



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

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

This performance report covers the period of July 30, 2010 through July 29, 2012. The original performance period was July 30, 2010 to July 29, 2011. This period was extended for one year to complete evaluation, lesson dissemination, and program sustainability activities.

Program Goals and Primary Participants

During the performance period, 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 policymakers, 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 period covered by this report, the Center worked with organizations in 28 U.S. states, the District of Columbia, and 54 countries. U.S. organizations partner with international sites to conduct exchange activities. In preparation for the July 30, 2010 to July 29, 2012 funding period, the Center carefully examined existing partnership structures and funding levels in order 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 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 two 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 30, 2010 to July 29, 2012), 682 professional development events were organized as part of the Civitas International Exchange Program. For example, the Center hosted Dennis Dickson of South Africa and Zhiyi Zhao of China at its National Academy on Civics and Government held in Los Angeles, California. American trainers also provided on-site demonstrations of U.S. curriculum and pedagogy for educational leaders in participating countries. Likewise, Civitas partners provided U.S. teachers and educational leaders with seminars on the histories and systems of government in other nations, such as during the Comparing Democracies Workshop hosted by the Center for Education in Law and Democracy, Colorado in April 2011.

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 the civic education programs in their sites. Partners develop their own materials and also adapt materials originally developed by the Center and other Civitas partners. New activities for 2010–2012 include Costa Rica’s adaptation and pilot implementation of mobile learning methodologies with Project Citizen. In addition, numerous sites conducted Project Citizen culminating student showcase events, conducted local stakeholder meetings with government officials in charge of education, curriculum development, and teacher training, and organized other activities to promote the long-term sustainability and institutionalization of established civic education programs.

The Center named three exemplary partners as Civitas Regional Institutes, hubs for collaboration amongst the Civitas network. In 2010–2012, Civitas Regional Institutes in Colombia, Ireland, and Morocco each hosted unique seminars to assist eligible countries in adapting, implementing, and sustaining high-quality civic education programs.

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. A highlight of the 2010–2012 program activities was the development of the Civitas Lessons on Democracy. Civitas partners in the United States and eligible countries collaborated to develop twenty-nine lessons for preK–12 students related to the conceptual themes of the Foundations of Democracy curricular program: authority, responsibility, privacy, justice, and rights. Other materials developed by Civitas partners include lessons on the South African concept of *ubuntu* and *Ancestral Practices of Ecuador’s Indigenous Cultures*.

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. 194 individuals from 29 countries participated in delegation exchange trips to other nations. Delegations to the United States included educational leaders from Costa Rica, Ecuador, Lebanon, Romania, and other nations. Delegations of educational and governmental leaders from the United States traveled to countries such as Latvia, Lithuania, and Morocco to exchange civic education ideas and expertise.

Over 200 educators representing 58 countries, 27 U.S. states, and the District of Columbia met in Jakarta, South Indonesia in July 2011 for the 14th Annual World Congress on Civic Education, focused on the theme “Embracing Diversity and Building Unity through Civic Education.” Participants exchanged best practices in education for democracy programs and engaged in several workshops and professional development clinics during the four-day conference.

The Center also supported the participation of leaders from eligible countries in the Asian-Pacific Forum on Civic Education in October 2010 and the German-American Conference in March 2011.

5. Providing support for independent research and evaluation. Gary Marx of the Center for Public Outreach completed an on-site external evaluation of the Civitas program in Romania. Marx examined the Intercultural Institute of Timisoara’s implementation of civic education programs for students and took a close look at its pilot implementation of Project Citizen focusing on Roma issues. When asked to identify benefits of Project Citizen for them, students pointed out experiences such as identifying community problems and working as a team to develop solutions, gaining understanding and appreciation for differences among people, and meeting with public officials and members of the Roma community. Students said they had developed teamwork and communication skills; greater confidence, persistence, patience, politeness, perspective, and tolerance; an ability to empathize; and a greater understanding of rights and responsibilities. 100% of students interviewed said that they were more likely, as a result of their participation in Project Citizen, to be involved in identifying and dealing with community issues and problems in the future.



**U.S. Department of Education
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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	%	
					65%			80%
			/			/		

Explanation of Progress

Based on survey data and reports from country program directors, 80% of teachers who participated in training improved the quality of their classroom instruction.

* Notes On Data Collection

This report includes impact data received by the Center from our sub-recipients for the period from July 30, 2010 to July 29, 2012, and estimated impact. Subcontracts were issued to project sites to conduct activities from July 30, 2010 to July 29, 2011, and a few subcontractors were granted exten-

sions of up to three months to complete activities. Therefore, the majority of activities corresponding to the data above occurred during a one-year period.

