

Archived Information

INTERNATIONAL EDUCATION EXCHANGE PROGRAM

Goal: To strengthen civics and economics education in emerging democracies and in the United States. Legislation: Goals 2000 Educate America Act, Title VI–International Education Program, P.L. 103–227, Section 601 (20 U.S.C. 5951).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$7
	1990	\$0	2001	\$10
	1995	\$3	2002 (Requested)	\$0

Program Description

The purposes of the International Education Exchange Program are to carry out a program, in consultation with the Education and Cultural Affairs Bureau of the Department of State, and with the foreign policy guidance of the Secretary of State, that will provide for the strengthening of civics and economic education programs and delivery systems in eligible¹ countries and the United States.

The program’s objectives are: (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 help eligible countries adapt and implement such programs or conduct joint research concerning such programs; (3) to create and implement educational programs for U.S. students which draw on the experiences of emerging constitutional democracies; (4) to provide a means for the exchange of ideas and experiences in civics and government education and economic education among political, educational, and private sector leaders of participating eligible countries; and, (5) to provide support for research and evaluation to determine the impact of educational programs on students’ development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy and an efficient market economy.

The National Council on Economic Education (NCEE) developed a program that provides economic education through training seminars for teachers and trainers, translating and adapting U.S. materials for classrooms in targeted countries, and conducting conferences, meetings, and study tours. In addition, NCEE conducted surveys of trainers and teachers to determine the impact of the program.

The Center for Civic Education (CCE) developed a program called “Civitas: An International Civic Education Exchange,” which provides training seminars in civics education for teachers and educators. The Center conducts tours of school systems, institutions of higher learning, and nonprofit organizations with exemplary programs in civics and government education in the U.S. CCE also translates and adapts materials regarding teacher training programs; conducts joint research projects in the areas of curricular development and teacher training; hosts home stays; and conducts world conferences on the creation and strengthening of democracy and building networks of educators. CCE conducts research and evaluation studies to determine the effects of the civics education program. CCE also leads a consortium of organizations in civics education in the U.S. and in the participating nations.

¹For the program, this term “eligible countries” means eastern European countries, central European countries, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any other former Republic of the Soviet Union whose political independence is recognized in the United States, as well as Ireland and Northern Ireland.

Program Performance

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>NCEE is planning to submit data for 2000 in summer of 2001.</p>	<p>Source: Economic Education: Evaluation of students' knowledge, Education Development Center (EDC) Research Study, 1998. <i>Frequency:</i> Triennially. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Evaluation of trainers and teachers: EDC Report 1998-99. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</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:	Data Collected Triennially	65%		
2001:	Data Collected Triennially	65%		
2002:				

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Civics and Government Education</i>				
Year	Actual Performance		Target Performance	<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>CCE is planning to submit data for 2000 in summer of 2001.</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 collection update:</i> 2001. <i>Data to be reported:</i> Unknown.</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>
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:	No Data Available		95%	
2001:				
2002:				

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, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</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:	308,328	65,000	3,850	2,500		
2000-01:	No Data	315,000	Not available	4,500		
2001-02:	Available					

