October 2013 V5

Policy Brief Series

Education and Democracy

Government and Civil Society Cooperation on Civic Education Policy: Experiences in the Americas

Organization of American States

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Inter-American Program on Education for Democratic Values and Practices

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About
The Program

The Inter-American Program on Education for Democratic Values and Practices is a hemispheric alliance of ministries of education, civil society organizations, international organizations, universities and private sector organizations working to strengthen education for democratic citizenship through cooperation, research and professional development.

Officially adopted at the IV Inter-American Meeting of the Ministers of Education on Trinidad and Tobago, in August 2005, its main objective is to promote the development and strengthening of a democratic culture in the Americas through formal and non-formal education.

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Summary

At their essence, programs and initiatives in education for democratic citizenship are inspired by the goal of encouraging students to become active participants in their communities at the level of school, city, nation, and beyond. In keeping with the nature of this objective, these programs should be designed through the collaborative efforts of all sectors of society so that students can be integrated into the social and political fabric of their communities in the most effective and legitimate way possible.

The Inter-American Program on Education for Democratic Values and Practices is a hemispheric alliance of ministries of education, civil society organizations, international organizations, universities, and private-sector organizations working to build human capital and strengthen the capacities of institutions to develop of education for democratic citizenship policies, programs and initiatives. From the Inter-American Program's perspective, intersectoral dialogue and cooperation is one of the most comprehensive approaches to formulate and implement legitimate and effective initiatives in the field of education for democratic citizenship. Therefore, through our activities we are committed to continue catalyzing and promoting discussions about experiences of collaboration between different types of institutions, and in this case, between civil society organizations and government institutions, in order to explore their results, lessons learned and challenges identified. In expanding and illuminating these discussions, we hope to enhance political and social dialogue, as well as to incite stakeholders in civic education to share their recommendations for further action with the OAS and our allies to increase and improve the spaces and mechanisms through which individuals and institutions from different sectors may explore and develop collaborative working models to develop policies, programs, and initiatives in the field.

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Inter-American Program on Education for Democratic Values and Practices

A. Introduction

In the Americas there are a number of successful examples of ministries of education and other governmental agencies working with civil society organizations (CSOs) to create, establish, implement, and evaluate public policies that promote democratic values and practices through civic education. Although government and civil society have different roles in policymaking, there are many ways in which both can collaborate and coordinate their efforts to achieve better policy outcomes. This policy brief seeks to counter the perception that government agencies and CSOs must function separately. It also endeavors to provide information about how government and civil society can work together to further their democratic aspirations through civic education.

This brief is intended to draw upon previous and current experiences to provide a resource for policymakers and others interested in public policy to use in developing policies that promote democratic participation in the Americas through education. It will explore questions such as the following: In what ways have government and civil society collaborated on civic education programs and policies? What have been the challenges and benefits identified by participant institutions/leaders? What has been the impact of collaborative efforts on the process of developing policies and on the results of civic education policies and programs? What can we learn from these experiences? How can they be improved?

This brief has been prepared for the Inter-American Program for Education on Democratic Values and Practices of the Human Development & Education Section of the Organization of American States (OAS) by the Center for Civic Education (www.civiced.org), a nonprofit nonpartisan organization based in California whose mission is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. For more than forty years, the Center has been working with a network of government and civil society partners in eighty-four countries to develop, implement, evaluate, and institutionalize civic education programs and policies.

The brief builds upon existing knowledge from research and practice and aims to foster further discussion and research on this topic. It (1) introduces sample policies that support civic education, (2) highlights some the ways in which government agencies and CSOs can collaborate to develop and promote these policies, (3) presents examples and lessons learned from the collaborative experiences of government agencies and CSOs in the Americas, (4) provides recommendations that can be applied to guide future collaboration, and (5) suggests next steps to further this discussion.

The following subsections of this introduction address some prerequisite understandings before proceeding with the discussion of civic education policymaking.

1. **What is civic education?** Civic education is devoted to fostering among citizens competent and responsible participation in the political life of their communities and nations. This participation should be characterized by a reasoned commitment to the fundamental values and principles of constitutional democracy, including a respect for the rights of individuals and a devotion to the common good. Civic education can be conducted in educational institutions and/or for the general public or selected audiences within the general public.

2. **What is public policy in a democratic political system?**

   a. A public policy is a concept that guides a course of action or a procedure used in dealing with public issues or problems. For example, a nation may establish a policy of requiring that civic education is taught at every grade level in its elementary and secondary schools.
   b. Public policies are often embodied in laws, rules, or regulations or agreed-upon procedures used by government to fulfill its responsibilities to protect the rights of the people and to promote the common good or general welfare. For example, requirements for civic education may

be embodied in laws created by national and/or local legislatures or regulations established by ministries of education.

3. **How is public policy created, implemented, and evaluated?** Whereas it is the role of government to adopt policies, these policies can be created, implemented, and evaluated by governmental institutions independently or in concert with private-sector agencies and institutions, such as business and industry, and civil society organizations. For example, ministries of education have used existing national, regional, and local networks to implement civic education policy in educational institutions and in non-formal educational settings. In some instances, often with the assistance of CSOs, they have fostered the creation of new networks for this purpose.

4. **What is the role of civil society in public policy development and implementation?** CSOs focused on promoting democracy can have a significant role in the development and implementation of civic education policy. Each CSO has a specific mission and human resources with technical skills to support this mission. Oftentimes CSOs have networks of affiliated professionals and community members who further support this mission.

a. CSOs can assist or collaborate with government in the creation, implementation, and evaluation of policies.
b. CSOs, by expanding participation in the policy process, can help to ensure that policies effectively address public needs, are implemented fairly, are sustained over time, are seen as legitimate, and receive widespread public support.

CSOs function within the parameters of available resources and spaces for discourse with public institutions. Each country, state, or community has a different political system and institutional contexts for public discourse, which affect the role of CSOs in policy development and implementation in that locality. The political and institutional context at a particular point in time affects how open the discourse can be and how much opportunity for discourse is available. Policymakers can involve CSOs in policy discussions and decision-making processes by setting up mechanisms to receive civil society input and providing multiple opportunities for joint discussions.

5. **What are the roles of networks in advancing policy development?** Networks of public- and private-sector organizations and individuals, within countries and internationally, can advance policy development by

a. Articulating and disseminating knowledge about the topic on subregional, regional, or worldwide levels. This may enhance the exchange of information, ideas, and experiences. It might also enhance the development of public policies in different regions by focusing upon lessons learned regarding the effectiveness of alternative policies and their implementation.
b. Assisting in establishing contacts and building relationships
c. Increasing collaboration and providing multiple sources of input about policy design, implementation, and evaluation.

B. What Kinds of Policies Support Civic Education?

As government agencies develop policies in support of civic education, either independently or in conjunction with civil society, they can consider a wide range of choices. Such choices can focus on civic education that takes place within educational institutions. Civic education policies can also address audiences outside of educational institutions, such as the general public or selected audiences within it. Policies supporting civic education can be instituted at the national, regional, and/or local levels.

To support civic education that takes place within educational institutions, policy choices range

from a very comprehensive approach supporting "standards-based" reform of the entire curricula of precollegiate and sometimes collegiate education to more modest policies, such as establishing one or more required courses in civic education at various grade levels.

Programs addressed to the general public often use the media as an educational tool and can include a variety of content applicable to a wide audience, such as education on voting procedures, citizen rights, and government regulations. Programs addressed to selected audiences include educational programs focused on voter preparation, immigrant education, adult education, and the like.

