Some are due to ethnic group differences (Hebrew schools, for example), and others are due to their teaching methods (those dependent on universities, for example). All these variations are designed by specialists hired by the schools and approved and supervised by the Ministry of Education.

The national curriculum is structured in two levels:

- Primary (general basic education)
 - Cycle I (grades 1 to 4)
 - Cycle II (grades 5 to 8)
- Secondary (middle education)
 - Science/humanities (grades 1 to 4)
 - Technical/professional (grades 1 to 4)

History of the National Curriculum

The current primary education programs were revised in 1980; secondary education programs, in 1981. These last revisions were ordered by the Military Junta, which was in office at that time. In 1992 new revisions were begun to meet the requirements of the new Law of Education approved in 1990 by the military government.

The revisions of the national curriculum are completed by a committee of the Ministry of Education in consultation with different organizations such as the Episcopal Conference of Chile, the Faculty Council, the University Presidents Council, the Federation of Production and Commerce, the Chilean Academy of Languages, the Metropolitan University of Educational Sciences, the Association of Parents of Catholic Families, and the Special Senate Commission.

Distribution of the National Curriculum

The national curriculum is distributed through the Regional Offices of the Ministry of Education and the Provincial Departments of Education. All teachers may easily acquire the curriculum because it is printed in *Revista de Educación*, a magazine published by the Ministry of Education.

At the primary level, the principals and directors inform teachers of what they will teach. At the secondary level, the technical director or the principal or director of the school informs teachers.

Civic Education

General Description of Civic Education in the Curriculum

The survey does not give information about the definition of civic education found in the curriculum, but does say that this curriculum and its corresponding materials are designed by the Center for the Improvement, Experimentation and Pedagogical Research of the Ministry of Education.

Civic education is taught as part of history in all grades from first to eighth of the primary level. History is taught in each grade four hours a week, and approximately one of those hours a week is devoted to civic education.

Teaching Methods

Even though the survey says that civic education is taught only at the primary level, it lists activities completed by both teachers and students at the secondary level. It may be that these activities are used in all subjects, not only in civics.

- **Teacher activities**
 - **Primary:** readings, playing games, drawings, card constructing, and designing posters and folders
 - **Secondary:** lecturing, debating, researching, and doing crafts
- **Student activities**
 - **Primary:** listening to the teacher, reading, copying material, cutting and pasting newspaper articles, drawing, and memorizing
 - **Secondary:** searching for materials; conducting research; organizing and participating in discussions, and forums, debates, and lectures; and role-playing

Other civic education activities in school settings include student associations both in each class and in the school (only at the secondary level).

Instructional Materials

Beginning in 1992, the Ministry of Education gives history textbooks to all the students in public schools, as well as to those in private schools that receive some financial support from the state. In addition, the Ministry provides teachers with teaching manuals.

These textbooks are selected from those available in the market and are usually up-to-date. These materials are prepared by specialists in the field who are selected by the publishers; however, the survey does not give information about the date when these materials were published.

Teacher Training

Primary education teachers receive their general education as teachers, but there is no specialization in civic education. They may also attend workshops or seminars during their vacations on a voluntary basis.

Secondary level teachers receive specialized education in history; geography; or history, geography, and civic education. They may also register for workshops during their vacation time.

School-based Programs Run by Nongovernmental Organizations

Several nongovernmental organizations (NGOs) implement school programs on civic education:

- **PARTICIPA** (Corporación Participa, Educación para la Democracia) carries out seminars, workshops, and annual meetings with primary teachers of history and secondary teachers of history, geography, and civics. These programs usually last three days. They have been implemented in six regions of the country, and about eighty to one hundred teachers attend each seminar. These teachers, in turn, multiply the effort by offering seminars to other teachers. Some of the themes discussed in these programs are civic-electoral processes, organizations of society and decentralization, participation in decision-making and leadership, and democratic behavior in parents, teachers, and students. This NGO also prepares several materials: *Manual of Civic Education* for secondary teachers, some notebooks of education, and flyers. Its financial support comes from several sources: international agencies such as USAID, members' contributions, and some charges for activities and materials.
- **IDEAS** (Instituto Democracia, Educación y Acción Social) offers about sixty workshops a year for about forty primary and secondary teachers of civic education. The themes discussed in these workshops include national Congress, rights of citizens, parliament, state branches of government, and participation as citizens. Each workshop lasts one week, although there is some follow-up by mail. Teachers usually interact with about thirty-five to forty students and receive manuals, teaching guides, evaluation guides, pedagogical strategies, etc.

These workshops are approved by the House of Representatives of the Congress. Their financial support comes from external organizations (not specified).

- **CIDE** (Centro de Investigación y Desarrollo Educativo) carries out workshops for teachers, leaders of social organizations, and municipal workers. Every year this center has about eight or ten one-week workshops, and about sixty people attend. Some of the themes discussed are internal structure of municipalities, municipal finances, history of the municipalities, and the economic and social council. This NGO also provides pamphlets and games.

These projects are financed with the support of the Spanish Foundation for International Cooperation, and the National Education Program for Municipal Participation and Political Reforms.

Moral Education

Moral education is taught at the primary level in all grades (from first to eighth), as part of the course Formation of Social Habits and Attitudes in the Student. It is not taught at the secondary level.

Several themes are included in these subjects:

- Grades 1 to 6: honesty, justice, sincerity, obedience, loyalty, generosity, order, punctuality, happiness, optimism, and patriotism
- Grades 4 to 6: education of will, autonomy of thinking, self-decisions, doing one's best, appreciation of and living patriotism
- Grades 5 to 8: education for freedom, self-knowledge
- Grades 7 and 8: vocational orientation

Teachers use a variety of materials and activities.

- First cycle of primary education
 - videos
 - readings
 - stories
 - radio tapes
 - television programs
- Second cycle of primary education
 - videos
 - readings
 - simulation games
 - oral presentations
 - conversations

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Colombia is going through a process of transition, and, although it currently has a national curriculum, it will not have one according to the new Law of Education. As part of this transition, the Ministry of Education has published a list of foundations (philosophical, psychological, sociological, epistemological, and pedagogical) and a general framework for each area of study and its curricular programs. These foundations, frameworks, and programs will be used to design the new regional curricula; thus, there will probably be some unity among all of the programs.

The curricula are designed by the Division of Curriculum of the Assistant Office of Pedagogical Development of the General Education Office. But according to the new law, using the general guidelines given by the Ministry of Education, the Departmental and Municipal Secretariats of Education will design curricula that respond to the needs of the local communities.

The educational system is divided into two levels:

- Basic Education
 - Primary basic (grades 1 to 5)
 - Secondary basic (grades 6 to 9)
- Middle (Secondary) Education (grades 10 and 11)

Grade 0 was introduced as part of preschool in 1990.

Since 1992, all variations of the curriculum have been approved by the Ministry of Education, but the proposal is that, in the future, the design, approval, and supervision will be completed at the departmental and municipal levels.

History of the National Curriculum

The curriculum that is used today was formulated in 1984 (for grades one through nine). The curricula for grades ten and eleven is being developed at the present time. Beginning in 1992, the curricula began to be decentralized and be adapted by individual region.

These revisions are in response to the new policy Qualitative Improvement of Education and are carried out by the Division of Design and Organization of the Formal Curriculum.

University professors, secondary and primary level teachers, and specialists of the Regional Pilot Experimental Centers attend national meetings to revise the curricula by area of study. In addition, there are some regional seminars and a national consultation process to discuss the curricula.

Distribution of the National Curriculum

The curricula are distributed through the Pilot Experimental Centers and the local and departmental Education Secretariats. Written materials that include curricular foundations, general frameworks, and methodological guidelines are sent to those offices. In this way, teachers are informed of what subjects they are to teach.

Civic Education

General Description of Civic Education in the Curriculum

Civic education has not existed as a separate subject since 1976. Its curriculum is designed by the Office of Curriculum, which has a social sciences coordinator.

Civic education is taught as part of social sciences in the first through fifth grades of basic education. The number of units of civic education in relation to the total units of social sciences per grade is as follows:

- Grade 1: 27/52
- Grade 2: 37/52
- Grade 3: 8/51
- Grade 4: 3/51
- Grade 5: 17/44

In addition, students in grades 10 and 11 (secondary education) enroll in the course Democracy, but at present the course does not have a formal program. Teachers are using textbooks that have not been approved by the Ministry of Education, and, therefore, there is some variation from class to class.

According to article 41 of the 1991 National Constitution, "In all institutions of education, public and private, the study of the Constitution and civic education is mandatory. In the same manner, democratic practices for the learning of principles and values of citizenship participation will be encouraged. The state will distribute the Constitution."

The following themes are studied in each grade of the primary level:

- Grade 1
 - acceptance of oneself and others
 - necessary norms to live in groups
 - sharing and helping others
 - the family: norms, relationships, and authority
 - the school: norms, relationships, and authority
 - individual identity as a member of a community
 - elements of union among Colombians
 - national emblems

- **Grade 2**
 - belonging to a community and the nation
 - norms
 - needs of the community and solutions

- **Grade 3**
 - locality and regions
 - the municipality as a sociopolitical unit that solves problems
 - municipal authorities
 - culture and social institutions as identifiers and means of communicating culture

- **Grade 4**
 - government at the local, regional, and national levels

- **Grade 5**
 - functioning of the state
 - the Constitution
 - relations with the world

Teaching Methods

The activities listed below are those reported in the official curricula. However, the survey also reports that only about 75 percent of the activities are actually used.

The activities used by teachers are teacher-student dialogues, role plays, field trips, lectures, discussions of daily experiences, asking students for examples, group work, analysis of game rules, analysis of pictures and graphs, cut and paste, creating puppets, writing stories, preparing boards, analyzing conflicts, seeking solutions, committing oneself to action, honoring the national flag, and participating in community festivities.

The students' activities involve answering questions in writing, listening to the teacher's explanations, and getting involved in more active participation.

Among other activities in the school, the existence of school government is one of the most significant. Students design their own rules and make decisions related to the schools. There are also other student organizations and projects (for example, a project of prevention of drug use).

Instructional Materials

The Ministry of Education provides several materials for the study of social sciences. In the rural areas, students receive study guides, and teachers receive teaching guides. For the urban primary and secondary schools, the Ministry offers some curricula (which may be purchased). In rare occasions, it also provides some pamphlets and brochures.

These materials have been prepared by different offices. The materials for the rural areas were completed by the team of the Escuela Nueva (New School Program). Other materials have been created by the Division of Printed and Audiovisual Materials. The curricula were designed by the Division of Design and Organization of the Formal Curriculum.

Teacher Training

Teachers of basic primary education go to normal schools (teacher preparation schools that are not universities) for their general preparation. Teachers of basic secondary and middle education go to teacher preparation institutions (higher education). There is no specific training to teach civic education, except in rare occasions when seminars or workshops are organized; however, this depends on human and financial resources. There are some offers of distance education for specialization, but there is no coordination under the new programs. As part of the new educational reform, the Division for Teacher Preparation has been created. This office will provide some general guidelines on teacher preparation.

Teacher preparation is now the responsibility of the Pilot Experimental Centers, which contract private institutions to offer specific courses and workshops. Before the reform, these centers were part of the Ministry of Education. Now they report to the regional Secretariats of Education.

These regional offices do some follow-up in the classroom, and even though they are in close contact with teachers and principals, this follow-up process is not considered strong or good enough. The Ministry of Education has very little participation in this process.

School-based Programs Run by Nongovernmental Organizations

Several nongovernmental organization (NGOs) have programs in the schools.

- The Cruz Roja Juvenil [Youth Red Cross] organizes the youth associations that will learn about first aid, prevention of accidents campaigns, and other aspects of civic preparation such as respect for authority, for the national emblems, and for education for peace and democracy. These youth associations are supervised by a teacher and a monitor from the Red Cross. They work with basic primary education children from the third to fifth grades and with basic secondary education children in all grades. They work in 2,350 schools in the country.
- The Asociación Cristiana de Jóvenes [Christian Association for Youngsters] coordinates social work activities done by students of secondary schools. The association gives students training to work in the community and educates them about values. In primary schools, this NGO offers workshops on values with all grades (from first to fifth). Among other themes, it addresses love of life and prevention of violence.
- The Scouts de Colombia [Scouts of Colombia] works with children of both genders. The scouts teach about democratic organizations. Grouped by age, the children receive an ethical principles education and a peace and democracy education. This NGO also develops awareness about nature.

- The Asociación de Guías Scouts de Colombia [Association of Guide-Scouts of Colombia] organizes groups of girls by age. In this organization, girl scouts (guides) learn to function in a democratic way and to show solidarity and respect for their superiors. This program is available in all grades (with girls as young as six years old), but registration is voluntary. The principles that guide the complete education of the guides are God, country, family, loyalty, dignity, and purity. There are about 2,000 guides in the country. The association offers manuals to each age group.
- Fundación Volvamos a la Gente [Foundation Let's Go Back to the People] has assessed and organized school governments from first to fifth grades in twenty-six schools (both private and public in the urban areas). Some of the themes it addresses are the functioning of school governments, elements of democracy, and participation. It offers a manual to the teachers.
- Cómo ser vigía de salud [How to be a Guardian of Health], a program for high school students, offers assistance to poor families in relation to health issues.

Moral Education

Moral education is part of the subject "Religious, Moral and Ethic Education," which is studied in first through eleventh grades.

Some of the themes explored in this subject by grade are the following (all themes related to morality and ethics are usually presented in a Catholic context):

- **Primary Basic**
 - **Grade 1**
 - love one's neighbor, solidarity
 - respect
 - good manners
 - distinction between good and evil
 - ten commandments
 - **Grade 2**
 - human solidarity
 - truth
 - justice
 - peace

- **Grade 3**
 - human solidarity and moral behavior
 - friendship and loyalty
- **Grade 4**
 - development of human values
 - value of justice, tolerance, and mercy
 - principles of honesty, self-control, and human solidarity
- **Grade 5**
 - human relations
 - responsibilities in the family
 - morality, moral acts, evil from a moral perspective, guilt
- **Secondary Basic**
 - **Grade 6**
 - interpersonal relations and communication
 - responsibility
 - Jesus as moral guide of humanity
 - **Grade 7**
 - human solidarity
 - moral conscience, moral behavior
 - evil
 - working for justice
 - awareness of and attempts to work on social problems
 - **Grade 8**
 - Christian relations
 - Christian sense of human activity
 - **Grade 9**
 - the family as a community, human love, and understanding

- Middle

- Grade 11

- I am a citizen of the world, of a world in crisis, of the third world
- different proposals and interpretations for the problems of the world (liberal capitalism, marxism, national security as a doctrine, Christianity)
- just society
- Christian understanding
- poverty
- overpopulation
- environmental problems
- crisis of values
- Christian alternatives

Teachers use several activities to teach this subject: examples from students, self-reflection, commitments of behavior, games and drawings, narratives, prayers, comments of readings in groups, role-playing, reflections and group discussions, analysis of images, teacher-student dialogue, etc.

