

A Programmatic Evaluation of

Civitas

**An International Civic Education
Exchange Program**

2002–2003

Conducted by
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Center for Civic Education

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Executive Summary

A 2002–2003 Programmatic Evaluation

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

Partners work together, helping each other improve civic education programs through teacher training; development and adaptation of curricular materials; student participation in culminating activities, such as showcases and competitions; and delegate exchange visits. Through those exchange visits, both international and U.S. partners share ideas and experiences as they develop, implement, and improve civics-related systems of education and even more stimulating teaching environments. Ultimately, their aim is to advance education for democratic citizenship.

Funding for the 2002–2003 **Civitas Exchange Program** is provided through a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools. The Department has provided positive and significant involvement through a project officer who is assigned to the program. The project officer is engaged in ongoing communication and consultations, meetings with numerous international delegations that visit Washington, D.C., and participation in the annual Civitas International Leaders Seminar and U.S. Leaders Conference.

Prior to 1998, the **Civitas Exchange Program** was only authorized to function within Eastern European Nations (EEN) and the Newly Independent States (NIS). However, beginning with the 1998–99 program year, the U.S. Congress approved a supplemental grant, which authorized expansion of the program to include the Republic of Ireland and Northern Ireland as well as “developing democracies” on other continents. Congress recently reauthorized the program under the No Child Left Behind Act of 2001 (Public Law 107-110). The appropriation for the program during federal fiscal year 2002 was \$4.31 million.

The past year has brought expansion, positive growth, and realignment for the **Civitas Exchange Program**. During 2002–2003, the U.S. Department of Education grant provided support for 14 full partnerships, which in some cases included subpartnerships, and for a number of special projects and initiatives. Countries and jurisdictions outside the United States involved in partnerships include Bosnia and Herzegovina; Costa Rica; Croatia; the Czech and Slovak Republics; Hungary; Romania; Northern Ireland and the Republic of Ireland; the Baltic Countries of Latvia, Lithuania, and Estonia; Nigeria; Panama; Poland; South Africa; Ukraine; Russia (both east and west); Senegal; and Venezuela. The **Civitas Exchange Program** has sponsored special projects and initiatives in countries such as Brazil, Bulgaria, Colombia, Dominican Republic, Indonesia, Jordan, Kosovo, Macedonia, Mexico, and Montenegro. A number of other countries are using related civic education materials outside the immediate Civitas umbrella. Activities within those special projects and initiatives range from translating, adapting, and printing materials to providing training and other technical assistance.

The United States Department of State and its missions are an additional source of valuable support for the **Civitas Exchange Program**. The State Department provides ongoing guidance on program implementation and selection of candidates for special projects or initiatives, which extend the program beyond basic partnerships. The State Department also offers technical assistance as needed and assists with delegation visits to International partner countries. Examples include direct funding and support from embassy leadership and Southeastern European Democracy (SEED) grants for civic education programs in Bosnia and Herzegovina; training that involved Roma teachers in Croatia; support for national **Project Citizen** competitions/showcases in the Czech Republic; **Project Citizen** training and the printing of materials in Nigeria; and a "University Partnership" grant to develop a preservice certificate program for civic education in Russia. The U.S. Agency for International Development (USAID) has also taken a special interest and has provided support for various aspects of the **Civitas Exchange Program**.

Several other organizations regularly offer their expertise, connections, and in-kind support. Among them are the American Political Science Association (APSA), the American Federation of Teachers (AFT), and the Social Studies Development Center and ERIC Clearinghouse at Indiana University.

Civitas Exchange Program Activities

This evaluation report contains numerous examples of programs and activities that are crucial to the success of the **Civitas Exchange Program**. However, programs that are most frequently used in the U.S. states and in other countries that are directly involved include the following:

- **We the People...Project Citizen** is a middle school program that encourages students to identify and research issues and problems in their communities, develop possible solutions, and recommend public policy. This program, which encourages civic participation among students, their parents, and members of their communities, generally culminates in local, regional, and national competitions and showcases.

- **We the People...The Citizen and the Constitution** is a civic education curriculum focusing on the history and principles of the U.S. Constitution and the Bill of Rights. The culminating activity is a simulated congressional hearing.
- **Foundations of Democracy: Authority, Privacy, Responsibility, and Justice** is a series of curriculum materials for grades kindergarten through twelve. This program focuses on basic concepts and principles of democracy, including authority, privacy, responsibility, and justice. This multidisciplinary curriculum draws on political philosophy, political science, law, history, literature, and environmental studies.

2002–2003 Student Participation Tops One Million

A total of 1,112,422 individual, unduplicated students and 83,998 individual, unduplicated teachers were directly involved in the **Civitas Exchange Program** during 2002–2003 through partnerships, special projects, or initiatives, compared with 874,956 individual students and 36,585 individual teachers during 2000–2001, the most recent previous program year. During 2002–2003, spanning March 1, 2002, through February 28, 2003, 854,328 individual students and 73,065 individual teachers were directly involved through partnerships alone, while 258,094 individual students and 10,933 individual teachers were directly involved through special projects and initiatives. Of those involved in partnerships, 718,466 students were from international sites and 135,862 from the United States. For teachers, 64,348 were from international sites and 8,717 were from the United States.

Within this report, the term “international partner” refers to those partner countries outside the United States. “U.S. partner” refers to a state or states working in collaboration with a certain international partner.

Although the snapshot of progress during 2002–2003 is impressive by nearly any measure, it only displays part of the picture. Looking at longer-term major benefits, this program is likely helping educate the future leaders of nations moving toward democracy. As noted in the 2000–2001 evaluation report, “The products of the program are people who better understand the principles of a civil society and who will be able to multiply what they have learned through their families, their communities, their countries, and the world.”

The following summaries and illustrations in Table ES.1 provide a glimpse into the **Civitas Exchange Program**, including levels of student and teacher involvement, U.S. domestic goals for the program, and highlights of accomplishments. A more substantial explanation of the work of each partnership and of each special project and initiative is found in the full 2002–2003 evaluation report.

**Table ES.1
At a Glance
Facts and Figures, 2000–2001 and 2002–2003
Civitas Exchange Program**

	2000–2001	2002–2003
Number of countries outside the United States involved in international partnership	9	20
Number of U.S. states (including D.C.) involved as partners with the above countries	22	28
Number of countries and consortia reporting on special projects and initiative programs	10	10
Number of individual (unduplicated)* students directly involved in special projects or initiative programs	105,831	258,094
Number of individual (unduplicated)* students directly involved in partnership programs	769,125	854,328
Total number of individual (unduplicated)* students directly involved in partnerships, special projects or initiatives	874,956	1,112,422
Number of individual (unduplicated)* teachers directly involved in special projects, or initiative programs	4,734	10,933
Number of individual (unduplicated)* teachers directly involved in partnership programs	25,715	73,065
Total number of individual (unduplicated)* teachers directly involved in partnerships, special projects, or initiatives	30,449	83,998
Number of teachers involved with related materials, texts, programs, and activities through partnerships**	215,254	72,021
Number of teachers involved with related materials, texts, programs, and activities through special projects/initiatives	4,561	5,896
Number of students involved with related materials, texts, programs, and activities through partnerships	676,245	854,881
Number of students involved with related materials, texts, programs, and activities through special projects/initiatives	105,141	232,391
Number of teachers likely influenced through contacts or information from people directly involved or from the media**	471,340	236,561
Number of students likely influenced through contacts or information from people directly involved or from the media**	9,745,550	550,550
Number of others in communities likely influenced through contacts or information from people involved or from the media**	7,949,000	5,005,410
Number of students involved in local, regional, and national showcases or competitions	109,639	135,131
Number of teachers involved in local, regional, and national showcases or competitions	6,162	11,139
Number of teachers who participated in the program's training events in 20 international partner countries	14,622	18,323
Number of teachers who participated in the program's training events through special projects and initiatives	5,821	3,624
Number of U.S. students visited by international partners while in the United States	11,950	3,117
Number of delegates from international partner countries to the United States	96	108
Number of U.S. delegates to international partner countries	58	81

*Some students and teachers, because they are legitimately involved in two or more activities, might be counted more than once, showing up in totals from various parts of the study. Therefore, beginning in 2000–2001, respondents were also asked to identify the number of “individual” or unduplicated students and teachers who were involved in the total program.

**Discrepancies between numbers reported in these categories from 2000–2001 to 2002–2003 can be largely attributed to a difference in Russia (West)’s computation of these figures and the fact that some partners chose not to estimate those likely exposed to or influenced by the program.

2002–2003 Partnerships

During 2002–2003, twenty countries, twenty-eight states, and several key organizations were involved in fourteen international partnerships, which themselves included a number of subpartnerships. For example, the Poland-Ukraine-South Africa-Alabama-Kentucky-Ohio partnership, in order to share common information and facilitate management, formed subpartnerships linking Poland and Ohio, South Africa and Kentucky, and Ukraine and Alabama.

The Center for Civic Education, which has served as home for the **Civitas Exchange Program** since its founding in 1995, plays a direct partnership role in Bosnia, and Herzegovina, Ireland, Nigeria, and Senegal. The American Federation of Teachers (AFT), with headquarters in Washington, D.C., works with the Russia (West) partnership. Examples of other involved organizations include the Association for Education for Citizenship and Democracy (SVOD) in the Czech Republic, the Orava Association for Democratic Education in the Slovak Republic, the Florida Law Related Education Association (FLREA), Co-operation Ireland, the Soros Foundation in Latvia, the Jaan Tõnisson Institute in Estonia, the Lithuanian College of Democracy, the National Institute for Study and Action for the Development of Education in Senegal, and Ministries of Education in some countries, plus a number of state bar associations, universities, civic education and social studies organizations, school districts, and nongovernmental agencies.

International and State Partners

Civitas Exchange Program partnerships have made a significant contribution to the goal of furthering the development of civic education and supporting and advancing democracy throughout the world. Table ES.2 lists countries and states that make up each partnership.

