



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) Q304B090001

This final report for grant #Q304B090001 covers the period of July 1, 2009 through June 30, 2010. The original annual report covered the period of July 1, 2009 to February 22, 2010 and was submitted on request to the Department of Education in March 2010. This final report adds to that report and provides final data figures.

Program Goals and Primary Participants

During the performance year 2009–2010, the Center for Civic Education (Center) addressed five central goals, as defined in the authorizing legislation for the Cooperative Civic Education Exchange Program, the Education for Democracy Act, section 2345: (1) to make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education, and economic education, developed in the United States; (2) to assist eligible countries in the adaptation, implementation, and institutionalization of such programs; (3) to create and implement civics and government education, and economic education, programs for students that draw upon the experiences of the participating eligible countries; (4) to provide a means for the exchange of ideas and experiences in civics and government education, and economic education, among political, educational, governmental, and private sector leaders of participating eligible countries; and (5) to provide support for independent research and evaluation to determine the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy. The primary participants in the cooperative education exchange programs assisted under this project were educational leaders in the areas of civics and government education, and economic education, including teachers, curriculum and teacher training specialists, scholars in relevant disciplines, and educational policy-makers, and government and private sector leaders from the United States and eligible countries.

Partnership Highlights

The Civitas Exchange Program is implemented in cooperation with U.S. and international partners. For the 2009–2010 program year, the Center worked with organizations in 29 U.S. states and 67 countries. U.S. organizations partner with international sites to conduct exchange activities. In preparation for the July 1, 2009 to June 30, 2010 funding period, the Center carefully examined existing partnership structures and funding levels in order to accommodate new countries, to take advantage of the technical expertise of long-term partners, to reduce support to weaker programs, and to internationalize more broadly the reach of exchange activities. As a result of this year's examination, the partnership structure remained largely the same, long-term partners were encouraged to work collaboratively with newer sites to develop strategic plans and new activities, and five new countries received sub-awards directly from the Center as special project sites.

Project Activities Highlights

1. Making Available Exemplary Curriculum and Teacher Training Programs. During the reporting period (July 1, 2009 to June 30, 2010), 26,586 educators participated in 798 professional development events as part of the Civitas International Exchange Program. For example, the Center hosted Frankelly Martinez from the Consortium for Civic Education in the Dominican Republic at its National Academy on Civics and Government held in Los Angeles, California. American trainers also provided on-site demonstrations of US curriculum and pedagogy for educational leaders in participating countries. Likewise, Civitas partners provided U.S. teachers and educational leaders with seminars on best practices in civic education in eligible countries through events such as the Global Partnerships in Education conference at Maryville University in St. Louis, Missouri, November 20–21, 2009.

2. Assisting eligible countries in the adaptation, implementation, and institutionalization of civic education programs. Each year, Civitas partners develop plans to adapt, implement, and/or institutionalize their civic education programs in their sites. Partners develop their own materials and also adapt materials originally developed by the Center and other Civitas partners. In 2009–2010, new work includes (1) development of a Project Citizen virtual classroom and online learning management system, www.thepeopleunite.com, by partners in Florida, Hungary, Romania, Panama, and Peru; (2) development of Spanish-language distance learning modules for Project Citizen teacher training in Paraguay; (3) piloting of Colombia’s adaptation of the high school level *We the People* program; and (4) development of lessons on Lebanon’s Constitution, inspired by the *We the People* curriculum. The Indiana partnership with Malawi held a series of events in May 2010 to bring together U.S. partners with Malawi educational stakeholders to take a critical look at how civic education is addressed in the Malawi educational system and plan next steps for including civic education in pre-service teacher education and throughout the curricular subject areas.

3. Creating and implementing civics and government education programs for students that draw upon the experiences of the participating eligible countries. Educators from U.S. and international sites work together to develop curricular materials and civic education programs drawing upon each other’s experiences. In 2009–2010, partners are working on several interesting and innovative comparative materials including: (1) lessons on human rights and making use of educational technology for civic education; (2) U.S./Croatian comparative legal systems lessons for high school students; (3) comparative lessons on Chilean and Connecticut history, geography, and government; and (4) web-based versions of Africa Lessons, which are continually added to by U.S. teachers at [http://web.me.com/teachingaboutafrica/Mr. Neufelds_Web_Pages/Home_page_for_TEACHING_ABOUT_AFRICA.html](http://web.me.com/teachingaboutafrica/Mr._Neufelds_Web_Pages/Home_page_for_TEACHING_ABOUT_AFRICA.html).

4. Providing a means for the exchange of ideas and experiences in civics and government education among political, educational, governmental, and private sector leaders of participating eligible countries. Two hundred sixteen individuals participated in 51 delegation exchanges through June 30, 2010. Delegations to the United States included educational leaders from Bosnia and Herzegovina, Costa Rica, Czech Republic, Dominican Republic, Ghana, Honduras, Indonesia, Malaysia, Morocco, Panama, Peru, Poland, the Republic of Ireland, Russia, Senegal, Serbia, Slovakia, South Africa, Ukraine, and West Bank. Delegations of educational and governmental leaders from the United States traveled to countries such as Chile, Ecuador, and Jordan to exchange civic education ideas and expertise.

Over 170 educators representing 66 countries, 29 U.S. states, and the District of Columbia met in Cape Town, South Africa for the 13th Annual World Congress on Civic Education, focused on the theme “Civic Education: Reconciling Our Past, Building a Democratic Future.” From May 27 to June 1, 2009, the participants exchanged ideas and experiences in civic education, participated in interactive concurrent sessions focused on topics such as reconciliation, human rights, and teacher preparation, and took an in-depth look at the social context and development of civic education programs in South Africa.