Education for Democracy

Education for democracy is taught in the second through fifth grades as part of social sciences and in the tenth and eleventh grades as a separate subject, but there is no curriculum for this subject. Teachers are guided by textbooks that they themselves purchase and that have not been approved by the Ministry of Education.

Some of the activities and themes taught at the primary level are as follows:

- Grade 2: participation in group-decisions related to the school
- Grade 3: development of democratic decision-making skills and skills that help students seek alternative solutions to conflicts
- Grade 4: government, functions, the law
- Grade 5: history and meaning of democracy, participation and responsibility in society, the national Constitution, functioning and organizing of state government

The activities used by teachers to teach democracy are the same that are used in civic education classes.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Costa Rica has a national curriculum in both the primary and the secondary levels, but its implementation may vary slightly according to the region of the country.

The Costa Rican educational system is divided into four cycles, two in primary and two in secondary education. Each cycle has three grades:

- **Primary**
 - Cycle I (grades 1, 2, and 3)
 - Cycle II (grades 4, 5, and 6)
- **Secondary**
 - Cycle III (grades 7, 8, and 9)
 - Cycle IV (grades 10 and 11; grade 12 is optional in technical high schools)

The national curriculum is developed by national consultants of the Ministry of Education under the supervision of the Director of the Curricular Division of the Ministry of Education. Any minor revisions made to the curriculum are completed by the same team and the same office. The Ministry of Education supervises these processes of design and implementation.

History of the National Curriculum

The national curriculum was recently revised: all the academic programs were revised in 1991-1992; all the technical programs, in 1992-1993. These revisions were in response to teachers' requests for changes, and the change of government was instrumental in making these revisions a reality.

Revisions to the national curriculum are usually completed according to identified needs and by teams that may involve the Minister and Vice-Minister of Education; national consultants; and a team of academic educators that includes teachers, student organizations representatives, private organizations, etc. In addition, the Ministry of Education publishes the Curricular Policies for each period. The current curricular policies (1990-1994) set five priority areas:

- values
- education for democratic life
- quality of education
- ecological, scientific, and technological education
- educational and cultural opportunities

Distribution of the National Curriculum

The national curriculum is distributed to many institutions: schools, regional offices, institutes of higher education, and documentation centers. Usually the curriculum is mailed to these institutions, although anyone can request it from the Ministry of Education. Regional consultants inform teachers about the subjects they will be teaching.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is understood as a "a human being's commitment to his/her country and community." The subject is taught in all grades of primary and secondary levels. In the primary grades, it is taught as part of other subjects. More specifically, from the first to third grades, it is part of the integrated curriculum; and from the fourth to sixth grades, it is part of the social studies curriculum. In all these grades, it is taught about one hour every week. In all the secondary grades, it is taught as a separate subject for an academic hour (forty minutes) each week.

The civic education curricula are designed by the Curriculum Development Division and the Department of Academic Education. The materials used in teaching civic education are developed by social studies consultants and by the National Center of Didactics.

Some of the contents of the civic education curricula include the following:

- **Primary**
 - **Cycle I objectives (grades 1-3)**
 - **Grade 1: to recognize self as a member of a family group and to help meet some basic needs of the group**
 - **Grade 2: to acquire notions about the country, democracy, freedom, and nationality through personal, family, and school relationships**
 - **Cycle II themes (grades 4-6)**
 - **norms that need to be followed**
 - **importance of national emblems**
 - **democratic principles**
 - **human rights**
 - **government institutions**
 - **valued services provided by the school and community**

- Secondary
 - Cycles III and IV themes
 - concepts of nationality and citizenship
 - rights and responsibilities
 - ethical and moral values
 - importance of mental and physical health
 - concept of modern state
 - concept and evolution of democracy
 - main public institutions and state powers
 - Constitution of the country
 - mass media
 - Constitutional rights
 - cooperation, solidarity, and unions

Teaching Methods

For the two cycles of primary education, the teachers use the following activities to teach civic education: group research work, decoration of classroom with works that have a civic content completed by the children, field trips to different social institutions, interviews, discussions, and lectures. In the secondary level, teachers use case studies, surveys, debates, discussions, design of wall-paintings, and literature reviews.

The description of the activities completed by the students involve an emphasis on participatory practices, although this is very new. Activities include individual and group research, interviews with people from the community, designing and making decorations for the school and the classroom, discussions, preparations of reports, etc.

Other school activities also promote civic education. Many schools have a process to elect a student government. This process is supervised by the best students (measured by academic performance). Some schools offer the Niños Forjadores del Futuro [Children Forgers of the Future], a project in which students identify and work to solve a problem in the community.

Instructional Materials

The Ministry of Education provides the study programs and publishes two weekly magazines in two national newspapers that have a large circulation. These magazines explore different themes, not just civic education themes. In addition to that, the Ministry of Education provides a didactic guide for the celebration of "the month of the country." All these materials serve both teachers and students. Teachers use them to create more teaching materials or to complement the textbooks. For the students, the materials are used for reference. In addition, a variety of textbooks are available for purchase in most bookstores in the country.

The Ministry of Education is in charge of developing most of these materials with some guidance from national consultants. In addition, these consultants, who specialize in civic education and social studies, evaluate all other materials developed by agents external to the

Ministry and give their approval. All these materials are constantly designed and revised, so that they are always up-to-date. *The Guide for the Month of the Country* was recently developed and was distributed for the first time in September 1993.

Teacher Training

To teach civic education, teachers of both primary and secondary education attend specialized workshops conducted by regional consultants. Usually only one teacher per school attends the workshops and is then in charge of training the other teachers. The regional consultant makes sure that the training reaches every teacher in the country.

These workshops are designed, conducted, and evaluated by members of the National Center of Pedagogy together with national and regional consultants.

There is some follow-up to this training, both at the primary and secondary levels. Supervisors visit classrooms and write reports that are given to the school principal and the regional consultants.

School-based Programs Run by Nongovernmental Organizations

No civic education activities are directly carried out by nongovernmental organizations (NGOs). However, some voluntary organizations help with the training of facilitators who will work directly with students in classroom settings. This is due to a policy of the Ministry of Education. According to this policy, NGOs may assist with teacher preparation, but they may not directly intervene in the classroom.

Some NGOs that complete these activities are as follows:

- The Fundación Arias para la Paz y el Desarrollo [Arias Foundation for Peace and Development] designs and carries out workshops for educators and parents about democratization, equality of women, and human rights. The goal is that the participants of these workshops will communicate their knowledge at school and at home. Its financial support comes from major gifts: friendly governments, other foundations, and friends.
- The Fundación Omar Dengo [Omar Dengo Foundation] promotes the application of computers in schools. One of its workshops, for example, offers training to teachers to develop LOGO programs in relation to education for democracy. Most of its financial support comes from friendly governments and private organizations.
- The Organización de Ciudadanas Costarricenses [Organization of Costa Rican Female Citizens] attempts to rescue civic values in different communities by focusing mostly on women who live in the rural and central areas of the country. This NGO provides consulting services to organizations about civic topics, offers open public conferences about the electoral process, has a monthly bulletin, and contributes pieces to major national publications. The financial support comes from membership fees and from donors.

- The Universidad para la Paz [University for Peace] trains regional and national consultants (who work with the Ministry of Education) through its program "Peace with me, peace with the environment, and peace with others." In addition, this NGO contributes to designing the national curriculum of civic education. Its financial support comes from friendly governments, private donations, and other foundations.

Moral Education

According to the survey, moral education is primarily thought of as religious education. Moral education is taught in all grades (at both the primary and secondary levels) in the programs of religion, orientation, and social studies. In addition, "the teacher must continuously reinforce in these three subjects the moral values inspired in Catholicism."

Some of the themes and objectives of moral education in Costa Rica include preparing individuals who are conscious of their personal, family, and social responsibilities and emphasizing ethics, love of others, truth, self-realization, charity and autonomy. Every grade includes these themes, but each higher grade studies them more in depth.

Teachers use the following materials to teach moral education: graphics, pamphlets, teaching units, videos, cartoons, and other materials prepared by the teachers themselves.

The most common activities used to teach moral education in the primary level are reading stories, story telling by the teacher, discussions, role-playing, and writing. At the secondary level the activities include group work, debates, discussions, and role-playing.

Education for Democracy

Education for democracy is a central theme in Costa Rican education. In fact, the curricula of civics and social studies is built around the democratic experience. Therefore, this subject is taught in all grade levels, especially in the civics and social studies programs.

The goal of education for democracy in Costa Rica is summarized this way: "It prepares individuals who are conscious of their rights and responsibilities, and who love and respect their country as responsible human beings."

Even though there is not one specific textbook to teach education for democracy, several textbooks include the theme. In addition, several materials are given to the schools by the national and regional consultants. The most common activities used by teachers to teach this subject are debates, discussions, research groups, and the design and creation of murals in the communities.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

DOMINICAN REPUBLIC

General Information about the Educational System

Structure of the National Curriculum

The Dominican Republic has a national curriculum from preschool education until the last grade of secondary education. There are no variations to this curriculum by region or any other condition. The national curriculum is designed and revised by the Ministry of Education, Fine Arts, and Religion (SEEBAC) in consultation with educational institutions (universities and teacher preparation schools) as well as teachers of all regions of the country.

The curriculum is structured by level and grade as follows:

- Preprimary (grades 1 to 3)
- Basic primary (grades 1 to 8)
- Middle (secondary)
 - Technical (grades 1 to 4)
 - Science/humanities (grades 1 to 4)

History of the National Curriculum

The national curriculum was designed in 1977, but it is in the process of being revised. The present curriculum, as well as the revisions being completed, is the result of educational reforms. One reform was in the 1970s when the current curriculum was designed, and the current reform is part of the Plan of Ten Years which was recently initiated.

Most of the revisions continually done to the curriculum, as well as these major revisions, are completed because of research. These revisions are the results of efforts by SEEBAC—through the General Office of Curriculum and Educational Resources and university faculty, school teachers, and specialists in the subjects.

Distribution of the National Curriculum

The national curriculum is given to representatives from the regional offices of education, who in turn give it to the educational districts for distribution to the school principals and directors. In addition, teacher-preparation institutions receive copies.

Specialists from SEEBAC, who travel to the different regions to train teachers in the use of the new curricula, inform them of the subjects they will teach.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is a subject that prepares citizens who are active participants with a sincere consciousness of their role in society and who promote change through democratic participation. The definition given in the national curriculum is "a subject that promotes the development of attitudes, values and interests in favor of the nation's own development."

The curriculum of civic education is designed by the Curriculum Office and its Social Studies Unit. The preparation of teaching materials is completed by the Office of Educational Resources.

Civic education is taught at the primary level from third to eighth grades as a part of social studies. The number of hours a week devoted to this subject varies in each grade: eight hours in fourth and seventh grades, fifteen hours in fifth grade, and ten hours in eighth grade. The programs do not specify the number of hours for third and sixth grade.

At the secondary level civic education is only taught as a separate subject in the fourth grade for one hour each week.

The following themes are included in these programs:

- **Basic level**
 - **Grade 3**
 - family
 - schools
 - municipal authorities
 - **Grade 4**
 - rights and responsibilities of citizens
 - nation
 - state
 - country
 - organization of government
 - moral principles
 - the Constitutions in America
 - human rights in the national Constitution and the practice of these rights
 - forms of government in America
 - forms of government in the Dominican Republic

- Grade 6
 - functions of social organizations
 - functions of international organizations
 - rights and responsibilities
 - democracy
- Grade 8
 - organization of the Dominican state
 - concepts of citizenship, nationality, rights and responsibilities of citizens
 - political and administrative organization of the province and the community
- Secondary level
 - Grade 4
 - the individual as a social being (society, civic education, nationality, minorities, personal documents, human rights, citizens' responsibilities, individual participation in the solution of community and national problems, work, social change, social mobility, family, working class, unions, right to strike, work legislation)
 - the family (family unit, marriage, parenthood, relatives)
 - municipality and provinces (local community, autonomy, municipal government)
 - nation (ethnic composition, patriotism, moral, religion and good manners, the Constitution)
 - the Dominican government
 - the Dominican Republic and its relation to the world

Teaching Methods

The main teaching activities used by teachers are field trips and group research. Students, on the other hand, are expected to listen to the teacher, memorize readings and materials, read, and do some research. In very rare occasions, some field trips and interviews of specialists in the subject may take place.

Instructional Materials

The Ministry of Education provides "all the materials needed for each of the subjects." Programs are produced by the Office of Curriculum, and teaching guides are produced by the Office of

Educational Resources. Textbooks are written by specialized authors in the area and published by private publishers.

Teacher Training

Teachers receive a general preparation as teachers and specific training in the use of the programs; however, there is no specific training about civic education.

The survey does not state who gives this specific training or whether there is any follow-up in the classroom.

Moral Education

Moral education, taught as part of civic education, is offered in the fifth and eighth grades at the primary level and in the fourth grade at the secondary level.

There is no significant differentiation between civic and moral education. Some of the objectives of moral education include the following:

- to know the structure and functions of the institutions that are part of society and to understand an individual's role as a citizen
- to know one's rights and responsibilities as a member of society and the community
- to analyze the individual as a social element

Teachers use study programs of the subject matter and some references as teaching materials.

Education for Democracy

Education for democracy is taught in the eighth grade of the primary level and in the fourth grade of the secondary level through specific civic education themes, such as the nation, and rights and responsibilities of all citizens.

The two objectives of education for democracy are as follows:

- to make the individual aware of his/her rights and responsibilities
- to promote active, conscious, and responsible participation in the solution of national and international problems

In this subject, teachers use the same teaching materials that are used for civic education.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Ecuador has a national curriculum for all grades between preprimary to the end of secondary education. This national curriculum is designed by the National Planning Office of the Ministry of Education and Culture with the participation of special committees of teachers by educational level and subject, heads of educational institutions, and representatives of teacher associations. This national curriculum is approved by the Ministry of Education and Culture.

