

Executive Summary

A Programmatic Evaluation of

Civitas

An International Civic Education Exchange Program

2003–04

Conducted by

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Center for Civic Education

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Executive Summary

The Center for Civic Education (Center), with offices in California and Washington, D.C., has administered **Civitas: An International Civic Education Exchange Program (Civitas Exchange Program)** 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 to help each other improve civic education programs through delegate exchange visits, teacher training, development, adaptation, and publication of curricular materials, student participation in activities such as showcases and competitions that are a culmination of their civic education projects, creation of websites, ongoing communication with key decision makers and the broader community, and a commitment to bringing diverse people and institutions together in common purpose. Through the exchange visits, both international and U.S. partners share ideas and experiences as they develop, implement, and improve civics-related systems of education and build more stimulating, active, participatory teaching environments. The ultimate aim of these partnerships is to advance education for democratic citizenship.

Funding for the 2003–04 **Civitas Exchange Program** was provided through a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools. The Department of Education was significantly involved in the **Civitas Exchange Program** through a project officer who was assigned to the program. The project officer engaged in ongoing communication and consultations, meetings with numerous international delegations to Washington, D.C., and participation in the annual Civitas International Leaders Seminar and the U.S. Leaders Conference.

Prior to 1998, the **Civitas Exchange Program** was authorized to function only 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 that authorized expansion of the program to include the Republic of Ireland and Northern Ireland as well as developing democracies on other continents. Congress 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.

Included in this 2003–04 evaluation are eleven partnerships and four special projects. Countries and jurisdictions outside the United States involved in these partnerships are Bosnia and Herzegovina, Croatia, the Czech Republic, Slovakia, Hungary, Romania, Northern Ireland and the Republic of Ireland, the Baltic countries of Latvia, Lithuania, and Estonia, Poland, South Africa, Ukraine, and eastern and western Russia. During 2002–03, Costa Rica, Nigeria, Panama, Senegal, and Venezuela were also included in the evaluation process. However, these countries

and their partnerships have been included in newly created Latin American and African initiatives, both part of the **Civitas Exchange Program** but evaluated separately.

In addition to the full partnerships, this 2003–04 evaluation includes four special projects. They are Bulgaria, the Czech Republic, Russia (the Samara Center for Civic Education), and Slovakia. These special projects received one-year support grants to further establish programs such as **Foundations of Democracy**, **Project Citizen**, and New Horizons in Civic Education. During 2002–03, ten countries received either special project or initiative grants.

Some realignment in partnerships and special projects occurred during 2003–04. As noted earlier, certain 2002–03 programs were placed into regional initiatives. Nonetheless, this evaluation report attempts to maintain some significant trend lines for the past three program years, 2000–01, 2002–03, and 2003–04. Bottom-line numbers do not reflect a direct comparison to worldwide program totals but to those partnerships that are included in this particular annual evaluation.

Within this report, the term *international partner* refers to those partner countries outside the United States. *U.S. partner* refers to a state or states working in collaboration with a certain international partner. A *special project* refers to a smaller grant that supports a program or enhances a civic education project in a country or countries and is generally completed during a given program year.

The U.S. 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. The State Department also offers technical assistance as needed and assists with delegation visits to international partner countries. Examples of State Department assistance include direct funding and support from embassy leadership and Southeastern European Democracy (SEED) grants for civic education programs in Bosnia and Herzegovina. The U.S. Agency for International Development (USAID) has also taken a special interest in 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 these are the American Political Science Association (APSA), the American Federation of Teachers (AFT), and the Social Studies Development Center at Indiana University.

Table ES.1
Civitas: An International Civic Education Exchange Program
Summary of Facts and Figures, 2000–01 to 2003–04

	2000–01	2002–03	2003–04
Number of countries outside the United States involved in international partnerships that are included in this report	9	20	15
Number of U.S. states, including Washington, D.C., involved as partners with the above countries	22	28	22
Number of countries and consortia reporting on special projects and initiative programs	10	10	4
Number of individual (unduplicated) ^a students directly involved in special projects or initiative programs	105,831	258,094	1,230
Number of individual (unduplicated) ^a students directly involved in partnership programs	769,125	854,408	822,778
Total number of individual (unduplicated) ^a students directly involved in partnerships, special projects, or initiatives	874,956	1,112,502	824,008
Number of individual (unduplicated) ^a teachers directly involved in special projects or initiative programs	4,734	10,933	786
Number of individual (unduplicated) ^a teachers directly involved in partnership programs	25,715	73,100	86,830
Total number of individual (unduplicated) ^a teachers directly involved in partnerships, special projects, or initiatives	30,449	84,033	87,616
Number of teachers involved with related materials, texts, programs, activities, through partnerships ^b	215,254	72,056	86,059
Number of teachers involved with related materials, texts, programs, or activities through special projects/initiatives	4,561	5,896	338
Number of students involved with related materials, texts, programs, or activities through partnerships	676,245	854,961	1,101,290
Number of students involved with related materials, texts, programs, or activities through special projects/initiatives	105,141	232,391	1,230
Number of teachers likely influenced through contacts, information from people directly involved, or media ^b	471,340	236,561	113,791
Number of students likely influenced through contacts, information from people directly involved, or media ^b	9,745,550	550,550	1,680,220
Number of others in communities likely influenced through contacts, information from people involved, or media ^b	7,949,000	5,005,410	3,279,555
Number of students involved in local, regional, and national showcases or competitions	109,639	138,771	231,655
Number of teachers involved in local, regional, and national showcases or competitions	6,162	11,516	13,762
Number of teachers who participated in the program's training events in fifteen international partner countries	14,622	18,699	24,560
Number of teachers who participated in the program's training events through special projects and initiatives	5,821	3,624	258
Number of U.S. students visited by international partners while in the United States	11,950	3,227	27,029
Number of delegates from international partner countries to the United States	96	112	97
Number of U.S. delegates to international partner countries	58	83	99

NOTE: See also table ES.3, which adjusts individual, unduplicated student and teacher involvement statistics to include current and historic information related only to those partnerships and special projects that are part of this 2003–04 report. These numbers are used for comparisons in various parts of this report, because they are, in fact, more comparable.

^aSome students and teachers, because they were legitimately involved in two or more activities, may have been counted more than once, showing up in totals from various parts of the study. Therefore, beginning in 2000–01, respondents were also asked to identify the number of "individual" or unduplicated students and teachers who were involved in the total program. Also, 2002–03 totals reflect a temporary expansion of partnerships included in this evaluation. The Costa Rica–Nigeria–Panama–Senegal–Venezuela partnership, which was reflected in the 2002–03 evaluation, became part of the Latin American and African initiatives, which were evaluated separately in 2003–04.

^bDiscrepancies among numbers reported in these categories from 2000–01 to 2003–04 can be largely attributed to differences in partners' methods for computing estimates and the fact that some partners chose not to estimate the numbers of students, teachers, and others in the broader community who were likely exposed to or influenced by the program.

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, the following programs are most frequently used in U.S. states and in other countries that are directly involved in the **Civitas Exchange Program**. All have been developed by the Center for Civic Education.

- **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 or showcases. In some cases, the program has been extended to students at other levels of the educational system.
- **We the People: The Citizen and the Constitution** is a civic education curriculum that focuses 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** is a series of curricular materials for students in kindergarten through grade twelve. The 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.

The following summaries and illustrations provide a glimpse into the **Civitas Exchange Program**, including levels of student and teacher involvement, domestic goals for the program, and highlights of its accomplishments. A more substantial explanation of the work of each partnership and of each special project is found in the full 2003–04 evaluation report.

Purposes of This Evaluation and Uses of the Report

Although accountability for resources and program performance lead the list of reasons why an evaluation of this type is important, the process has additional benefits. For example, this evaluation report, when distributed to those involved and other constituents, provides for

- The sharing of information and ideas with those who are both inside and outside the immediate partnership or program
- The creation of synergy that makes the entire program even more effective than the sum of its parts
- An examination of what has been done and an opportunity to discover needs and opportunities
- An outside look at the process and product to note activities, trends, and suggestions
- An opportunity to draw from or quote from an international document in building a case for support of program enhancements
- A source of recognition for significant work that is being done
- Support for qualitative and quantitative continuous improvement as evaluation and other research lead to even greater levels of effectiveness and a program that is continuously connected to a quickly changing world
- An historic, long-term chronicle of the people and programs that have played a vital role in the ongoing development of civic education and democracy

2003–04 Partnerships

During 2003–04, 15 countries outside the United States, 22 U.S. states, and several key organizations were involved in 11 international partnerships.

In addition to primary partnership organizations in each nation and state, others took on pivotal roles. For example, the Center for Civic Education, which has served as home for the **Civitas Exchange Program** since its founding in 1995, has played a somewhat direct partnership role in Bosnia and Herzegovina.

The Russia (West) partnership provides an additional example. There, primary partners such as Civitas@Russia, headquartered in Moscow; Boston University in Massachusetts; the Council for Citizenship Education at Russell Sage College in Troy, New York; and the American Federation of Teachers (AFT), headquartered in Washington, D.C.; work closely with other organizations, such as the Russian Association for Civic Education (ACE) and the Grazhdanin Center, both based in Moscow, and the Russian Ministry of Education. Partner organizations often include ministries of education, foundations, colleges and universities, civic education and social studies organizations, state bar associations, other types of associations, and nongovernmental agencies.

International and State Partners

Civitas Exchange Program partnerships have made a significant contribution to the underlying goals of furthering the development of civic education and supporting and advancing democracy throughout the world. Table ES.2 lists the countries and U.S. states that made up each partnership during 2003–04.

Table ES.2
Civitas: An International Civic Education Exchange Program
International, State, and Organizational Partnerships, 2003–04

Partnership	Partners
Bosnia and Herzegovina–Center for Civic Education–Arizona–Nevada	Civitas@Bosnia and Herzegovina
	Cross Continent Consulting, Arizona
	Nevada Center for Civic Education and the State Bar of Nevada
	Center for Civic Education ^a
Croatia–Center for Civic Education–Maryland–Oregon–Delaware	Ministry of Science, Education, and Sport, Croatia
	Maryland Center for Civic Education
	Oregon Classroom Law Project
	Delaware Department of Education
Czech Republic–Slovakia–Colorado–Michigan–Oklahoma	Association for Civic Education and Democracy (SVOD), Czech Republic
	Orava Association for Democratic Education, Slovakia
	Center for Education in Law and Democracy, Colorado
	Center for Civic Education through Law, Michigan
	Oklahoma Bar Association
Hungary–Romania–Florida–Mississippi–Texas	Civitas Association Hungary
	Intercultural Institute Timisoara, Romania
	Florida Law Related Education Association
	Mississippi State University Department of Curriculum and Instruction
Republic of Ireland/Northern Ireland–Rhode Island	State Bar of Texas–Law Focused Education
	Co-operation Ireland/Civic-Link
	Pell Center for International Relations and Public Policy, Rhode Island

Latvia–Lithuania–Estonia–Illinois–Indiana–Iowa	Soros Foundation, Latvia
	Jaan Tonisson Institute, Estonia
	Lithuanian College of Democracy, Lithuania
	Education consultant and teacher, Civitas Exchange Program , Illinois
	Social Studies Development Center, Indiana University
	Area Education Agency 267, Iowa
Poland–Ohio ^b	Center for Citizenship Education (CCE), Poland
	Bowling Green State University, Ohio
Russia (West)–Washington, D.C.–Massachusetts–New York	Civitas@Russia
	Russian Association for Civic Education (ACE)
	Grazhdanin Training Center, Russia
	American Federation of Teachers Education Foundation, Washington, D.C., and Moscow
	Boston University School of Education, Massachusetts
	Council for Citizenship Education, Russell Sage College, New York
	Saint Petersburg Law Institute, Russia
	Samara Center for Civic Education, Russia
	Oryol Center for Civic Education, Russia
	Volgograd Center for Civic Education, Russia
Russia (Far East)–Alaska–Washington	Department of Education, Culture, Sport, and Tourism, Sakhalin, Russia
	Russian-American Center, Kamchatka, Russia
	We the People , Washington State
	Project Director for Civitas Russia Partnership, Alaska
South Africa–Kentucky–Ohio ^b	Centre for Community and Educational Development, South Africa
	Administrative Office of the Courts, Frankfort, Kentucky
	Bowling Green State University, Ohio
Ukraine–Alabama ^b	All-Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba), Ukraine
	Alabama Center for Law and Civic Education at the Cumberland School of Law
	Bowling Green State University, Ohio

^aThe Center for Civic Education has offices in Calabasas, California, in Washington, D.C.