5. Providing support for independent research and evaluation. Gary Marx of the Center for Public Outreach conducted an external evaluation of Civitas programs. In 2009–2010, Marx focused on the Idaho partnership with Northern Ireland, the Republic of Ireland, Colombia, and Jordan. Marx examined the impact of the program on U.S. and international students, teachers, educational leaders, and policymakers. Through his in-depth examination, Marx identified best practices in five areas that could be shared more broadly with the Civitas network: (1) a tailored approach to work towards peace and reconciliation, (2) giving students a voice, (3) helping students find common ground despite conflicts in society, (4) building programs for pre-service and in-service teacher training, and (5) developing technologies to enhance program reach and effectiveness. Marx also identified areas in which the programs and partnership collaboration could be improved in order to increase their effectiveness. In addition to Center-initiated research, Civitas partners are conducted research and evaluation projects in India, Latvia, Lithuania, and Estonia.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

- (1) To make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education, and economics education, developed in the United States
- (2) To assist eligible countries in the adaptation, implementation, and institutionalization of such programs
- (3) To create and implement civics and government education, economic education, and programs for students that draw upon the experiences of the participating eligible countries
- (4) To provide a means for the exchange of ideas and experiences in civics and government education, and economic education, among political, educational, governmental, and private sector leaders of participating eligible countries
- (5) To provide support for:
 - (A) independent research and evaluation to determine the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy
 - (B) effective participation in, and the preservation and improvement of, an efficient market economy

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data*		
Quality of teacher training: the extent to which training under the program has improved the quality of instruction for students.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
		21,520	/	61%	35,200	/	80% of teachers implementing

Explanation of Progress (Include Qualitative Data and Data Collection Information)

* Notes On Data Collection

This revised report includes impact data received by the Center from our sub-recipients for the period from July 1, 2009 to June 30, 2010. Based on classroom observations and event surveys, country program directors and directors of professional development report on the impact data. The sectors

of the population that are most directly impacted under this award are: exchange delegates (including gatekeepers and leaders in civic education), teachers, and students.

Impact data has been collected on program activities such as:

- delegation exchanges
- professional development events, including teacher training and training of trainers
- online forums
- civic education leader conferences and workshops
- implementation of Center materials in classrooms
- student showcases

Qualitative Data from the 2009–2010 Program Year

1. The project provided participants from eligible countries:

(A) Seminars on the basic principles of United States constitutional democracy and economic system, including seminars on the major governmental and economic institutions and systems in the United States, and visits to such institutions.

From July 1, 2009 to June 30, 2010, 26,586 participants from eligible countries attended seminars and workshops about the basic principles of United States constitutional democracy. The Center and its sub-recipients have recorded a total of 798 professional development events for this period. The following are two examples of activities conducted to meet this project objective.

National Academy on Civics and Government. Frankelly Martinez from the Consortium for Civic Education in the Dominican Republic participated in an intensive three-week institute in July 2009 for educators from public and private high schools, middle schools, and upper elementary schools in Los Angeles, California. The institute provided twenty-five educators the opportunity to engage in serious study and seminar-style discussion of basic issues of political theory and the values and principles of American constitutional democracy. Martinez reported to have gained a stronger foundation in democratic theory, which he will use to enhance the quality and effectiveness of Dominican Republic’s existing adaptation of the Center’s We the People: The Citizen and the Constitution program.

Michigan Partnership. From October 7–12, 2009, delegations from Colorado, Michigan, Oklahoma, Slovakia, the Czech Republic, and the Dominican Republic converged in Miami for a partnership meeting and Project Citizen coordinator conference. After the conference, the delegates traveled to Washington, D.C. to meet with congressional representatives from the three U.S. states.

(B) Visits to school systems, institutions of higher education, and nonprofit organizations conducting exemplary programs in civics and government education, and economic education, in the United States.

Based on data collected by the Center and its sub-recipients, 216 individuals participated in 51 delegation exchanges. These individuals traveled outside of their home country to visit school systems, institutions of higher education, and nonprofit organizations conducting exemplary civic education programs. Delegations to the United States included educational leaders from Bosnia and Herzegovina, Costa Rica, Czech Republic, Dominican Republic, Ghana, Honduras, Indonesia, Malaysia, Morocco, Panama, Peru, Poland, the Republic of Ireland, Russia, Senegal, Serbia, Slovakia, South Africa, Ukraine, and West Bank.

International Delegation to Florida. In October 2009, fifteen international civic educators from Bosnia, Czech Republic, Dominican Republic, Ghana, Panama, Peru, and Slovakia attended the Center’s annual Project Citizen Coordinator Conference and visited two Miami classrooms. Delegates observed a lesson on freedom of speech and participated in a mock trial session in Rosie Heffernan’s AP government class at Our Lady of Lourdes Academy. Jackie Viana’s civics and law studies class at Hialeah Gardens Middle School presented their Project Citizen portfolio on traffic congestion and road safety.

Costa Rica Delegation to Texas. In February 2010, seven delegates, including two Ministry of Education officials, attended a Project Citizen training of trainers workshop and the Texas State Bar’s annual Law-Related Education Conference. Delegates observed interactive instructional strategies for civics and government classes as well as demonstrations of new curricular materials developed by master history and government teachers on the U.S. Congress, Japanese-American internment, and many other topics. Following this delegation, the Ministry officials returned to Costa Rica to begin developing a marine sciences and Project Citizen adaptation which the Ministry of Education will use to train all public middle school marine sciences teachers in Costa Rica thus making Project Citizen a multi-disciplinary program and expanding the students impacted by the program. The expected completion date for the new curriculum is December 2010 to be used in the 2011 (January–December) school year.

