

*Civitas Latin America:  
A Civic Education Exchange Program  
Annual Evaluation Report: Year 2*

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# Civitas Latin America: A Civic Education Exchange Program Annual Evaluation Report: Year 2

## Executive Summary

Although there are many sources of civic education, such as families, religious institutions, labor unions, and community organizations, schools have a special and historic responsibility for the development of citizenship. In order to further this mission, it is the goal of the Center for Civic Education (Center) to institutionalize effective programs in civic and government in public or private schools. The Center administers the **Civitas Latin America: A Civic Education Exchange Program (Civitas Latin America)** funded by the Office of Educational Research and Improvement of the United States Department of Education to help accomplish this goal through civic education exchanges between the U.S. and Latin American countries. Civitas Latin America builds upon and expands the work conducted by **Civitas: An International Civic Education Exchange Program**.

The basic goals of Civitas Latin America are to:

- acquaint Latin American educators with exemplary curricular and teacher training programs in civic education developed in the U.S.;
- assist Latin American educators in creating, adapting, implementing, and institutionalizing effective civic education programs in their own countries;
- create and implement civic education programs for students in the U.S. that will help them better understand the history and experiences of emerging and advanced democracies in Latin America;
- facilitate the exchange of ideas and experience in civic education among educational, governmental, and private sector leaders in the U.S. and Latin America.

WestEd is conducting an independent evaluation of Civitas Latin America, providing both formative feedback and summative evaluation throughout the length of the project. The ultimate measures of program success will be whether students from participating countries are prepared for success as participants in a democratic society and whether teachers are prepared to support students' preparation. This report is based on the annual reports submitted by the partnerships, projects, and collaborating organizations that comprise Civitas Latin America. These annual reports included data from the end of the first year of projects' funding in October 2003 through March 2004. However, in order to make this a report of activities during the 2003-2004 fiscal year, the final totals in the data summaries presented in this report include the previous mid-year reporting (April 2003 through September 2003). Thus, this report overlaps the last six months of the first year's report (April 2003 through September 2003). Because of this overlap, emphases in this report will be placed on activities conducted from October 2003 through March 2004.

Compliance with reporting requirements for the annual report was nearly universal; only three projects did not submit an annual report. The range of documentation was variable (from the submission of just one activity report to several reports of well over one hundred pages with substantial documentation of activities). We commend all of the projects for their efforts in sharing their work with us.

Since WestEd's first year's evaluation report, submitted in February 2004 (which covered the time period from October 1, 2002 to September 30, 2003), the **Civitas Latin America: A Civic Education Exchange** program has grown considerably. For this, the second annual evaluation report, we summarize data from twenty-one different projects:

- Ten projects work within four partnerships, which consist of one or two U.S. civic education organizations and a Latin American partner organization identified by the U.S. Department of State and U.S. embassies. Usually the structure includes one U.S. state and a Latin American country; building cross-cultural understanding, experiences and comparative curriculum are key components of project work; and some partners contribute substantial in-kind to partnership activities.
- Three projects are sponsored by collaborating organizations which usually focus on curriculum development or work with a Latin American country and include in-kind support from the collaborating organization.
- Eight special projects are funded by the Center, each of which operates in a Latin American country.

Since the first year's report, Civitas Latin America has also shown continued growth in participant involvement. Many activities during the first reporting period focused on recruiting participants and building the knowledge and skills of teachers and project staff to enable them to successfully move project implementation forward. In the second year, there was further curriculum adaptation and implementation, culminating in student showcases in several countries.

Civitas Latin America projects have faced many obstacles in building their projects and accomplishing their many activities. Of particular note is the impact of political upheaval in some Latin American countries. Other obstacles that projects encountered in implementation are challenges generally found in the low-income areas of the lesser-developed areas of the world.

### Conclusions

The Civitas Latin America program has grown in the number of projects and Latin American countries conducting activities as part of the program. New projects and partnerships have successfully moved forward in implementing planned activities despite many obstacles. Particularly, increases in student involvement are evident across projects' activities. Lessons are being developed that will provide current and accurate information about Latin America to help U.S. teachers and students better understand Latin American systems of government and history, and to inform their analysis of U.S. interactions with other nations.

Participants value the exchange visits. They believe that exchange activities provide information and experiences that enhance curriculum development and help to model instructional and assessment strategies for implementation (cooperative, interactive learning and assigning meaningful and fair scores to student work).

During the first two years of the program, Civitas Latin America projects built partnerships and implemented civics education curricula in Latin American classrooms. However, the extent to which classroom implementation fully addresses key components of the curriculum such as cooperative and interactive learning is not known. Teachers tend to change their instructional practice slowly and require a lot of support to do so. Classroom follow-up and long-term commitment to professional development for implementing teachers is crucial to ensuring that students have opportunities to acquire and practice the participatory skills taught in the curriculum.

Next steps for this program relate to two overall goals: institutionalization of the program; and full implementation of the curriculum. First, groundwork laid now can help with institutionalization. Latin American sponsored conferences, similar to the OAS-supported conference in Uruguay, can encourage Latin American countries to look to similar programs in their region that are successful in civic education for models, strategies, and other types of support. Second, local support in terms of resources from local agencies such as Latin American NGOs or U.S. embassies can provide assistance beyond what the Center is able or will be able to provide after the end of the grant.

In relation to full implementation of the curriculum, it is important that Latin American programs develop an infrastructure of mentoring and professional development that includes new teachers as well as experienced teachers to continue to increase teachers' knowledge and skills, solidify what has been learned during the initial years, and allow teachers to share strategies for what works in their classrooms. Some ways to ensure that teachers are incorporating the cooperative, interactive learning models that are part of the curriculum are the following: structured mentorships where experienced teachers partner with new teachers being recruited; continued trainings for both teachers who have some experience as well as teachers new to the program; involving experienced teachers in scoring, facilitating partnerships, and other expansion activities; and classroom follow-up on a regular basis.

### Strengths

In summary, it is a strength of the program that it is growing: additional curricula are being adapted, more teachers are being trained, more students are participating, adverse conditions are not deterring project participants, further contacts are being made, and there is increasing visibility of the programs. Additionally, plans across all projects to find ways to build growth and sustainability, if realized, will go far in promoting democratic principles to the citizens of tomorrow.