Table ES.2
Civitas Exchange Program
2002–2003 Partnerships
International, State, and Organizational Partners

Bosnia and Herzegovina-Center for Civic Education-Arizona-Nevada Partnership	Poland-South Africa-Ukraine-Alabama-Kentucky-Ohio Partnership***
Civitas@Bosnia and Herzegovina	Poland-Kentucky-Ohio Partnership
Arizona Bar Foundation	Center for Citizenship Education (CCE Warsaw), Poland
Nevada Center for Law Related Education	Administrative Office of the Courts, Division of Youth, Families, and Community Service, Kentucky
Center for Civic Education*	Bowling Green State University, Ohio
Costa Rica-New Mexico-Texas Partnership	Project Citizen, South Africa Project

U.S. Embassy, Cultural Affairs, Costa Rica	Ukraine-Alabama Partnership: Extension of Poland-South Africa- Alabama-Kentucky-Ohio Partnership**
We the People Program, New Mexico	All-Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba), Ukraine
State Bar of Texas	Alabama Center for Law and Civic Education at the Cumberland School of Law
Croatia-Center for Civic Education-Maryland-Oregon-Delaware Partnership	Bowling Green State University, Ohio
Ministry of Education and Sport, Croatia	Russia-Washington, D.C.- Massachusetts-New York-Pennsylvania Partnership
Maryland Center for Civic Education	Civitas@Russia
Oregon Classroom Law Project	Russian Association for Civic Education (ACE)
Delaware Department of Education	Grazhdanin Training Center, Russia
Czech Republic-Slovak Republic-Colorado-Michigan-Oklahoma Partnership	<i>Uchitelskaya Gazeta</i> , Russia
Association for Education for Citizenship and Democracy (SVOD), Czech Republic	American Federation of Teachers Education Foundation, Washington, D.C. and Moscow Offices
Orava Association for Democratic Education, Slovak Republic	Boston University School of Education, Massachusetts
Center for Education in Law and Democracy, Colorado	Council on Citizenship Education, Russell Sage College, New York
Center for Education through Law, Michigan	School District of Philadelphia, Pennsylvania
Oklahoma Bar Association	Saint Petersburg Law Institute, Russia
Hungary-Romania-Florida-Mississippi-Texas Partnership	Samara Center for Civic Education, Russia
Civitas Hungary	Oryol Center for Civic Education, Russia
Intercultural Institute Timisoara, Romania	Volgograd Center for Civic Education, Russia
Florida Law Related Education Association	Russia (Far East)-Alaska-Washington Partnership
Mississippi State University Department of Curriculum and Instruction	Department of Education, Culture, Sport, and Tourism, Russia (East)
State Bar of Texas-Law Focused Education	Anchorage Public School District, Alaska
Republic of Ireland/Northern Ireland-Center for Civic Education Partnership	We the People... Program, Washington State
Co-operation Ireland/"Civic-Link"	Senegal-California-New Jersey

	Partnership
Center for Civic Education*	National Institute for Study and Action for the Development of Education, Senegal
Pell Center for International Relations and Public Policy, Rhode Island	Center for Civic Education*
Latvia-Lithuania-Estonia-Illinois-Indiana-Iowa Partnership	New Jersey Center for Civic Education and Law Related Education, Seton Hall University, New Jersey***
Soros Foundation, Transformation of Education Program, Latvia	Venezuela-Colorado-New York Partnership
Jaan Tõnisson Institute, Estonia	Civitas Venezuela
College of Democracy, Lithuania	Center for Education in Law and Democracy, Colorado
Education consultant and honored teacher, We the People Program, Illinois	Justice Resource Center, New York
Social Studies Development Center, Indiana University	
Area Education Agency 7, Iowa	
Nigeria-California-Pennsylvania Partnership	
Civitas Nigeria	
Center for Civic Education*	
School District of Philadelphia	

*The Center has offices in both California and in Washington, D.C.

**Ukraine and its direct U.S. partner, Alabama, work in collaboration with the Poland-Ukraine-South Africa-Ohio-Kentucky-Alabama partnership. During 2000–2001, Ukraine joined that partnership. During 2002–2003, South Africa and Alabama joined and Michigan transferred to another partnership. Bowling Green State University in Ohio provides overall partnership coordination.

***New Jersey was still awaiting final approval as a partner of Senegal as this evaluation report was prepared.

Teacher and Student Involvement

In 2000–2001, for the first time, partners were asked to identify the numbers of “individual” teachers and students who were involved in the **Civitas Exchange Program**, a process that was continued in 2002–2003 (See Table ES.3). The purpose of this new approach was to determine the total numbers of individuals because some students and teachers might be involved in more than one activity. In some other categories, international and state partners were asked to identify not only the number of teachers and students who were “directly involved,” but also the additional teachers, students, and others in the community who were “likely influenced by or exposed to a program or activity.”

- **“Directly involved”** refers to those students, teachers, or others who were directly engaged in the program or activities associated with it.
- **“Likely exposed to or influenced by a program or activity”** refers to the type of exposure and/or influence that comes through interaction among teachers trained in the program with other teachers in a school, district, or country. They touch the lives of students in other classes and bring their new experiences and knowledge to the institution and the community. Through media coverage, contacts with public officials and various community organizations, and other means, thousands, even millions of additional people in a community or nation are influenced.

U.S. Students and Teachers Gain from Civitas Exchange Program Partnerships

Civic education programs in the United States are enhanced by **Civitas Exchange Program** partnerships. Exchange programs provide teachers and students a broader and deeper context for what they are learning about democratic citizenship and examples that enhance understanding and bring lessons to life. A further benefit comes with the establishment of relationships across political boundaries, cultures, histories, and languages. Worldwide, an estimated 73,065 individual teachers and 854,328 individual students were directly involved in the **Civitas Exchange Program** through fourteen-plus partnerships during 2002–2003. International partner involvement accounted for 64,348 individual teachers and 718,466 individual students, and U.S. partner involvement accounted for another 8,717 individual teachers and 135,862 individual students. Those numbers do not count the thousands of additional students and teachers involved in Civitas special projects and initiatives, discussed later in this report, a total of 258,094 individual students and 10,933 individual teachers. They also do not include the legions of other students and teachers who are involved in domestic civic education programs in the United States but might not be directly associated with the **Civitas Exchange Program**.

Table ES.3
Civitas Exchange Program
Number of Individual Teachers and Students Directly Involved
2002–2003 Compared to 2000–2001

International Partner/ State Partner 2002–2003 *	Individual Teachers Directly Involved 2002–2003	Individual Teachers Directly Involved 2000–2001	Individual Students Directly Involved 2002–2003	Individual Students Directly Involved 2000–2001
Bosnia and Herzegovina	12,500	6,000	300,000	300,000
Arizona	20	240	468	7,099
Nevada	N.A.	80	N.A.	360
<i>Totals for Partnership</i>	<i>12,520</i>	<i>6,320</i>	<i>300,468</i>	<i>307,459</i>
Costa Rica*****	185	N.A.	19,200	N.A.
New Mexico	32	N.A.	80	N.A.
Texas	60	N.A.	150	N.A.
<i>Totals for Partnership</i>	<i>277</i>	<i>N.A.</i>	<i>19,430</i>	<i>N.A.</i>
Croatia	370	350	37,000	3,900
Maryland	227	N.A.	4,506	N.A.
Oregon	120	41	50	60
Delaware*****	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	<i>717</i>	<i>391</i>	<i>41,556</i>	<i>3,960</i>
Czech Republic*****	289	N.A.	2,011	N.A.
Slovak Republic*****	220	N.A.	60	N.A.
Colorado	320	N.A.	20	N.A.
Michigan	243	N.A.	90	N.A.
Oklahoma	70	N.A.	10	N.A.
<i>Totals for Partnership</i>	<i>1,142</i>	<i>N.A.</i>	<i>2,191</i>	<i>N.A.</i>
Hungary	890	1,270	2,878	8,380
Romania****	N.A.	N.A.	N.A.	N.A.
Florida	2,117	200	17,350	12,700
Mississippi	35	200	875	4,500
Texas	50	185	7,500	24,750
<i>Totals for Partnership</i>	<i>3,092</i>	<i>1,855</i>	<i>28,603</i>	<i>50,330</i>
N. Ireland-Rep. of Ireland	391	85	4,397	2,000
<i>Totals for</i>				

<i>Partnership</i>	391	85	4,397	2,000
Latvia	450	180	2,500	3,000
Lithuania*****	1,065	N.A.	7,000	N.A.
Estonia*****	110	N.A.	60	N.A.
Illinois	52	34	120	480
Indiana	35	60	1,050	2,845
Iowa	750	600	2,040	200
<i>Totals for Partnership</i>	2,462	874	12,770	6,525
Nigeria*****	253	N.A.	20,000	N.A.
Pennsylvania	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	253	N.A.	20,000	N.A.
Panama*****	245	N.A.	7,350	N.A.
Florida	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	245	N.A.	7,350	N.A.
Poland	8,000	3,800	180,000	260,000
South Africa****	N.A.	N.A.	N.A.	N.A.
Kentucky	95	50	2,515	135
Ohio-Poland	33	N.A.	32	30,000
Ohio-South Africa	37	1,550	40	N.A.
<i>Totals for Partnership</i>	8,165	5,400	182,587	290,135
Ukraine***	247	400	3,340	4,219
Alabama	233	N.A.	615	N.A.
Michigan (2000-01 only)**	N.A.	6	N.A.	30
Ohio	N.A.	44	N.A.	370
<i>Totals for Partnership</i>	480	450	3,955	4,619
Russia	38,771	8,881	131,800	62,325
American Federation of Teachers, Washington, D.C.	2,662	179	79,860	5,370
Massachusetts	235	47	706	95
New York	706	173	2,221	207
Pennsylvania	35	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	42,409	9,280	214,587	67,997
Russia (Far East)	350	225	400	2,100
Alaska	300	500	15,000	25,000
Colorado (2000-01	N.A.	50	N.A.	500

only)**				
Washington	250	285	500	8,500
<i>Totals for Partnership</i>	<i>900</i>	<i>1,060</i>	<i>15,900</i>	<i>36,100</i>
Senegal*****	10	N.A.	500	N.A.
California	N.A.	N.A.	N.A.	N.A.
New Jersey*****	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	<i>10</i>	<i>N.A.</i>	<i>500</i>	<i>N.A.</i>
Venezuela*****	N.A./Pending	N.A.	N.A./Pending	N.A.
Colorado	N.A./Pending	N.A.	N.A./Pending	N.A.
New York	2	N.A.	34	N.A.
<i>Totals for Partnership</i>	<i>2</i>	<i>N.A.</i>	<i>34</i>	<i>N.A.</i>
Grand Totals	73,065	25,715	854,328	769,125
International Involvement	64,348	21,191	718,466	645,924
U.S. Involvement	8,717	4,524	135,862	123,201

*Some states have changed from one partnership to another between 2000–2001 and 2002–2003, and some partners and partnerships have been added.

**Michigan and Colorado were among states changing partnerships between the two program years.

***Ukraine and Alabama are a subpartnership in collaboration with Poland, South Africa, Kentucky, and Ohio.

****Romania and South Africa are in the early stages of joining their partnership. Their efforts have been primarily organizational, and results will appear in future reports.

*****The Czech and Slovak Republics, Costa Rica, Lithuania, Estonia, Nigeria, Senegal, and Venezuela, which have become partners during 2002–2003, had previously been involved in Civitas special projects or initiatives.

*****New Jersey had not yet received approval for its proposal as a partner of Senegal at the time of this report.

*****The Panama-Florida partnership was just being organized as this evaluation report was prepared. Future reports will likely indicate its progress.

*****Delaware became a partner of Croatia during the latter part of 2002–2003 and has only recently been introduced to its role.

New in 2002–2003

2002–2003 not only has brought several new partnerships, the year's activities have also expanded in other ways that deserve attention because of their long-term, programwide implications. A few of these overarching advances include:

- **Civitas Latin America**, which will bring together Latin American civic educators to exchange ideas and experiences and to create, adapt, implement, and institutionalize effective civic education programs in their countries. That collaboration will be evaluated separately during 2003–2004.
- An **African Initiative**, which has led to new partnerships with Nigeria and Senegal and to discussions involving the Center for Civic Education with representatives of other African nations, such as The Democratic Republic of Congo, Ethiopia, Kenya, Madagascar, and Mozambique.

- An **Arab Civic Education Project**. A conference was organized in Sweimeh, Jordan, during November 2002 that brought together participants from the United States and eight Arab countries, including Bahrain, Egypt, Jordan, Lebanon, Morocco, Tunisia, West Bank/Gaza, and Yemen. One proposal to emerge from that conference was suggested development of an Arab Civitas Association.
- A **“Region to Region” Project** that is pairing regions of both eastern and western Russia with regions of the United States. Each region will exchange two teachers per year. A result of the project will be “Civics Mosaic,” a collection of works that will help teachers and their students go beyond the study of citizenship and constitutional government in their own country to learn even more about civics and political systems in other countries. Central to the activity will be joint research projects, seminars, and other activities.
- **Other program expansion** has seen South Africa become a part of the Poland partnership, Romania become a part of the Hungary partnership, and the Slovak Republic become a part of the new Czech Republic partnership. The Bosnia and Herzegovina partnership reached out to Serbia and Montenegro. As noted earlier, new partnerships have also been formed involving Nigeria, Panama, Senegal, and Venezuela.