National Council for the Social Studies Annual Conference. Delegations from Senegal, Serbia, and the West Bank and Gaza attended the 89th National Council for the Social Studies (NCSS) annual conference in Atlanta, Georgia, November 11–5, 2009. During the conference, Serbian colleague Miljenko Dereta participated in a Vital Issues session on international education. Boubacar Tall from Senegal and Radmila Dudic from Serbia led a concurrent session focused on the challenges faced in implementing civic education programs in the U.S. and around the world.

(C) Translations and adaptations with respect to United States civics and government education, and economic education, curricular programs for students and teachers, and in the case of training programs for teachers, translations and adaptations into forms useful in schools in eligible countries, and joint research projects in such areas.

Of the Center’s curricular offerings, *Project Citizen* and *Foundations of Democracy* are the most widely used internationally. They have been adapted, translated, and implemented in over 65 countries. Members of the Civitas network are also encouraged to develop and implement their own student-centered curricula and seek additional sources of support to ensure program sustainability and expansion. The following are highlights of adaptations and implementation of those adaptations conducted in 2009–2010.

Thepeopleunite.com. The Florida Law Related Education Association, in collaboration with its partners in Hungary, Panama, Peru, and Romania, has developed an online Project Citizen exchange website, *thepeopleunite.com*. Teachers in the participating sites are connected through virtual classrooms and an online learning management system. A culminating virtual showcase of student projects encourages participants to meet online to present their projects. Blogs, instant messaging, podcasts, videos, and a wide range of instructional techniques are included in the online initiative.

Project Citizen Distance Learning Modules. Sumando, a nonprofit educational organization based in Paraguay, has recently completed the first module of their Project Citizen distance learning materials in Spanish. The materials are intended to be used as a training guide for teachers and administrators working at the middle school level. By teaching the methodology of Project Citizen through self-guided distance learning materials, Sumando hopes to spread the impact of the program to teachers and students from marginalized and geographically isolated regions of the country.

Project Citizen in a Human Rights Framework. The Idaho Human Rights Education Center and Co-operation Ireland, their partner in Northern Ireland and the Republic of Ireland, are working together to develop teacher training and curricular materials so that teachers can implement Project Citizen within a human rights framework. In this framework, students learn about the Universal Declaration of Human Rights and develop their Project Citizen portfolio around a community issue that relates to human rights specified in the Universal Declaration. The materials were first piloted in Idaho and Northern Ireland classrooms during the 2007–2008 school year, and additions continue to be made to the materials and teacher training based on teacher feedback.

Mauritius. Mauritius' annual Project Citizen National Finals was held on July 23, 2009. Seven hundred and twenty students from nine schools on Mauritius and Rodrigues participated in the event, which attracted an additional 300 guests. Since Project Citizen was introduced in Mauritius in 2006, approximately 290 teachers have implemented the program with 11,400 students, and Project Citizen has been made a compulsory co-curricular activity for all middle grade students.

Honduras. On November 10, 2009, the Center's partner in Honduras, the Federation of Non-Governmental Organizations for the Development of Honduras (FOPRIDEH), hosted the country's first National Project Citizen Showcase. Students representing the regions of Camasca, Juticalpa, Colonias San Francisco, and Tegucigalpa participated in the event. More than 100 people were in attendance, including the 2009 presidential candidates, mayoral candidates, and representatives from the different political parties in Honduras. Since 2008, FOPRIDEH has implemented Project Citizen in close collaboration with the Ministry of Education, State Pedagogy University of Honduras, Peace Corps, and OFALAM, a national NGO implementing a USAID-sponsored project that includes the implementation of Project Citizen.

Colombia We the People Pilot. In July 2009, Fundacion Presencia organized teacher-training workshops on its adaptation of the We the People: The Citizen and the Constitution program for three schools in Bogota. The Colombian We the People program is based on the principles of the Colombian Constitution.

Lebanese Constitution Lessons. The Lebanese Center for Civic Education, inspired by their visit to the Center's annual We the People: the Citizen and the Constitution National Finals event in April 2009, is currently developing a set of lessons based on Lebanon's Constitution.

(D) Independent research and evaluation assistance—(i) to determine the effects of the cooperative education exchange programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and (ii) to identify effective participation in, and the preservation and improvement of, an efficient market economy.

Gary Marx of the Center for Public Outreach provided an external evaluation of the Civitas program. Marx focused his evaluation on the Civitas partnership between Idaho, Ireland, Northern Ireland, Colombia, and Jordan. The purpose of the evaluation was to assess programmatic impact and verify written reports previously provided by the sub-recipient by conducting interviews with program directors, teachers, students, education authorities/administrators, and parents. Marx reviewed impact data, conducted phone calls to program directors, and made site visits to Idaho, Ireland, North-

ern Ireland, and Jordan, where he has able to observe program impact and conduct interviews with participants and key stakeholders. Marx's on-site research demonstrated the positive impact of the program on student learning, teacher pedagogical skills, and policymaker knowledge of community issues. Marx also identified, amongst the partners, best practices in five areas that could be shared more broadly with the Civitas network: (1) a tailored approach to work towards peace and reconciliation, (2) giving students a voice, (3) helping students find common ground despite conflicts in society, (4) building programs for pre-service and in-service teacher training, and (5) developing technologies to enhance program reach and effectiveness. The Center and Marx also used the evaluation process as an opportunity for formative evaluation to suggest improvements in the partnership's activities and to ask stakeholders what they'd like to see from this program in the next five years.

