

Understanding leadership in civic education reform: An examination of change in CIVITAS international partnerships and the impact of leader theorizing on civic education innovation

Jeffrey W. Cornett, Charles D. Dziuban, Annette Boyd Pitts,
Janos Setenyi, Calin Rus, and Marcella Bush

Report prepared under contract to the Florida Law-Related Education Association, Inc.
January 2012

ABSTRACT

The purpose of this report is to examine the history of an international partnership for civic education begun in 1994, and concluded in 2011 that links Center for Civic Education partners in the United States (Florida Law-Related Education Association), Hungary (Civitas Hungary), and Romania (Intercultural Institute of Romania). This study serves as an analysis from the leadership perspective of fifteen years of collaboration among diverse stakeholders committed to the development of effective civic education programs, their thoughtful implementation, and ongoing improvement through continuous evaluation. The methods utilized in this final report include analysis of key curriculum and policy documents, review of twenty-seven publications from the research and evaluation of this partnership (from 1995 to 2011), and in-depth interviews of the three primary leaders of the exchange. This long-term project, funded in part through grants from the United States Department of Education with additional support from the United States Department of State and others, identifies a number of curricular and structural components and describes fourteen major innovations, that include the following : curriculum development (online and face-to-face); creation of and advocacy for civic education programs and policies; academic competitions; Democracy Camps; Project Citizen showcases; professional development opportunities; student and teacher exchanges; annual gatekeeper exchanges; and annual and longitudinal research and evaluation components. This report summarizes the evolving partnerships through in-depth interviews that highlight the perspectives of the leaders from each country, filtered through a change theory model and also a leadership decision-making (personal theorizing lens). Results include discussion of the stages of innovation of each exchange element and description of the attributes of the innovations, the innovators, and the international sites. In addition, semantic similarities and differences among these leaders are illustrated. Results include identification of key contextual variables that influenced both the partnerships and local contexts including: economics; political leadership; and, support for democratic civic education at the school, family, local, national, and global levels. The authors highlight the impact of sustained senior leadership on this longitudinal project and suggest the implications for innovative teacher and student training, pedagogy, curriculum, and transformation of young citizens in complex democracies. (Additional data: 12 figures, 1 appendix)

An international partnership for civic education was developed between the Florida Law Related Education Association, Inc. (FLREA) and CIVITAS Hungary in 1994. In 2002, The Intercultural Institute of Timisoara (IIT) was added as an international partner.¹ FLREA, headquartered in Tallahassee, Florida, has served as the management site of the partnerships, with additional United States co-management sites that have recently included The State Bar of Texas and Mississippi State University.

These partnerships were made possible by CIVITAS, an international civic education exchange program funded through grants from the United States Department of Education, with cooperation from the United States Department of State. The Center for Civic Education (CCE) is the principal organization that facilitates fifteen international programs, including the Florida-Hungary-Mississippi-Romania Partnership (FHMRP). The Center identifies its primary objectives for these programs as follows: exchange of ideas, professional development, capacity building, and research and evaluation.

Previous reports have illustrated that the initial partnership and then the subset of FHMRP, the Florida-Hungary-Romania Partnership (FHRP) components have attained these primary objectives over an extended time period (e.g., Cornett, Dziuban, Moskal, and Setenyi, 1998; Cornett and Dziuban, 2000; Dziuban, Cornett, Pitts, Setenyi, Eich, and Gal, 2005; Cornett, Dziuban, and Ware, 2008). These achievements occurred in a manner that continued to provide renewed energy and enhanced focus to this team of civic educational leaders on important project goals that were actualized, often in an exemplary manner.

This leadership has been operationalized in the context of sustained but sometimes limited or reduced financial support. It has also been completed within the scope of the challenges faced in any international exchange such as differences in technology, language,

culture, resources, and stakeholder backgrounds. Throughout their respective histories, the partnerships provided thoughtful, reciprocal exchanges where various students, educators, government officials, and citizens networked to improve and expand democratic citizenship education.

In addition to regular electronic communications, the leaders of FHRP have visited each other on a frequent basis, in some instances multiple times in one year. They also have participated in extensive planning meetings at the CCE sponsored World Congress on Civic Education, an occasion where significant reflection occurred as new goals were discussed and accomplishments celebrated.

Throughout the time frame of these partnerships a central mission has been to continue to develop and revise exemplary civic education materials that focus upon student-centered, interactive teaching methods and curriculum. Previous scholarship (e.g., Cornett, 1996; Pitts, Dziuban, and Cornett, 2011) has indicated that the FHRP curricula and resultant student learning have aligned positively with the National Council for the Social Studies (NCSS, 2010) five qualities of powerful and authentic social studies teaching and learning: meaningful, integrative, value-based, challenging, and active. With appropriate professional development of teachers, these curricular experiences have been designed to prepare active, thoughtful citizens with the requisite knowledge, skills, and dispositions to participate maximally as democratic citizens.

Ongoing enhancements and revisions to the programs have been a continuous process and have included creation of new curricular and structural components. Important highlights of the exchange include the following:

- curriculum development (on-line and traditional);
- advancement of civic education programs, policies, and practices;
- academic competitions such as *Citizen in a Democracy* and *Citizen in a European Democracy* competitions;

- United States and European Democracy Camps;
- *Project Citizen* showcases and project-based learning initiatives;
- Transatlantic E-learning Exchange Programs;
- www.thepeopleunite.com;
- professional development opportunities;
- annual gatekeeper exchange programs;
- student and teacher exchanges;
- intercultural and justice education models;
- NGO capacity building;
- government officials in the classroom events; and,
- research and evaluation.

These highlights correspond with the primary goals of the exchange which have been to:

1. *acquaint international educators with exemplary civic education programs;*
2. *share training and curricular resources and models;*
3. *create student based simulations of government in action;*
4. *facilitate the exchange of ideas and practices among policymakers and other gatekeepers;*
5. *involve government officials in civic education programs and classrooms; and,*
6. *implement research and program evaluation.*ⁱⁱ

From the beginning of the international partnerships, a central focus of the Center was to develop the infrastructure so that these programs would become institutionalized and self-sustaining. As CCE's CIVITAS web site attests, **capacity building** has been an ongoing priority.

It states that the partnerships will:

Facilitate the creation, adaptation, and implementation of sustainable civic education programs in participating countries. Foster the institutionalization of comprehensive civic education programs by developing standards, curricular frameworks, courses, curricular materials, teacher education programs, leadership training, assessment programs, and teacher credentialing requirements. (<http://new.civiced.org/programs/CIVITAS>).

The FHRP has clearly focused upon building sustainable partnerships, as the longevity of the teams and the continued presence of Pitts, Setenyi, and Rus suggests. It is a commonplace that high quality leadership makes a significant difference in educational environments. It is also clear that for this leadership to be sustained it must necessarily, if instinctively, attend to the

positive dimensions of leadership as a moral and ethical endeavor (Sergiovanni, 2007; Starratt, 2003, 2004).

Within the long view of this leadership team, there have been temporal phases, and developmental growth is clearly apparent through the duration of the project. Much of that maturation is a result of natural experience with international partnerships, time together to develop the growth, and support from the Center through its various materials and programs. Also, some growth has occurred with assistance from the research and evaluation process, as well as various stakeholder feedback mechanisms generated by each site, including online input that generated reflection and resultant programmatic changes.

It is apparent that systematic reflection is important for the growth and learning of leaders (Brown, Irby, and Fisher, 2001; Cornett and Hill, 1992; Schon, 1983) and it is an important part of their professional development to help leaders understand their tacit beliefs that guide their decision-making (Cornett, et al, 2011; Nestor-Baker and Hoy, 2001; Nestor-Baker, 2003; Steele-Pierce, 2006).

The purpose of this report is to elicit and highlight the vision of the respective leaders, discuss how that vision has evolved over the length of the partnership, identify influences upon that thinking, and provide insights on their key beliefs that influence their decision making.

A critical element of the success of the partnership has been a clear recognition and celebration of the diverse strengths of the partners, and a genuine respect for the accomplishments and wisdom of each partner organization in its respective context. The leaders (Pitts, Setenyi, and Rus) emphasize the positive impact each of the others has had on their own theorizing as civic education educators.

The importance of this mutual respect has helped to **avoid** the hegemonic/imperialistic constraints that Craddock (2007) identifies where the primary funding source dictates the outcomes, which inevitably are unsatisfactory. Craddock posits the following:

While it seems obvious that civic education must represent the context in which it is developed, the reality of designing and implementing such a curriculum is exceedingly difficult given the inherent power structure, predominant resources and political bias that characterizes civic education assistance projects. While neither partner is desirous of this outcome, the structural factors inherent in the relationship can often overwhelm the best of intentions. Indeed, it is this seeming inability to overcome these factors that has led some to argue that Western aid programs should be simply transfers of funds without any active role taken by the donor nations. (p. 123)

The authors agree that this potentially catastrophic pitfall was avoided through early and sustained emphasis on mutual learning by the partners and the concurrent development and maintenance of genuine, respectful relationships. This respect is an element of ethical leadership as well (Starratt, 2004). The importance of the development of mutual trust in and among the program leadership is critical for the longevity and productivity of companies and partnerships (Galford and Drapeau, 2002). Feltman (2009) succinctly summarizes the elements that make contributions to the existence of trust as follows: sincerity, reliability, competence, and care. These four elements were evident within these partnerships and strengthened over time. Fairholm (1994) states that, “Trust is a gift given freely by others because it is based on their confidence, respect, and admiration for another” (p. 110). We believe that trust was developed and maintained within and among the partnerships and it was a key element in the shared success.

The authors make no claim in this report that there is a causal relationship among the partnerships and the emergence of a positive democratic culture in the respective countries. Certainly, each of these democratic cultures is quite different.

In addition, there are multiple change agents working on parallel civic education projects in each site. Significantly, the resources have not been available to develop comprehensive, longitudinal research that might adequately and scientifically detail the range of successes and failures of the partnership contributions. Also, the current economic climate has made continued funding of these programs and related research problematic. However, the authors do believe that this brief report may shed some light on the perceptions of the leaders of these partnerships that might prove valuable to others engaged in international civic education initiatives. It certainly has been useful to them as a reflective opportunity and will clearly influence their future decision-making.

Similarly, while the authors believe that the partnerships have utilized in general the liberal-democratic standards described by Hippe (2008), we recognize that efforts at promoting these elements are incomplete. Hippe posits that researching the institutional framework for civic (citizenship) education is inadequate in determining whether or not democratic citizenship education actually occurs. He suggests that,

... the mere institutionalization of citizenship education in the educational system of transformation countries says nothing about the kind of the pedagogical aims actually pursued and the contents actually taught within citizenship education. If we want to know whether the institutionalization of citizenship education in transformation countries can actually make a contribution to the emergence/the securing of a durable, lasting democratic culture, we have to examine whether the kind of citizenship education taught in transformation countries actually corresponds to liberal-democratic standards. These liberal-democratic standards of a genuinely democratic citizenship education are...

- a) *... full acceptance of the equal applicability of human rights (including the right to a subsistence minimum) and the principle of equality of opportunity to all humans irrespective of their gender, race, provenance, sexual orientation etc. This means also the critical examination of possible contemporary (hidden) violations of these human rights in the respective country (f.e. unequal pay for women and men).*
- b) *...full respect of all other nations as equals.*
- c) *...open, unrestrained examination and critical discussion of the totalitarian, antidemocratic past of the respective country and/or human rights violations in the history of the country.*

- d) *...full acceptance of the plurality of political viewpoints and cultural norms (within the basic democratic consensus).*
- e) *...open, controversial debate about the democratic adequacy of current societal institutions and norms (f.e. examining the question whether representative democracy should be complemented by direct democratic institutions like popular referenda and initiatives or not).* (p. 38)

Certainly, the partnerships have addressed these five elements in Hippe's framework. The authors share a common humility about their accomplishments and also share a common frustration about the elements of change, political and economic, that have impeded the ongoing institutionalization of their civic education partnerships. The accomplishments and frustrations are highlighted in the narratives by Setenyi, Rus, and Pitts below. Each of the leaders provided an extended interview that serves as the conceptual and temporal foundation for this report.

In addition to the longevity of this international exchange and the concurrent stability of these conceptual programmatic leaders at each site, this partnership has also had a research and evaluation focus since its inception. A description of that element is provided below, and the influences on that part of the team on its work and its ongoing impact are highlighted as well.

The Addition of the Research and Evaluation Team

Cornett and Dziuban served as the researchers/evaluators for FLREA from the beginning. Cornett had previously worked with FLREA and was asked to serve as a university representative on the first delegation (Cornett, 1996). He recommended Dziuban join the team as a result of prior collaborative evaluation projects. Cornett and Dziuban served in some capacity as researchers, evaluators, curriculum auditors, and delegation participants since 1997.

They had previously conducted evaluations that were not related to civic education. Most significant among these was their work that studied the impact of a facilitative school leadership principal in-service project. The goal of this training, based upon the scholarship of David

Straus, was to improve the democratic leadership of principals in Florida. The evaluation was conducted to find out the impact of that training on the administrative decision-making of the trainees and its influence on stakeholder participation including students, teachers, parents, and community members in school reform and school improvement efforts. Figure 1 illustrates the core constructs that were assessed in that evaluation.

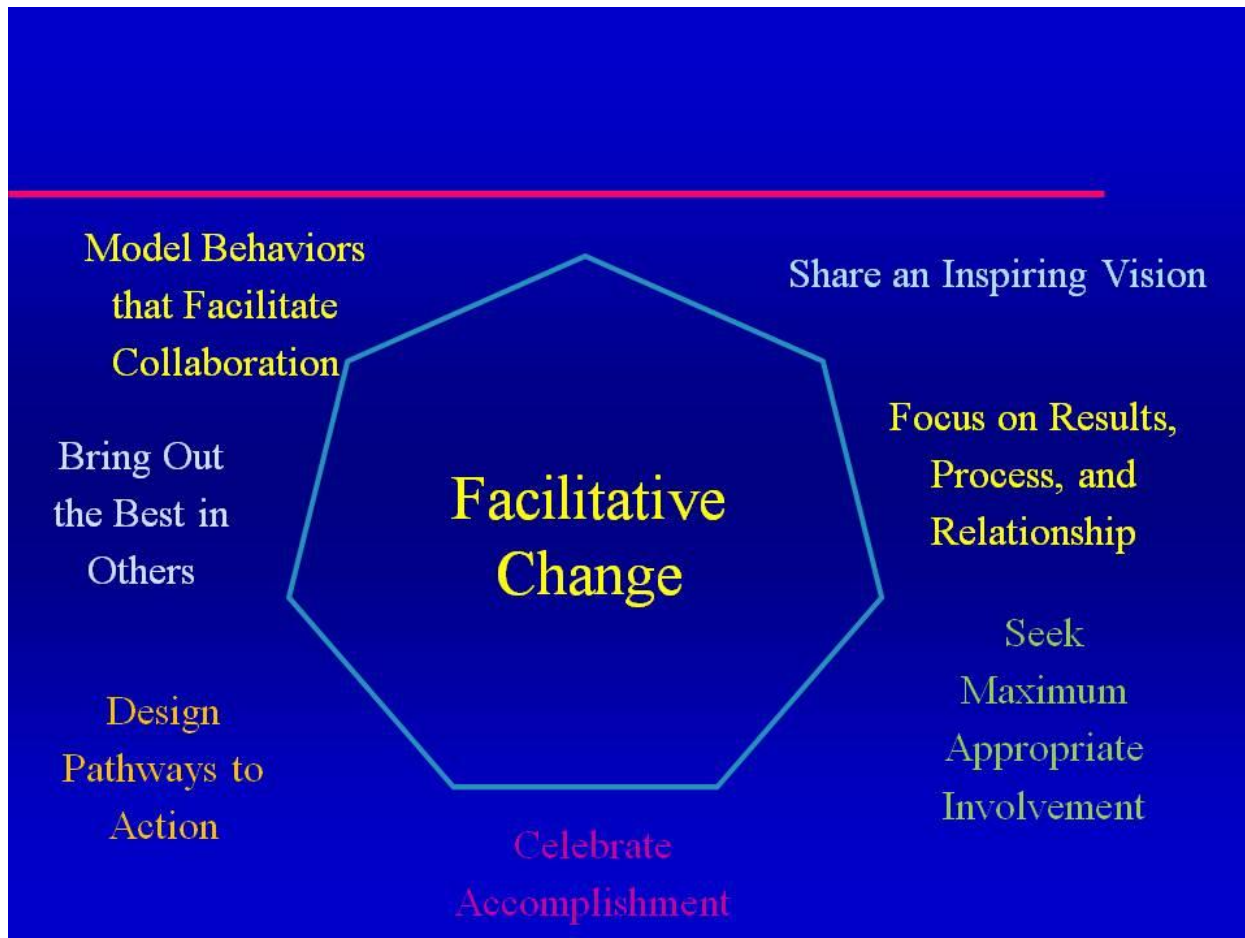


Figure 1: Straus Facilitative Change Model

The metaphor for facilitative change through leadership that emerged from this model influenced Dziuban's and Cornett's shared view of what should inform the relationships in international research/evaluations in civic education. They in turn, shared this perspective with Pitts, then Setenyi, and finally with Rus. For them, the researchers were facilitators (as non-

experts in the innovation) of a process that would glean information for the leaders of the innovation about the strengths, weakness, and areas for consideration for change in the next funding cycle of the partnerships.

While Cornett's expertise in law-related and civic education and Dziuban's in blended learning were important to the project, they primarily used their respective research strengths to gather leaders' and participants' perspectives on their experiences in the partnership activities. The subsequent reports provided information generated from surveys, interviews, observations, and ongoing conversations about the various exchanges and partnership activities. They especially focused upon student competitions and stakeholder (students, teachers, teacher educators, administrators, government officials, and NGO personnel) perceptions of their civics education programs.

Cornett brought to the partnership a primarily qualitative range of research expertise, including:

- Teacher Theorizing;
- School Administrator Theorizing;
- Teacher Reflection and Action Research;
- Law-Related Education;
- Civic Education;
- Character Education;
- Social Studies Education;
- Ethics in Qualitative Research; and,
- Educational Evaluation.

Dziuban brought a range of research expertise, primarily quantitative to the project, including:

- Distributed Learning;
- Data Mining;
- Large Scale Test Development;
- Statistics and Research Design;
- Factor Analysis and Structural Equation Modeling;
- Multivariate Analysis;

- Adolescent Behavior;
- School Desegregation Research; and,
- Educational Evaluation.

Since 1996, Cornett and/or Dziuban have collaborated with Annette Boyd Pitts and FLREA on some aspect of the partnership. In most instances, they traveled together to gather data or serve on delegations to Hungary and later Romania. On several occasions they went to Hungary multiple times in the same academic year. They collected various artifacts, conducted interviews, and observed during competitions and in classrooms. They also participated in several World Congress meetings: Sarajevo, Bosnia-Herzegovina; Dubrovnik, Croatia; Amman, Jordan; and, Budapest, Hungary.

While their direct involvement in the partnerships has been necessarily limited due to time or other travel constraints, they have been able to develop and maintain quite positive relationships with each of the primary leaders in Florida, Hungary, and Romania.¹ Their collective work with these leaders has yielded a variety of scholarship that has influenced the direction of partnerships and helped to shape the focus of this report. For a period of fifteen years (1996 to 2011) this has included the following: **reports** (1996, 1998, 1999, 2000, 2001, 2002, 2004, 2005, 2008, and 2011); **publications** (1997; 2000; 2002-2003; 2003; 2006-2007; 2011); and **presentations** at state, national, or international venues (1998; 2000; 2001; 2002; 2003; 2005; and 2010).ⁱⁱⁱ This scholarship is listed in Appendix A.

¹ Cornett and Dziuban believe that both the longevity and quality of this work has been impacted by early efforts to attend to research and evaluation ethical issues in international exchanges, including ownership and accuracy of data in the reports. The current report is the result of a “final conversation” about this work and is a collective effort of those listed as authors of the report.

Change Theory as a Conceptual Lens

Change theory was utilized during the interviews with the leaders as a lens to view the partnerships and their development. Cornett was influenced during his initial case study on teacher thinking by approximately thirty years of research on curriculum innovation and its impact on teachers' views of themselves as curriculum workers and the impact of this conception on their decision-making during instruction (1987, 1990).