Materials, Texts, Programs, and Activities

A total of 72,021 international teachers and 854,881 international students were directly involved in the use of or participation in related materials, texts, programs, and activities through partnerships during 2002–2003. Another 236,561 teachers, 550,550 students, and 5,005,410 others in communities around the world were likely influenced by this effort. See Table ES.4 for a breakdown of this data.

As noted earlier, those materials and activities often included **Project Citizen**, **Foundations of Democracy**, and **We the People...The Citizen and the Constitution**. Other examples include development and use of a new education and human rights curriculum in Bosnia and Herzegovina; translations and adaptations of existing materials for use in a number of countries and with people who come from a variety of cultural and linguistic backgrounds; “New Horizons in Civic Education” and “Lessons on Global Issues in Civic Education” in the Czech and Slovak Republics; Democracy Camps; development and use of teacher training materials; significant local, regional, national, and international conferences; development of teacher guides, student texts, manuals, newsletters, Web sites, and posters; articles for publications; presentations at significant conferences both in the civic education arena and in the broader community; the “International Framework for Democracy”; a “University Partnership”; “The Active Classroom” in Russia; student competitions, showcases, and olympiads; and development of civic education associations in various provinces.

Table ES.4
Civitas Exchange Program
Involvement with Materials, Texts, Programs, and Activities
International Partner Countries
Numbers Directly Involved or Influenced, 2002–2003

International Partner	Teachers Directly Involved	Teachers Likely Exposed/ Influenced	Students Directly Involved	Students Likely Exposed/ Influenced	Others in Community Likely Exposed/ Influenced
Bosnia and Herzegovina	14,984	4,025	323,599	44,600	713,000
Costa Rica*	N.A.	N.A.	N.A.	N.A.	N.A.
Croatia	310	1,370	11,000	45,000	20,000
Czech Republic	289	1,006	2,011	2,400	26,000
Slovak Republic	40	700	1,000	11,000	23,000
Hungary	772	11,900	3,586	34,000	19,200
Romania*	N.A.	N.A.	N.A.	N.A.	N.A.
N. Ireland-Rep. of Ireland	1,130	960	7,800	3,000	2,006,560
Latvia	2,530	620	3,300	2,000	4,000
Lithuania	2,820	66,360	9,000	25,000	780,000
Estonia	2	180	60	200	250
Nigeria	1,606	N.A.	32,000	50,000	100,000
Panama*	265	8,370	N.A.	N.A.	N.A.
Poland	6,340	9,000	387,900	150,000	200,000
South Africa*	N.A.	N.A.	N.A.	N.A.	N.A.
Ukraine	8,380	55,400	5,310	8,350	15,700
Russia	31,800	75,500	61,800	171,600	1,031,700
Russia (East)	703	1,170	6,015	3,400	66,000
Senegal*	50	N.A.	500	N.A.	N.A.
Venezuela*	N.A.	N.A.	N.A.	N.A.	N.A.
Totals	72,021	236,561	854,881	550,550	5,005,410

*Partnerships with Costa Rica, Romania, Panama, South Africa, Senegal, and Venezuela were just getting under way during 2002–2003. The results of their organizational efforts will likely be reflected in future **Civitas Exchange Program** evaluation reports.

Training Events for Teachers

Teacher training is essential to success of the **Civitas Exchange Program**. As shown in Table ES.5, during 2002–2003, approximately 348 training events held in eighteen of the

international partner countries involved a reported 18,323 educators, a substantial increase over 2000–2001, when eighty-seven training events in nine countries reached approximately 14,622 teachers. As noted, these events took place in international partner countries. Numbers do not include the several training opportunities provided within the United States.

These events often consist of one-, two-, or up to five-day seminars; training-of-trainer programs; local, regional, national, and international meetings and conferences; training sessions devoted to a specific curriculum program; and an array of other formats and combinations of content. All are described in greater detail within the full evaluation report.

Table ES.5
Civitas Exchange Program
Teacher Training Events
International Partner Countries
Numbers Directly Involved or Influenced, 2002–2003

International Partner	Approximate Number of Teacher Training Events Reported	Teachers Directly Involved in Training Events
Bosnia and Herzegovina	54	9,092
Costa Rica	9	189
Croatia	3	840
Czech Republic	3	131
Slovak Republic	1	200
Hungary	5	430
Romania	N.A.	N.A.
N. Ireland-Rep. of Ireland	11	133
Latvia	6	377
Lithuania	2	710
Estonia	5	78
Nigeria	1	4
Panama	4	265
Poland	186	3,628
South Africa	1	35
Ukraine	20	678
Russia	31	1,341
Russia (East)	3	143
Senegal	3	52
Venezuela	N.A.	N.A.
Totals	348	18,323

Support for Partnerships

Civitas Exchange Program grants again have proven to be a sound investment. Considering all partnerships combined, initial support from the Center for Civic Education was increased approximately 2.5 times through additional monetary and in-kind contributions, a remarkable achievement. See Table ES.6.

The Russia partnership, for example, was able to add \$944,716 in monetary support and \$119,962 in in-kind support to its initial grants of \$38,008. The Czech and Slovak Republics partnership added \$26,300 in monetary support and \$31,700 in in-kind support to its initial grants of \$47,500.

Monetary support to international and state partners from the Center for Civic Education totaled \$1,902,458 during 2002–2003. Those partners attracted an additional \$2,243,019 in monetary and the equivalent of \$524,387 in in-kind support, for a total value of \$4,669,864. With this added support, partners have been able to pursue and deepen programs to a degree that might not otherwise have been possible.

Table ES.6
Civitas Exchange Program
International and State Partners
2002–2003 Monetary and In-Kind Support

International Partner/ State Partner	Center for Civic Education Monetary Support (USD)	Additional Monetary Support (USD)	In-Kind Support (USD)	Total Monetary and In-Kind Support (USD)
Bosnia and Herzegovina	300,000	495,000	50,000	845,000
Arizona	120,000	N.A.	52,810	172,810
California	3,050	N.A.	N.A.	3,050
Nevada	1,250	N.A.	N.A.	1,250
<i>Totals for Partnership</i>	<i>424,300</i>	<i>495,000</i>	<i>102,810</i>	<i>1,022,110</i>
Costa Rica	15,000	N.A.	N.A.	15,000
New Mexico	10,000	N.A.	1,000	11,000
Texas	N.A.	500	2,000	2,500
<i>Totals for Partnership</i>	<i>25,000</i>	<i>500</i>	<i>3,000</i>	<i>28,500</i>
Croatia	31,000	56,500	N.A.	87,500
Maryland	15,000	4,800	21,000	40,800
Oregon	120,000	5,000	12,000	137,000
Delaware	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	<i>166,000</i>	<i>66,300</i>	<i>33,000</i>	<i>265,300</i>
Czech Republic	15,000	2,300	N.A.	17,300
Slovak Republic	2,500	10,000	N.A.	12,500
Colorado	15,000	N.A.	2,700	17,700
Michigan	N.A.	N.A.	29,000	29,000
Oklahoma	15,000	14,000	N.A.	29,000
<i>Totals for Partnership</i>	<i>47,500</i>	<i>26,300</i>	<i>31,700</i>	<i>105,500</i>
Hungary	15,000	23,000	N.A.	38,000
Florida	120,000	N.A.	30,000	150,000
Mississippi	15,000	N.A.	10,086	25,086

Texas	N.A.	500	2,000	2,500
<i>Totals for Partnership</i>	<i>150,000</i>	<i>23,500</i>	<i>42,086</i>	<i>215,586</i>
N. Ireland-Rep. of Ireland	350,000	424,491	16,380	790,871
<i>Totals for Partnership</i>	<i>350,000</i>	<i>424,491</i>	<i>16,380</i>	<i>790,871</i>
Latvia	15,000	3,000	18,000	36,000
Lithuania	15,000	11,000	63,500	89,500
Estonia	15,000	N.A.	N.A.	15,000
Illinois	15,000	N.A.	N.A.	15,000
Indiana	170,000	N.A.	15,649	185,649
Iowa	17,000	N.A.	1,115	18,115
<i>Totals for Partnership</i>	<i>247,000</i>	<i>14,000</i>	<i>98,264</i>	<i>359,264</i>
Nigeria	101,650	7,108	80	108,838
California	N.A.	N.A.	N.A.	N.A.
Pennsylvania	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	<i>101,650</i>	<i>7,108</i>	<i>80</i>	<i>108,838</i>
Panama	23,000	N.A.	7,400	30,400
Florida	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership*</i>	<i>23,000</i>	<i>N.A.</i>	<i>7,400</i>	<i>30,400</i>
Poland	15,000	150,000	N.A.	165,000
South Africa*	N.A.	N.A.	N.A.	N.A.
Kentucky	15,000	N.A.	5,175	20,175
Ohio	N.A.	20,692	N.A.	20,692
<i>Totals for Partnership</i>	<i>30,000</i>	<i>170,692</i>	<i>5,175</i>	<i>205,867</i>
Ukraine (in collaboration with Poland Partnership)	15,000	412	130	15,542
Alabama	15,000	N.A.	26,500	41,500
<i>Totals for Partnership</i>	<i>30,000</i>	<i>412</i>	<i>26,630</i>	<i>57,042</i>
Russia	N.A.	373,000	85,000	458,000
American Federation of Teachers, Washington, D.C.	N.A.	10,800	N.A.	10,800
Massachusetts	23,008	N.A.	8,140	31,148
New York	N.A.	560,916	24,822	585,738
Pennsylvania	15,000	N.A.	2,000	17,000
<i>Totals for Partnership</i>	<i>38,008</i>	<i>944,716</i>	<i>119,962</i>	<i>1,102,686</i>
Russia (East)	3,000	N.A.	N.A.	3,000
Alaska	145,000	70,000	12,000	227,000
Washington	15,000	N.A.	4,600	19,600
<i>Totals for Partnership</i>	<i>163,000</i>	<i>70,000</i>	<i>16,600</i>	<i>249,600</i>
Senegal	57,000	N.A.	1,400	58,400
California	N.A.	N.A.	N.A.	N.A.
New Jersey**	N.A.	N.A.	N.A.	N.A.
<i>Totals for Partnership</i>	<i>57,000</i>	<i>N.A.</i>	<i>1,400</i>	<i>58,400</i>
Venezuela***	N.A.	N.A.	N.A.	N.A.
Colorado	10,000	N.A.	900	10,900
New York	40,000	N.A.	19,000	59,000
<i>Totals for Partnership</i>	<i>50,000</i>	<i>N.A.</i>	<i>19,900</i>	<i>69,900</i>
Totals	\$1,902,458	\$2,243,019	\$524,387	\$4,669,864

*The Panama-Florida partnership was just getting under way as the 2002–2003 evaluation was completed. Florida had sent a delegation to Panama for an organizational meeting and to provide some preliminary training. No monetary or in-kind contributions were reported.

**New Jersey, listed as a partner in the Senegal partnership, had not received approval of its proposal at the time this evaluation report was completed.

***Recent political events in Venezuela placed at least a temporary hold on partnership activities. Therefore, no report was received directly from Venezuela. However, state partners did report on their activities in organizing this new partnership.