The national curriculum is structured in three levels:

- Preprimary (grade 1)
- Primary level (grades 1 to 6)
- Secondary level
 - Basic cycle (grades 1 to 3)
 - Diversified cycle (grades 4 to 6)

Despite the existence of this national curriculum, there are some variations (although minimal) based on the private or public status of schools, differences in language spoken by different populations, and the involvement of the school in some special project with the support of an international agency.

These variations are designed by teams of teachers from each school, the National Office of Intercultural Bilingual Education, and technical teams of representatives of special projects for the improvement of education.

The variations according to language groups are approved by the Ministry of Education. The variations in private schools are approved by the Provincial Offices of Education. The national and provincial supervisors supervise the implementation of all curricula.

History of the National Curriculum

The current curricula used at the primary level and the basic cycle level of secondary education were revised in 1984. Those of the diversified cycle of secondary education have been in existence since 1978. These revisions were completed as a result of the approval of a new law of education by Congress in 1983.

In August of 1993, the Ministry of Education initiated a new educational reform as a response to the guidelines of the World Conference on Education for All (Thailand 1990), and the results of the national survey "Education, XXI Century" carried out in 1993.

In the document "Lineamento de Política Educativa, 1992-1996," general guidelines for formal education are defined. There are nine general guidelines, one of which directly addresses civic education: "Promote the development of civic, social, ethnic, moral, economic and cultural values that favor national unity in the multicultural context of the country and the world community."

The new revisions will be completed by an interdisciplinary team that includes heads of educational institutions, representatives of teacher associations, personnel from the Ministry of Education, teachers, representatives of each level and subject, and representatives of special projects.

Distribution of the National Curriculum

Several organizations and offices receive the national curriculum: the Provincial Offices of Education, national and provincial supervisors, heads of primary and secondary schools, special projects for the improvement of education, National Association of Educators, teacher preparation institutions, and schools of sciences of education.

These offices receive the national curriculum through official communications mailed by the National Planning Office. The curriculum is also distributed through national and provincial supervisors, and given to educators in short informative events.

Teachers learn about the subjects they will be teaching through meetings conducted by education supervisors, events prepared for teachers, and in-service courses offered by different offices of the Ministry of Education.

Civic Education

General Description of Civic Education in the Curriculum

According to the current curriculum, at the primary level civic education is defined as "a discipline that tends to strengthen the civic conscience of sovereignty, of Latin American and world integration." The purpose of the curriculum is to promote critical thinking so that the child can analyze local, national, and world problems.

At the secondary level, civic education is a discipline that strengthens the national identity and that promotes ethical, aesthetical, civic, and democratic development.

The educational reform of 1993 offers a proposal to consider history, geography, and civics as a unit. In this unit, knowledge is generated about people; their conflicts, concerns, and needs; the land where they live; cultural traditions; the values; and institutions. The unit also allows the student to understand the privileges and obligations that a member of society has; instills habits and attitudes of a good neighbor and citizen; and teaches students to be loyal to democratic ideals, to practice good relations in a free society, and to find solutions to community problems.

The civic education curriculum is prepared by the National Planning Office with the participation of committees of teachers in the social sciences.

The materials for civic education are prepared by the National Department of Educational Technology, after it has compiled experiences and proposals submitted by teachers and other national authors.

In the primary level, civic education is taught as part of social studies in the second through sixth grades. The time devoted to this subject per week is as follows:

- Grade 1: social studies, 3 hours; civics, 0
- Grade 2: social studies, 3 hours; civics, 1/2 hour
- Grade 3: social studies, 4 hours; civics, 1/4 hour
- Grade 4: social studies, 6 hours; civics, 1 hour
- Grade 5: social studies, 5 hours; civics, 1 hour
- Grade 6: social studies, 5 hours; civics, 1/2 hour

At the secondary level, civics is also taught as part of social studies in the basic cycle and as a separate subject in grade 6. The hours per weeks that it is taught are as follows:

- Grades 1 and 3: social studies, 5 hours; civics, 1 hour
- Grade 2: civics, 1/2 hour
- Grade 6: civics, 2 hours

The content of the civic education curricula includes the following topics:

- Primary
 - Grade 1
 - the child and his/her family
 - the school
 - the neighborhood
 - Grade 2
 - local community and school
 - civic dates
 - national flag
 - rights and responsibilities of children in schools
 - Grade 3
 - the provincial community
 - provincial emblems
 - rights and responsibilities of children in the community

- **Grade 4**
 - the national community
 - national emblems
 - universal rights and responsibilities of children
- **Grade 5**
 - the country and citizenship
 - cooperation, solidarity, loyalty, and responsibility
 - education for safety in the streets
- **Grade 6**
 - nation and state
 - democracy and voting
 - human rights
- **Secondary**
 - **Grade 1**
 - country, nation, and nationality
 - human rights
 - **Grade 2**
 - state
 - human rights
 - **Grade 3**
 - Constitution
 - voting
 - minorities in Ecuador
 - international community
 - **Grade 6: Objectives**
 - to interpret the current political Constitution
 - to understand that as a member of the family and the community, one has to fulfill responsibilities of tolerance, solidarity, and cooperation
 - to strengthen feelings of nationality, citizen responsibility, and respect for the national emblems

- Grade 6: Themes
 - concept, importance, and relation with social sciences
 - society: origin, evolution, elements, family and marriage
 - the nation: concept, elements, nationality
 - the state
 - the country
 - government
 - citizenship
 - political Constitution of Ecuador
 - voting
 - state institutions

Teaching Methods

In 80 percent of all classes, teachers use traditional methods: lecturing and dictating information, while students listen and repeat. In only 20 percent of all schools, some audiovisual materials have been incorporated: posters, pamphlets, and graphics.

Most activities completed by the students are traditional: listening, taking notes, reading, repeating, and memorizing. In exceptional cases, students are taken to museums or other exhibits.

As a recent innovation, schools annually offer some education about safety in the streets. Other activities include some carried out in the subject "association of classes," which is taught two hours a week in the first three grades of secondary education. The purpose of this subject is to assist students in their adaptation to the school by teaching about interpersonal knowledge, school community, school and class organizations, norms, civic feelings, personal safety, school work, and use of free time.

Instructional Materials

The Ministry of Education provides programs and teacher guides (prepared in 1984) for some grades, the *Encyclopedia of the Student from Ecuador* (prepared in 1985), and posters with the national emblems (prepared in 1986). All these materials are prepared by the National Planning Office and the Department of Educational Technology.

Teacher Training

All teacher training is given by the Ministry of Education through the National Office of Teacher Training and Improvement. This office implements courses of educational technology and of updates of curricular contents.

There is very little follow-up in the classroom. National and provincial supervisors verify the lesson plans and the methods used by teachers; it is not clear whether they do that by visiting the classroom or by reviewing written documents.

School-based Programs Run by Nongovernmental Organizations

Two school projects are offered through the collaboration of several nongovernmental organizations (NGOs).

- The project School Education for Emergencies is implemented by the Ministry of Education with the support of the National Office of Civil Defense and the volunteer organization Fellows of the Americas. The purpose of this program is to generate a culture about how to prevent, deal with, and help alleviate the effects of disasters. It is implemented in fifteen high-risk provinces of the country, and it trains supervisors, teachers, and students.
- The project Preparation and Safety in Case of an Earthquake is supported by the Children's Television Workshop. This project exists in four provinces and organizes seminars for primary level teachers and supervisors.

The financial support for both projects comes from international assistance. The administrative support is provided by local institutions and personnel.

Moral Education:

Moral education does not exist explicitly in the curriculum. However, one objective of primary education is to "promote the discovery and development of values that are part of a child who is thoughtful, creative, responsible, active and useful to him/herself and the community." In addition, ethics is taught in the fourth grade of secondary education for three hours a week.

Some of the themes discussed in ethics are as follows:

- general characteristics of ethics
- origins of morality
- morality and its values
- conscience and moral duty
- freedom
- moral practice
- professional morality

Some of the objectives of moral education are as follows:

- to understand that man is a social being and is interrelated with moral experience
- to find better norms that help improve society
- to develop attitudes that allow the student to act in different social circumstances
- to promote friendship, fraternity, and solidarity with all countries

This subject is taught using textbooks and interpreting readings.

Education for Democracy

This subject is not explicitly taught. The only related subject is Association of Classes taught at the secondary level in all grades for two hours a week.

Three themes of this subject are included at all grade levels in which it is taught:

- to help students in their adaptation to school
- to promote interactions that are responsible and respectful and that show ethical, social, and cultural values
- to promote the adequate use of free time and recreation

The following activities are most frequently used in this class: discussions, tours of the school, class organization, autobiographies and self-portraits, role-playing, participating in civic acts, and participating in youth organizations like the Red Cross and Civil Defense.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

El Salvador has a national curriculum for both the primary and the secondary levels. It is designed by the National Office for Curriculum, which is a unit of the National Directorate of Education.

The only variations in the curriculum are in private schools between the sixth and ninth grades and in some technical careers. These variations are designed by the private schools at the request of "clients," and the Ministry of Education does not approve or supervise these curricula.

The educational system is structured in two levels:

- **Basic Education**
 - Cycle I (grades 1 to 3)
 - Cycle II (grades 4 to 6)
 - Cycle III (grades 7 to 9)

- **Secondary Education**
 - Sciences (grades 1 to 3)
 - Humanities (grades 1 to 3)

History of the National Curriculum

Beginning in 1991, a revision of the curricula at the basic level was begun as part of the USAID-funded SABE Project. These revisions began in response to the new guidelines for the national curriculum presented by the Office of Curriculum Design and were formulated based on the new Law of Education (1990). Before that, in 1976 the course Education on Population (which involved sex education, family life, social demography, and ecology) had been introduced in the curriculum.

This current revision was initiated in response to political changes occurring in the context of the civil war. These revisions are completed by specialized units in consultation with teachers.

Distribution of the National Curriculum

The national curriculum is distributed initially to the teachers who will apply it in an experimental form; it is also given to technical and administrative personnel of each of the three regions of the country.

This distribution takes place in training activities that are carried out before the implementation of the curricula. In these training activities teachers are informed of what they will be teaching that academic year.

Civic Education

General Description of Civic Education in the Curriculum

Civic education as a part of social studies is understood as the preparation of citizens. The curriculum is the responsibility of the Office for Curricular Design with the support of the Office of Educational Materials and the Office of Training.

Civic education is taught as a part of social studies in primary education in the first through ninth grades and in secondary education in the first and third grades. The only study plans that are fully developed are those for the first, second, and third grades on the primary level. Social studies is taught two hours per week in first grade; four hours, in second; and five hours, in third grade. There is no information about the number of hours social studies is taught in other grades.

Some of the general themes included in the curriculum are family; community; school; and the country in the Central American region, the Latin American region, and the world. More specific themes in the programs of first, second, and third grades are as follows:

■ **Grade 1**

- self-knowledge
- self-respect and respect of others
- work habits (individual and group) in school
- family
- social and cultural values
- interaction among physical, social, and cultural contexts in the community
- value of different types of jobs in the community

■ **Grade 2**

- self-knowledge
- self-respect and respect of others
- children's rights
- work habits (individual and group) in the family
- social and cultural values
- interaction among physical, cultural, and social contexts in the municipality
- promotion of values and respect of the national identity

■ Grade 3

- self-esteem
- rights and responsibilities
- work habits in the community
- cultural and social values in school, community, and family
- interaction of the physical context and the social, economic, and cultural development of the state in relation to the country
- value state's work
- respect for cultural heritage

Teaching Methods

Teachers use both individual and group activities; they also lecture and explain different themes. Students, on the other hand, read, copy, listen to the teacher, memorize, research, go on field trips, and role-play.

There is a proposal to introduce a student council that would participate in the process of school management, but this proposal has not yet been approved.

Instructional Materials

The Ministry of Education provides programs for all subjects for the teachers and a workbook for first graders. In addition, other supportive textbooks are being prepared for the first three grades of primary education, similar to some that have been already prepared with the support of the Organization of American States.

Most of the textbooks that are in use were designed in the 1980s as part of the national project Planalibre. These were produced by national authors with the financial support of the World Bank.

Teacher Training

The process of teacher preparation for the primary levels, which was general training in the teaching of social sciences, has been suspended since 1990 while the new plan is being designed. For the secondary level, universities offer the specialty of the teaching of social sciences.

The Office of Training, which is an office parallel to the Office of Curricular Design and dependent on the National Directorate of Education, is responsible for teacher training. So far, teachers have been prepared to teach only in the first cycle.

At the present, this office is organizing a follow-up supervisor program.

School-based Programs Run by Nongovernmental Organizations

Two nongovernmental organizations (NGOs) offer programs in school settings:

- The Archbishop's Office of San Salvador offers a program through PEBA.
- Some NGOs (not specified) and community initiatives have organized schools in low-income sectors in areas that were formerly in conflict during the civil war.

Moral Education

Moral education is seen as a component of social studies. It is taught in all grades of basic education (in both the former and the new curriculum).

The themes included in this area of study are the same as those included in civics education.

There is no specific information about what activities teachers use to teach this subject. However, at the basic and secondary levels there have been some conflicts because students resent the dogmatic and authoritarian ways used by the teachers.

Education for Democracy

Education for democracy is also a part of social studies and is taught in all grades of basic and secondary education.

The content of the curriculum includes the same themes as those in civic education.

The teaching activities are the same as those used in civic education and moral education. Clearly, the teaching method does not satisfactorily model democracy.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Guatemala does not have a national curriculum; however, there are different curricula according to region, ethnic group, and the public or private status of a school.

The educational system is structured in two levels:

- **Primary**
 - Basic education cycle (grades 1 to 3)
 - Complementary education cycle (grades 4 to 6)
- **Secondary**
 - General culture cycle (grades 1 to 3)
 - Diversified education cycle (grades 4, 5, and possibly 6)

The curricula for all levels are designed by the authorities of each level with the support of the teachers. The variations in the curricula are supervised by the Ministry of Education and are designed by several local organizations (the survey does not give the full name of most of these organizations):

- **Primary level:** SIMAC, PRONEBI, PAIN, and regional offices
- **Secondary level:** PEMEM, NUFED, regional offices with USIPE, plus the school directors and teachers of each area

Civic Education

General Description of Civic Education in the Curriculum

Civic education is defined as the "strengthening of constitutional life, democratic culture, human rights and moral values." There does not seem to be national curricula for civic education, yet the survey does not specify whether the answers refer to all the curricula or whether they only refer to one of the curricula in use. Also, a guide for teachers of first to third grades seems to address a national audience instead of just teachers of a specific region; however, the survey does not give this specific information.

