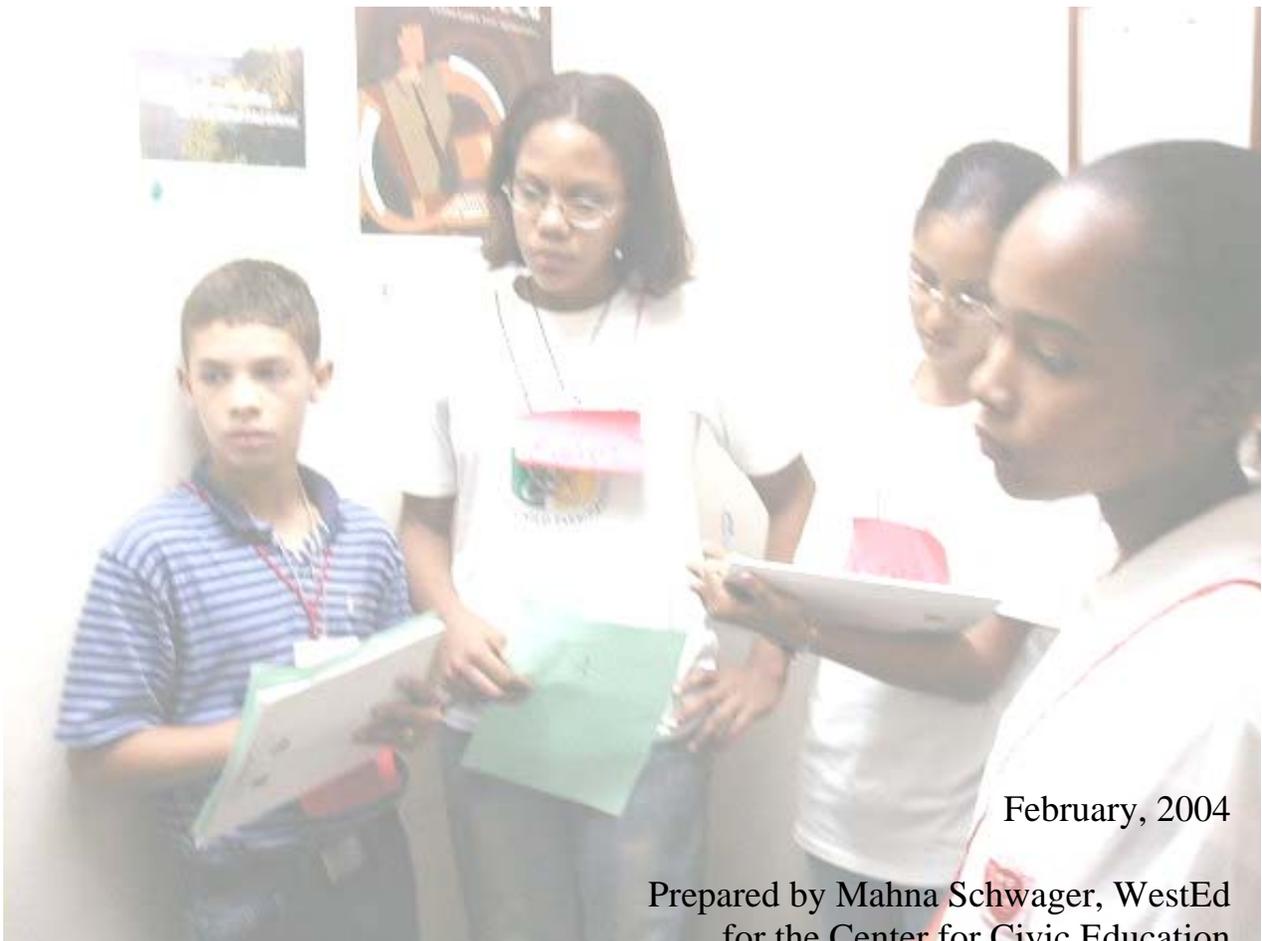


*Civitas Latin America:
A Civic Education Exchange Program
Annual Evaluation Report: Year I*



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

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. As Alexis de Tocqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions in order to maintain and improve a constitutional democracy.