I. Approaches to policy focused on civic education in educational institutions. The following summarizes three approaches, or alternatives, that are of decreasing magnitude from most comprehensive to least comprehensive. They are (1) a policy supporting a comprehensive program in civic education, (2) a policy supporting sequentially selected elements of a comprehensive program, and (3) a policy supporting the establishment of required courses at specific grade levels and/or integration of civic education in other subjects.

Alternative 1: A policy supporting a comprehensive standards-based curriculum development. The following briefly outlines the major elements of a comprehensive policy of standards-based curriculum development that can be used for any subject area of the school curriculum. However, the examples given will focus on civic education.

The first step in developing a curriculum that is based on standards is to specify what students should know and be able to do with their knowledge at the end of a course of study. The end of a course of study can be the end of a grade level or the end of elementary, secondary, or post-secondary schooling.

A "standard" is the specification of what students should know and be able to do with the knowledge acquired. For example, suppose it is decided that by the end of secondary school "Students should be able to describe the purposes, organization, and functions of the branches of their national government." This statement is an example of a content standard. (This definition and further examples of civic education content standards can be found in the National Standards for Civics and Government, developed by the Center for Civic Education for students in the United States.)

Once a set of standards in civic education has been agreed upon, then all other related elements of the approach should be "aligned," or focused upon providing students the kinds of experiences that will enable them to achieve the standards at a satisfactory level. The following briefly outlines the major elements of a standards-based approach to curriculum development. The outline includes recommendations from the Center for Civic Education of policies in curriculum, assessment, and professional development that support this approach.

1. Curriculum and assessment

   a. Standards

      i. Definition: Statements of what students should know and be able to do at a certain point in the learning process; for example, by the end of 12th grade.
      ii. Policy recommendation: Development and establishment of content and performance standards in civics and government for all grades of schooling from primary through secondary or tertiary grades (K–12 or K–16).

   b. Curricular frameworks

      i. Definition: An organized plan that defines the standards to be met and content to be learned at each grade level. (See *California Civic Education Scope & Sequence*.)
      ii. Policy recommendation: Development and adoption of a K–12 framework in civic education.

   c. Required courses

      i. Definition: Courses such as history, mathematics, and civics that are required for all students at a particular level of schooling, as opposed to "elective courses" that students can choose at their discretion.
      ii. Policy recommendation: A formal requirement for instruction in civics and government in the school curriculum throughout K–12. Such instruction should incorporate interactive methodologies and participatory ap-

proaches that allow students to demonstrate civic knowledge, practice civic skills, and assess their own progress.

d. Curricular materials

i. Definition: Any materials for teacher or student use in the instructional process. Such materials can suggest instructional content and methodology. For teachers this might include materials ranging from course outlines, lesson plans, and teacher's guides to the use of textbooks. For students it might include such materials as printed or online textbooks, workbooks, software applications, or videos.
ii. Policy recommendation: Provision of instructional materials aligned with the standards and curriculum framework.

e. Assessment
i. Definition: The use of test instruments and procedures to determine student attainment of the knowledge, intellectual and participatory skills, dispositions, and behaviors that are the goals and objectives of educational instruction.
ii. Policy recommendation: Establishment of assessment programs to determine student attainment of standards. (See the *National Assessment of Educational Progress Civics Assessment*.)

2. Professional development (teacher education)

a. Pre-service and in-service professional development

i. Definition: Pre-service professional development: The training teachers receive in order to qualify for positions in precollegiate public or private schools.
ii. Definition: In-service professional development: the continuing education teachers may receive during their professional career.
iii. Policy recommendation: Establishment of pre-service and in-service education programs to develop the capacity of teachers to provide high-quality instruction in the use of the instructional materials in order to promote attainment of the standards.

b. Credentialing

i. Definition: The qualifications candidates for teaching positions in public educational institutions must meet in order to receive a license or credential necessary for employment; for example, a bachelor of arts degree in a subject such as government or history accompanied by one to two years of training in education, including practice teaching under the supervision of a master teacher.
ii. Policy recommendation: Establishment of licensure to ensure that all teachers develop the subject matter and pedagogical expertise needed to prepare all students to meet the standards.

c. Professional development implementation network

i. Definition: Local, regional, or national public- or private-sector networks of educators who provide prospective and practicing teachers with training and support to implement curricula with students
ii. Policy recommendation: Establishment of a network of professionals who will provide professional development and support to teachers as they implement civic education programs.

Alternative 2: A policy supporting sequentially selected elements of a comprehensive program. In many instances governments are faced with various constraints, such as limited financial or human resources, and cannot or choose not to immediately support the development and implementation of all elements of the comprehensive approach described above. Some educational systems have begun by developing standards in civic education or adopting or adapting them from existing sources. They have then selectively developed and implemented one or more elements of the comprehensive approach described above. For example, they might have developed a

course for one or more grade levels accompanied by curricular materials and a professional development program, which are all aligned with the standards. For governments that ultimately would like to support a comprehensive standards-based approach, Alternative 2 can be undertaken as an intermediate step towards eventually developing and implementing all elements of the approach described in Alternative 1.

Alternative 3: A policy supporting the establishment of required courses at specific grade levels and/or integration of civic education in other subjects; for example, in history, philosophy, language, or science. Many countries in the Americas have begun policy support for civic education by requiring that civic education be taught at one or more grade levels from kindergarten through grades 12 or 16. This approach can lead to the introduction of civic education in the curriculum and be a first step toward developing additional policies in support of civic education, such as those recommended in Alternative 1, above.

The demonstration of exemplary programs at selected grade levels can foster the increased acceptance and further development of civic education programs and policies. Such a tactic can dispel negative dispositions toward the subject and lead to support for widespread implementation.

II. Approaches to policy support for civic education programs for the general public or selected audiences within it. Many countries have policies supporting civic education in such areas as voter education, community development, adult education, immigrant education, and programs for issue-specific interest groups and coalitions, such as labor unions or environmental groups, among others. Civic education programs for the general public, or selected audiences within it, can take a variety of forms, including informal training, experiential or service learning, and mass-media campaigns. Audiences for these programs can include children, adults, voters, immigrants, minority populations, and other groups. Aside from educational institutions, groups delivering civic education can include CSOs, government agencies such as electoral commissions, and media organizations, among others.

Policies supporting civic education for the general public, or selected audiences within it, can include elements of the policy alternatives for educational institutions introduced above. The following are some examples of policies that support civic education for the general public or selected audiences within it:

- Establishment and funding support for agencies, departments, or personnel responsible for civic and voter education, such as electoral commissions or personnel within electoral commissions responsible for public education and outreach
- Development of government grant programs to support CSOs that develop, implement, and evaluate civic education programs
- Development of research programs to evaluate civic knowledge, skills, and dispositions

Exploring Existing Programs and Policy Alternatives. Before developing or selecting from policy alternatives, it is recommended that governments examine existing policies and prior experiences both within their geographic domain and in other localities and nations. In some cases, civil society organizations have initiated civic education programs to address local needs before government policies are developed or implemented to address these needs. The experiences of civil society, as well as other government agencies, can provide significant information to inform the development of policy. Such experiences can shed light on challenges as well as what has worked well with various audiences.

C. Strategies for Cooperative Development and Promotion of Civic Education Policies

Having described various kinds of policies that support civic education, this policy brief will now provide ideas and strategies for how government agencies and CSOs can collaborate to develop and promote civic education policies that are appropriate for the local context.