The subject is taught in all grades of the primary level as part of social studies. In fact, 10 percent of the time devoted to that subject is used to teach civics. At the secondary level, civics is taught from first to third grades as part of social studies (5 percent of the time of the subject

is dedicated to civics); and in fourth grade, as part of the course Socioeconomic Studies of Central America.

These curricula are designed by different organizations in the two levels: (1) SIMAC and National Center of Textbooks and Teaching Materials of the Ministry of Education (CENALTEX) at the primary level and (1) USIPE and the General Office of Education at the secondary level.

The content of the civic education curricula include the following:

■ **Primary level**

- the Guatemalan state
- cultural patrimony
- ethnic groups
- the languages of the country
- plurality of religions
- laws of Guatemala
- society
- democracy
- human rights
- moral and civic values
- family
- community
- municipality
- state
- country

■ **Secondary level**

- family and community
- rights and responsibilities within the Constitution
- human rights
- commemoration of the important historical dates of the country
- democratic attitudes

Teaching Methods

For the primary level, some of the activities used by the teachers include role plays; field trips; participation in religious, civic, and cultural activities; civic parades; and creation of historical altars. For the secondary level, teachers use musical competitions, poster competitions, research about topics of national relevance, civic parades, and participation in commemoration of historical dates.

The description of the activities carried out by the students include the following: at the primary level, listening to the teacher, memorizing historical dates, researching important historical persons and facts (by region), drawing national emblems, and going on field trips; at the

secondary level, conducting scientific research (some times published with help from parents), copying historical materials, and participating in discussions and conferences.

Other activities carried out in schools are relevant to the education of civics. At the primary level, school members plan and conduct activities related to school government with the purpose of practicing the democratic process. At the secondary level, student associations are organized, and students participate as a pressure group in national issues.

Instructional Materials

At the primary level, the Ministry of Education provides textbooks for children and guides for the teachers (1989), copies of the national Constitution (1987), and pamphlets about the children's rights and other rights (1992).

At the secondary level, the Ministry of Education provides guides for the teacher (1987), copies of the national Constitution (1987), and pamphlets about human rights (1991).

Most of these materials are prepared by CENALTEX, teams from SIMAC, teams from the Association for Research and Social Studies, and local government offices.

Teacher Training

Teachers in charge of civic education receive their training in workshops (at the primary level) and through conferences (at the secondary level).

The workshops are prepared and implemented by the National System for the Improvement of Human Resources and Curricular Adaptation and the National Program of Bilingual Education. The conferences are organized by the technical pedagogical offices in each of the eight regions.

Pedagogical counselors of SIMAC and supervisors of PRONEBI follow up the training in the classroom only at the primary level.

School-based Programs Run by Nongovernmental Organizations

The following two nongovernmental organizations (NGOs) are in charge of civic education activities in the schools.

- The Asociación de Investigación y Estudios Sociales [Association for Social Research] and Studies offers programs at both the primary and secondary levels.
 - At the primary level (first to sixth grades in over 400 schools) the Project on Human Rights Education in Schools incorporates the following themes:
 - rights of the family and of the child
 - human rights and youth
 - rights of women, indigenous populations, special-need children, and the consumer

- right to a dignified life
 - civic and political rights
 - right to peace
 - right of recreation
 - right to freedom
 - rights of the elderly
 - equality as a right
 - right to work
 - rights of the communities
 - right to property
 - right of personal safety
 - right to inform and be informed
 - rights and responsibilities
 - human rights education
- At the secondary level, this NGO teaches human rights to about 7,000 students of the interior (rural areas) of the country and education for democracy to 7,000 students.

The financial support for this institution comes from UNICEF, Peace Corps, Del Valle University, Office of Human Rights, other national and international associations, and member contributions.

- The Asociación de Amigos del País [Associations of Friends of the Country] creates materials for teachers who are dedicated to the third phase of the literacy project or to the accelerated primary education project. These materials may be also purchased by primary schools. They also publish a monthly newspaper *Raíces* (Roots), which has several sections on civics and related topics. Their financial support comes from the rotary clubs and member fees.

Moral Education

Moral education is taught at both levels of the educational system. In the primary level, it is taught in all six grades as part of civic education, which is included in the social sciences curricula. The goal of moral education is to understand the facts and structures of the student's social context. Teachers use role-playing and books published by the Ministry of Education.

At the secondary level, moral education is taught as part of civic education (in the social sciences courses) in the first, second, and third grades. In the fourth, fifth, and sixth grades, it is taught as part of the course Professional Morality and Ethics. The goal at this level is to teach students to respond with attitudes that reflect practical morality and ethics in their profession. Teachers use pamphlets to teach this subject. In addition, students get involved in role-playing, conferences, and other active learning experiences.

Education for Democracy

Education for democracy is thought of as a unit of the civic education and the social studies curricula. It is included, therefore, in all grades at the primary and secondary levels.

At the primary level, the goal is to strengthen democracy through knowledge and respect of the national Constitution. This is done by learning about the national Constitution and school government. Teachers use a children's version of the Constitution, and children practice the democratic process by electing their peers to serve in the school government. In addition, teachers may use role plays, drawings, and many other activities. Teachers are encouraged to be creative.

At the secondary level, the goal is to strengthen democratic processes through knowledge of the Constitution, with special emphasis on rights, responsibilities, and human rights. Teachers use the national Constitution and newspapers as materials in this subject. Among the activities teachers and students use are research activities, discussions, and conferences.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Honduras has a national curriculum at both the primary and the secondary levels. The only variations in the curriculum are those that each teacher may include to make it more relevant to the students' realities. The Ministry of Education, however, is in the process of developing a decentralization project (by region).

The Honduran educational system at the basic level is divided into two levels:

- Primary (grades 1 to 6)
- Secondary (intermediate)
 - Common basic cycle (grades 1 to 3)
 - Diversified cycle (grades 4 and 5, and only in some cases, grade 6)

This national curriculum is developed by the Curricular Development Department of the General Office of Educational Planning and by some offices of the Ministry of Public Education in charge of curricular implementation. Any minor changes or variations to the national curriculum are also coordinated and supervised by this office. The Ministry of Education is in charge of supervising the implementation of this curriculum at the national level.

History of the National Curriculum

This national curriculum is now being revised. The programs currently in use were developed between 1969 and 1971 for primary education. The programs for the secondary education grades first through third were developed in 1979. There is no other information about the secondary education programs. However, one revision was made in 1984: the word *morality* was eliminated from the title of the course Morality and Civics. This current reform, as well as past reforms, was the result of needs identified by the Ministry of Education and was part of a bigger educational reform. These revisions are made by different councils and committees appointed by the Ministry of Education. According to the survey, the curriculum is revised often, even though a response to a previous question indicated that the last revision was completed in the early 1970s.

Distribution of the National Curriculum

This national curriculum is distributed to the supervisors, school principals and directors, teacher preparation institutions, and schools in general. They receive this material by mail or it is distributed at meetings of supervisors. Teachers are assigned to specific grades or subjects in meetings, but it is not clear who makes these decisions.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is understood as a preparation for life and an integral education of the student. The subject is taught as part of many subjects (social studies, orientation, aesthetic education, and technical education) in the six grades of primary education. In general, each grade dedicates about thirty hours each academic year to civics. It is also taught in the first three grades of secondary education (in the common basic cycle) as a separate subject. In each of these grades, students receive civic classes for two hours a week.

These civic education curricula are prepared by the Pedagogical Section of the General Office of Primary Education, and by the Department of Basic Education and Secondary Education of the General Office of Secondary Education. All of these offices are coordinated by the Department of Curricular Design of the General Office of Educational Planning.

In addition, all the materials used in civic education classes at the primary level are designed by the Department of Learning Resources, the Center of In-service Training for Teachers, and the National Institute for Research and Educational Preparation. The classes at the secondary level are designed by the coordination centers of each school.

The following content is included in the civic education programs:

- **Primary (as part of other subjects)**
 - **Grade 1 objective:** to initiate students in the understanding of the meaning of the traditional, religious, school-related, and national holidays
 - **Grades 2 and 3 objective:** to promote feelings and attitudes of civic behavior through understanding of the meaning of the national emblems and values
 - **Grades 4, 5, and 6 objective:** to get the student to understand and value the importance of a republican, representative, and democratic government for life in Honduras
- **Secondary (as an independent subject)**
 - **Objectives for the course for all grades**
 - to train students to judge human life in relation to what is right and wrong
 - to create in the young an ethical consciousness, the most important characteristic of human beings
 - to contribute to prepare people who are responsible as members of their families, their country, and humanity
 - to educate a true citizen that looks after the sacred interests of the country first

- Grade 1 themes
 - the child as a member of the family
 - human being, social being
 - the child as a member of the community

- Grade 2 themes
 - district/community where child lives
 - the student in the national community
 - the student in the international community
 - moral and civic characteristics of the Honduran
 - the Central American unity
 - Latin-Americanism
 - world cooperation

- Grade 3 themes
 - origin, evolution, and concept of the Honduran state
 - concepts of sovereignty, justice, and democracy
 - the government, concepts and forms
 - the Constitution, concepts and forms
 - the powers of the state
 - nationality and citizenship

Teaching Methods

For the primary education grades, the teaching methods used by the teacher involve lectures; advice on a situation that may not have necessarily been planned, but did happen; role-playing; and visits to public institutions. For the secondary grades some of the methods used are lectures, presentations by the students, literature reviews by the students, and debates.

The description of the activities carried out by the students matches the descriptions given above for teachers. Students in the primary grades, in addition to listening to the teacher, attend civic festivities; read books, handouts and the newspaper; and visit public institutions. The secondary grade students participate in forums, debates, and role plays; attend civic acts; memorize basic information; and make presentations to classmates.

As additional activities, students in the primary grades organize some form of student government; and students in the secondary grades organize themselves in class councils and other student organizations. The student government appears to be rather symbolic. It does not seem to have any effect on school organization or practices.

Instructional Materials

The Ministry of Education provides programs of study for the grades in the basic common cycle and the technical basic cycle (secondary). It also occasionally prepares some booklets to be used

by the teachers. The textbooks used in the classrooms are written by different authors, but they need to be approved by the Ministry of Education for legal use in schools. Finally, the national Constitution is used as a textbook in the third grade of the common basic cycle (secondary).

Most of the booklets were published between 1970 and 1980, and most of the textbooks were written and approved around 1967. These materials for primary education were written by the Department of Learning Resources of the Public Education Secretariat. The survey offers no information about the materials used in secondary education.

Teacher Training

Teachers of civic education receive specific education. Some meetings of another nature are occasionally used to pass information about civic education to supervisors and teachers.

One seminar, however, has been developed especially to prepare teachers to teach topics related to history and civic education. Morazánica is taught in four consecutive units in each of the three grades of the common basic cycle. Supervisors from the Ministry of Education are in charge of this seminar. All the contents of the seminar are related to the life of Francisco Morazán, a patriot hero of Honduras.

Supervisors who visit the classrooms and who read teachers' reports follow-up this training.

School-based Programs Run by Nongovernmental Organizations

Most of the nongovernmental organizations in the country have several programs at the primary level.

- Scouts de Honduras [Scouts of Honduras], which works in fourteen primary schools with fifth and sixth grade children, develops campaigns of security in the streets, school camps for vacation time, etc. At the secondary level, the Scouts are working with about 160 senior students who do community work by building desks, painting walls, planting trees, and receiving some training to becoming group leaders.
- Churches in the community offer preventive education and some orientation and counseling.
- La Cruz Roja de Honduras [Red Cross of Honduras] offers first aid classes.
- The army offers education about security in the streets.
- UNESCO/FNUAP offers the course Project of Education in Population.

Most of these programs are implemented in schools in large cities and are only for children selected from the last three grades of primary education.

The financing for these programs comes from different sources. For example, financing for the Scouts comes from the Public Education Secretary or the Scouts of Honduras Organization. The others do not have specific sources of financing.

Moral Education

According to the survey, moral education is taught in an "indirect" form in all grades of primary and secondary education, although it depends mostly on the teacher's personal attitude and decisions. This indirect form of teaching takes place in primary schools in all subjects in all the grades and in the course Orientation in the fifth and sixth grades. In secondary education, moral education is also taught indirectly in first, second, and third grades as part of civics, but the emphasis has decreased since 1984 when the word *morality* was taken out of the title. (The course used to be called *Morality and Civics*, and now it is called *Civics*.)

At the primary level, classes discuss habits and attitudes, hygiene, taking care of school materials, and health and safety. At the secondary level, the classes discuss promotion of human ideals of respect and democracy.

The teaching methods most commonly used include lectures, role plays, reading booklets, and participating in civic acts and celebrations. In primary school, the books *Mi Honduras*, which address some of the relevant issues, are used as textbooks.

Education for Democracy

This subject is taught as a part of civics, not as a separate subject. In some Centers of Pedagogical Learning, education for democracy is promoted. In some schools, some written materials on this subject are distributed.

Education for democracy is included in all subjects in all grades of primary education. In secondary education, it is included mostly in the civics curriculum, although "it depends mostly on the ideological preparation of the teacher."

No specific themes about education for democracy are discussed. However, examining the goals of the Honduran educational system, it is clear that educating a democratic citizen is a priority.

Teachers use different approaches to teach this subject: incidental talks, planned conferences with leaders from the community, etc. Also, the books *Mi Honduras*, used as textbooks in primary education, have education for democracy as their implicit message.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Jamaica has a national curriculum for both the primary and secondary levels. It is designed by the Core Curriculum Unit of the Ministry of Education and Culture. There are some variations in the seventh to eleventh grades, depending on the type of school and the eleventh grade examinations. These variations are designed by the Caribbean Examination Council, the General Certificate of Education at the Universities of London and Cambridge, and individual schools. The Ministry of Education and Culture approves these variations and oversees the schools that use them.