Local, Regional, and National Showcases and Competitions

We the People...Project Citizen has become a centerpiece of the **Civitas Exchange Programs**. Through this program, students learn important techniques for participating in and influencing government. As a class project, teams of students identify a problem, issue, or concern in their community, conduct research, and then develop public policy recommendations and an action plan for dealing with it. Locally, students identified topics such as the lack of counseling facilities for young people; underage drinking; waste management, recycling, and litter; facilities for people with disabilities; issues faced by the elderly in the community; the attitude of the community toward young people; city cleanliness; mines and explosive devices; youth addictions; the property problems of refugees; registering young people to vote; vandalism; the image of the town; lack of recreational facilities for young people; water pollution; and many others.

By Any Other Name...

Although showcases and competitions are held for other types of activities under the **Civitas Exchange Program**, the most frequent is **Project Citizen**. However, that popular program has different names in different countries. For example, in Ireland, the program is known as “Civic-Link,” in Poland as “Young People’s Civic Action,” in Indonesia as “Kami Bangsa,” in Mexico as “Nosotros los Jovenes...Proyecto Ciudadano,” and in Russia as “I Am a Citizen of Russia.”

As part of the process, students develop a portfolio display, which illustrates their case. That display is used to explain the project and its rationale to other students as well as to school and community leaders during showcases or competitions. “**Showcases**” are culminating activities that not only provide an opportunity for students who have conducted their study to report on their work, but also offer an opportunity for other students to listen, ask questions, and learn about the process and the issue being considered. Many student teams have presented their conclusions and recommendations to public officials, who actually carry out those recommendations.

“**Competitions**” are generally held at the local, regional, and national levels. During these spirited events, student teams present their cases. Winning teams are selected to go to the next level by panels of judges. Those judges, who generally include some key public officials, often indicate to those involved in the process that their thinking has been influenced by the students’ presentations.

During 2002–2003, international partners reported that 135,131 students and 11,139 teachers were involved in showcases or competitions, as shown in Table ES.7. Those numbers compare with 109,639 students and 6,162 teachers during 2000–2001.

Table ES.7
Civitas Exchange Program
Local, Regional, and National Showcases and Competitions
Number of Teachers and Students Involved at All Levels
International Partners, 2002–2003

International Partner Country	Teachers Local Level	Teachers Regional Level	Teachers National Level	Teachers All Levels	Students Local Level	Students Regional Level	Students National Level	Students All Levels
Bosnia and Herzegovina	1,831	216	32	1,831	30,470	1,750	248	35,663
Costa Rica*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Croatia**	N.A.	N.A.	60	60	N.A.	N.A.	1,000	1,000
Czech Republic	174	84	47	174	1,700	1,015	241	1,700
Slovak* Republic	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Hungary	420	105	18	420	2,298	520	96	2,298
N. Ireland-Rep. of Ireland**	336	N.A.	224	336	1,200	N.A.	500	1,700
Latvia***	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Lithuania****	605	45	N.A.	605	850	200	N.A.	1,500
Estonia*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Nigeria**	22	N.A.	45	67	140	N.A.	544	684
Panama*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Poland	350	50	90	490	9,000	300	400	9,700
Russia	5,630	1,000	1,675	5,630	70,000	10,000	2,150	70,000
Russia (Far East)	18	21	1	40	500	620	6	1,126
Senegal*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
South Africa*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Ukraine	1,336	100	50	1,486	8,350	1,200	210	9,760
Venezuela*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Totals	10,722	1,621	2,242	11,139	124,508	15,605	5,395	135,131

*Countries such as Costa Rica, the Slovak Republic, Estonia, Panama, Senegal, and Venezuela were just beginning their partnership and organizing their programs during 2002–2003, and therefore did not hold showcases or competitions.

**Croatia holds a national competition/showcase but not local and regional events of that type. Ireland holds local and cross-jurisdictional showcases but not regional events. Nigeria also holds local and national but not regional showcases.

***Latvia is in the process of reconstituting its **Project Citizen** program.

****It was assumed that if Lithuania had 605 teachers involved at the local level, they would have at least that number involved at “all levels.”

Civitas Exchange Program Goals for U.S. Partners

Six key goals reflect the mandate for the **Civitas Exchange Programs**, passed by the U.S. Congress. For the first time in 2000–2001 and again in 2002–2003, U.S. partners were asked to report on their activities in addressing each of those goals. They were also given an

opportunity to add goals that they thought would further enhance their efforts to support emerging democracies, while providing benefits for U.S. students and educators.

The full evaluation report contains numerous items illustrating how partners have worked toward each of these goals. The following provide just a few examples.

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

- Costa Rican delegates conferred directly with numerous teachers and students as they learned even more about implementation of **Project Citizen, We the People, and Foundations of Democracy.**
- Czech and Slovak Republic delegates participated in a Colorado Law Conference, where they could compare Czech, Slovak, and U.S. perspectives on a number of issues. The conference was titled “Addressing Controversy Using Global Issues.”
- Ukraine delegates explored civic education curriculum and both preservice and inservice teacher training programs while visiting the United States. Their schedule also made it possible for them to participate in the annual conference of the Association for Supervision and Curriculum Development (ASCD).
- Russian students from Chukotka and a group from Kamchatka were among those who visited Alaska and Washington. Also, Maryland and Oregon students visited Croatia, events that provided students, teachers, and others in the community with living lessons in civic education.

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

- Florida, Mississippi, and Texas made a special conference, “Education in Democracy for Social Studies Teachers: An Institute for Teacher Educators,” especially relevant for Hungarian delegates, who not only heard but also delivered presentations. Those delegates also worked with the delegation on development of preservice programs for civic educators.
- Through another emerging partnership, Florida is working with Panama as it takes initial steps in becoming more deeply involved in the **Civitas Exchange Program**, part of an even more far-reaching “Latin American Initiative.”
- Massachusetts, New York, Pennsylvania, and the American Federation of Teachers in Washington, D.C., worked with Russian partners to help establish centers for civic education in Samara, Oryol, Saint Petersburg, and Volgograd.

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

- Maryland and Oregon worked with international partner, Croatia, to create “Lessons in Democracy in Croatia,” which will benefit U.S. students.
- Digests were developed through the program in Indiana on six major topics, including “Teaching the Declaration of Independence,” “Teaching about Judicial Review,” “Teaching about Federalism,” “Teaching America’s Founding Documents,” and “Developing an International Framework for Education in Democracy.”

- The American Federation of Teachers, a partner with Russia, worked worldwide with Civitas U.S. and international partners to develop an eleventh and twelfth grade curriculum titled *Help Your Neighbor, Help Yourself: Global Democracy Promotion and U.S. National Interest*.

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

- While in the United States, delegates from Bosnia and Herzegovina visited schools, conferred with university leaders, participated in a preservice class, learned more about how Arizona is working with special needs students, and participated in the annual conference of the National Council for the Social Studies (NCSS), held in Phoenix.
- Delegates from Latvia, Lithuania, and Estonia, as well as U.S. civic educators were involved in a May 2002 international conference at the Social Studies Development Center at Indiana University, which involved an intense exchange of ideas about theory and practice in education for democracy.
- The Russian partnership hosted the annual Civitas International Leaders Conference in Moscow, which drew civic education leaders from around the world during September 2002.
- New York engaged Russian partners in workshops devoted to **Project Citizen, We the People**, a “Participation in Government” course, and the work of a CORE team at Niskayuna Middle School-High School in that state.

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

- U.S. and international partners regularly use evaluation questionnaires to help them plan, determine reactions to, and improve professional development programs and other services.
- In-depth civic education research conducted through the program and released and published by Indiana University continues to have a positive impact on civic educators worldwide.
- U.S. and Hungarian researchers are conducting a pilot study of past participants in the “Citizen in a Democracy, Polgar a Demokraciaban” civic education academic competition to look at the impact on students’ lives after leaving school.

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

- A university delegation from Hungary visited public and private schools in Miami to observe students and staff of many ethnicities working and learning together and received a briefing on “Civic Education in a Multicultural Society.” The delegation also visited schools in Starkville, Mississippi, where they were able to interact with high school students who were primarily African American.
- A “Region-to-Region Initiative” is linking regions of Russia with regions of the United States to exchange visits and ideas and to enhance the teaching of comparative

history and civics. A collection of lessons that will grow from the process will be titled *Civics Mosaic: Resources of American and Russian History, Culture, and Government*.

Brief Notes on Partnerships

The following are brief summaries of major 2002–2003 **Civitas Exchange Program** partnerships. A chapter of the full evaluation report is devoted to each. In addition to qualitative and quantitative data required of this type of report, each chapter also includes a brief listing of those programs and activities that each partner identified for particular emphasis.

Bosnia and Herzegovina-Center for Civic Education-Arizona-Nevada Partnership

This historic partnership was among the very first to be established through the **Civitas Exchange Program**. Because of the Civitas@Bosnia and Herzegovina (BiH) partnership, civic education is now included as a part of the official curriculum in an increasing number of schools in the country. **Civitas Exchange Program** materials have been translated into Bosnian, Croatian, and Serbian. During 2000–2001, a new curriculum focusing on civil and human rights was developed in collaboration with the Ministry of Education. During 2002–2003, Civitas@BiH worked under the theme “School for All, All for School” in support of even more active and participatory learning environments and partnerships with the community. **Project Citizen** is an important component of the BiH program. A preservice curriculum has been developed for the preparation of civic educators, and a teacher certification program is under consideration. An exemplary commitment to teacher training resulted in professional development programs for 9,092 teachers and other educators of all ethnicities, compared to 4,115 in 2000–2001. A total of 35,663 students and 1,831 teachers were involved in showcases and competitions. Overall, the Bosnia and Herzegovina partnership involved 12,520 teachers and 300,468 students. Also during 2002–2003, six BiH delegates visited the United States, and five delegates from Arizona and Nevada returned the visit.

Costa Rica-New Mexico-Texas Partnership

During 2002–2003, a new partnership emerged involving Costa Rica, New Mexico, and Texas. In the past, Costa Rica had received special project grants but had not been part of a Civitas partnership. The purposes of this new collaboration included the introduction of **Project Citizen** to three regions of Costa Rica: Puntarenas, Cartago, and San Jose; the training of 35 seventh and eighth grade teachers for *Foundations of Democracy*; and the beginning of work on development of a student book, using the Costa Rican Constitution as its primary focus, to become part of the **We the People** program. During its first year, the partnership involved 277 individual teachers and 19,430 individual students. A total of 189 teachers and other educators were involved in professional development activities. Five Costa Rican delegates came to the United States during 2002–2003, and two U.S. delegates visited Costa Rica.

Croatia-Center for Civic Education-Oregon-Maryland-Delaware Partnership

During 2002–2003, 717 individual teachers and 41,556 individual students were involved in the **Civitas Exchange Program** through this partnership, which was officially formed in 1998. Those numbers represent a substantial increase over the 391 teachers and 3,960 students who were involved during 2000–2001. In Croatia, approximately 1,000 students and sixty teachers were involved in **Project Citizen** showcases or competitions, and 840 teachers and other educators participated in professional development activities. With a special focus on tolerance and diversity, the partnership has prepared civic education materials for use in teaching Roma/Gypsy students in Croatia. Special materials devoted to “Lessons in Civic Education and History” have been developed and are being pilot tested in Maryland and Oregon schools. The *Foundations of Democracy* program on justice has become a requirement in Croatian preschools and primary schools. **Project Citizen** is now a requirement in grades seven and eight and in secondary schools. Also during 2002–2003, the partnership initiated a unique opportunity for high school students to serve as delegates to their partner country. Newspaper articles highlighted their experiences. Three Croatian delegates visited the United States, and thirteen U.S. delegates, including six students, visited Croatia during the 2002–2003 program year.