^bThe Poland, South Africa, and Ukraine partnerships all work in collaboration with Bowling Green State University in Ohio, which provides overall leadership for the combined Poland–Ukraine–South Africa–Ohio–Kentucky–Alabama partnership.

Teacher and Student Involvement

Partners were asked for the first time in 2000–01 to identify the numbers of individual teachers and students who were involved in the **Civitas Exchange Program**, a process that was continued in both 2002–03 and 2003–04. The purpose of this approach was to determine total numbers of unduplicated individuals, since some students and teachers may 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 to estimate 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 interaction of teachers trained in the program with other teachers in a school, district, or country. These teachers 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 by other means, thousands, even millions of additional people in a community or nation are influenced.

2003–04 Student and Teacher Participation Up Again

Students. During 2003–04, a total of 822,778 individual, unduplicated students were involved in **Civitas Exchange Program** partnership programs. That number compares with 810,694 individual students in 2002–03 and 768,990 in 2000–01. Of those unduplicated students involved during 2003–04, 728,275 were from international partner countries and 94,503 were from the United States. Special projects added another 1,230 students, bringing the inclusive total number of students involved to 824,008.

Teachers. The number of individual, unduplicated teachers involved in this portion of the **Civitas Exchange Program** during 2003–04 rose to 86,830 from 73,781 in 2002–03 and 24,115 in 2000–01. During the period covered by this report, 80,873 of those teachers were from international partner countries and 5,957 from the United States. Adding the 786 teachers involved in special projects, the inclusive total for the year reached 87,616.

Numbers tell only a portion of the story. Even the qualitative portions of reports from the field cannot capture the longer-term benefits of the **Civitas Exchange Program**, which include helping educate future leaders of nations moving toward democracy. Each day, students who are involved in civic education projects in their communities are themselves teaching by example. The 2000–01 evaluation report, in considering this longer-term benefit, stated, “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.”

Although Table ES.1 included actual totals from evaluations conducted in 2000–01 and 2002–03, reflecting worldwide totals, Table ES.3 has been adjusted to primarily reflect those partnerships that were part of this evaluation in 2003–04. It removes reports from partnerships that were moved to other **Civitas Exchange Program** initiatives and are being evaluated separately. Special projects and initiatives have not been adjusted, since they naturally tend to ebb and flow, depending on requests for short-term support.

Table ES.3
Civitas: An International Civic Education Exchange Program
Summary of Facts and Figures, 2000–01 to 2003–04

	2000–01	2002–03	2003–04
Number of individual (unduplicated) ^a students directly involved in special projects or initiative programs	105,831	258,094	1,230
Number of individual (unduplicated) ^a students directly involved in partnership programs	768,990	810,694	822,778
Total number of individual (unduplicated) ^a students directly involved in partnerships, special projects, or initiatives	874,821	1,068,788	824,008
Number of individual (unduplicated) ^a teachers directly involved in special projects or initiative programs	4,734	10,933	786
Number of individual (unduplicated) ^a teachers directly involved in partnership programs	24,115	73,781	86,830
Total number of individual (unduplicated) ^a teachers directly involved in partnerships, special projects, or initiatives	28,849	84,714	87,616

NOTE: Data in this table has been adjusted to primarily reflect the 2003–04 partnerships included in this evaluation report.

^aSome students and teachers, because they were legitimately involved in two or more activities, may have been counted more than once, showing up in totals from various parts of the study. Therefore, beginning in 2000–01, respondents were also asked to identify the number of “individual” or unduplicated students and teachers who were involved in the total program. Also, 2002–03 totals reflect a temporary expansion of partnerships included in this evaluation. The Costa Rica–Nigeria–Panama–Senegal–Venezuela partnership, which was reflected in the 2002–03 evaluation, became part of the Latin American and African initiatives, which were evaluated separately in 2003–04.

Three-year total for student involvement: 2.4 million. Table ES.4A indicates that 822,778 individual, unduplicated students were involved in international and state partnership programs during 2003–04. This table looks only at those partnerships included in this portion of the 2003–04 evaluation and traces them during the three most recent program cycles, which include 2000–01, 2002–03, and 2003–04. Not counting special projects or totals from other partnerships that had previously been part of this particular evaluation, the number of students involved during that period was 2,402,462.

Table ES.4A
Civitas: An International Civic Education Exchange Program
Number of Individual Students Directly Involved
2000–01 to 2003–04

International or State Partner 2000–01 to 2003–04 ^a	Individual Students Directly Involved 2003–04	Individual Students Directly Involved 2002–03	Individual Students Directly Involved 2000–01
Bosnia and Herzegovina	450,000	300,000	300,000
Arizona	1,738	468	7,099
Nevada	98	n.a.	360
<i>Total for partnership</i>	<i>451,836</i>	<i>300,468</i>	<i>307,459</i>
Croatia	615	37,000	3,900
Maryland	17,710	4,506	n.a.
Oregon	1,500	50	60
Delaware	0	n.a.	n.a.
<i>Total for partnership</i>	<i>19,825</i>	<i>41,556</i>	<i>3,960</i>
Czech Republic	1,500	2,011	n.a. ^b
Slovakia	560	60	n.a.
Colorado	50	20	n.a.
Michigan	180	90	n.a.
Oklahoma	300	10	n.a.
<i>Total for partnership</i>	<i>2,590</i>	<i>2,191</i>	<i>n.a.</i>
Hungary	4,600	2,878	8,380
Romania^c	2,150	n.a.	n.a.
Florida	976	17,350	12,700
Mississippi	50	875	4,500
Texas	300	7,500	24,750
<i>Total for partnership</i>	<i>8,076</i>	<i>28,603</i>	<i>50,330</i>
Northern Ireland–Republic of Ireland	3,050	4,397	2,000
Rhode Island ^d	622	n.a.	n.a.
<i>Total for partnership</i>	<i>3,672</i>	<i>4,397</i>	<i>2,000</i>
Latvia	6,000	2,500	3,000
Lithuania	5,600	7,000	n.a.
Estonia	1,500	60	n.a.
Illinois	52	120	480
Indiana	90	1,050	2,845
Iowa	450	2,040	200
<i>Total for partnership</i>	<i>13,691</i>	<i>12,770</i>	<i>6,525</i>
Poland	120,000	180,000	260,000
Ohio	n.a.	32	30,000
<i>Total for partnership</i>	<i>120,000</i>	<i>180,032</i>	<i>290,000</i>
Russia (West)	125,000	131,800	62,325
American Federation of Teachers, Washington, D.C.	15,000	79,860	5,370
Massachusetts	452	706	95
New York	31,200	2,221	207
<i>Total for partnership</i>	<i>171,652</i>	<i>214,587</i>	<i>67,997</i>

Russia (Far East)	825	4,080	2,100
Alaska	15,000	15,000	25,000
Washington	7,500	500	8,500
Colorado ^e	n.a.	n.a.	500
<i>Total for partnership</i>	<i>23,325</i>	<i>19,580</i>	<i>36,100</i>
South Africa ^f	3,500	n.a.	n.a.
Kentucky	80	2,515	n.a.
Ohio	810	40	n.a.
<i>Total for partnership</i>	<i>4,390</i>	<i>2,555</i>	<i>n.a.</i>
Ukraine	3,375	3,340	4,219
Alabama	345	615	n.a.
Ohio	n.a.	n.a.	370
Michigan ^g	n.a.	n.a.	30
<i>Total for partnership</i>	<i>3,720</i>	<i>3,955</i>	<i>4,619</i>
Grand total	822,778	810,694	768,990
International involvement	728,275	675,126	645,924
U.S. involvement	94,503	135,568	123,066

NOTE: n.a. = not applicable.

^aIn 2002–03, the Costa Rica–New Mexico–Texas; Nigeria–Pennsylvania; Panama–Florida; Senegal–California–New Jersey; and Venezuela–Colorado–New York partnerships were included in this report. They have been removed from the 2003–04 report because they have been reassigned to separate evaluation processes. Numbers were adjusted to include only those countries and states that are or have been involved in one of the 2003–04 partnerships during the past three years. Therefore, grand totals may vary from previous reports.

^bThe Czech Republic–Slovakia partnership did not exist in 2000–01.

^cRomania became a full partner with Hungary, Florida, Texas, and Mississippi during 2003–04.

^d2003–04 marks Rhode Island’s first year as a full partner with the Republic of Ireland/Northern Ireland partnership.

^eColorado has not been affiliated with the Russia (Far East) partnership since 2000–01.

^f2003–04 marks the beginning of the South Africa partnership. A South Africa initiative was begun during 2002–03.

^gMichigan was last a partner with Ukraine in 2000–01.

Three-year total for teacher involvement: 184,746. Table ES.4B indicates that individual teacher involvement in **Civitas Exchange Program** partnerships has shown a steady increase during the past three program cycles, which include 2000–01, 2002–03, and 2003–04. This table traces only those partnerships included in this particular portion of the 2003–04 evaluation and does not include additional teachers who were involved through special projects. On this basis, the three-year combined total is 184,726 individual, unduplicated teachers.

Table ES.4B
Civitas: An International Civic Education Exchange Program
Number of Individual Teachers Directly Involved,
2000–01 to 2003–04

International or State Partner 2000–01 to 2003–04 ^a	Individual Teachers Directly Involved 2003–04	Individual Teachers Directly Involved 2002–03	Individual Teachers Directly Involved 2000–01
Bosnia and Herzegovina	21,332	12,500	6,000
Arizona	133	20	240
Nevada	320	n.a.	80
<i>Total for partnership</i>	<i>21,785</i>	<i>12,520</i>	<i>6,320</i>
Croatia	200	370	350
Maryland	1,771	227	n.a.
Oregon	50	120	41
Delaware	40	n.a.	n.a.
<i>Total for partnership</i>	<i>2,061</i>	<i>717</i>	<i>391</i>
Czech Republic^b	829	289	n.a.
Slovakia^b	273	220	n.a.
Colorado	300	320	n.a.
Michigan	42	243	n.a.
Oklahoma	57	70	n.a.
<i>Total for partnership</i>	<i>1,501</i>	<i>1,142</i>	<i>n.a.</i>
Hungary	1,100	890	1,270
Romania^c	92	n.a.	n.a.
Florida	215	2,117	200
Mississippi	15	35	200
Texas	180	50	185
<i>Total for partnership</i>	<i>1,602</i>	<i>3,092</i>	<i>1,855</i>
Northern Ireland–Republic of Ireland	310	391	85
Rhode Island ^d	166	n.a.	n.a.
<i>Total for partnership</i>	<i>476</i>	<i>391</i>	<i>85</i>
Latvia	300	450	180
Lithuania	684	1,065	n.a.
Estonia	75	110	n.a.
Illinois	193	52	34
Indiana	12	35	60
Iowa	210	750	600
<i>Total for partnership</i>	<i>1,474</i>	<i>2,462</i>	<i>874</i>
Poland	5,000	8,000	3,800
Ohio	40	33	n.a.
<i>Total for partnership</i>	<i>5,040</i>	<i>8,033</i>	<i>3,800</i>
Russia (West)	50,000	38,771	8,881
American Federation of Teachers, Washington, D.C.	500	2,662	179
Massachusetts	402	235	47
New York	640	706	173
Pennsylvania	n.a.	35	n.a.
<i>Total for partnership</i>	<i>51,542</i>	<i>42,409</i>	<i>9,280</i>
Russia (Far East)	228	385	225
Alaska	258	300	500
Washington	200	250	285
Colorado ^e	n.a.	n.a.	50
<i>Total for partnership</i>	<i>686</i>	<i>935</i>	<i>1,060</i>
South Africa^f	120	n.a.	n.a.
Kentucky	2	50	n.a.
Ohio	85	1,550	n.a.
<i>Total for partnership</i>	<i>207</i>	<i>1,600</i>	<i>n.a.</i>
Ukraine	330	247	400
Alabama	126	233	n.a.
Michigan ^g	n.a.	n.a.	6
Ohio	n.a.	n.a.	44
<i>Total for partnership</i>	<i>456</i>	<i>480</i>	<i>450</i>

Grand total	86,830	73,781	24,115
International involvement	80,873	63,688	21,191
U.S. involvement	5,957	10,093	2,924

NOTE: n.a. = not applicable.

^aIn 2002–03, the Costa Rica–New Mexico–Texas; Nigeria–Pennsylvania; Panama–Florida; Senegal–California–New Jersey; and Venezuela–Colorado–New York partnerships were included in this report. They have been removed from the 2003–04 report because they have been reassigned to a separate evaluation process. Therefore, numbers were adjusted to include only those countries and states that are or have been involved in one of the 2003–04 partnerships during the past three years. Therefore, grand totals may vary from previous reports.