India Action Research. The Education Quality Foundation of India, in partnership with Indiana University, is conducting an action research initiative to study the effects of their Project Citizen program on participating students. Action research is a participatory research methodology in which teachers generate their own research questions and collect and analyze data as they work with students in their classrooms.

Latvia/Lithuania/Estonia Survey. Civitas partners in Estonia, Latvia, and Lithuania and worked with their U.S. state partners in Illinois and Iowa to develop and conduct a student survey of youth in each site who have participated in the Project Citizen program. The survey addressed the question, "Are our democratic values, attitudes, and skills increasing through our intervention?" The partnership shared the survey results at the July 2010 World Congress on Civic Education in Jakarta, Indonesia.

2. The project also provided participants from the United States with the following:

(A) Seminars on the histories, economies, and systems of government of eligible countries.

From July 1, 2009 to June 30, 2010, a total of 798 professional development events were reported under the Civic Education Exchange program. The following is one example of professional development for U.S. teachers about the histories, government, and civic education in eligible countries.

Global Partnerships in Education. On November 20–21, 2009, Maryville University in St. Louis, Missouri, hosted an international conference focused on *Global Partnerships in Education*. The conference included presenters from Morocco, Poland, South Africa, and Ukraine. Ninety pre-service, in-service, and curriculum coordinators from the university and surrounding areas participated in the event, which included presentations on best practices, student and educator international collaborations, and innovative educational programming. After the conference, the Moroccan delegates traveled to Kentucky to work with their partners on the development of a virtual classroom, and Ukrainian delegates went to Alabama to work with their partners on their Play by the Rules program.

Human Rights and Democracy Education. The Center and Co-operation Ireland organized a seminar for leaders in the Civitas network with the goal of sharing experiences in human rights and democracy education and discussing collaboration and further sharing of human rights adaptations and approaches throughout the Civitas network. This five-day seminar brought to Ballycastle, Northern Ireland a small group of twenty civic education leaders from the Civitas network, along with local and international experts in human rights education. In the seminar, participants discussed the challenges of education for democracy in societies in transition, explored the opportunities and challenges that human rights approaches present in such societies, exchanged experiences in working on civic education through a human rights lens, and developed an action plan for further material development and sharing of lessons learned with the Civitas international civic education network. By hosting this workshop in Northern Ireland, participants were able

to reflect upon the important lessons learned by Co-operation Ireland in responding to the conflict in Northern Ireland and exchange ideas on how to respond to common challenges and issues in democracy and human rights education.

(B) Visits to school systems, institutions of higher education, and organizations conducting exemplary programs in civics and government education, and economic education, located in eligible countries.

Based on data collected by the Center and its sub-recipients, 216 individuals participated in 51 delegation exchanges. These individuals traveled outside of their home country to visit school systems, institutions of higher education, and nonprofit organizations conducting exemplary civic education programs.

Wisconsin Delegation to Ecuador. A delegation of Wisconsin gatekeepers traveled to Ecuador on February 3–7, 2010, to conduct meetings with the Center’s local partner, Fundacion Horizonte, and launch the 2010 inauguration of Project Citizen in the Province of Pichincha. The delegates from Wisconsin included State Senator Jeff Plale, Micabil Diaz-Martinez, Director, Wisconsin Department of Veteran Affairs, Lisa Roys, Director of Public Affairs, State Bar of Wisconsin, and Jack Jarmes, Project Citizen State Coordinator. To reinforce the relationship between Fundacion Horizonte and the Technical University of Ambato (UTA), the delegation conducted visits with local provincial authorities and the dean of the UTA before observing university students present their public policy portfolios. Meetings were also held with the U.S. Embassy in Quito and the mayor of the city of Otavalo. The highlight of the visit was the participation in the inaugural ceremony in Quito to launch Project Citizen in the Province of Pichincha. The Ministry of Education has shown their support for Project Citizen by including it as a recommended program within the National Program on Democracy Education. With the Ministry’s support, the goal of the Wisconsin/Ecuador Civitas partnership for 2010 is to expand the implementation of Project Citizen into the province of Pichincha, reaching 10,000 students and 500 teachers.

Idaho Delegation to Jordan. Twelve Idaho educators and one state legislator traveled to Jordan in November 2009 to meet with the Jordanian Center for Civic Education Studies and observe Project Citizen in action with diverse groups of students in Jordan. The state legislator, Brian Cronin, recorded his impressions in a blog published by the Boise Weekly.

Connecticut Delegation to Chile. In November 2009, five delegates from Connecticut traveled to Chile and met with a group of Chilean educators to assess civic education programs for young people in Chile and to exchange best practices and strategies to promote education for democracy. The Connecticut delegates included James Schmidt and Julie Jaquish from CCLCE; Gail Tomala, from the Connecticut State Department of Education; Robert Stevenson, a teacher at New Canaan High School; and Lorna Gallagher, a teacher at Lisbon Central School.

(C) Assistance from educators and scholars in eligible countries in the development of curricular materials on the histories, governments, and economies of such countries that are useful in United States classrooms.

Educators and scholars from participating countries have worked with U.S. educators to develop innovative and interesting materials on the history and government of those countries that are useful in United States classrooms.