## Weaknesses

An evaluation based primarily on participant self-reports does not yield very many reports of weaknesses in the program. However, a following are a few suggestions that could strengthen future evaluations:

- Not every project submitted materials for this report, and some of the projects submitted only activity reports. A full evaluation can be based only a complete and timely reporting. It is hoped that the next evaluation will be able to fully report on all the activities of Civitas Latin America.
- Some of the conferences and meetings reported appear to be targeted at individuals and officials not directly involved in policy-setting and curriculum implementation. While there is a need to build broad-based support for civics education curriculum implementation and/or reform, this should not be allowed to be a primary focus of the program.

## Recommendations

The present direction of the myriad of programs represented in this report is positive, and there is much for which to commend Civitas Latin America. Following are several recommendations for consideration by the Center for Civics Education and its Civitas Latin America partners:

- Encourage all projects to submit complete and timely activity reports and annual program summaries.
- These reports, particularly those that are summative, should include anecdotal and evaluative information to inform future evaluation reports that build on this document.
- Encourage projects to expand their programs to more students and more teachers, bringing civics education every more widely into the curricular mainstream in all participating countries.
- Encourage exchange contacts with influential people who have direct effect on curriculum implementation and/or teacher training.
- Continue to seek ways to promote greater student-to-student exchanges between participating countries.
- Encourage students to select *Project Citizen* topics that have immediate relevancy to themselves, since these have greater potential for immediate problem resolution and provide positive reinforcement for their efforts and build self-empowerment.

## **Civitas Latin America: A Civic Education Exchange Program Annual Evaluation Report: Year 2**

### Introduction

*People may be born with an appetite for personal freedom, but they are not born with knowledge about the social and political arrangements that make freedom possible over time for themselves and their children...Such things must be acquired. They must be learned...Education plays a singular role in free societies. While the education systems of other regimes are tools of those regimes, in a democracy the regime is the servant of the people, people whose capacity to create, sustain, and improve that regime depends in large measure on the quality and effectiveness of the educational arrangements through which they pass. In a democracy, it can fairly be said, education enables freedom itself to flourish over time. (Chester E. Finn, Jr., in an address to educators in Managua, Nicaragua, June 1991)*

Although there are many sources of civic education, such as families, religious institutions, labor unions, and community organizations, schools have a special and historic responsibility for the development of citizenship. In order to further this mission, it is the goal of the Center for Civic Education (Center) to institutionalize effective programs in civic and government in public or private schools. The Center administers the **Civitas Latin America: A Civic Education Exchange Program (Civitas Latin America)** funded by the Office of Educational Research and Improvement of the United States Department of Education to help accomplish this goal through civic education exchanges between the U.S. and Latin American countries. Civitas Latin America builds upon and expands the work conducted by **Civitas: An International Civic Education Exchange Program**.

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WestEd is conducting an independent evaluation of Civitas Latin America, providing both formative feedback and summative evaluation throughout the length of the project. The ultimate measures of program success will be whether students from participating countries are prepared for success as participants in a democratic society and whether

teachers are prepared to support students' preparation. This report is based on the annual reports submitted by the partnerships, projects, and collaborating organizations that comprise Civitas Latin America<sup>1</sup>. These annual reports included data from the end of the first year of projects' funding in October 2003 through March 2004. However, in order to make this a report of activities during the 2003-2004 fiscal year, the final totals in the data summaries presented in this report include the previous mid-year reporting (April 2003 through September 2003). Thus, this report overlaps the last six months of the first year's report (April 2003 through September 2003). Because of this overlap, emphases in this report will be placed on activities conducted from October 2003 through March 2004.

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- Ten projects work within four partnerships, which consist of one or two U.S. civic education organizations and a Latin American partner organization identified by the U.S. Department of State and U.S. embassies. Usually the structure includes one U.S. state and a Latin American country; building cross-cultural understanding, experiences and comparative curriculum are key components of project work; and some partners contribute substantial in-kind to partnership activities.
- Three projects are sponsored by collaborating organizations which usually focus on curriculum development or work with a Latin American country and include in-kind support from the collaborating organization.
- Eight special projects are funded by the Center, each of which operates in a Latin American country.

Summary data for all twenty-one projects from April 2003 through March 2004 show continued growth from the prior reporting period. At present, the Civitas Latin America projects include the projects listed in Figure 1.

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<sup>1</sup> Sample reporting forms and annual report template appear in the Appendix of this report.

<sup>2</sup> For the purposes of this report each individual entity will be termed a "project". Thus, a partnership consisting of one Latin American country and two U.S. states will be counted as three projects. However, for the purposes of data compiling, particular efforts were taken to ensure that joint activities within a partnership were reported only by the hosting project to eliminate duplicate reporting of numbers of participants and activities.

Figure 1. Listing of Current Civitas Latin America Projects

Partnerships	Collaborating Organizations
Colorado Costa Rica Texas New Mexico	American Federation of Teachers (AFT) National Council for the Social Studies (NCSS) Organizations of American States (OAS) Social Studies Development Center, Indiana University (SSDC)
Mexico California	<b>Individual Projects</b>
Panama Florida	Argentina Brazil Chile Colombia Dominican Republic Ecuador Guatemala Peru
Venezuela New York	

Partnerships, collaborating organizations, and special projects conducted workshops with teachers, presented civic education programs, judged *Project Citizen* showcases, participated in exchange visits, and participated in conferences. It is a strength of the program that it is growing: additional curricula are being adapted, more teachers are being trained, more students are participating, adverse conditions are not deterring project participants, further contacts are being made, and there is increasing visibility of the programs. During these activities, feelings of enthusiasm and optimism were reaffirmed by the teachers and administrators.

*The Project Citizen program has empowered students. It has increased their knowledge of Public Policy and has helped to develop a heightened sense of local laws. Students that I interviewed throughout Venezuela (rural and barrio) schools really learned new ideas and how to work in groups. (U.S. partner)*

The positive attitude and optimism of the project activities was also reflected in the work of students. For example, Texas student Alex Miller writes about his experience in a Democracy Camp,

*The exchange of cultures created by this program is tremendous. I know I have the desire to become fluent in several languages. Through the Democracy Camp experience I also gained much valuable insight into the workings of not only our own government but also the government of the other countries throughout the world.*

In Argentina, an initiative to bring *Foundations of Democracy* to indigenous students brought empowerment to a group that frequently experienced discrimination, as noted by an indigenous student in Misiones,

*I am always discriminated against at school, but today I learned that I have to make use of my rights, and that I am also a citizen of Argentina. I am equal to any other citizen.*

## Participant Involvement

Since the first year's report, Civitas Latin America has also shown continued growth in participant involvement. Many activities during the first reporting period focused on recruiting participants and building the knowledge and skills of teachers and project staff to enable them to successfully move project implementation forward. In the second year, there was further curriculum adaptation and implementation, culminating in student showcases in several countries. Table 1 below shows the number of students, teachers, administrators, and other professionals participating across all Civitas Latin America program activities. The number and percent of participants is shown for partnerships, collaborating organizations, and special projects.