^bThe Czech Republic–Slovakia partnership did not exist in 2000–01.

^cRomania became a full partner with Hungary, Florida, Texas, and Mississippi during 2003–04.

^d2003–04 marks Rhode Island’s first year as a full partner with the Republic of Ireland/Northern Ireland.

^eColorado has not been affiliated with the Russia (Far East) partnership since 2000–01.

^f2003–04 marks the beginning of the South Africa partnership. A South Africa initiative was begun during 2002–03.

^gMichigan was last a partner with Ukraine in 2000–01.

Civitas Exchange Program Has Broad Impact on U.S. Students and Teachers

International partner countries receive substantial support and encouragement for establishing and improving civic education and education for democracy programs. With such a major focus on international partners, it would be easy to overlook the ways in which the United States benefits from **Civitas Exchange Program** partnerships.

For example, the **Civitas Exchange Program** provides teachers and students a broader and deeper context for what they are teaching and learning about democratic citizenship. The program provides examples that enhance understanding and bring lessons to life. New curricula developed through the program reflect the best thinking of educators in several nations and U.S. states. Partnerships develop relationships across political boundaries, cultures, histories, and languages. Civic educators share their genius with each other, creating a synergy that energizes not only civic education classes but also school systems, universities, governmental and nongovernmental organizations, and communities.

During 2003–04, 822,778 individual U.S. students were directly involved in the **Civitas Exchange Program** through eleven partnerships. The total number of individual U.S. students directly involved in these partnerships during the past three years of the program is 2,402,462. The 2003–04 program involved 8,830 individual U.S. teachers. Over the past three program cycles, the number of individual teachers engaged in partnerships included in this report totaled 184,726.

These numbers do not include the many other students and teachers who were involved in domestic civic education programs in the United States but may not have been directly associated with the **Civitas Exchange Program**.

Materials, Texts, Programs, and Activities

During 2003–04, 86,059 international teachers and 1,101,290 international students were directly involved with **Civitas Exchange Program** materials, texts, programs, or activities. Another 113,791 teachers, 1,680,220 students, and 3,279,555 others in communities worldwide were likely exposed to or influenced by the program.

Throughout this 2003–04 evaluation report there are references to a number of materials, texts, programs, and activities. Educators from many countries have the opportunity to choose from among a wide variety of translations and adaptations of existing material created by people from a variety of cultural and linguistic backgrounds. Competitions and showcases, democracy camps, teacher-training events, the development and use of teacher-training materials, significant local, regional, national, and international conferences, the development of teacher guides, student texts, manuals, newsletters, websites, and posters, and presentations at significant conferences, both in civic education and in the greater community are among the many approaches that have become basic to the **Civitas Exchange Program**.

Examples of programs used by U.S. and international partners in the **Civitas Exchange Program** include **Project Citizen**, **Foundations of Democracy**, and **We the People**. Bosnia and Herzegovina (BiH) and its U.S. partners have developed a civic and human rights curriculum and a university-based program leading to teacher certification in civic education. BiH is also offering **Foundations of Democracy** for primary grades. Croatia has prepared materials for use in teaching Roma students, with a special focus on tolerance and diversity. That partnership has also developed *Lessons in Civic Education and History* and played a role in the development of *Comparative Lessons for Democracy*.

The Czech Republic and Slovakia, working with U.S. partners, have focused on New Horizons in Civic Education, a preservice course in civic education for student teachers, “Lessons on Global Issues in Civic Education,” a conference devoted to determining the kind of citizens a nation needs, an innovation in education conference, and a university partnership. Hungary’s national high school competitions are driven by Citizen in a European Democracy, which in 2003–04 introduced a new “situation game.” A resource book has been developed for Teaching Democracy. Ireland’s Civic-Link, an Irish version of **Project Citizen**, has become a classic as the partnership moves forward in establishing the Virtual U.S. and Irish Exchange Program.

The Baltic partnership has worked closely with U.S. partners and the Lithuanian College of Democracy to prepare the book *Civic Education in the Context of Educational Reform: Experiences of Lithuania, Latvia, and Estonia*. Poland and its partners have used *Active Methods of Democratic Citizenship: Voices from the Classroom*, a new teacher education handbook. A new program in Poland during 2003–04 titled Traces of the Past encouraged students to identify, study, and restore monuments to better appreciate their own heritage.

Russia has led the way with creation of Civics Mosaic, a new program linking twelve U.S. and twelve Russian regions to develop comparative education materials. A staple of the Russian program is the *Active Classroom*. The country’s I Am a Citizen of Russia competitions, showcases, and Olympiads and its outreach through the teacher newspaper, *Uchitelskaya Gazetta*, have anchored the Russian program. During 2003–04, Russia developed textbooks such as *Russian Constitution* and *Living Law*. New centers for civic education have opened in several regions.

Civics Mosaic

An innovative project called Civics Mosaic has paired twelve regions of both eastern and western Russia with twelve regions of the United States. Each region exchanges two teachers per year. One result of the project is *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. Civics Mosaic is funded by the U.S. Department of Education and operates under the umbrella of the **Civitas Exchange Program**.

South Africa has adapted and translated **Project Citizen** *Learner Guides* and *Educator Manuals*. Ukraine has just published *Methodological Guide for a Trainer: We Are Studying Together* and *Teacher’s Guide: History for a Citizen*. The country has also begun work with its U.S. partner on *Teacher’s Guide: School in the Local Community*, focusing on integrating civic education into the teaching of law.

Table ES.5

Civitas: An International Civic Education Exchange Program

Number of People Directly Involved with or Influenced by Materials, Texts, Programs, and Activities among International Partner Countries, 2003–04

International Partner	Teachers Directly Involved	Teachers Likely Exposed or Influenced	Students Directly Involved	Students Likely Exposed or Influenced	Others in Community Likely Exposed or Influenced
Bosnia and Herzegovina	21,332	6,110	484,710	29,800	830,000
Croatia	200	360	2,000	2,000	100
Czech Republic	725	82	1,401	100	310
Slovakia	373	650	1,850	1,150	1,800
Hungary	1,340	12,000	6,160	50,000	24,500
Romania	92	1,600	2,150	6,200	103,300
Northern Ireland– Republic of Ireland	464	7,270	4,700	n.a.	473,000
Latvia	2,950	800+	13,750	16,000	3,000
Lithuania	1,930	19,435	9,950	16,740	579,000
Estonia	150	225	1,000	500	275
Poland	4,000	10,000	33,000	185,000	n.a.
Russia (West)	47,500	40,000	500,000	1,150,000	1,000,000+
Russia (East)	278	739	1,229	16,430	213,300
South Africa	750	410	14,200	8,700	24,000
Ukraine	3,975	14,110	25,190	197,600	26,970
Total	86,059	113,791	1,101,290	1,680,220	3,279,555

NOTE: n.a. = not applicable.

Training Events for Teachers

The quality of civic education programs depends largely on the knowledge and skills of teachers and the support of other educators. That is why teacher training is a key element of the **Civitas Exchange Program**.

During 2003–04, an estimated 155 training events in eleven partnership countries engaged 24,560 teachers. Because some countries included in this evaluation report in 2002–03 have moved into **Civitas Exchange Program** regional alliances and are not reflected in this report, the actual number of training events predictably dropped from 366 to 155. However, the number of teachers actually trained increased from 18,699 to 24,560. The 2000–01 program reported eighty-seven training events in nine countries that reached approximately 14,622 teachers.

Training events took place in international partner countries. These numbers do not include the several training opportunities provided within the United States. Training events include one- to five-day seminars, training-of-trainers 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. The following table provides a summary report for each country and all are described in greater detail within the full evaluation report.

Table ES.6
Civitas: An International Civic Education Exchange Program
Number of People Directly Involved in or Influenced by Teacher-Training Events in International Partner Countries, 2003–04

International Partner	Teacher-Training Events Reported ^a	Teachers Directly Involved in Training Events
Bosnia and Herzegovina	37	8,264
Croatia ^b	n.a.	n.a.
Czech Republic ^c	4+	582
Slovakia	17	389
Hungary	5	430
Romania	9	82
Northern Ireland-Republic of Ireland	4	257
Latvia	4	130
Lithuania ^d	3+	485
Estonia	3	75
Poland	21	546
Russia (West) ^e	7+	12,250
Russia (East) ^f	18	315
South Africa	3	116
Ukraine	20	639
Total	155	24,560

NOTE: n.a. = not applicable.

^aNumbers in this column are approximations.

^bCroatia provided no specific information but mentioned seminars, meetings, showcases, the exchange program, and other activities.

^cThe Czech Republic did not specify the number of teacher-training events that were held between March 2003 and February 2004.

^dLithuania noted a series of **Project Citizen** workshops but gave no specific numbers for those workshops.

^eRussia (West) mentioned a series of **Project Citizen** seminars but gave no specific number of events in that category.

^fIn addition to the training events reported, Russia (East) noted that it had held 51 individual training/consultant meetings with teachers.

Support for Partnerships

Civitas Exchange Program partners reported a total of \$5,593,080 in monetary and in-kind support during 2003–04. Beyond the \$2,176,138 in grants from the Center for Civic Education that **Civitas Exchange Program** partners reported, partners leveraged \$2,533,592 in additional monetary and \$883,350 in in-kind support. Remarkably, that means that the total value of support was more than 2.5 times the initial grant. It should be noted that the total includes an additional \$1.378 million grant from the U.S. Department of Education to support the Russian partnership's Civics Mosaic project. However, this added support is a reflection of the value various nations place on the program, the hard work of partnership representatives, and the benefits and synergy that flow from a valued public investment. With this added support, partners have been able to pursue and deepen programs to a degree that might not otherwise have been possible. Details are found in Table ES.7 and at the conclusion of each partnership's chapter of this report.

Table ES.7
Civitas: An International Civic Education Exchange Program
Monetary and In-Kind Support for International and State Partners, 2003–04, in U.S. Dollars

International or State Partner	Center for Civic Education Monetary Support	Additional Monetary Support	In-Kind Support	Total Monetary and In-Kind Support
Bosnia and Herzegovina	178,448	365,000	96,300	639,748
Arizona	120,000	n.a.	18,805	138,805
California	n.a.	n.a.	n.a.	n.a.
Nevada	15,000	750	800	16,550
<i>Total for partnership</i>	<i>313,448</i>	<i>365,750</i>	<i>115,905</i>	<i>795,103</i>
Croatia	15,000	105,000	20,000	140,000
Maryland	15,000	1,250	15,000	31,250
Oregon	120,000	n.a.	15,964	135,964
Delaware	15,000	n.a.	1,000	16,000
<i>Total for partnership</i>	<i>165,000</i>	<i>106,250</i>	<i>51,964</i>	<i>323,214</i>
Czech Republic	17,000	5,500	n.a.	22,500
Slovakia	25,000	5,000	15,000	45,000
Colorado	15,000	n.a.	10,700	25,700
Michigan	120,000	12,500	3,000	135,500
Oklahoma	15,000	n.a.	5,043	20,043
<i>Total for partnership</i>	<i>192,000</i>	<i>23,000</i>	<i>33,743</i>	<i>248,743</i>
Hungary	15,000	15,000	n.a.	30,000
Romania	15,000	n.a.	3,000	18,000
Florida	120,000	n.a.	11,000	131,000
Mississippi	15,000	n.a.	15,000	30,000
Texas	15,000	n.a.	5,000	20,000
<i>Total for partnership</i>	<i>180,000</i>	<i>15,000</i>	<i>34,000</i>	<i>229,000</i>
Northern Ireland–Republic of Ireland	411,117	250,000	45,000	706,117
Rhode Island	146,433	13,500	29,924	189,857
<i>Total for partnership</i>	<i>557,550</i>	<i>263,500</i>	<i>74,924</i>	<i>895,974</i>
Latvia	15,000	10,000	n.a.	25,000
Lithuania	8,390	6,610	68,020	83,020
Estonia	15,000	1,050	n.a.	16,050
Illinois	15,000	n.a.	n.a.	15,000
Indiana	170,000	n.a.	16,527	186,527
Iowa	15,000	2,500	3,500	21,000
<i>Total for partnership</i>	<i>238,390</i>	<i>20,160</i>	<i>88,047</i>	<i>346,597</i>
Poland	15,000	160,000	n.a.	175,000
Ohio ^a	215,000 ^a	5,000	n.a.	220,000
<i>Total for partnership</i>	<i>230,000</i>	<i>165,000</i>	<i>n.a.</i>	<i>395,000</i>
Russia (West)	30,000	130,000	392,000	552,000
American Federation of Teachers, Washington, D.C.	n.a.	n.a.	n.a.	n.a.
Massachusetts	15,000	n.a.	5,113	20,113
New York ^b	49,750	1,411,051	10,790	1,471,591
<i>Total for partnership</i>	<i>94,750</i>	<i>1,541,051</i>	<i>407,903</i>	<i>2,043,704</i>
Russia (East), Kamchatka	n.a.	1,344	14,452	15,796
Alaska	145,000	n.a.	47,000	192,000
Washington	15,000	n.a.	2,500	17,500
<i>Total for partnership</i>	<i>160,000</i>	<i>1,344</i>	<i>63,952</i>	<i>225,296</i>
South Africa	15,000	n.a.	n.a.	15,000
Kentucky	n.a.	n.a.	3,200	3,200
Ohio ^a	see Poland ^a	3,331	n.a.	3,331
<i>Total for partnership</i>	<i>15,000</i>	<i>3,331</i>	<i>3,200</i>	<i>21,531</i>
Ukraine	15,000	310	1,620	16,930
Alabama	15,000	28,896	8,092	51,988
Ohio ^a	see Poland ^a	n.a.	n.a.	n.a.
<i>Total for partnership</i>	<i>30,000</i>	<i>29,206</i>	<i>9,712</i>	<i>68,918</i>
Total	2,176,138	2,533,592	883,350	5,593,080

NOTE: n.a. = not applicable.