1. The following summarizes the areas of actions that representatives of governmental agencies and CSOs can undertake together to develop and implement effective policies in civic education.

   a. Identifying and evaluating existing policies and their implementation
   b. Developing proposed policies
   c. Fostering adoption of proposed policies
   d. Fostering implementation of proposed policies

e. Evaluating and assessing the impact of the policies
f. Improving the policies or replacing them with better policies

2. Some specific strategies that representatives of governmental agencies and CSOs can take to promote civic education policy development and implementation include the following:

a. Identifying key public- and private-sector organizations and decision-making individuals related to civic education policy. These should include "gatekeepers" who are in decision-making positions and "champions" who are influential advocates.
b. Developing the support of key public- and private-sector organizations and individuals for civic education policies by
   i. Demonstrating the need for civic education
   ii. Demonstrating exemplary civic education programs that meet the need
   iii. Involving key people in all steps of the process
   iv. Building relationships between governmental agencies and CSOs.
c. Expanding participation of policymakers in civic education activities by inviting additional policymakers to observe and participate in dialogues with governments and CSOs in other countries implementing civic education
d. Developing media coverage
e. Developing community support for civic education
f. Developing a grassroots network that supports the implementation of effective and legitimate policies

D. Case Studies of Government and CSO Collaboration in the Development and Implementation of Public Policy in Civic Education

The following case studies are examples of government and civil society collaboration in the development and implementation of public policy in civic education. Organizational leaders and policymakers in various countries throughout the Americas share their unique experiences in these case studies. First, civil society leaders describe their collaboration with government, the challenges they faced and how they were overcome, and the lessons learned through the experience. Policymakers share their views in the second part of this section. They describe civic education policies in their area, discuss the costs and benefits of collaborating with civil society, and explain how the collaboration affected policy outcomes.

This collection of case studies from five countries provides a sampling of the variety of the experiences that have taken place in the Americas. Each case study was provided by a CSO or policymaker in response to a request for information on their current and past experiences and is in the voice of the contributor. (See the appendix for questions addressed by case study contributors.)

The case studies are included in this policy brief in order to provide more information about how organizations in the Americas have approached joint efforts in civic education programs and policy. In some instances, CSOs initiated collaboration, and in others, governmental agencies reached out to civil society.

The civil society perspectives from Argentina and Brazil highlight civic education efforts initiated by CSOs to address local needs. These organizations reached out to government entities to develop partnerships to address common civic education goals and objectives. A local minister of education in Argentina also addresses these efforts in the policymaker subsection, where the minister provides his perspective on civic education partnerships in Argentina.

The Colombian case study provides a civil society perspective of an effort by the government to incorporate civil society input, materials, and experiences into a national portfolio of initiatives and programs of citizenship competencies. This partnership between government and civil society is

also addressed from a Colombian policymaker's point of view in the policymaker segment.

The United States case study highlights how a civil society network collaborated to provide input into government legislation and how the government then partnered with civil society to develop national standards in civics and government. The U.S. policymaker's point of view in the second segment provides a policymaker's perspective on the role of civil society in formulating, implementing, and evaluating civic education policy.

The Venezuelan case study describes a partnership between civil society and public officials to strengthen social capital in one municipality by developing a school curriculum on citizenship culture.

Civil Society Organizations' Points of View

1. Argentina

Strengthening the Values of Democracy: 2012 Implementation

By Susana Finger, Asociación Conciencia

Strengthening the Values of Democracy (Fortaleciendo los Valores de la Democracia) is a program that Asociación Conciencia (an Argentinean nongovernmental organization founded in 1982) has been developing for the past eight years in Argentina. Its goal is to support young people from different regions of our country in the process of learning democratic values and practices. To achieve this objective, the program carries out training workshops for teachers (mainly secondary teachers) to prepare them to teach their students to design and lead a public policy project that answers a local need. When the project concludes, teachers and their students are invited to participate in state and national showcase events at which they present the projects they developed. As a result, students not only learn to create a project, but also strengthen their ability to participate as an active and committed manner of their community. They also learn how to take part in decision-making processes related to community affairs, and they increase their trust in institutions. Finally, they become aware of the importance of the responsible and committed exercise of citizenship.

Civil society collaboration with government. For 2012, we focused our work on certain localities and strengthened partnerships with municipal and provincial authorities. In participating localities, Conciencia trained teachers and organized regional showcases where students were able to present their projects to other students and teachers, as well as to educational, local, and provincial authorities. The new focus on partnerships stemmed from the conviction that the best strategy to enhance results was through coordination between the public, private, and civil society sectors. With the objective of making a greater impact in each community, Asociación Conciencia added collaborative efforts with every educational facility and government authority in different provinces of the country, such as Cordoba, Jujuy, and Chaco y Corrientes, to the Declaration of Interest of the Ministry of Education of the Nation of Argentina that the program obtains every year.

Challenge faced and how it was overcome. In one of the municipalities targeted by the program, there was a challenge to this collaborative effort: although we were able to work jointly with the municipality to implement the teacher training, such cooperation was not possible with the provincial authorities. This made it difficult to bring together school representatives for meetings and training sessions and resulted in an insufficient number of projects by schools in the area needed to carry out a regional showcase. The projects presented in these localities were invited to participate directly in the national showcase of projects, which is held once every year.

Benefits of collaboration. Collaboration with government not only ensures that teachers receive authorization to participate in training and implement the program, but also increases local and provincial authorities' understanding and support of the public policy proposals developed and presented by the students. In other words, implementing the project in an inclusive way creates more effective opportunities for students—both inside and outside of school—to make their voices heard and become part of policy dialogue and decision-making processes taking place in their community. That is why it is very important in the implementation of the program to achieve comprehensive agreements with local and provincial authorities, not only from the education sector, but also from local executive and legislative branches (such as the office of the mayor and a

local legislator, respectively) and social development and youth departments, among others.

The participation of the authorities was of great relevance to this program, since they were not only able to interact with participating youth, teachers, and schools, but they also explained to students the existing mechanisms within democratic institutions through which students could begin implementing the projects they presented. In addition to explaining what was carried out in each locality with reference to the problems that were addressed, young people were able to present their demands and work together with the authorities to consider the viability of the proposals and the possible challenges they would be confronted with. These experiences allowed participants to practice citizenship education both inside and outside educational institutions.

Lessons learned. Coordination between our organization and the provincial ministries of education, municipal departments, educational facilities, and different levels of authorities has enhanced the results of the program as well as expanded its reach. In some localities the creation of partnerships has been more productive and less complex than in others, thus reducing some challenges in the implementation of the program. Even though it is not always possible to solve the challenges addressed, it is important to continue implementing intersectoral strategies that involve and engage different members of targeted communities—from students, teachers, and parents to civil society organizations and the private sector—in a way that they not only understand the benefits of the program for the students, but they also feel ownership of their results.

Public officials' involvement in this work is essential to consolidate young people's trust and bolster their perception of the credibility of institutions as well as to increase their civic knowledge about how democratic institutions work and how a citizen may participate in and influence public policy dialogue and decision-making mechanisms.

2. Brazil

Civil Society and Government Working Together in Education for Peace

By Gabriela Asmar, Parceiros Brasil

Parceiros Brasil–Centro de Processos Colaborativos is the most recent member of the Partners for Democratic Change global network, which comprises twenty independent centers around the world working to advance conflict and change management according to the needs and cultural characteristics of each country.

Parceiros Brasil was created in 2009. After a broad assessment of how conflict management methodologies would best serve Brazil, focusing on schools located in low income and violent areas was the clear conclusion. In countries like Brazil, third-sector organizations have been playing an important role in complementing the work the government does to advance the development of civil society.