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 affected (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 2010–2012 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.

During the July 30, 2010 to July 29, 2012 period, 11,086 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 682 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. Dennis Dickson, deputy manager of inter-governmental relations for the KwaZulu-Natal Department of Education, South Africa and Zhiyi Zhao, Professor and Dean of Library at Hangzhou Normal University Library in China, participated in an intensive three-week institute from July 10 to 31, 2010 for educators from public and private high schools, middle schools, and upper elementary schools in Los Angeles, California. The institute provided twenty-seven 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.

Romanian Delegation to the United States. In April 2011, two members of the Romanian Parliament and a civic education trainer from Romania visited Washington, D.C. and Florida to learn more about United States constitutional democracy and civic education policy and practices in the U.S. The members observed the Center's We the People: the Citizen and the Constitution National Finals competition for high school students, had roundtable discussions with teachers, students, and civic education leaders, were briefed at the Supreme Court, and visited other sites of historical and political significance in Washington, D.C.

(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, 194 individuals from 29 countries participated in 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 Costa Rica, Ecuador, Lebanon, Romania, and other nations.

Costa Rica Delegation to ASCD Conference. Four educational leaders from Costa Rica attended the Association for Supervision and Curriculum Development Conference in San Francisco, CA in March 2011 where they learned innovative techniques on how to incorporate new technologies into their existing civics programs. The delegation also had the opportunity to hear about the experiences of a large number of peer professionals in education, the challenges they face, and how to solve those challenges.

(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 seventy 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 2010–2012. During this program period, the Center particularly emphasized regional-level cooperation in addition to bi-lateral cooperation in developing and implementing civic education programs.

Civitas Regional Institute Seminar: Colombia. Fundacion Presencia organized a Latin America regional workshop on April 4–5, 2011 in Bogota, Colombia. Civitas partners from twelve Latin American and Caribbean countries, as well as Indiana University and the Idaho Human Rights Education Center, reviewed and discussed the regional adaptation of training and curricular materials for *Project Citizen and Human Rights*. This material includes a guide to understanding Project Citizen through a human rights lens, a teacher's guide with lessons on human rights, and a training of trainers manual. The workshop served to renew the regional network's collective strength and commitment to continuing their important work in civic education.

Civitas Regional Institute Seminar: Northern Ireland. In April 2011, Co-operation Ireland hosted a training workshop in Northern Ireland on human rights education and how to make use of Project Citizen as a methodology for implementing a practical human rights community action project. In addition to local teachers from Northern Ireland and the Republic of Ireland, nine Civitas country program directors and teacher trainers participated. These included representatives from Colombia, Kosovo, Lebanon, Peru, Romania, Senegal, and South Africa.

Civitas Regional Institute Seminar: Morocco. The Moroccan Center for Civic Education organized a regional seminar for Civitas program directors and other civic education leaders from the Middle East and North Africa on May 7–11, 2011 in Casablanca. Participants included civic education practitioners from Algeria, Egypt, Iraq, Jordan, Mauritania, Morocco, Tunisia, the United States (Missouri and Ohio), and the West Bank. With the goal of promoting exchange of experiences and the sustainability of high-quality civic education programs in the region, participants shared their latest initia-

tives and best practices in civic education and discussed opportunities for collaboration. Participants also met with local education officials and observed a local Project Citizen student portfolio showcase in El Jadida, Morocco.

Costa Rica. Omar Dengo Foundation supported implementation of Project Citizen by environmental education teachers making use of mobile learning applications with students. The Omar Dengo Foundation produced a conceptual framework for mobile learning in classrooms, developed a teacher's guide for using mobile devices with Project Citizen, and loaned cell phones to students at a 1:2 and 1:3 ratios (one cell phone for two or three students) for use in implementing Project Citizen.

India. In October 2010, students from twenty-five schools across the country participated in the National Project Citizen Student Showcase held at the India Islamic Cultural Center in Delhi. Timothy J. Roemer, United States ambassador to India, was an honored guest at the showcase and observed presentations on public policy topics ranging from sanitation to child labor. (For Ambassador Roemer's impressions of the Project Citizen Showcase, visit his blog at <http://blogs.usembassy.gov/roemer/2010/10/26/project-citizen-students-honored/>.) The Project Citizen students also discussed their project on CNN-IBN on November 14, 2010.

Thepeopleunite.com. The Florida Law Related Education Association, in collaboration with its partners in Hungary, Panama, Peru, and Romania, continues to make use of, and share with other Civitas sites, its 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.