^aFunds totaling \$215,000 from the Center for Civic Education for the Poland, South Africa, and Ukraine partnerships are listed in the Ohio account under the Poland partnership. Ohio provides overall management of the three partnerships, but no allocations were specified among the three.

^bNew York received funding totaling \$1,378,933 for the Civics Mosaic program that is carried out within the **Civitas Exchange Program**'s Russia (West) partnership. This special grant from the U.S. Department of Education was made to Russell Sage College, a U.S. partner.

Local, Regional, and National Showcases and Competitions

Project Citizen has various names in countries around the world. The Irish version is known as Civic-Link. In Poland, the program is offered under the banner of Young People's Civic Action. Russia calls the program I Am a Citizen of Russia and Ukraine calls it I Am a Citizen of Ukraine.

In Latvia, another program, Participate and Influence, is based on **Project Citizen** methodologies. Lithuania held an About Liberty International Camp. Traces of the Past in Poland involved students in exploring their heritage by identifying and researching a monument, such as a building, document, piece of art, cemetery, or other artifact, and then figuring out how to take care of it.

As a centerpiece of the **Civitas Exchange Program**, **Project Citizen** helps 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, conceive of solutions, then develop public policy recommendations and an action plan for dealing with it. Democracy camps, Olympiads, and festivals also engage students in somewhat similar types of activities.

The topics and issues identified by students during 2003–04 included racism, water pollution, unemployment, environmental protection, and waste management. Issues addressed in previous years included the lack of counseling facilities for young people, underage drinking, 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, town image, and the lack of recreational facilities for young people.

As part of the process, students develop a portfolio display that illustrates their case. That display is used to explain the project and its rationale to other students and to school and community leaders during showcases or competitions. **Showcases** are culminating activities that provide an opportunity for students who have conducted their study to report on their work and 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 the public officials who have the ability carry out their 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.

Judges of showcases and competitions, who are often key public officials, frequently indicate to those involved in the process that their thinking has been influenced by the students' presentations.

During 2003–04, international partners reported that 231,655 students and 13,762 teachers were involved in showcases or competitions. These numbers are particularly noteworthy, since the 15 countries reflected in the 2003–04 evaluation compare with 138,771 students and 11,516 teachers involved in 20 countries during 2002–03. In 2000–01, 109,639 students and 6,162 teachers were involved in showcases and competitions in nine countries.

Table ES.8
Civitas: An International Civic Education Exchange Program
Number of Teachers and Students Involved in Local, Regional, and National Showcases and
Competitions among International Partners, 2003–04

International Partner Country	Teachers Local Level	Teachers Regional Level	Teachers National Level	Teacher All Levels	Students Local Level	Students Regional Level	Students National Level	Students All Levels
Bosnia and Herzegovina	2,635	936	32	2,607	78,210	28,080	256	79,436
Croatia	300	n.a.	500	800	400	n.a.	600	1,000
Czech Republic	n.a.	183	24	207	n.a.	689	194	883
Slovakia	15	15	8	15	200	200	120	200
Hungary	640	130	27	640	3,320	700	190	3,320
Romania	82	75	n.a.	82	2,000	600	n.a.	2,000
Northern Ireland– Republic of Ireland	135	n.a.	n.a.	135	1,125	n.a.	n.a.	1,125
Latvia	100	30	n.a.	130	300	90	n.a.	390
Lithuania	60	n.a.	6	66	200	2	20	222
Estonia	3	n.a.	3	6	100	n.a.	70	170
Poland	180	25	120	270	9,000	1,250	700	10,250
Russia (West)	8,100	1,000	95	8,100	124,100	n.a.	15,045	124,100
Russia (Far East)	55	13	3	55	412	135	34	479
South Africa	8	21	n.a.	29	65	170	n.a.	235
Ukraine	360	225	35	620	4,320	3,375	150	7,845
Total	12,673	2,653	853	13,762	223,752	35,291	17,379	231,655

NOTE: n.a. = not applicable.

Civitas Exchange Program Goals for U.S. Partners

For the first time in 2000–01, then again in 2002–03 and 2003–04, U.S. **Civitas Exchange Program** partners were asked to report on progress toward six goals that were reflected in the original congressional mandate establishing the program. They were also provided with an opportunity to add goals that they thought would enhance their efforts to support emerging democracies, while at the same time, providing benefits for U.S. students and educators.

The full evaluation report contains numerous items illustrating how U.S. partners have worked toward each of these goals. The following goals are accompanied by a number of examples:

1. Acquaint international educators (delegates to the United States) with exemplary curricular and teacher-training programs in civic education developed in the United States.
 - A Bosnian and a U.S. teacher co-taught civic education to students of all ethnic groups in BiH. A group of three teachers and one program coordinator each from Arizona, Nevada, and California participated in a week-long exchange.
 - Czech and Slovak delegates participated in “Educating for Citizenship” conferences in collaboration with state partners Colorado and Michigan, with “Local-to-Global: Selecting Issues for Classroom Study” serving as a pivotal session. Delegates were also involved in a Programs Advancing Citizenship Education (PACE) institute in Oklahoma, another partner state.
 - Four Hungarian delegates participated in a U.S. democracy camp. **Civitas Exchange Program** delegates from Florida, Mississippi, and Texas participated in Hungarian and Romanian activities.
 - Ohio involved South African delegates in a workshop devoted to integrating community and social action while Kentucky shared information about a drugs-in-schools program.

- Alabama involved Ukrainian delegates in a process to further acquaint them with **Project Citizen, Foundations of Democracy, Play By The Rules, Newspapers in Education, Street Law, and Juvenile Justice** programs.
2. Assist educators in adapting and implementing effective civic education programs in their own countries.
- Baltic country partners Illinois, Indiana, and Iowa presented workshops on **Civitas Exchange Program** activities in their partners' states and countries. Indiana University worked with the Vilnius Pedagogical Institute in developing and implementing a master's degree program in civics for prospective teachers.
 - Civics Mosaic, an exchange that operates within the context of the **Civitas Exchange Program**, formed twelve partnerships involving regions of the United States and Russia. This comparative education initiative will result in a textbook suitable for use in Russia, the United States¹, and other countries.
3. Create instructional materials for students in the United States that will help them better understand emerging constitutional democracies.
- Lessons were developed addressing comparisons between the BiH and United States governmental and educational systems.
 - Lessons were created for use with *Comparative Lessons for Democracy* and placed on the Delaware Law Related Education Center website for use by students and teachers across the nation.
 - Colorado and Michigan led an effort to create instructional materials and lessons titled "What Makes a Good Citizen?" and "Discussing Controversial Issues" for use by U.S. and international partners.
 - Publication of a *Democracy in Hungary* textbook provides U.S. students with an opportunity to do comparative studies of government and address short case studies.
 - Rhode Island, working in partnership with the Republic of Ireland and Northern Ireland, reported producing Civic-Link teacher packs to assist with that program, which is the Irish equivalent of **Project Citizen**.
 - Indiana's John Patrick provided leadership in the writing of two scholarly reports, including *Civic Learning in Teacher Education, Volume 3*, and *Civic Education in the Context of Educational Reform*.
4. Facilitate the exchange of ideas and experiences in civic education among political, educational, and private-sector leaders in the United States and in emerging and established democracies.
- Presentations were made at the annual conference of the National Council for the Social Studies (NCSS) and before groups such as a constitutional commemoration committee, a social studies task force, and the National Association of Women Business Owners.
 - International and U.S. delegates met with representatives of the U.S. Department of Education, the ministries of education of several nations, teachers, administrators, board members, judges, mayors, members of parliaments, legislators and staff from the U.S. Congress, state and provincial legislators, business and private-sector leaders, attorneys, and representatives of other governmental and nongovernmental organizations. Congressional delegations visited some **Civitas Exchange Program** sites in partner countries.
 - A delegation from the Czech Republic and Slovakia participated in a meeting of the Colorado Association of School Boards.
 - Work progressed on development of a Rhode Island and Irish virtual exchange program.

- The Polish delegation met with faculty at Bowling Green State University and with teachers at two schools in Ohio, where they exchanged ideas and experiences as civic educators.
- While visiting Ohio, South African delegates participated in an urban school reform forum and a democracy discussion luncheon.

5. 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.

- Research was conducted to determine the long-term effects of the Hungarian Citizen in a Democracy program. The evaluation included a site visit, the collection of data, data analysis, and the preparation of a report.
- Evaluations were conducted following conferences, seminars, training sessions, competitions and showcases, and other events at most international and state partnership sites.
- The Russian partnership conducted evaluations of year one of Civics Mosaic, year two of its University Partnership program, and year seven of Civitas@Russia. The Civics Mosaic program included evaluation of the first and second units of a high school textbook on comparative civics.

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

- Delegates met with ethnically, racially, and socioeconomically diverse students in a variety of U.S. schools as well as schools in partner nations. U.S. examples include Thomas Jefferson High School and Green Valley Elementary School, both highly diverse schools located in Denver.
- During a Hungarian democracy camp, Muslim students presented a session addressing “myths and realities” about their culture.
- A Romanian delegation visited the Mississippi Band of Choctaw Indians Reservation where they talked with tribal school representatives and compared diversity issues in the U.S. and their country.
- Estonian delegates went to Estonia House in Chicago to meet and share experiences with Estonian Americans.
- During a trip to Alabama, Ukrainian delegates visited highly diverse inner-city schools in Birmingham and Montgomery, rural and ex-urban schools in Corner and Adamsville, and suburban schools in Clay-Chalkville. They also visited the Birmingham Civil Rights Institute, the Alabama School of Fine Arts, and the Department of Youth Services.

Brief Notes on Partnerships

The following are brief executive summaries including historic notes and recent activities that help describe 2003–04 **Civitas Exchange Program** partnerships. More in-depth descriptions, including expanded quantitative and qualitative information, are included in chapters 2 through 12 of this evaluation report.

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

This partnership was formed in 1996 as a joint venture of the Center for Civic Education, the United States Information Agency (USIA), and the Council of Europe. The program actually

got under way during the 1996–97 school year with a series of development and training activities. The region had historically undergone several years of protracted hostilities.

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

During 2003–04, the partnership continued design, development, implementation, and evaluation of the first-ever civic education teacher certification and accreditation pilot program in BiH. A network of more than 100 coordinators now provides program assistance in all parts of the country. Partners have developed materials based on partnership experiences that are useful in teaching U.S. students about emerging democracies. A strategic plan is being developed to provide ongoing coherence to this steadily growing program.

The BiH partnership involved 21,785 individual teachers in 2003–04, compared to 12,520 in 2002–03 and 6,320 in 2000–01. Student involvement has also risen. For example, the partnership involved 451,836 individual students during 2003–04, compared with 300,468 in 2002–03 and 307,459 in 2000–01. Also during 2003–04, professional development programs reached 8,264 teachers, compared to 4,115 in 2000–01. A total of 79,436 students and 2,607 teachers were involved in showcases and competitions.

Unfortunately, no BiH delegates were able to visit the United States because of certain travel restrictions during 2003–04. However, six delegates from Arizona and Nevada were able to visit BiH.