Civil society collaboration with government. Based on international best practices and local knowledge, Parceiros Brasil and the Municipal Department of Education of Rio de Janeiro developed a partnership to implement a project called Education for Peace. The project's main goal is to develop collaborative negotiation and peer mediation skills in children and youth so that they can be empowered to decide what they want to attain in their own lives. As international experiences demonstrate, we have also noticed that students trained in mediation skills tend to take this knowledge home and help their families build win-win solutions to daily problems. This shows that schools have influence beyond their borders.

In many of the country's regions where we work, schools are the only governmental institutions that are recognized and respected by the community. Principals in these schools are oftentimes requested to intervene in gang fights and con-

flicts that involve the use of the community's resources. Some school representatives are viewed as legitimate figures in these communities, and people tend to listen to what they think is right or wrong. However, many times they feel overwhelmed and do not have sufficient time to perform their work as heads of an educational institution.

Lessons learned. The long-term commitment of changing the behavior of many young people so that they can identify what affects their lives instead of waiting for someone else to decide for them requires a methodology and a structure of monitoring and evaluation. Outside organizations, such as Parceiros Brasil, can implement such programs while school personnel address daily educational challenges. On the other hand, Parceiros Brasil's mission can only be accomplished through the cultural changes that the schools are prone to promote in society.

The fact that our project was designed by many people and incorporated direct inputs from the Department of Education was fundamental to the decision of the U.S. Consulate in Rio de Janeiro, Petrobras, Instituto HSBC Solidariedade, and UNESCO to support and fund it.

3. Colombia

Building the Citizenship Competencies Program: A Successful Partnership between the Public Sector and Civil Society Organizations

By Susana Restrepo, Fundación Presencia

The Citizenship Competencies Program was created in the framework of policies developed to improve education quality during the first administration of Dr. Cecilia María Vélez at the Ministry of National Education of Colombia (2002–2006). This program was created, among many other reasons, in response to results obtained from the international study of civic education developed by the International Association for the Evaluation of Educational Achievement (IEA) in 1999, in which Colombia and Chile obtained the lowest rankings. It was evident that in past administrations, with the absence of civic education in classrooms that responded to the needs of the country, important steps had been taken to comply with the constitutional mandates and goals of education.

Given this background, the Citizenship Competencies Program was created. The program was also created in response to the sociopolitical circumstances of the country, problems related to learning to live in a community in schools, and the lack of pedagogical and methodological tools used to cover topics such as citizenship, democracy, democratic values, human rights, and learning to live together.

Civil society collaboration with government. In addition to defining policy on competencies, standards, and citizenship competencies, the Ministry of National Education also carried out some regional fora and a national forum during the program's beginnings in 2004. National and international civil society organizations, universities, and other relevant actors working on the topic participated in the fora.

The Ministry of Education identified experiences, programs, and initiatives developed by different organizations to be presented in the event. Some of these were included in a book published by the ministry entitled Fifteen Experiences for Learning Citizenship...and One More, which was widely disseminated at the time.

Following the conclusion of the fora, the director of the Program of Citizenship Competencies, Dr. Rosario Jaramillo, created spaces to meet and discuss initiatives and programs in citizenship education. These dialogues concluded in the creation of a "Portfolio of Initiatives and Programs of Citizenship Competencies." This tool, whose primary audience was local ministers of education, presented a summary of each of the programs, their objectives, costs, and information about the responsible institution. To ensure user-friendliness, the portfolio organized each program according to the group of competencies that it focused on: learning to live together and peace, participation and democratic responsibility, plurality, and identity and appreciation of differences.

This portfolio recognized, made visible, and promoted the best initiatives that developed citizenship competencies through conceptual approaches, material, diverse methodologies, and implementation strategies.

This experience represented a meaningful partnership between the Ministry of Education and civil society in building joint strategies in the fra-

mework of education policy and the development of citizenship competencies.

Challenges faced. Once the portfolio was published and disseminated, the program's director invited different organizations to a conference so that they could present their programs to ministers of education. The organizations faced one of their biggest challenges: to present in detail their programs and their benefits and to convince the ministers or their delegates of the importance of citizenship competencies. They also needed to demonstrate how their programs develop the necessary knowledge, skills, and attitudes to create democratic and trustful environments, peaceful coexistence, the exercise of human rights, and a democratic life.

However, from our perspective, the local ministers did not demonstrate sufficient dispositions to consider the proposals on this topic. Nor did they possess a deep awareness of its fundamental role, the priority that must be placed on the development of citizenship competencies during school years, and the systematic effort required to involve all members of the education community so they may take a leadership role in the process.

Another very important challenge that organizations face is the lack of resources to promote their programs. Also, schools need to understand that in order to achieve a lifelong learning impact, well-prepared teachers, didactic tools, and a radical change of traditional teaching methodologies are required. These changes do not occur spontaneously or automatically.

4. United States

The Center for Civic Education and Federal Policy

By Charles N. Quigley, Center for Civic Education

For decades a major challenge facing advocates of civic education in the United States has been the lack of policy and financial support for the field at local, state, and national levels and the consequent low priority placed on the subject in comparison with other subjects such as mathematics, language arts, and the sciences. The Center has worked actively on many fronts since the late 1960s to remedy this problem. The following is one of the most successful of the Center's many efforts to work cooperatively with governmental institutions to influence public policy.

In 1989 the National Governors Association convened a meeting to draft national goals for education that were to shape educational policy at national and state levels. The first versions of its Goals 2000 document emphasized economic competitiveness with other nations and did not include civic education. The Center and its network of colleagues cooperated in a successful attempt to get civics and government included in the list of core disciplines included in the goals when the Goals 2000 bill was being considered in the U.S. Congress.

The Center received a grant from the Pew Charitable Trusts to work with leading educators and scholars to develop a conceptual framework for civic education that was entitled *CIVITAS* and published in 1991. *CIVITAS* was delivered to every member of Congress, the Secretary of Education, and other key policymakers and influentials. Staff in the Department of Education said the document convinced the Secretary that civics and government should be considered a core discipline in the forthcoming Goals 2000 Act. Center staff and colleagues used the *CIVITAS* document among other talking points to legitimize civics in the eyes of key staff in Congress whose support resulted in civics and government being included as a core discipline in the new legislation.

Civil society collaboration with government. The Goals 2000 legislation called for the development

of national standards in the core disciplines. The Center received funding from the U.S. Department of Education and the Pew Charitable Trusts to develop the National Standards for Civics and Government. In addition to enlisting the help of leading scholars and educators in developing the National Standards, the Center gave modest grants to the departments of education in all fifty states to enlist their help in developing the standards. The national advisory committee and other review committees of the standards included representatives of all of the key educational organizations, ethnic groups, governmental agencies, and other key stakeholders. Drafts of the standards were made available online to the general public. And, drafts were reviewed and commented upon by educators and other professionals in other nations. For example, a Russian teachers' newspaper distributed 10,000 copies for review by Russian educators, received comments and suggestions from about 2,500 teachers, synthesized the responses and provided them to the Center. A group of professionals in Mexico did the same.

Benefits of collaboration. This open, inclusive, and transparent process resulted in the National Standards for Civics and Government being of high quality and widely seen as non-partisan and legitimate. Although the national standards movement was derailed by unfortunate political attacks on the history standards, the civics standards were widely accepted and used at state and local levels. They have also been widely used as a model in emerging democracies throughout the world. The quality and success of the National Standards led their use as the basis for the National Assessments of Educational Progress in Civics and Government supported by the U.S. Department of Education from 1998 to this day.

Lessons learned. Among the lessons learned are the need to identify and focus upon people in key policymaking positions who can champion one's cause and upon key "gatekeepers" who are in a position to decide policy and making it easy for both of them to support you. This often requires developing supporting networks of colleagues and associates who are capable of providing one's champions and gatekeepers the support and backing they need to legitimize and validate their establishment of the policy you are advocating.