Table 1. Number and Percent of Students, Teachers, Administrators, and Others Participating in Civitas Latin America Activities from April 2003 through March 2004

Type of Participant	Total for April 2003 through March 2004	Number and Percent for Partnerships	Number and Percent for Collaborating Organizations and Special Projects
Teachers	2,198	1,030 (47%)	1,168 (53%)
Students	13,288	4,418 (33%)	8,870 (67%)
Administrators and others	27,324	392 (1%)	26,932 (99%)

The partnerships consist, at present, nearly one-half of the total number of projects, and represent an appropriate proportion of participants. This is particularly true of activities involving students (47% of student participants are in partnership activities). The partnerships have exerted much effort toward establishing relationships with schools, various law and other civic education-related organizations in the U.S. as well as Latin American countries. The goal of the collaborating organization is focused on developing materials that will be implemented by the other partnerships and projects. Thus, implementation activities such as trainings and student competition/showcases are more commonly conducted by partnerships.

By the end of this period, Civitas Latin America directly involved 2,198 teachers in activities. Activities involving teachers included teacher trainings, conferences,

presentation of Civic Education programs, and Latin American delegates to U.S. and U.S. delegates to Latin American country site visits.

Civitas Latin America directly involved 13,288 students in activities. Projects with extensive student involvement include Chile, where 5,600 students were involved; the Venezuela/New York partnership which facilitated student showcases/competitions for *Project Citizen* in Venezuela, and conducted presentations on different civic education curricula in Venezuela to students and teachers (1,787 students); the Panama/Florida partnership, which conducted *Project Citizen* showcases/competitions involving 5<sup>th</sup> and 6<sup>th</sup> grade classrooms in Panama (1,200 students); and Colombia.

Civitas Latin America involves 27,324 administrators and other types of participants in activities. These participants include a range of key professionals and officials including Ministers of Education, Directors of National Public Education, Directors of Education in Values Programs, journalists, university professors, attachés from the U.S. Embassy, school board members, city council members, local Superintendents of Schools, and U.S. State Supreme Court Justices. Included in this number are 26,000 members of the NCSS, who are informed of Civitas Latin America projects through the organization's publications.

## Projects' Activities

Projects reported activities for a range of different categories. Table 2 below shows the different activities conducted by each type of partner site.

Teacher workshops are the most commonly reported activity (32 reported across all projects). These workshops are events for teachers to prepare and assist them to implement curriculum materials and student projects including trainings on how projects are graded and how to use forms for judging projects. These results are not surprising as goals for the second year focused on expanding the program by recruiting additional sites, schools, and classrooms; and on implementation of the curriculum. Training teachers is a key activity in accomplishing all of these goals.

The second most common activity was delegation visits, with 25 reported by the projects. These could be either visits by Latin America students, teachers, and administrators to the U.S., or they could be visits by U.S. project staff to their partner country. During visits to the U.S., students participated in Democracy Camps, teachers interacted with their peers already using *Project Citizen* and/or *Foundations of Democracy*, and administrators sought additional funding sources for their programs. When U.S. representatives visited their partner country, they often participated in student showcase events, met with influential members of the community, and provided technical assistance as they consulted with the project administrators. Project administrators in Argentina and Colombia also visited other countries in Latin America to provide assistance to other projects and to promote the growth of civic education.

Table 2. Type and Number of Activities for All Projects from April 2003 through March 2004: Partnerships, Collaborating Organization, and Special Projects

Type of Activity	Total for All Projects	Number for Partnerships	Number for Collaborating Organizations	Number for Special Projects
Curriculum Translation	1	1	0	0
Curriculum Adaptation	11	5	0	6
Development of Comparative Lessons	3	1	2	0
Student Competition/ Showcases	7	6	0	1
Teacher Workshops	32	9	0	23
Training of Trainers	8	3	1	4
Conferences/Seminars	21	6	5	10
Delegation Visits	25	12	5	8
Technical Assistance	7	6	0	1
Other	14	5	1	8

Also prevalent were conferences and seminars, of which 21 were reported by the projects. In addition to attending the international conference in Mexico City and the regional conference in the Dominican Republic, there were many seminars and other presentations of civic education across the projects, where information about the program and its implementation were shared with school administrators and public officials. These presentations are often accompanied by a request for project participation. For example, the New York project director packed her two site visits to her partnership country, Venezuela, with more than thirteen presentations to influential community members such as the governor of the state of Miranda, officials from the Miranda State Office of Education, university administrators and professors, and metropolitan and regional education officials. The purpose of these presentations was to create “champions” of civic education to foster support and awareness for Civitas Venezuela and facilitate the introduction of Civitas into the formal curriculum.

Many of the partnerships, collaborating organizations and special projects reported additional types of activities. Additional activities included:

- a radio show;
- program planning meetings;
- articles submitted for publication; and
- development of evaluation plans.

***Activities Conducted By Partnerships***

Partnerships conducted nearly half of the activities during this reporting period. For example, the four partnerships conducted 86% of all Student Competitions/Showcases and 48% of all delegation visits. A brief description of highlights of this year's activities of each partnership follows.

- Although the Costa Rica/Texas/New Mexico partnership encountered difficulties and reconfigured their program after they were well into the year, the partnership accomplished many activities. The partnership is implementing three curricula: *Project Citizen*, *Foundations of Democracy*, and *We the People*. During Costa Rican delegate visits to the U.S., delegates participated in a law-related education conference, *We the People* competitions in both Texas and New Mexico, and visited schools and met with high-level public officials in both states. A U.S. delegation visit to Costa Rica gave the newer Civitas members an opportunity to get acquainted with the partnership's structure and key people, and provided a chance to establish new contacts with the Costa Rican Bar Association and the General Comptroller's Office. Two Costa Rican teachers attended the Center's *Foundations of Democracy* training in Santa Monica, California. Presently, the partnership in Costa Rica is working with La Salle University in Costa Rica to adapt the *We the People* curriculum.
- The Panama/Florida partnership hosted a large number of local Student Competitions/Showcases and a national showcase. The partnership trained almost 100 Panamanian teachers in *Project Citizen* and *Foundations of Democracy*. The national showcase that was the culmination of district competitions was attended by the U.S. Ambassador and was covered by Panamanian TV and radio. The five-year strategic plan is being implemented on schedule.
- The Venezuela/New York partnership is implementing *Project Citizen* and *Foundations of Democracy* materials on Authority, Responsibility, and Justice, and School Violence materials. Ongoing teacher training is helping the program spread into new regions of the country, particularly in the state of Miranda, where the governor has officially proclaimed *Project Citizen* as a program in the state's schools. The partnership hosted two U.S. delegate to Venezuela visits in which the N.Y. delegate visited *Project Citizen* schools, participated in *Project Citizen* Festivals (Showcases), and facilitated many important partnership contacts while in Venezuela. Venezuela also hosted a teacher training seminar by the Center's Ken Rodriguez. Not only does the U.S. embassy support the partnership with funds and personnel, but participating municipalities, the Miranda State government, and Institute for Higher Education in Administration all provided financial support for various activities.