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

The Croatian partnership, established in 1998, continued its efforts during 2003–04 to develop lesson plans for a program focusing on Croatian–American historical connections. A classroom law-writing project was a key part of the partnership’s activities, in addition to creation of four lessons to be used as a part of *Comparative Lessons for Democracy*. The partnership also conducted an evaluation of its **Foundations of Democracy** preschool program.

During 2003–04, 19,825 individual students were involved in the **Civitas Exchange Program** through this partnership, compared with 41,556 in 2002–03 and 3,960 in 2000–01. A total of 2,061 individual teachers participated in the program during 2003–04, compared with 717 in 2002–03 and 391 in 2000–01. Showcases and competitions drew 800 teachers and 1,000 students during 2003–04. Seven delegates from Croatia visited the United States; seven U.S. delegates representing Maryland, Oregon, and Delaware visited Croatia.

Czech Republic–Slovakia–Colorado–Michigan–Oklahoma Partnership

Before joining a full partnership, both the Czech Republic and Slovakia had received special project grants to establish programs such as **Project Citizen**, **Foundations of Democracy**, and Education for Civics and Society. A U.S. Embassy grant provided funding for a project devoted to new horizons in civic education and for development of a course curriculum for pedagogical faculties in the country.

In 2002–03, the Czech Republic became the site of an international partnership involving U.S. state partners Colorado, Michigan, and Oklahoma. The Association for Civic Education and Democracy (SVOD) in the Czech Republic assumed leadership in that country.

A simultaneous effort got under way to reach out to Slovakia. The 2003–04 program represents the first full year that both the Czech Republic and Slovakia were engaged in their

partnership. Slovakia, under leadership of the Orava Association for Democratic Education, immediately focused on global issues in civic education.

During 2003–04, **Project Citizen** and New Horizons programs expanded. The Czech Ministry of Education recognized **Project Citizen** as part of the country’s educational framework.

The partnership has moved even more deeply into topical areas such as relationships among global and local issues, school violence, ethical questions, the handling of controversial issues, and the need to build even closer ties with university preparation programs.

The Czech Republic–Slovakia–Colorado–Michigan–Oregon partnership involved 2,590 individual students and 2,501 individual teachers in the **Civitas Exchange Program** during 2003–04, compared with 2,191 individual students and 1,142 during 2002–03. The Czech Republic involved 582 teachers in professional development activities and Slovakia involved 389. A total of 883 students and 207 teachers were involved in showcases and competitions. Eight delegates from the two countries visited the United States; 11 delegates from the United States returned those visits.

Czech Republic-Slovakia-Colorado-Michigan-Oklahoma Partnership

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

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

Simultaneously, an effort got under way to reach out to Slovakia. The 2003-04 program represents the first full year that both the Czech Republic and Slovakia were engaged in this partnership. Slovakia, under leadership of the Orava Association for Democratic Education, immediately focused on “Global Issues in Civic Education.”

During 2003-04, **Project Citizen** and New Horizons programs expanded. The Czech Ministry of Education, in fact, recognized **Project Citizen** as part of the country’s “Educational Framework.” The partnership has moved into topical areas such as the relationships among global and local issues, school violence, ethical questions, the handling of controversial issues, and the need to build even closer ties with university preparation programs.

The Czech Republic-Slovakia-Colorado-Michigan-Oregon partnership involved 2,590 individual students and 2,501 individual teachers in the **Civitas Exchange Program** during 2003-04. In the Czech Republic, 582 teachers were involved in professional development activities and in Slovakia 389 were involved. A total of 883 students and 207 teachers were participated in showcases and competitions. Eight delegates from those two countries visited the U.S. Eleven delegates from the U.S. returned those visits.

Hungary-Romania-Florida-Mississippi-Texas Partnership

The Hungarian partnership began in 1995 as a charter member of the **Civitas Exchange Program**. Since then, it has excelled in its outreach to educators, students, and community; in its development and use of civic education programs; and in its ongoing focus on research and evaluation. Among the partnership's many accomplishments was development of the new civic

education materials “Hungarian-American Lessons for Democracy,” one version in Hungarian, the other in English.

Hungarian students and teachers regularly use **Project Citizen**, **Foundations of Democracy**, and “Citizen in a European Democracy” curricular materials. During 2002-03, Hungary launched its first summer Democracy Camp, held in Budapest and aimed at building the leadership skills of young people ages 15-17. “Citizen in a European Democracy” national high school competitions were held in the Budapest City Council building. That benchmark program underwent an evaluation during the year. **Project Citizen** competitions and showcases involved both elementary and secondary students; the 2003 Democracy Camp focused on student government; and a delegation from the Hungarian Parliament visited the U.S. in support of Hungarian civic education.

The partnership reached out to Romania's Intercultural Institute Timisoara (IIT) in 2002-03; IIT had begun a pilot of **Project Citizen** leading Romania to become a full member of the partnership in 2003-04. Romania has continued development of training and support materials for **Project Citizen**. Groups of newly trained teachers are now serving two regions of the country. Romania has also tried new ways of organizing showcases and has made a concerted effort to raise awareness of the **Civitas Exchange Program** among the Ministry of Education, Parliament, and local officials. During its first full year as a partner, Romania involved 82 teachers and 2,000 students in showcases and competitions.

During 2003-04, the Hungarian-Romanian-Florida-Mississippi-Texas partnership involved 1,602 individual teachers and 8,076 individual students in Civitas programs. Approximately 430 teachers were involved in professional development activities in Hungary and 122 in Romania. Eight Hungarian and three Romanian delegates visited the U.S., and 10 delegates from partner states visited Hungary and/or Romania.

Civitas Association Hungary also worked with its partners and the Center for Civic Education in planning the May 2004 “Civitas International Leaders Seminar” in Budapest, which drew civic educators from around the world.

Republic of Ireland/Northern Ireland-Rhode Island Partnership

During 1999-00, Co-operation Ireland, a Dublin and Belfast-based nongovernmental organization, worked with the Center for Civic Education in launching the Republic of Ireland/Northern Ireland Civitas partnership. Since the partnership's founding, Civic-Link, an adaptation of **Project Citizen**, has been central to its program.

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

The Pell Center for International Relations and Public Policy in Rhode Island became a full member of this partnership during 2003-04. In addition to participating in the annual exchange, which included a congressional delegation, Pell focused on building understanding of the **Civitas Exchange Program** among local, state, and national leaders in the U.S. and on calling attention to the international aspects of civic education. Development of a U.S. and Irish School

Virtual Exchange continued, linking civic educators and students across the Atlantic. Disadvantaged groups received even greater attention.

During 2003-04, a total of 257 teachers were involved in Civitas-related professional development programs. Teachers also found assistance in discussion forums, a phone/help line, web-based support, and regular field visits by Co-operation Ireland staff, who provide advice and counsel for teachers in the field. A total of 476 teachers and 3,672 students were involved in the partnership, compared to 391 teachers and 4,397 students in 2002-03.

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

This **Civitas Exchange Program** partnership, which originally involved Latvia with its state partners, expanded during 2002-03 to include Lithuania and Estonia. Both of those countries had previously received Civitas special project and initiative grants. Also, during 2002-03, the Soros Foundation's Transformation of Education Program became the central partner organization in Latvia, joining the Jaan Tonisson Institute in Estonia, and the College of Democracy in Lithuania.

Project Citizen and **Foundations of Democracy** have become a central focus for the program. Historically, this partnership has become noted for its evaluation, curriculum development, and conference planning efforts.

During 2003-04, an innovative masters degree program in civic education was established at Vilnius Pedagogical University in Lithuania. A Baltic States International Civic Education Conference was also held in Vilnius.

Latvia introduced four concepts of **Foundations of Democracy** in primary schools, expanded the use of **Project Citizen** to include youth NGOs and other community groups, and worked with the Ministry of Education and other agencies to achieve recognition and inclusion for Civitas materials in the new Latvian social studies curriculum. Lithuania collaborated with partners in discussing the international aspects of civic education. A Children's Summer Camp and an International Camp, "About Liberty," were among the country's many Civitas-related events. Estonia moved forward with implementation of **Project Citizen**, involved teachers and students in showcases, published a student manual in Estonian, and offered three teacher training seminars.

On March 10, 2004, during the Baltic States Conference, "An Agreement of Cooperation between Civic Educators of the United States of America, Latvia, Lithuania, and Estonia." was formally signed. Two books, addressing civic learning in teacher education and civic education in the context of educational reform were published with stimulus from state partner, Indiana.

Partnership-wide during 2003-04, 2,474 individual teachers, and 13,692 individual students were involved in Civitas programs in Latvia, Lithuania, Estonia, Illinois, Indiana, and Iowa.

Poland-Ohio Partnership

When the **Civitas Exchange Program** was initiated in 1995, Poland served as an anchor for one of its first partnerships. Since then, the Center for Citizenship Education in Warsaw has joined with U.S. partners to develop an exemplary program. A major shift took place during 2002-03 when Poland's primary partner, Ohio, moved from Ohio State University to Bowling Green State University. Ohio is also a key leader for partnerships involving South Africa and Ukraine.

Poland developed and successfully pursues a program titled, "Young People's Civic Action," the Polish version of **Project Citizen**. During 2003-04, 270 teachers and 10,250 students were involved in that program's showcases and competitions. "Young People's Civic Action"

was expanded to include "Traces of the Past," which encourages students to identify "monuments," investigate their histories, and work toward restoration and recognition of those sites. An effort to promote democratic school reform in Poland also moved forward. An Internet based long-distance learning course was developed to serve teachers in both Poland and the U.S. Professional development activities reached 546 teachers during 2003-04.

While in the U.S., Polish delegates visited school sites in large urban school systems to discuss reform and to share their experiences in a program called "Learning Schools." A "Learning Schools" initiative is also part of the Polish reform initiative. Ohio created "Expeditions Inside Culture," a two-week experience for preservice teachers that involves tolerance building and the importance of intercultural communication in democratic societies.

A total of 5,040 individual teachers and 120,000 individual students were involved in the Poland-Ohio partnership during 2003-04, compared to 8,165 individual teachers and 182,587 students in 2002-03. The partnership has established a series of challenging goals for 2004-05.

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

The Russia (West)-Massachusetts-New York-Washington, D.C. (American Federation of Teachers) partnership is among the **Civitas Exchange Program's** most historic. Since getting underway in 1995, the partnership has involved thousands of teachers and students in activities that have led to an expansion of civic education programs across a vast country.

Through "I am a Citizen of Russia," an adaptation of **Project Citizen**, students have identified and explored numerous community issues, developed possible solutions, and suggested changes in public policy.

Supported by a five-year grant, awarded in October 2002 by the U.S. Department of Education, the partnership has developed a region-to-region initiative called "Civics Mosaic." Through that program, 12 additional partnerships have been formed linking regions of the U.S. with regions of Russia. Exchanges among those partnerships have stimulated in-depth discussion and inquiry that will result in a textbook devoted to comparative civic education. Among other things, that text will compare historical and philosophical foundations of politics in the governments of the U.S. and Russia, the sources of public authority and political power, the influence of political culture, and address numerous other issues.

During 2003-04, 51,542 U.S. individual teachers and 171,652 individual students were involved in the Russia (West)-U.S. partnership compared to 42,409 individual teachers and 214,587 individual students in 2002-03. A total of 12,250 teachers were involved in Civitas professional development activities. Showcases and competitions involved 124,100 students and 4,100 teachers. With the advent of Civics Mosaic, 30 Russia (West) delegates visited the U.S., while 24 U.S. delegates visited Russia.

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 among programs that form the centerpiece of the Russia (Far East)-Alaska-Washington partnership. Students focus on the fundamentals of politics and government, considering issues such as authority, privacy, responsibility, and justice.

During 2003-04, the **Civitas Exchange Program** in eastern Russia grew from its base in Sakhalin to include the Russian-American Center in Kamchatka, which then further expanded into three additional regions, including Vladivostok, Khabarovsk, and Magadan. A network has

been established among these regions, and coordinating teams are planning to hold regional “I Am a Citizen of Russia” festivals, showcases, or competitions.

During the year, partnership leaders from Russia (Far East), Alaska, and Washington met with a representative from the Center for Civic Education to discuss further development of the network, guiding standards, and key activities. Russia (Far East) is also directly involved in the Civics Mosaic program, described in the Russia (West) chapter of this report, which pairs 12 regions of Russia with 12 regions of the U.S. Students in Kamchatka and Anchorage have exchanged ideas in “a forum of questions” as part of this project. In addition, a *Sakhalin Booklet of Projects* has been developed to help further enlighten U.S. students about constitutional democracy in Russia.

Seminars, roundtables, and other training events reached 315 teachers during 2003-04. Some attended training sessions in the U.S. A total of 55 teachers and 479 students were involved in “I Am a Citizen of Russia”/Project Citizen showcases.