The policy achievements noted in this paper greatly enhanced the Center's reputation in the public and private sectors and its relationship with Congress and the Administration.

5. Venezuela

School Citizenship Culture in Local Schools in Chacao

By Luis Germán Mena, Executive Director, Civitas Venezuela

The collaborative effort described below is based on the premise that education should contribute to preparing people to share and live within a climate of respect, tolerance, participation, and liberty. This view of education requires the commitment of all executors of public policy in the field of education.

Civil society collaboration with government. In the framework of this premise, the Study of Citizenship Culture was created as a group of actions aimed to enhance the shared responsibility of citizens and public officials to strengthen social capital in the municipality of Chacao. This experience began with a call to all social actors active in the municipality: Catholic University Andrés Bello, civil society organizations, and government departments of the municipality and mayor's office. The result was the institutionalization of the Study of Citizenship Culture in primary education at three local schools: Juan de Dios Guanche, Andrés Bello, and Carlos Soublette.

This experience is founded on the recognition that the development of young people is importantin contributing to the development of citizenship values in our city. In the framework of this educational experience, the following values were covered: respect, tolerance, participation, responsibility, peace, coexistence, and justice.

To carry forward this initiative, the following actors in the municipality were brought together: school mediators, school controllers, school patrols, brigades for children and youth, and departments of sports and culture and social development. Representing civil society, Civitas Venezuela participated by implementing the Project Citizen and Foundations of Democracy programs.

Project Citizen employs a constructivist focus in which participants identify community problems

and choose one to work with; research the problem, including its history, evolution, and impact on citizens; identify government departments in charge of solving this kind of problem; provide ideas to analyze current public policies and alternatives to address the problem; research and identify best practices from other cities, regions, or countries that deal with the selected problem; formulate public policy proposals and effective answers; develop action plans to influence local public policies; and prepare communication strategies and presentations for relevant actors. Taking into consideration that Project Citizen is a collective activity, in addition to instilling in young people the value of participation and skills of analysis, reflection, critical thinking, research and communication, the participants also acquire the ability to work in teams and dialogue and negotiate with a diversity of actors. The methodology also promotes reflection on the scope of the state's and citizens' responsibility in issues of public interest.

Foundations of Democracy is a program that consists of a series of lessons that center on the participant and facilitate the understanding and analysis of democratic values and their impact in the exercise of citizenship. Through workshops and activities, participants develop intellectual tools, attitudes, and procedures to incorporate the values of authority, responsibility, and justice in the analysis and assessment of elected representatives and public policies.

Benefits of the collaboration. This area of study has contributed to the progress of civic education in Chacao. In particular, it has made possible the inclusion of School Citizenship Culture as a subject in the educational programs of first- to sixth-grade students, thereby representing 25 percent of the local curriculum. For the past two school years this has contributed to the growth of students by providing them with education in life skills and the exercise of democracy. They also gained an incentive to become citizens capable of participating in an active, conscious, and supportive manner in processes of social transformation. This has contributed to the development of young people's skills and capacities and provided them with opportunities to become citizens conscious of preserving, defending, and improving the environment and quality of life, as well as rationally using natural resources.

Challenges faced. Each department involved in the initiative participated according to a schedule that was jointly planned with each school. The most important challenge was to unify the criteria regarding the implementation schedule in order to achieve the objectives without having any department lose its specific role in the initiative.

Another challenge to this experience is its sustainability in regards to changes in the local government. It will be important to assign roles and responsibilities to the involved social actors that may continue the experience. There is consensus by the Municipality of Chacao that strengthening the Governing Councils of Municipal Schools would respond to this challenge.

Lessons learned. A total of 1,020 students benefitted as a result of this experience, which received support from 800 families, neighboring organizations, and thirty core teachers. Among the most important lessons learned was the development of a vision of a local government closer to the citizens. This vision promotes a culture of citizenship in people who live in and visit the municipality and has the potential to positively transform the city.

Teachers also played a critical role as mediators in the learning process, resulting in modifying students' behavior, motivating them to engage and participate actively in the development of different activities, and integrate the different areas of knowledge into this subject.

Policymakers' Points of View

1. Argentina

Esteban Bullrich, Minister of Education of Buenos Aires City

Importance of civic education to the political system. Civic education is important because it establishes a starting point necessary for political participation, and from a more general perspective, it involves individuals in the public sphere. It provides fundamental elements to build active citizenship and improve the quality of democracy, a democracy that is inclined towards a universal exercise of political rights.

Outstanding policies and programs in civic education. Positive results are obtained when topics

on civic education that are part of school programs are coordinated with institutional projects that are either generated from the same educational institution or are proposed by civil society organizations.

In both cases, attempts are made to link schools with their communities. In institutional projects, the school's faculty contributes with its own perception regarding the role of the school in communal dynamics and builds a strategy in accordance to the latter. The strategy contributes to bringing the school and its faculty together in a permanent learning circle based on the internalization of the context that surrounds it, as well as the establishment of objectives and goals and the actions necessary to reach them.

Civil society projects offer to schools the opportunity to be involved in activities related to innovation, institutionally learning about local realities and reaching a significant impact in the community. These organizations generate knowledge not only for the institution, but also for teachers and participating young people.

Examples of government and civil society collaboration. The Ministry of Education collaborates with projects from civil society that we feel contribute to our students' civic education. This process involves receiving and analyzing proposals according to the goals of the policies that are currently being implemented and subsequently collaborating with organizations to execute the planned activities.

For all joint activities, monitoring of the process and intermediate results, as well as a results evaluation, are conducted jointly with the organizations.

One example is our coordination with Asociación Conciencia in projects that contribute to exercising democratic skills based on the educational perspective that civic education is a cross-cutting focus of schooling.

The Strengthening the Values of Democracy (Fortaleciendo los Valores de la Democracia) Program aims to promote in young people the exercise of a participative, responsible, and supportive citizenship that may allow them to influence public policies. Through this program, the Ministry of Education and Asociación Conciencia jointly implemented a component of the road safety education program in schools in the city of Buenos Aires in 2012. One result of this initiative was student development of projects and communication pieces that aimed to raise the awareness of citizens about their role and responsibility as participants in the transit system.

A second example of collaboration with Asociación Conciencia is the joint implementation at schools of the program *Joining Goals, Youth for the Future* (Uniendo Metas, Jóvenes para el Futuro), which aims to engage secondary school students in learning about global problems from a local perspective. This project uses the methodology employed by the United Nations (Model UN) as a channel to promote in participants dialogue and deliberation for the peaceful resolution of conflicts. The city's government employees are also involved in the program and collaborate as volunteers in coordinating the organization of the Model UN, which gathers more than 500 students from schools all over the city.

Costs and benefits of collaboration. All efforts of coordination with external actors increase the complexity of actions and in some cases delay their implementation. This cost is compensated by the richness that plurality, sustainability, and effectiveness provide, thereby increasing the projects' capacities to achieve sustainable impacts in the community.

The effects of collaboration on program and policy results. Working through networks of different organizations always yields positive results. In topics related to citizenship, the key actors' participation in the students' educational process is fundamental. Teachers highlight the importance of coordinated work to achieve lasting results throughout time. Students put their knowledge

into their daily practices, including values that are developed in these themes.

More information on civic education in Buenos Aires City. Civic education is a course in the study plans of middle schools and includes topics that cover different areas of school contents of primary school. In this manner, environmental education, sexual education, consumer education, human rights and other topics related to citizenship education are taught in relation to the content of social sciences, but also natural sciences, mathematics, language, arts, etc.