In order to further this mission, it is the goal of the Center for Civic Education (Center) to institutionalize effective programs in civic education 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; and
- 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 the Civitas Latin America program, providing both formative feedback and summative evaluation throughout the length of the five-year 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 first annual reports submitted by the partnerships, collaborating organizations, and special projects that comprise Civitas Latin America¹. The total numbers of participants and activities conducted reflect the period of time from start-up of the grant to the end of the first year of funding.

¹ Sample reporting forms and annual report template appear in the Appendix of the report.

At present, the Civitas Latin America projects include those listed Figure 1.

Figure 1. Listing of Current Civitas Latin America Projects

Partnerships	Collaborating Organizations
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	Individual Projects
Panama Florida	Argentina Brazil Chile
Venezuela New York Colorado	Colombia Dominican Republic Guatemala Peru

Since the start-up of project funding the Civitas Latin America project involved the number of individuals shown in Figure 2.

Figure 2: Numbers of Individuals Participating in Civitas Latin America During the First Year

- 6,816 Teachers
- 256,332 Students
- 484 Administrators
- 2,007 Other Types of Participants (i.e., Ministers of Education, Directors of National Public Education, Directors of Education in Values Programs, journalists, university professors, attaches from the U.S. Embassy, school board members, city council members, local Superintendents of Schools, and U.S. Supreme Court Justices)

Civitas Latin America projects engaged participants in the translation, adaptation, and implementation of various curricula of the Center for Civic Education. The three most commonly used materials were the *We the People: Project Citizen*, *Foundations of Democracy*, and *School Violence* curricula. *Democracy in Latin America: Past Progress, Current Realities, and Future Challenges* is a supplementary unit on democracy in Latin America being developed to help U.S. high school students better understand the history and experiences of Latin American countries.

Civitas Latin America participants engaged in a multitude of activities. The number of different types of activities that projects hosted during the year is shown below.

Table 1: Type and Number of Civitas Latin America Activities

Type of Activity	Number of Activities
Curriculum Translation	4
Curriculum Adaptation	7
Development of Comparative Lessons	4
Student Competitions/Showcases	38
Teacher Training	139
Training of Trainers	8
Conferences	9
Civic Education Seminars	6
Presentations of Civic Education	32
International Conferences	19
Delegation Visits to U.S.	6
U.S. Visits to Site	8
Technical Assistance	10
Student Videoconferences/Reunions	2
Other	21

Participants expressed feelings of enthusiasm, optimism, and support for the program. Sample comments reflecting these sentiments are presented below.

- "We must train the teachers that are already teaching this subject in my country. . . What an impressive task it is in preparing citizens to be as effective as possible. . . ." (a teacher from Paraguay)
- "The conference offered me a quality opportunity [to] receive experience [and] learn more about the power of a citizen. How important it is, for us teachers to prepare our students for today and tomorrow, in their roles as citizens in a Democratic country." (Latin American delegate at the NCSS annual conference)
- "I've learned more than I could have imagined. I've learned about friendship, tolerance, and respecting each other's opinions" (student after participating in weeklong democracy camp)
- "Positive effects on students' attitudes have begun to be seen. Not only have students responded well to the interactive environment fostered by the program, but they have also developed a new sensitivity for civics and citizenship studies." (Colombian project director)
- "Watching students from Hungary, Costa Rica, Panama, Muslim American, Florida and Texas discuss and compare the principles of democracy, human rights, and qualities of effective citizenship was amazing. I can truly say that if leaders of the world would emulate the actions of these young people in sharing and respecting each other, we would all live in a safer place." (teacher at democracy camp)

- “Among the achievements, the first thing we would see was the great increase in awareness in each of the communities where they went to work...what we saw as very productive was the fact that the project develops from within the institution itself. That is, it is not something brought in from outside, transplanted, or artificially inserted, rather it is something that comes from the people being there”.
(OAS project director)

Conclusion

The Civitas Latin America program has grown to four partnerships, four collaborating organizations, and seven special projects. Projects and partnerships have successfully moved forward in implementing planned activities despite many obstacles. Particularly, increases in teacher and student involvement are evident across projects' activities in relation to the mid-year report. 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.

Although Civitas Latin America projects implemented exemplary civic education curriculum in Latin American classrooms, 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.