In Russia, the partnership reached out to regional departments of education, members of Dumas, pedagogical universities, professional development institutes, municipal administrators, youth affairs agencies, local businesses, and school administrators. In the U.S., Civitas outreach efforts extended to students and teachers in local schools, school boards and administrators, bar associations, state legislators, judges, and business people.

During 2003-04, 678 individual teachers and 23,325 individual students were involved in Civitas programs through the Russia (Far East) partnership.

South Africa-Kentucky-Ohio Partnership

South Africa became a full partner in the **Civitas Exchange Program** during 2003-04, operating under the umbrella of a broader partnership arrangement that also links state partner, Bowling Green University in Ohio, with Ukraine and Poland. The process that led to South Africa's joining a Civitas partnership actually began in May 2002 when a trainer was selected to help adapt **Project Citizen** materials for use in the country.

Organizers have focused their initial efforts on KwaZulu-Natal province, which includes Pietermaritzburg, Durban South, Durban North, and Shepstone. The first printing of **Project Citizen: South Africa** learner and teacher manuals came off the presses in time for a first round of training at the University of Natal, January 16-19, 2003. The program was offered when schools reopened on January 20, 2003.

During 2003-04, materials were translated into isiZulu, the dominant language of the province. Two showcases were held involving 16 schools in one round and 18 schools in another. In a country that has been emerging from apartheid, participants in those showcases were diverse—61 percent African, 10 percent Colored, and 18 percent Indian, while 81 percent were women and 19 percent were men. Training of trainer programs have led to a dynamic process for sharing knowledge and skills teachers need to offer effective civic education.

Seven South African delegates spent a week visiting the U.S. Six Ohio delegates visited South Africa. In both partner states, Ohio and Kentucky, delegates met with several community leaders and heard presentations on numerous issues and topics, including the Kentucky School Reform Act, early intervention for substance abuse, violence, school governance, elections, and water pollution. In Ohio, the delegates participated in an Urban School Reform Forum with U.S. teachers and a Democracy Discussion/Luncheon. In Kentucky, they had contact with groups such as the Kentucky School Boards Association, the Children's Law Center, members of the state legislature, and local schools.

In addition to **Project Citizen**, South Africa used materials from the **Foundations of Democracy** primary-level series, with particular attention to privacy, responsibility, and authority. During 2003-04, 207 individual teachers and 4,390 individual students were involved in the Civitas South Africa-Kentucky-Ohio partnership.

Ukraine-Alabama-Ohio Partnership

During 2000-01, a Ukraine delegation visited Ohio. That visit, supported by a U.S. State Department Education for Democracy in Ukraine (EDUP) grant led to a Civitas partnership that now links the All-Ukrainian Association of Teachers of History, Civic Education, and Social Studies (Nova Doba) with U.S. state partners in Alabama and Ohio. Since that first year, Ukraine and its partners have focused on an adaptation of **Project Citizen**, which in Ukraine is called, "I Am a Citizen of Ukraine." This partnership is part of a larger collaboration that includes Poland and South Africa, with Bowling Green State University in Ohio serving as a primary management site.

During 2003-04, Alabama worked with Ukrainian educators to integrate civic education into teaching about law. Based on that effort, the partnership produced a publication, *Teacher's Guide – School in the Local Community*. Still other Ukraine publications included *Methodological Guide for a Trainer – We Are Studying Together* and *Teacher's Guide – History for a Citizen*. Alabama played a lead role in developing *Play by the Rules*, *A Teen Court Manual*, and "Civil Rights Lesson Plans."

A 2003-04 delegate exchange helped connected civic educators with issues each partner is facing, such as civil rights, family and teen courts, city administration, and support for the arts. In the process, those delegates visited a number of key individuals and organizations, including schools.

During 2003-04, 450 individual teachers and 3,720 individual students were involved in this Civitas partnership. Train the trainer and other seminars and training events were held across Ukraine, reaching 639 teachers and 61 others in the broader community. Nova Doba collaborates with several educational institutions, such as the Ministry of Education of Ukraine, Pedagogical Sciences Academy of Ukraine, the President's administration and cabinet, and Verkhovna Rada, the Ukrainian Parliament.

NOTE: 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 U.S. during 2003-04, approximately 97 delegates from international partner countries visited a reported 405 U.S. classrooms, 873 teachers, 27,029 students, and 1,472 others, such as parents, media, and representatives of governmental or nongovernmental organizations. The delegate visits offer an opportunity for international and state partners to compare various aspects of education and civil society, attend conferences, make presentations, and meet with local, state, and national leaders, as they continue their pursuit of **Civitas Exchange Program** goals.

Table ES.9
Civitas: An International Civic Education Exchange Program
International Partner Visits
2003-04

International Partner (Delegate Visits to U.S.)	Number of Delegates	U.S. Classes Visited	U.S. Teachers Visited	U.S. Students Visited	Others Visited
Bosnia and Herzegovina (Partners: Center for Civic Education-Arizona-Nevada) ^a	n.a.	n.a.	n.a.	n.a.	n.a.
Croatia (Partners: Maryland-Oregon-Delaware)	7	n.a.	n.a.	n.a.	n.a.
Czech Republic-Slovakia (Partners: Colorado-Michigan-Oklahoma)	8	6	48	195	54
Hungary-Romania (Partners: Florida-Mississippi-Texas)	11	33	54	435	158
N. Ireland-Rep. of Ireland (Partner: Rhode Island)	6 ^a	56	156	522	70
Latvia-Lithuania-Estonia (Partners: Illinois-Indiana-Iowa)	9 ^b	18	44	495	47
Poland (Partner: Ohio)	8	n.a.	45	n.a.	n.a.
Russia West (Partners: American Federation of Teachers-Massachusetts-New York)	39	258	385	24,452	1,087
Russia East (Partners: Alaska-Washington) ^c	n.a.	n.a.	n.a.	n.a.	n.a.
South Africa (Partners: Kentucky-Ohio)	5	18	15	580	11
Ukraine (Partners: Alabama-Ohio)	4	16	126	350	45
Totals	97	405	873	27,029	1,472

^aRepublic of Ireland/Northern Ireland reported six official delegates to the U.S. while Rhode Island reported a total of 30 visitors from the island.

^bLatvia, Lithuania, and Estonia reported five delegates to the U.S. while U.S. partners reported nine visitors from partner countries.

^cNo official delegates to the U.S. were reported by Kamchatka. A report was not received from Sakhalin.

U.S. Delegates Who Visited International Partner Countries

Approximately 99 U.S. delegates visited their international partner countries during 2003-04. These delegates were frequently involved in training programs and in meetings with local, state, and national leaders. In a few cases, U.S. Congressional staff served as part of a special delegation. On returning from their visits to partner countries or states, delegates engage in multiple activities to share what they have learned with both educators and the broader community. Often, delegates offer training while in their international partner country. The following table indicates the approximate number of delegates from each U.S. state during the 2003-04 program year.

Table ES.10
Civitas: An International Civic Education Exchange Program
U.S. Partner Visits
Number of U.S. Delegates to International Partner Countries
2003-04

U.S. Partners	Delegates
Arizona to Bosnia and Herzegovina	3
California to Bosnia and Herzegovina	n.a.
Nevada to Bosnia and Herzegovina	3
Maryland to Croatia	1
Oregon to Croatia	4
Delaware to Croatia	2
Colorado to Czech Republic and Slovakia	5
Michigan to Czech Republic and Slovakia	5
Oklahoma to Czech Republic and Slovakia	1

Florida to Hungary and/or Romania	6
Mississippi to Hungary and/or Romania	2
Texas to Hungary and/or Romania	2
Rhode Island to Republic of Ireland/Northern Ireland	19
Illinois to Baltic Countries	2
Iowa to Baltic Countries	3
Indiana to Baltic Countries	5
Ohio to Poland	5
Massachusetts to Russia (West)	6
New York to Russia (West)	9
Washington, D.C. (AFT) to Russia (West)	n.a.
Alaska to Russia (Far East)	3
Washington State to Russia (Far East)	2
Kentucky to South Africa ^a	n.a.
Ohio to South Africa	6
Alabama to Ukraine	5
Total U.S. Delegates to International Partner Countries	99

^aA U.S. delegation from Kentucky was selected but not able to make the trip because of airline problems. The delegate visit has been rescheduled.

Follow-Up Activities by Delegates

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

- Offering training for civic education teachers and other educators, often through training of trainer programs, which have a dynamic impact on teacher preparation for Civitas programs
- Making presentations at local, state, national, and international conferences
- Offering presentations or even joining with international partners to team teach civic education classes at the elementary, secondary, or university levels
- Participating in local, regional, and/or national showcases and competitions as well as summer camps
- Preparing articles for various publication and submitting to interviews, which often result in radio and television programs or newspaper/magazine/newsletter/web page articles
- Planning nationwide, statewide, or international civic education conferences
- Engaging in comparisons of constitutions, political systems, and governmental and education systems
- Participating in the development of texts, handbooks, guides, and scholarly articles that are sometimes published in more than one language
- Using information, ideas, and experiences in creating entirely new curriculum, updating curriculum, or establishing certification programs for teachers
- Developing degree programs in civic education at universities
- Obtaining endorsement of Civitas curricular materials from ministries of education or other certifying bodies, making civic education a basic part of the curriculum regionally or nationwide
- Translating and, in other ways, adapting materials and programs for use with all or certain groups of students within a state or country
- Pursuing programs to benefit disadvantaged students and their schools
- Conducting evaluations and revising programs, curriculum, and evaluation procedures
- Developing brochures on the impact of civic education

- Using the information gained through delegate meetings with various organizations, government and nongovernmental leaders, and educators from partner nations to build ongoing support for civic education/education for democracy
- Preparing lessons and policy papers on a variety of issues
- Developing, writing, and distributing reports
- Using the partnership experience to enhance individual partner planning or to advance planning across an entire partnership
- Continuing to develop websites and website content, in many cases reporting on exchange activities and lessons learned
- Developing virtual exchanges and video conferences to engage both teachers and students on an ongoing basis
- Developing an Internet-based course for teachers in multiple partner countries
- Using the experience to explore further funding opportunities and/or engage partners in helping pursue that additional monetary or in-kind support
- Applying what is learned and experienced in a partner country to assist minority groups and generally address racial, ethnic, socioeconomic, gender, and other types of diversity
- Conducting evaluations to determine the impact of Civitas programs, ranging from spot evaluations of seminars to more in-depth analysis of certain programs to determine their impact on student knowledge, skills, attitudes, and dispositions
- Visiting classrooms and observing lessons in light of what was learned through the exchange experience
- Establishing networks to encourage ongoing communication, consultation, and the general sharing of information and ideas through in-person conversations, email, and telephone
- Developing new models for collaboration, such as exchanges within or among regions of a country or connecting regions of two or more countries, which is the case with the Russian/U.S. initiated Civics Mosaic program
- Sharing information with local, state/provincial/cantonal, regional, national, and international leaders—ranging from mayors, university professors and administrators, and regional teacher training institutes to elected members of a state/provincial legislature or a national parliament/congress

Reaching Diverse Populations

The **Civitas Exchange Program** is based in part on the premise that partners and partnerships as well as special projects should work across ethnic, racial, linguistic, urban/suburban/rural, regional, gender, socioeconomic, and other boundaries. Diversity is an ongoing challenge to be addressed. Needs are identified and handled in a number of ways which ensure that the program makes every effort to reach a full spectrum of various societal groups. Philosophically, those involved in Civitas generally believe that diversity should enrich, not divide. The following are examples of how various partners and partnerships are addressing diversity.

- In the first event of its type, a regional seminar brought students together from both the Federation of Bosnia and Herzegovina and Republika Srpska to focus on how to maintain democratic values, learn to address public policy issues, and gain skills needed for citizenship in a democracy. The seminar led to development of an action plan for inter-ethnic cooperation. Newspapers and television carried the story to hundreds of thousands of readers and viewers. Civitas also played a role in development of an action plan for meeting

the educational needs of Roma and other minority students in the Federation of Bosnia and Herzegovina and Republika Srpska.