In as much as the civic education curricula include perspectives that connect the school with the necessities and concerns of the society and community to which it belongs, schools develop projects oriented towards analysis, reflection, creation of awareness, and responsible participation regarding topics that the education community considers relevant or significant.

The goal is therefore to achieve a pluralist education on citizenship practices that favor the "construction of the student's personal and social identity in the reflection on elections, in dialogue with family models, inherited cultural traditions, and media discourse" (Ministry of Education, City of Buenos Aires, Office of Curriculum. Civic Education Program. First year, High School, 2003).

2. Colombia

Rosario Jaramillo–Franco, Former Director of Citizenship Competences Program, Ministry of Education

Importance of civic education to the political system. The only way people are able to participate actively and effectively in the political system is by knowing about it. If the constitution and laws of a country go unnoticed by its citizens; if the mechanisms of participation and control do not matter much to them; if people act without thinking of the consequences their actions may have on others; if they do not know their rights and responsibilities; in short, if they know little about or are indifferent to the political, judicial, and social context in which they live, it is impossible for a society to advance toward living together and achieving general well-being. Consequently, individual and group interests that seek to be imposed by force will prevail rather than a democratic system that promotes general participation for the benefit of all. Understanding this requires teaching civic education at cognitive and emotional levels as well as conducting group reflection about individual or collective actions and the consequences of people's actions.

Example of government and civil society collaboration. An example of cooperation between government and civil society was the implementation of the programs Building Citizenship (Ciudadanía en Constitución) and Project Citizen (Proyecto Ciudadano), both developed by Fundación Presencia of Colombia and sponsored by the Center for Civic Education of the United States. They aim to promote understanding of the fundamental principles of a constitutional democracy and of actual participation in difficult situations that a school's community experiences.

In these two cases, like many others, the Ministry of Education developed partnerships that would allow the programs to reach the entire country. The intent was to highlight what already existed so that the different departmental and local secretariats could ask their schools about their main needs in civic education and choose the most appropriate programs. However, it was curious to see that when institutions were offered many possibilities, they were not able to take over the process and did not make any decisions at all.

With very few exceptions (approximately eight secretariats of education), only in cases in which the ministry or the vice-chair insisted on one program, the secretariats used the Portfolio of Initiatives and Programs of Citizenship Competencies, making sure that these programs were indeed being implemented in all the country's schools.

Costs and benefits of collaboration. Probably the greatest benefit was utilizing a group of allied experts with relevant theoretical and pedagogical experience. With their support, a great movement of civic education could take place. On the other hand, the cost was not being able to give sufficient voice and power to the groups of allies so that they could implement their work at a regional and local level. More specific resources from the national, departmental, and local budgets needed to be allocated to guarantee schools professional development programs and materials that those same programs offered. Greater administrative organization was also needed to guarantee these resources and their adequate distribution.

The effects of collaboration on program and policy results.

1. We received expertise that allowed us to learn pedagogical methods and concepts we did not have full knowledge about. We especially developed the knowledge needed to teach young people the meaning of the rule of law and about the possible consequences if it fails. We also learned concrete ways of participating in a community's problems. Many of the analyses presented were well received by the professors since they demonstrated an analytical and detailed way of understanding the conceptual differences between structures, functions, and relations of the state with those of civil society and how to develop specific actions to address community problems.

2. We met people from other countries that were affected by problems similar to ours. For this reason, we not only approached them, as was the case with Mexico, but we also established cooperative relationships on these topics that still exist today. We also held conversations about successful experiences and evaluation of competencies.

3. We did not understand why each of these programs pretended to be "the only one," or why the government would accept to implement it in all schools. The United States welcomes and gives preference to a diversity of programs, books, pedagogical alternatives, etc., thereby following a truly democratic spirit. The portfolio precisely showed the number of existing programs, including Colombian, foreign, and others that were adapted to Colombian or Latin-American circumstances. The portfolio demonstrated that all of these programs were very successful and proved how healthy it was that all of them existed simultaneously. Nonetheless, it is also important to have a good evaluation system that collects trustworthy information about which programs are achieving the proposed changes in understanding and behavior.

4. On the other hand, I notice in the Latin American and Caribbean region an intrinsic mistrust by public officials toward proposals and programs developed by civil society organizations, and worse yet, by other countries. It is as if these officials believe themselves to be the defenders of public finances and think that the civil society sector is taking advantage of tax collection for income redistribution. In other words, anything not "by the government" seeks only personal benefit, and only state actions work toward common good. In many countries of the continent, I have continuously seen defending what is "public" by the public sector, which thereby prevents joint progress between both sectors.

3. United States

The Role of Civil Society Organizations in Collaborating with Government

By Representative Anitere Flores, Florida State Legislature

Introduction. Civil society organizations play a critical role in collaborating with governmental institutions in the formulation, implementation, and monitoring of education policy and practices at the national, state, and local levels. The performance-based nature of these organizations serves a vital function in the facilitation and exchange of information, research, and resources to effectuate change.

Examples of civil society organizations that collaborate with government. The Florida Law Related Education Association, Inc. (FLREA), located in Tallahassee, is a private, nonprofit, nonpartisan

organization serving schools and districts statewide. Annette Boyd Pitts, executive director, is a thirty-year veteran of civic and law-related education policies, programs, and practices. Pitts has worked collaboratively with the Florida Department of Education, local school districts, the Florida legislature, and other public and private entities to provide assistance with a broad range of civic education policy and curriculum issues impacting public school students throughout the state of Florida. Other organizations, such as the League of Women Voters and Common Cause, have collaborated to effectuate change in public policy on a state level to advance civic education through their cadre of volunteers and members.

Benefits of collaboration. Civil society organizations provide a critical resource to government in their content-specific knowledge and expertise as well as their access to information and resources. Serving as both specialists and stakeholders, civil society organizations in collaboration with executive agencies and legislative committees and staff provide valuable technical assistance at little or no cost to government. FLREA has demonstrated the key role and influence of such entities within the context of civic education policy, programs, and practices. FLREA has provided expertise in the review and application of civic education policy language, the development of grade-level-specific benchmarks for civics and government in grades K–12, the review of item specifications for a new state assessment in civics at the middle school level, the development of civic- and law-related courses for the state course code directory, and the provision of stakeholder feedback and testimony in the implementation of civic education policy.

Conclusion. FLREA has a longstanding and respected history of providing quality civic- and law-related education materials and services to Florida school districts to advance quality teaching practices in the area of civics and government. Civil society organizations throughout the world hold similar value in their ability to provide technical assistance and content-specific expertise. As a government official, I have seen firsthand the value of such organizations and their benefit to government from both a substantive and economical position. In my work outside of Florida and in Eastern European countries, I have witnessed the valuable work of other civil society organizations from both a humanitarian and educational perspective. There is indeed an important role for civil society organizations to play in any democratic society.

E. Lessons Learned from Collaborative Experiences in the Americas

The case studies presented above highlighted some of the challenges of collaboration between government and civil society, such as an increased need for coordination and greater complexity in the policymaking process. At the same time, the case studies offer means of overcoming some of these challenges and demonstrate the benefits of joint civic education programs and policymaking. Collaborative efforts in some countries have resulted in more inclusive and legitimate policymaking processes and positive outcomes, as in the example of the United States where the resulting *National Standards in Civics and Government* were high quality and widely seen as nonpartisan and legitimate. The following sections summarize lessons learned through collaborative experiences in the Americas. The lessons learned are derived from the experience of the authors and a review of the reflections of governmental officials and leaders of CSOs about such experiences, including the authors of the above case studies.