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

Introduction

Education is the key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples . . . (Article 16, the Inter-American Democratic Charter, adopted by the Organization of American States).

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. As Alexis de Tocqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions in order to maintain and improve a constitutional democracy.

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 first annual reports submitted by the partnerships, projects, and collaborating organizations

that comprise Civitas Latin America². The annual reports included data from the mid-year report (May 2003) to the end of the first year of projects' funding (October 2003). For data summaries, final totals include the mid-year reporting. Thus, total numbers reflect the period of time from start-up of the grant to the end of the first year of funding. Compliance with reporting requirements for the annual report was nearly universal; only one project was not able to submit an annual report due to political instability in the country. The range of documentation was variable (from a three-page report appended to the standard reporting form to several reports of well over one hundred pages with substantial documentation of activities). We commend all of the projects³ for their efforts in sharing their work with us.

Since WestEd's mid-year evaluation report, submitted in June 2003, the Civitas Latin America: A Civic Education Exchange program has grown considerably. The mid-year report reported on the progress of the four Latin American partnerships and three collaborating organizations that were working with the Center. For this, the first annual evaluation report, we summarize data from nineteen different projects. These projects, listed in Figure 1, are summarized below.

- 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 two U.S. states 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.
- Six special projects are funded by mini-grants from the Center, each of which operate in a Latin American country.

Summary data for all nineteen projects from May to October 2003 show substantial growth from the prior reporting period. At present, the Civitas Latin America projects include the projects listed in Figure 1.

² Sample reporting forms and annual report template appear in the Appendix of this report.

³ 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
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	Individual Projects
Panama Florida	Argentina Brazil Chile
Venezuela New York Colorado	Colombia Dominican Republic Guatemala Peru

Enthusiasm and commitment remains high among the Civitas Latin America projects. As a Venezuelan project director so aptly expressed it, "Civitas Venezuela must get its foot in the door to offer democratic approaches to the political thinking of the current political leadership that students are being exposed to. In order for democracy to flourish citizens must not be led by a dictator that aligns himself with President Castro from Cuba and is eroding basic fundamental democratic values, as these values become replicated in the schools as well." In the Venezuela/New York/Colorado partnership, fourteen of the twenty-two activities held in Venezuela were financed or co-financed by local Venezuelan agencies or the U.S. embassy, demonstrating solid support for the project. A Uruguayan member stated, "In building and consolidating a democratic political culture that supports citizen participation in political affairs and in the functioning of institutions, we need to support formal and informal educational systems for children, teenagers and youth."

Partnerships, collaborating organizations, and special projects conducted workshops with teachers, presented civic education programs, judged Project Citizen showcases, and participated in conferences. During these activities, these feelings of enthusiasm and optimism were reaffirmed by the teachers and administrators.

- "We must train the teachers that are already teaching this subject in my country . . . What an impressive task it is in preparing citizens to be as effective as possible. . ." (a teacher from Paraguay)
- "The conference offered me a quality opportunity [to] receive experience [and] learn more about the power of a citizen. How important it is, for us teachers to prepare our students for today and tomorrow, in their roles as citizens in a Democratic country." (Latin American delegate at the NCSS annual conference)

- “I’ve learned more than I could have imagined. I’ve learned about friendship, tolerance, and respecting each other’s opinions” (student after participating in weeklong democracy camp)
- At a workshop in Uruguay, teachers discussed the obstacles facing them (students' limited socio-economic resources; dysfunctional families; problems of intimidation, crime and violence). Teachers "showed great motivation and willingness" being eager to participate in the training according to the OAS project director.
- "Global education demands the respect of every person on earth, and consequently, the practice of freedom and responsibilities in order to obtain a common well being." (Colombian professor of teacher education)

The positive attitude and optimism of the project activities was also reflected in the work of students. For example, in the Dominican Republic, two students who participated in a local day-long education camp, “Leaders for Project Citizen...We Can Do It”, wrote a poem describing their experience.

We Can Change the World
by
Juan Amelvin Acosta Hiciano
and Maria Batista

To this camp I’ve come to talk about
A project called Project Citizen,
So we can change the world.

Participating in solidarity
We will find the problems.
There are rules in the community
Though for many they are dilemmas.