There was a prevalent perception among some federally funded curriculum developers in the late 1980s that if curriculum components were properly constructed by outside experts, then teachers would be able to implement these elements “as is” or with minor variations and do so effectively if they were also given training in proper methods to implement that curriculum. Cornett encountered some of this “fidelity approach” in the civic education field at the onset of this partnership by several leaders of the national civics education projects. In effect, curriculum developers (including some NGOs) believed that if they developed appropriate curriculum and professional development activities, then teachers would implement this curriculum as developed and maximum student learning would result. This perception, by a number of leaders in both higher education and in non-profit sectors, did not consider change theory appropriately nor the emerging studies in teacher thinking that clearly demonstrated the complexity of curriculum development and instructional delivery. Ironically (and no doubt unintentionally), this view is a non-democratic view of curriculum work, and contributes to the deskilling of teachers and devalues the professionalism of the key influence in student learning, *the teacher*.

Dziuban's work on desegregation efforts in the United States, community transformation, university faculty development, and technology and blended learning (e.g., Picanno and

Dziuban, 2007), helped shape his contributions to the research team as well as provide direct examples and suggestions illustrated in the evaluation reports (see for example the constructs related to learning, change, and modality, figures 2 and 3). Each of these areas had considerable influence from change theory scholarship, and in turn influenced notions of change in the research community in the respective projects.

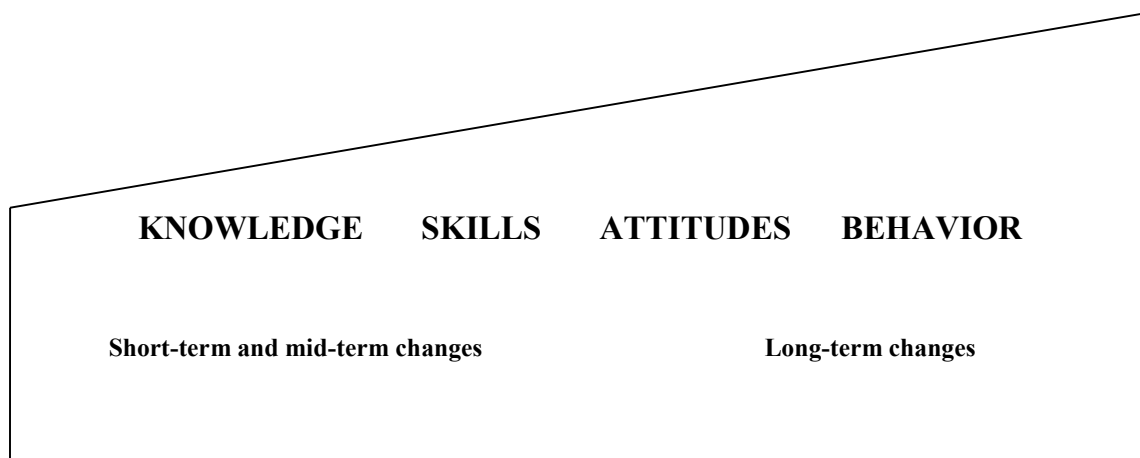


Figure 2: Learning Process with Demonstrable Impacts (adapted from Dziuban, Cornett, Pitts, Setenyi, Gal, and Eich, 2005).



Figure 3: A Face-to-Face Online Continuum (adapted from Dziuban, Cornett, Pitts, Setenyi, Gal, and Eich, 2005).

Cornett developed a heuristic (see figure 4) to capture the complexities of change that he and Dziuban used as a frame for the interviews. This heuristic was the result of a review of the change theory literature that Cornett developed in his original research.

$$S_I = A_I + A_{In} + A_s.$$

Figure 4: The Change Theory Formula

According to Cornett (1987), scholarship related to educational change was significant in understanding the role of the teacher in the development, implementation, and assessment of social studies curriculum work, including civics. He observed that,

Numerous studies concerned within the broad topic of educational change and the more specialized area of curriculum innovation and its implementation have been conducted during the past three decades. Many of these highlight the complexity of the process and consider the impact of a variety of factors on change and innovation in curriculum. Attention is given to the following influences: types of innovations to be implemented (Normann, 1971; Brown and McIntyre, 1982); the stages of innovations (Carlson, 1965; Berman and McLaughlin, 1976; Herriott and Gross, 1979); the degree of implementation and related contributing factors (Herriott and Gross, 1979; Berman and McLaughlin, 1976, 1978; Fullan and Pomfret, 1977); the complexities of change and the influence of the school system (Sarason, 1971; Goodlad, 1975; Berman and McLaughlin, 1976; Brown and McIntyre, 1983); the teacher education approach in pre-service and in-service education of teachers (Olson, 1977); the significance of teacher educator/teacher relationships (Wolf and Fiorino, 1973; House, 1974); and the curriculum materials effects (or innovation attributes), such as communicability, perceived relative advantage, complexity, radicalness, point of origin, and compatability with existing programs (Zaltman, Florio, and Sikorski, 1977). pp. 18-19

A particularly compelling research study by Berman and McLaughlin (1978) significantly influenced Cornett's initial thinking on the multiple influences on curriculum innovation. Especially relevant in this work was Berman and McLaughlin's (1978) Rand study that examined "Federal Programs Supporting Educational Change." They summarized the focus

of their evaluation as follows: “The study aimed to help improve federal change agent policies by describing how the process of innovation works in its local setting, and by trying to discern what factors affect the innovative process and its outcomes” (p. v). This multi-year multi-phased study of federally funded change programs from 1973 to 1977 was designed to describe the change process at the local level as the local stakeholders initiated, implemented, and sustained innovations. The authors indicated that,

Federal financial aid now makes up an important fraction of many local school district budgets, but its effectiveness in improving local educational practices is uncertain. Federally sponsored evaluations reveal inconsistent and generally disappointing results, and, despite considerable innovative activity on the part of local school districts, the evidence suggests that:

- *No class of existing educational treatments has been found that consistently leads to improved student outcomes (when variations in the institutional setting and non-school factors are taken into account).*
- *“Successful” projects have difficulty sustaining their success over a number of years.*
- *“Successful” projects are not disseminated automatically or easily, and their “replication” in new sites usually falls short of their performance in the original sites. (p. v)*

A major conclusion of this study suggested that,

School districts need assistance to implement change efforts effectively; however, such assistance should not rely on technology, resources, and projects. Instead, assistance should foster the adaptation of change efforts to local conditions. The characteristic of adaptive assistance, ..., are:

System focused—the local school district, not the individual teacher, school, or project alone, should be the “target” of implementation assistance; assistance should focus on the management of change, not simply on discrete problems such as reading scores.

- ***Continuity***—assistance should be offered on an ongoing basis.
- ***Practitioner-based***—local or regional resource personnel should provide assistance.
- ***Process-oriented***—assistance should support local efforts to identify and carry out solutions, rather than import external solutions; it should encourage opportunities for local personnel to “learn-by-doing. (p. 41).

The authors believe that their partnerships have provided continuity, have been practitioner-based, and process-oriented. This focus, although not a result of their understanding of Berman and McLaughlin’s study, corroborates in our international partnership contexts the wisdom developed from the earlier evaluation of domestic programs. Since then, more current

scholarship has supported the formula (figure 4) as a heuristic, has emphasized the notion of complexity in educational change, and has often focused upon the leadership of a project as core to the longevity of the innovation.

For example, Fullan (2001) submits that, "... leaders will increase their effectiveness if they continually work on the five components of leadership—if they pursue moral purpose, understand the change process, develop relationships, foster knowledge building, and strive for coherence—with energy, enthusiasm, and hopefulness" (p. 11). Clearly the leaders of this CIVITAS partnership effort have exhibited all five components of leadership described above. Fullan's more recent work (2010) indicates that there are seven "Big ideas for Whole-System Reform." These include the following:

1. *All children can learn*
2. *A small number of key priorities*
3. *Resolute leadership/stay on message*
4. *Collective capacity*
5. *Strategies with precision*
6. *Intelligent accountability*
7. *All means all.* (p. 4)

The researchers believe that the leaders of the partnerships from the beginning to the present exhibited all seven of these guideposts in their visioning and resultant decision-making.

Finally, in their examination of secondary school change over three decades and in two countries Hargreaves and Goodson (2006) identified five change forces and three related temporal periods of change: "waves of reform, changing student demographics, teacher generations, leadership succession, and school interrelations." (p. 3) Each of these five elements were present as well in these civic education international partnerships.

The change theory formula was first explained in the interview with Setenyi, and was later emailed in advance to both Pitts and Rus. It was discussed with each leader face-to-face, and the email explanation is presented below.

Colleagues, we have suggested that we utilize a heuristic for change theory for this report that will help each of you situate your participation in the international project. The formula is as follows: $S_I = A_I + A_{In} + A_s$.

S_I represents the Stage of the Innovation... in change theory, innovations go through several stages that include introduction of the innovation, strengthening or weakening of the innovation (e.g., through increasing allies, participants, resources, partners, etc.), and ultimately institutionalization or extinction of the innovation. If one thinks of this mathematically, the innovation might range from barely visible and just started (+1) to firmly established and diffused (+10). We expect the strength of the international civics partnership has fluctuated due to personnel, fiscal, and other contextual variables.

A_I represents the Attributes of the Innovation. In this case it might include all curriculum elements, such as materials already developed by CIVITAS or other partners, new curricular/instructional ideas that resulted from the partnership; methods of recruitment and in-service education of the participants; student activities; local partners; local issues addressed, etc. We expect that the innovation has been fluid with some core values/aspects of your mission still visible, and others enhanced, morphed, or shed entirely for important reasons.

A_{In} represents Attributes of the Innovators. The innovators are those that played a significant role in the original development of the partnership, and of the evolution of it. We expect that the international partnership has evolved due to shifts in these important elements.

- *Leader(s) as Innovator
As the major leader, the characteristics you bring to the task are, of course vital. So, while this may seem awkward, we need to tell about your (considerable) strengths that you brought to the partnership, how those have increased, and how the partnership has improved/strengthened your leadership.*
- *Staff as Innovator(s)
Your staff dedicated to the project (or in some cases lack of enough staff, or split duties of staff), the facilities, hardware, software, written materials that help with your innovation or constraints on these warrant discussion.*
- *Teachers as Innovator(s)
If teachers were viewed as partners in the innovation and helped to shape it, then they would appear as both innovators and site variables. Perhaps there were several that stood out as important allies in developing the innovation, if so, they should be identified and their contributions noted.*

- National Leaders (ministries, researchers, etc.)
Are there national leaders that have impacted the project? If so, who, when, and how?
- International Partners as Innovators
Also, a discussion of the strengths brought to the partnership by the other countries is in order.

A_{sc} represents Attributes of the Site/Context. *The site is the national partnership as filtered through the Florida, Hungary, and Romania lenses. There are many site-specific variables that are positive for the partnership and the success of the innovation. There may also be some challenges that are site based. For example, local schools in the major cities may be easier or harder to involve than rural ones. The site attributes also include teacher training, the teachers themselves, and the students. The national and local governments may facilitate or hinder the project... commentary on this is important as are internal and external economic factors. Where is the place for your work in the national/state/local curriculum? Who are the allies? Who are competitors that may take away or threaten to take away resources?*

Summary:

Our task is to tell the story of the partnership, with a focus on the vision of the leadership, how the vision has evolved and why, and hopes for the future. We believe that if we all look at this change formula and apply it to the timeline of events, we might be able to present a compelling story. Please let us know if you see any difficulties.

While the attributes of the context are important to understand as changes in civic education are considered, it is important to understand the dynamics involved in change efforts. In the case of the multiple projects from CIVITAS... and the Center, it should be expected that each one would have different attributes that would lend to both the nature of the curricular innovation and the degree of institutionalization inherent in the innovation that result from the partnership.

This year's product is a narrative that explains your leadership and vision, with philosophical, political, cultural, economic, etc., nuances that have characterized/influenced your leadership. Certainly, your history of advocacy and activism for democracy and civics should be a significant part of the frame.

This report is a summary of nearly 15 years of activity (depending on the partner). It is not intended to capture all aspects of this work, but certainly the highlights of this partnership from your vantage point as a leader. The main question to be answered is: What is the vision of the partnership with FLREA, and how and why has it changed during this period?

Personal Theorizing As a Lens for the Report

The research team also utilized personal theorizing literature as a lens to describe the vision of the leaders. Research in teacher education has illustrated the importance of understanding teacher decision making (Chant, 2002; Elbaz, 1983; Sanders and McCutcheon,

1986), since it significantly influences curriculum and instruction and what students have the opportunity to learn through the formal and informal curriculum in schools (Cornett, 1990; Cornett, Yeotis, and Terwilliger, 1990). It also has implications for understanding teacher assessment (Box, 2008), leader tacit decision-making and reflection (Cornett, Joyner, Reeves, Kelley, and Thayer, 2011; Cornett and Hill, 1992; Cornett and Reitzug, 1992; Nestor-Baker, 2003; Nestor-Baker and Hoy, 2001; Steele-Pierce, 2006), as well as decision-making of in-service teachers (Cornett, Elliott, Chant, and Stern, 1994) and preservice teachers (Levin and He, 2008). The authors have examined this decision-making in the CIVITAS partnership context (e.g., Cornett, 1996; Cornett, Dziuban, Abisellan, Setenyi, Burroughs, and Palmer, 2002-2003; Cornett and Setenyi, 2003).

Personal Practical Theories (PPTs) are those beliefs that guide teacher and leader decision-making based upon their life experiences outside the educational setting (personal) and inside the classroom, school, and training contexts (practical) that systematically (theories) guide the decision making of the educator (e.g., Cornett, 1987; 1990; Cornett and Hill, 1992; Cornett et al, 2011).

One example of a teacher's theorizing as a civic educator in an emerging democracy was generated from observation at the Hungarian national competition, and subsequent interviews at his school and in the CIVITAS office in Budapest. Edenyi, a teacher at Zrinyi Miklos Gymnasium High School, indicated the following were his PPTs (Cornett and Setenyi, 2003):

- **Motivation.** *It is fundamentally important to raise the interest of my students towards civic issues. To do this we always handle history from the present, thus many everyday questions become clearer for the students and their interest increases. When dealing with a civic issue, we invariably discuss why that certain topic is worth our attention.*
- **Friendliness:** *I find it important to create a good atmosphere in my lessons so that students would find it easy to speak about problems and ask questions.*

- **Values:** *Since the values of the students are most influenced by the family, peers and also the school, I try to promote values that lead to an honest, open, independently thinking, tolerant personality. This naturally supposes a genuine teacher figure.*
- **Graduality:** *My aim is that my students would receive useful knowledge, understand it, be able to apply it, and be able to accomplish higher intellectual tasks. All this is not to be expected from everyone but possibly more and more should step ahead. My teaching is based on student participation. I am convinced that the most efficient teaching occurs during interactive lessons.*
- **Less is sometimes more.** *Well-selected, structured and methodically well-presented material offers more content than a sheer flood of knowledge. (p. 195)*

Edenyi first became involved with the Hungary CIVITAS Association in 1998 (and thus, indirectly with FLREA). He noted that while his core PPTs were formed outside of his exposure to best practices in civic education and related professional development, they were certainly pedagogically enhanced through his interaction with CIVITAS Hungary. He stated that, “It was rewarding to observe that the structure drafted in my own logic was mainly in line with the CIVITAS system. I was lacking methodological skills, but then collected a lot of experience at the CIVITAS Summer Academy in the summer of 2000” (Cornett and Setenyi, 2003, p. 196).

Certainly, Setenyi and Pitts have indicated their professional pride in teachers such as Edenyi, and the talent they brought to the partnership and also the evidence in their theorizing that indicated the importance of their conceptualization of the civic education partnerships.

In summary, the research team of Cornett and Dziuban has contributed ongoing feedback to the program leaders throughout the duration of the partnerships. This final report highlights the vision of each site leader about civic education and their work together as filtered through the lenses of change theory and personal theorizing.

Janos Setenyi, CIVITAS Hungary

Dziuban and Cornett met with Setenyi in November 2010, to discuss Setenyi's vision of CIVITAS Hungary, and influences on its change over time. He indicated that the change formula was a good one and valued the personal theorizing (PPT) element as well, and appreciated it as a tool for understanding teacher reflection. He had presented aspects of the teacher theorizing work with Cornett (Dziuban was unable to attend) in Indiana at the Education for Democracy for Social Studies Teachers: An Institute for Teacher Educators Conference.

Setenyi was a key figure in the establishment of CIVITAS Hungary in 1994, and in the development of the partnership with Pitts and FLREA. He authored an influential paper in 1995, "Teaching democracy in an unpopular democracy," one that has been cited by Cornett (1996) and Dziuban (2007) in multiple manuscripts, especially for his notion of uncertain mediation, where teachers have no clear dictates or scripts in civic education and are dealing with controversial and often unpopular ideas. Setenyi was co-editor of *A Jo Polgar (The Good Citizen)* in 1996, and also editor of the CIVITAS' *Requirement System*. Over the length of the partnership, the NGO continually evolved in its programming. Some highlights have included the following:

- *Citizen in a Democracy*;
- *Citizen in a European Democracy* national competition;
- *Democracy Camp*;
- *Democracy Tour*;
- *Democracy Trip*;
- *Project Citizen*; and,

- teacher pre-service and in-service training.

An early decision by the leadership of CIVITAS Association-Hungary (CAH) was to focus diffusion with universities: University of Debrecen; University of Pecs; University of Szeged; University of Miskolc; and Elte University. CIVITAS Teachers Clubs were also supported in the university cities. The universities were encouraged to create their own CIVITAS Baskets (see figure 5) that addressed their own standards as well as build upon the CAH integrative intellectual foundations in its model. There was also clear recognition that the in-service training should be focused upon long term continuous improvement instead of the popular short training activities. There was also a focus upon knowledge, skills, and attitudes development, with a special emphasis on skills and attitudes, a major shift or departure from the dominant mode in teacher education at the time that was transmission of knowledge.

While Setenyi continued to provide leadership to CAH, his company, Expanzio, was necessarily his primary focus. It was founded in 1994, and has been involved in a variety of World Bank and European Commission projects. Its mission statement states the following:

Expanzio Human Consulting, founded in the democratic transition of Central Europe, is a consultancy company specializing in organizational development and quality assurance. Its mission is to bring corrective expertise to all institutions in Hungary and Central Europe where there is teaching and learning. <http://www.expanzio.hu/eng/index.html>.

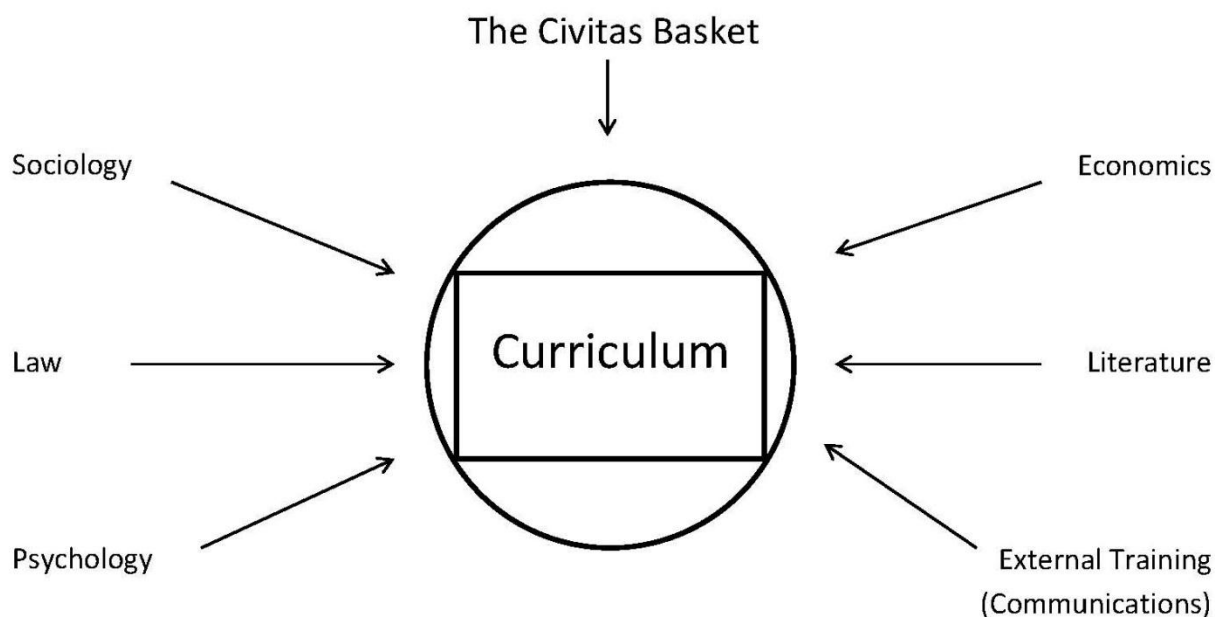


Figure 5: Setenyi's CIVITAS Basket. Adapted from Setenyi, 2003).