Introduction. Civic education is generally recognized as a responsibility of democratic governments and most, if not all, have policies that call for attention to the field. However, support for the establishment of effective policies and their implementation is often low due to other priorities. Such is the case in the United States, where the demand for high achievement in mathematics and the language arts has overshadowed not only civic education but many other subjects required for a well-rounded curriculum. Nevertheless, the-

re are examples of effective programs in many countries throughout the Americas.

The range of governmental institutions taking responsibility for civic education independently or cooperatively with civil society organizations. Although civic education is typically thought of as being a responsibility of ministries/departments of education, in a number of instances other agencies in administrative branches as well as the legislative and judicial branches of democratic governments have taken this responsibility. And, in many cases the creation and implementation of public policy in civic education has involved partnerships between governmental entities and CSOs with a special interest in civic education. Examples at the national, state, and local levels include the following:

- Legislatures that include CSOs in deliberations regarding the formulation and implementation of public policy in civic education, such as noted in the above vignette from Colombia

- Judicial branches that offer their support and services to CSOs for the development and implementation of civic education programs, such as in many states in the United States

- Administrative agencies that develop and implement public policies in civic education with the assistance of CSOs. Although these are frequently ministries/departments of education, it is common for other agencies of administrative branches to support civic education either acting alone or in concert with ministries of education and CSOs. Such agencies may include, for example,

  - ministries/departments of justice interested in developing public awareness and support for systems of criminal and civil justice, such as in the United States;
  - ministries/departments or independent agencies responsible for voter registration and elections, such as the Institute for Federal Elections in Mexico and departments of state in state governments in the United States;
  - ministries/departments of the interior, social development, and youth, such as in Argentina; and
  - municipalities, such as in Argentina and Venezuela.

Some advantages of governmental collaboration with CSOs to develop and implement civic education programs.

- If the selection by government of qualified CSOs to participate in collaborative efforts is done through an open, inclusive, and transparent process, the resulting programs are likely to be of high quality and widely seen as nonpartisan and legitimate. (See the case studies from Colombia, the United States, and Venezuela.)

- CSOs can assist government agencies by providing knowledge and expertise useful in the formulation, implementation, and evaluation of public policy in civic education. A number of CSOs have experience in developing, implementing, and evaluating civic education initiatives and policies. CSO experiences can inform the development of policies and implementation plans so that these policies and plans will be based upon prior experience, research, and best practices. (See Brazil, Colombia, and the United States.)

- CSOs can assist in the development of a widespread constituency for governmentally supported programs in civic education to enhance support for their implementation. (See the United States and Venezuela.)

- CSOs that assist in mobilizing the productive and cooperative participation of public officials and citizens in joint projects can strengthen social capital useful in enhancing the capacities and deepening the impact of specific projects and related projects. (See Argentina and Venezuela.)

- CSOs and government agencies can assign responsible parties and develop staff management capacity to ensure that civic education is sustained over time and continues to be responsive to changing social conditions. (See Brazil.)

- CSOs' reputations and relationships with government agencies can be strengthened by civic education collaboration, thereby leading to greater long-term sustainability for CSOs and the programs they support. (See Argentina, Brazil, and the United States.)

- Joint programs at a local level can support "development of a vision of a local government closer

to the citizens" that "promotes a culture of citizenship in people who live in and visit the municipality and has the potential to positively transform the city." (See Venezuela.)

- National ministries can identify exemplary programs developed by CSOs and disseminate information about them to local ministries, municipalities, and other potential implementers of the programs. (See Colombia.)

- Ministries can convene meetings to provide for exchanges of ideas and experiences about programs among government officials and representatives of CSOs regarding the development and implementation of civic education programs. (See Colombia.)

Some challenges to collaborative creation, implementation, and evaluation of civic education programs and policies.

- In order for government officials and CSOs to work together on civic education policy, they need to understand civic education's importance to the function of democracy, the priority of developing citizens' democratic knowledge, skills, and dispositions during their schooling, and the systematic effort required to do so effectively. (See Colombia.)

- "All efforts of coordination with external actors increases the complexity of actions, and in some cases may delay their implementation." (Argentine official.)

- Inconsistencies in the quality of support provided by different agencies and levels of government can lead to a lower level of commitment and involvement of schools and teachers. (See Argentina.)

- Government agencies and CSOs may be constrained by their available resources, existing administrative structures, and mechanisms for citizen-government discourse. (See Colombia.)

- Sustainability can be a challenge as key individuals change their professional positions or leave elected office. (See Venezuela.)

Some considerations to take into account when planning governmental collaboration with CSOs to develop and implement civic education programs.

- The need to examine and evaluate the variety of existing programs, books, pedagogical alternatives, etc., before making decisions. (See Colombia.)

- The need to avoid conscious or unconscious partisan bias in the development and implementation of civic education programs. The inclusion of partisan bias can result in programs not being seen as legitimate, a lack of support for them, and active opposition to their implementation. (See United States.)

- The need to develop and implement extensive professional development programs for teachers and others responsible for civic education to provide them the subject matter and methodological expertise required to implement effective programs. (See Argentina, Colombia, and Venezuela.)

- The need to plan for monitoring and evaluation to ensure that programs achieve the desired impact on student knowledge, skills, and dispositions. (See Brazil and Colombia.)

- The need to allocate adequate financial and personnel resources to ensure the development and implementation of effective programs. (See Colombia.)

- The need for appropriate administrative organization to implement programs, guarantee adequate and equitable resource distribution, and ensure sustainability. (See Argentina, Brazil, Colombia, and Venezuela.)

F. Recommendations for Future Collaboration

Based upon the authors' knowledge, experience, and review of the case studies presented in this policy brief, the following are ideas that can be applied to guide and stimulate future collaboration in civic education policy development and implementation.

1. At a national or local level, policymakers and CSOs might take the initiative in the following areas:

- Dialogue

  o Organizing working meetings to set forth further civic education goals and timelines and to identify resources to help achieve the goals.
  o Organizing national symposia focused on the presentation and discussion of alternative models of civic education programs and policies.
  o Providing civil society organizations and the general public with ample opportunities to provide input and present their viewpoints on civic education policy during and outside of working meetings and symposia.
  o Ensuring that dialogue and collaborative processes are open, transparent, and inclusive. Participating CSOs may be nonpartisan or partisan. If partisan groups are included, they should be balanced to represent the responsible political spectrum. They should also be committed to the development and implementation of nonpartisan civic education programs as opposed to programs that promote a particular point of view in areas in which there are reasonable differences of opinion.

- Research: Creating a portfolio of policies, programs, and initiatives that support local civic education goals and standards.

- Program development: Joint development of programs based on local and international research that meet current local needs and goals for civic education. These could begin as small-scale pilot programs and, once completed and assessed, can be revised and implemented at a broader level.

- Networks: Establishing and expanding local and national in-person and online (social media) networks of government and civil society actors that can support and provide input in civic education initiatives. An online community of practice can be established on a website where people can share ideas, resources, best practices, and research on civic education.

2. At a regional level, the Organization of American States, through the Inter-American Program on Education for Democratic Values and Practices, might further the discussion begun in this policy brief by taking the initiative in the following areas:

- Information dissemination

  o Creating and disseminating a virtual directory of case studies of successful collaborative efforts in civic education in American states focusing upon the establishment and implementation of public policy.

  o Create a regional virtual platform that compiles and disseminates updated information on public policies in American states that support civic education, including information on budget allocations for programs.

  o Identifying and disseminating information about potential public- and private-sector resources that might be made available to support collaborative efforts between CSOs and governmental institutions within and among American states.

  o Publishing a quarterly online newsletter or journal with brief articles highlighting current and recent collaborative efforts in civic education policy development, implementation, and evaluation in the American states.