- Bosnian and U.S. teachers co-taught a high school democracy and human rights course for students of all ethnic groups in Bosnia and Herzegovina. In addition, a textbook has been developed for preservice courses at universities that transcends ethnic boundaries.
- International delegates visited a variety of ethnically, racially, and socioeconomically diverse schools while in the U.S. and co-taught civic education classes.
- A Civitas partner representative from Maryland, part of the Croatia partnership, conducted the first civic education training in Iraq as an extension of the program.
- A Roma school in the Czech Republic asked for training in how to use **Project Citizen** to engage students in discussions of public issues. Nationwide, students have been choosing ethnicity issues for discussion because they sense those issues deserve even greater attention.
- **Project Citizen** workshops included teachers who primarily serve Roma students, especially in eastern regions of Slovakia.
- While in Colorado, Michigan, and Oklahoma, Czech Republic and Slovakia delegates visited diverse communities, schools, and classrooms and learned about efforts in the U.S. to reach across boundaries often established by race, ethnicity, and other factors. Some discussions focused on educational equity and the needs of migrant workers and undocumented students. The partners also observed a **Foundations of Democracy** lesson taught by a teacher with a masters degree in multicultural education at a school where the enrollment reflected nearly equal numbers of African American, Hispanic, and Anglo students.
- In Hungary, the Citizen in a European Democracy program includes required readings about minorities. Participating teams include members of minority groups; students from various regions learn about each other's concerns through **Project Citizen**.
- The Hungarian partnership drew attention to Roma issues and inequalities in Eastern Europe and illustrated how African Americans have often undergone similar situations in the U.S. A U.S. Democracy Camp attracted a diverse group of participants. One discussion at the camp was led by Muslim students who addressed “myths and realities” about their culture. During classroom visits, U.S. delegates presented constitutional lessons designed to increase student awareness of rights shared by all people.
- The Romanian delegation visited the reservation of the Band Mississippi Choctaw Indians where they met with a tribal representative and discussed issues of diversity in both Mississippi and Romania.
- In the Republic of Ireland and Northern Ireland, participants in Civic-Link, an adaptation of **Project Citizen**, come from schools that are 50 percent Catholic and 50 percent Protestant. Nearly 70 percent of participants' schools have been designated as disadvantaged. Eleven of the schools are urban and 20 are rural. Rhode Island, Ireland's state partner, has included the three most ethnically diverse communities in the state in Civitas programs. Students also are representative of disadvantaged, affluent, and middle-level communities. Four Civitas sites are urban, two urban-ring, and eight suburban, with a mix of public, private, and parochial schools.
- In Latvia, Russian-speaking students and teachers are involved in Civitas workshops. The program also reaches out to include students from economically depressed areas of the country. In Lithuania, **Project Citizen** materials were translated into Lithuanian, Russian, and Polish. A civic education course is designed to prepare prospective social educators to deal with issues of social exclusion. In Estonia, **Project Citizen** reaches across ethnic

boundaries as Estonian and Russian teachers participate in training seminars and in analyzing the country's public policy issues. A Baltic States Civic Education Conference involved educators from nine countries in Europe, three from the Caucasus region of Central Asia, and one from the Middle East.

- Delegates from Baltic countries visited highly diverse schools while in Illinois, Indiana, and Iowa, including a year-round pilot elementary school in a lower socioeconomic area serving primarily African American children. An International Civic Education Conference in Indianapolis involved educators from the U.S. and from countries in Africa, Europe, and Latin America. While in the Chicago area, delegates met with organizations representing people who have emigrated from their countries to the U.S. and observed a diversity of urban, multiethnic neighborhoods.
- Poland supports participation in Civitas programs by schools and students in underdeveloped regions by securing additional financing to help cover travel and other costs associated with various student and teacher events. Teacher training includes a focus on tolerance in democratic societies.
- Russia (West) offers seminars focused on the Active Classroom. The Civics Mosaic program includes a multiplicity of geographically divergent regions. **Project Citizen** reaches more than 50 regions of Russia and most ethnic groups in that vast country. Activities are conducted in mostly developed areas of the country as well as in areas where communities are economically disadvantaged.
- In Russia (Far East), Civitas programs are offered in cities, towns, and small villages. They involve students across race, gender, and other boundaries. U.S. state partners Alaska and Washington also try to ensure diversity in their programs. For example, the Anchorage School District is developing a Russian Immersion Program at Turnagin Elementary and is also working within existing Spanish and Japanese foreign language programs. Visitors from Russia have visited schools across social, economic, and racial/ethnic categories, including small rural schools, mid-sized schools, and large urban schools.
- In South Africa, **Project Citizen** has been translated into isiZulu; the demographics of the country's population provide criteria for selection of exchange program delegates. Educators who participated in showcases were 61 percent African, 10 percent Colored, and 28 percent Indian; 81 percent were women and 19 percent were men. State partner Ohio reports that teachers who participated in the exchange with South Africa serve both urban and suburban schools and are representative of the diversities of their communities.
- Ukraine involves students and teachers of various nationalities in its programs and trainer of trainers workshops. Civic values, which are stressed, are aimed at overcoming ethnic and linguistic boundaries. State partner Alabama sees Civitas as a tool for building understanding. Ukrainian delegates, while in the state, visited urban, suburban, rural, and ex-urban schools

Spreading the Word

Civic education/education for democracy can extend from the classroom into the community. Much depends on the commitment of international and state partners to organize and deliver presentations, work with decision-makers, create and constantly update web pages, produce publications, and reach out to the news media.

In 2003-04, evaluation questionnaires asked partners how they reached out into the broader community. These efforts reached virtually millions of people. Since no one is sure exactly how

many people might have read a newspaper article or watched a television interview, the numbers included in this portion of the study provide generally soft estimates. The numbers represent community members who were likely exposed to or influenced by certain materials, programs, or activities.

The following examples point out a sampling of publicity efforts that were described by Civitas partners who completed a 2003-04 evaluation questionnaire.

- A majority of international and state partners now have websites, which they update regularly, providing an ongoing source of information about Civitas programs.
- Local, regional, national, and international news media frequently cover the Civitas program or related events or activities.
- In Bosnia and Herzegovina, Civitas has been featured on at least six television programs reaching an estimated one million viewers across the country. Brochures, posters, resource books, and monographs, as well as a CD in both local languages as well as English, and a newspaper, *Nas Civitas*, for teachers and students, communicate information about the program. *The Capital* newspaper in Maryland and the newsletter of the Oregon Classroom Law Project carried articles about those states' Civitas partnership with Bosnia.
- The National Slovak Teachers' Journal, *Ucitelski noviny*, has carried articles about **Project Citizen** and an Innovation in Education Conference. News about the program appeared in the *Jackson County Citizen-Patriot* in Michigan and *The Daily Oklahoman*.
- Hungary's Citizen in a European Democracy competition was widely publicized on local television and radio and in newspapers. Civitas Association Hungary produces a publication that is regularly distributed to teachers and students. In Romania, newspapers in Timisoara, Bucharest, and Iasi carried articles about Civitas-related ideas and events. Both radio and television stations carried stories. Articles about the program appeared in the *Tallahassee Democrat* in Florida and in newspapers in Tupelo and Starkville, Mississippi. The *Texas Bar Journal* also reported on Civitas activities with Hungary.
- Island-wide coverage in newspapers and on radio and television focused on the U.S. teachers and Congressional delegate visits. Channel 4 Open University Television also produced a documentary on Civic-Link as a program that promotes active learning. Ireland's state partner, Rhode Island, reports numerous state and local newspaper articles highlighting the visits of Irish delegates.
- Civitas representatives in Latvia do frequent presentations about Civitas programs at conferences and meetings. Activities are covered regularly in the professional newspaper, *Izglitiba un Kultura (Education and Culture)*. Regional news media have covered Civitas activities at least 20 times during 2003-04. Lithuania produced video reports, CDs, a booklet about the Lithuanian College of Democracy, and photo exhibitions, in addition to providing information for the press. The Baltics' U.S. partners noted television news coverage of a banquet for the visiting delegation, presentations before conventions, and the preparation of books and articles.
- Poland's Civitas program received considerable attention through newspapers, magazines, and the Center for Citizenship Education – Warsaw website. The program was featured in the national magazines, *Spotkania z zabytkami*, and *Gwiazdeczka*.
- In Russia, television coverage focused on the Civics Mosaic project in all participating regions, in addition to other areas where Civitas-related events took place. Press coverage ranged from local to national throughout the year. One noted organization, the

Moscow School of Political Studies, also produced an article on the program. Civitas programs are mentioned on more than 1,000 Internet sites, according to Civitas@Russia. Russia's state partners, New York, Massachusetts, and Washington, D.C. (AFT) also note coverage in various regions participating in the program. Two articles appeared in the *Quincy Patriot Ledger* in Massachusetts. In addition to regular updates on a new website serving the Russia (Far East) partnership, Civitas was the subject of several television and radio interviews and numerous articles.

- In South Africa, newspaper articles and photos were carried in publications such as *The Village Talk*, *The Mirror*, *The Witness*, and *Echo*. Radio Maritzburg and Lotus-FM, an Indian radio station, also carried stories. Civitas in South Africa communicates through a regular newsletter that is distributed to approximately 300 teachers. U.S. partner Kentucky reports that the *State Journal* newspaper covered a visit to that state by South African delegates.
- 1st Channel National Radio of Ukraine provides regular coverage of **Project Citizen** on its "Senior School Student" program. Magazines and newspapers such as *History of Ukraine*, *Osvita*, *Osvita Ukrayiny*, *Doba*, *School Exchanges*, and numerous regional mass media also provide regular coverage of Civitas programs.

2003-04 Special Projects

In addition to full partnerships, the **Civitas Exchange Program** provides for special projects that support specific programs or activities in certain countries. Historically, funds have been allocated by the Center for Civic Education 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 designation as a special project.

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, in the past, was known as either a "minigrant" or "project minigrant." Projects known as "initiatives," which had a Civitas program component and were more ambitious, longer-term collaborations with the Center were discontinued. In 2002-03, three countries reported on special projects and seven on initiatives. Since the number of these programs has been reduced, the overall numbers of students and teachers involved in them has gone down accordingly.

During 2003-04, those countries with special projects included: Bulgaria, the Czech Republic, Russia (Samara-Bulgaria Project), and Slovakia. All but Bulgaria are also involved in full partnerships. These four programs are briefly described in this executive summary and presented in detail in the full evaluation report.

Special Projects – Teacher and Student Participation

During 2003-04, 534 individual teachers and 1,230 individual students were involved in **Civitas Exchange Program** special projects. The following table provides further detail.

Table ES.11
Civitas: An International Civic Education Exchange Program
Special Projects
Teacher and Student Participation 2003-04

Country	Individual Teachers Involved 2003-04	Individual Students Involved 2003-04	Programs Effected by the Special Project
Bulgaria	300	800	Foundations of Democracy
Czech Republic ^a	n.a.	n.a.	New Horizons in Civic Education
Russia (Samara Center)	280	280	Project Citizen
Slovakia	206	150	Project Citizen
Totals	534	1,230	

^aWhile the Czech Republic reported on its partnership activities, no specific report was received on its special project during 2003-04. The partnership report, however, does indicate significant activity devoted to New Horizons in Education.

Special Projects – Countries, Organizations, and Key Contacts

The countries, organizations, key contacts, and type of 2003-04 program are listed in the following table. These contacts, who play a leadership role in each program, were asked to respond to the evaluation questionnaire.

Table ES.12
Civitas: An International Civic Education Exchange Program
Special Projects
Locations 2003-04

Country	Type of Program	Organization	Key Contact
Bulgaria	Special Project	Open Education Centre	Rumen Valchev, Program Director
Czech Republic	Special Project	Association for Education for Citizenship and Democracy (SVOD)	Ivana Havlinova, SVOD-Civitas Executive Director
Russia (Samara Center)	Special Project	Samara Regional Center for Civic Education	Sergey Losev, Senior Research Advisor
Slovakia	Special Project	Orava Association for Democratic Education	Zuzana Srankova, Executive Director

Special Projects – Monetary and In-Kind Support

The Center for Civic Education provided monetary grants totaling \$21,900 for the four special projects included in this report during 2003-04. Those projects attracted an additional \$15,500 in monetary and \$9,000 in in-kind support. The value of support totaled \$48,400, more than doubling the basic Center contribution. The following chart provides further detail.

Table ES.13
Civitas: An International Civic Education Exchange Program
Special Projects
Monetary and In-Kind Support 2003-04

Country	Center for Civic Education Monetary Support (USD)	Additional Monetary Support (USD)	In-Kind Support (USD)	Total Monetary and In-Kind Support (USD)
Bulgaria ^a	6,900	2,900	n.a.	9,800
Czech Republic ^b	2,000	n.a.	n.a.	2,000
Russia (Samara Center) ^c	8,000	12,600	3,000	25,600
Slovakia ^d	5,000	n.a.	6,000	11,000
Totals	21,900	15,500	9,000	48,400

^aThe Open Education Centre in Sofia, Bulgaria, provided an additional \$2,900 in monetary support.