Mississippi Partnership’s Democracy Camp. In July 2009, 16 educators from Mississippi, Florida, Peru, Panama, Hungary, and Romania attended the partnership’s third annual Democracy Camp, which focused on international human rights. Teachers were trained in combining Project Citizen with

a human rights framework and utilizing new technologies to improve the delivery of civics curriculum in the classroom. Lesson plans for U.S. and international teachers developed during the camp will be published later this year.

Comparative Legal Systems. The Oregon/Maryland/Delaware/Croatia/Brazil Civitas partnership has worked closely with Croatian and U.S. judges and teachers to develop comparative legal systems materials for use in their mock trial program, which is currently being implemented in both Croatia and Oregon with plans for implementation in Brazil projected for 2010. The comparative lessons developed by the partnership are intended to inform teachers and students about the differences between the trial processes in the United States and Croatia.

Connecticut-Chile Comparative Lessons. The Connecticut Consortium for Law and Citizenship Education worked with their Civitas partner in Chile to develop a handbook for Project Citizen teachers in Spanish and English. The manual includes lessons on Chile's geography, history, and government for Connecticut students and on Connecticut's history, government, and geography for the benefit of Chilean students. The materials were printed in a dual-sided handbook and distributed to teachers in Connecticut upon request. Copies were also sent to Fundacion IDEAS in Chile. In addition, the English-language translation of the materials is available on the Connecticut Consortium's website: www.cclce.org.

Africa Lessons. David Moorhouse, U.S. site coordinator within the partnership with Ghana, has been working with Lawndale, California, teachers to adapt and expand upon the Africa Lessons, a series of lessons about society, history, geography, and government in West Africa that was originally created by the Civitas New Jersey partnership with Senegal. Ultimately, the California-Ghana partnership hopes to match schools in California for direct exchange with Ghanaian schools. Teachers at Environmental Charter High School in Lawndale, California, and their colleagues from the Lawndale and Lennox Elementary School Districts have further expanded the purview of the Africa Lessons by developing an online platform for exchange and exhibition of student work, teacher lesson plans, and other curricular resources. The website can be viewed at: [http://web.me.com/teachingaboutafrica/Mr. Neufelds Web Pages/Home page for TEACHING ABOUT AFRICA.html](http://web.me.com/teachingaboutafrica/Mr._Neufelds_Web_Pages/Home_page_for_TEACHING_ABOUT_AFRICA.html)

(D) Opportunities to provide onsite demonstrations of United States curricula and pedagogy for educational leaders in eligible countries.

American trainers provided professional development to educators in countries such as Malawi and Mauritius. The focus of these events was the demonstration of active pedagogy and the Project Citizen and Foundations of Democracy curricula.

Mauritius Teacher Training. U.S. master trainer Phyllis Bowie from Alaska teamed up with two local trainers to conduct a Project Citizen professional development workshop for 45 teachers in Mauritius. Civitas Mauritius programs continue to be well-received by the Ministry of Education, which was represented at the opening of the training by the Director of School Management. The Mauritian trainers also conducted a three-day workshop for 15 teachers on the island of Rodrigues.

Malawi. For 2009–2010, the Indiana partnership with Illinois, Iowa, Latvia, Lithuania, Estonia, India, and Malawi is planning a series of activities in Malawi to bring together U.S. and Malawi partners with key governmental and educational stakeholders to take a critical look at how civic education is addressed in the Malawi educational system, and to plan next steps for including civic education in pre-service teacher education and throughout the official curricular subject areas. In May 2009, the Malawi will host *Civic Education as a Catalyst for Social Transformation and Democratic Development*. This event will include a one-day civic education forum for educational policymakers, a seminar for pre-service educators at Domasi College of Education, and a workshop for local Project Citizen facilitators. U.S. partners from Indiana, Iowa, and Illinois have been invited to provide demonstrations of curricula and pedagogy implemented in the U.S. and other partnership sites.

(E) Independent research and evaluation assistance to determine (i) the effects of the cooperative education exchange programs assisted under this section on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and (ii) effective participation in, and improvement of, an efficient market economy.

External Evaluation of Civitas Idaho Partnership. Gary Marx of the Center for Public Outreach conducted an external evaluation of Civitas exchange programs focusing on Idaho's partnership with Ireland, Northern Ireland, Jordan, and Colombia. One key research question was the impact of the Civitas exchange on U.S. students, teachers, and education policymakers in Idaho. Marx conducted a site visit to Idaho in April 2010 to interview students, teachers, and gatekeepers who have participated in Idaho's Civitas exchanges and have utilized the civic education materials that have been a product of the exchange. Idaho state law carries a mandate for citizenship education, K-12 content learning standards for civics and government and for global perspectives. The Idaho Human Rights Education Center's Civitas program serves to meet these standards, and the Civitas program has been successful in reaching into every part of the state. As schools build international relationships and make use of lessons developed by US educators who have traveled to other nations via the Civitas program, they are bringing the world into the classroom, eliminating a sense of isolation, and allowing students to learn more about the world and its interconnectedness. Other accomplishments of the Idaho Civitas partner include: integration of a human rights framework into education for democracy, the use of technology, annual exchange delegations of policymakers between Idaho and other nations, and online posting of teacher lesson plans about the governments and culture of partner nations.

3. Assist participants from eligible countries and the United States to participate in international conferences on civics and government education, and economic education, for educational leaders, teacher trainers, scholars in related disciplines, and educational policymakers.