It’s a plan of action
This Project Citizen.
It will help us improve our education
And make better Dominicans.

We can
Change the world
Because we have
The world in our hands.

Participant Involvement

Since the mid-year report, Civitas Latin America has also shown substantial growth in participant involvement. Many activities during this 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. 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 May to October 2003 and Since Start-up

Type of Participant	Total for May to October 2003	Number and Percent for Partnerships	Number and Percent for Collaborating Organizations and Special Projects	Total Since Start-up
Teachers	6,255	3,823 (61%)	2,432 (39%)	6,816
Students	256,063	235,398 (92%)	20,665 (8%)	256,332
Administrators	484	329 (68%)	155 (32%)	484
Other	1,891	1,273 (67%)	618 (33%)	2,007

Note that the largest percent of participants in any category is within the partnerships, which represent, at present, nearly one-half of the total number of projects. This is particularly true of activities involving students (92% 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.

Civitas Latin America directly involved 6,255 teachers in activities during this period, in sharp contrast to the 561 teachers reported at mid-year. 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. Fundación Presencia in Colombia, for example provided a two-day initial training, two-day follow-up training, and bimonthly follow-up visits for 166 teachers.

Civitas Latin America directly involved 256,063 students in activities, compared to 269 students participating at mid-year reporting. Most of this large increase was due to 99 classes of *Project Citizen* (Proyecto Ciudadano) taught in 1,107 schools across the Republic of Mexico (232,112 students were involved in this project alone). Other projects with extensive student involvement include the Venezuela/New York/Colorado partnership which involved students in development and piloting of comparative lessons, facilitated five student showcases/competitions for *Project Citizen* in Venezuela, and conducted over thirteen presentations on different civic education curricula in Venezuela to students and teachers (1,621 students); the Panama/Florida partnership, which

conducted twenty *Project Citizen* showcases/competitions involving 5th and 6th grade classrooms in Panama (865 students); and three of the special projects (Colombia, Peru, Dominican Republic). For example, the work in Peru focuses on integrating civic education curriculum into classes at seven Binational Centers across Peru and involves teachers of Teaching English as a Foreign Language (TEFL). Two hundred advanced students take integrated classes at these centers every month.

Civitas Latin America involved 484 administrators and 1,891 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.

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.

Table 2. Type and Number of Activities for All Projects: 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	4	3	0	1
Curriculum Adaptation	7	6	0	1
Development of Comparative Lessons	4	2	2	0
Student Competition/Showcases	38	30	0	8
Teacher Training	139	117	0	22
Training of Trainers	8	7	1	0
Conferences	9	8	0	1
Civic Education Seminars	6	3	1	2
Presentations of Civic Education	32	23	3	6
International Conferences	19	11	6	2
Delegation Visits to U.S.	6	4	1	1
U.S. Visits to Site	8	5	2	1
Technical Assistance	10	10	0	0
Student Videoconferences/Reunions	2	1		1
Other	21	21	0	0

Teacher Training is the most commonly reported activity (139 trainings reported across all projects). Teacher trainings are 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. These results are not surprising as goals since this first year predominately consisted of building relationships and understandings among the partners; recruiting sites, schools, and classrooms; getting started on implementation of the curriculum. Training teachers is a key activity in accomplishing all of these goals.

The second most common activity was Student Competitions/Showcases (38 student competitions/showcases). Substantially more of this type of activity are expected to be reported in future years as projects have time to increase the number of trained teachers implementing the curriculum in their classrooms. During this reporting period, the Panama/Florida partnership reported conducting the most Student Competitions/Showcases (20 showcases or 53% of those hosted this year). Student Competitions/Showcases are viewing of student submissions to a Project Citizen competition by delegates and students presenting their blackboard projects to delegates. The Competitions/Showcases provide a venue for student groups to present their projects, hone their presentation skills, and demonstrate their knowledge of civic education and skills in research and civic participation. It is important both to honor student accomplishments and to give all students the opportunity to share their projects in this way, as this experience is a key element of the curriculum.