Czech Republic-Slovak Republic-Colorado-Michigan-Oklahoma Partnership

Even though the Czech Republic had received previous special project grants, 2002–2003 marked its first year as a partner in the **Civitas Exchange Program**. The country was joined by another international partner, the Slovak Republic, and U.S. partners, Colorado, Michigan, and Oklahoma. Using its earlier grants, beginning in 1998, the Czech Republic had established **Project Citizen**, *Foundations of Democracy*, and “Education for Civics and Society” in its schools. A U.S. Embassy grant provided funding for a project devoted to “New Horizons in Civic Education” and for development of a course curriculum for pedagogical faculties in the country. The Slovak Republic, which joined the partnership during the program year, focused on “Global Issues in Civic Education.” Both countries held major training conferences, and delegates were able to participate in additional professional development conferences when they visited the United States. During 2002–2003, 1,142 individual teachers and 2,191 individual students were involved in the program through this blossoming partnership. A total of 174 teachers and 1,700 students participated in showcases or competitions. Seven delegates (five from the Czech Republic and two from the Slovak Republic) visited the United States during 2002–2003, while twelve delegates from the United States visited those countries to provide training, expand the partnership, and engage in other growth activities.

Hungary-Mississippi-Texas Partnership

The groundbreaking Hungarian partnership began in 1995. Among its many accomplishments, the partnership has developed new civic education materials such as “Hungarian-American Lessons for Democracy,” one version in Hungarian, the other in English. Students and teachers regularly use materials such as **Project Citizen**, *Foundations of Democracy*, and “Citizen in a European Democracy.” A hallmark of the partnership since its founding has been its commitment to ongoing research and evaluation. Among the many highlights of 2002–2003 was a special Democracy Camp, held during June 2002 in Budapest and aimed at building the leadership skills of young people ages 15–17. Instructional

materials targeted at helping students learn about constitutional democracies were developed under the title “Democracy in Hungary: Background, Lessons, and Resources for Comparative Study.” The “camp” and this curriculum are likely to benefit U.S. schools as well. A distinct highlight has been the outreach to Romania during 2002–2003. This initiative has brought the Intercultural Institute Timisoara (IIT) on board, and a pilot of **Project Citizen** is already under way in that country. This past year in Hungary, 3,092 individual teachers and 28,603 individual students were directly involved in the **Civitas Exchange Program** through the Hungarian partnership. A total of 2,298 students and 420 teachers were involved in **Project Citizen** and “Citizen in a European Democracy” competitions. A reported 430 teachers and other educators were involved in professional development activities. Four Hungarian delegates visited the United States, and fifteen U.S. delegates visited Hungary.

Ireland-Center for Civic Education Partnership

The Center for Civic Education launched a partnership with Northern Ireland and the Republic of Ireland during 1999–2000. That partnership, since its founding, has been under the direction of Co-operation Ireland, a Belfast and Dublin-based nongovernmental organization. At the heart of the new program is “Civic-Link,” an adaptation of **Project Citizen**. Through the **Civitas Exchange Program**, Civic-Link “aims to foster and develop skills of civic and community participation on an island that has seen its share of strife.” The program focuses on “empowering young people to proactively engage in their own communities,” and on “exploring identity, community, and relationship building across the religious, cultural, and jurisdictional divides within the island of Ireland.” For the partnership, 2002–2003 was a year of growth. A total of 391 individual teachers and 4,397 individual students were directly involved in the program. “Civic Link” competitions and showcases involved 1,700 students and 336 teachers across the two jurisdictions. Co-operation Ireland reports that 133 teachers were involved in related professional development programs, twenty of those at the Pell Center in Rhode Island, which plans to develop an even closer partnership role during the upcoming year. Ireland sent twenty-seven delegates to the United States during 2002–2003. A new “Civic Link” Web site has been launched to encourage greater communication among teachers and students in Ireland and the United States, and a special video conference was staged that linked students in West Warwick, Ireland, with students at the Pell Center.

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

This **Civitas Exchange Program** partnership which has, in the past, only involved Latvia, expanded during 2002–2003 to include Lithuania and Estonia. Both of those countries had received previous special project or initiative grants. A new partner, the Soros Foundation’s Transformation of Education Program, came on board in Latvia, joining the Jaan Tõnisson Institute in Estonia, and the College of Democracy in Lithuania. Latvia placed emphasis on introducing *Foundations of Democracy* and reintroducing **Project Citizen**, as well as on expanding cooperation with pedagogical universities, the Ministry of Education, and others. Lithuania focused on teacher training and on the international aspects of civic education, along with the updating of its **Project Citizen** materials. Estonia continued its efforts to introduce **Project Citizen** to that country, translating and adapting the program’s materials into both Estonian and Russian. U.S. partners continued the partnership’s

reputation for leadership in evaluation, curriculum development, and training/conference planning. For example, an evaluation of **Project Citizen**, published by the ERIC Clearinghouse in 2000, found that the program “appeared to affect students’ civic development positively across three political units—Indiana, Latvia, and Lithuania.” Indiana University has taken a lead in several of these research efforts. In December 2001, *Principles and Practices of Democracy in the Education of Social Studies Teachers* was published. This key publication is used to prepare teachers in the United States and in other countries. Highlights of the year included two major civic education conferences coupled with other professional development opportunities for civic educators. Those conferences were held in Indianapolis, Indiana, and Newport, Rhode Island. Regional conferences and workshops also took place in Latvia, Lithuania, and Estonia. A number of significant articles and papers were published, and partners made numerous presentations to colleagues and the broader community. During 2002–2003, 2,462 individual teachers and 12,770 individual students were involved in **Civitas Exchange Program** activities through the partnership. Thirteen delegates from the Baltic Countries visited the United States, and approximately thirteen U.S. delegates visited one or more of the Baltics.

Nigeria-Center for Civic Education-Pennsylvania Partnership

Nigeria, which has been involved in the **Civitas Exchange Program** for a number of years, became a primary anchor for a new partnership during 2002–2003. An emphasis of the partnership was building support for the establishment of **Project Citizen** in Akwa Ibom State. In its first year, Nigeria directly involved 253 individual teachers and 20,000 individual students in Civitas programs. A total of 684 students and sixty-seven teachers were involved in showcases and competitions, held in Lagos, Anambra, and Rivers states as well as the national competition. Nigeria reports that students and teachers of various ethnic and religious backgrounds, rural and urban, were able to interact through the program. The student text, teacher guide, a newsletter, and posters were prepared. Four teachers were the primary focus of professional development activities. Four Nigerian delegates visited the United States during 2002–2003. While in the United States, they were able to meet with representatives of the U.S. government, including congressional staff, and the School District of Philadelphia, among others. They also visited the Independence National Historical Park in Philadelphia. Primary funding for the program came from the Center for Civic Education through the Education for Development and Democracy Initiative (EDDI) at the U.S. Department of State.

Panama-Florida Partnership

Formation of this partnership was just getting under way as this evaluation report was prepared immediately following the close of the 2002–2003 **Civitas Exchange Program** year. Ernest Abisellan, associate director of the Florida Law Related Education Association (FLREA), and a delegation from that state visited Panama from January 5 to 10, 2003. That visit followed a planning meeting that was held in Washington, D.C., during June of 2002 to develop possible goals and objectives for a new partnership. First year objectives include developing a national **Project Citizen** program, offering teacher training, promoting collaboration among partners as well as governmental and nongovernmental organizations, conducting research and evaluation, and engaging in a reciprocal exchange involving Panama and Florida. Exchange activities during January focused on building relationships, making

plans, and conducting some teacher training workshops. Meetings were also held with the Ministry of Education, the Electoral Tribunal, and the U.S. Embassy. Recently, the Embassy provided a grant to adapt and translate *Foundations of Democracy* for use in Panama. Juan McKay, who directs the Panama program, reported that 245 individual teachers and 7,350 individual students had been involved during 2002–2003, and that 265 teachers were engaged in four major training events. Significant stories about related activities have been carried on national television in Panama. This partnership is expected to expand with the new Civitas Latin America initiative, mentioned earlier.

Poland-South Africa-Kentucky-Ohio Partnership

The Poland partnership is a charter member of the **Civitas Exchange Program**, which got under way in 1995. Since then, Poland and its partners have produced and adapted curriculum materials; reached thousands of teachers, students, and community leaders; and deepened understanding of democracy both in Poland and participating U.S. states. Perhaps no other partnership underwent such extensive changes during 2002–2003. For example, South Africa and Alabama joined as partners. Alabama replaced Michigan, which moved to another partnership. The primary management site in the United States shifted from Ohio State University to Bowling Green State University. Ukraine had joined the partnership during 2000–2001. Currently, under the umbrella of the partnership, Ohio is linked with Poland, South Africa with Kentucky, and Ukraine with Alabama. Because of the extensive progress of the Ukraine partnership, it is reported in a separate chapter of the full evaluation report. The overall partnership and subpartnerships have all committed to developing five-year plans. Discussions have been focusing on “Democratic School Reform for Civic Education.” The South African partnership has decided to emphasize **Project Citizen**. Poland continues to expand involvement in its “Young People’s Civic Action” (MOD) program, the Polish version of **Project Citizen**. Texts that have emerged from the partnership include *Comparative Lessons for Democracy*, *Active Methods of Democratic Citizenship: Voices from the Classroom*, and *Face2Face: Comparative Lessons for Teaching about Issues of Tolerance and Challenges to Democracy*. A total of 8,165 individual teachers and 182,587 individual students were directly involved in the partnership during 2002–2003, not including those in Ukraine and Alabama. Of those, 9,700 students and 490 teachers were engaged in showcases and competitions, while another 3,628 teachers were involved in the program’s professional development activities.

Ukraine-Alabama Partnership (an extension of the Poland-Ukraine-South Africa-Alabama-Kentucky-Ohio Partnership)

The Ukraine collaboration got under way during 2000–2001 and has shown remarkable growth. Under the umbrella of the Poland partnership, the country’s All Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba) is paired with the Alabama Center for Law and Civic Education at the Cumberland School of Law in Birmingham. A hallmark of 2002–2003 has been the partnership’s development of a five-year plan including six major goals: integrating civic education across the curriculum, internationalizing of **Project Citizen**, cross-training and the internationalization of training for teachers, using **Project Citizen** as a methodological tool for integration, building good networks of human resources internationally, and stimulating an information exchange. During the program year, 480 individual teachers and 3,955

individual students have been involved in Civitas programs through the partnership. A total of 9,760 students and 1,486 teachers have been involved in showcases and competitions, and 678 teachers have participated in professional development activities. Six delegates from Ukraine visited the United States during 2002–2003, and three U.S. delegates visited Ukraine. **Project Citizen** is central to the Ukraine program.