The educational system is organized as follows:

- Primary education (grades 1 to 6)
- Lower secondary (grades 7 to 9)
- Upper secondary (grades 10 to 13)

History of the National Curriculum

The national curriculum for grades 1 to 6 was revised in 1980 (except mathematics, which is currently being revised) and includes the curriculum for social studies. The national curriculum for the seventh to ninth grades was revised in 1991-1992. Because social studies is not taught in the tenth to thirteenth grades, the survey offers no information about when that curriculum was revised.

These revisions were begun in response to a national education reform and to teachers' feedback on the curriculum. In addition to teachers, other education officers, and curriculum and subject specialists at the university participate in revising and updating the curriculum.

Distribution of the National Curriculum

The national curriculum is distributed to all units of the educational system (teacher preparation institutions, regional education offices, school supervisors, and schools). The distribution takes place at workshops, or the curriculum is sent directly from the Ministry of Education and Culture to the units.

Teachers are informed of the parts of the curricula they are responsible for at workshops, in their teacher preparation colleges, and/or by correspondence from the Ministry of Education and Culture.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is not defined in the curriculum. The units responsible for the development of its curriculum are the Core Curriculum Unit and the Social Studies Section of the Ministry of Education and Culture.

Civic education is taught as part of social studies, religious education, and history in first through ninth grades (approximately forty minutes a week) and as a separate subject within the social studies curriculum in the tenth and eleventh grades (two hours per week).

The contents of this curriculum per grade are as follows:

- **Primary level (social studies and religious education)**
 - **Grade 1**
 - belonging
 - my family
 - my classmates
 - **Grade 2**
 - my family in the community
 - **Grade 3**
 - people outside our community
 - Christian attitudes
 - **Grade 4**
 - national activities
 - exploring differences in the community
 - our island nation
 - **Grade 5**
 - our neighbors around the Caribbean
 - friendship
 - **Grade 6**
 - our world (strong focus on geography; almost nothing on civics)

- Lower secondary level (social studies)
 - Grade 7
 - our home and school community
 - our ancestors
 - our heroes
 - Grade 8
 - citizenship
 - Jamaica as our island home
 - Grade 9
 - government
 - being a Jamaican citizen
 - the government of Jamaica
- Upper secondary level (separate subject)
 - Grade 10
 - institutions
 - citizenship
 - our heroes

Teaching Methods

Teachers commonly use discussion to teach civic education (at both levels). They also use lectures, research, debates, role-playing, and field trips. In addition, they organize National Heritage Week, which focuses on Jamaican heroes and the country's cultural heritage.

Students in civic education classes participate in making models, collecting indigenous materials for projects, writing poems and songs, reading, copying material, listening to the teacher, memorizing, going on field trips, and role-playing (which is the most common activity).

Other activities that are used to teach civics are listening to television and radio programs, using resource persons, viewing special video and audio presentations, and role-playing the parliament's functions.

Instructional Materials

The Ministry of Education provides programs and teachers guides. Textbooks are provided at a minimal cost to primary level students. Pamphlets are distributed by the Jamaica Information Service.

Materials were developed at the same time that the curriculum was revised (for first through sixth grades in 1980 and for seventh through ninth grades in 1991-1992). These materials were developed by education officers, consultants, and teachers.

Teacher Training

Teachers of civic education attend teacher training colleges and universities to study history, social studies, religious education, and geography. Also, the Ministry of Education holds special workshops.

Education officers are responsible for this type of training. In addition, executive bodies of various associations, such as the Social Studies Association, participate.

Teachers receive classroom follow-up first as part of their training (as student-teachers) from college tutors, then from the principal of the school, and periodically from an education officer.

School-based Programs Run by Nongovernmental Organizations

The Gleaner Company Limited is the only nongovernmental organization (NGO) that offers some school program on civic education in Jamaica. This NGO sponsors the program Newspaper in Education. Each year 100 schools are involved in the program at both the primary and secondary level. One day per week each school is given copies of newspapers to assist students in their studies. Representatives from The Gleaner Company Limited also hold seminars to educate teachers in implementing the program and visit schools to assess the success of the program. At the end of the program, students are encouraged to write articles on environmental and civic issues. The student with the best article receives a prize.

This company also prints books for primary school, with a special focus on civic and environmental education.

The financial support for these programs comes from the company itself.

Moral Education

Moral education is part of the curriculum in a limited way: it is offered as part of religious education, Christian education, and social studies. It is taught in all grades and levels.

The goals of moral education in Jamaica are as follows:

- to distinguish between good and evil
- to build wholesome character
- to become good citizens

Some of the topics discussed, by grade, are as follows:

- Grade 1: respect for parents and others
- Grade 2: rules are necessary for people living in groups

- Grade 3: respect and value for life around us
- Grade 4: compassion for people, unselfishness
- Grade 5: values of friendship

Teachers use slides, special videos and audio presentations, television programs, Biblical materials, and newspaper articles. They also use current issues and case studies.

Education for Democracy

Education for democracy is included in the social studies curriculum at all levels. Themes like government, rights of citizens, judicial systems, electoral systems, party systems, voting, and public finance are discussed.

This subject is taught at all levels. The main goal is to teach children their rights and the way they are expected to act as responsible citizens.

Teachers use debates, discussions, role-playing, research, presentations, special television and radio presentations, newspapers, field trips, and story telling.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

General Description of the Curriculum

Mexico has a national curriculum for both primary and secondary education. It is designed and revised by a multidisciplinary team that involves the Ministry of Education, the National Technical Education Council, the Educational Contents and Methods Sector, the Office of Primary and Secondary Education, and the National Education Institute. In addition, this team consults with teachers in both levels.

There are no variations to this curriculum, except whatever adaptations teachers may want to make on their own. They may use technical personnel or specialists in an area for these revisions. Since 1993, the local authorities have created social councils composed of parents, teachers, and local authorities in each school to advise on revisions to the national curriculum, but its design is completed at the national level. Therefore, there is only one curriculum for all schools.

The Ministry of Education approves general guidelines. The National Council of Evaluation consults with the state technical-pedagogical councils to validate minor variations of the national curriculum (for example, to teach indigenous children).

The national curriculum is structured into two levels:

- Primary education (grades 1 to 6)
- Secondary education (grades 1 to 5)
 - Intermediate (grades 1 to 3)
 - Preparatory (grades 4 and 5)

History of the National Curriculum

The last revision of the national curriculum was completed in 1992. As a result of this revision, civic education is now a separate subject from social sciences. This revision was part of a national education reform and was completed by the same multidisciplinary team that usually formulates the curriculum (discussed above). In addition, in 1993 a new Law of Education was approved.

The curriculum is evaluated and revised annually.

Distribution of the National Curriculum

The national curriculum is given to teachers through teacher preparation institutions, regional offices, school supervisors, and schools. This is accomplished through an established system for the distribution of free textbooks. The National Council of Free Textbooks distributes textbooks

to the educational delegations, which in turn send them to the different school districts. In that way, teachers receive the national curriculum, some teaching guides, and free textbooks for their students.

Teachers are assigned specific grades or subjects to teach based on their experience and preparation. It is not clear in the survey who makes the final decision.

Civic Education

General Description of Civic Education in the Curriculum

The definition of civic education in the curriculum varies by grade. In the first two grades of primary education, children learn about their social context. In third grade, they learn about social sciences in general, and then in fourth, fifth, and sixth grades the subject's main focus is rights and constitutional guarantees.

The civic education curriculum is designed by the same multidisciplinary team that designs all the national curriculum (explained above).

Civic education is taught as a separate subject in first through ninth grades for about three or four hours every week, although in first and second grades civic education, natural sciences, history, and geography are integrated.

The contents of civic education in all grades are structured around four general interrelated themes:

- values education
- knowledge and understanding of rights and responsibilities
- knowledge of the social institutions and the main characteristics of the political organizations of Mexico, from the municipality to the federation
- the national identity

The following main themes are discussed in each grade:

- Grade 1
 - children
 - family and home life
 - school
 - community
 - Mexico, our country

- **Grade 2**
 - school
 - family
 - community
 - community and municipality
 - Mexico, our country

- **Grade 3**
 - state in Mexico
 - work and the organization for the satisfaction of individual and collective needs
 - community and municipality
 - local government
 - population of the local community
 - equal rights in Mexico
 - Mexico, our country

- **Grade 4**
 - Mexico, federal republic
 - political constitution of the Mexican states
 - rights of Mexicans
 - wealth of the country
 - rural and urban areas
 - the media in the country
 - Mexico, a multicultural and multiethnic country

- **Grade 5**
 - social interactions and the importance of the law
 - individual rights
 - social rights
 - children's rights
 - citizens' rights through history
 - Mexico and the world: principles of international relations

- **Grade 6**
 - the Mexican republic
 - sovereignty
 - democracy as a form of government
 - justice and its administration
 - Constitution of 1917
 - Mexico, a country with diversity
 - Mexico and international relations

Teaching Methods

Some of the activities used by teachers of civic education are lectures, field trips, participation in discussions, and work groups. Students, on the other hand, read, copy material, listen to the teacher, memorize material, and go on field trips at both the primary and secondary level. In addition, at the secondary level students complete research and participate in student councils.

Some schools offer an internal organization, *república interna* (internal republic), that allows students to practice democracy.

Instructional Materials

The Ministry of Education provides programs and teaching guides to the teachers, and textbooks to the students. Most of these materials were elaborated by the same multidisciplinary team that prepared the curriculum (in 1992) in consultation with specialists in the area; according to the new Law of Education, the elaboration of the curriculum is the joint responsibility of the federal and local educational authorities.

Teacher Training

All primary education teachers have a basic technical and pedagogical preparation that allows them to teach at any grade. In addition to this basic preparation, secondary level teachers have received a specialization, and they may take continuing education courses.

The basic preparation is offered by teacher education institutions. The follow-up courses are offered by groups identified as "teachers of teachers," specialists in curricular development and in their subject areas.

There is some follow-up in the primary and secondary classroom completed every six months in all schools by the National Council of Evaluation.

Education for Democracy

Education for democracy is not included in the Mexican national curriculum.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Nicaragua has a national curriculum for all grades from preschool to the last grade of secondary school. This national curriculum is designed by teams organized by the Ministry of Education for this specific job. These teams are formed by specialists in different areas of curriculum development, consultants, and teachers. The only variation to this national curriculum is one that responds to the needs of bilingual populations in the country. This bilingual/intercultural curriculum is formed by three areas of study according to different ethnic groups: the Sumos, the Miskitos, and the Criollos. This curriculum variation is designed by regional officers who know the realities of those ethnic groups, but these variations are based on the general national curriculum, and it is the Ministry of Education that coordinates the work completed by these regional groups.

The national curriculum is divided into two levels:

- Primary level (grades 1 to 6)
- Secondary level (grades 1 to 5)

History of the National Curriculum

The national curriculum went through major changes in 1990, as a result of a change in the government. The former curriculum was "too politicized" with the doctrines of the Sandinista government. These changes were introduced to eliminate all political messages included in it. As part of this curricular revision, the subject "civic education" was introduced. The education of values is being promoted around the family unit and democracy.

The curriculum is once again being revised. In 1992 the area of values education was strengthened; in addition, other new areas like democratic education, environmental education, and sex education were added. In 1993 the frameworks used to define primary and secondary education were developed. In 1994 the implementation phase began in the first grades of both the primary and secondary levels, and, hopefully, the transformation will happen progressively in all grades in a few years.

All these revisions are completed by the same teams that design the curriculum. In addition, the Center for Democratic Studies participates in the revisions of the curriculum for the secondary level.

Distribution of the National Curriculum

The national curriculum is distributed to all teacher education schools, which prepare the primary level teachers and to the schools of education in the universities, which prepare secondary level teachers. It is also sent to the municipal offices of education and to the schools.

This distribution is completed through the General Office of Administration and the General Office of Supervision. Teachers are informed of what parts of the curriculum they are responsible for when they receive a copy of the curriculum and when they go through their initial training process.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is defined in the curriculum as "a means to develop moral, civic and social ideals and values in children and adolescents. These should help children to love and respect the country, the family, the self and others; to respect human life in all its stages, the dignity of the human person, freedom, peace, and justice; and to internalize the principles of a democratic life and the importance of respecting human rights for the existence of a constitutional state (estado de derecho)."

The design and preparation of the civics curriculum and teaching materials is a collaborative effort between the Office of Curriculum, the specialists in the social sciences area, and the Office of Assistance to the Ministry in the Area of Values. In relation to secondary education, the Ministry also receives support from the Program of Education for Democracy, which is financially supported by the U.S. Agency for International Development. This program designs the curriculum and trains teachers.

Civic education is taught as a separate subject in all grades from second grade at the primary level to fifth grade at the secondary level and is emphasized in several other subjects in the curriculum such as history, geography, Spanish, natural science, practical activities, and physical education.

The main units of study of the course Civics, Morality, and Good Manners in each grade are as follows:

- **Primary**
 - **Grade 2 (2 hours a week)**
 - the school
 - the family
 - behavior in the community
 - my community
 - personal safety
 - the country

- **Grade 3 (2 hours a week)**
 - the school
 - the family
 - behavior in the community
 - my community
 - the country
 - the national emblems
 - safety measures

- **Grade 4 (2 hours a week)**
 - the family
 - the school community
 - behavior in the community
 - moral values
 - my community
 - political organization
 - the country
 - personal safety
 - human rights

- **Grade 5 (2 hours a week)**
 - the family
 - moral values
 - behavior in the community
 - the country
 - folklore and popular culture
 - the democratic state
 - democracy and government
 - international understanding

- **Grade 6 (2 hours a week)**
 - civic calendar
 - historical figures of the country
 - nationality and citizenship
 - natural and cultural patrimony
 - the state
 - political parties
 - moral education
 - hygiene

■ **Secondary level**

□ **Grade 1 (2 hours a week)**

- the country
- the local community
- the urban community
- administrative organization and municipal government
- institutions that serve the community
- the Central American unit
- the rights of children
- safety in the streets
- sex education
- let's get away from drugs

□ **Grade 2 (2 hours a week)**

- the family
- organization of the democratic state
- democracy and government
- the country
- safety in the streets
- the United Nations
- peace: its factors
- human rights
- social rights related to work
- let's get away from drugs

□ **Grade 3 (2 hours a week)**

- organization of the democratic state
- regional government of the Atlantic
- political parties
- natural patrimony
- the country
- the organization of American states
- human rights
- important historical heroes of peace
- sex education
- let's get away from drugs

□ **Grade 4 (2 hours a week)**

- persons and their rights
- people and their community
- citizenship
- the family

- values and virtues inherent to social justice
 - the international community and international organizations
 - national patrimony
- Grade 5 (2 hours a week)
- the country
 - the folklore and popular culture
 - the democratic state
 - democracy
 - sex education
 - natural patrimony

Teaching Methods

Teachers use a variety of methods to teach civic education: literature reviews about their community, discussions, role-plays, field trips to museums or to civil and government institutions, interviews with members of the community, murals for the schools and classrooms, and study guides.