Also prevalent were Presentations of Civic Education (32 presentations across all projects). Presentations are presenting information about the program and its implementation generally to school administrators and public officials. 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 a university president, professors, and the Executive Director of the Tribunal that manages the courts and names judges. 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;
- a videoconference with members of a law firm in a Latin American country;
- visits by Latin American delegates to the home of a local school board member and the home of an Assistant Superintendent of Instruction in the U.S.;
- a seminar put on by an U.S. economics class demonstrating the relationship between civic education and economics for Latin American delegates;
- students emailing each other across partnership countries;
- a one-day educational camp at a Latin American university for middle school students; and

- a weeklong international democracy camp in a U.S. state with a variety of presentations and interactive sessions for students from all over the world, including some Latin American students and teachers.

Activities Conducted By Partnerships

Partnerships conducted the majority of activities during this reporting period. For example, the four partnerships conducted 84% of all Teacher Trainings and 85% of all Student Competitions/Showcases. Since each partnership usually includes three entities, two U.S. states and an organization in a Latin American country, there are substantial opportunities for impacting teachers and students. 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 four Costa Rican delegate visits to the U.S., delegates participated in a law-related education conference, New Mexico's We the People Institute, a Foundations of Democracy Professional Development Institute in Texas, and visited schools and met with high-level public officials in both states. Two Texas trainers fluent in Spanish conducted trainings for trainers in Costa Rica, one of the trainers is now developing lessons on Costa Rica for her 6th grade U.S. students, and a Costa Rican teacher and one of her students participated in the international Democracy Camp held in Florida. Presently, the partnership in Costa Rica is working with La Salle University in Costa Rica.
- The Mexico/California partnership is pursuing a broad-based implementation of one curriculum, Project Citizen, across 13 states in Mexico. Implementation focuses on upper grade levels, including high school levels and beyond. This broad-based approach reached large numbers of teachers and students and included 99 separate teacher trainings.
- The Panama/Florida partnership hosted a large number of Student Competitions/Showcases (53% of all Student Competition/Showcases). The partnership trained almost 300 Panamanian teachers in Project Citizen, the curriculum the partnership implemented. A national showcase that was the culmination of district competitions involved eight schools representing the four regions of Panama. Panamanian delegate to U.S. and U.S. delegate to Panama visits included visiting schools and meeting with school, government and other public officials. Panamanian delegates attended a final Project Citizen portfolio judging in Florida, attended a Florida state legislative session, participated in a simulated voting exercise, and attended seminars by university faculty.
- The Venezuela/New York/Colorado partnership is implementing Project Citizen and the Center's Foundations of Democracy materials on Authority and Responsibility, and School Violence materials. The partnership hosted Venezuela delegate to U.S.

visits and U.S. delegate to Venezuela visits in which Venezuelan delegates participated in Colorado's Project Citizen Institute, visited schools, showcases, and participated in a seminar on school violence. A U.S. teacher developed presentation materials on Venezuela for a state law conference. The N.Y. site visit delegate facilitated many important partnerships while in Venezuela; her visit received media coverage, including TV coverage, in Venezuela. The U.S. embassy supports the partnership with funds and personnel.

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.

This year, OAS, 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.

The AFT project drafted 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. 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 five 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 focused on community reading workshops that used civic education materials and on integrating the civic education materials into teacher education centers for Peruvian teachers studying Teaching English as a Second Language. Argentina worked specifically with indigenous communities, training 240 teams consisting of a teacher and an indigenous teaching assistant.

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 nineteen projects, 84% (16 projects) implemented *Project Citizen*. Of these, ten 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 on change at the policy level.

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>	16	10	5	1
<i>Foundations of Democracy</i>	7	6	1	0
<i>School Violence</i>	1	0	0	0

The next most popular curriculum focus was to adapt specific chapters from the *Foundations of Democracy* curriculum for use in the classroom. Seven projects (37%) used the *Foundations of Democracy* curriculum. For example, the Venezuela/New York/Colorado 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/Colorado 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

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. Many of the individual projects had staff attend as well. Many projects reported that an important impact of participation in one of the conferences was to introduce a public official or other type of partner involved in their project to the work of Civitas in other countries and to explore ways to collaborate with other projects.

In addition to the conferences, 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. 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.