Russia (West)-American Federation of Teachers-Massachusetts-New York-Pennsylvania Partnership

This historic partnership, which began in 1995, has been successful in reaching thousands of students, educators, and Russian citizens with civic education programs and ideas for helping build democracy. During 2002–2003, 42,409 individual teachers and 214,587 individual students have been involved in partnership activities. A total of 70,000 students and 5,630 teachers have been directly involved in “I Am a Citizen of Russia” competitions and showcases. That program is the Russian version of **Project Citizen**. A remarkable 1,341 teachers and other educators have been involved in professional development activities. Approximately 61,800 students and 31,800 teachers have been involved with Civitas materials, texts, programs, and activities during 2002–2003. Another 171,600 students, 75,500 teachers, and 1,031,700 others in the broader community have likely been influenced by or exposed to the program. Through a special relationship with *Utchitelskaya Gazeta*, the teacher newspaper in Russia, the **Civitas Exchange Program**’s influence reaches across the nation and into individual schools and communities. Centers for Civic Education have now been established in four regions, including Samara, Saint Petersburg, Oryol, and Volgograd. During the past year, Civitas@Russia estimated that 36 percent of the country’s eighty-nine regions have requested Civitas civic education programs. The Russian Minister of Education Vladimir Filippov received an orientation about the program at the Center for Civic Education in California and met in Washington, D.C., with officials from the U.S. Department of Education, U.S. Department of State, key members of Congress, and others. **We the People...The Citizen and the Constitution** has been translated into Russian for use in American studies and comparative civics classes both in Russian schools and by students in New York City who help elderly Russian immigrants prepare for the U.S. citizenship exam. That text has been used as a model for the development of the first comprehensive student text on the Russian Constitution. A total of 12,000 copies of *The Active Classroom*, a teaching methods handbook, have been published and distributed. The book is being used as a basis for teacher workshops in more than twenty Russian regions. *Help Your Neighbor, Help Yourself: Global Democracy Promotion and U.S. National Interest*, a series of lessons on foreign policy, was developed and distributed by the American Federation of Teachers (AFT) working with the partnership. Those materials have impacted 79,860 U.S. students and 2,662 U.S. teachers during the past year. Russia’s Civitas partner, Russell Sage College, received a prestigious three-year “University Partnership” grant from the U.S. Department of State to work with higher education partners in the Samara region to develop a university-based preservice teacher program. A “Region-to-Region Initiative,” launched in 2002–2003, is linking six regions of Russia with six regions of the United States. Its purpose is “to enhance the teaching of comparative civics and history” in both countries and will result in a collection to be titled *A Civic Mosaic: Resources of American and Russian History, Culture, and Government*. In addition to these

many key activities, Civitas@Russia hosted the annual **Civitas Exchange Program** International Leadership Conference in Moscow during September 2002.

Russia (Far East)-Alaska-Washington Partnership

“I Am a Citizen of Russia,” the Russian version of **Project Citizen; We the People...the Citizen and the Constitution**; and *Foundations of Democracy*, are central to the work of the Russia (Far East) partnership. Students focus on the fundamentals of politics and government, considering issues such as authority, privacy, responsibility, and justice. During 2002–2003, an East Russia Regional Conference was held on Sakhalin Island and attracted forty participants from several regions of eastern Russia. Russia (Far East) is also involved in the “Region-to-Region Initiative” described in the previous item. Kamchatka and Anchorage, Alaska, are paired through that new collaboration. During 2002–2003, 900 individual teachers and 15,900 individual students have been directly involved in Civitas programs through the partnership. A total of 40 teachers and 1,126 students have been directly involved in “I Am a Citizen of Russia” competitions and showcases. The winning team, Gymnasia #1, participated in the All Russian National Competition held in Tuapse on the Black Sea. A project titled “We and Business” was presented by students from the village of Staroduskoe. The partnership reports that 143 teachers and other educators have been involved in professional development activities. The actual exchange across the Bering Strait engaged five Russian delegates who visited the partner states of Alaska and Washington plus a contingent of police—a total of thirteen. Four U.S. delegates visited and participated in programs in Russia (Far East).

Senegal-Center for Civic Education-New Jersey Partnership

Now in its first year, this partnership has focused on activating a **Project Citizen** program in Senegal. During 2002–2003, the National Institute for Study and Action for the Development of Education in that country organized a roundtable in partnership with the Center for Civic Education. The purpose of the gathering was to present **Project Citizen** for implementation as a pilot program. Following that roundtable, meetings were held with history, geography, and civic education teachers plus regional school districts of the Senegal Ministry of Education. During those meetings, an experimental plan of action was developed. As a result, ten teachers were identified from ten of the eleven Senegalese school districts. They were chosen, using geographical criteria, for implementation of **Project Citizen** in the country. Ten principals were also identified. During 2002–2003, ten individual teachers and 500 individual students in the country were involved in the **Civitas Exchange Program**. A **Project Citizen** book for students, a *Teacher’s Guide*, and a French version of “National Standards for Civics and Government” have been produced as part of the start-up for this program, which is part of the “Civitas African Initiative.” Senegal has been an associate of the Civitas program for several years leading up to this historic partnership. It should be noted that New Jersey had not yet received approval for its partnership role as this report was being prepared.

Venezuela-Colorado-New York Partnership

A new **Civitas Exchange Program** Venezuelan partnership was formed during 2002–2003. Venezuela, a resource-rich nation on the northern coast of South America, has been experiencing some political turmoil, which has made carrying out certain partnership

activities more difficult. Goals identified for the program include the training of Venezuelan teachers in the use of **Project Citizen** in middle schools; the revision, adaptation, and printing of materials for local use in Venezuelan classrooms; the training of teachers, which would also include preparation for the use of *Foundations of Democracy*, and the identification of law firms to participate as judges of competitions and showcases and to serve as resources to the program. As noted, this partnership is in the early stages of its development, and some activities have been tentative because of concerns about the political situation.

Full reports on these partnerships, in addition to reports on special projects and initiatives are found in the following chapters.

International Partner Visits While in the United States

While in the United States, approximately 108 international partner delegates visited 528 U.S. classrooms, 1,198 teachers, 3,117 students, and 494 others, such as parents, media, and representatives of governmental or nongovernmental organizations (as shown in Table ES.8). In addition, four delegates from Kosovo and four from Mexico visited the United States as part of their special project and initiative programs, making the grand total 114. The delegate visits provide an outstanding opportunity for partners to mutually consider how they will continue to pursue **Civitas Education Program** goals.

Table ES.8
International Partner Visits
While in the United States
2002–2003

International Partner	Number of Delegates	U.S. Classes Visited	U.S. Teachers Visited	U.S. Students Visited	Others Visited, e.g., Parents, Media, Government, and Nongovernmental Leaders
Bosnia and Herzegovina (Partners: Center for Civic Education-Arizona-Nevada)	6	2	5	24	N.A.
Costa Rica (Partners: New Mexico-Texas)	5	5	11	175	10
Croatia (Partners: Maryland-Oregon-Delaware)	3	17	5	350	6
Czech Republic-Slovak Republic (Partners: Colorado-	7	3	393	120	40

Michigan-Oklahoma)					
Hungary (Partners: Florida- Mississippi-Texas)	4	9	17	310	8
N. Ireland-Rep. of Ireland (Partner: Center for Civic Education)	27	N.A.	N.A.	N.A.	N.A.
Latvia-Lithuania-Estonia (Partners: Illinois-Indiana-Iowa)	13	9	154	495	21
Nigeria (Partners: Center-Pennsylvania)	4	N.A.	N.A.	N.A.	N.A.
Panama (Partner: Florida)*	N.A.	N.A.	N.A.	N.A.	N.A.
Poland-South Africa* (Partners: Ohio-Kentucky)	5	2	60	72	10
Ukraine (Partner: Alabama, in collaboration with Poland Partnership)	6	13	213	615	120
Russia (Partners: American Federation of Teachers-Massachusetts-New York-Pennsylvania)	8	144	285	6	279
Russia (East) (Partners: Alaska-Washington)	13	15	55	950	N.A.
Senegal* (Partners: Center for Civic Education-New Jersey)	N.A.	N.A.	N.A.	N.A.	N.A.
South Africa (Partner: Kentucky)	7	N.A.	N.A.	N.A.	N.A.
Venezuela* (Partners: Colorado-New York)	N.A.	N.A.	N.A.	N.A.	N.A.
Totals	108	528	1,198	3,117	494

*Partnership in Panama, South Africa, Senegal, and Venezuela were new during 2002–2003, and some have not yet reached the delegate exchange stage.

U.S. Delegates Who Visited International Partner Countries

Approximately eighty-one U.S. delegates visited their international partner countries during 2002–2003. The numbers of delegates, by state, are listed in Table ES.9. In some cases, a partnership was just being formed, and a visit had not yet been arranged. In others, relationships within partnerships were being reconfigured. Political uncertainty precluded one scheduled delegate visit. Among those countries that did not have reported U.S. partners visit were Ireland, Senegal, and Venezuela. Often, delegates offered training while in their international partner country. Trainers also worked in some countries that did not have an official U.S. delegation during 2002–2003.

Table ES.9
U.S. Partner Visits
Number of U.S. Delegates to International Partner Countries 2002–2003

U.S. Partners	Delegates
Arizona to Bosnia and Herzegovina	3
California to Bosnia and Herzegovina	1
Nevada to Bosnia and Herzegovina	1
New Mexico to Costa Rica	1
Texas to Costa Rica	1
Maryland to Croatia	7
Oregon to Croatia	6
Delaware to Croatia	N.A.
Colorado to Czech and Slovak Republics	3
Michigan to Czech and Slovak Republics	6
Oklahoma to Czech and Slovak Republics	3
Florida to Hungary (one delegate also to Romania)	9
Mississippi to Hungary	2
Texas to Hungary	4
Illinois to Baltic States	3
Iowa to Baltic States	3
Indiana to Baltic States	7
United States to Nigeria	3
Florida to Panama	2
Ohio to Poland/South Africa	N.A.
Kentucky to Poland/South Africa	N.A.
Massachusetts to Russia (West)	2
New York to Russia (West)	3
Pennsylvania to Russia (West)	2
Washington, D.C. (AFT) to Russia (West)	2
Alaska to Russia (Far East)	2
Washington State to Russia (Far East)	2
Alabama to Ukraine	3
Total U.S. Delegates to International Partner Countries	81

Follow-Up Activities by Delegates

Following their exchange visits, both U.S. and international delegates use their new knowledge, experiences, and relationships to improve civic education and advance education for democracy. Although those activities are numerous, they include making presentations at the local, state, national, and international levels; improving competitions, showcases, and summer camps; doing radio, television, and newspaper interviews and articles; offering training sessions; developing handbooks and teacher and student guides; establishing requirements for updated curriculum design and certification of teachers in all fields; adapting and translating materials and programs; evaluating and revising programs, curriculum, and evaluation procedures; developing brochures on the impact of civic education; using the information in meetings with various organizations, government and nongovernmental leaders, and educators from other nations; lecturing/doing presentations at colleges and universities; refining plans for showcases and competitions; creating a study tour; developing a student exchange; preparing lessons and policy papers on broad as well as specific issues; developing/writing and distributing reports; enhancing future planning; developing Web sites and Web site content; providing permanent and ongoing information on the Internet; organizing Internet discussion groups and hosting a video conference; developing an Internet-based course for teachers; using the experience to explore further funding opportunities; applying the experience to assist ethnic groups both in the United States and in other countries; engaging in comparisons of constitutions, political systems, and governmental and education systems; reflecting on the implications of Civitas programs; conducting evaluations; engaging in teacher training and trainer-of-trainer programs; holding evaluation seminars; conducting classroom visits and observing lessons in light of new experience; providing ongoing consultation by e-mail, telephone, and in person; holding meetings with both new and experienced teachers; developing new models for collaboration, such as regional exchanges; developing ways to demonstrate the program in the broader community; working with universities to further develop preparation programs for civic educators; offering updated courses on “American Studies” or studies in the United States of other nations; planning international conferences; reaching out to other countries in a region; and following up with government leaders who have in some cases participated in the exchange.

Reaching Diverse Populations

Embedded in the **Civitas Exchange Program** is an understanding that partnerships, special projects, and initiatives will work across ethnic, racial, linguistic, urban/suburban/rural, regional, gender, socioeconomic, and other boundaries. Diverse needs are considered and approaches are developed to understand and meet them. Philosophically, those involved in Civitas generally believe that diversity should enrich, not divide. The following are a few examples of how this commitment is played out, on the ground.