- Community of practice

  o Establishing a virtual community of practice (COP) and encouraging widespread participation.

  o Soliciting articles for the COP website on such subjects as best practices in civic education, exemplary curricular programs, re-

search and evaluation, and online resources available for teachers and students.

- Dialogue

  o Providing opportunities for further dialogue between policymakers and CSO leaders across the Americas, such as seminars and focus sessions on civic education policy during regional conferences or conferences specially convened for this purpose.

G. Conclusion

This brief has explored the different ways in which civil society and government can work together to develop, implement, and evaluate education policies that promote democratic values and practices. The authors have striven to make this a useful resource for policymakers, civil society leaders, and others involved in civic education policy by defining core concepts essential to understanding civic education policy, presenting ideas for policies that support civic education, suggesting strategies for cooperation between government agencies and CSOs, compiling case studies of successful collaborative experiences, and summarizing lessons learned from past experiences.

Governments and CSOs have many alternatives for how to work together, as well as new areas to explore, in civic education policymaking. We hope this policy brief has provided information and insights useful in furthering inquiry into the most productive ways that governments and CSOs can collaborate in the development, implementation, and evaluation of civic education policies that further the realization of the ideals of democracy in the American states. The Center and its colleagues in the OAS welcome comments and suggestions for improving what has been set forth herein.

Continue this discussion on Facebook at www.facebook.com/educadem and Twitter at @EDUCADEM. Or contact us to education@oas.org.

H. Appendices

1. Contributing Organizations

Center for Civic Education. The Center is a nonprofit nonpartisan organization based in California. Its mission is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. The Center is a global leader in civic education with a wide range of critically acclaimed curricular, professional development, exchange, and community-based programs.

Civitas International Programs Network. The Center for Civic Education's Civitas International Programs bring exemplary civic education curricula to students worldwide in partnership with organizations in the United States and eighty-four countries. This unique network of educators, civil society organizations, educational institutions, and governmental agencies has worked for more than a decade to develop quality curricular materials and train teachers throughout Eastern Europe, the former Soviet Union, Africa, Asia, Latin America, and the Middle East. The following is a list of Civitas International Programs partner organizations in the Americas, several of whom have contributed case studies in this policy brief.

Argentina: Fundación Desarrollar; Asociación Conciencia
Bolivia: Educadores para la Democracia
Brazil: Instituto da Cidadania
Chile: ONG Entorno
Colombia: Fundación Presencia
Costa Rica: Omar Dengo Foundation
Dominican Republic: Consortium for Civic Education
Ecuador: Fundación Horizonte
Guatemala: Secretaría de Planificación y Programación de la Presidencia

Honduras: Federación de Organizaciones No Gubernamentales para el Desarrollo de Honduras
Mexico: Federal Electoral Institute
Panama: Electoral Tribunal/Civitas Panama
Paraguay: ONG Sumando
Peru: Instituto Peruano de Educación en Derechos Humanos y la Paz
Venezuela: Civitas Venezuela

Partners for Democratic Change. Partners supports and empowers local leaders with the tools to bring people together across traditional divides, working at the interface between business, civil society, and government to craft sustainable solutions to today's complex problems. Together, Partners and the Partners Centers have provided negotiation, cooperative advocacy, consensus-building and other skills to thousands of business, civil society, and government leaders in more than fifty countries.

2. Additional Resource Materials

The following are additional resource materials available on the topics addressed in this policy brief.

California Civic Education Scope & Sequence. *Education for Democracy: California Civic Education Scope & Sequence* is a comprehensive multifaceted curriculum guide designed to aid school administrators, curriculum developers, and classroom teachers in integrating civic education in a systematic way. It demonstrates how teaching civics can meet state and national standards, and provides lesson ideas and suggested resources for use by students and classes.

CIVITAS: A Framework for Civic Education. *CIVITAS*, a comprehensive K–12 model for civic education, sets forth in detail the civic knowledge, skills, dispositions, and commitments necessary for effective citizenship in the twenty-first century.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. The Center for Civic Education's Foundations of Democracy series, used in thirty-six countries, is its second-most-widely adapted and implemented curriculum. The Foundations of Democracy series consists of curricular materials for use with students from kindergarten through twelfth grade on four concepts fundamental to an understanding of politics and government: Authority, Privacy, Responsibility, and Justice.

National Standards for Civics and Government. The *National Standards for Civics and Government* were developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. Three thousand individuals and organizations participated in the two-year project to identify what U.S. students should know and be able to do in the field of civics and government at the end of grades 4, 8, and 12. The *National Standards for Civics and Government* have been used as a model for state curricular frameworks and standards throughout the United States.

Project Citizen. The Center for Civic Education's We the People: Project Citizen curricular program, used in more than sixty-five countries, is its most widely adapted and implemented curriculum. It has been recognized as a model program that equips students with the knowledge, skills, and dispositions required for competent and responsible participation in the political life of their communities. Through Project Citizen, young people—from middle school students to young adults—learn how to monitor and influence public policy.

Res Publica: An International Framework for Education in Democracy. *Res Publica* represents an international effort to develop a resource that can be used in the creation of curricular programs designed to prepare young people and adults for citizenship in a constitutional democracy. It is an attempt to set forth the principal content of education for democracy.

3. Questions Developed to Guide Case Study Contributions

a. Questions for leaders of civil society organizations. Ask each civil society participant for a case study of an experience collaborating with government in the development and/or implementation of policy support for civic education followed by a "lessons learned" conclusion. Describe what challenges were faced and how they were overcome. Did this experience result in strengthening of the CSO? Describe why or why not. Explain the lessons learned through this experience.

b. Questions for policymakers

Background questions

1. What is the importance of civic education to your political system?
2. What is the current extent of civic education in your state or country? For example, how widespread is it?
3. What policies exist, if any, for civic education in your country?

Focus question

Please provide an example of how government collaborated with civil society in developing and implementing policies for civic education. Then answer the following questions.
1. What were the benefits and costs of the collaboration?
2. How did the collaboration with civil society affect policy outcomes?

Your opinion is important to us

www.educadem.oas.org

Also consult

Other Publications of the Program

- The Inter-American Journal of Education for Democracy.
- Education on Migrant Children and Youth in the Americas: current situation and challenges (2011).
- Mapping of Public Policy for the "Education of Migrant Children and Youth" (2009).

Our Electronic Bulletins on the following topics

Human Rights Education, Gender and Citizenship Education, Edonomic and Financial Education, The Role of Communications Media and the Arts in Education for Democratic Citizenship, among others.

Access each edition of the serie and the Program's brochure through our Web site:

www.educadem.oas.org

- Education and Critical Thinking for the Construction of Citizenship: An Investment toward Strengthening Democracy in the Americas (2013).

- Evaluation of education policies and programs for democratic citizenship (2013).

- The Contribution of Human Rights Education to building peaceful coexistence in schools based on democracy and solidarity (2012).

- Violence Prevention Through Early Childhood Interventions (2011).

For questions and comments, please contact us at:

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The Inter-American Program on Education for Democratic Values and Practices is a concrete response to articles 26 and 27 of the Inter-American Democratic Charter.

"The OAS will continue to carry out programs and activities designed to promote democratic principles and practices and strengthen a democratic culture in the Hemisphere, bearing in mind that democracy is a way of life based on liberty and enhancement of economic, social, and cultural conditions for the peoples of the Americas..." (Art. 26) Inter-American Democratic Charter

"...Special attention shall be given to the development of programs and activities for the education of children and youth as a means of ensuring the continuance of democratic values, including liberty and social justice." (Art. 27) Inter-American Democratic Charter

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