

Archived Information

INTERNATIONAL EDUCATION EXCHANGE PROGRAM

Goal: To provide for an international education exchange program and for the study of international programs and delivery systems.

Relationship of Program to Volume 1, Department-wide Objectives: This program supports Objective 1.1, Develop challenging standards for all students in core subjects.

FY 2000—\$7,000,000

FY 2001—\$8,000,000 (Requested budget)

OBJECTIVE 1: ASSIST ELIGIBLE COUNTRIES IN ADAPTING AND IMPLEMENTING EFFECTIVE CURRICULA AND TEACHER TRAINING PROGRAMS, DEVELOPED IN THE UNITED STATES, IN CIVICS, GOVERNMENT EDUCATION, AND ECONOMIC EDUCATION.

Indicator 1.1 Student knowledge and skills: Participating students will demonstrate increased knowledge, skills, and character traits in their understanding of civics and democratic and economic principles.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Economic Education Students</i>			<p>Status: Economic Education: Progress toward target is likely.</p> <p>Explanation: In addition to solid quantitative data on knowledge gains, external evaluations and awardees have documented gains in the use of active learning teaching methods and in educators' and students' attitudes toward market economics. Educators in Training of Trainers Program increased economic knowledge by 29 percent. Teachers in introductory teacher workshops increased their economic knowledge by 11 percent.</p>	<p>Source: Economic Education: Evaluation of students' knowledge, Education Development Center (EDC) Research Study, 1998. <i>Frequency:</i> Triennially. <i>Next Update:</i> 2001.</p> <p>Evaluation of trainers and teachers: EDC Report 1998-99. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p> <p>Validation Procedure: An external evaluation is conducted annually by the EDC.</p> <p>Limitations of Data and Planned Improvements: Frequency of data collection is limited by the prohibitive cost of conducting comprehensive student assessments in each country involved in the International Education Program.</p>
Year	Actual Performance	Performance Targets		
1999:	In the five country study (Kyrgyzstan, Latvia, Lithuania, Poland, and Ukraine), 65 percent of the students (N=1,938) of teachers participating in the program showed an improvement in the knowledge of economics content from pre-test to post-test. In Kyrgyzstan, one year after teacher participation in the program, 68 percent of students (N=552) showed an improvement in knowledge of economics content. In the same country, 2 years after teacher participation in the program, 74 percent of students (N=308) showed an improvement in their knowledge of economics content.	No target set		
2000:		65%		
2001:		65%		
2002:		65%		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Civics and Government Education</i>			<p>Status: Civics and Government Education: Progress toward target is likely.</p> <p>Explanation: As programs with proven effectiveness among students in the U.S. are adapted and implemented internationally, evaluations measuring increases in student civic knowledge, skills, and character traits are expected to yield positive results.</p>	<p>Source: An Evaluation of “Citizen in a Democracy” conducted by Charles D. Dziuban, Jeffrey W. Cornett, and Patsy D. Moskal of the University of Central Florida in cooperation with the Florida Law Related Education Association, Inc., and the Civitas Association of Hungary, July 31, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p> <p>Validation Procedure: An external evaluation of the civic education program is conducted annually.</p> <p>Limitations of Data and Planned Improvements: Data are based on survey reporting by international participants and are limited by the prohibitive cost of conducting comprehensive student assessments in each country involved in the International Education Program.</p>
Year	Actual Performance	Target Performance		
1999:	A survey of students from Hungary revealed that, as a result of participating in the program, 96 percent of students felt they had improved their skills as effective citizens, 95 percent had increased their understanding of their civic rights and responsibilities, and 77 percent reported a greater commitment to democracy.	No target set		
2000:		95%		
2001:		95%		
2002:		95%		

OBJECTIVE 2: CREATE AND IMPLEMENT EDUCATIONAL PROGRAMS FOR U.S. STUDENTS THAT DRAW UPON THE EXPERIENCES OF EMERGING CONSTITUTIONAL DEMOCRACIES.

Indicator 2.1 Implementation of civic and economic education programs in the U.S.: An increasing number of students and teachers in the U.S. will participate in programs based on the experiences of emerging constitutional democracies.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>A minimum number of the following U.S. students and teachers participated in civic and economic education programs based on the experiences of emerging democracies:</i>				<p>Status: Progress toward target is likely.</p> <p>Explanation: Each year, the number of U.S. students and teachers involved in implementing civic and economic education curriculum materials has increased because of expanded distribution of curriculum materials.</p>	<p>Source: Performance Report, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p> <p>Validation Procedure: External evaluations of the civic and economic education programs are conducted annually.</p> <p>Limitations of Data and Planned Improvements: Attempting to improve accuracy of data.</p>	
Students		Teachers				
Year	Actual Performance	Performance Targets	Actual Performance			Performance Targets
1998-99:	58,000	No target set	2,100			No target set
1999-00:		65,000				2,500
2000-01:		72,000		2,900		

KEY STRATEGIESStrategies Continued from 1999

- ❖ Disseminate information about exemplary curricula and teacher training programs.
- ❖ Provide technical assistance to the grantees on curriculum frameworks.
- ❖ To increase coordination, encourage grantees to share lessons about the development and implementation of the educational programs.
- ❖ Monitor program by conducting site visits of selected programs.
- ❖ Encourage grantees to collaborate on project activities in common sites in eligible countries.

New or Strengthened Strategies

- ❖ Conduct an annual site visit of selected programs in eligible countries to observe effects of programs.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ This program is coordinated with and receives assistance from the Department of State.
- ❖ The “We The People...” Program is integral to the civic education curriculum materials used abroad.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Sufficient funds were not available to conduct annual site visits in eligible countries and to selected programs in the United States.
- ❖ Coordination of project activities (civic and economic education) in common sites in eligible countries is a challenge.

INDICATOR CHANGES**From FY 1999 Annual Plan (two years old)**

Adjusted—None.

Dropped—None.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ Indicator 2.1, Student knowledge and skills, is now indicator 1.1.

Dropped

- ❖ Indicator 1.1, Curriculum and training programs, was dropped because it is a reflection of program activity, not outcomes.

New—None.