- Civitas curriculum is the only joint curriculum in three ethnically divided school systems in Bosnia and Herzegovina. The same books and curriculum materials are used in all schools in the country and are printed in three languages.
- Croatia has developed a program for national minority teachers, including those who are Roma/Gypsy.

- “Lessons on Global Issues” is used in the Czech and Slovak Republics. Those issues include, among others, hate crime, hate speech, and cross-cultural relations. **Project Citizen** students often choose to address ethnic or racial problems or issues.
- In Hungary, children in various regions get to know about each other’s problems, and the “Citizens in a European Democracy” competitions contain required readings about minorities.
- A delegation from Hungary visited schools in the Miami area that are public and private and whose students are largely African American, Caribbean, and Hispanic, and attended a briefing titled “Civic Education in a Multicultural Society.”
- In Ireland, approximately 40 percent of student groups involved in “Civic-Link,” the island’s version of **Project Citizen**, are “disadvantaged.” Approximately 35 percent are Protestant, 41 percent are Roman Catholic, and 24 percent are Integrated, whereas 59 percent are urban and 41 percent are rural.
- In the Baltic States, depending on the country, Civitas materials have been adapted and are available in the national language, plus Russian and Polish.
- Baltic delegates to Illinois visited rural and urban areas of the state, a university, suburban and urban high schools, and ethnic restaurants in Chicago.
- South African and Polish delegates visited urban schools in Toledo and Columbus, where a social action project was under way.
- While in New York, Russian delegates visited with immigrants from Russia, Syria, Belarus, and the Dominican Republic to better understand life in the United States. Russia offered a September 2002 seminar for Chechen teachers, which was titled “Facilitating Democratic Education in the Chechen Republic.”
- East Russia delegates visited an inner city Seattle school as well as a school in Pasco, Washington, that serves many migrant students. They also visited school districts in suburban and rural areas as they traveled across the state.

Spreading the Word

Getting the word out to other educators and the broader community is an important component of the **Civitas Exchange Program**. In 2002–2003 evaluation questionnaires, participants were asked to highlight some ways they publicize their efforts. That commitment to communication can help carry important information about civic education to people and organizations both inside and outside the formal education system and can also help build support. These efforts reach virtually millions of people. Numbers provided in the report reflect estimates based on factors such as circulation, meeting attendance, and so on.

The following are some of the ways those involved in the program have communicated their messages: interviews with local, regional, national, and international news media; television programs, such as the 45-minute television feature produced by the Organization for Security and Cooperation in Europe (OSCE), a program on National Radio of Ukraine, and a Russian national “TV Marathon” with First Lady Mrs. Putin and Minister of Education V. Filippov; a special section of the *Baltimore Sun* newspaper featuring articles prepared by U.S. student delegates to Croatia and a one and one-half-page feature in the *Seattle Post-Intelligencer*; preparation of articles for education publications such as the

International Journal of Social Education, the *ERIC Digest*, and Russia's *Uchitelskaya Gazeta*; work with student reporters; comments carried in an address by U.S. First Lady Laura Bush; preparation of articles for various organizational and professional publications; development of and providing content for Web sites; the provision of computer usage lessons to enable people to access messages about the program; presentations to boards of directors; inclusion of information as a basic part of seminars, conferences, meetings, and trainer-of-trainer programs, including a National Conference on Civic Education held in Indiana and the **Civitas Exchange Program** International Leaders Conference in Russia; production of a CD-ROM based on the Civitas program; communication with national, provincial, and local ministries of education and/or school systems; the invitation of public officials and officers/staff of major organizations to participate in programs and exchanges and then carry what they have learned through their communication networks; development of regular publications devoted to the program; the sharing of information about upcoming professional development opportunities; the sharing of information and ideas through university teacher training programs; the placement of banners; establishment of systems to respond quickly to questions or requests for assistance; the obtainment of letters of commendation from leaders of governmental and nongovernmental organizations; visits to parliamentarians, such as members of the U.S. Congress; and entries in the *Congressional Record*.

2002–2003 Special Projects and Initiatives

In addition to full partnerships, the **Civitas Exchange Program** provides for special projects and initiatives that support specific projects or activities in certain countries. In some cases, funds are allocated to cover the cost of holding a conference or training workshop, conducting research, translating and adapting civics curriculum materials, or organizing and staging a showcase or competition. Organizations in various countries apply to the Center for Civic Education for designation as a special project or initiative.

A **special project** designation is generally awarded to support a program or project that enhances civic education in a country or countries and is completed during a given program year. This category was, in the past, known as either a “minigrant” or “project minigrant.”

An **initiative** supports a more ambitious program in another country over a longer period of time, but without formal U.S. partner states. In those cases, their partner is the Center for Civic Education.

During 2002–2003, those countries reporting on **special projects** included Brazil, Bulgaria, and Jordan. **Initiatives** included Colombia, the Dominican Republic, Indonesia, Kosovo, Macedonia, Mexico, and Montenegro. These ten programs are briefly described in this executive summary and are presented in greater detail in the full evaluation report.

Teacher and Student Participation...Special Projects and Initiatives

During 2002–2003, 10,933 individual elementary and secondary teachers and 258,094 individual students were engaged in the **Civitas Exchange Program** through special projects or initiatives.

In Table ES.10, the “all years combined” columns refer only to those countries/consortia active during the past year. Other countries that have been involved in special projects or initiatives in the past, but not in 2002–2003, are not included in the following table.

Table ES.10
Civitas Exchange Program
Teacher and Student Participation
Special Projects and Initiatives
2002–2003 Plus Combined Annual Totals

Country	Special Project or Initiative	Individual Elementary and Secondary Teachers Using the Program, 2002–2003	Individual Teachers Involved— Total of All Years Combined*	Individual Elementary/ Secondary Students Using the Program, 2002–2003	Total Individual Students Involved— Total of All Years Combined*	Programs Impacted by the Special Project or Initiative
Brazil	Special Project	1,500	1,500	4,000	4,000	Project Citizen, “Citizenship and Art”
Bulgaria	Special Project	68	68	1,100	1,100	Project Citizen
Colombia	Initiative	420	900	11,865	29,965	<i>Foundations of Democracy, Project Citizen</i>
Dominican Republic***	Initiative	4,342	4,342	N.A.	N.A.	<i>Foundations of Democracy, Project Citizen</i>
Indonesia	Initiative	600	*1,650	40,000	42,050	Project Citizen
Jordan	Special Project	100	170	1,000	1,600	Project Citizen
Kosovo	Initiative	29	59	900	1,500	Project Citizen
Macedonia	Initiative	3,807	7,509	196,709	252,918	<i>Foundations of Democracy, Project Citizen</i>

Mexico**	Initiative	4	142	N.A.	7,558	Project Citizen, “Civic Exchange” Pilot Project
Montenegro	Initiative	63	63	2,520	2,520	
Totals		10,933	14,508	258,094	343,211	

*In computing the number of teachers involved for “all years combined” for Indonesia, the previous years’ total was computed by using information either from the 2000–2001 evaluation or from special fliers issued by the Center for Civic Education during December 2002.

**A report was not received directly from Mexico during 2002–2003. The Center for Civic Education is working with Mexico on development of a “Civic Exchange,” and a new Latin American initiative.

***The Dominican Republic program was just getting under way during 2002–2003. Therefore, a primary focus has been on preparing teachers for delivering programs to students.

Special Projects and Initiatives—Countries, Organizations, and Key Contacts

The countries, organizations, key contacts, and type of 2002–2003 programs are listed in Table ES.11. These contacts, who play a leadership role in each program, responded to the evaluation questionnaire.

Table ES.11
Civitas Exchange Program
Special Project and Initiative Locations
2002–2003

Country	Type of Program	Organization	Key Contact
Brazil	Special Project	Instituto Brasileiro de Desenvolvimento da Cidadania	Ina Ouang, director
Bulgaria	Special Project	Open Education Centre	Rumen Valchev, program director
Colombia	Initiative	Fundacion Presencia	Susana Restrepo, president
Dominican Republic (Initiative)	Civic Education Consortium	Civic Education Consortium, located at Pontifica Universidad Catolica Madre y Maestra and Ministry of Education	Mu Kien Sang, professor
Indonesia	Initiative	Center for Indonesian Civic Education (CICED)	William Ryan, in-country director
Jordan	Special Project	Amman Baccalaureate School	Muna Darwish Al Shami, social studies coordinator
Kosovo	Initiative	The Cambridge School	Besim Beqaj, regional manager

Macedonia	Initiative	Catholic Relief Services	Anat Prag, head of education department
Mexico	Initiative	Federal Electoral Institute (IFE)	Jose Luis Gutierrez Espindola, director
Montenegro	Initiative	U.S. Temporary Office, Podgorica	Slavica Rosic, program assistant

Special Projects and Initiatives, Monetary and In-Kind Support

The Center for Civic Education made monetary grants totaling \$122,820 to seven of the ten special projects and initiatives that reported on some of their progress during 2002–2003. Additional monetary contributions yielded \$981,075, and one in-kind contribution brought another \$12,500. Therefore, total support for these programs amounted to \$1,116,395—more than nine times the amount of the initial Center grants. Table ES.12 provides further detail.

Table ES.12
Monetary and In-Kind Support
Special Projects and Initiatives
2002–2003 Civitas Exchange Program

Country	Center for Civic Education Monetary Support (USD)	Additional Monetary Support (USD)	In-Kind Support (USD)	Total Monetary and In-Kind Support (USD)
Brazil	N.A.	N.A.	N.A.	N.A.
Bulgaria	8,880	***3,640	N.A.	12,520
Colombia	6,640	*186,829	12,500	205,969
Dominican Republic	15,000	N.A.	N.A.	15,000
Indonesia	N.A.	**683,606	N.A.	683,606
Jordan	5,000	N.A.	N.A.	5,000
Kosovo	6,300	****27,000	N.A.	33,300
Macedonia	N.A.	N.A.	N.A.	N.A.
Mexico	*****31,000	N.A.	N.A.	31,000
Montenegro	50,000	*****80,000	N.A.	130,000
Totals	\$122,820	\$981,075	\$12,500	*****\$1,116,395

*The additional funding for Colombia is attributed to USAID-MSC. CCE funding was provided as a migrant.

**Funding for Indonesia is attributed to CCE/PACT/USAID.

***The Open Education Centre in Sofia, Bulgaria, provided the additional \$3,640 in funding.

****The additional monetary support is attributed to Civitas Hungary.

*****The additional funding for Montenegro is attributed to the U.S. Office in Podgorica and the Open Society, Soros Foundation.

*****Funding from the Center for Civic Education is attributed to the Civitas Latin America grant.

*****It should be noted that the grants provided through the Center for Civic Education were multiplied more than nine times through additional monetary and in-kind support. Also, the amounts displayed in Table ES.12 might not be totally inclusive, because not all special projects and initiatives completed the evaluation questionnaire. Some did not receive funds from the Center for Civic Education, but did receive other monetary and in-kind support.

Special Projects and Initiatives, 2002–2003—*Brief Project Descriptions*

The following are brief descriptions of special projects and initiatives that were reported. More complete explanations are included in the full evaluation report.