Students in the civic education class participate in debates, research, and interviews; take notes; memorize material; visit organizations; role-play; and organize themselves in groups of assistance to the community.

The model of school governments has been introduced as a proposal, but it has not been implemented in all schools yet.

Instructional Materials

The Ministry of Education provides the programs of all the subjects for teachers. In relation to civic education, textbooks were given to all the grades of primary and secondary levels in 1992; these books had been designed and created by the Ministry of Education. However, in 1993, following the new law about academic freedom, the publications of the textbooks were the responsibility of the authors, and they were sold to the students. These textbooks must be approved by the Ministry of Education.

Teacher Training

Teachers receive specialized training in workshops about the education of values. The Ministry of Education is responsible for these workshops; however, there are some nongovernmental organizations providing other workshops.

Teachers are supervised regularly in the classroom, but there is no special follow-up in relation to civic education.

School-based Programs Run by Nongovernmental Organizations

The Comisión Permanente de los Derechos Humanos [Permanent Commission for Human Rights] has a program at the secondary level in 60 schools (about 1,700 teachers and 2,500 students). This program offers workshops for students (on human rights), and for teachers (on how to teach civic education). This organization provides some pamphlets and booklets on human rights and property rights. The workshops last two days, are given every six months (four hours a month), and are given only when the schools request them.

The financial support for this program comes from USAID (40 percent) and the Conrad Adenauer Foundation (Germany).

Moral Education

Moral education is one of the pillars or guidelines of civic education. It is taught in all grades as part of civic education, and therefore its contents, materials used, and activities completed by teachers and students are those already described for civic education.

Education for Democracy

Like moral education, education for democracy is one of the pillars of civic education. It is also taught in all grades in both levels (except in first grade of primary education), and its contents, materials, and activities are the same as those used in civic education.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

General Description of the Curriculum

Panama has a national curriculum in both the primary and secondary levels. This national curriculum is designed by the General Office of Curriculum and Educational Technology of the Ministry of Education. There are no variations to this national curriculum except for whatever minimal adaptations teachers may want to implement based on the realities of the communities where they teach. In that case, the teachers and principals design the modifications, but always under the supervision of the Office of Private Education of the Ministry of Education.

The educational system of Panama includes several levels. For the purposes of this study, however, the focus is on the primary and secondary levels. The structure of each level is as follows:

- Primary (grades 1 to 6)
- Secondary
 - academic (grades 1 to 6)
 - vocational (grades 1 to 6)
 - teacher-preparation (grades 1 to 6)

History of the National Curriculum

The national curriculum was revised in 1981. This revision was the result of some new identified needs that then led into the educational reform that was initiated in 1975. There is a permanent Work Commission for the Renewal of the Curricula, which is in charge of constant revision and updates. Other participants in curriculum revisions include one technician from the General Office of Curriculum and Educational Technology, one national supervisor for each subject, university faculty members, one secondary school teacher representative, and one primary level teacher representative.

The current first and second civic education programs (secondary education) were written in 1986 by using the program of 1977 as a framework of reference.

Distribution of the National Curriculum

The national curriculum is distributed to the Provincial Education Offices, which are in charge of sending it to the schools.

Teachers are hired to teach specific subjects. Primary school teachers are in charge of teaching all subjects; secondary school teachers only teach the subjects in which they are specialized.

Civic Education

General Description of Civic Education in the Curriculum

The survey does not offer information about how civic education is defined in the national curriculum.

The civic education curriculum is designed by a team of the General Office of Curriculum and Educational Technology. This team includes representatives from the Humanities Faculty (Panama University), National Supervisors of Primary and Secondary Education, and teachers of both primary and secondary levels.

Civic education is taught in all grades of primary education as part of many subjects. The subjects and grades in which civic education content are included are social studies (all grades), religion and morality (all grades), home economics (first to fifth grades), Spanish (all grades), mathematics (first grade), physical education (first and second grades), and natural sciences (third grade). The number of hours a week devoted to civic education in each of these grades is a decision of each teacher, and there are many variations.

Civic education is also taught at the secondary level in first grade (one hour a week), second grade (two hours a week), and sixth grade (five hours a week), as part of the course Government and Political Geography. A recommendation to change the name of the subject to civics is being reviewed.

The themes of civic education studied in each level are as follows:

- **Primary**
 - **Grade 1**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - life outside with nature (physical education)
 - the family as the basis of society (social sciences)
 - **Grade 2**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - life outside with nature (physical education)
 - our behavior in life (religion and morality)
 - our community (social sciences)

- **Grade 3**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - our republic (social sciences)
- **Grade 4**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - our republic (social sciences)
- **Grade 5**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - general characteristics of our republic (social sciences)
- **Grade 6**
 - oral expression (Spanish)
 - personal, family, and community relationships (home economics)
 - the current Panamanian state (social sciences)
- **Secondary (as a separate subject)**
 - **Grade 1 objective: to give students the basic knowledge about the importance of civic education in the education of the whole individual**
 - **Grade 1 themes**
 - life in society
 - advantages of life in society
 - marriage
 - importance of civic education
 - social evolution
 - individuals' roles in social organizations
 - community life
 - family
 - the Panamanian family
 - the school as a social institution
 - the Panamanian school and the Constitution
 - the educational system of Panama
 - functions of other educational institutions
 - political organization of Panamanian society (municipalities)
 - provinces
 - historical events that have affected the Panamanian state

- national emblems
 - political Constitution
 - human rights
- Grade 2 objective: to give students the basic knowledge about the importance of civic education in the development of a democratic life
- Grade 2 themes
- democracy (importance, history, evolution)
 - human rights and democracy
 - human rights international organizations
 - violations to human rights (causes and consequences)
 - the Constitution and its evolution
 - Panamanian state and government
 - individual rights and responsibilities
 - social rights and responsibilities
 - ministries
 - national security organizations
 - financial institutions
- Grade 6 objective: to show the importance of human resources; the population and its values in the development of the whole country
- Grade 6 themes
- social organization
 - the nation as a unifier
 - the state as the most perfect social organization created by humans
 - the Panamanian state

Teaching Methods

Teachers in charge of civic education promote students' participation in group work, interviews of community members, discussions, role plays, and civic behaviors. In addition, they may invite members of nongovernmental organizations to give lectures or show videos (only in schools that have the necessary equipment).

In civic education classes, students read, copy material, listen to the teacher, and join discussion groups and other work groups (to do interviews, research, and presentations), design and create murals and photograph albums, organize and participate in patriotic parades, and practice civic behavior and attitudes.

In addition, one day a year the primary grades celebrate The Day of the Child, and some of the best (academic) students are elected as members of the school government (but only for that day). At the secondary level, there is a movement to open a Center of Documentation with materials relevant to civic education. This is still being planned.

Instructional Materials

The programs of civic education are provided to the teachers by the Ministry of Education. Very infrequently, because of financial problems, it also provides some children's story books and posters. The Ministry of Education does not provide them, but does approve textbooks. As a new effort, private organizations are offering financial support for the elaboration of more instructional materials.

All textbooks are written by specialists in the area. To be used in schools, textbooks are evaluated by the General Office of Curriculum and may only be used when they are approved. The same process is followed for other instructional materials (posters, graphics, etc.)

Teacher Training

At the primary education level, teachers do not receive any specialized training to teach civic education. The Ministry of Education sometimes offers specialized seminars during the vacation period (about forty hours per seminar) that teachers may complete on a voluntary basis. At the secondary level, teachers must have a higher education degree in history and geography or in philosophy and literature. They may also register for workshops and seminars.

All workshops and seminars offered for teachers are the responsibility of the Office for the Improvement of Education of the Ministry of Education. This means that any organization may propose to this office the design and implementation of a specific program, but it is only after its approval by the office that it may take place.

There is some classroom follow-up to this training. This is completed by national supervisors who specialize in history, geography, and civics, visit the classrooms and schools, and review class plans (weekly, monthly, and by semester).

School-based Programs Run by Nongovernmental Organizations

Three nongovernmental organizations (NGOs) have programs related to civic education in the Panamanian schools.

- The Rotary Club of Panama implements a seminar that presents a variety of topics, civics and morality among them. This seminar takes place once a year with thirty educators selected from all parts of the world. Another project is the creation of the album "Hagamos Patria" ("Let's Make Our Country"). Different cards can be collected, and children who completely fill the album receive a bank savings account as a prize. The financial support for this NGO comes from several fund-raising activities and by contributions from private organizations.
- For the past two years, the Lions Club of Panama has had the project Lions Quest, which includes an annual seminar offered to forty educators. So far, fifteen high-risk schools have been chosen; one hundred students per school, parents, and other members of the community participate. Some of the themes presented in this seminar include skills to deal with adolescence, drug and alcohol prevention programs, personal motivation,

personal education, and civic values. In addition, the participants have received about 1,200 textbooks (the same books used in the International Program of the Lions Club of the United States). Soon this project will be implemented in other provinces. The financial support for this project comes from a variety of fund-raising activities carried out by the club.

- A group of several clubs, such as Lions Club of Panama, Active Club 20-30, the Rotary Club of Panama, the Kiwanis Club, and the Junior Camera of Panama, is in charge of a campaign to emphasize moral and civic values. This campaign has been in existence for the past eight years, and it is a secular program. It reaches children beginning in kindergarten and increases its level of complexity for each higher grade. This group carries out a publicity campaign in different mass media and offers conferences and lectures to schools or other organizations that request them. The financial support comes from each club member of this group and from fund-raising activities.

Moral Education

Moral education is taught in all grades of the primary level and in the first and second grades of the secondary level as part of the course Religion and Morality.

Some of the themes studied in this course include the following:

- **Primary**
 - **Grade 1**
 - **friendship**
 - **cooperation**
 - **Grade 2**
 - **family**
 - **love among family members**
 - **Grade 3**
 - **cooperation**
 - **Grade 4**
 - **generosity towards others**
 - **Grade 6**
 - **sex identity**
 - **adolescence**
 - **fertility and maturity of people**

- Secondary
 - Grade 1
 - cooperation
 - harmony
 - dialogue
 - courtesy
 - Grade 2
 - respect among people
 - dignity
 - Grade 3
 - sex identity
 - faithfulness
 - man's individual responsibility

Some of the most frequently used activities at the primary level are readings, discussion of readings, practicing good manners, creation of albums and murals, and presentation of documentaries. At the secondary level, the activities include the organization of discussion groups by interest, lectures, role plays, readings, and elaboration of murals and albums.

Education for Democracy

Education for democracy is one of the themes studied in civic education in the second grade of secondary education. Some of the issues discussed in this unit are democracy, human rights, international organizations on human rights, and direct and indirect violations of human rights. The goals of this unit are that the students understand, internalize, and practice their knowledge about democratic values.

To meet these goals, teachers use textbooks, lecture, and invite students to do research and murals. They also use mock elections to make decisions.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

General Information about the Educational System

Structure of the National Curriculum

Peru has a national curriculum in both the primary and secondary levels. Each region or local community, however, may modify 10 percent of the curriculum to make it more relevant to the social and cultural context where the school is.

The educational system is organized as follows:

- Primary level (grades 1 to 6)
- Secondary level (grades 1 to 5)

The national policies in relation to education are formulated by the Ministry of Education. Based on those policies, the General Office of Education Technology of the Ministry of Education designs the national curriculum for each grade and subject.

The variations in the curriculum respond to specific characteristics of regions (ethnic groups, different languages spoken, etc.). These variations are completed at the regional level by the regional and subregional offices of education; at the local level, some schools may complete their own revisions.

All these variations in the curriculum are approved by the Ministry of Education. Their supervision is completed by the Regional Office of Education, the Zoning Office, or the Unit of Educational Services.

History of the National Curriculum

The national curriculum has been revised in the past four years at both levels. The specific dates for the revision of the curriculum in each grade are as follows:

- 1993: grades 1, 2, 3 (primary); grades 1 and 5 (secondary)
- 1992: grades 5, 6 (primary); grade 4 (secondary)
- 1991: grade 4 (primary); grade 3 (secondary)
- 1989: grade 2 (secondary)

According to the Law of Education, these programs must be followed for a minimum of six years before they can be revised. These revisions were completed because of the need to strengthen the integral preparation of students. This was identified as a need because of the rapid growth of ideological trends that go against ethical and civic values, national security, and human rights. This rapid growth can be seen in the actions of terrorist groups.

The national curriculum is usually kept up-to-date with the support of teachers who inform the Units of Educational Services about needs. The central office gathers the information, and

specialists make the necessary adjustments. The revision is completed by the National Office of Educational Technology with the support of invited teachers and specialists.

Distribution of the National Curriculum

At the present, there is no distribution of the curriculum. The programs and plans are published in the official newspaper *El Peruano*. With this information, the regional and subregional offices of education or the Units of Educational Services adapt these programs to their context and communicate their modifications to the schools in their area.

These offices organize seminars and workshops before the beginning of the school year to communicate to teachers what aspects of the curriculum they are responsible for.

Civic Education

General Description of Civic Education in the Curriculum

Civic education is a part of social sciences in the curriculum, and its purpose is to promote in the student an objective perspective of his/her personal and social reality, the understanding and progressive practice of moral values and civic patriotic values, and the knowledge about the legal organizations of the country. In addition, civic education is an introduction to the conceptualization of geopolitical ideas and systems with emphasis on national and the regional integration and on relations with the international community.

The first proposal of the civic education curriculum as well as the final version are prepared by the Office for National Defense. The Office of Promotion and Educational Development receives the material from different educational units and selects the contents.

Civic education is taught in all grades of the primary level as part of a variety of subjects. The subjects per grade and the percentage of time dedicated a week to discuss civic education materials are as follows:

- **Nature, Community, and Work**
 - Grade 1: 30 percent
 - Grade 2: 40 percent
 - Grade 3: 45 percent

- **Nature and Community**
 - Grade 4: 50 percent

- **Social Sciences and History**
 - Grade 5: 30 percent
 - Grade 6: 35 percent

In addition, civic education is taught as an independent subject in all grades of the secondary level for two hours a week, and as part of the subject Geography of Peru and the World (20 percent) in the fifth grade.