Setenyi has been involved in numerous research, evaluation, and training in a variety of Hungarian projects as well as international ones. Since the beginning of the partnership he has been an important partner in assisting the researchers/evaluators in understanding the complexities of Hungarian civic education. His scholarship influenced the early exchange and his direct involvement in the development of several reports (1998,2002), presentations (2003), and other inquiry was invaluable. Under his mentorship a web site was established (www.CIVITAS.HU), and the various iterations of the national competitions were developed.

Highlights of the interview with Setenyi, which lasted approximately one hour and was guided by the change model, are given below.

The most interesting period of the project during the 90's when there was great interest at the mezzo level organizations, institutions in the middle level of the society. Our questions included: how can we cooperate with the constitutional court, the local governments? This was a mature period. These were very fertile exchanges with these leaders.

This was true in the 90s and many things matched together. An exceptional historical period- where everybody wanted change. There was much positive social energy in the country and we channeled those directions in a positive direction. Budapest was an intellectual power house before the First World War Big ideas and actually Budapest, Vienna and Berlin were intellectual centers in Europe.

Now I would say that the burden of civic education is not on the teachers anymore. A lot of teachers were trained and there are a lot of NGOs in this field as well. If I explain the concept of civic education in the schools, the people will listen and they will understand. The problem at the moment is a kind of cynicism.

(This is toward the upper level of government), it's the political hierarchy that live in a separate reality where the pressures, risks and gains are totally different from our world. And they have to comply with these things. I see difficulties in linking them together in any meaningful way at the present time. It is different from communism because we still have a democracy, which is much better. Yes, however, under Soviet times there was a general feeling of solidarity. On one hand (the Hungarian political leaders) were servants of the Soviets. On the other hand they told the people, "Look we have to comply because we live in global system. Hungary is not necessarily a separate country but let's keep together and we are filtering. Here we have a much better life than the Soviets but there are some things with which we have to comply." This was a balancing act but still there was a piece of truth in that.

There was a fervent hope that the EU would have a positive impact on our society. Things are better (now in some ways) but possibly not in the sense of direction for the society. The younger, educated citizens have chosen their strategy to leave public life. There are so many possibilities, the internet, and virtual life. There are sophisticated entertainment options. There are a lot of subcultures just like in the US.

Budapest is a very pleasant city and the quality of life in some sections is extremely high. You can combine the rich past and the new technologies, and Europe is wide open for travel. They treat Europe as one place. You can spend your time very nicely.

But this generation cannot be mobilized for public issues. Except for those narrow issues that contribute directly to the quality of their lives like green issues. They want bicycle paths everywhere and they will get them. It's nice to have bicycles everywhere, Wi-Fi everywhere-for free because this is a basic infrastructure and it makes sense. And Bio food and things like that, but these are a very narrow set of agendas. So there is not a commitment to a broad based civic agenda. This is not just in Hungary but this is true all over Europe. People are less and less willing to take risks in the sense of public life. It is a risky open-ended process with uncertain mediation. You can control part of the process but you certainly cannot control the full outcome.

It's working. But in the 90's we had the illusion that the majority liked it (democracy). But the minority like it and what people want in a crisis is simple truth, stability and safety. Somebody should tell us what to do and we will do it. But at the end of the day we will not do it. If we do it together there will be chaos. On the surface they want strong leaders for social safety and jobs.

In addition to these observations about attributes of the site and the evolution of beliefs about participation in the Hungarian democracy since 1989, Setenyi identified a number of challenges to civic educators in Hungary since the beginning of the civic education program in 1995. These include how to educate new immigrants from outside of Europe that have settled in their own enclaves, and appear to have little interest in assimilation into the broader Hungarian and EU citizenship contexts.

Another challenge that has been present from the onset of the program is the civic education of Roma youth. There has been some movement of these youth into the broader societal context. However, he states that often a result of that change is a loss of identity and “Those who break out often don't have either society.”

Economics is also a key factor in both the assimilation of non-majority citizens, where they may be seen by the majority as in competition for jobs or as too heavily reliant on government benefits. There is an ongoing tension related to economics and membership in the European Union, versus Hungarian nationalism.

Setenyi, then addressed the key players that made up the leadership of CAH.

There was a personal element. We were a very small team. I have to think (create the curriculum and related organizational parts) that was my role. Peter Drahos was the pit bull to push ahead the things in Hungary, with the organizations, Parliament, politicians. Balazs Hidveghi was the international diplomat. It was a very lucky division of labor-excellent distribution of labor based on our individual strengths. I have no patience for long lasting micromanagement - that is not a shortage in me. I just have to accept that I just don't do that. So any way this was built on personal strengths. Now let's see the concept. It was my task to create that concept. And I'm a trained historian. And history in my time was different than in the U.S. At that time history was an academic discipline of the old times-downgraded in the U.S. in lieu of new fashionable things

like economics. But in Hungary because of the traditional frozen academic environment of socialism this 19th century prestige was still preserved. The quality of a university education in history was extremely high. Now I can compare by looking back because I have a European perspective. Of course it was before the expansion of higher education. Small groups and excellent teachers. Therefore I entered civic education with a historical approach in the sense that it's a long evolutionary process and there are many approaches. And I had the feeling that I didn't know enough about civic education.

Civic education is naturally a multidisciplinary thing, so this is why the basket approach was organized. We used it and later we understood that it was a lucky decision. At that time we didn't know. From the point of implementation (we were interested the universities) you want to inject civic education into the work of the university that was the success line. You have two choices; one is to delegate this civic education into one department or chair. That is if you have very good people there it might work; however, they have their own world, referenced, and benchmarks and requirements and they are not serving us. The other solution however, in the countryside universities, for example in Debrecen, Pecs, Szeged, we were able to make a basket of interdisciplinary chairs. And usually, not always, they put the coordination function with the department of education. After this whole thing, the basket, the resources, the books the target of this thing was to educate people. So this pedagogical edge of civic education was very, very important to us. I'm an ex teacher of course so this edged toward teaching people. Not just teaching the constitution and things like that. So that was our approach.

What we found later was that basket approach needed roots- roots in the society -roots like funding, institutionalization, in the case of school curriculum, space or position. The second important initiative was to make civic education in schools and universities firmly rooted in their institutions. So we were lobbying for the accreditation of these programs in teacher training. That was successful. We were lobbying for curricular change; that was only partly successful. On the national level we have a very humble position. The core curriculum, it's even looser than a frame curriculum. At the school-based second level of this system however they have a lot of freedom to create their own curriculum and there is a chance to create space and time. Here we thought that the carriers of civic education should be the history teachers. After all every curricular change in schools is about teaching, time, salaries, and jobs. If you are losing teaching time you soon find yourself in a half-job. For the teachers it's very concrete; it's not about big ideas. It was only partially successful. Therefore we developed another root or bunch of roots toward public institutions. That was the competition. That was extremely successful, probably the most successful part. And maybe another root or bunch of roots was developed toward the political class. Here we had a big turn back of the membership.

Then there is the EU, and I would say that is not very successful because of a context change. We were working in an American project or innovation context in the first half of the 90s. Probably it's hard for you to understand because you lived in that too. But just one micro example. In the US you win a grant and the first half or first third of the money is paid before, at the start of the project because you need time and money to start the things. I think that this is the best thing. It's very important in the life of an NGO. It's trust - It's not about the money-let's do it. We will see the first report then we will discuss the continuation or not we have found very good partners including you. In Brussels that came with it a very low or unsophisticated approach like active citizenship. That is a tiny little part of civic education. Something like young people should go to vote. Come on! It's like a free country and we don't have political correctness. It's very nice, we have to learn many things. But I call it the "rag bag" of civic education. It's like you are rummaging through the "rag bag" and taking like socks and handkerchiefs and things like that-very good but that is not full citizenship education. It's not citizenship civics. But what we wanted from the beginning was full-fledged civic education. Not the "rag bag." Like environmental protection, abortion (education), holocaust education, and things like that. So from a very sophisticated educational environment we went to a very primitive one. And this rooting process was only partially successful.

I don't think that this sophisticated basket approach can survive for a very long time without fresh blood. But we don't have the recipe for speeding up this enrooting if there is such a word. You need social integration of civic education. It was easy like an oriental carpet surfing in the air at the beginning. It was a beautiful view. But we really need pillars. And it's just half way there.

I've already mentioned that we go from the concept to the implementation. This CIVITAS team was described already but the local people are very important in the sense that we found one type of people on the mezzo level, organizations, democratic institutions like the Supreme Court Constitutional Court, local governments and on the school level as well. Those people who enjoyed freedom, who considered freedom an opportunity, who were ready to go with open ended processes, who were ready and willing to implement open processes, who understood that with these risky open-ended processes we would enrich them and we will give them new energies. And these people were in leading positions in the first and second half of the 90s. That is not the case anymore. Now we have a Western type of leader. One element that is very important now. Ten years ago when I had a talk with a school director or principal as you would say students, social issues and their development were number one issues. We were focusing on this as well. He or she had their own level of understanding and approaches, practical problems, but still the focus and reference frame was very much common.

But now a school principal is 60% concerned with their personal career and they see the school as an opportunity to nurture their personal careers. There is nothing wrong in that, but much more the leader types says, "Why is this good for me?" and, "Let's think about it, but I want to have the first opening speech." And you are serving at this point THEM. That was not the case before. I would say that this is part of the normalization or Westernization. Yes, because when we went to Europe we suddenly understood that this is the mainstream.

So if someone were to force me to rethink the start of CIVITAS, the first part should be renewed but it is still valued and very valuable. The second part or partners should be re-thought all together. Because there must be a whole layer of people with ideas, energy and innovation but we are looking for them in the wrong places. In the old places. Maybe they are elsewhere in the society. For instance the current government is doing some things with the Constitutional Court (attempting to modify its power). Now there is a conflict and (people turn to) The Facebook within two days 200,000 signed a declaration against it. Now it's over one half million. But within two days. I don't think Facebook things are very deep. And there is no depth behind these declarations. That is not civic activism. It's on the surface in a way. But still there must be people who are interested and motivated. But they are not the implementers of the 90s. And today's teachers are very risk adverse.

But young people in teacher training in the colleges now who will become prepared to become teachers, they must be a new target. But to tell the truth however, nobody stresses us to polish the original approach. So this change formula you present is very valuable because it's a way to rethink or fix.

Setenyi discussed the future and what is needed to refocus the CAH efforts.

On the CIVITAS level the problem is that over the years both Lazlo Eich and Tibor Gal have been very good in their roles... they work well with the teachers and run the parts of the programs well. But we (also) need new academics in the leadership. And my role should be to help them, but not to predict. So we need an open-ended uncertain mediation to a mid-course correction and the outcome will be a different formula- a different basket. We need a different approach which is better but preserves the inner value of this civic education concept-this Hungarian version of us. Let it be. So we need fresh blood. But we need young generals who see possibilities and perspective in this area. For some reasons which I don't necessarily understand anymore because it's not my role to understand their intentions. What I should do is help them and keep up inner morale of the whole venture. Because the danger with the 30 plus guys is that they are extremely smart, very international, and very creative indeed to some extent. Much better than us. But their moral socialization was extremely weak. It sounds very strange but... Amoeba like. It's hard and focused like ours was. But of course I have a lot of friends from that generation. It's part of my inner youth group. Both boys and girls.

And they are very frank and they tell why they are balancing all the time. They say but look Janos. You were raised up in a working culture a long lasting investment but it worked. Imagine that all of our families are divorced. We are the byproducts of the 70s. They are very smart girls and boys. Everybody divorced. There are no stable jobs anymore. We have to find every opportunity, but the competition is a 100 times more than it was.

So we are surfing through the flow. We have to hold in a very flexible way. Long lasting investments are not valued any more. It an objects of jokes. Hard working is not a value. It's considered stupid and a liability. Like a cow. So we are a byproduct of our age. And I understand that very well. But, of course I don't believe in that because we know that only work can create value. That is a basic truth.

The sense of energy in these people is amazing but they have to be channeled because they will transform this community into a second Google. So instead of systematic thinking they are grooving together. And it is over hyped. Yes, there are some good products but most of them are media hype. I don't want to be successful on the waves of media hype. I don't want to invest in that. A few committed teachers and 200 hundred pupils are much more valuable than the media ways. Actually the thought on the Constitutional Court may be right, but there is no depth behind the thought I have only a limited time to work on this. Next year I will be fifty and half of my life is over. I will live 100 years. It's a half joke, but it's not a green field any more. So I don't work with things or issues that lack depth. There is no point and it's a waste of time.

So that was the implementers and the basket things were analyzed by me now and you see that the implementer side is a porridge. Because it's a weak point and I don't have organizing ideas in this respect at the moment. Of course there will normalization in Europe. Back to work basically. And back to real depth. There is no Hungary, it's one community anymore. And there are benefits of that also. There is one industrial nation in Europe- the Germans. And they learned their past so they never lead they just propose. It's a very slow step by step process but there will be reconstruction of Europe on the basis of productive industries and work. This will create opportunities as well.

Setenyi indicated he does not have the solution for recreating the new CIVITAS, but will continue to think about it.

But for me it's an object of deliberation. It's not so simple. So we are divided and I like plurality. So I think that we need more time to see the positive signs and then we will renew. We will renew civic education. In the context there are plenty of existential fears among the people because we nurture this concept of the smart economy but in this crisis we see that most people live for the state. Financed from the public sector. Even so (it) called for profit companies. They are hanging

on the state and sucking the milk of the public budget. European budget, federal budget, and local budget. We lack those strong independent, private, profit making, innovative companies or they are foreigners. So the context is changing and I wouldn't give up the hope, and this is not the beginning of a crisis, let's say that we are half there.

We are working with the EU to get grants in civic education in the area of mass teacher training. But that is only one area of activity. In order to inject new vitality and energies in the system we need a breakthrough. The competition is still OK but we propose to have shadow elections country-wide. These young people under the threshold of election eligibility, it's very complicated, but I think it's like seventeen years old. Almost to maturity and very smart young people and secondary schools could create a national network and before the parliamentary election there will a kind of national election. Not all secondary schools but quite a lot- a representative sample. And the same national office that processes these results- very easily they would process the outcomes. And we have a composite campaign silence. So no media information about the results or the chances before the election. It's a frozen time. So the results will be published with the real election results after they have taken place. This is very important because in a way it's about educating the youth about the future of the country. So it has a very strong predictive power. It's not real political. This is something we have this chance. The whole idea of civic education would be revitalized. So there are ways out. This is the existential thing.

One of the first warning signs in the early 90s happened on a visit to the US. There were some used political science review journals-boxes of them. They told us that they couldn't use these any more but may be interesting things for you and you may take them with you. Why not and we saw some things and we took ten issues like a sample and I distributed them to academic people saying that these are average main stream publications in political science. And of course I was shocked and Rita was shocked by the very high and strong level of mathematicization of articles. I thought that this was a sure sign of decline. Speculative, rigid. In the mathematical models there were two sign of sickness. First overwhelming mathematicization and a 60% of the publications were about voting preferences of people. Of course these are the funded projects. But political science is not about the preference of people. That is an applied low-level thing. And in the US and everywhere else we see burning public issues that should be rethought and deliberated by the academic discipline of public science. I mean public issues which were pressed down because of this political correctness and they were made taboo. Here not so much. In the US at that time there were a lot of taboos- not to speak to this silence. It was a substitute for real in depth thinking about public issues. And the classic political science is evidenced based for sure, but an intellectual open-ended deliberation of public issues. That's it. There are some topics where a very strong mathematical background is very much of an account of course. There are specific topics not just voting preferences. You really have to create some models on the basis of data.

Anyway we have the keys to break out from this stagnation not by any price. So this success is a very relative term. This is not a very positive message, but from the position of research it's a very interesting phase of history.

This is where we are and we are waiting for a little change of context.

In summary, Setenyi examined the historical context that has made engaging citizens in civic education more difficult than it was in some ways at the start of CAH. Some adults have become disillusioned with the current government, including the EU, and much of this centers on economic and social policy. The CIVITAS Basket needs to be reinvented, and new academic leadership brought to the endeavor. In addition, there needs to be some Hungarian and EU political and policy support that values this morphing of the existing programs along with appropriate funding of these reforms. In order to strengthen and further institutionalize civic education in Hungary, new attention must be given to the attributes of the innovators, with subsequent revisions of the innovation, that take into account the attributes of the context or site that is clearly different than when he began this journey.

Calin Rus, The Intercultural Institute of Timisoara

The Intercultural Institute of Timisoara (I.I.T.) is a non-governmental organization that was established in 1992 (<http://www.intercultural.ro/eng/index.html>). Rus continues to serve as its director. Its programs are designed to develop intercultural aspects within education and culture, and promote tolerance and interethnic communication. Areas of impact include intercultural education, interethnic relations, youth, culture; Roma communities; and education for democratic citizenship. Major areas of program development have included: youth exchanges; education of children from Roma communities; education for democracy; intercultural education in multiethnic schools; training of Roma leaders; integration of Roma

culture in school and out-of school education; EURRENET – The European Roma Education Network.

Rus has authored many reports and various scholarship related to intercultural education. He suggests that “The Romanian case is also proving that a system of minority rights compatible with the principles of an intercultural society can be functional without leading to assimilation or oppression of minorities” (2006, p. 89). His sense of learning from the West, and the West learning from the newer democracies, is captured in the following:

The role of the EU and of international organizations with experience in this matter, such as the Council of Europe and the OSCE, should be therefore not be to press for the implementation of a Western model based on territorial autonomy within ethnic-based federal structures, but to encourage the ECE states to fully implement the principles of an intercultural approach and to further advance the policies and structures already designed for and with the national minorities, to push for the continuation of decentralization and functional regionalization within a system of complementarities between non-territorial minority rights and local autonomy based on the EU recognized principle of subsidiarity. (p. 89)

He continued that, “In addition, in our view, there is no reasonable justification for Western countries not to base their policies on similar principles, and take appropriate measures to deal with the issues of metics and immigrant groups, as well as to complement their policies for national minorities based on the experience of ECE countries.” (pp. 89-90).

The interview with Rus yielded clear patterns in his thought that included elements that were so pervasive and themes that were repeated that it seemed apparent that these were, in fact, his Personal Practical Theories (PPTs) that guided his vision for his evolution as the leader of the Intercultural Institute (see figure 6).

<p>PPT 1, all students should be involved in learning, especially Roma PPT 2, genuine, truthful communication with all stakeholders PPT 3, implementation of a logical and active curriculum PPT 4, emphasize integrated knowledge, skills, and attitudes/dispositions PPT 5, technology as a tool</p>
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Figure 6: PPTs of Calin Rus from in-depth interview

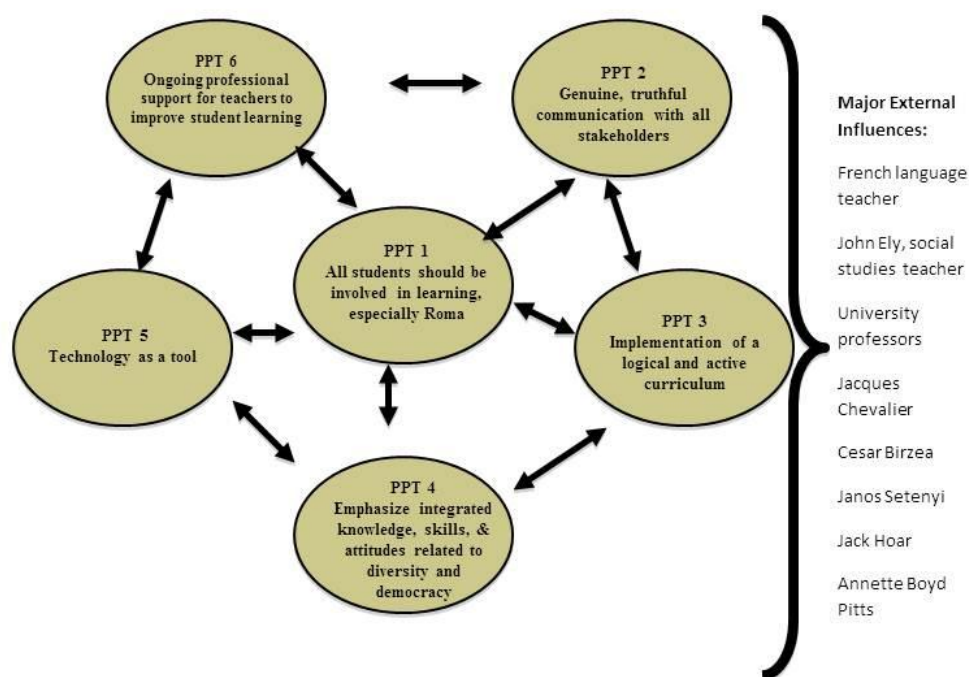


Figure 7: PPTs of Calin Rus and major external influences on their development

PPT 1, all students should be involved in learning, especially Roma, is indicative of his most basic PPT. Students should co-construct the curriculum with their teachers, and the opportunity to do so should extend to all students. Rus is especially focused on the equity issues of Roma children, so he especially emphasizes the importance of their participation.