BRAZIL (Special Project): This project is under the leadership of Ina Ouang, director at the Instituto Brasileiro de Desenvolvimento da Cidadania, located in Sao Paulo. **Project Citizen** and “Violence Prevention in Schools” are being used as centerpieces for activities aimed at changing certain antisocial attitudes of some adolescents who destroy public property through vandalism and providing them with expanded positive opportunities. The project is titled “Citizenship and Art.” A total of 1,500 individual teachers and 4,000 individual students have been involved, and 200 educators have been engaged in professional development programs connected with the project.

BULGARIA (Special Project): With a grant of \$8,880 from the Center for Civic Education, the Open Education Centre in Sofia is initiating **Project Citizen** in Bulgaria. Rumen Valchev is program director. Materials have been adapted for use, and 2,000 copies have been printed. A total of sixty-eight individual teachers and 1,100 students have been directly involved during 2002–2003, and 179 teachers have been engaged in training programs. The program is now active in three regions—Haskovo, Yambol, and Silistra. The Open Education Centre has provided \$3,640 in additional support.

COLOMBIA (Initiative): Susana Restrepo, president of Fundacion Presencia in Bogota, provides leadership for this program, which incorporates *Foundations of Democracy* and **Project Citizen**. The primary purpose of the program is to “create the human capacity to implement the program “Hacia la Construccion de una Cultura Ciudadana” (Toward the Construction of a Civic Culture). Starting as a special project, Colombia moved to initiative status during 2002–2003. Restrepo reports that 420 individual teachers and 11,865 individual students were directly involved with the program during the past year and that 465 educators were engaged in professional development activities. Areas where the program is operating include the states of Antioquia and Putumayo and the cities of Barrancabermeja, Barranquilla, and Cali. The 2002–2003 program was supported by a \$6,640 grant from the **Civitas Exchange Program**, \$186,829 from the U.S. Agency for International Development-Management Sciences for Development (USAID-MSD), and another \$12,500 in in-kind contributions from the Center for Civic Education.

DOMINICAN REPUBLIC (Initiative): This new initiative got under way during 2002–2003 with a \$15,000 grant from the Center for Civic Education and additional support from the Dominican Republic Ministry of Education, the Inter-American Development Bank, and the U.S. Embassy. The project, titled “Working for a New Citizenship,” which is being led by the Civic Education Consortium in the country, has involved translation of both

Foundations of Democracy and **Project Citizen** and other beginning steps for implementing those programs. Mu Kien Sang, a professor at Pontificia Universidad Catolica Madre y Maestra, is coordinating the effort. Orientation and training sessions were scheduled from August through October 2002.

INDONESIA (Initiative): Planning for this initiative began during 1999–2000. Since then, the Indonesian program, which is supported by a grant of \$683,606 from the Center for Civic Education/PACT/USAID, has moved forward in its efforts to bring **Project Citizen** to this large and diverse country. Through 2002–2003, the Center for Civic Education, Indonesia (CICED), where William Ryan now serves as in-country director, has translated materials, trained trainers and teachers in twelve provinces, and provided texts and instruction. The number of students involved grew from 550 in 1999–2000 to 1,500 in 2000–2001, and to 40,000 in 2002–2003. Some 600 individual teachers were involved during the year. Showcases and competitions have involved 2,400 students, and professional development activities have engaged approximately 640 teachers. This program comes at a time when the country is dealing with ethnic and religious tensions.

JORDAN (Special Project): During 1999–2000, the Ministry of Education in Jordan, working with the Amman Baccalaureate School, received a \$5,000 minigrant to complete printing of 1,000 copies of the **Project Citizen Students' Book** and 500 copies of the **Project Citizen Teachers' Manual**. That grant was carried over to 2000–2001. A 2002–2003 grant from the Center for Civic Education also totaled \$5,000. Muna Darwish Al Shami, social studies coordinator at the school and director of the project, reports that that 100 individual teachers and 1,000 individual students were involved in the program during 2002–2003, while 100 middle school teachers and twenty social studies coordinators were involved in related professional development activities.

KOSOVO (Initiative): The Cambridge School, located in Peja, received a \$27,000 initiative grant from Civitas Hungary and a \$6,300 grant from the Center for Civic Education to continue support of **Project Citizen** in Kosovo. Besim Beqaj serves as regional coordinator. A total of twenty-nine individual teachers and 900 individual students were involved in the program during 2002–2003. Kosovo sent four delegates to the United States, offered training for the previously mentioned twenty-nine teachers, and staged a **Project Citizen** showcase. In addition, 1,000 **Project Citizen** books were translated into Albanian. The program hopes to raise awareness of civic education in the country, further involve the Ministry of Education in the project, and plan for future projects.

MACEDONIA (Initiative): Although no direct grant was provided by the Center for Civic Education during 2002–2003, the program in Macedonia, which began with *Foundations of Democracy* during 1997, continued to move forward. A prime goal was the further implementation of *Foundations of Democracy* and **Project Citizen**. The program is under direction of Catholic Relief Services in Skopje. Anat Prag is head of the organization's education department. During 2002–2003, 166,727 students have been involved, 1,912 teachers were trained, and 128 parent councils were introduced to civic education.

MEXICO (Initiative): The Federal Electoral Institute (IFE), with headquarters in Mexico City, provides leadership for the **Civitas Exchange Program**, which has implemented **Project Citizen** across the nation. Although no direct report was received from Mexico, the Center for Civic Education pointed out that a \$31,000 Center for Civic Education-Civitas Latin America Grant will support establishment of a “Civic Exchange”-U.S. Mexico pilot, which will employ **Project Citizen** curricular materials. A meeting was held in Tijuana to plan activities for the upcoming school year, according to Oscar Cruz, who coordinates the Latin American Initiative for CCE. Another meeting in Calexico, California, involved ten U.S. and Mexican education, civic, and political leaders. A planning meeting held during March 2003 led to development of evaluation questionnaires in Spanish for both teachers and students.

MONTENEGRO (Initiative): The U.S. Temporary Office, located in Pedgorica, Montenegro, received an initiative grant of \$50,000 from the Center for Civic Education, a \$50,000 grant from that U.S. Office, and a \$30,000 grant from Open Society, Soros Foundation—a total of \$130,000. The country’s program focuses on implementation of **Project Citizen**. During 2002–2003, sixty-three teachers have implemented the program in their classrooms and another 300 teachers have likely been influenced by the effort. It is estimated that 2,520 students are directly involved. Others who have been engaged include approximately 100 school directors, 100 public officials, and many parents. As the project got under way, the Operation Team noted a demand from other schools to be included.

Other Special Project and Initiatives

The Center for Civic Education, at the beginning of the 2002–2003 program year, indicated that some other countries were also involved in special projects and initiatives through the **Civitas Exchange Program**. Although no reports were received from them, those countries included Argentina, Belarus, Chile, Kazakhstan, Moldova, Mongolia, and Montenegro.

Considerations for the Civitas Exchange Program

The evaluator has thoroughly reviewed 2002–2003 evaluation questionnaires returned by participants in the **Civitas Exchange Program**. In addition to general observations, the evaluator also studied suggestions made by participants in response to an item devoted to “recommendations to improve the effectiveness of the program in your country (or state).” Based on that review, the evaluator offers the following suggestions for consideration. These items are discussed in greater depth within the full report.

- Ensure the clarity and manageability of expanded partnerships.
- Consider flexible plans basic to each partnership.
- Promote learning among partnerships and across cultural and civilizational boundaries.
- Attempt to schedule exchanges at a time when delegates can gain the maximum experience.
- Arrange for delegates to visit even more classrooms.
- Further clarify support for development of new and use of existing civic education programs.
- Improve communication within the program.

- Promote even greater community involvement in civic education programs.
- Use existing technologies to extend the reach of the program and to bring students, teachers, and others together.
- Expand the program's outreach even more deeply into the education community.
- Consider how more student interaction across political boundaries might be encouraged.
- Consider cross-national student competitions and showcases.
- Provide expanded support for adaptation and translation of civic education materials as well as training for new and expanded **Civitas Exchange Program** sites.
- Offer opportunities for civic educators involved in the program to expand their knowledge of programs and research.
- Provide training on coalition building.
- Help participants popularize project methods.
- Ensure that in-depth evaluation is taking place each program year.
- Include university-level delegates in exchanges and tailor exchange events to help them understand new techniques for teaching and preparing civic educators.
- Make greater use of the Center for Civic Education Web site in collecting program evaluation material.
- Continue to encourage partners to develop additional goals that address emerging needs in their states or countries.
- Ask state and international partners, at the beginning of the program year, to establish specific goals for student and teacher participation.
- Make clear to all involved that the focus of various partnerships will vary and that simply comparing numbers should not be seen as a basis for success or failure.
- Make possible greater sharing of information among partnerships as a means of creating new knowledge and stimulating new ideas.
- Continue the program's focus on diversity.
- Encourage diversified funding.
- Help civic educators better see their efforts within a future context.
- Strive for greater public attention.
- Where feasible, encourage partners to form regional alliances.
- Consider implications for the program and for civic education of the events such as September 11, 2001, recent and possible future events, and concerns about security for those who travel and work internationally.

Observations

This Executive Summary only touches on a few examples of how the **Civitas Exchange Program** serves students both in the United States and in international partner countries. All of these partnerships, special projects, and initiatives are discussed in even greater depth in the full evaluation report.

Although the **Civitas Exchange Program** has distinct goals, it allows flexibility for participants to use a multitude of traditional and creative approaches to enhance civic education and democracy education in a number of countries and communities worldwide.

Partner organizations provide exceptional leadership and high levels of energy and dedication as they shape proven programs such as **We the People...Project Citizen, We the People...The Citizen and the Constitution**, and *Foundations of Democracy* for their particular languages, cultures, and environments. Translations and adaptations are basic to the program. Further benefits include new curriculum materials and instructional approaches, such as active learning, which invigorate education in each country and stimulate the creative efforts of each partnership.

Exchanges are highly synergistic. U.S. delegates to partner countries and international delegates to the United States have opportunities to communicate and build relationships with individuals and groups ranging from fellow teachers to local, state/provincial, regional, and national leaders. They also take the time to consider what they have learned and to create new knowledge.

The **Civitas Exchange Program** is advancing the cause of civic education and democracy on several continents. Efforts now under way in Latin America, Africa, and Asia are extending the reach of this program. Results, which are briefly pointed out in this executive summary, are more fully documented and explained within the full 2002–2003 evaluation report.

However, as pointed out in the evaluation report for 2000–2001, “Short-term annual progress is only part of the story. Ultimately, the greatest impact will be long-term as students with an even better understanding of democracy move into adult life and assume citizenship roles in their communities. While the results of this program are significant today, they will likely yield dividends for people, countries, and the world for generations to come.”

Respectfully submitted:
Gary Marx, president
Center for Public Outreach
Vienna, Virginia
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Disclaimer

Information included in both the executive summary and the full report is based on responses to questionnaires. Those responses were provided by U.S. and international partners and those who carried on special projects and initiatives. An attempt has been made by the evaluator to interpret and in some cases correct numerical discrepancies. The evaluator also attempted to lend clarity to various statements that were submitted to make them readily understandable to the English language reader. Care was taken not to change the intent of those statements. In several cases, the evaluator attempted to contact those who responded to the questionnaires for further clarification. In many cases, clarification was provided, and in some cases no further response was received. Some historic information and explanations of certain programs were drawn from Center for Civic Education publications, including the 2000–2001 **Civitas Exchange Program** evaluation report, or requested from Center staff. The evaluator was not in a position to personally monitor each of the programs in approximately twenty-eight U.S. states, including D.C., and approximately twenty international sites, and, therefore, cannot fully guarantee the complete accuracy of solid numbers or estimates, which were made available and used in this report.