West Bank. The Teacher Creativity Center organized a Foundations of Democracy workshop in November 2010 for twenty elementary school teachers through Foundation for the Future funding. The Civitas grant provided support for storybooks and student books supplied to each trained teacher. The Teacher Creativity Center has been successful in obtaining various sources of complementary funding to support the continuation of Project Citizen and Foundations of Democracy in West Bank and Gaza since the end of Arab Civitas grant funding in 2008.

(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 completed an external on-site evaluation of the Civitas program in Romania, which is partnered with the Florida Law-Related Education Association. Marx examined the Intercultural Institute of Timisoara's implementation of civic education programs for students and took a close look at its pilot implementation of Project Citizen focusing on Roma issues. Marx visited schools sites in Constanta, Jimbolia, Scrioastea, and Pantelimon; attended two Project Citizen Showcases held in Bucharest; participated in a meeting of a Romanian Civic Education Network and its follow-up hearing with members of Parliament; and conferred with officials at the U.S. Embassy. The evaluator met with students, teachers, principals, school inspectors, parents, police officers, a Roma leader, and members of Parliament. When asked to identify benefits of Project Citizen for them, students pointed out experiences such as identifying community problems and working as a team to develop solutions, gaining understanding and appreciation for differences among people, and meeting with public officials and members of the Roma community. Students said they had developed teamwork and communication skills; greater confidence, persistence, patience, politeness, perspective, and tolerance; an ability to empa-

thize; and a greater understanding of rights and responsibilities. 100% of students interviewed said that they were more likely, as a result of their participation in Project Citizen, to be involved in identifying and dealing with community issues and problems in the future.

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 30, 2010 to July 29, 2012, a total of 682 professional development events were reported under the Civic Education Exchange program. The following is one example of professional development for U.S. participants about the histories, government, and civic education in eligible countries.

Comparing Democracies Workshop. Civitas partners from Michigan, Texas, New Mexico, the Czech Republic, Slovakia, and the Dominican Republic participated in the Comparative Democracies Workshop in Denver, Colorado in April 15–17, 2011. The workshop was organized by the Center for Education in Law and Democracy (Colorado) through complementary funding from the European Union. Participants learned how to use a comparative approach to teach middle and high school students about the European Union and other democratic institutions.

(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, 194 individuals participated in 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. Visits of educational leaders from the United States to eligible countries included a delegation from Illinois to Lithuania, a delegation from Iowa to Latvia, and a delegation of Ohio and Missouri educators to Morocco.

(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.

Civitas Lessons on Democracy. The Civitas Lessons on Democracy project (<http://new.civiced.org/civitas-resources/partner-developed-materials/lessons-on-democracy>) was a new initiative for the 2010–2012 program period to develop lessons on democratic principles and practice. Civitas partners collaborated with colleagues in the United States and eligible countries to develop lessons for preK–12 students, which can be utilized by educators in the United States and other nations. “Comparing Constitutions”, “Cyber-bullying”, and “Hansel and Gretel—An abuse of power or failure of authority?” are just some of the twenty-nine lessons developed by more than sixty-five contributors from thirty-three countries and twenty-seven U.S. states.

The lessons focus on the concepts of the Foundations of Democracy curricular program: authority, justice, privacy, responsibility, and rights. The lessons are content-rich and call for the use of interactive teaching methodologies. They include activities that develop skills in critical thinking, commu-

nication, collaboration, and creativity. The lesson authors also provide alignment to content standards and ideas for enrichment, assessment, and how the lessons can be extended.

Each lesson was authored by a partnership between U.S. and non-U.S. organizations and reflects the original ideas of the Civitas partners. The Center provided each partner with a general lesson template and guidelines for lesson development, and each partnership developed its own unique lesson content. The Center reviewed each lesson and invites teachers to teach the lessons and provide us with feedback. The lessons, template, guidelines, and feedback form are all available on the Civitas Lessons on Democracy webpage.

U.S. Site Director Meeting. A U.S. Site Director Meeting for representatives from U.S. Civitas sites was held on October 11–12, 2010, in San Antonio immediately following the Center’s Project Citizen National Coordinator Conference. This year’s theme was *Identifying and Addressing Challenges of the Civitas International Programs*. Thirty-one participants and Center staff discussed current initiatives and ways to address needs within the Civitas network, including the need for further curricular materials and training to benefit U.S. classrooms.