The main goal of civic education is to promote the development of a civic consciousness in students as they identify themselves as members of the family, the community, the state of Peru, and the world. Some of the themes and objectives of the programs are as follows:

- **Primary Themes**
 - **Grade 1**
 - the family: members' roles
 - the local community: roles of institutions, rights and responsibilities at home and at school
 - national emblems
 - **Grade 2**
 - local institutions and their function
 - roles of the family, the school, the community
 - declaration of the rights of children
 - Peru: our country
 - **Grade 3**
 - functions of families
 - institutions of the community
 - declaration of the rights of children
 - civil defense
 - the value of work
 - **Grade 4**
 - respect for human dignity
 - promotion of values and actions that improve the life of the community and the school
 - use of toxic substances and drugs
 - the "ayllu" as a basis of cooperative work
 - rights and responsibilities of families
 - school and community organizations
 - the state and its social and religious organizations
 - historic persons who contributed to national development

- **Grade 5**
 - the state
 - public administration
 - Peru's international relations
 - national and civil defense
 - education and street safety
 - coexistence in society in search of peace

- **Grade 6**
 - national consciousness
 - Peru's international relations and structure of the Peruvian state
 - coexistence in society in search of peace
 - national and civil defense
 - education and street safety
 - the state and other institutions that participate in the national development process

- **Secondary objectives**
 - to understand and value the human being as the supreme end of society
 - to discover and value his/her own identity
 - to promote the students' participation in activities of prevention and of personal and social safety
 - to understand and value the importance of the social institutions and organizations at the family, local, state, national, and international levels
 - to develop and practice moral, civic-patriotic, and Christian values

- **Secondary themes**
 - **Grade 1**
 - family and community
 - personal identity and self-esteem
 - sex education
 - moral, civic, and patriotic values
 - school municipalities
 - civil defense
 - safety in the streets

 - **Grade 2**
 - human person
 - political Constitution and the state
 - cooperation
 - safety and general well-being

- **Grade 3**
 - human person.
 - society and its institutions
 - values of society and community life
 - safety and general well-being
 - health and world peace

- **Grade 4**
 - human person
 - rights and responsibilities
 - political Constitution and the state
 - economic regimes
 - integration
 - safety and general well-being

- **Grade 5**
 - human person: rights and responsibilities
 - the state and the family
 - structure of the state
 - international organizations
 - civil defense and general well-being

Teaching Methods

There is an effort to try to make classes more active for students at the secondary level, as teachers report no motivation on the part of students; therefore, teachers encourage participation. At the secondary level, the most frequent activities are debates and dialogues between teachers and students (which have substituted the traditional lectures). At the primary level, however, the most common practice is for teachers to assign school work to the children.

In addition, some annual activities are related to the patriotic-civic calendar. These include the Civic Census Week, the Day of the Environment, the Day of the National Census, the Day of the National Defense, and the International Day for the Reduction of Natural Disasters. For these celebrations, students prepare role plays, panels, and competitions.

Students rarely have the opportunity to go on field trips, mostly because of lack of financial resources.

At the primary level, the most common activities include filling out work sheets, reading, and copying material. At the secondary level, the most common activity for students is doing research to gain information about what is happening in the nation so that they can participate in class discussions.

The curriculum also includes other activities such as the school municipality, the school co-op, role plays of civil defense, elections for student representatives, and participation in national parades.

Instructional Materials

The Ministry of Education does not provide any materials for teachers or students. At the present, no guides or textbooks are offered by the Ministry of Education, but they are being prepared. Some of the recent programs give some "methodology" orientation as suggestions for teachers.

Teacher Training

Besides their general teaching preparation, some teachers receive complementary training in relation to the prevention of drug use and civil defense. Some of the themes involved in this preparation are civic behavior in communities, communication and participation in the family, disaster prevention, and community participation.

These special training workshops are given to some teachers so that they may act as multipliers of the information to their colleagues. These training workshops are prepared by the Office of Training and the Office of Curricular Design. Both are offices of the Ministry of Education.

Moral Education

Moral education is one of the themes explored in civic education. Therefore, it is offered only as a part of that subject in all grades at both the primary and secondary levels. In addition, it is included in the course Orientation and Well-being of the Student.

In addition to using the same materials and activities that the civic education classes use, work with cartoons is being experimented with in some schools.

The themes of moral education included in the curriculum per grade level are as follows:

- **Primary**
 - **Grade 1**
 - mutual help among members of the family regardless of gender
 - the respect of differences of opinions
 - harmony among people for peaceful coexistence
 - **Grade 2**
 - acknowledgment of individual and group work based on concrete forms of participation

- **Grade 3**
 - positive attitudes towards parents, siblings, and other family members
 - sharing of responsibilities
- **Grade 4**
 - equality and respect of men and women
 - the development of values in the family
 - protection of life and other goods of the community
- **Grade 5**
 - coexistence
 - friendship
- **Grade 6**
 - use of one's own and others' property
 - friendships
- **Secondary**
 - **Grade 1**
 - recognition and practice of moral values such as honesty and justice
 - **Grade 2**
 - moral values and social behavior
 - **Grade 3**
 - moral values and morality
 - moral principles of Tahuantinsuyo
 - **Grade 4**
 - meaning and transcendence of responsible fatherhood
 - **Grade 5**
 - the process of moral valuing

Education for Democracy

The "norms for the organization and development of educational activities in the country for 1993" presented by the Ministry of Education propose that themes related to human rights, children's rights, and women's rights be included throughout the curriculum.

In addition, in the programs of civic education throughout the curriculum, and more specifically in fifth grade of secondary education, themes such as the national Constitution and human rights are included.

Some of the themes of education for democracy included in the curriculum by grade are as follows:

- **Primary**
 - **Grade 1**
 - rights and responsibilities at home and at school
 - **Grade 2**
 - the Universal Declaration of Children's Rights
 - **Grade 3**
 - functions of community institutions
 - regulations and norms of those institutions
 - the Universal Declaration of Children's Rights
 - **Grade 4**
 - school, local, and community organization
 - the state and the religious and social organizations
 - defense of rights through the work of classroom committees and school councils
 - **Grade 5**
 - public administration
 - coexistence in society in search of peace
 - **Grade 6**
 - coexistence in society in search of peace
 - peace as an individual and social objective
 - the state and other institutions that participate in the national development

- **Secondary**
 - **Grade 1**
 - school municipalities
 - civic and patriotic rights
 - **Grade 2**
 - rights and responsibilities
 - the Constitution and the state
 - **Grade 3**
 - organization and functioning of local, national, and international organizations
 - personal and social rights
 - **Grade 4**
 - evolution and classification of human rights
 - **Grade 5**
 - rights and responsibilities

Materials used by teachers include the Children's Rights Declaration (primary) and the Human Rights Declaration (secondary). In addition, beginning in sixth grade of the primary level, the Constitution is used as a textbook.

Activities used include elections of student representatives, role plays about debates in Congress, and role plays of presidential and municipal elections.

This country report summarizes information gathered from the Ministry of Education. One researcher interviewed key people, reviewed relevant documents, and then completed the survey questionnaire.

PART III
KEY ORGANIZATIONS
CIVIC EDUCATION IN LATIN AMERICA AND
THE CARIBBEAN

ORGANIZATIONS

ORGANIZATIONS IN LATIN AMERICA AND THE CARIBBEAN

Argentina

Conciencia [Conscience]

Contact: María Rosa Segura de Martini, President
Address: Florida 633—Piso 3
1005 Buenos Aires, Argentina
Telephone: (541) 393-7196
Fax: (541) 393-5191

Conciencia, a nonprofit organization, educates Argentinean citizens on issues of democracy to increase citizens' civic consciousness and political knowledge and participation. To fulfill its mission, Conciencia offers a series of workshops, conferences, and training courses in topics such as the national Constitution, citizen impact on government, citizen participation in community matters, understanding of laws and human rights, and the election system.

Conciencia also provides civic training programs in the schools and has created workshops for parents and community leaders to learn how to influence standards and curricula for the schools in their districts.

With support from the U.S. Agency for International Development (USAID), Conciencia started in 1992 a three-year project that involves four programs:

- Participación en el Municipio [Participation in the Municipality]
- Participación e Interacción entre la Escuela y la Comunidad [Participation and Interaction between School and Community]
- Cooperación Internacional [International Cooperation]
- Capacitación de Mujeres Políticas [Training for Political Women]

Organización Cívica Panamericana (OCP) [Panamerican Civic Organization]

Contact: Irma de Arias Duval, Executive Director
Address: Florida 633—Piso 3
1005 Buenos Aires, Argentina
Telephone: (541) 393-7196
Fax: (541) 393-5191

OCP assists civic organizations through the exchange of methodology, strategies, and information. Membership in this organization is limited to nongovernmental, nonpartisan organizations dedicated to the development of civic participation and civic consciousness.

This organization was created after several Latin American organizations working for education for democracy had met twice (in 1987 and 1988 in Argentina, organized by the Conciencia Group) at international meetings and come to the realization that they needed an organizing body. Since then, OCP has organized the following international meetings: Dominican Republic, 1989; Mexico, 1991; and Brazil, 1993. Subregional meetings are also organized and have been held in Mexico, Central America, the Caribbean, and the southern region of South America (the Southern Cone).

Chile

Centro de Investigación y Desarrollo de la Educación (CIDE) ***[Center for Educational Research and Development]***

Contact: Padre Patricio Cariola
Address: Erasmo Escala 1825
Santiago, Chile
Telephone: (562) 698-7153 or (562) 698-6495
Fax: (562) 671-8051

CIDE has had several projects related to civic education and education for democracy:

- The project Profesores Democráticos [Democratic Teachers], in existence since 1983, produces teachers' guides and books, and conducts several workshops on education for democracy. Francisco Alvarez directs the project.
- Proyecto Padres e Hijos [Project Parents and Children] is a nonformal education project that has been implemented in several countries in the region to improve the role of parents in their family, in their communities, and as citizens.
- Proyecto Los Nuevos Ciudadanos [Project New Citizens] is specifically directed towards high school students to create some social awareness and to develop knowledge and skills to participate in democracy. Until 1992 this project was in the diagnosis phase, and had interviewed and observed adolescents in civic classes and in their natural environments.

Participa: Cruzada por la Participación Ciudadana [Participate: Crusade for Citizen Participation]

Contact: Mónica Jiménez de Barros, Executive Director
Address: Almirante Simpson 014
Santiago, Chile
Telephone: (562) 222-5384 or (562) 634-1564
Fax: (562) 222-1374

Participa is a private nonprofit organization with no political party affiliation. Created in 1988, Participa promotes active citizen participation in all areas of the democratic system by educating children, adolescents, and adults about the values and expected behaviors of democratic citizens.

Participa has implemented several projects:

- **Procesos Cívico-Políticos [Civic-Political Processes]** promotes citizen participation at the national and international levels in civic-electoral processes. Several studies (such as the Status of Democracy in Chile) were conducted and the findings disseminated at conferences and panels. Also, workshops such as "Municipal Elections: How Do We Inform Chileans?" and flyers carrying messages such as "Democracy is built at the community level, too" have been prepared and presented as part of this project.
- **Sistema de Educación Formal [Formal Education System]** introduces the concepts of civic education into Chile's formal educational system and fosters democratic behavior among participants in that system, including teachers, students, and parents. Courses on education for democracy and on human rights have been taught at the university level. A television program "Learning To Agree: A Course for Living in a Democracy" has been nationally broadcasted. Teachers' manuals on civic education for the fifth through eighth grades and for the secondary level have been published as part of this project. Finally, seminars and workshops on civic education have been held throughout the country.
- **Participación y Liderazgo [Participation and Leadership]** fosters "participation in the decision-making process at the community level, especially among women and youth, in a broad range of social and political organizations at the national, regional and local levels" (Annual Report 1992). For that purpose, Participa offers workshops, seminars, and conferences for women and for youth.

Colombia

Conciencia [Conscience]

Contact: Clara Cecilia Fonnegra, Executive Director
Address: Carrera 5 No 66-11
Santa Fe de Bogotá, Colombia
Telephone: (571) 248-9511 or (571) 248-9977
Fax: (571) 235-9245

Created in 1987, Conciencia is a private, national nonprofit organization. Its main goals are to raise political consciousness and citizen responsibility in Colombia and to promote active participation of all citizens in the country. This organization offers several workshops on subjects related to democracy and citizenship for children, adolescents, and adults. These workshops last for two or three days. A manual is used in each of the workshop, so that the workshop participants can then serve as multipliers of the knowledge they gained in the workshop.

The Children's Manual has been used in both private and public schools, and Conciencia is planning to publish it on a large scale once funding is granted.

Conciencia offers the following programs:

- Educación Ciudadana para la Infancia [Citizen Education for Children] is a national program that educates preschool and elementary school children on the civic and political realities of their communities. Teachers are trained to implement this program, and parents are invited to join in the activities.

This program has published *Manual Guía para Maestros: la Democracia, una Vivencia para Compartir con los Niños y las Niñas* [A Manual Guide for Teachers: Democracy, an Experience to be Shared with Boys and Girls].

- Educación Ciudadana para los Nuevos Votantes [Citizen Education for People who will Vote for the First Time] trains teachers to lead the workshops Jornadas Democráticas para Jóvenes y Adolescentes [Democratic Activities for Youngsters and Adolescents]. These workshops educate adolescents to become active participants in the political process of the country and to develop a strong commitment towards the economic and social development of their communities.
- Conozcamos y Apliquemos la Nueva Constitución [Let's Get to Know and Use the New Constitution] offers a workshop on the new Constitution of 1991.

In addition to these programs, Conciencia publishes pamphlets and newsletters with articles on topics such as democracy, civic education, and active participation and citizenship.

Panama

Centro Pro-Democracia [Center for Democracy, Civic Crusade Foundation]

Contact: Lucía Acevedo
Address: P.O. Box 55-1993
Paitilla, Panamá
Telephone: (507) 64-71-60
Fax: (507) 64-69-21

Centro Pro-Democracia brings together organizations from the business, education, civic, professional, and rural areas of the country. This organization, created in 1987 to assist with the transition into democracy, offers education workshops and seminars.