^bA report on the level and nature of support was provided by the Center for Civic Education.

^cLocal government provided \$12,600 in monetary and \$3,000 in in-kind support for the Samara special project. Civitas@Russia contributed an additional \$2,000 in monetary support.

^dIUVENTA, a state institution, provided an additional \$5,000 and Friends of Slovakia provided an additional \$1,000 to support the Slovakia special project.

Brief Descriptions of Special Projects 2003-04

The following are brief descriptions of 2003-04 special projects. More complete explanations and data are included in the full evaluation report.

BULGARIA: The Center for Civic Education awarded a special project grant of \$6,900 to the Open Education Centre in Sofia, Bulgaria, which itself provided another \$2,900 in support. Rumen Valchev is director of the Centre. The purpose of this special project was to provide Bulgarian teachers with materials about the notions of democracy, to introduce new teaching approaches for civics, and to prepare trainers to train teachers across the country. Much of the effort was focused on **Foundations of Democracy** for primary grades. In 2002-03, the Open Education Centre received a special project grant of \$8,800 to initiate **Project Citizen**.

During 2003-04, **Foundations** materials were translated and adapted for use by all teachers involved in the program. Training of trainers events and a National Dissemination Conference reached 353 teachers and many others, including representatives of the Ministry of Education, Regional Inspectorates, and trade unions, plus members of Parliament, university lecturers, and additional teachers from several levels.

Those involved in a training event noted that the program helped them “deal with problems of discipline and motivation” and expressed an opinion that it should become a basic part of preparation for future teachers. In fact, assistant professors were being prepared to introduce the program at Burgas Free University.

In building understanding and support for Civitas programs, Valchev met with the deputy minister of education and held several meetings with the ministry's regional inspectorates. The National Dissemination Conference, which focused on four major values that undergird moral education, was organized by the Open Education Centre in collaboration with the nation's largest teacher trade union. A four-day “Easter Camp” offered training in the four values for 12 high school students. A total of 353 individual teachers and 800 individual students were involved in this special project during 2003-04.

CZECH REPUBLIC: A grant of \$2,000 was provided by the Center for Civic Education for the Association for Civic Education and Democracy (SVOD) in the Czech Republic to translate and print its New Horizons in Civic Education instructional materials. Ivana Havlinova is SVOD executive director. The Czech Republic is also a member of the Czech Republic-Slovakia-Michigan-Colorado-Oklahoma partnership. A completed evaluation questionnaire was not received on this 2003-04 special project, although a thorough report was received on partnership activities.

RUSSIA (SAMARA-BULGARIA PROJECT): The Center for Civic Education provided an \$8,000 monetary grant to the Samara Regional Center for Civic Education, located in Samara, Russia. Sergey Losev is senior research advisor. That funding was strengthened by an additional \$12,600 in monetary and \$3,000 in in-kind services from local government and a \$2,000 monetary grant from Civitas@Russia.

The purpose of this 2003-04 special project, in collaboration with Bulgaria, was to promote international and cross-cultural cooperation in civic education, develop democratic and civic values among young people in Eastern Europe, use computer technologies and Internet opportunities to develop a model for distant international projects, and create international activities using the **Project Citizen** model to explore issues that young people in different countries have in common. A Center for Civic Education **Project Citizen** manual and a video

program developed by the Samara Center served as anchor materials for the effort. Approximately 40 educators and 10 others from the community were involved in professional development activities

A **Project Citizen** summer camp was held in Nesebur, Bulgaria, for 60 Russian and Bulgarian students. As previously mentioned, a winter event was held in Kinel-Cherkassy, Russia, that attracted 30 students from the two countries. Students involved in the program came from a variety of ethnic groups and from both urban and rural schools. Losev reports that students wrote essays describing their impressions, their experiences, and the difficulties they faced as they worked together across national and cultural boundaries. A presentation on the joint Russian-Bulgarian project was scheduled during the May 2004 national competitions. All projects that emerged from the program were to be included on the Civitas@Russia website. A total of 280 individual teachers and 280 individual students were involved in this effort, according to Losev's report.

SLOVAKIA: A \$5,000 special project grant from the Center for Civic Education was supplemented by \$6,000 in in-kind services from Iuventa, a state institution, and the Friends of Slovakia. Recipient of the grant was Orava Association for Democratic Education in Bratislava, Slovakia. Zuzana Srankova is Orava's executive director.

A 2002-03 special project grant was given to help Slovakia initiate **Project Citizen** in the country. The 2003-04 grant was to support a secure future for the program through teacher training and capacity building. During the year, professional development activities involved 38 teachers and five others from the community. **Project Citizen** showcases involving 150 students were held at the regional and national levels.

Srankova reported that the program is now among those recommended by the Ministry of Education for grades 5-9 in "educating students for citizenship" and that a presentation about the effort was made to an official of the Ministry of State. A total of 206 individual teachers and 150 individual students were involved in this special project during 2003-04.

Slovakia is a member of the Czech Republic-Slovakia-Colorado-Michigan-Oklahoma partnership.

Recommendations and Suggestions for the 2003-04 Civitas Exchange Program

The 2003-04 **Civitas Exchange Program** evaluation process compiled substantial information about the progress of 11 partnerships and four special projects. Based on a review of that information, the evaluator offers a number of suggestions for enhancing an already far-reaching and extensive program, which is making a positive impact on civic education/education for democracy in the U.S. and international partner countries. These suggestions are discussed in greater depth in Chapter 14 of the full evaluation report. The report includes a summary of suggestions made by international and state partner representatives who were asked for "recommendations to improve the effectiveness of the program in your country (or state)."

Suggestions and recommendations for enhancing the **Civitas Exchange Program:**

- Ensure the clarity and manageability of expanded partnerships
- Improve communication within the program
- Make external communication an even higher priority
- Continue an emphasis on increasing community involvement in civic education programs

- Expand the use of existing technologies to extend the reach of the program and to bring students, teachers, and others together
- Establish a process that will support and enhance delegate visits
- Consider the **Civitas Exchange Program** a learning organization that enhances knowledge and understanding not just *within* partnerships but *among* partnerships
- Consider development of programs or activities that will promote even greater student-to-student interaction across political and cultural boundaries
- Consider development of flexible plans that are basic to each partnership
- Clarify support for the continuing development of new as well as existing civic education programs
- Build into the program at least one in-depth research project each year, as needed, to validate or improve selected programs or parts of programs, and share that information widely

Selected Recommendations from Previous Civitas Evaluation Reports

Progress has been made on most recommendations from previous Civitas Evaluation Reports. Some listed here have been incorporated into the 2003-04 recommendations. In a fast changing world, each will continue to be a work in progress. Among those recommendations/considerations from previous reports are the following.

- 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
- 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 website in collecting and sharing 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, including efforts to attract additional monetary and in-kind support
- 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 when planning events that raise concerns about security for those who travel and work internationally

Evaluator Observations/Commentary

This executive summary provides only a glimpse of the **Civitas Exchange Program** during the period of March 1, 2003, through February 29, 2004. The full report, published by the Center for Civic Education, offers more complete information about the 11 partnerships, involving 22 states and 15 countries outside the United States, and four special projects.

Quantitative and qualitative information was drawn from responses to questionnaires completed by leaders at each Civitas site. While the program has distinct goals, it allows flexibility for those involved to use their ingenuity and an array of traditional and newly conceived approaches to enhance civic education/education for democracy.

From 1995 to the present, one *Civitas Exchange Program Evaluation Report* has covered the program worldwide. Programmatic growth, which includes regional initiatives in Latin America, Africa, and other parts of the world, now compels separate evaluations. Therefore, this evaluation report, which primarily covers European-U.S. partnerships, has attempted to compare progress, over time, of those countries and states previously evaluated.

The numbers are impressive. During the past three years, partnerships alone have involved 2,402,462 individual, unduplicated students and 184,726 individual, unduplicated teachers. These numbers do not include special projects. The number of students and teachers involved in local, regional, and national showcases and competitions have also been rising steadily. Beyond the numbers, new curriculum materials and instructional approaches, such as active learning, are invigorating education in each country that hosts a partnership or special project.

Through exchanges, delegates from U.S. and international partner countries have an opportunity to plan, communicate, build relationships, and conceive of approaches to civic education that help them meet their unique needs. Partner organizations continue to provide thoughtful, energetic, and dedicated leadership for the program. They have developed new and inventive approaches to civic education as they have shaped proven programs such as **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.

The **Civitas Exchange Program** is not only successful but should be seen as an example for any program of this scope. A list of recommendations and suggestions for how the program can continue and advance its leadership, even in a fast-changing world, is provided in this report.

As impressive as the numbers are that clearly indicate the impact of the **Civitas Exchange Program**, those numbers only tell part of the story. We know from research that effective civic education strengthens civic knowledge, skills, attitudes, and dispositions toward making democracy work in a variety of cultural and historical contexts. We also know that this program is planetary in scope, stretching from local to global. So are growing numbers of issues, problems, and opportunities we face. Civic education is preparing students in countries around the world to define those concerns, to conduct research, develop possible solutions, and recommend public policy. What we can imagine but cannot yet see is the impact these students will have on our individual and collective futures and on the course of history.

Respectfully Submitted:

Gary Marx, President
Center for Public Outreach
Vienna, Virginia
10-04

About the Evaluator

Gary Marx, CAE, APR, is president of the Center for Public Outreach, an organization he founded in 1998, which provides counsel on future-oriented leadership, communication, education, community, and democracy. He has conducted evaluations of the **Civitas Exchange Program** for 2000-01, 2002-03, and 2003-04 and has long been active in the civic education community. As an international speaker, workshop leader, and consultant, Marx has worked with educators and community leaders in all 50 U.S. states and on four continents. As a futurist, he has directed studies such as *Preparing Schools for the 21st Century* (1996), *Preparing Schools and School Systems for the 21st Century* (1999), and *Ten Trends...Educating Children for a Profoundly Different Future*, published in 2000. Books he has written that are scheduled for publication during 2005 include *Creating a Future...The Essence of Leadership* and *16 Trends...Their Profound Impact on Our Future*. Marx is the author of numerous books and articles and has served as a primary source for local, national, and international news media on issues affecting education and society. He has been a frequent guest on television and radio talk shows. Prior to starting his own firm, Marx served for nearly 20 years as a senior executive for the American Association of School Administrators (AASA). He was a television and radio broadcaster before moving into education, serving as a school administrator for the then 10,000-student Westside Community Schools in Omaha and the 82,000-student Jefferson County Public Schools in Colorado. Marx returned to Jefferson County to advise on strategy in the wake of the 1999 tragedy at Columbine High School. His community activities have ranged from serving on the education advisory committees for the restoration of the Statue of Liberty and Ellis Island and the celebration of the Bicentennial of the U.S. Constitution to serving as founder and chairman of the Keystone Community Task Force, an award-winning local neighborhood improvement association in Omaha, Nebraska, where he also served on a number of local boards and commissions. He is a longtime advocate for civic education and education for democracy. Marx was presented the coveted President's Award by the National School Public Relations Association (NSPRA) in 1999 and the Distinguished Service Award by the American Association of School Administrators (AASA) in 2000. He is accredited by the National School Public Relations Association (NSPRA), the Public Relations Society of America (PRSA), and the American Society of Association Executives (ASAE). Gary Marx can be reached at the Center for Public Outreach, 1831 Toyon Way, Vienna, Virginia, 22182, USA. Phone: 703-938-8725. Fax: 703-938-8726. Email: gmarxcpo@aol.com

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

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

Limitations

Information included in both this executive summary and the full evaluation report is based on responses to questionnaires. Those responses were provided by U.S. and international partners and those who undertook special projects. An attempt has been made by the evaluator to interpret and in some cases correct numerical discrepancies. The evaluator also sought to lend clarity to various statements that were submitted to make them readily understandable to the English language reader. Care was taken not to change the intent of those statements. In several cases, the evaluator initiated further contact with those who responded to the questionnaires to obtain further clarification. That clarification was generally provided. In some instances, the evaluator received no further response. Some historic information and explanations of certain programs were drawn from Center for Civic Education publications, including past **Civitas Exchange Program** evaluation reports. The evaluator was not in a position to personally monitor each of the programs in approximately 22 U.S. states, including D.C., and approximately 15 international partner and four special project sites. Therefore, the evaluator relied on information that was supplied by each partner or special project representative. The reader should understand the limitations posed by any questionnaire, since the information presented is not based on direct observation. That is why selected research projects devoted to individual program effectiveness are needed, in addition to these annual evaluations of the program. Any errors, misstatements, or changes in intent are unintentional.