### ***Activities Conducted By Collaborating Organizations***

Collaborating organizations provide networks to make people aware of Civitas Latin America and involve them in the work of Civitas Latin America. Much of the development of new curriculum is accomplished by the work of collaborating organizations.

The Organization of American States, an important collaborating organization, planned a joint civic education seminar with local education experts and officials from the Uruguayan Ministry of Education and the National Administration of Public Education (Board of Education). The seminar, *Teaching Democratic Values and Practices in the*

*Education System of Uruguay*, included over 100 Uruguayan educators and high-level public education officials. Participants analyzed the teaching and learning of democratic values and practices in the public education system in Uruguay and learned about the Civitas programs in Mexico, Colombia and the Dominican Republic. The three-day seminar resulted in a report and a proposal for an action plan, which included a proposal for pre-service teacher training by the Center for Civic Education. As the year closed, OAS was deeply involved in the planning of the September 2004 Inter-American Seminar for Education for Democracy, which it was to host.

The AFT project continued to draft comparative lessons for U.S. students and teachers to help increase their understanding of the histories, governments, and political experiences of Latin American countries. This curriculum will be a supplementary unit on democracy in Latin America for high school students. The developers report that initial response to the curriculum, *Democracy in Latin America: Past Progress, Current Realities, and Future Challenges*, has been positive. Teachers involved in writing the lessons expressed appreciation for the opportunity to share ideas and develop new strategies for teaching about democracy in Latin America. This work is expected to impact U.S. students and teachers as the curriculum is implemented in U.S. classrooms.

NCSS offers a nationwide network of communications with social studies educators, which provides opportunities to U.S. and Latin American participants to share materials, lessons, and experiences. During the year, NCSS staff and members participated in and reported on several of the activities described elsewhere in this report. Besides providing a venue for presenting Latin America Civitas projects at several U.S. conferences, NCSS published information about Civitas Latin America in their newsletters and other regular publications.

### ***Activities Conducted By Special Projects***

The six countries reporting on special projects each focused on different applications of civic education curricula. Brazil focused on art-based projects in *Project Citizen* and hosted radio- and video-based seminars. Chile incorporated the themes of tolerance, non-discrimination, and public space into *Project Citizen* trainings. Colombia adapted the *Foundations of Democracy* curriculum and added lessons on human rights. Colombia also implemented *Project Citizen*. Peru hosted a series of six *Foundations of Democracy* teacher training seminars taught by Ken Rodriguez, as it integrates civic education materials into teacher education centers for Peruvian teachers studying Teaching English as a Second Language. Argentina trained 680 teachers and 60 trainers of trainers in *Foundations for Democracy*, and focused particularly on socially vulnerable or high risk indigenous communities and communities with scarce resources in northwestern part of their country. It has also led in the promotion of the Center's programs in neighboring Uruguay and Paraguay. Guatemala conducted civic education presentations and conferences, including presentations by Center and OAS staff, to build awareness of civics education and curricular resources that were available to assist in this project.

## Curriculum Focus

The *We the People: Project Citizen* curriculum was the most used of the Center’s civic education curricula this year in the Civitas Latin America projects (see Table 3 below). Of the twenty-one projects, 67% (14 projects) implemented *Project Citizen*. Of these, six of the projects were part of a partnership, which involves joint activities using the same curriculum. Of all the projects only two of the collaborating organizations, AFT and OAS, were not focused on implementing *Project Citizen* or any other specific Center curriculum but rather focused on developing new curriculum or preparations for the international conference in September 2004.

Table 3. Curriculum Focus of Civitas Latin America Projects

Curriculum Focus	Total for All Projects	Number for Partnerships	Number for Collaborating Organizations	Number for Special Projects
<i>Project Citizen</i>	13	6	2	5
<i>Foundations of Democracy</i>	10	6	1	3
<i>School Violence</i>	2	2		
<i>We the People</i>	3	2	1	

The next most popular curriculum focus was to adapt specific chapters from the *Foundations of Democracy* curriculum for use in the classroom. Ten projects (48%) used the *Foundations of Democracy* curriculum. For example, the Venezuela/New York partnership adapted the chapters on “Authority” and “Responsibility” and Fundación Presencia in Colombia adapted the chapters on ‘Authority”, “Responsibility”, and “Justice”. Additionally, the Venezuela/New York partnership is implementing the Center’s curriculum on *School Violence* to assist in dealing with problems of violence in their schools. Chile, in addition to implementing *Project Citizen*, is linking it with materials on tolerance and non-discrimination.

## Center for Civic Education Professional Development Events

During the year that began April 2003, as reported earlier, the Center for Civic Education administered two conferences for Civitas Latin America participants that provided professional development and opportunities to share their work and learn from the work of others. The regional Civitas Latin America conference was held in Santa Domingo, Dominican Republic in May 2003, and the International Civitas conference for all Civitas international exchange projects was held in Mexico City, Mexico in October 2003. All projects that were part of a partnership and all collaborating organizations reported sending staff to attend both conferences.

In addition to the conferences, as reported earlier, the Center administered a weeklong training of trainers workshop on *Project Citizen* at the Center for Civic Education in California. Thirteen delegates from six Latin American countries and the U.S.

participated in this workshop. The Center also sponsored Latin American delegates to attend other civic education professional development activities. Two delegates from Latin American countries were sent to the *We the People* National Academy, a two and one-half week institute focusing on political and constitutional theory. Two delegates from Latin America were sponsored by the Center to attend the R. Freeman Butts Institute in Indiana, which focuses on issues of pre-service civic education methodologies, democracy, and government.