Paraguay

Mujeres por la Democracia [Women for Democracy]

Contact: Susana de Recalde, General Secretary
Mercedes de Silvero, Secretary of External Relations
Address: Eligio Ayala 877
Asunción, Paraguay
Telephone: (595-21) 490-433
Fax: (595-21) 490-433

Mujeres por la Democracia was created in 1986 as a response to the intense repression that had existed in Paraguay for about fifty years because of the military government. Its initial goal was to motivate citizen participation in a subtle way through conferences and radio programs. In 1989, after democracy returned to the country, this organization was officially formed as a nonprofit organization. Its mission is to educate citizens to become active participants in the democratic process and to emphasize the involvement of women in all the decisions of the country.

This organization has had several projects, including:

- Jóvenes del Nivel Secundario [Secondary School Youngsters] is designed for the education of secondary school students in topics such as value of democracy, the role of the state according to the new Constitution, and the new role and commitment of the country's citizens in these changes. The program has been implemented in five schools in the urban area and emphasizes democratic and participatory teaching methods.
- Maestros, Directores, Supervisores del Nivel Académico Formal de Colegios Públicos y Privados [Teachers, Principals, and Supervisors of the Academic Formal Level of Public and Private Schools] teaches about democracy and active participation and also emphasizes conflict resolution, theory of the state, economy and the regional market, and environmental education. Each workshop lasts about six hours, and specialists participate in panels, conferences, and discussions.

Peru

Movimiento Cívico Femenino Conciencia [Civic Feminine Movement, Conscience]

Contact: Esther Silva de Ghersi
Address: Huiracocha 2325—Jesús María
Lima, Perú
Telephone: (51-14) 63-03-53
Fax: (51-14) 42-61-61

Like other Conciencia organizations, Movimiento Cívico Femenino Conciencia educates the country's population to live and participate in a democracy. Among its activities, this

organization has published the booklet *Realidad Política de Perú: 171 Años de Independencia* [*Political Reality of Peru: 171 Years of Independence*] to inform all citizens of the current political and legal situation of the country.

In addition, it has organized workshops and courses based in school settings to train young civic leaders. It also works with community members to analyze their reality and create solutions to problems such as delinquency and drug use. Finally, it has published information on issues such as civic education and democracy.

U.S. ORGANIZATIONS WITH PROGRAMS IN LATIN AMERICA

American Federation of Teachers (AFT)

Contact: Hortense Dicker, Coordinator of International Programs
Address: 555 New Jersey Avenue, NW
Washington, DC 20001
Telephone: (202) 879-4400

In Nicaragua, the AFT sponsors the Education for Democracy Project, the result of a three-year collaborative effort of the AFT and the Ministry of Education. This project, funded by the National Endowment for Democracy and the U.S. Agency for International Development, strengthens democratic education in Nicaragua by developing democratic values and critical thinking skills necessary for active participation in a democracy and by fostering a democratic culture through schools.

The project has specific objectives:

- to develop a curriculum framework for democratic education
- to train a corps of twenty-six master teachers
- to develop civics materials for Education for Democracy, secondary level studies text, a kit of basic classroom activities and lessons plans, and the *Handbook on Democratic Teaching Techniques* to be provided to every teacher in the country

National Endowment for Democracy (NED)

Contact: Karen Zacarías, Assistant Program Officer
for Latin America
Address: 1101 Fifteenth Street, NW
Washington, DC 20005
Telephone: (202) 293-9072
Fax: (202) 223-6042

NED, a U.S. initiative to strengthen democratic institutions throughout the world through private, nongovernmental efforts, funds programs in five areas: pluralism; democratic governance and

political processes; education, culture, and communication; research; and international cooperation.

In Latin America the NED has supported educational initiatives in several countries. Colombia offers an example: NED supported the organization Conciencia in its programs to teach democratic values to preschool children and to train high school teachers.

National Institute for Citizen Education in the Law (NICEL)

Main Office:

Contact: Robert Masciola, Assistant to International Programs
Address: 711 G Street, SE (main office)
Washington, DC 20003-2861
Telephone: (202) 546-6644
Fax: (202) 546-6649

Office for Latin America:

Address: Sagrado Corazón
San Mauro 433
Río Piedras, Puerto Rico 00926
Telephone: (809) 748-7588
Fax: (809) 748-7588

NICEL is a nonprofit organization affiliated with the Georgetown University Law Center. Its mission is to foster widespread understanding of the law and the legal system by developing public legal education programs (curriculum development, teacher training, and technical assistance). The model that guides NICEL's actions is one where law professors train law students who then train both teachers and students at the elementary and high school levels.

Currently, NICEL has civic education programs in three Latin American countries: Bolivia, Chile, and Ecuador. The funding for these programs comes from the U.S. Agency for International Development and the National Endowment for Democracy.

In the United States, NICEL has developed programs to teach elementary and secondary school children, as well as adults, about the law and democracy. In Latin American similar projects have been conducted. Some of these projects are listed below:

- **Bolivia:** NICEL has worked closely with professionals in the country to develop a public legal education program (begun in January 1993) that responds to the needs of the country.
- **Chile:** NICEL developed videos and curriculum materials to teach about the Chilean Constitution, citizen participation in a new democracy, and other areas of practical law. Law students in Santiago are teaching in high schools, drug and alcohol rehabilitation centers, and youth detention institutions.

- Ecuador: Law students have drafted lessons on law, human rights, and democracy and have conducted classes in schools and community settings, including women's organizations, legal aides offices, and centers for street children.

OTHER ORGANIZATIONS

Other organizations were also identified as working in the general area of civic education. Although these organizations either do not focus on school-based programs or do not currently conduct programs in Latin America, they may have materials of interest to educators.

Organizations in Latin America

Brazil

Conciencia [Conscience]

Contact: Sonia Elizabeth Bigatto
Address: Campinas, Sao Paulo,
Brasil
Telephone: (192) 47-61-39
Fax: (192) 47-04-03

Chile

Comisión de Derechos Humanos [Commission on Human Rights]

Contact: Francis Valverde
Address: Santa Lucia 162
Santiago, Chile
Telephone: (562) 633-3995
Fax: (562) 633-5562

Instituto Democracia, Educación y Acción Social (IDEAS) [Institute for Democracy, Education and Social Action]

Contact: Adriana Delpiano
Address: Almirante Riveros 033
Providencia, Chile
Telephone: (562) 222-2424 or (562) 635-3035
Fax: (562) 222-0771

Programa Interdisciplinario de Investigaciones en Educación (PIIE) [Interdisciplinary Program of Research in Education]

Contact: Adriana Delpiano
Address: Almirante Riveros 033
Providencia, Chile
Telephone: (562) 222-2424 or (562) 635-3035
Fax: (562) 222-0771

Colombia

Fundación Social [Social Foundation]

Contact: José Bernardo Torres
Address: Apartado Aéreo 39274
Santa Fe de Bogotá, Colombia
Telephone: (571) 211-4600

Ecuador

Conciencia [Conscience]

Contact: Sara Coello de Neira
Address: Luque 218 y Pedro Carbo
Piso 2, Oficina 205
Guayaquil, Ecuador
Telephone: (593) 451-1803

El Salvador

Instituto de Estudios Jurídicos de El Salvador [Institute of Legal Studies in El Salvador]

Contact: Maribel Amaya
Address: Calle Gabriela Mistral No 332
San Salvador, El Salvador
Telephone: (503) 25-16-26 or 25-40-16
Fax: (503) 26-39-28

Honduras

Conciencia [Conscience]

Contact: Rosalina Cruz de Williams, President
Telephone: (504) 37-64-61
Fax: (504) 32-52-24

Mexico

Frente Cívico Potosino [Potosino Civic Front]

Contact: Luis Nava, and Patricia Palacios de Nava
Address: Privada M. Otero # 255
San Luis Potosí, S.L.P. C.P. 78250, México
Telephone: (52-48) 13-32-36
Fax: (52-48) 13-32-26

Mujeres en Lucha por la Democracia [Women Fighting for Democracy]

Contact: Patricia Bracho
Telephone: (525) 568-9746

Nicaragua

Conciencia [Conscience]

Contact: Francis Blandón
Address: Alta Mira de Este # 206
Managua, Nicaragua
Telephone: (50-52) 51-524
Fax: (50-52) 23-306

Uruguay

Encuentro, Asociación Civil [Meeting, Civil Association]

Contact: María del Carmen Bocking de Paysse
Address: YI No 1333, ofc 108
Montevideo, Uruguay
Telephone: (598-2) 92-18-97

Organizations in the United States

American Bar Association, Special Committee on Youth Education for Citizenship

Contact: Paula Nessel
Address: 541 North Fairbanks Court
Chicago, IL 60611-3314
Telephone: (312) 988-5735
Fax: (312) 988-5032

This organization works to strengthen young people's understanding of their rights and responsibilities under the law. According to the mission of this organization, law-related education is a proven means of providing students with knowledge, skills, and attitudes to help them participate effectively in a democratic society. This organization prepares both K-12 teachers and students in law-related programs throughout the United States.

Capacitas International

Contact: Rona Feit, President
Address: 3701 Harrison Street, NW
Washington, DC 20015
Telephone: (202) 244-0645

Center for Civic Education (some international programs, but not in Latin America)

Contact: Evelyn Davis, Dissemination Division
Address: 5146 Douglas Fir Road
Calabasas, CA 91302
Telephone: (818) 591-9321
Fax: (818) 591-9330

The Center for Civic Education administers a wide range of curricular, teacher-training, and community-based programs. These programs help students develop an understanding of the institutions of U.S. constitutional democracy and the fundamental principles and values upon which these institutions were founded, the skills necessary to participate as effective and responsible citizens, and the willingness to use democratic procedures for making decisions and managing conflict.

The center includes the following programs:

- International Civic Education Programs offers conferences, exchanges of instructional materials, and other curricular assistance to leading civic educators and other professionals from the United States and foreign countries. These professionals exchange ideas and experiences about the goal of developing civic competence and responsibility among youth in a free society.

- We the People... the Citizen and the Constitution offers a six-week program in school settings.
- Law in a Free Society teaches basic concepts and principles of U.S. constitutional democracy for students in kindergarten through the twelfth grade.
- Exercises in Participation is for upper elementary and middle school grades.
- LRE National Training and Dissemination Program promotes civic competence and responsibility at all grade levels.
- CIVITAS, a framework for Civic Education, is a model curriculum framework for the country's elementary and secondary schools.
- Teacher training and summer institutes are held for elementary, secondary, and college teachers.
- The American Teacher Awards honors teachers in the United States.
- National Standards in Civics and Government develops and disseminates national standards for students in kindergarten through the twelfth grade.
- Middle School Civic Participation Program encourages civic participation among students, parents, teachers, and other members of the community.

Center for Democracy (international programs, but none in Latin America)

Address: 1101 15th Street, NW
 Washington, DC 20005
 Telephone: (202) 429-9141
 Fax: (202) 293-1768

The Center for Democracy focuses on promoting and strengthening democracy and democratic processes in many parts of the world.

Close Up Foundation

Address: 44 Canal Center Plaza
 Alexandria, Virginia 22314
 Telephone: (703) 706-3300
 Fax: (703) 706-0001

The Close Up Foundation is a nonprofit, nonpartisan educational organization that encourages responsible participation in the democratic process through educational programs in government and citizenship.

Educational Excellence Network (a project of the Hudson Institute)

Contact: Robin Polin
Address: Herman Kahn Center
P.O.Box 26-919
Indianapolis, IN 46226
Telephone: (317) 545-1000
Fax: (317) 545-9639

The Network is a nonpartisan, nonpolitical information exchange and clearinghouse on educational policy and school reform. Its interest spans the entire educational system and includes significant education developments in other countries.

The Institute for Democracy in Education (IDE)

Contact: George Wood, Coordinator
Address: McCracken Hall
Ohio University
Athens, OH 45701-2979
Telephone: (614) 593-4531 or 593-4464
Fax: (614) 593-0177

IDE is a partnership of teachers, administrators, parents, and students who believe the restructuring for democratic education must come from those at the heart of education. IDE provides a forum for teachers to share ideas and opportunities for professional development. Its membership includes educators from across the United States and Canada. IDE publishes the journal *Democracy and Education*, organizes the annual conference Democracy and Education, publishes several reports on the topic, maintains a resource center, and organizes some special events.

Inter-American Association for Democracy and Freedom

Contact: Frances Grant, Secretary General
Address: 310 West End Avenue
New York, NY 10023
Telephone: (212) 221-6790
Fax: (209) 435-9619

The Inter-American Dialogue of the Aspen Institute

Contact: Joan Caivano, Staff Associate
Address: 1211 Connecticut Avenue, N.W. Suite 510
Washington, DC 20036
Telephone: (202) 822-9002
Fax: (202) 822-9553

The Inter-American Dialogue is a center for policy analysis on U.S.-Latin American economic and political relations. Its members include prominent leaders of the United States, Canada, and eighteen Latin American countries who work in areas as diverse as politics, business, labor, academia, the military, and religion.

This center has organized its projects around three themes: democratization, economic integration, and social progress.

International Foundation for Electoral Systems

Address: 1620 I Street, Suite 611
Washington, DC 20006
Telephone: (202) 828-8507
Fax: (202) 452-0804

National Council for the Social Studies

Address: 3501 Newark Street NW
Washington, DC 20016
Telephone: (202) 966-7840

National Democratic Institute for International Affairs (NDI)

Contact: Catherine Kelsch, Program Assistant
Address: 1717 Massachusetts Avenue NW
Washington, DC 20036
Telephone: (202) 328-3136
Fax: (202) 939-3166

International Organizations

Adam Institute for Democracy and Peace

Address: P.O. Box 3353
91033 Jerusalem, Israel
Telephone: (972) 2-41-91-84
Fax: (972) 2-41-35-22

Organization of American States (OAS)

Contact: Linda J. Poole, Executive Secretary
Address: General Secretariat
Organization of American States
17th and Constitution Avenues
Washington, DC 20006
Telephone: (202) 458-6084
(202) 458-6094

Libro Libre [Free Book]

Address: Apartado 1154-1250 Escazu
San José, Costa Rica
Telephone: (506) 282-3330
(506) 28-60-28

Libro Libre publishes books in Spanish about democratic themes and processes and distributes the publications to different countries in the region.

Missing information regarding contact, address, telephone number, or fax number indicates that the information could not be obtained.