- One Venezuela/New York/Colorado partnership director has been able to work under political instability in Venezuela's violence-torn schools by providing support related to the Civitas school violence curriculum and her experiences in New York City schools. She summarizes the partnership's challenges as follows:

One must understand that despite all odds, we have succeeded in reaching our goals. [Despite] Venezuela's political situation, with national strikes shutting down the country, a polarized society, travel prohibited by the State Department, and a Presidential leader in Venezuela that is chiseling the democratic reforms that have been emerging since the 1950's, CIVITAS Venezuela has emerged as a leader of civic education.

- In Costa Rica, first a national teacher strike and then the U.S. war with Iraq resulted in a complete stall of project activities and a remake of the project plan. The Costa Rican project director gave the following explanation,

This has been an especially hard year. First, most of the projected activities were cancelled due to a month-long teacher strike in the second

month into the school year which resulted in the Ministry of Education officials forbidding any teacher training activities for the rest of the year. Additionally, events at the international level, namely the U.S. decision to bomb ... began to erode Civitas Costa Rica's front . . .

This partnership eventually lost three of their Costa Rican board members and partners due to concerns about the U.S. war with Iraq. Much of the work of this fall was devoted to forming a new working body and strengthening relationships with other institutions.

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 Panama/Florida partnership identified the following local community problems which have been identified across many Civitas Latin America projects:

- corruption in the implementation of governmental services;
- indifference on the part of many governmental bureaucrats;
- selective distribution of governmental services;
- low priority for certain governmental services, such as education, in poor areas; and
- 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

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"> • International and regional conferences (28 activities reported) • Delegate to U.S. Exchange Visits (6 activities reported) • U.S. to Latin American Site Visits (8 activities reported) • Curriculum Translation (4 activities reported) • Curriculum Adaptation (7 activities reported) • Development of Comparative Lessons (4 activities reported) 	<ul style="list-style-type: none"> • <i>The technical exchange with people responsible for Project Citizen in their different capacities made it possible to become acquainted with and analyze the importance of involving high-ranking officials/authorities for achieving the desired success in a project of this magnitude. (Venezuela participant)</i> • <i>The Colorado showcase provided a concrete example of what a showcase looks like. We can replicate and borrow from the Colorado model —The professional development completed and added a concrete model to the training of trainers experience in Calabasas —.The exchange clarified what Project Citizen is. We had knowledge from paper-but not from experience. This will make our job much easier. (Costa Rican teachers following exchange visit).</i>
<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"> • Teacher training (139 activities reported) • Training of trainers (8 activities reported) • Delegate to U.S. Exchange Visits (6 activities reported) • Conferences (9 activities reported) 	<ul style="list-style-type: none"> • <i>Among the achievements, the first thing we would see was the great increase in awareness in each of the communities where they went to work...what we saw as very productive was the fact that the project develops from within the institution itself. That is, it is not something brought in from outside, transplanted, or artificially inserted, rather it is something that comes from the people being there. (OAS project director)</i> • <i>The delegates from Costa Rica said that they really enjoyed being regular participants in the Project Citizen professional development. They joined forty teachers/coordinators from ten different [U.S.] states. They all were able to get on the</i>

Program Objectives	Activities Related to Program Objectives	Sample Participant Comments
		<p><i>floor (just like their students would be doing) to put the portfolio together and then present their project in front of their peers and community judges. (Colorado report on an interactive Project Citizen workshop with U.S. teachers and Costa Rican teachers).</i></p>
<p>3. Increasing the knowledge of U.S. and Latin American educators and students about the history and governance of their partner countries.</p>	<ul style="list-style-type: none"> • Civic Education Seminars (6 activities reported) • Civic Education Presentations (32 activities reported) • Development of Comparative Lessons (4 activities reported) • Delegate to U.S. Exchange Visits (6 activities reported) • U.S. to Latin American Site Visits (8 activities reported) 	<ul style="list-style-type: none"> • <i>Positive effects on students' attitudes have begun to be seen. Not only have students responded well to the interactive environment fostered by the program, but they have also developed a new sensitivity for civics and citizenship studies. When a group of students was asked whether... they would be able to come up with a solution to a particular traffic problem that affected the streets surrounding their school, their answer was a very emphatic, Yes! Later on, some of them stated that they never thought that would be possible until they realized through Project Citizen that doing it was not only their right, but their responsibility. (Colombian project report)</i>
<p>4. Providing opportunities for U.S. and Latin American students to work on joint projects and to exchange ideas and experiences.</p>	<ul style="list-style-type: none"> • Democracy Camp (2 activities reported) • Student Competitions/Showcases (38 activities reported) • Student Videoconferences/Reunions (2 activities reported) 	<ul style="list-style-type: none"> • <i>Watching students from Hungary, Costa Rica, Panama, Muslim American, Florida and Texas discuss and compare the principles of democracy, human rights, and qualities of effective citizenship was amazing. I can truly say that if leaders of the world would emulate the actions of these young people in sharing and respecting each other, we would all live in a safer place. (Teacher at democracy camp)</i> • <i>They're listening to each other, they're learning from each other, and they're respecting each other. (Florida project director about democracy camp)</i> • <i>During the program I made friends with students from all over the world, I found it amazing even though our cultures</i>