World Congress on Civic Education. *Civic Education: Reconciling Our Past, Building a Democratic Future* was the theme of the 13th World Congress on Civic Education, held in Cape Town, South Africa, May 27–June 1, 2009. Civic educators from 66 countries, 29 U.S. states, and the District of Columbia participated in this event, which was co-hosted by the Pietermaritzburg-based Centre for Community and Educational Development, in collaboration with the Western Cape Education Department, the South Africa Department of Education, and the Center for Civic Education.



“The World Congress brings together a worldwide network of civic educators who share similar problems and are working for solutions based on shared values of democracy and participation,” said Richard A. Nuccio, director of the Center for Civic Education’s Civitas International Programs. “Even though this conference represents a variety of languages, cultures, and histories, the common thread is the desire to educate young people to become effective, informed, and involved citizens.”

The event showcased the development of civic education programs in South Africa, providing participants with insight into the country’s educational system, history, and political struggle against apartheid. Dennis Dickson, deputy manager of intergovernmental relations for the KwaZulu-Natal Department of Education said, “The exchange of global education experiences, perceptions, and ideologies could not have taken place in a more suitable context than South Africa, a country 15 years into democracy and still continuing to transform. Its experiences are similar to many other countries emerging from undemocratic governments or regimes.”

More than 30 plenary and concurrent sessions were conducted during the four-day conference on topics such as human rights, ethical dilemmas in international civic education work, current research on reconciliation and tolerance, and pre-service teacher training. Classroom educators, university professors, public officials, and nongovernmental organization representatives led the sessions and shared experiences from their home countries of India, Ireland, Jordan, Mauritius, Morocco, Ukraine, the United States, and Venezuela. Civitas partners also introduced new tools, such as the Civic Education Resources Inventory (CERI), an online database of nearly 500 international civic education resources (<http://ceri.civnet.org>).

A unique feature of this World Congress was the participation of a significant number of teachers from the host country. “Events like this strengthen one’s pride in self and country,” said Zubeida Davids, a South African teacher at Hyacinth Primary School. “[I] also had the opportunity to learn so much about the people from other countries. I could really feel a sense of universal brotherhood.”

During the closing session, World Congress hosts Anash Mangalparsad and Dennis Pillay accepted the 2009 Penn Kemble award for their commitment to civic education. Mangalparsad is the director of the Center for Community and Educational Development; Pillay is the director of Strategic and Special Programs at the Western Cape Education Department.

German-American Conference. In September 2009, Germany’s Bundeszentrale für politische Bildung (Federal Agency for Political Education) and the Center co-sponsored the annual German-American conference in Helmstedt, Germany. The annual conference brought together scholars and educators, including educators from the Civitas network, to discuss issues related to democracy and the development of an enlightened citizenry.

4. Participants. The primary participants in the cooperative education exchange programs assisted under this project were educational leaders in the areas of civics and government education, including teachers, curriculum and teacher training specialists, scholars in relevant disciplines, and educational policymakers, and government and private sector leaders from the United States and eligible countries. The Center and its partners work to ensure broad and diverse participation in program activities.

5. Partnerships and Special Projects. The Civitas Exchange Program is implemented in cooperation with U.S. and international partners. For the 2009–2010 program year, the Center worked with organizations in 29 U.S. states and 67 countries. Over the years, a total of 80 countries have been involved in the Civitas Exchange Program. Some have been sub-recipients and others have provided their expertise to the program through attendance at Civitas events and other information exchanges. In preparation for the July 1, 2009 to June 30, 2010 funding period, the Center carefully examined existing partnership structures and funding levels in order to accommodate new countries, to take advantage of the technical expertise of long-term partners, to reduce support to weaker programs, and to internationalize more broadly the reach of exchange activities.

For the July 1, 2009 to June 30, 2010 period, the Center sponsored 15 partnerships for the implementation of education for democracy activities, such as seminars, exchange visits, and printing and distribution of civic education material. U.S. organizations involved in the program are matched in long-term partnerships with international sites to conduct Civitas exchange activities. Organizations participating in partnerships include universities, NGOs, and governmental agencies. Each year, the partnerships work together to develop annual plans for new exchange activities that will further their long-term goals of strengthening and institutionalizing civic education in each site. More experienced sites and newer Civitas sites work together to evaluate their civic education needs and find areas in which collaboration and two-way exchange of expertise can be maximized.

In addition to those sites participating in partnerships, the Center worked with fourteen international sites on special projects in civic education. Special project sites are directly managed by the Center, rather than a U.S. partner, and receive technical assistance funding for civic education programs. Five new countries were added as special project sites for the July 2009 to June 2010 period: Albania, Indonesia, Mexico, Montenegro, and Pakistan.

All partnership and special project sites are listed below. See Section C for a list of collaborating organizations.