In the latter half of the year, the Center conducted a weeklong trainer of trainer workshop on *Foundations of Democracy* in California. Participating in this workshop were 21 delegates from eight Latin American countries and their U.S. partners. All of these activities helped to develop the knowledge and skills of Latin American Civitas leadership to enable them to carry out the work of the Civitas Latin America program.

## Obstacles to Implementation

Civitas Latin America projects have faced many obstacles in building their projects and accomplishing their many activities. Of particular note is the impact of political upheaval in some Latin American countries. At least two partnerships encountered political issues in working together as discussed below.

- Despite what one Venezuela/New York partnership director described as a “volatile political situation,” and a “most stifling environment,” she summarizes, “Civitas Venezuela is thriving.”

Other obstacles that projects encountered in implementation are challenges generally found in the low-income areas of the lesser-developed areas of the world. For example, students in the Venezuela/New York partnership identified the following local community problems which have been identified across many Civitas Latin America projects:

- noise pollution in the vicinity of the school
- poor condition of schools, reflecting low priority by the government
- selective distribution of governmental services, such as trash collection and water supplies;
- array of serious social conditions that undermine a healthy interaction between citizens such as alcohol and drug consumption, pollution of natural resources, juvenile delinquency, domestic abuse, sexual abuse, and lack of entrepreneurial skills and motivations.

## Progress by Goals and Objectives of the Program

Linking projects’ reported activities with the goals and objectives of the Civitas Latin America program allows the program to evaluate the extent to which data is being collected in relation to accomplishment of objectives. Working with Civitas Latin America staff, WestEd prepared the following chart (Table 4). The chart links activities to project objectives. Sample participant comments provide anecdotal evidence.

Table 4. Linkages Between Civitas Latin America Program Objectives, Activity Categories, and Sample Participant Comments, April 2003 through March 2004

Program Objectives	Activities Related to Program Objectives	Sample Participant Comments
<p>1. Providing a means for the exchange of ideas, experience, and curricular models among educational, political, governmental, and private sector leaders in the U.S. and Latin American countries to improve education for democratic citizenship.</p>	<ul style="list-style-type: none"> <li>• International and regional conferences and seminars (21 activities reported)</li> <li>• Delegate Visits (25 activities reported)</li> <li>• Curriculum Translation (1 activity reported)</li> <li>• Curriculum Adaptation (11 activities reported)</li> <li>• Development of Comparative Lessons (3 activities reported)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The observations of the two visiting consultants regarding their experience and framework drafted by Fundación Presencia were highly valuable and have been incorporated into the design of the student textbooks and the general organization of the curriculum.</i> (Colombia participant)</li> <li>• <i>In keeping with the peace accords, each political party will include in its Education platform for the next electoral race Civic Education as it relates to public policy.</i> (Executive Director, Institute for Democracy and Development, Guatemala).</li> <li>• <i>The Texas We the People Scholars shared their experiences with the curriculum and gave the LaSalle University delegates guidance on what steps should be taken to create the program for Costa Rica.</i> (Texas partnership director)</li> </ul>
<p>2. Increasing the capacity of Latin American educational policymakers, scholars, university professors, teacher-trainers, and curriculum developers to create and implement effective civic education programs in their school systems.</p>	<ul style="list-style-type: none"> <li>• Teacher workshops (32 activities reported)</li> <li>• Training of trainers (8 activities reported)</li> <li>• Delegate Visits (25 activities reported)</li> <li>• Conferences and seminars (21 activities reported)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Citizen Responsibility course has been very interesting, to the extent that when I am working with this material at the school in my spare time, the hour is over before I know it. I am very interested in being able to implement other courses that Conciencia might be giving.</i>(Argentine teacher)</li> <li>• <i>Excellent opportunity for sharing working experiences on civic education in different countries of Latin America, as well as getting information about some particularities of their democratic systems.</i> (Colombia participant in Foundations for Democracy Training of Trainers workshop in California).</li> <li>• <i>About one month after the trip, we started to draft papers for the project in Costa Rica, which has been named, “Costa Rica es...” and, at present, the coordinating team is made up of a great group of people with lots of motivation to work.</i> (Costa Rica director)</li> </ul>

Program Objectives	Activities Related to Program Objectives	Sample Participant Comments
3. Increasing the knowledge of U.S. and Latin American educators and students about the history and governance of their partner countries.	<ul style="list-style-type: none"> <li>• Conferences and seminars (21 activities reported)</li> <li>• Development of Comparative Lessons (3 activities reported)</li> <li>• Delegate Visits (25 activities reported)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>This event (delegate to U.S. exchange visit) offered a great opportunity for an NCSS representative to observe the activity and share the experience with the NCSS membership through an article to be published. (NCSS partnership director)</i></li> </ul>
4. Providing opportunities for U.S. and Latin American students to work on joint projects and to exchange ideas and experiences.	<ul style="list-style-type: none"> <li>• Democracy Camp (3 activities reported)</li> <li>• Student Competitions/Showcases (7 national activities reported plus local and/or regional activities)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>After attending Democracy Camp the students were to develop a lesson on something they learned about the other countries represented at the camp. They were then to present the lesson to two classes at their school. (Texas partnership director about democracy camp)</i></li> <li>• <i>It's about time we got these kids together. Somos una familia. We've got a lot to teach and a lot to learn from each other. (Arizona school director involved in Project Citizen cross-border project with Mexico)</i></li> </ul>
5. Supporting independent research and evaluation to determine the effects of civic education programs on the knowledge, skills, and traits of character of students in the U.S. and Latin America.	<ul style="list-style-type: none"> <li>• Technical Assistance (7 activities reported)</li> <li>• Conferences and seminars (21 activities reported)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Several projects, Colombia, in particular, conducted their own evaluation studies. The Colombia evaluation involved follow-up visits bimonthly to implementing teachers' classrooms, use of an observation instrument and teacher and school questionnaires. This and other evaluation efforts will inform the development of a guide with general evaluation tools and strategies and models or examples of studies with relevant research designs. The Venezuela/New York partnership conducted an evaluation workshop, and plans have been made in Chile for an evaluation of Project Citizen.</i></li> </ul>

Program Objectives	Activities Related to Program Objectives	Sample Participant Comments
<p>6. Targeting project services and activities towards increasing opportunities and involvement of members of groups that have traditionally been underrepresented.</p>	<ul style="list-style-type: none"> <li>• Teacher workshops (32 activities reported)</li> <li>• Project Highlights (narrative required as part of reporting template)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>This is the first time that I have seen my students working enthusiastically and intermingling with the “whites”. In general when I go into a classroom where there are indigenous students together with those of European descent, the students of European descent do all the work, and the others, out of embarrassment, do not participate. (Argentine teacher from Chaco)</i></li> </ul>

## Conclusions

The Civitas Latin America program has grown in the number of projects and Latin American countries conducting activities as part of the program. New projects and partnerships have successfully moved forward in implementing planned activities despite many obstacles. Particularly, increases in student involvement are evident across projects' activities. Lessons are being developed that will provide current and accurate information about Latin America to help U.S. teachers and students better understand Latin American systems of government and history, and to inform their analysis of U.S. interactions with other nations.