South Africa. Three teachers from Parkway South High School in Missouri, after a delegation visit to South Africa in the spring of 2010, developed *The Gears of Citizenship: Unpacking the Concept of Ubuntu in Civic Education*. The South African principle of *ubuntu* focuses on people’s allegiances and relations with each other. The new materials were shared at the National Network for Educational Review Conference held on October 7–9, 2010 and throughout the academic year with other high school teachers throughout Missouri.

Ancestral Practices of Ecuador’s Indigenous Cultures. In December 2010, Civitas partners from the Indiana/Wisconsin/Ecuador partnership met at Indiana University in Bloomington, Illinois, to discuss partnership plans, including lesson plan development, gatekeeper visits, and goals for each site. One of the primary initiatives of the partnership this year has been to support the implementation of *Ancestral Practices of Ecuador’s Indigenous Cultures*, a book created by the partners in Ecuador to teach American students about Ecuador’s culture and history.

(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 eligible countries. The focus of these events was the demonstration of active pedagogy and the Project Citizen and Foundations of Democracy curricula. An example from Mauritius follows.

Mauritius. Phyllis Bowie, a teacher and civic education trainer from Alaska, conducted a Project Citizen teacher training workshop for 56 teachers representing 56 secondary schools in Mauritius on April 5–7, 2011. The workshop was organized by Civitas Mauritius in collaboration with the Ministry of Education. There are currently 6,250 students participating in the Project Citizen program in Mauritius. Since the beginning of the program in 2005, more than 18,900 students have participated.

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. The fourteenth World Congress on Civic Education, co-hosted by the Center for Civic Education and the Center for Civic Education Indonesia, was held in Jakarta, Indonesia from July 23 to 27, 2010. Based on the theme of "Embracing Diversity and Building Unity through Civic Education," the Congress brought together 200 civic educators from 58 countries, 27 U.S. states, and the District of Columbia to ex-

change and share best practices in education for democracy programs. More than twenty-one thematic workshops, six professional clinics, and six plenary sessions were conducted during the four-day conference, with topics such as the Indonesian educational landscape, leadership and legacy in civic education, achieving social harmony through civic education, and teaching civics in times of crisis.

During the closing session of the World Congress, the Center for Civic Education presented the 2010 Penn Kemble award to Rahela Dzidic for her commitment to civic education in Bosnia and Herzegovina. Dzidic is currently an Education Training Specialist at the U.S. Embassy in Sarajevo.

Asian-Pacific Forum on Civic Education. The Asian-Pacific Forum on Civic Education was held on October 20–23, 2010, in Changwon, South Korea. Approximately 150 teachers, activists, and scholars from eleven Asian countries and twelve U.S. states participated in the event. The Forum was hosted by the Korea Democracy Foundation (KDF), the Society 3.15 Movement for Democracy in Korea, and the Center for Civic Education. Under the theme *Beyond Society in Conflict: Civic Education for Sustainable Development*, participants discussed topics such as civic education’s role in democratization in Asia, civic education in multicultural societies, and institutionalization of civic education programs. Seven Project Citizen student teams from South Korea showcased their projects during the Forum.

German-American Conference. In March 2011, Germany’s Bundeszentrale für politische Bildung (Federal Agency for Political Education), the Center, and Indiana University co-sponsored the German-American Conference at Indiana University in Bloomington. The annual conference brought together German and American 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 2010–2012 program period, the Center worked with organizations in 28 U.S. states, the District of Columbia, and 54 countries. Over the years, a total of 81 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 30, 2010 to July 29, 2012 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 30, 2010 to July 29, 2012 period, the Center sponsored sixteen 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. Two new countries were added as special project sites for the 2010–2012 period: Kosovo and Malaysia.

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
Indiana / Wisconsin / Ecuador
Michigan / Oklahoma / Colorado / Czech Republic / Slovakia / Dominican Republic
New Jersey / Senegal / Serbia
New York / Venezuela
Missouri / Alabama / Poland / Ukraine / Morocco / South Africa
Oregon / Delaware / Maryland / Croatia / Brazil
Texas / New Mexico / Costa Rica
Washington State / China (Jiangsu Province)
Wyoming / Bolivia

Special Projects:
Albania
Argentina
China
Honduras
Indonesia
Kenya
Kosovo
Lebanon
Malaysia

Montenegro
Pakistan
Paraguay
Philippines
West Bank and Gaza



**U.S. Department of Education
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Project Status Chart**

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SECTION B - Budget Information

This report includes expenditure information for the time period of July 30, 2010 to July 29, 2012. This includes a one-year no-cost extension from July 30, 2011 through July 29, 2012. The Center did not make any significant changes to the budget resulting from modification of project activities.

SECTION C - Additional Information

No additional information is included.