PPT 2, genuine, truthful communication with all stakeholders represents the fundamental values that underlie his interaction with students, teachers, peer leaders of NGOs, politicians, and other stakeholders involved in intercultural education and education for democracy. All communications must be grounded in discourse that is based upon honesty, transparency, genuineness, and truth. As a result of this type of communication, the likelihood

of the development of trust is higher. Trust is the bedrock of positive interaction and lays the foundation for ongoing learning for all students.

PPT 3, implementation of a logical and active curriculum represents his integration of the importance of curriculum that is scientifically grounded and representative of the scope and sequence that provides developmentally appropriate opportunities for learning that are based upon active student participation with and co-construction with the teacher. *Project Citizen* provides the basic logical, sequential developmentally appropriate structure for active student engagement with public policy issues that they choose.

PPT 4, emphasize integrated knowledge, skills, and attitudes/dispositions related to diversity and democracy, illustrates his holistic notion that it is important to view student learning as organic, and constituted by opportunities to develop a full range of knowledge, skills, and attitudes that are necessary for thoughtful student participation in issues of diversity and democracy.

PPT 5, technology as a tool, stresses the significance of technology as a tool that enhances teaching and learning and is not only an important support for learning about issues of diversity and democracy, but also the vehicle for digital natives to engage in directing their own learning, collaborating with classmates, and linking with students in other cultures. As the partnership has evolved, Rus has taken a lead in initiating the use of technology in the partnership, and he has continued to support various platforms that enhance the partnership and student and teacher learning.

This interview is portrayed differently than the one with Setenyi, since it was much longer and there were more questions by the interviewers.

JC: You can talk about your day in the streets of Timisoara: how you got there and how you got your NGO started, the first things you concentrated on and when you became a partner cause I think you've been 9 years with Annette now?

CR: Since 2002, we had our first official contact.

JC: So that's been a wonderful thing too, to see that relationship develop over time too. Let's start at the beginning. That's a good place to start, yes? So tell us a little bit about how you got involved in civic education and in your work.

CR: Well it was only later, some years ago, that I realized that my past experience during the 80s and the 90s had a lot to do with what I'm doing today or what I did in the past years. Looking back I can see a logic and a continuity because I was trying to do something around the same ideas and the same principles even if I was not aware at the time. So that is something that happened before the revolution but maybe it's not so important. In the revolution, in 1989, I was just there together with many other people, particularly also young people like me. I was 21 at the time. I received that opportunity of the change as something that was really very much expected because before that I had the feeling that I could not live in the society that we were having in the 80s in Romania. And I was telling myself, clearly, that I could not accept that. I was not thinking that change would come soon; I was thinking it would take more time.

JC: You were a student that was particularly challenging to your faculty, were you not? A university student?

CR: I was a university student.

JC: What were you studying?

CR: I was studying engineering, computer engineering, computer science. Yes. Do you want me to tell?

JC: Yes! We've got lots of video tape.

CR: Well if you want I can tell you from previous times. I was, initially, trying to understand how the societies are functioning, what are the principles. And I was probably among the very few people who were actually reading the newspapers and the Communist party documents, trying to understand what they mean, what they want to do. And I realized that they were lying and that they were incoherent and the nice words which were used there were not actually corresponding to reality. And as a student I got involved in supporting students to develop cultural activities, as a volunteer like that. Then it happened that I stood up and made a protest in front of the general assembly of the students against the way that the regime was managing, the fact that students were forced to go and work in agriculture before the start of every school year, every university year. And I said that I don't think that's a good policy and I think that the government should change it or should leave and that created a very cold reaction, I would say. And that led me to get very bad grades even if it was not justified. That was in 1988..

JC: Well let me ask you then, you were an engineering student there, you were involved in student assembly government work, you volunteered, and you were raising questions about the forced work in farming. So what were the things you were asked to do?

CR: We were asked to pick up corn, grapes, potatoes, like very low quality, low level jobs, which should normally be done by machines but they didn't have enough quality machines to do that.

JC: So was that part of the tradeoff for getting an education?

CR: Yea, mostly if you didn't do that, you couldn't be attending university. It was part of the requirement. And it seemed like a voluntary offer by the students, like a duty you have to help the country. And I said that that was not logical and that it is not that way that economic policy should be managed. And as a result, I lost all the exams after that session which was the session after winter in 1988, 1989. At that point, I was very much convinced that I would do anything to change the situation and I was convinced that I would probably go to prison very soon because I was not able to accept the way society functioned.

JC: So let me probe that. So then in order for your grades to be punished for your behavior, there had to be some officials within the university?

CR: Of course.

JC: So they had appointments in the Communist party?

CR: There were teachers who represented the Communist party in the room and I addressed to them directly saying that they should communicate with their party leaders, that I don't agree with their policy. And there was not an official reaction, of course, but there was the fact that the reaction was that some teachers accepted to punish me for that attitude. They were engineers; they were not politicians. They were teachers in engineering. But there was a hard pressure on everyone at that time.

JC: I don't want to lose this but one of the things that is your activism was built in your student years as a youth, and you were willing, even you said, to have to go to prison because this was wrong. If you jump forward, if you look at your children that you are working with now in public policy, do you want them to go?

CR: Yea, I realized a few years ago that actually it makes sense. There's a logic in that attitude, the attitude of participation and understanding the society and take action. It's consistent with my previous position.

JC: And this is what we're telling and this is the point of this journey and some of the things that you may or may not have had a chance to realize may come forward but certainly in the partnership. This is very, very, very powerful, isn't it Chuck?

CD: Very!

JC: We don't have any examples like that anywhere. There's a term we used to use, I used to do state and local government institutes with the people that prepare legislators, called gladiators. Gladiators, they are out there fighting for initiative or an idea and all of a sudden that propels them either forward or hurts them in a way. Then that becomes the foundation for the rest of their lives. Is that fair?

CR: Yea. I remember also, another thing I said at the time. I didn't realize that as a volunteer in organizing student activities, at some point they asked me to join the leadership team and I said why not, it's interesting. But then they told me that for that I need to become a member of the Communist party and I said no thank you, I'm not one to become a member of that party, if I ever become a member of a political party, it would not be that party. And at that time, that was something very special because there was no idea that there could be more than one party in Romania. It was just THE party.

JC: So you had never been, even as a youth, a Young Pioneer or any other?

CR: Of course I was.

JC: Because you had to be?

CR: Everybody was a Pioneer. But then I remember that goes even earlier because I remember when I was younger, there were three steps or something like that. There were, the small kids were something by default, and the Pioneers were primary and middle school and at high school you were Young Communists. When I was in the first year of high school, everything was a fake procedure actually. And I remember very well, we were also taken to work on the farm, and there was this young colleague from eleventh grade and she came to tell us that she's there to make us all Young Communists and we should feel honored to be part of that organization. And I said, well I don't know, you have to show me what this means, what are the duties, how it works, I have to think about that and then we might talk, to the gathered people there, I said I don't want to participate in that. And then they still put me on the list, even if I never signed anything. I got Young Communist without any consent actually. So that's how it worked.

JC: Well this is great. I didn't want to lose anything cause we have talked many times but I didn't know that! That is tremendous. How did you grow up? Did you have parents that were influential or teachers or anybody? How did you get this way?

CR: I was just in a family with people...there was no tradition in my family of being really strongly opposing the regime. My parents were really trying to protect me and my grandparents by saying that you should not say too much things, that is the society, it has good parts, we should not be very much against it. They were trying to protect me.

JC: So was there any influence, family, or teacher, anything that caused you to think it was ok to step outside of that?

CR: It might have been. It also might have been things that I was reading, that I was listening to. I was a passionate radio listener. As a teenager I started to understand English and French and

the first thing that I wanted to do was to practice that. I wanted to really be able to read things in English and French and even in high school and even before that I was listening to anything I could in English or French on the short waves. It was from voice of Albania to voice of America.

JC: Really? Anything you could pull in!

CR: Yea, just to practice and to understand. And of course Radio France Internationale –and other French-speaking radio stations, I was listening to them, these strange stations. I remember I was listening to Voice of America, Special English program ‘cause that was the first step to understand very easy, simple English.

CD: I remember that story! Interesting.

CR: And then I started to read things. We had a French library in the university and we had an American lecturer in university and even during high school I was going to take books and magazines from that. It was not published, nobody knew about it. You had to know that that existed; there was no advertisement for that. I remember I was reading Newsweek, I was reading Time magazine, also French magazines.

JC: So this sounds like most of this, you had good teachers to teach you fundamentals and mathematics. Are there any 2-3, who were your best teachers? Tell us about them.

CR: I had several teachers. For example, my grade teacher was a French teacher and I think it was thanks to her help that I was open to understanding others and languages. She was very important. And I think also at some point she started teaching us a little bit of Spanish as an extracurricular activity. I found that also fascinating. That was also important for me.

JC: How old were you then do you think when you had her?

CR: I had her from 2nd grade to 8th grade.

JC: So she continued with you all the way through that?

CR: Yea.

JC: Was it mostly technical that she taught you or cultural?

CR: I think that it was a mixture. And also, I think one of the most important things I got from school was a feeling of confidence that I can learn things. And I think that was something that I got from several teachers.

JC: What was her name? Madame?

CR: Heim. Her name was Heim.

JC: So you said Madame Heim?

CR: *We were not allowed to say Madame at that time. It was Comrade in Communist time.*

JC: *So she helped you with the language connection and the cultural connections and your confidence. Wow, that's cool.*

CD: *Can I ask a question? How did the revolution come about?*

CR: *Well it was expected because you could feel that there was such a pressure that things had to explode. Something would have to happen. I never imagined it would be this way. I thought it would be something like in the Czech Republic, which was Czechoslovakia at the time that people would just show that they wanted change and there would be a change. I thought that that should be the way. But unfortunately it was different because it was...people were killed, it was a very hard response of the authorities against protests. And it was really very spontaneous because people didn't know what was going to happen. It was a few days to process. And when I learned that some people were killed then I was convinced that there was no way back, that things were going to change soon. Because I was convinced that nobody could accept that and move forward. And then I just was there, involved in the activities and what was happening and being glad that things are changing and now there would be new opportunities for society and for myself.*

JC: *So after the revolution and you were finishing your degree at the same time right?*

CR: *Yea, well I don't know if you are interested in all these details.*

CD: *Yes!*

CR: *So indeed I finished my degree in computer science but in parallel I started my degree in sociology. I was always interested in social issues and it was not possible to study anything in social sciences before 89. It was all only Communist philosophy which was possible to study and there were very, very few places in that and everything was controlled by the regime. I didn't want to do that. So I started to study sociology and I was working in parallel and I worked as an engineer and I studied sociology. After four years of sociology, which I enjoyed partly but the level, the things that the university could offer were very limited because it was something that was very new and very few books. There was no internet at that time and teachers were also new to that subject and they didn't have the background in teaching, just Communist ideology. They made an effort, some of them, at least but quality was not very good back then. So I learned a lot from a young American who was in a program which was supporting young graduates to spend some months in Eastern Europe and he was doing additional classes, optional, elective. You could go or not, it was not included in the program.*

JC: *So like study abroad for him coming here?*

CR: *It was post-graduate. It was an additional scholarship he got just to do, I think, one year or a few months of practice. And it really meant a lot to me because I had access to some books, some ideas. There was an environment in which we could discuss things very nicely. And there was also a network of these people in different universities in Eastern Europe that at some point*

they organized a contest, international, regional contest for students who would submit a paper and the best papers would participate in a national conference and the best from the national would go to a regional, international conference. It happened that my first paper went to national and my second paper was selected to the international conference. So it was my first international conference.

JC: And when was that?

CR: '95 I believe.

JC: So you did your engineering then you got your four years of sociology and you met this person and then you became in the network then you wrote a paper, first one went national as a model and the second one to the international. Where was that international in '95? Was it Czech Republic?

CR: It was in Vienna.

JC: So that was your first time and you've got frequent flyer miles ever since!

CR: We actually went there by train. And it was very interesting to meet other people like me, sharing the same ideas and interests, being able to talk about politics and democracy and these things. I also met George Soros for the first time there.

And then I was really lucky because I had, first of all, the support of a very committed teacher at my university, a French teacher, a French lady who was teaching French there, who helped me get in contact with a professor at the University who was so kind who accepted me as a student based on my proposal for the research I made. And he employed me as a computer engineer because actually he saw the advantage of having someone who understands both social science and technology. So that's how I funded my Master's.

JC: Did he want you because of the ability to be an engineer or the intellect that was a result as a synthesis of those things?

CR: I think that he was really, on one side, interested the topic I wanted to develop and research and he was really wanting to do something to help. Like me, I'm from Romania. And it's not only one; there were other people that were really supportive. So I went and studied for one year in France.

JC: So that was '95-'96?

CR: Exactly. So I came back in '96 with my Master's degree and I just learned that there was discussion of the Council of Europe's decision to support a group of teachers in Timisoara to develop this organization called Intercultural Institute under the condition that they find somebody who is able to manage that and to have a certain number of qualities, including a degree in social science, knowledge of French and English, and some others. So I actually learned about that and I said well that would be interesting but at the same time I was telling myself, if this is a serious thing, and if this is really serious, it is probably already planned for somebody. And if it's not then maybe it's not such a serious thing. I was not really convinced

about that. But they contacted me and they made an interview with a group of people, including a person from the Council of Europe. And they found that I was the one they were looking for to lead the organization.

JC: And who were the group that hired you?

CR: It was the board of this Institute who were a person from the Council of Europe and a group of teachers mainly and journalists from Timisoara also who wanted to develop this Institute.

JC: So that consortia, did that become your board?

CR: Yes.

JC: Do you still have a board?

CR: Of course. Some of them are the same people but some of them are others.

JC: So in '96, you started the job?

CR: Yes.

JC: As director?

CR: Yes. I started in September '96, early September.

JC: This is great. So then?

CR: Then, well I can tell you a lot of things. There was this colleague from the Council of Europe was very important. His name is Jacques Chevalier. He was a Belgian. He was working with the Council of Europe and it appeared that we shared a lot of things and what we believed and what we were supporting and it was his support also that we developed the first project we had, for instance, a project on Roma education, a project on building bridges between Roma people and public in institutions at the local level, education programs, education for democracy. That was one of the first programs we had to teach. One program also teaches how to teach in a new way elements about democracy, and then intercultural education in schools where you have minorities.

JC: And this was with Chevalier? With the Council of Europe?

CR: Yes. It was in partnership with the Council of Europe, most of it and with the support of Jacques Chevalier and with some other colleagues. And we started to develop the organization, a team of all of things needed. That went from '96-'99, I would say something like that. And then based on the experience we accumulated, because what we were doing was pioneering work in Romania. Nobody had done that before. Activities on Roma education and education on democracy were very new. Things were new and people were very, at the same time interested and those were reluctant. And sometimes not everybody liked the ideas we were promoting or

some people were denying that there was a problem, that we weren't improving anything. So then based on this experience with the associates then, we have cooperation with the Council of Europe. But after '99, it was not so much related to funding or projects; it was more a partnership in which we contribute some of their projects and we have more complex relationship but we don't get money so much from them since then.

JC: But it's really peer collaboration?

CR: Yes. And then in '98, there was another important person that helped, a person you will both know, Cesar Birzea, from the Institute of Education Sciences, who supported a lot of the Intercultural Institute for 30 years. We were speaking on the phone, and I remember very well, he said, be careful, there is a new program starting now that you can commission that supports European projects around intercultural education. And we didn't know about that but we learned what it was about and we developed a project and it was the first project, joint-European project, that was coordinated by an Eastern European organization. So that was also an important moment for us. That was succeeded by a series of various other projects and activities. I cannot develop all of them but if you want I can give you some examples, related to the same topics: education for democracy, intercultural education, work with Roma communities, and developing civic participation in multicultural communities and things around this.

JC: That joint-European project was coordinated by your consortium? Not just your agency?

CR: So that idea of this project was that you have partnerships between different organizations in different European countries. And there is one that is the coordinating institution; it has the relationship with the commission and coordinates the consortium. And I was the coordinator. I was the first Eastern European.

JC: So you were the conduit directly to the commission?

CR: To the Commission. To the European Commission in Brussels. And I was managing the project in the consortium of different organizations.

JC: And that worked well so you had to do other things.

CR: Yes. Actually results of that project were used in the education system in Romania and later on, they were included in a compendium of good practice activities related to human rights education that was published by the Council of Europe, U.N., and OSCE a few years ago.

JC: So you were a strong connection then with the Ministry of Minorities?

CR: We started around '98 to have connections with different government structures which were related to our work but I have to say that the first reactions were quite ineffective because people were saying at that time that we don't have any problem, and they were finding it strange to cooperate with an NGO. They were saying, I remember well, people saying, your organization, you do your European work and we cannot have any cooperation with you. And one guy said

that, how can you imagine that public money could go to support a non-governmental organization.

JC: And that was the Ministry of Culture?

CR: Well that guy was a guy from a regional department. But we were working with the Ministry of Education, of Culture and started to work with this structure working with national minorities.

JC: And those three ministries, you were working with since '97-'98?

CR: Those first contacts were not so good. We started to work rather well since 2000 and later.

JC: And what made that turn with them? Was it the change of people in those worlds?

CR: Yea. A lot. That meant a lot. I mean it was a huge change in '99-2000 in the field of education and culture with some ministers that were really open and really switched everything at that moment. And then there was this difference approach that the work, the partnership with NGOs, the benefits that that can bring and a lot more openness. And then it was about that time that my first contacts with CIVITAS started also. In 98, already end of 98, there was a process ...a process initiated by the Austrian government. They had the EU presidency at the time. They were trying to promote the idea of cooperation in the field of education in southeastern Europe. They had a meeting and some working groups were created in different fields. And the Council of Europe recommended me to be part of two working groups on diversity in education and on education for democracy. And first thing I did was I could not choose between these two groups. I suggested that they just make one group because they are so much interconnected. So that was actually done. There was finally just one group dealing with both issues. And that process was later on, since early 2000, included in what was called the stability pact for southeastern Europe, as a component of that. And in this context, it was in 2000 that I was asked by the Council of Europe to participate in a meeting in Kosovo. And that is when I met Jack. That's when I learned about Project Citizen. And I thought it was really amazing. I thought, from the first moment I saw the presentation Jack made, I thought I need that, I want that to happen in Romania. So I came back. I was very enthusiastic; I told all my colleagues about that, explained everything, I got them copies of textbooks Jack gave. And then we had a training plan for teachers from different regions of Romania and I changed the program to include as one session, to represent in that training, Project Citizen. And the structure of the project was that teachers would have the training, then they were asked to implement something, to do something in practice for what they wanted from what was presented in the training and then we'll have to meet again to review what has been done. That's because we had realized that just isolated trainings don't work actually. That nothing happens, so very little happens or it happens for a very little time if you don't follow up, if you don't have something.

JC: So you have the training and the training included Project Citizen. So what else was in that training? Diversity and democracy?

CR: Yea. Diversity and human rights education, different methods, different activities, some inspired by the Council of Europe, others...