Program Objectives	Activities Related to Program Objectives	Sample Participant Comments
		<p><i>were completely different we instantly bonded due to the similarities we, as adolescents possessed. The exchange of cultures created by this program is tremendous. I now have the desire to become fluent in several foreign languages. (Thank you letter from U.S. student at democracy camp)</i></p>
<p>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.</p>	<ul style="list-style-type: none"> • Technical Assistance (10 activities reported) • Conferences (9 activities reported) 	<ul style="list-style-type: none"> • 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.
<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"> • Teacher Training (130 activities reported) • Project Highlights (narrative required as part of reporting template) 	<ul style="list-style-type: none"> • <i>It represents us leaving the mountain, looking toward the other culture (that of the whites) and wanting to integrate into it, but without leaving our own behind. (Argentine teaching assistant about a workshop activity)</i> • <i>The Chief of the town along with his family attended and emphasized the importance and urgent need to work to achieve a more just and democratic society, in which one of the primary values is respect for diversity...bringing this program to indigenous schools is very positive. (Argentina project report)</i>

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 valued 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 year of the program, Civitas Latin America projects built partnerships and implemented at least one curriculum 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 teachers from the first year to continue to increase teachers' knowledge and skills, solidify learning from the first year, 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 teachers from this year partner with new teachers being recruited; continued trainings for both teachers who have some experience as well as teachers new next year to the program; involving experienced teachers in scoring, facilitating partnerships, and other expansion activities; and classroom follow-up on a regular basis.

Appendix

Sample Activity Form

Please document all Activities and Events conducted. Please fill out a form for each Activity. Attach all your Activity Forms to the report when you submit your mid-year report.

Activity Report Title: Democracy Camp Session

Where Activity Took Place: State of Florida Capitol Building, Tallahassee, FL

Date of the Activity: 07/29/2003

Which BEST describes the purpose of the activity?

● Curriculum Translation	● Teacher Training	● International Conferences
● Curriculum Adaptation	● Training of Trainers	● Delegation Visit to U.S.
● Development of Comparative Lessons	● Conferences	● U.S. Delegation Visit to Site
● Printing (reprinting, original print)	● Civic Education Seminars	● Technical Assistance
● Student Competitions/Showcases	● Presentation of Civic Education Program (to administrators, etc.)	● Other (please specify) Democracy Camp

Activity Summary:

State Representative Curtis Richardson acted as Speaker of the House as students debated the proposed juvenile curfew law.

Goals Accomplished by the Activity:

- * Participants gained practical experience applying knowledge gained through prior sessions.

Key People Attending the Activity:

Name	Position or Role	Contact Information
(see attached)		

Fill in the Number of Participants from Each Site that Participated in the Activity:

Participating Sites	Number of Students	Number of Teachers	Others (parents, community leaders, etc.)
Management Site	17	6	5
Co-management Site			
International Site	2	1	
Other Countries	6	2	

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

The students were extremely excited and active in this exercise because they had the opportunity to hold a mock debate on the floor of the Florida House of Representatives. Students debated the proposed juvenile curfew law and, quite to the surprise of teachers, overwhelmingly approved the legislation.

Student comment (also deals with a subsequent session):

“Being able to live the role of a legislator and justice helped me decide what I want to do after high school.”

What Other Related Activities Are You Working On?