Participants value the exchange visits. They believe that exchange activities provide information and experiences that enhance curriculum development and help to model instructional and assessment strategies for implementation (cooperative, interactive learning and assigning meaningful and fair scores to student work).

During the first two years of the program, Civitas Latin America projects built partnerships and implemented civics education curricula in Latin American classrooms. However, the extent to which classroom implementation fully addresses key components of the curriculum such as cooperative and interactive learning is not known. Teachers tend to change their instructional practice slowly and require a lot of support to do so. Classroom follow-up and long-term commitment to professional development for implementing teachers is crucial to ensuring that students have opportunities to acquire and practice the participatory skills taught in the curriculum.

Next steps for this program relate to two overall goals: institutionalization of the program; and full implementation of the curriculum. First, groundwork laid now can help with institutionalization. Latin American sponsored conferences, similar to the OAS-supported conference in Uruguay, can encourage Latin American countries to look to similar programs in their region that are successful in civic education for models, strategies, and other types of support. Second, local support in terms of resources from local agencies such as Latin American NGOs or U.S. embassies can provide assistance beyond what the Center is able or will be able to provide after the end of the grant.

In relation to full implementation of the curriculum, it is important that Latin American programs develop an infrastructure of mentoring and professional development that includes new teachers as well as experienced teachers to continue to increase teachers' knowledge and skills, solidify what has been learned during the initial years, and allow teachers to share strategies for what works in their classrooms. Some ways to ensure that teachers are incorporating the cooperative, interactive learning models that are part of the curriculum are the following: structured mentorships where experienced teachers partner with new teachers being recruited; continued trainings for both teachers who have some experience as well as teachers new to the program; involving experienced teachers in scoring, facilitating partnerships, and other expansion activities; and classroom follow-up on a regular basis.

## Strengths

In summary, it is a strength of the program that it is growing: additional curricula are being adapted, more teachers are being trained, more students are participating, adverse conditions are not deterring project participants, further contacts are being made, and there is increasing visibility of the programs. Additionally, plans across all projects to find ways to build growth and sustainability, if realized, will go far in promoting democratic principles to the citizens of tomorrow.

## Weaknesses

An evaluation based primarily on participant self-reports does not yield very many reports of weaknesses in the program. However, a following are a few suggestions that could strengthen future evaluations:

- Not every project submitted materials for this report, and some of the projects submitted only activity reports. A full evaluation can be based only a complete and timely reporting. It is hoped that the next evaluation will be able to fully report on all the activities of Civitas Latin America.
- Some of the conferences and meetings reported appear to be targeted at individuals and officials not directly involved in policy-setting and curriculum implementation. While there is a need to build broad-based support for civics education curriculum implementation and/or reform, this should not be allowed to be a primary focus of the program.

## Recommendations

The present direction of the myriad of programs represented in this report is positive, and there is much for which to commend Civitas Latin America. Following are several recommendations for consideration by the Center for Civics Education and its Civitas Latin America partners:

- Encourage all projects to submit complete and timely activity reports and annual program summaries.
- These reports, particularly those that are summative, should include anecdotal and evaluative information to inform future evaluation reports that build on this document.
- Encourage projects to expand their programs to more students and more teachers, bringing civics education every more widely into the curricular mainstream in all participating countries.
- Encourage exchange contacts with influential people who have direct effect on curriculum implementation and/or teacher training.
- Continue to seek ways to promote greater student-to-student exchanges between participating countries.
- Encourage students to select *Project Citizen* topics that have immediate relevancy to themselves, since these have greater potential for immediate problem resolution and provide positive reinforcement for their efforts and build self-empowerment.

# Appendix

**Center for Civic Education Activity Report**  
**Informe sobre la Actividad - Centro para Educación Cívica**

*WestEd would like to keep record of any activities that involve funding from the Center for Civic Education, use Center materials, or are conducted in collaboration with the Center. Please document each activity that you have completed; each activity will require a different form. Attach all your activity forms to the report when you submit your Annual Report.*

*(WestEd quisiera mantener informes sobre cualquier actividad que involucre fondos del Centro para Educación Cívica, utilice materiales del Centro, o que se realice con la colaboración del Centro. Por favor documente cada actividad que se lleve a cabo; cada actividad precisará de su propio formulario. Adjunte todos los formularios que detallen actividades al informe cuando usted entregue su Informe Anual.)*

Activity (Actividad):

Title (Título):

Where Activity Took Place (Lugar donde se realizó la actividad):

Date of the Activity (Fecha de la actividad):

Which BEST describes the purpose of the activity? (check one)

[¿Cuál de estas categorías describe MEJOR el propósito de la actividad? (indique uno.)]

<input type="checkbox"/> Curriculum Translation Traducción del currículum	<input type="checkbox"/> Teacher Training Capacitación de maestros	<input type="checkbox"/> International Conferences Conferencias internacionales
<input type="checkbox"/> Curriculum Adaptation Adaptación del currículum	<input type="checkbox"/> Training of Trainers Capacitación de los capacitadores	<input type="checkbox"/> Delegation Visit to U.S. Visita de una delegación a los E.U.A.
<input type="checkbox"/> Development of Comparative Lessons Desarrollo de lecciones comparativas	<input type="checkbox"/> Conferences Conferencias	<input type="checkbox"/> U.S. Delegation Visit to Site Visita de una delegación estadounidense al lugar
<input type="checkbox"/> Printing (reprinting, original print) Impresión (reimpresión, impresión original)	<input type="checkbox"/> Civic Education Seminars Seminarios de Educación Cívica	<input type="checkbox"/> Technical Assistance Asistencia técnica
<input type="checkbox"/> Student Competitions/Showcases Concursos/ exposiciones de trabajos estudiantiles	<input type="checkbox"/> Presentation of Civic Education Program (to administrators, etc.) Presentación del Programa de Educación Cívica (ante administradores, etc.)	<input type="checkbox"/> Student Videoconference/Reunions Videoconferencias/ reuniones de los estudiantes
<input type="checkbox"/> Other (please specify) Otros (por favor especifique) _____		

Activity Summary (Resumen de la actividad):

Goals Accomplished by the Activity  
(Las metas logradas con la actividad):

Key People Attending the Activity (e.g., Minister of Education, Governor):  
[Personas clave presentes en la actividad (por ejemplo, el Ministro de Educación, el gobernador)]

Name (Nombre)	Position or Role (Posición o papel que desempeña)	Contact Information (Información de contacto)

Fill in the Number of Participants from Each Site that Participated in the Activity and attach a list of participants and the agenda.