JC: So what did you call that? This whole package?

CR: It was, I think it was Education for Democracy in Multicultural Communities. That was the title of it.

JC: You made that up?

CR: Yea.

JC: Say that again 'cause it's great. It's something I know is going to go in the report. Education...

CR: Education for Democracy in Multicultural Communities. And so there was no internet at the time. There was, but not so much used, not by teachers here at the time. So it was like, we had people come and do training and send them back. They were supposed to work and come back in a few months' time and we had no idea what they had been doing in the meantime.

JC: And that was 2000?

CR: 2000, yea.

JC: So go away, they do or don't do anything, and then they come back.

CR: Yea. And when they came back, I was so disappointed. None of them had chosen to do Project Citizen. They were all doing other things but nothing, no interest in Project Citizen. And I was still convinced that that's needed, even more. But I realized that it doesn't work like that, just simply telling people about it. You need a serious training to make this work. And then in 2001, I had two important contacts with people in CIVITAS. We were hosting in Timisoara a meeting of that working group of that stability pact for southeastern Europe, as I just mentioned, and it was, if I remember well, John Dorn, I think he was representing CIVITAS, he was on the board of CIVITAS I think. He was from the Federation of American Teachers or something like that. So he attended that meeting and I got to learn about Center for Civic Education at that time and more about that. And the most interesting is what happened in Bosnia. I was asked by the Council of Europe to participate in a joint project of the Council of Europe and Center for Civic Education, CIVITAS, in Bosnia in the summer of 2001. And we were actually training the first generation of civic education teachers in Bosnia. They were just replacing a subject which was called defense education with civic education. So they were teaching children how to defend themselves, to protect them from mines and bombs and from weapons, stuff like that. So the first teachers of civic education were trained by mixed teams, people for the Council of Europe including myself, people from CIVITAS network. It was the beginning of the things in Bosnia. And I was already active then and that's when I met Annette.

JC: You met her there?

CR: I met her there. Yea. So I met some people, I met the colleagues from Bosnia, and when I went I also met some people from California who were there as part of this process. And I forgot

to say something very important before. We have to go back. That was back to the conference in Kosovo I mentioned. That was when I met Janos. And Janos made a great speech at that conference in Kosovo. And I liked very much, I liked him and I liked what he said. And we spoke together and I realized that we have a lot of things in common so I really, we wanted to keep in contact afterwards. That was the first contact, was in 2000. Then, there was this thing in Bosnia and then we continued to have contact with Janos and CIVITAS Hungary.

JC: Did you go to Szeged that year or was that later?

CR: First I went to Budapest so they invited me and some other colleagues from Slovakia to a meeting in Budapest. So we had a working meeting in Budapest so we got to know what they're doing about their program. And we told them about us and our activities and we did some assessment, some joint assessment of our activities.

JC: Cause that's when we met you for sure then.

CD: I still remember his question in Szeged. "Why don't you have a broader global perspective?" That was your question. I remember that cause I said whoa! That was a hell of a question.

JC: Yea, cause Bill Gaudelli was in that group.

CD: Yea. I remember it well.

JC: And didn't you also go to Slovakia?

CR: No. I was in that meeting in Szeged and that's when I met you and some other colleagues and that's when I met Ernest and he asked me if we were interested to join the partnership in Florida Law Related Education Association and I said yes!

JC: And Janos asked you? Or who did?

CR: Actually Ernest.

JC: Wow, and that would've been in what year?

CR: 2002. In the summer.

JC: And then Joseph was there from the University?

CR: Yes.

JC: And Agnes and Krisztina were there?

CR: Yes.

JC: Well that was a group! Can't get any better than that. Wow.

CR: Ok, now let's follow this line with the partnership. So in the fall of 2002, we started, we did the first pilot training with Project Citizen with teachers from Timisoara. We translated the materials, adapted them, and we did a training with very serious follow-up with what they were doing in the schools in Timisoara. And so we had showcase, I remember, in early 2003, the first one.

JC: And that was still within the city?

CR: ...there were two schools from out of the city. It was very interesting, we wanted to see, we wanted to have different types of schools so we insisted that we have classical city schools and different neighborhoods also but we wanted to have, we had a couple of language minority schools because we have this system where some of the schools you had all the teaching in some language minority schools. So we had the Serb school, the Hungarian language minority school and we had also, I remember, a school for students with some visual impairment and they attended that and they did a great job also. And also we had a couple of schools from villages out of Timisoara.

JC: So that was the first showcase. Did anybody come from, I'm trying to remember now, I don't have my chronology, anybody come from the United States?

CR: No.

JC: So it was just...

CR: It was us, it was the local authorities, it was the media, we had very good media coverage and it was worthwhile. Yea, that was 2003, February. I remember that we didn't have anyone from the States visiting, I remember that. Then we continued the next year, we expanded, we did the trainings in Bucharest and in Iasi and Timisoara. We developed a number of participants. And I remember, we had this idea already in February in 2004, to have a video conference with colleagues from Florida but it did not work. Technology was not good enough at that time, what we had.

Actually that maybe we can make a break on this line and move back to this idea of online partnerships? It was in the same time from 2002 to 2004, we initiated and coordinated a European project which was about developing online school partnerships in Europe with the idea of having more effective intercultural education based on the idea that two classes or three classes from different countries would study the same topic and would exchange via Internet. And we developed a platform for students and teachers to interact. And we did piloting and we did training for teachers on how to use that. And so we finalized that in 2004. And that's the origin also for the idea that we had to develop Project Citizen online, online exchanges, partnerships between classes which are doing Project Citizen. And in 2004 also, we had two important events. One was that we signed an agreement with the Minister of Education about Project Citizen and so we got even more than we expected. We asked initially that they allow us to work with the teachers and allow the teachers to do Project Citizen and what we got was that they recommended and encouraged teachers of civic education to be involved in Project Citizen.

JC: How did that happen? How did they decide to go that far?

CR: Well, I think that the first contact we had also with the colleagues from the States which were started and then we had some exchanges that helped a lot.

JC: Was that when Tom came in with the delegation? 04?

CR: Yes, yes.

JC: So we were there when you were doing and working the Parliament in the Ministry. Is that the time?

CR: Let me think what time...

JC: It all starts to go together.

CR: But I think that the agreement had been signed earlier, already it had been done, if I remember. I'll have to check that. But I think it was a process and I think that the people at the Ministry of Education, which are the same now, in that field, were really interested by the benefit that that can bring. ...

We signed this agreement with the Ministry and we also re-launched an idea we had since 2002, to develop some kind of communication platform or network between the organizations which were doing activities related to civic education, education for democracy, in general. Because we realized that there were different initiatives and there was a lot of overlapping, a lot of empty areas and empty fields. There was no organization; there was no communication between the different projects. There was the perception of the fact that this was needed and this was useful but it was not very effective. And by the fact that we were so involved in this field, we happened to know most of the people who were active but they didn't know each other and we thought that it would be good to have some kind of network. So we launched this idea which we are actually launching again, for the, I don't know how many, times, on Tuesday. Because there are some organizations which are stable promoting that and there are some organizations that just do a project and forget about it. And we want to keep someplace where people can get information about what's going on and ...existing resources are used and that you build onto this experience.

JC: So, they don't just come for training and go back home? They still have things they can go back to during the time, that are virtual, that they can see the resources at any point in time and build that?

CR: Yea, that's for the teachers but it's also for the NGOs because some NGOs, they get some funding, they do something but they sometimes do something like they are the first ones and nothing has been done before. They sometimes ending up doing things that already exist and developing some materials.

JC: Right. So it's like a clearinghouse.

CR: Yes. Something more like that. And then the program also developed further. We started to build a sort of wider networks of trainers. We realized that, in different regions of Romania, you have in the education system, some people which are interested and open but not all are like that. So we realized that we need to have our own people who understand the approach, who are trained, who are willing to organize activities at the local level. So we built the first network with people in about ten counties and then we tried to expand to include new counties and we failed that second attempt. We made a public call for people who were interested to be involved in that, we selected participants, we did the training, but somehow some people in some regions, they were not convinced. They were actually not sure that this can work.

JC: So they were ten years behind what the first group was.

CR: I think so.

JC: Was that because of the region they were in? Because of their prior background knowledge? The politics of the region?

CR: It's very hard. I would not dare to say that it's that but in some regions there is a delay I would say in terms of attitudes and access to information. And I think we just, you know, had those regions. In some cases it was a matter of the person we could choose.

JC: Well, you know that happened in Florida too. Same things. Right? So go ahead then.

CR: So then, a new priority we identified from, I think it was in 2007, it was that we needed to provide accredited training courses because we realized that we need to have recognition for the effort that teachers are doing. And that's why we had a number of partnerships with regional teacher training institutions which were part of the education systems to deliver jointly training programs which were accredited. And it was a challenge—it took more than a year to achieve that because that was the first training program for teachers with a focus on practice that got accredited in Romania. The accreditation system was recent, was a new thing. But the way they were seeing it, it was like that you had a number of topics that teachers were going and following the lecture and that was it, then you got the diploma. And our training was a practice of this training so we were asking teachers to actually do something with the children and come back as part of their training process. And that was very novel. We were very lucky to get the support of some people in the structures in charge of accreditation, also, because of one exchange with Florida, our colleagues in Florida. Because we had one deputy director of the accreditation structure go and visit programs in Florida and she understood what this means. And then she became open and supportive and she had us go through and accept this kind of approach.

JC: And she was in the Ministry of Education?

CR: It's a structure related to the Ministry of Education, but yea, sort of. A semi-independent structure at that time was in charge of delivering accreditation courses to teachers. So that was one of the benefits of the exchanges we had. ...

And then the same year, we also started to have these exchanges with Florida and we had members of the Parliament go and visit. That's how we also could organize, I think it was since 2005, that we organized our showcases in Parliament. That, for us, was a big achievement and it was a good, it was motivation for the teachers and students to participate in such events. Now, it still continues but it's not anymore such a new thing.

JC: But this is your 6th anniversary.

CR: Yes.

JC: Congratulations. To have something held there is something pretty significant. Is it not?

CR: Yes, yes. And we were very happy to have members of the Parliament attend, to help us organize it there, attend and listen to the children. And in some cases, it happened, that they actually were listening and some of the topics that the children were mentioning were put on the agenda of the education committee. It helps.

JC: Did they have staff people that helped them, helped you put this together or was it actually the MPs that were...

CR: Both. Both staff because it was important but also members of the Parliament. And from different political parties.

JC: So that's pretty interesting, how you get inside the Parliament...how did that happen? I know it's your good work. So who were the key people that helped you get in there?

CR: We asked members of the Parliament to look at the program, explain how it works, explain also our partnership with the United States. We have them go, some of them, visit the States. They went to Washington, they went to Florida, Texas a couple of times I think, Mississippi once I think. And they just came with very open minds with the idea to support and it was really powerful I think to see members of the Parliament, sometimes from opposed political parties, who were just sharing this commitment to help us, to promote our program.

JC: Did they even travel together?

CR: Yes, of course.

JC: So before we get to today, explain how your relationship with Annette and Janos evolved. I know he was significant in the beginning but he probably faded with his other work. Right?

CR: That's right, that's right. I was sorry, I was glad to be able to work with the other colleague in Hungary, Lazlo and Tibor, but I really miss Janos because I like very much the way he is thinking.

JC: So, explain how, you met Annette and Jack and all the people in the Center and then you began to partner with that. So how did that relationship build?

CR: Well we met in Florida when I was there for the first time. I was attending Project Citizen training down there and I realized that Annette really knows what she's talking about. And there are so many things we can learn from her and her organization and all the experience that they have. And I realized that we were lucky and that we really got probably the best partnership we could've gotten in the States.

JC: What year was that? When was that roughly?

CR: No, no, no, it was in '04 in summer when I was there for the first time. For me, it was a real discovery of the United States and of the programs they were doing in Florida. And we are still far from exhausting all the possibilities we have from learning and developing that thing here, these experiences. I still think we have some years behind us, but we have many years ahead of us I think.

JC: So did you make even stronger connections in Morocco?

CR: Yes, I think we met at all of the World Congresses. I think there was all the time for me it was growing. And I don't see any particular moment where there was something. From the beginning for me, it was very clear. One thing that I like very much was the fact that the attitude that Annette and all the colleagues in Florida had was exactly the opposite of the stereotype of an American who has this image that they can tell you what to do and they think that they can only know best. And for me, that was, from the first moment, that was the thing I perceived in Annette that she was actually listening and she was offering something and it was our decision if we found that that was useful and meaningful to do something about that. ... I'm really happy with the way we communicate very openly, and at the same time in listening to each other. I think it's real communication.

JC: Genuine?

CR: Yea, yea. And so we waited a long time until Annette came to Romania. I mean a few times we invited her, there were trainings that were organized that we hoped she could participate in and for different reasons she couldn't make it until late. I don't know, it was 2005 or 06, I think she came the first time.

JC: Yea cause Tom was there before? Right?

CR: Yea.

JC: And then she came then, then Ozzie came. But yea, she had to back away from some of the international things for a little while and then she had a coordinator.

CR: Yea.

JC: So '05-'06, she came out and she said...

CR: Yea. Well we had been meeting in the United States and in congresses in the meantime but she had never been to Romania. And I think it was also very nice when she came and I saw also the impact she had on our teachers because we had her at that training and talked with the teachers. And I really still remember the powerful impact she had.

JC: Why was that? Why did she stick out? Why did she have an impact you think?

CR: Well, I think she has a lot of experience and a very honest message that she's sending out I think. She has a very open attitude. I think that's what matters. And she gives a lot of examples from practice, because she has a lot of practice; that's also helping. And then I was also glad that she liked very much this idea that we had about online exchanges. I first offered that in 2005 during the conference in Poland.... And since then, we still need to work on that but I'm glad we have that in common and it's something we can build from.

JC: So you got your group of gatekeepers in the Parliament and other folks that have helped you as well as the researchers, like Birzea, that helped you with that part. Is that part still in place?

CR: Um yes. ...One of our colleagues has done his PhD research on Project Citizen and has provided various inputs for us to adapt the program content. We are still in contact with the Institute of Education Sciences. We now have a more systematic approach in this new program on Roma issues. We are using also a research approach to assess how it goes. I can tell you some more about that. Yes, that's still important for us and yea, we've managed to maintain and develop good relationships with the ministry of education and education system structures. With the members of Parliament, almost all of the people who were involved were supportive. Not all of them had been reelected of course. One of them became a minister of foreign affairs soon after participation in our program. Another one became chair, or what you call speaker of the house. And so...

JC: The network grows.

CR: Yes, or at least...

JC: Stable.

CR: Yes, stable.

JC: I'm hearing some things and I know Chuck does too. Going back to the days when you were 21, that passion about truthfulness, genuineness, and impact, those are the core propositions for you, are they not? And you see that in Annette?

CR: Yea absolutely.

JC: Let's take the model part two here.

CD: While you are doing the model, Calin, how has this played out in Romania? Civic education, your efforts, how is it playing out in the country?

CR: I think that there were different stages. Initially, in the 90s, as I said we were kind of working against the flow I would say. What we wanted to do was very different from what was happening and what were the implicit policies because at that time you had a very clear difference between an official agenda and the unofficial agenda. First we were pushing to change, that was our focus, to contribute to change in approach. After 1999, 2000, the change took place in the way that the education system was being managed and the whole key approaches to education, civic education. And our position then was different. It was focusing on effectiveness, on impact, on making the words into facts, into real life because we needed it so that it's not enough that states and national policy documents that things should be in a certain way unless you have teachers trained and showing results and helping the schools to develop when you make these things happen. And that's why actually we, for us, all we did with Project Citizen was one line of activity which was focusing exactly on that because that Project Citizen is providing an excellent practical tool which was in line with the policy that was expected by us and also the officials at that time. Besides that, we went into a second line of activities with the same goal and that was focusing on school development and school management in general. That is something, with us, that came from practice and the work in schools with teachers. We realized that it is not effective if you take a teacher, train the teacher, and then her or him back to school and expect things to change. You need to have a critical mass of teachers, of people in the school, to understand the need for change and to be committed in the longer term to make something. And we tried to do something about that, first around the same period. It was around 2001, 2002 in cooperation with the British Council, we developed a model of school development to integrate elements of principles of democracy and intercultural understanding in all school life, not only in teaching civics, which is a subject, a separate subject in the education system for some grades, but across all the curriculum and all elements of school life. That means the way the school is being managed, the way that students can participate in decision making, relationships with the parents, with the wider community. We thought that it has to be consistent. If you want to send a message to the students, you cannot talk about democracy in a civics class and manage all the rest of the school in a nondemocratic way because they would see the difference and it would send wrong messages I would say.

So we insisted it has to be a school policy and a general school approach. So we first did that in this project and we soon realized that it was a European trend to work from this perspective and that the Council of Europe was developing the same type of approach but in their case it was a top-down approach, in our case it was a bottom-up approach. And they were just having a group of scientists and experts reflecting on how that could be done. Then we joined the two approaches and we had a series of activities on this topic and we still are interested in developing that. We are not happy totally with what we achieved, and we achieved some elements, some positive elements but it's still a lot of to do and we see this happening on a wider scale.

But we've managed to have the principles that we developed in terms of civic education, in the approach of democratic citizenships in schools, and intercultural education. Over the past few years, we managed to have them integrated in much larger scale projects, much bigger than we could manage with our small organization because we could do that in partnership with the ministry and some other partners. So I'm glad that all these principles that we developed were

included, for instance, in a national training program for preschool teachers to include cultural diversity management and democratic management for preschool education institutions with a couple thousand of teachers trained across Romania. We also had a version of these elements in training a few hundred teachers involved in projects with the Ministry of Education, related to democratic citizenship and intercultural issues. We had an online training program for teachers on these topics in which we had around 400 teachers, ... we had to select because there were even more. Recently we had included components on education for democratic citizenship and intercultural education in a large scale training program for head teachers and teachers which is done by the Ministry of Education around the idea of fighting violence in schools. The initial approach they had was to focus mainly on monitoring violence and taking measures to reduce violence when it happens. And we insisted on the idea that we could promote education for democracy and intercultural education as a way to prevent violence and also create an open climate in the school in which problems can be dealt with in a nonviolent way. So it included some methods, some approaches in these trainings and now they are being delivered to thousands of people involved in education and there are some other examples also. So that for me, it's good that we managed based on experience, even with some errors and some mistakes we made to get to some concept that I think is appropriate to the needs of the schools that we have in Romania and propose something that is meaningful, now we start to see some results and we start to see some large scale impact.

CD: That's an excellent explanation of the change process, from going upstream to real infusion and top-down to bottom-up approach.

JC: So we don't even need a model for him on that. You explained it all. Ok what I wanted to do is see if we can flush out before we run out of film. At the core of your personal constructs is, and what I'd like to get is genuine words in your head, here's some things I thought I heard here and have seen before. You're interested in the integration, the knowledge, skills, and attitudes of the students related to diversity and participation in democracy.

CR: Right.

JC: Is that, those are your words right?

CR: Yes.

JC: You respect and want to generate genuine truthful communication with all stakeholders. So far these are not false words?

CR: No, not at all!

JC: Ok, you like things to be logical and active in the curriculum? There are connections?

CR: Yes.

JC: Ok, you believe in integrated, ongoing professional support for teachers in developing not one shot types of in-services but as much as you can make it organic.

CR: Absolutely!

JC: *And technology is a tool?*

CR: *Oh yea, yea.*

JC: *In the center of that is all students are important, genuinely important to the democracy especially including those who are excluded. Is this the foundation of you? And that's the activism?*

CR: *Yes.*

JC: *What are we missing?*

CR: *I don't know.*

JC: *But if we painted this as portrait of your cognition, these are always flying around in your head. Is that fair?*

CR: *Yea, yea.*

JC: *Ok. Over on this side are external influences: the Council of Europe, your first teachers that really helped you over your four years of language engages you and understanding and listening and your technical as well as your relational skill.*

CR: *Yea, yea.*

JC: *And that developed over some people with like Jacques and other mentors. And non-examples, which we don't have to go into, people that were not that way that were problematic, including the Communist organizer that put you on the list anyways. If we go down then the CEC came in with Jack Hoar then Annette came in and Janos was an influence on this initially. And you've developed a whole series of gatekeepers that were initially partners that not only allowed you but embraced you in Parliament with your projects.*

CR: *Yea, not me but the ideas and projects.*

JC: *Right. How big is your staff right now?*

CR: *We never wanted to be too big because then if we were, my idea is that if are too big then I lose a lot of energy managing people and I want to be in contact with content of the programs. I don't want to be a manager of people. So that's why, I mean I like to be a manager but a very, you know...*

JC: *Close.*

CR: *Yea, so we are eight people in the core team.*

JC: And Oana has been the main one with Project Citizen that has helped you with the implementation of that?