Partnerships:
AFTEF / New York / Massachusetts / Maryland / Kansas / Armenia / Bulgaria / Georgia / Mongolia / Kazakhstan / West Russia
Alaska / East Russia / Nigeria / Mauritius
California / California (Los Angeles County) / Nevada / Bosnia and Herzegovina / Ghana
Connecticut / Chile
Florida / Mississippi / Hungary / Romania / Panama / Peru
Idaho / Northern Ireland / Republic of Ireland / Jordan / Colombia
Indiana / Illinois / Iowa / Latvia / Lithuania / Estonia / Malawi / India
Michigan / Oklahoma / Colorado / Czech Republic / Slovakia / Dominican Republic
New Jersey / Senegal / Serbia
New York / Venezuela
Missouri / Kentucky / Alabama / Poland / Ukraine / Morocco / South Africa
Oregon / Delaware / Maryland / Croatia / Brazil
Texas / New Mexico / Costa Rica
Wisconsin / Ecuador
Wyoming / Bolivia

Special Projects:
Albania
Argentina
China
Honduras
Indonesia
Kenya
Lebanon
Mali
Montenegro
Mexico

Philippines
Pakistan
Paraguay
West Bank and Gaza



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
OMB Approved

PR/Award # (11 characters): Q304B090001

SECTION B - Budget Information

This report includes expenditure information for the time period of July 1, 2009 to June 30, 2010. We have not had any significant changes to the budget resulting from modification of project activities.

SECTION C - Additional Information

Please see below for a chart of organizations participating in the Civitas Exchange Program.

Civitas Exchange Program Participating Organizations by Country & Region	
<i>Sub-Saharan Africa</i>	
PARTNERSHIPS	
Country	U.S. and International Partners
Ghana - National Commission for Civic Education and Civitas Ghana	Nevada - Foundation for Relevant Education about the Law California - David Moorehouse California - Hatcher International Consulting Bosnia and Herzegovina
Malawi - Civitas Malawi	Indiana - Center for Social Studies and International Education Illinois - We the People: Illinois Iowa - Area Education Agency 267 Latvia - Lithuania - Estonia - India
Mauritius - Civitas Mauritius	Alaska - Civitas Alaska Russia (East) - Nigeria
Nigeria - Center for Responsive Politics, Civitas Nigeria	Alaska - Civitas Alaska Russia (East) - Mauritius
Senegal - Institut National D' Etude et D' Action pour le Developpe-ment de l' Education	New Jersey - New Jersey Center for Law Related Education Serbia
South Africa - Center for Community & Educational Development	Missouri - Maryville University Kentucky - Administrative Office of the Courts

Alabama - Alabama Center for Law & Civic Education
Poland - Morocco - Ukraine

SPECIAL PROJECTS

Kenya - Civic Quotient Center Kenya

Mali - Le Ministere de l' Administration Territoriale et des Collecetivites Locales

East Asia, South Asia, and Pacific

PARTNERSHIPS

Country

U.S. and International Partners

India - Learning Links

Indiana - Center for Social Studies and International Education
Illinois - We the People: Illinois
Iowa - Area Education Agency 267
Latvia - Lithuania - Estonia - Malawi

Mongolia - Center for Citizenship Education

Massachusetts - Boston University
American Federation of Teachers
Maryland - Maryland Council for Civic Education LLC
New York - Council for Citizenship Education, Russell Sage College
Kansas - Kansas State University
Kazakhstan - Bulgaria - Georgia - W. Russia - Armenia

SPECIAL PROJECTS

China - Teaching Research Office of Jiangsu Province, The Academy of Education Sciences of Weifang City, Teaching Research Institute Shanghai, The Academy of Educational Sciences of Shanxi Province, and The Academy of Education Sciences of Yunnan Province

Philippines - University of Asia and the Pacific

Pakistan - Center for Civic Education Pakistan

Indonesia - Center for Civic Education Indonesia

Eastern and Central Europe

PARTNERSHIPS

Country

U.S. and International Partners

Czech Republic - Civitas CZ

Michigan - Michigan Center for Civic Education
Colorado - Center for Education in Law and Democracy
Oklahoma - Oklahoma Bar Association
Dominican Republic - Slovakia

Estonia - Jaan Tonisson Institute, Civic Education Centre

Indiana - Center for Social Studies and International Education
Illinois - We the People: Illinois
Iowa - Area Education Agency 267
Latvia - Lithuania - Malawi - India

Hungary - CIVITAS Association Hungary

Florida - Florida Law Related Education Association, Inc.

	<p>Mississippi - Mississippi State University</p> <p>Romania - Panama - Peru</p>
<p>Latvia - Education Development Center</p>	<p>Indiana - Center for Social Studies and International Education</p> <p>Illinois - We the People: Illinois</p> <p>Iowa - Area Education Agency 267</p> <p>Lithuania - Estonia - Malawi - India</p>
<p>Lithuania - Lithuanian College of Democracy</p>	<p>Indiana - Center for Social Studies and International Education</p> <p>Illinois - We the People: Illinois</p> <p>Iowa - Area Education Agency 267</p> <p>Latvia - Estonia - Malawi - India</p>
<p>Poland - Center for Citizenship Education Warsaw</p>	<p>Missouri - Maryville University</p> <p>Kentucky - Administrative Office of the Courts</p> <p>Alabama - Alabama Center for Law & Civic Education</p> <p>South Africa - Morocco - Ukraine</p>
<p>Romania - Intercultural Institute of Timisoara</p>	<p>Florida - Florida Law Related Education Association, Inc.</p> <p>Mississippi - Mississippi State University</p> <p>Hungary - Panama - Peru</p>
<p>Slovakia - Orava Association for Democratic Education</p>	<p>Michigan - Michigan Center for Civic Education</p> <p>Colorado - Center for Education in Law and Democracy</p> <p>Oklahoma - Oklahoma Bar Association</p> <p>Dominican Republic - Czech Republic</p>
<p>Ukraine - All Ukrainian Association of Teachers of History, Civic Education, and Social Studies "Nova Doba"</p>	<p>Missouri - Maryville University</p> <p>Kentucky - Administrative Office of the Courts</p> <p>Alabama - Alabama Center for Law & Civic Education</p> <p>Poland - Morocco - South Africa</p>
<u>Southeastern Europe</u>	
PARTNERSHIPS	
Country	U.S. and International Partners
<p>Bosnia and Herzegovina - Civitas @ Bosnia and Herzegovina</p>	<p>Nevada - Foundation for Relevant Education about the Law</p> <p>California - David Moorehouse</p> <p>California - Hatcher International Consulting</p> <p>Ghana</p>
<p>Bulgaria - Open Education Centre</p>	<p>Massachusetts - Boston University</p> <p>American Federation of Teachers</p>