(Indique el número de participantes de cada lugar que participaron en la actividad, y adjunte una lista de participantes y el programa de la reunión.)

Type of Participant (Papel de los participantes)	Number of Participants (Número de participantes)
<b>Teachers (Maestros)</b>	
Administrators (Administradores)	
Technical Personnel (Personal técnico)	
Students (Estudiantes)	
<b>Total participants (Número total de participantes)</b>	

Participants Attending the Activity (Participantes presentes en la actividad)

Name (Nombre)	Position or Role (Posición o Papel que desempeña)	School (Escuela)	Contact Information (Información de contacto)	Employer (Organización)

Impact of Activity (Please include evaluation data including statistics, quotes, meaningful stories and relevant documents. Specific types of data include:

- feedback from participants related to the Activity,
- ways that participation in the Activity is making a difference for teachers and students,
- publicity for civics education created by the Activity,
- data related to student gains in understanding, knowledge, and skills in civics and democracy principles, and
- anecdotes.)

[Impacto de la actividad. (Por favor incluya los datos de evaluación, incluyendo estadísticas, citas, relaciones significativas y documentos relevantes. Los tipos específicos de datos incluyen:

- información evaluativa ofrecida por los participantes relacionada con la Actividad;
- las maneras en que la participación en torno a la Actividad está causando cambios para los maestros y los estudiantes;
- publicidad para la educación cívica creada por la Actividad
- datos relacionados al aumento de comprensión, conocimientos, y habilidades de los estudiantes en torno a principios de cívica y democracia; y
- anécdotas.)]

What Other Related Activities Are You Working On? (helping teachers to organize a support network, etc.)? (¿En qué otras actividades afines está trabajando? (ayudándoles a maestros para que organicen redes de apoyo, etc.)

Name of Person Completing Activity Report  
(Nombre de la persona que prepara el Informe sobre la actividad)

\_\_\_\_\_

Signature (Firma) \_\_\_\_\_

Date (Fecha) \_\_\_\_\_

Phone (Teléfono) \_\_\_\_\_

<p>Make three copies of this Activity Form. Haga tres copias de este Formulario sobre la Actividad. Keep one copy for your records. Guarde una copia para su archivo. Attach one copy to your Annual Report and send to Oscar Cruz, Center for Civic Education, (<a href="mailto:cruz@civiced.org">cruz@civiced.org</a>) by April 20, 2004.</p>
<p><i>Adjunte una copia al Informe Anual y envíelo a Oscar Cruz, Center for Civic Education, (<a href="mailto:cruz@civiced.org">cruz@civiced.org</a>) para el 20 de abril del 2004.)</i></p>
<p>Attach one copy to your Annual Report and send to Mahna Schwager, WestEd, (<a href="mailto:mschwag@wested.org">mschwag@wested.org</a>) by April 20, 2004. Adjunte una copia al Informe Anual y envíelo a Mahna Schwager, WestEd, (<a href="mailto:mschwag@wested.org">mschwag@wested.org</a>) para el 20 de abril del 2004.) Thanks! ¡Gracias!</p>

## **Civitas Latin America: A Civic Education Exchange Program**

### **Guidelines and Template for First Annual Report**

As the independent evaluator for the Center for Civic Education's *Civitas Latin America: A Civic Education Exchange Program*, WestEd has been working with the Center to establish a streamlined reporting system. The reporting system is based on collecting accurate data for each of the activities you host or sponsor and then compiling that information for mid-year and annual reports. As you begin to pull together your data for writing the annual report for the first program year (due on April 20, 2004) please use the following guidelines for using the activity forms and report templates. Only report data for activities conducted between October 1, 2003 and April 1, 2004.

The activity forms are an organization tool to help track data. Each event or activity should have its own activity form. The activity form and the data summary sheet have the same categories for activities. To help in identifying which category to use for reporting we added examples of activities that would fit into each category.

Please remember to complete a new activity form for each activity you host or sponsor under the Civitas Latin America Program. For example, if your project has conducted five teacher trainings at the time you are writing the annual report, you should have five Activity Forms that represent Teacher Training activities.

The activity category examples and descriptions are listed below:

1. Curriculum Translation - translating Authority and Responsibility chapters of the *Foundations of Democracy* or other Center learning materials from the English version to another language
2. Curriculum Adaptation - revising learning materials and adapting materials to a Latin American country's context
3. Development of Comparative Lessons - preparing lessons that compare institutions and practices in different countries such as the U.S. and a Latin American country
4. Printing - arranging for printing of multiple copies of translated and adapted learning materials
5. Student Competitions/Showcases - viewing of student submissions to a *Project Citizen* competition by delegates and students presenting their blackboard projects to delegates
6. Student Videoconferences/Reunions - students in partner classes (U.S. and Latin American country partners) videoconferencing or meeting in person to share information and research

7. Teacher Training - trainings and workshops for teachers to prepare and assist them to implement curriculum materials and student projects including trainings on how projects are graded and how to use forms for judging projects.
8. Training of Trainers - teachers from the Latin America country attend a training conducted in the U.S. by the Center, usually in Spanish. The training is to train the teachers to train other teachers in the Latin American country.
9. Conferences - delegates and teachers attending a state law-related education conference
10. Civic Education Seminars - higher education faculty sharing research and experiences, facilitating dialogue between faculty and delegates about civic education, and presenting a substantive lecture related to civic education
11. Presentations of Civic Education Program - presenting information about the program and its implementation to school administrators
12. International Conferences - attendance at Civitas Latin America Leaders Seminar or the International Director's Meeting
13. Delegation Visit to U.S. - may include meetings with state or community level officials, school visits, attending student competition/showcases, attending conferences to observe and interact with U.S. educators, and delegate observation of legal or legislative processes
14. U.S. Delegation Visit to Site - may include attending teacher trainings to provide feedback, meeting with government officials, educators, and community leaders, school visits, and other activities to strengthen partnership ties
15. Technical Assistance - meeting with Latin American country for project planning and materials review
16. Other - recruiting partners (judges, law firms) to implement activities, meeting with state department and education leaders to solicit support for program, delegation meetings with education and state department officials

### **Annual Report for the 2003-2004 Program Year**

*Each Project (all Partnership partners, Collaborating Organizations, and Special Projects) will complete an Annual Report. Please keep accurate Activity Forms for each Activity. Attach the Activity Forms to the back of this form when submitting your Annual Report. This form summarizes all the data in the Activity Forms that you have completed from October 1, 2003 to April 1, 2004 (or from the last time that you submitted a report).*

I. Objectives (Briefly state the objectives of your partnership or project.)

II. Activities (Summarize all of your activities accomplished at this time. Refer to your Activity Forms and attach all Activity Forms to the back of this form.)