CR: There has been another person with that earlier and she is not anymore with the team but she has been very important to us, Elizabeth. She married a nice guy from Estonia and she's now living in Estonia.

JC: But then she left and Oana came in?

CR: You know the story with her. Oana was a volunteer first for the election of the local youth council in Timisoara. Every couple of years we have elections in high schools for students in high school to designate representatives in what we call the local youth council. And to organize these elections, we are working with university students, usually in social sciences as volunteers. So Oana was a volunteer on that program.

JC: Imagine that. She was in student government and volunteer. Who was like that? You did the same thing!

CR: Oh yeah!

JC: And you saw her and said, "That's a good person."

CR: Yeah. And then she participated as a volunteer in Democracy Camp we organized for students. And then she participated in some other activities as a volunteer and then she joined the team.

JC: So when did she formally join the team?

CR: In 2006.

JC: Well that's great. So one of our stories too is transition of personnel because of the difference between Ernest and Ozzie, they had different strengths. Ok this was another piece of our model. This is the leadership model. The balance between relational, genuine communication and getting things done, the task-orientation, you understand the management there?

CR: Yeah, yeah, yeah.

JC: So this seems to be very well integrated with you, a balance of those two.

CR: You cannot have the task achieved if you don't have strong relationships or supports.

JC: So if you were going to do self-reflection, which is stronger: your relational orientation, your task, or can you not separate those.

CR: It is hard for me to separate them because how I see it is that you cannot accomplish tasks in a meaning way if you don't have people who are genuinely committed and find that that corresponds to what they really want. So the task cannot be against what people want, it has to be corresponding to some need they have to fulfill for themselves also.

JC: Wouldn't it also be incongruent to be promoting democracy and participation and then tell people what to think and do?

CR: Of course. I didn't like that to happen to me.

JC: No, of course. So it's organic, it's natural for you, that's why you and Annette are not butting heads at work. You just talked about her and that also reflects you. This is really amazing Chuck

CD: Well he told a spectacular story too. But that's cool about doing it in a project and everything at school is counter to the environment they were teaching in civic education. That's the ultimate dissonance.

CD: You want him to talk about the future too. This is a brilliant, brilliant man.

JC: And a good man.

CD: It's an interesting journey we've had. From Szeged to here in Romania has been nothing short of amazing. He'll have an impact on the country for decades. For decades.

CR: Well, let's see in a couple of decades.

CD: One never knows. Where are we going in the future?

CR: Well, there's so much we need to do. We are just, I feel that we are just in the first stage of a process actually because if we look at how many students still get low quality civic education in the schools and messages, implicit messages from their teachers and their environment that you cannot trust that you can do something. I think there is so much to do so our plans are to continue to build this program. I think we are at the point where we have concepts quite clear and a number of tools that have proven to be effective but we still need to adapt all the time.

So we have a goal to really increase the impact by having many more teachers and students involved in these activities. And it's clear for me that things are changing so at every moment you have to be able to find the right response to the things that you face. I can give you an example. For example, for this accreditation program we have, it looked very well and apparently you could say wow now that we have these counties where things were working so it's done. And it's not, you still lose some people, we still need to react to now they changed, they cut the budget for education so they are not funding anymore some training programs so we need to find alternatives and continue to maintain programs. It's really a challenging time. But I'm sure that we will find a way, because I'm sure there is a need and I'm sure there are enough

people who understand the need and I'm sure we will find a way. Then we want to continue to explore new options. I think that's another important element for me, the idea of innovation and exploring parts that are new. And that's what we are trying to do in this new program on Roma issues, for instance. And I think that's a tool, from what we know now, it's an important tool for another extremely important need that we have in society. That is for people in the education system, the education system to make people aware of racism and of inequalities that we have and to use democratic principles to overcome this. That's how I say it. And I hope that we will be able to further develop our partnership with Florida, with colleagues in Florida because I think that we start, we have some things open now, and it's a lot to do to finalize that development. And I'm ready for the next years.

JC: Let me do one other thing that's parallel to what we've talked about. On the change theory which you've just talked about, all kinds of developments, we've put together a "formula" but the stage of the innovation, whether it's institutionalized or something that comes and goes in a year or a day or whatever, is a factor of interaction of three main things: the attributes of the innovator, you and your team and the influences on your thoughts, so take your constructs that we just threw out (PPT model); plus the attributes of the implementers of your programs, so the teachers you're training and all the things are going in that that actually impact the kids directly; plus the attributes of society, which would be regional, you talked about the fifteen you tried, the ten that stuck, the different pieces of where it works, what doesn't work as well and part of the site would be people you develop as partners including foreign as well as the regional partners and so on so those are site context variables. You've got the actual people that are implementing your programs and the innovators themselves and the innovator part here, unlike some other situations we've seen, you have those multiple aspects of your curriculum that are integrated. It's not just civics; it's not just diversity programs, but the intersection of the two.

CR: That's true, and the technology.

JC: I don't see that in the United States in the same way at all. We have multicultural ed. but not for democracy; it's for multicultural ed., a respect for humanity and understanding each other but it's not to help participatory things in government and to help students become active citizens in that way. It's to culturally make people appreciate or even "tolerate" differences. But yours is much more organic than I've ever seen before. Chuck's worked for years in not only desegregation but in Tangelo Park, a tremendous project but you get pockets of people not working ideas together. Yours has always been multiple pieces that are organic but other places are artificially separated. So does that makes sense that part of your innovation and who you are as implementers, those attribute we put across there which become genuine with your implementers so you hope that that's modeled in them, the people who are actually working with the kids, the same kind of things: the content, the knowledge, and the skills.

CR: But I would like them to do the things they do because they believe not because I tell them to do it.

JC: Right, that's part of the genuineness across that. So it takes relational building and genuine trust and offering knowledge and partnership to have people really do the things with their students as opposed to deliver a product and not mean it.

CR: Yea, yea, and I have a made up a model on that (begins to draw a two by two cell model). I don't know if you saw it. I presented it in South Africa.

CD: I would love to see it. Love to see it.

CR: Well it's a very simple thing. First let me say about this, I also tried to reflect on why I think it's important to put things together: the diversity and the democratic, democracy thing. I have, maybe I can give you some pages written if you want to, but I tried to reflect on that. And then about the action, the people who are helping implement that, the model I was reflecting on was based on these two dimensions. One let me see if I can remember that well. So one is the knowledge, let me see. That is the agreement. That is the knowledge plus skills. I have a name for that but I have to check that model also so. You have then four types of teachers: you have those that don't know and don't agree which are resistant, and you have teachers who...no actually this is to do, what they do. If they do and agree with what they do...

JC: Yea, congruence in theory and practice.

CR: Exactly, so this is your action and this is your attitude about what you do.

JC: So these are the two plusses.

CR: Yeah, those are the two plusses. So you have those who don't do it and they don't agree. They are resistant. We have those who do it but don't agree which are conformists. And then you have those who agree but don't do it which are...

JC: Passive.

CR: Yeah something like that.

At this point we had been in the interview mode for more than two hours, and we concluded with exchanges about the high quality of the conversation and the important insights gained, and possibilities for future collaboration.

Annette Boyd Pitts, Executive Director, The Florida Law-Related Education Association, Inc.

FLREA is a private, non-profit, nonpartisan organization established in 1984 to “improve justice and expand education for democracy through the development and implementation of quality civic and law related education programs for Florida youth.” It has continued to evolve in

its leadership of civic education in the State of Florida since that time. In order to understand the complexity of that activity it is important to note the international work described in this report is one component of this NGO's programming. In addition to ongoing advocacy for civic education in Florida's schools, other aspects include curriculum development, innovative teacher training models, and implementation of a wide range of student-centered programs including : *We the People...the Citizen and the Constitution*, *Project Citizen*, Florida High School Mock Trial, Moot Court, Florida Law Honor Society, US Senate Youth Scholarship Program, Justice Teaching, and iCivics, among others. FLREA has designed and implemented a nationally recognized professional development model to teach Florida teachers about the state courts using an innovative case study model. Pitts has worked in over 25 countries throughout her service to the field of education for democracy.

Interview With Annette Boyd Pitts

This interview is reported similarly to the one with Rus, since there were more questions by the interviewers and this was a lengthy discussion. It began with a brief review of change theory and was guided by a timeline drawn on the board in the conference room. As the interview progressed, Cornett wrote some of the concepts and ideas on the white board as Dziuban video recorded the interview (see figure 8).

As can be seen in the lower right area of the figure under PPT, her core beliefs include the following: PPT 1: all students are important and should have access to quality civic and law-related education; PPT2: teachers need effective and innovative professional development opportunities to facilitate high quality experiential learning for all students; PPT3: civics and law related education should be based on best practices and sustained throughout the curriculum; PPT4: the curriculum should be delivered in a balanced environment emphasizing rights and

responsibilities; PPT5: students need to learn how to think critically, to examine controversial issues, govern themselves, and deliberate with one another. These PPTs were influenced by her parents, teachers, and key government officials and friends. Vacations to Washington, D.C. in her early childhood years had a tremendous impact on Pitts as lessons on government and civics were first introduced in ways which were not only fun and engaging but honorable and respectful. Pitts recounted the impact of teachers who were compassionate and nurturing as well as other key figures including Chief Justices Gerald Kogan, Barbara Pariente, and Fred Lewis.

From 1985, FLREA moved from a primary focus on delinquency prevention and law related education to constitutional education programming emphasizing best practices and linking law-related curriculum and instruction with civics. From an early part of the international exchange, human rights were inextricably linked with civic education. Other major influences on her thinking included work with gatekeepers and students in over 20 countries throughout the world including Hungary and Romania. During the first World Congress in the Czech Republic in 1994-95, Pitts met Balazs Hidveghi and Peter Drahos to begin a partnership with Civitas Hungary that would span two decades. Other Hungarian partners included Janos Setenyi, Lazlo Eich, and Tibor Gal. Other events and individuals providing a genuine impact included Hungarian co- curricular developments of Democracy Camp and Citizen in a Democracy, the visit to the Ghandi School in Hungary, and a focus upon Roma children and their education (for a brief overview of the school see a WIKIPEDIA entry, http://en.wikipedia.org/wiki/Gandhi_School); various members of gatekeeper exchange delegations; teachers like Rosie Heffernan and Krisztina Racs; and, minority legislators from the United States that visited the partnerships. Throughout the timeline displayed at the top of the figure, Pitts tried to balance task orientation (organizational, technical emphases) with relational

orientation, the latter her more dominant mode of leadership within the partnerships and her strong emphasis on caring and trust.

Pitts shared her thoughts on the changes within the partnerships and what she has learned about civic education, leadership, and change as the executive director of her NGO below.

ABP: What matters the most to me is preparing teachers to work with all students in civic education. So if you take that as a broad topic, I would say what matters the most in terms of implementing effective programs would be professional development for teachers, not only in civic education best practices but also in what Calin is doing in Romania with intercultural education. I think that the initiatives to combine intercultural education and civic education are critical for teachers today not only with respect to the Roma minority population but in other countries as well including the US. Making sure that all students and teachers are given the kind of experiences to ensure that our democratic principles and values of justice and equality are embraced.

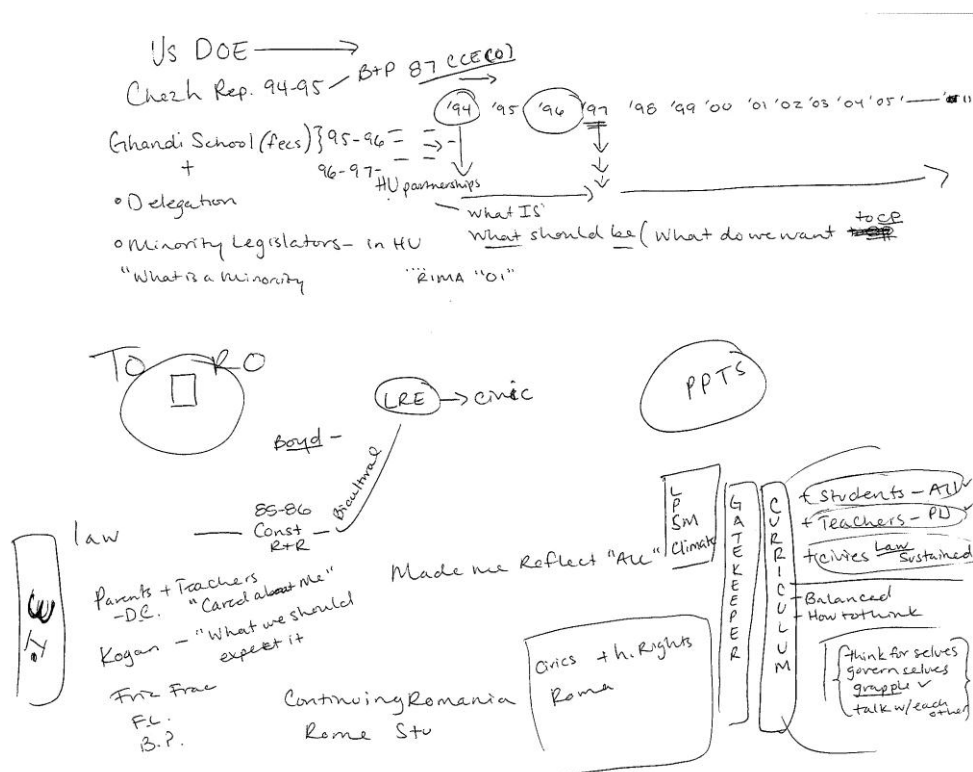


Figure 8: Key Constructs in Annette Boyd Pitts Interview

There's that other part too that I think the Center was kind of unique in showing us how the gatekeepers of our respective countries can function to impact civic education. At first you may look at that component of exchanging government officials and you may say "Ok, so the gatekeepers were just a dog and pony show." But I think in many cases they impacted the overall evolution of civic education policies and practices in our partnerships. I think those gatekeepers were the reason in Florida for the enormous changes to public policy in civic education as well as in the development and implementation of longstanding now institutionalized programs for our teachers and students such as the Justice Teaching Institute at the Florida Supreme Court. When the gatekeepers attended these programs and they saw the children, and they realized the impact of civic education and the potential impact of civic education on our democracy, the gatekeepers that cared realized their responsibilities in doing something about it. You didn't have to ask them, they just wanted to do something about it.

Gatekeepers have been important to our partnership. Some concrete examples include Rep. Curtis Richardson introducing the first civics education requirement legislation in Florida for middle school students. His leadership led to the language in the middle school reform act requiring civic education in middle school. Then Florida Representative Anitere Flores (who is a graduate of our programs via teacher Rosie Heffernan at Our Lady of Lourdes Academy) and a gatekeeper for CIVITAS has also been an important influence on our programs and on civic education. She recommended that I serve on the new standards development committee for the State of Florida ensuring that our voice was a prominent voice in the development of civic education standards at all grade levels in Florida. This will have a lasting impact as these standards will ensure that every student in Florida receives quality civic education experiences. This assignment also led to my current appointment to the Middle School Civics Assessment Committee which is developing the end of course civics exam for middle school students. These institutionalized components of civic education in Florida will have a longstanding impact on Florida students.

Another example is Chief Justice Gerald Kogan of the Supreme Court of Florida. He participated in our first gatekeeper delegation to Hungary. This was an incredible experience on many levels. I learned what an incredible leader we had for the Florida courts. He learned that it was important for the courts to play a critical role in the education of our next generation. So he appointed me to chair a committee that created the first professional development opportunity for Florida teachers addressing the state courts. The program continues today as a national model. Every justice on the Supreme Court participates as faculty in the five day program. These are several important examples of outcomes that have evolved from the gatekeeper function of the CIVITAS partnerships.

So, what matters most about these partnerships? The students, the teachers, and making sure civics is sustained, making sure it continues. Ultimately teaching students how to think not what to think and to reason through problems in society and resolve those problems. I trust that they

can. I want all students to be able to feel comfortable with their government and not feel intimidated by government officials. I want students to see citizens as the most important element in our government. I want them to be prepared to influence government and work to make our democracy better.

So I think it's a small world, I think that this work across the waters has been an eye-opening experience for me because it has made me reflect on that "all students" part in our country too, not just the best and the brightest, not just the academically elite but all students, preparing them for governing themselves, preparing them to think for themselves, giving them not only the knowledge but the skills and methods to grapple with all those problems in our democracy and work through them. To talk with each other, to have a dialogue about problems and really listen to each other. So, really, the students, and all students, that's what matters. When I think through the "all students" part, there are all these other little spider webs that go off of it. These would include the gatekeepers, the standards and curriculum, the professional development experiences, the academic showcases and competitions and all of the other elements of the CIVITAS partnerships. These all happen because of the relationships we develop as partners and the genuine desire to improve our world and the democracies we live in.

A very unique element of our partnership has related to the aspect that we are NGOs. NGOs attract a very unique type of person as a leader. We are very passionate about what we do and why we do it. Our CIVITAS partnership reflects this passion. We operate on very little sleep and with very high expectations. It is good to have a partner with similar perspectives and expectations. We can do unique projects to explore what works. I have enjoyed Calin's visionary leadership in Romania. His ideas are reflected in many of our partnership initiatives including ThePeopleUnite (see Pitts, Dziuban, and Cornett, 2011). We have to produce quality materials that help teach civic education and also to bridge our world a little closer together....we have to find ways to work together to solve problems. The partnership has contributed to this in our small way. I am proud of our work and our relationship. We care about students, all students. The products of our partnership have created a synergy to prepare students for their roles as citizens and for improving our democracies. We are helping students learn how to think through a problem, using materials that are balanced, making sure that our professional development and our materials are balanced, that we are teaching students how to think not what to think, that is critical, I think, in civic education. And again, talking to each other and learning from each other as partners in figuring out what is most important in teaching civics in each country.

So for me, I think what I would like to see in the future is, first and foremost, continuing to work together in Romania and Hungary, to continue working with all students including Roma students and their teachers, not only in Project Citizen and ThePeopleUnite but also in developing other innovative models such as professional development and student leadership initiatives. We would like to develop case studies to explore discrimination and minority issues in our respective countries as sometimes it is easier to look at problems within the context of other

societies to begin reflecting on our own issues. These partnerships have provided the lenses to see ourselves in ways that are authentic and reflective. These are important reciprocal relationships to prepare students for self government and to advance education for democracy for all students.

JC: So take that piece and see where the Hungarian and Romanian experience has influenced your thought. So let's go on our timeline, we can narrow it down later, but the beginning.

ABP: I think that one of the most compelling experiences that I remember in the partnership was that initial teacher delegation to Hungary and the Gandhi school. The Gandhi school has had a tremendous impact on my international experience and my desire to impact what matters most to me—the involvement and inclusion of all students in our programs. The Gandhi School in Hungary was something I learned about in the mid 1990s. We were told by some of the Hungarians in the early year of our partnership that we could not visit the school because it was dangerous. The word used to describe the students was gypsy. I was impacted by the way the students were perceived and how our partners did not want us to visit. One of our teachers actually slipped away from the group that year and traveled alone to the school to spend the night. It had such a profound impact on her that she eventually moved to Hungary to live. Another experience that resonates with me is when we brought the delegation of minority legislators and Supreme Court justices from Florida and Texas to Hungary and we were in this high school classroom and the teacher was teaching the issue of minority representation. She started off with “what is a minority?” And this was being taught in Hungarian. And I had this minority gatekeeper delegation with me, high level government officials that were also Hispanic, African American, etc. And we walk in and they are having this conversation. And the conversation was “what is a minority?” The Hungarian students, high school students were using words to describe minorities...the words included “dirty, filthy, thieves, etc...” Our delegates were shocked at this lesson and for a moment, I flinched. But I realized as I sat through this class, that they were not talking about the people I had with me. In fact the only minority they recognized as a minority was the Roma. And so at the end of the lesson I stood up and said to the students, “Do you see any minorities in the room today?” We had a room filled with minorities. And they said “Oh no, absolutely not.” The delegation was so astonished. And it was just one of those moments, you know, one of those genuine teachable moments. I was with the first Hispanic justice of the Texas Supreme Court, a minority legislator and an African American Supreme Court Justice from Mississippi, and all of these individuals stood up to share their experiences as a minority in the United States. It was just such an incredible moment. One I will never forget. It really was. At that time in our partnership there were no Roma students integrated in the schools with public school students.