	<p>Maryland - Maryland Council for Civic Education LLC New York - Council for Citizenship Education, Russell Sage College Kansas - Kansas State University Kazakhstan - Mongolia - Georgia - W. Russia - Armenia</p>
Croatia - Senior Advisor for Democratic Citizenship Education	<p>Oregon - Classroom Law Project Delaware - Delaware Law Related Education Maryland - Maryland Center for the Study of History and Civic Education Brazil</p>
Serbia - Civic Initiatives	<p>New Jersey - New Jersey Center for Law Related Education Senegal</p>
SPECIAL PROJECTS	
Albania - Institute for Development Research and Alternatives	Montenegro - University of Montenegro, Faculty of Philosophy
<u>Western Europe</u>	
PARTNERSHIPS	
Country	U.S. and International Partners
Northern Ireland - Co-operation Ireland	<p>Idaho - Idaho Human Rights Education Center Jordan - Colombia - Republic of Ireland</p>
Republic of Ireland - Co-operation Ireland	<p>Idaho - Idaho Human Rights Education Center Jordan - Colombia - Northern Ireland</p>
<u>Eurasia</u>	
PARTNERSHIPS	
Country	U.S. and International Partners
Armenia - IREX Armenia	<p>Massachusetts - Boston University American Federation of Teachers Maryland - Maryland Council for Civic Education LLC New York - Council for Citizenship Education, Russell Sage College Kansas - Kansas State University Kazakhstan - Mongolia - Georgia - W. Russia - Bulgaria</p>
Georgia - Fund for Democracy Development	<p>Massachusetts - Boston University American Federation of Teachers Maryland - Maryland Council for Civic Education LLC New York - Council for Citizenship Education, Russell Sage College Kansas - Kansas State University Kazakhstan - Mongolia - Armenia - W. Russia - Bulgaria</p>

Kazakhstan - Research Information Center for Civic Education	Massachusetts - Boston University American Federation of Teachers Maryland - Maryland Council for Civic Education LLC New York - Council for Citizenship Education, Russell Sage College Kansas - Kansas State University Georgia - Mongolia - Armenia - W. Russia - Bulgaria
Russia (East) - Russian American Center	Alaska - Civitas Alaska Nigeria - Mauritius
Russia (West) - Civitas Foundation	Massachusetts - Boston University American Federation of Teachers Maryland - Maryland Council for Civic Education LLC New York - Council for Citizenship Education, Russell Sage College Kansas - Kansas State University Georgia - Mongolia - Armenia - Kazakhstan - Bulgaria
<i>Latin America and the Caribbean</i>	
PARTNERSHIPS	
Country	U.S. and International Partners
Bolivia - Educadores para la Democracia	Wyoming - Wyoming Partnership for Civic Education
Brazil - Instituto Brasileiro de Desenvolvimento da Cidadania	Oregon - Classroom Law Project Delaware - Delaware Law Related Education Maryland - Maryland Center for the Study of History and Civic Education Croatia
Chile - Fundacion IDEAS	Connecticut - Connecticut Consortium for Law & Citizenship Education, Inc.
Colombia - Fundacion Presencia	Idaho - Idaho Human Rights Education Center Jordan - Northern Ireland - Republic of Ireland
Costa Rica - Costa Rica Joven/Omar Dengo Foundation	Texas - State Bar of Texas New Mexico - Center for Democracy and Civic Education
Dominican Republic - Consortium of Civic Education	Michigan - Michigan Center for Civic Education
	Colorado - Center for Education in Law and Democracy
	Oklahoma - Oklahoma Bar Association Slovakia - Czech Republic
Ecuador - Fundacion Horizonte	Wisconsin - Project Citizen Wisconsin
Panama - Civitas Panama	Florida - Florida Law Related Education Association, Inc. Mississippi - Mississippi State University

	Hungary - Romania - Peru
Peru - Instituto Peruano de Educacion en Derechos Humanos y la Paz	Florida - Florida Law Related Education Association, Inc. Mississippi - Mississippi State University
Venezuela - Civitas Venezuela	Hungary - Romania - Panama New York - Justice Resource Center
SPECIAL PROJECTS	
Argentina - Asociación Conciencia	Mexico - Federal Electoral Institute
Honduras - Federacion de Organizaciones para el Desarrollo de Honduras	Paraguay - Sumando
<u>Near East and North Africa</u>	
PARTNERSHIPS	
Country	U.S. and International Partners
Jordan - Jordanian Center for Civic Education Studies	Idaho - Idaho Human Rights Education Center Colombia - Northern Ireland - Republic of Ireland
Morocco - Moroccan Center for Civic Education	Missouri - Maryville University Kentucky - Administrative Office of the Courts Alabama - Alabama Center for Law & Civic Education Poland - Ukraine - South Africa
SPECIAL PROJECTS	
Lebanon - Lebanese Center for Civic Education	West Bank and Gaza - Teacher Creativity Center