- * Visits to courtrooms

Participants Attending the Activity:

Name	Position or Role	School	Contact Information	Employer
(see attached)				

Name of Person Completing Activity Report _ _____

Signature _____ Date July 31, 2003

Phone _____

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 October 31, 2003) please use the following guidelines for using the activity forms and report templates.

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 2002-2003 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 the time that you started the Project or from the time that you last submitted a

report. For projects that submitted a Mid-year Report, this report summarizes data that reflect activities from the point of the Mid-year Report to September 30, 2003.

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.)

<i>A. Curriculum Translation</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

<i>B. Curriculum Adaptation</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number of Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

<i>C. Development of Comparative Lessons</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number Students:	Number of Teachers:	Number Others:
Number Texts:	Number Printed:	Other:

<i>D. Student Competitions/Showcases</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number Students:	Number of Teachers:	Number Others:
Other:		

<i>E. Teacher Training</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number of Teachers:	Number Others:	
Other:		

<i>F. Training of Trainers</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number of Trainers:	Number Others:	
Other:		

<i>G. Conferences</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number Students:	Number Teachers:	Number Others:
Number States:	Number Countries:	

<i>H. Civic Education Seminars</i>		<i>Number of Events:</i>
Goals Accomplished:		
Number Students:	Number Teachers:	Number Others:
Number States:	Number Countries:	

<i>I. Presentations of Civic Education Program</i>		<i>Number of Events:</i>
Goals Accomplished:		

Number of Administrators:		Number Others:	
Number States:		Number Countries:	
<i>J. International Conferences</i>		<i>Number of Events:</i>	
Goals Accomplished:			
Number of Teachers:		Number Others:	
Number States:		Number Countries:	
<i>K. Delegation Visit to U.S.</i>		<i>Number of Events:</i>	
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:	
<i>L. U.S. Delegation Visit to Site</i>		<i>Number of Events:</i>	
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:	
<i>M. Technical Assistance</i>		<i>Number of Events:</i>	
Goals Accomplished:			
Number of Students:	Number of Teachers:	Number Others:	
Number States:		Number Countries:	
<i>N. Student Videoconference/Reunions</i>		<i>Number of Events:</i>	
Goals Accomplished:			
Number of Students:	Number of Teachers:	Number Others:	
Number States:		Number Countries:	
<i>O. Other</i>		<i>Number of Events:</i>	
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. 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.

V. 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) with all of your Activity Forms attached by October 31, 2003.

Send one copy to Mahna Schwager, WestEd, (mschwag@wested.org) with all of your Activity Forms attached by October 31, 2003.

Thanks!

First Year Activities for All Projects

	Curriculum Translation	Curriculum Adaptation	Comparative Lessons	Competitions/Showcases	Teacher Training	Training of Trainers	Conferences	Civic Ed Seminars	Presentations of Civic Ed	International Conferences	Delegation Visits to US	US Visit to Site	Technical Assistance Student	Videokonferences/Reunions	
Partnerships, Collaborating Organizations, and Projects															Curriculum
Venezuela/New York/Colorado	3	4	1	10	7	6	1	2	17	7	1	2	7		Project Citizen, Foundations of Democracy (Responsibility, Authority), School Violence
Costa Rica, Texas, New Mexico		2			4	1				4	3	3			Project Citizen, Foundations of Democracy, We the People
Mexico					99										1 Project Citizen
Panama/Florida			1	20	7		7	1	6				3		Project Citizen
Total for Partnerships	3	6	2	30	117	7	8	3	23	11	4	5	10	1	
OAS								1		2		1			
AFT			2			1				2					
NCSS									3	2	1	1			Project Citizen
Total for Collaborating Organizations			2			1		1	3	6	1	2			
Columbia				8	11		1	2	3	2					Project Citizen, Foundations of Democracy (Human Rights curriculum-Authority, Justice, Responsibility)
Argentina					6										Project Citizen (called Project Responsibility for Indigenous Communities)
Dominican Republic					2						1	1		1	Project Citizen
Brazil	1	1			1				3						Project Citizen in Art
Chile					2										Project Citizen (link with Tolerance and non-discrimination manual in Chile)
Total for Special Projects	1	1		8	22		1	2	6	2	1	1		1	
Total	4	7	4	38	139	8	9	6	32	19	6	8	10	2	