Our very first encounter and experience within our partnerships was initiated at the first World Congress in the Czech Republic. Fifty countries came together and signed this resolution in support of education for democracy. That would have been in 1995-1996 when we actually

began our initial partnership with Hungary. That was our first official partnership meeting with Balazs and Peter; they were both in the Czech Republic with us. Everyone went off in their partnership meetings together and the first thing we did was an inventory. We spent time getting to know each other then explored the status of civic education in our countries. Where do we stand right now and where do we want to go? So we began assessing and planning from the first initial meeting. What do we have and what do we want and where do we need to go? So that was the first experience, which is something we repeat often, but now four countries later. And they are all in such different stages. It is fantastic to think about really. Peru is developing two textbooks and they are excellent textbooks addressing civics and human rights. Then there is Romania training teachers of Roma students in the area of intercultural education and civics together, others doing civics and human rights. Hungary has developed an incredible student initiative based on the We the People model but applying citizen responsibilities in a European Democracy. So these are things that really kind of stand out in my memory. These are things that have ultimately impacted our domestic initiatives.

This was in the mid-90s. So our first delegation, Jeff you were in that delegation along with Chief Justice Gerald Kogan, and here's how the gatekeepers have a role. I wasn't doing a lot with the Supreme Court during that time. We invited gatekeepers, he came, and when he went back home he said, "I want to do something for civic education," and he created the Justice Teaching Institute. That's why he did it—because he had such compassion and that desire and he saw the benefit of education for democracy, and he said, "We're going to do this."

The delegation from Florida included high level public officials traveling to Hungary. They included two state bar presidents from The Florida Bar, a chief justice from the Florida Supreme Court, state legislators, and others. How crazy and wonderful was that. When I think about that relationship now, I consider how natural it felt at the time to include various branches and officials on the same delegation. Today I might over think the composition of the delegation.

JC: *What about Agnes' school? The textile school?*

ABP: Textile schools were more vocational or technical/industrial in nature. Working with these schools in Hungary, the US, and any country is really rewarding. It really embodies my philosophy to provide all students with an equal opportunity for quality, civic education experiences.

JC: *How differently were you received by headmasters? Were there differences depending on the school?*

ABP: I think that some headmasters were more appreciative of the partnerships while others questioned the reasons for the visits and programs. I would not categorize these by types of schools necessarily however. In the early years of the partnership it was just so new and exciting to many of the schools. It was exciting to have visitors from the US and vice versa in our country.

I think sometimes our partnerships and efforts were more appreciated in the earlier years by some of the schools and gatekeepers. Right after the fall of communism, we were more welcomed as Americans in some ways. Today I think we experience more challenges as we work together to advance civic education. I have always enjoyed these challenges.

JC: Well, I noticed a difference in the receptions between the gymnasium administrators who had other things going on and the Americans coming was maybe less of a deal.

ABP: Right absolutely. But maybe it was just not the priority at the time for the schools.

JC: And the textile school which was a mid-level kind of thing with lots of poverty, lots of unemployment, very grateful and they made a big deal. They gave us all great hospitality, fed us, and the other thing in the textile school was the reciprocal thing where other educators that were there, the staff was interested in who were these Americans?

ABP: Certainly it was an honor and they were so excited for the visits. You know what, I feel though, with students and teachers... they can tell if you care and it doesn't matter where you are from. If they can sense that you care about them then that's when the door opens. That's what I think. And I feel that it doesn't matter if you speak their language or not, those things don't really matter so much, if you care. And that's the other thing about our partnerships that is different. I think it comes out of being the fact that the three of us, Tibor, Calin, and our office, that we are all NGO directors, and that's different to me than working in any other environment. I think the grassroots, nonprofit, nonpartisan philosophy attracts a certain kind of person. You have a belief, a deep passion, a deep love, a deep need to either fix something or help somebody or do something. And that I see in each of those NGOs that work in that partnership. That makes us different. That makes our partnership different, it makes how we treat each other different, and that is something I think I am most proud of in the partnership. We care about each other, you know. We care about each other. We care about each other's students, about each other's teachers. It matters.

JC: How much of that was built in democracy camps?

ABP: I always credit to CIVITAS Hungary with the idea of Democracy Camps. This was such an incredible idea. I still stay in touch with many of the students from those first camps. I even sent my daughter to one of the Democracy Camps in Hungary. It was life changing. Not only for the students but the government officials that were involved.

Another thing I would add was the Citizen in the European Democracy program in Hungary. I'll never forget in that first year of implementation of this program when the students actually met with the President of Hungary. He looked at these high school students and you could see his pride in them. You know, could you imagine the president of your country shaking your hand after the first civic education competition in the country? And he looks at these students who

reminded me so much of Rosie's (Heffernan) students and he challenges them to continue to take part in this country and to improve it. This female student looks at him, this young woman and says, "Mr. President, Hungary can count on us." That to me was another one of those moments. That was the very first year. They have refined it since then. Absolutely, that is a moment for me. All of these things are the moments where you know that you are having an important impact on the lives of others.. Those are the big moments for me, the moments where you cry and know that they walk away with something...something they will never forget. This is the culture that developed over the years through our partnerships.

JC: So then a lot of it was a variation of the thing with different personnel in and out?

ABP: I think everyone did play an important role in the partnerships. Some were more effective than others throughout the last two decades but overall they all brought something unique to the table. When we would lose a staff person after a few years, I would get more involved again and that I think was good. The international partnerships have always had an important impact on our domestic initiatives. Part of the requirements of the grant was that you have a gatekeeper delegation, so the partnership directors always saw each other every year and I think that was a positive thing. At some point in the last five years, our board felt that we should not hire another full time person for international as it was more important to have a consistent person as the contact. So it is good to be back in it in a way that is richer and deeper and more fully engaged.

JC: But part of that, I'm going to make a statement for you to argue with one way or another. Part of that, when you had to step back, when you had others in the front more, there were more static periods too during that because of that leadership shift, you weren't directly embedded in it. At least that's how I see some of it.

ABP: I think that's true though I would say the positive part of it was that when we did have a person designated just as a staff person for international, the grant objectives were probably always more technically handled, you know. But I felt like sometimes we lost some of the family connection. But it was always there, it was always there in the foundation, it was just that. Do I miss having an international director? Absolutely! But the reason we really didn't rehire after Ozzie is that we realized how important that person is and you just can't throw anybody into that role and have them pick up where the other person left off because it is a relationship. It is not just a grant. It is not a grant, it's a program, it's a relationship, it's a partnership. You can't just throw somebody into that.

JC: So let me throw some stuff up here because I'm thinking of our product here and I'm thinking of a range of people I experienced. And Chuck and I were in and out of this. I calculated we've probably got half a year if we pack all of weeks together but only a maximum two weeks a year.

ABP: You ought to put Democracy Camp up there now too (on the board).

JC: If you used task orientation and relational orientation for the filters, one of Ernest's strength was?

ABP: He was a task master.

JC: So much was accomplished then including in our own work.

CD: He was a master at logistics.

Yes, yes he was. I miss that.

CD: And we didn't know how much until we didn't have him.

ABP: Exactly, you don't appreciate it until somebody's gone.

JC: My sense is Brenda we only had for a short time, a year or something? And she was a blend.

ABP: She was a blend. She was a good blend of those two. Maybe more on the relationship side, little more.

The researchers and Annette discussed the strengths needed in managing effectively an international project, and how changes in this leadership at FLREA supported growth in ideas, partnerships, and the addition of new partners (e.g., Panama and Peru). Each FLREA international director had different strengths and areas that were not as natural for them depending on a variety of factors including facility in the partner's native language, cultural sensitivity, finance and accounting skills, basic organizational skills, and ability to work with diverse personalities. While it is difficult for any leader to possess an exact balance of task and relational attributes, it is clearly important that the leader of the NGO recognize those strengths and work to minimize areas that are not as developed.

JC: So let's go back to this and wrap part of this up. Why I stopped you and started you on that is that you said some of the family connections were not as strong as they were when you dropped in or out of that. And the balance of these two things was never maximal, you had to rebalance. Does that make sense?

ABP: *I think our partnership has remained a family-like relationship on many levels. What was interesting to me was that it didn't matter that I was a woman and I was working in these countries primarily with men. We maintained a mutual respect for one another.*

JC: *So when you talk about one of the big things you learned was importance of all students and how that gets played out in three countries?*

ABP: *Four now.*

JC: *Four. And the tensions in that. Right? But you also learned about your leadership and your subordinates and your counterparts over there. Is that fair?*

ABP: *I think that's fair and I think that one thing, maybe in retrospect, is that I wished I had maintained a more consistent presence throughout the partnership especially with the gatekeeper delegations. We hired international directors who took leadership at various times throughout the two decades. They did a great job but I wish that I could have been part of every meeting and every delegation. As I look back, I realize what an incredible authentic experience this was on so many different levels.*

CD: *Can you describe your relationship with the board?*

ABP: *With my board of directors? I guess starting an organization which is a private nonprofit, a non-governmental entity, I've always thought of my board as my supervisor in that they make the decisions for where our organization goes and what I devote my time to. They are responsible for hiring or firing me. That is really their primary duty and voting on things that are important to the life of the organization. My relationship with my board has been formal in some ways and informal in others. They are a very small group, a very small group of lawyers and judges and a couple of teachers. There are times when they are like my family and very supportive, but other times when they have to make the tough decisions to cut programs and disagree with my recommendations. Steve Shenkman was our board president throughout many years of our Civitas partnership. He was an incredible partner in so many ways.*

JC: *He passed away in?*

ABP: *2007. He was ill for a while. I felt a great loss when I lost him. Because even though he was board president, he was really my boss, we were partners. And for me to know that I had somebody I could call to talk about any issue or any problem, that to me was so, so important. To have lost him was a huge loss. He was more like my brother. I really loved him as a person. So, the board up until 2007 was one thing, today it's a different thing.*

JC: *But that board you built over time. And that partnership with Steve you built. If you go back to the time when you asked me to write an evaluation of you, that would've been about when you got a new board member. Somebody came in and said why are we spending this money?*

ABP: *Yes our board and one of our funding sources. The mission of our organization clearly says that what we do is for K-12 Florida students. That is something that our board has every right to question, a program. So what we do now is we evaluate our programs before we determine if we can administer any new initiatives. .*

JC: *That's also situated in a national phenomenon where bars were encouraged in the '70s to take an active role.*

ABP: *The Department of Justice said that law-related education, if taught according to these prescriptions, could impact positively on prevention of juvenile delinquency. There were studies and that's kind of how it all started I guess in the '70s. And so that's kind of the history of it. So eight months into the three-year plan, I wrote my first grant, literally my first grant, to the U.S. Department of Education. We won the grant. We didn't think we were going to get it, we had no idea. We were starting early and just decided to try to secure the funds. And we got it. We weren't even really ready to start. We needed two more years really. And so what I say is, from that eight months of that first year till today, I don't feel like I've had a chance to breathe. I feel like it was just yesterday.*

JC: *But that year you were hired was when?*

ABP: '83.

JC: *'83. Then if you go back over that '83, then you started to join the Florida Council (for the Social Studies) stuff all the time. And that was significant, wasn't it?*

ABP: *Absolutely.*

JC: *So '85 is when you got out of the box and started doing the stuff with the social studies network?*

ABP: *Right and domestic and really, really focused on Florida. It was kind of a balancing act trying to keep the organization going and finding quality programs to implement. Initially it was a focus on delinquency prevention programs but we knew it was more than that. It has since evolved to include both law-related and civic education. So we still had great support from the U.S. Department of Education in that 5-7 years span. That's mainly where our funds came from. The Florida Supreme Court gave us free office space. Even then the court leadership valued law related and civic education. I have the most respect for this branch and the judges of our state.*

JC: *So '86-'87?*

ABP: *Yea, around '85-'86.*

JC: *So you came in there and having no relationship really other than...*

ABP: *I had no relationship to any branch of government...no connections just a lot of energy and passion and commitment. I think that's the best thing that could have happened—the fact that we were law-focused rather than politically-focused. And the fact really I say that I wasn't polished and I make no apologies for that. I'm not some perfectly polished politician-like person. I think that just to talk plainly and openly about the law and the legal system, and again that's what our focus was from '83. All of our programs begin to have a little broader perspective and we worked more directly in the law related side of civic education.*

JC: *So then shortly after that funding stream you hooked in with CCE. When was that?*

ABP: *'86-'87. We were doing some pilot programs in '85-'86.*

JC: *And that was domestic?*

ABP: *Yes and that was when all of this began to change from law-related education to civic education and remember we never changed our name. And that has hurt us in some respects and helped us in others because I still say law-related education is a subset of civic education. It's more specialized. We are focusing on the Constitution, on the courts, a little more focused, not quite as broad.*

CD: *How did the relationship with the Center come about?*

ABP: *They called us after I was still employed by the Florida Bar, back in '83-'84 because the organization started in '84. So I started at the bar in '83, developed the organization in '84 with the funding. I remember Mike Carter was our board president, the judge in Wakulla County. And we got a phone call from the Center and they asked us if we would be the state directors for We the People. And I remember at the time when we got that phone call saying I'm not sure that we've got the time to do this, if we've got the staff. We already had a grant from the US Department of Education. We didn't have any staff. It was myself and a secretary; that was it, and an accountant.*

JC: *And that would have been '85?*

ABP: *Around '85. Asking us to pilot it. So we did and I think that was when we started to get really heavy into when we accepted that Constitutional focus.*

JC: *So from the CCE side, they needed people to reach each state?*

ABP: *Absolutely.*

JC: *And so they had, whether they were active or not, they had somebody labeled as the state coordinator?*

ABP: *Correct. And I'm not sure how they found that person. I think they went to the bar associations because back then there weren't really big centers all over the state.*

JC: *Civics wasn't anything. It was the law-related coordinators, including people who were lawyers who didn't want to do this.*

ABP: *So they probably went to the ABA. And they probably got the contact info from Mabel (McKinney Browning) and those folks. That's what I think and that's how we got that call.*

CD: *So am I understanding this correctly fundamentally, the Center was a pass-through organization that took a big cut of the money?*

ABP: *The Center divided funds up with the states to implement the programs. For example we would be given a percentage of funds based on the number of congressional districts in our state. And then from us, we were told to select one person to help implement the program in each congressional district. And you know what was interesting when I look back at it now, it worked for many years because they had that local person to make contact with a member of Congress and keep them informed about the program locally.*

CD: *Well just your earlier narrative –talking about you and your organic sort of NGO group relationship with passion for this. So with you they just sort of stepped into somebody who had the passion for this. And whatever you did made them look good.*

ABP: *And I think there were many others. Linda Start in Michigan started the same that I did. There are lots of good people out there still. Jan Miller in Texas, others.*

JC: *How did you get with Georgia that first year?*

ABP: *So the We the People program was divided by state and each state had a state coordinator and local coordinators. We did a good job with WTP and other Center programs and so we were targeted to help with the new CIVITAS initiative, when they tagged us for that, remember we were the only NGO of all the law-related education programs. We were the only one tapped for a management site, the head site, for an international partnership. That was a real honor. I am grateful for the opportunity. The Center selected all of the sites....and the organization of the sites... . Georgia was selected to work with Florida probably for its location. I think we were selected primarily because he knew we would do whatever it took to be successful in the partnerships. We would work hard and do whatever it took.*

JC: *So the energy and the human resources, even if they turned over, the blueprint was still there. And so, then this is interesting because we haven't really talked about this before, I came in (to Florida) in '89. You and I met in Ft. Meyers. The social studies supervisors were there; Jack Bovee was running the meeting. You were outside and we were back to back. This is significant because of a couple of things going on here. You looked at me and said, "Didn't you*

do something law-related?" I don't know how you knew that. And this is how this relationship started. By chance we were both there and then you said would you be interested in doing law-related again. Because I said I had been out of it and in fact, in the time I was in Kansas, I didn't do any social studies at all—it was all curriculum theory. And I loved it but even at Ohio State, there wasn't any movement there. So that's where my roots were—rights and responsibilities, teaching high school kids about service learning and engagement. So we clicked at the beginning of that but then let me tell you where Chuck comes in. So you're trying to build a delegation, you need a university guy, right? So you are thinking of your delegation and you think you need a university guy right? So I get built into this and I'm thinking way cool, this is cool stuff. And we are sitting on a bus crossing the Bridge of Lions (in Budapest) with Gerald Kogan and he says quietly, in a quiet, unpretentious voice, points out something on the bridge and everybody's quiet and respectful to him and his tone was perfect for the delegation, was it not? It was a metaphor for this whole process. So that's '96.

Chuck's first year was that competition, the first one where Chuck Quigley (CCE) comes out, this is important. Now how did Chuck Dziuban get involved in this? Chuck got involved in this, now this is when I had family stuff, Chuck and I had one gig together doing an evaluation thing together. It was the CADD evaluation at Valencia. Facilitative leadership was in there. But when facilitative leadership was there, Chuck, for some reason, adopted me for a little bit. I couldn't get through everything because of the new family and everything and I was overwhelmed. And he and his staff pretty much carried me through that piece of that evaluation. But somehow he decided that was ok and we found we were good match between the quant and the qual. So however we met in our relationship during that time, care and respect, and support, and all that stuff, all of a sudden I looked and thought, "Well, this would be a perfect time if he's got time for everything he's got on his plate. Chuck's got to be in on this." So that's how that happened. We weren't "Chuck and Jeff Incorporated," but we had a couple of experiences together.

ABP: That's interesting. I'm glad you brought that up.

JC: But you didn't know that?

ABP: No I didn't know that and it makes perfect sense to me because, you know what, to me, I can just see that happening. I can just see Chuck helping you.

CD: And then for us, it brought another dimension to the whole thing didn't it? Because then we could crunch some numbers.

ABP: Absolutely, which is the weakest part of a lot of some of the research projects that the department has always said. Then you came in and really I think strengthened the partnership to have this.

CD: *And I was able to learn a lot about things that I never had been exposed to which always broadens you in terms of the way you look at your world view.*

JC: *Well, and you latched on right away to uncertain mediation that was in that first paper.*

CD: *I've quoted Janos about 30 times. Uncertain mediation. See in that respect, his amazing ability to take a construct and break it down into a workable metaphor.*

JC: *So, how did you get into law-related and civic education? That wasn't your original track was it?*

ABP: *I wasn't happy in what I was experiencing in government as a lobbyist or advocacy coordinator. And I just think that was the impetus for me to do something so totally, totally different. I didn't like that side of it. I was making money and I was young in this exciting world, but there was really something totally missing for me and it was not what I wanted to do.*

JC: *So you didn't have the passion there?*

ABP: *No, as a matter of fact, I don't really like the political side of things. I wanted something that inspired me when I woke up in the morning...I wanted to make a difference. I really loved the law. This was a perfect position for me to work as Law Related Education Coordinator for The Florida Bar. I had just gotten married, I was a newlywed and I took a huge cut in pay to take the job at the Florida Bar. But it was absolutely the perfect fit for me .*

JC: *Did you have a political science undergrad background?*

ABP: *No, actually, I have a more diverse background. In my undergraduate years I studied criminal justice, public administration and rehabilitation/counseling. Some of my studies were in the College of Education but it was more of a counseling and juvenile delinquency prevention background. I was not a political scientist. I loved the law and thought about law school. I received national certification in mediation, arbitration and collective bargaining. Today this is still reflected in our organization as we are nonpartisan and focus mainly on the law related side of civic education as opposed to the political science side of the discipline.*

JC: *So how did you get to the Florida Bar and get the organization, FLREA started?*

ABP: *I think that they probably were looking for a lawyer specifically. But the person that was on the search committee was on the board for the Southern Scholarship Foundation. Do you know what that is? I had gone through college and lived in the Southern Scholarship Foundation because I was on multiple scholarships. And during that interview, I think he just knew that kids that were in that program, you know, were there because they had to keep a certain grade point average, they had needs but they were hard workers. I think, the first connection. Plus, that job paid very little compared to what I was making. The job was: develop this nonprofit*

organization, move it outside the bar, and work to advance the programs identified in the three year plan. That was the task back in 1983.