*A. Curriculum Translation*

*Number of Events:*

Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

*B. Curriculum Adaptation*

*Number of Events:*

Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

*C. Development of Comparative Lessons*

*Number of Events:*

Goals Accomplished:		
Number Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

*D. Student Competitions/Showcases*

*Number of Events:*

Goals Accomplished:		
Number Students:	Number of Teachers:	Number Others:
Other:		

*E. Teacher Training*

*Number of Events:*

Goals Accomplished:		
Number of Teachers:	Number Others:	
Other:		

*F. Training of Trainers*

*Number of Events:*

Goals Accomplished:		
Number of Trainers:	Number Others:	
Other:		

*G. Conferences*

*Number of Events:*

Goals Accomplished:		
Number Students:	Number Teachers:	Number Others:
Number States:	Number Countries:	

*H. Civic Education Seminars*

*Number of Events:*

Goals Accomplished:		
Number Students:	Number Teachers:	Number Others:
Number States:	Number Countries:	

*I. Presentations of Civic Education Program*

*Number of Events:*

Goals Accomplished:		
Number of Administrators:	Number Others:	
Number States:	Number Countries:	

*J. International Conferences*

*Number of Events:*

Goals Accomplished:	
Number of Teachers:	Number Others:
Number States:	Number Countries:

*K. Delegation Visit to U.S.*

*Number of Events:*

Goals Accomplished:		
Number of Delegates:	Classrooms Visited:	Professional Development:
Participated in Competition/Showcase:	Presentations to Students and Teachers:	Presentations to Peers and Colleagues:
Number States:	Number Countries:	

*L. U.S. Delegation Visit to Site*

*Number of Events:*

Goals Accomplished:		
Number of Delegates:	Classrooms Visited:	Professional Development:
Participated in Competition/Showcase:	Presentations to Students and Teachers:	Presentations to Peers and Colleagues:
Number States:	Number Countries:	

*M. Technical Assistance*

*Number of Events:*

Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number States:	Number Countries:	

*N. Student Videoconference/Reunions*

*Number of Events:*

Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number States:	Number Countries:	

*O. Other*

*Number of Events:*

Goals Accomplished:		
Number Students:	Number of Teachers:	Number Others:
Other:	Number Countries:	

III. Write a brief narrative describing the highlights of your project’s work overall and attach to the back of this form.

IV. Approximately how many teachers use each of the curriculum materials your project is implementing? (Your estimate should include teachers who did not attend a training during this reporting period but are using the materials in their classroom).

V. Impact of Activity. Please include evaluation data including statistics, quotes, meaningful stories and relevant documents. Specific types of data include:

- feedback from participants related to the Activity,
- ways that participation in the Activity is making a difference for teachers and students,
- publicity for civic education created by the Activity,
- data related to student gains in political knowledge, skills, and attitudes, and
- anecdotes.

VI. Project Budget (Please attach your financial report if you received funds from the Center. Include proposed and actual expenditures.)

Name of Person Completing Report \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Phone \_\_\_\_\_

### Submitting reports

It is important that all files submitted electronically have identifying names specific to your project. Please save the electronic template to your computer and rename it with a name specific to your partnership or collaborating organization. Country's, state's, or organization's initials can be used for this purpose. Additionally, if it is possible to WinZip your files it is helpful for data storage. However, it is not necessary that you do so. When you submit your report electronically, please also print out and send a paper copy. This will show us exactly how the formatting should be for the forms and report.

The Center requested partnerships and collaborating organizations to write a narrative report for exchange visits. Please send copies of the narrative reports for exchange visits along with your annual report. If you would like to do so you may also send copies of workshop materials or evaluation materials used in your activities. Some projects have sent copies of activity reports early, to update us on their activities. Please also send copies with the annual report as requested.

In summary, your annual report should include:

- Summary data sheet with activity reports
- Narratives for delegate site visits
- Financial report
- Brief narrative with highlights for the report overall

Make three copies of your Annual Report and your narrative reports.

Keep one copy for your records.

Send one copy to Oscar Cruz, Center for Civic Education, ([cruz@civiced.org](mailto:cruz@civiced.org)) with all of your Activity Forms attached by April 20, 2004.

Send one copy to Mahna Schwager, WestEd, ([mschwag@wested.org](mailto:mschwag@wested.org)) with all of your Activity Forms attached by April 20, 2004.

Thanks!



## Second Year Activities for All Projects

April 1, 2003 through March 31, 2004

Partnerships, Collaborating Organizations, and Projects	Curriculum Translation	Curriculum Adaptation	Comparative Lessons	Student Showcases	Teacher Workshops	Training of Trainers	Conferences / Seminars	Delegation Visits	Technical Assistance	Other	Number of Students	Number of Teachers	Number of Others
Costa Rica								2	1	2	636	54	73
New Mexico		2			1	1		4				32	36
Panama				4	3	1	1			1	1,200	500	56
Colorado						1		1			695	71	45
Venezuela	1	2		2	5		4	4	3	1	1,787	368	160
New York		1	1				1	1	2	1	100	5	22
Total for Partnerships	1	5	1	6	9	3	6	12	6	5	4,418	1,030	392
AFT			2										
NCSS							1			1			26,001
OAS							3	1					
Total for Collaborating Organizations			2				4	1		1			26,001
Argentina		3			12	1	1	1		2	404	680	226
Chile		1			2	1		1		1	5,600	32	463
Colombia		1		1		1		2			1,640	41	2
Dominican Republic					3			1		1	76	103	18
Ecuador							1			1	100	130	55
Guatemala							4	3	1		30	10	70
Mexico										1	60	4	
Peru		1			6	1	4			2	960	683	21
Total for Special Projects		6		1	23	4	10	8	1	8	8,870	1,150	855
Center for Civic Education						1	1	4				18	76
Total	1	11	3	7	32	8	21	25	7	14	13,288	2,198	27,324