JC: So your counseling and mediation, some of that started coming alive did it not?

ABP: I had National Certification in arbitration, mediation, conflict resolution. And I do think that helps you see both sides of things. I don't know that, necessarily, my specific educational background was the most important part of this equation. I think it is more intrinsic.

JC: So this formal educational stuff wasn't so much there but you said intrinsically?

ABP: Well, I just think that intrinsically I loved the law and I loved our country.

JC: Where did you get that?

ABP: People have asked me that before and I'll laughingly say that it was just in my bloodline because my mother's maiden name was Justice. And everybody has always said that's where it came from. So my mother was from the Justice family. I don't know. You know, I think you just spend a lot of time on what you do, you better love it, you better try to find something you really love. And I knew immediately when I was lobbying that politics was not something I loved. I knew I loved something about government and teaching but I didn't necessarily love the political science part of it.

JC: So how in the world did you get those sub majors? How did you get into that?

ABP: I was looking for a way to contribute to society in some way. I wasn't sure exactly what I wanted to do so I took a lot of different kinds of classes. I had so many interests. Many people influenced my decisions as well including teachers and friends.

Pitts proceeded to discuss at length particular teachers and experiences that were impactful on her during her K-12 education. One teacher, in particular was emphasized.

JC: So if you could mention her disposition, what was it about her?

ABP: Loving, nurturing, very attentive to me, making sure that I felt confident. And I was confident. I was never scared to ask Miss Butler anything, just because of her approach to me. She was fun and happy and motivating and I remember that in first grade. I still have very, very vivid memories of that teacher. She was proud of me. I can really remember, I could not sing; I was the worst singer in the world. She encouraged me in every way to explore everything I was interested in. I think at times she intervened in decisions to give me opportunities that I would never have been given. She was my guardian angel. I wanted to sing in chorus but I could not sing. I would never be picked for chorus, they would never pick me. And somehow I was selected.

I always thought she had them pick me for chorus. Everything that I couldn't achieve, she helped me achieve. She was so motivating and encouraging!

CD: It is interesting in that being a teacher, having been a teacher, your being a teacher, whatever, you seem to lose sight of how important and what a role model you are for your students. And you are having an impact on them whether you think you are having an impact on them or not. That's an awesome responsibility.

JC: So you go back over here (the board), what are you really looking at? You're doing that nurturing stuff too.

ABP: I went into a classroom and saw that the students had prepared a presentation on Project Citizen addressing street beggars. The project was developed by middle school students and they were trying to solve the problem of Roma street beggars. The resolution they proposed was to take the children away from their parents and give them to rich people. That's what they wanted the government to do. And yet in the back of the room, were the Roma students. I could not help but wonder how the Roma students felt about this project.

JC: So you've got this going on there, this going on there, and you're trying to make them learn how to grapple with this.

ABP: I want them to talk to each other; I want them to respect each other; I want them to care about each other.

JC: So that example has just summarized all your PPTs. Those are your personal practical theories. If we go back and look at it and your language, this is the core, this is your scaffold, this is your content part of it and these are the skills bases within that that you've developed over these 20 years (points to the drawing, figure 8, on the whiteboard).

ABP: Isn't that funny? So really everything we think about in our lives, I guess, starts back then. That is really amazing.

CD: I would like you to describe your role in all of this. Your accomplishments and your challenges.

ABP: I feel very sort of outside of all of this. I think that it sort of happens despite you. It happens because of the partnership, the synergy of ideas, and the intrinsic desire to learn from each other. We were very fortunate to have partners like Balazs Hidveghi in Hungary and Calin Rus in Romania.

JC: Janos was behind the curtain in a lot of this.

ABP: *Janos was brilliant. He was a definite asset to have from the very beginning. We could not have accomplished the research and evaluation components without such a professional to work with. He provided a real credible and authentic source for partnership activities..*

CD: *But that was the continuing dynamic, wasn't it? Uncertainty about the funding. It was always playing in the background, wasn't it?*

ABP: *I think it always has been in my life as a nonprofit director. That's why when I look around today, I look over my shoulder and it's how many years now? Its 28 years. I do think sometimes, ok, how could I have done this? I did this because I made a conscious decision with my husband that it was ok that I didn't make any money. He maintained a secure position with the government and I could work in a less stable field in terms of funding. But over time, it turned into much more. I remember there were times when I thought, I need to stop this because I can't give any more of myself to this. I was having children; I had a child in 1988 at the height of the Bicentennial Program, at the end of it. And another one in '91. Those were times when I thought about leaving because I just didn't know that I could handle the travel, that I could handle all of the things going on. But I had a very supportive husband at the time that traveled with me and took the children on many of these things. That's also when, you see, that I pulled out of some of the leadership roles and hired staff to do some of that. So my role, I think, was part of the partnership. It was sort of like we were holding hands around a circle and we didn't let go. We listened to each other and helped each other out and the money was always a problem. The money was always in the back of our minds. Like maybe we need to do this really fast because maybe we won't have this next time. You know, that's the only downside of all this.*

CD: *That's an interesting contradiction in terms. You said that was playing in the background then you reflect that we've been doing this for 27 years.*

ABP: *I know. But you know what, 28 years to me seems like yesterday. And I think that's part of it because you got to keep going. And I have a very small organization. I didn't have some big corporate entity. I had four or five staff at our largest. At our worse we had two or three. So it's just the way it was. But the volunteers are what made it so successful. We could not do it without them.*

CD: *So you recruited these applicants in these countries? Worked with them, partnered with them, facilitated them? You mentioned Janos, Lazlo, Tibor, and Krisztina in Hungary, Calin in Romania. You developed those though right?*

ABP: *Well I'm trying to think. The first year, I think, the Center actually chose Civitas Hungary primarily because of our mutual status as NGO directors. We did actually choose Romania years later. We chose to partner in Romania.*

JC: That's important. Go back and do that please and figure out how that connection was made the first time.

ABP: Well, I remember the connection the first time. That was at the Czech Republic conference. And that's where we physically, I remember it vividly because there were all these really formal people... that came in. And Brenda and I were there and these two young guys came in, Peter and Balazs. And I remember the four of us, our eyes met at the same time and we were thinking the same thing. Thank God! I hope we are partnered with them. Just because we had more in common, we just kind of connected.

JC: Before you took your delegation over there, didn't they go see you and Rosie? Or was that the year after?

ABP: That was the year after. So that was the first delegation to the United States was to come and watch Rosie.

JC: So that would've been in '97.

ABP: Right. I'm trying to see the dates here because I've got pictures of all of this. I think '95-'96, '96-'97.

CD: Your statement was that you were fundamentally outside of all of this but you facilitated it, didn't you?

ABP: Well yes, I mean I think definitely you'd have to say that I facilitated the partnership because we were the management site. That's what they called us. But you can't manage a partnership, I think. You can manage a program.

CD: That guy Seth Godin has a great saying in Tribes, managers have employees, leaders have followers.

ABP: I like that. That's a hard one there, especially in a small organization—the technical vs. relationship. I think I've probably always been better at the relationship. But I understand the importance of the technical side. And I think if you don't have the technical side, you don't have the opportunity for the relationship side.

JC: Ok, play with me a little bit on this. This thing of all students it's innate, it's organic, that was in your blood, right including your own early experience? Is that fair? You didn't know anything about teacher professional development although you know that some need more than others?

ABP: I think it was more organic in the beginning although I had taught and trained in many capacities even in the early years. I have visited classrooms from elementary to high school and

beyond into college classes so I have spent hundreds of hours in the classroom. You pick up on what works and what doesn't, what's good and what's not. And I think everyone recognizes what the characteristics of good teachers are.

JC: And you've seen it within your own teachers in this network. Then the civics was a curriculum vehicle for some of this stuff to happen.

ABP: And certainly especially in law to start with, the law-related part of civics definitely.

JC: This whole part about the kids learn for themselves and govern themselves was developed as you got into the network. Because you learned about knowledge and skills in a more curriculum way in the training. And the importance of this talking with each other and the international exchange stuff, where did that come from? When did that come?

ABP: I think probably also from the beginning.

JC: Because you saw that in Democracy Camps that was a different level of this when you could participate. Didn't you?

ABP: Absolutely. You know again, just the talking with each other ... the dialogue is important not only between countries but within countries. We still have so much to learn from each other and we need to continue the dialogue and the experiences.

JC: Ok, so I want to take you over here to the external influences on you over this period of time (points to the whiteboard figure 8). Who are they?

ABP: Let's see, first before this would be my parents and my teachers and part of that is that whenever my father would take us on vacations, you know where we would go? Washington. And every vacation that I remember was that I was standing at the gate of the White House, just peering through the gate, the little opening in the gate.

JC: Were your parents patriotic?

ABP: I wouldn't say patriotic but I would say they deeply loved our country but not flag-waving patriotic, but deep respect for this country. And so that was our vacation whenever we went on vacation that was our vacation. And of course, the teachers like Mrs. Butler that cared about me. I think that that was important. Then I would have to say I began to really distinguish what I expected from people through some of these other people in my life: Gerald Kogan was an incredible influence in my life. Why? Because even though he was Chief Justice of the Florida Supreme Court, it was almost like you were talking to your brother or an uncle, and he never was elitist, he cared about people and I think he was the moment for me that said this is what we should expect from our government officials. He shouldn't be an unusual one. He should be the

norm. And so when he started the Justice Teaching Institute, to me, he's who I measure all government officials by.

CD: So Annette, what are you most proud of from all of this work?

ABP: What am I most proud of? First and foremost, our relationships and the respect we have built throughout the state and world. If we are talking programmatically, I would say first I'm proud of our grassroots, nonpartisan approach to civic and law related education. I think that justice education is our calling. In terms of specific programs, I would have to say our constitutional education programs, our professional development models and our student-centered initiatives. After our trainings, the teachers say, "We've never been treated with such respect and such professionalism." And I think that that is critical. I'm proud of the programs that we run, I'm proud of the people that we get to interact with, I'm proud of bringing some of those people into the lives of children—that students will not be afraid of government, that they will expect great things from government leaders, that they will not be afraid to make requests and interact, even, with government officials. I am proud of having a voice in some of the public policy in this State. I think that that's critical for when we are gone. I truly feel that if our funding were taken away tomorrow, that we have left a legacy and our legacy is that we are about teaching students about the law, the Constitution, that we are not partisan, that we are not about getting the big bucks or the publicity, but about doing a really good job at what we do and showing how much we care along the way. I'm proud that we are grassroots, that we are led by the bubble up theory, that we are led by the teachers and students. That's much more important to me than being led by who some people might consider the leaders. I'm really just proud of the things that we have done together as a state. I am really proud of the fact that our organization is respected by teachers and government officials. I think to me that that is critical to be respected for what you do. When I go in to conduct a training these days, I usually meet an adult who once participated in one of our programs as a students. These former students are doing all kinds of things with their lives. But sometimes we see them very visibly. Sometimes we see them in the Florida Senate or the Florida House of Representatives. We see them as lawyers; we see them first as people, as citizens, and that is what we want to prepare them for..

Comparison of Leaders Revealed in the Narratives

The interviews with the three leaders were analyzed for semantic similarities and differences (see figure 9), with some similarities and differences in the frequency of use of particular language (level one most frequent, level 4 least).

	Pitts	Setenyi	Rus
Level 1	Students Education Partnership Teachers Civic relationships	Education Political Roma Issues Hungary	Education Teachers Europe Program
Level 2	Person Hungary Programs Delegation Government	Europe Society Create School Germans	Democracy Citizen Project Council Change
Level 3	Together Impact Organization Countries Court	Civitas Basket Problem Positive Context Process	Partnership Ministry Colleagues Model Parliament
Level 4	Family Gatekeepers Leadership Minority Justice	Teacher Change Teachers Court 90s	Understand Intercultural University System Organization

Figure 9: Top five semantic markers at four technical salience levels for the three interviews.

In addition, the transcripts were run through the Wordle™ software with those constructs that were most frequently displayed as larger words than those that were less frequently utilized (see figures 10-12). Figures 9-12 are displayed to suggest major semantic themes, but not necessarily the most important ideas in the interviews. Certainly, a careful reading of each interview suggests important patterns that are part of the respective leadership visions, much of that is evident in these figures. These also reveal the dominant constructs and personal theorizing of the leaders.

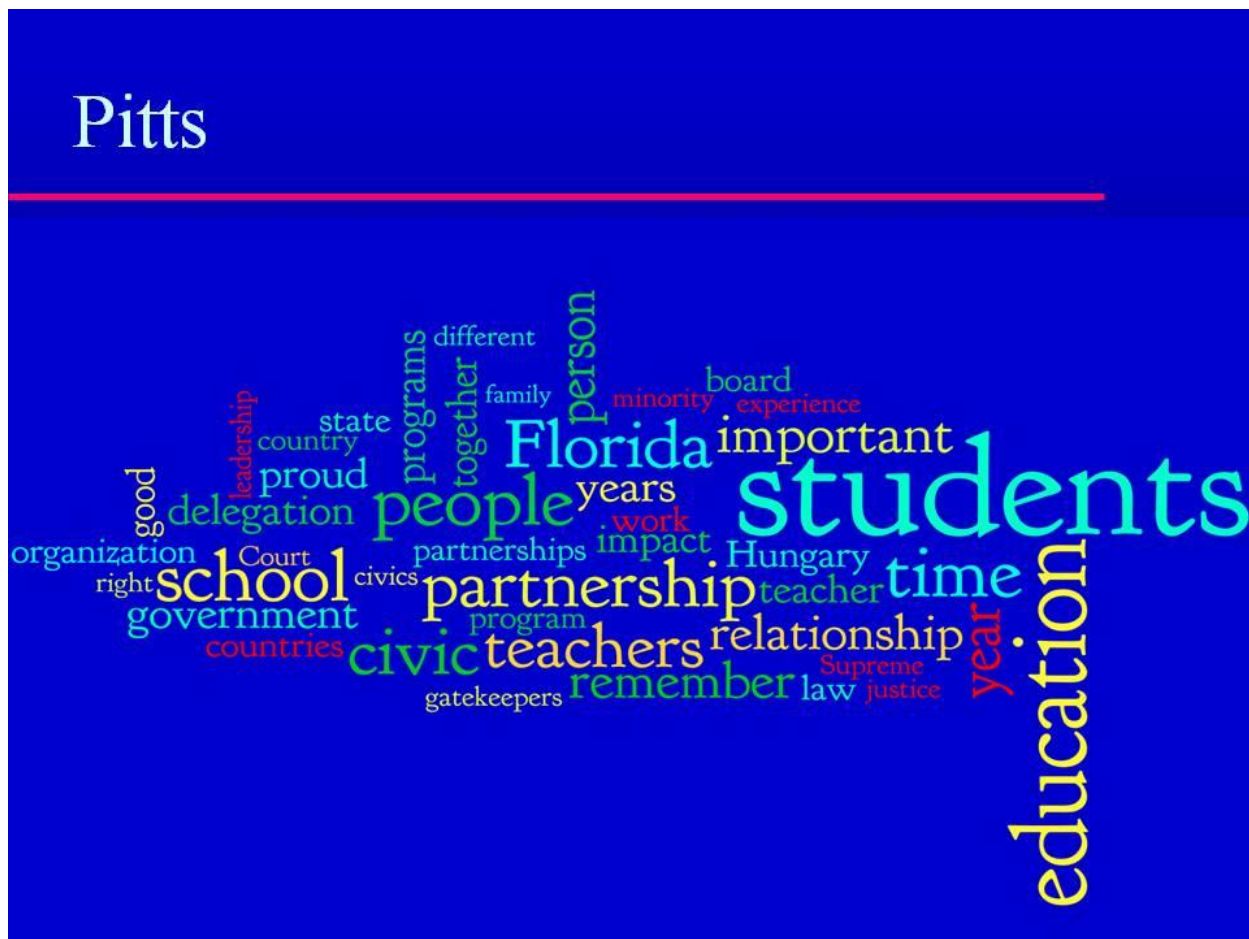


Figure 10: WordleTM of Pitts interview. ^{iv}

Setenyi

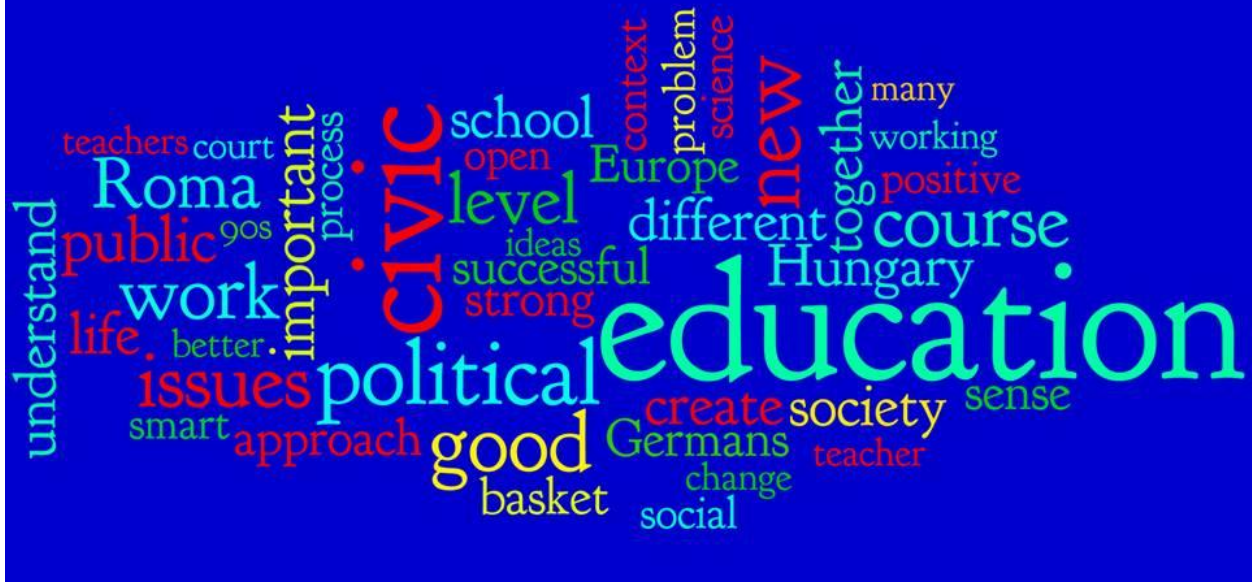


Figure 11: Wordle™ of Setenyi interview.

Likewise, the “Attributes of the Innovators” were relatively stable. In the case of FLREA, there was more change in supporting leadership and those assisting Pitts had different strengths that provided assets to the partnerships. But, her presence was generally a constant. The same would be said of Setenyi and Rus, with Rus having more direct, consistent hands-on throughout his association with the partnerships. While some aspects of the Hungarian support team shifted over time (e.g., the long term pair of Gal and Eich is no longer present, and only Gal remains), their vision and leadership is a constant as well.

The most significant change has occurred from the fluctuations in the contextual variables (ASC). These include the following:

- Economic
- Political leadership
- Support for democratic civic education
 - School
 - Family
 - Local
 - National
 - Global.

The major impact of the current global economic recession, and in particular the funding sources to FLREA resulted in gradually diminishing financial support for the partnership. While some of this has been related to the success and longevity of funding and a conscious decision to shift resources, much of it has to do with a lack of a funding stream from the United States via CEC. Thus, what might have been continued as an institutionalized project is currently uncertain. This is clearly not a result of the quality of the project or the respective visions of the leaders. It is a clear reflection of the troubled global economy and resultant political funding decisions.

Another related, but also distinct element influencing the continued institutionalization of the partnerships is shifts in political leadership in each country. One of the strengths and

challenges of democracies is change in majority leadership in the government. Citizens in democracies have the opportunity to change their leaders on a cyclical basis. As a result, this has direct impact on educational priorities and the support of the international partnerships like CIVITAS.

Finally, the support for civic education and student participation in partnership projects is significantly influenced by school priorities, school leadership commitment, family concurrence with school goals, and local, national, and global priorities (Cornett, 2000). In each partnership, competition for resources and prioritization of civic curriculum has been played out in an ever-evolving arena of emphases on literacy, STEM (Science, Technology, Engineering, and Math) fields, and related high stakes testing. In each instance, civic education has not been the dominant field, but rather a secondary one.

While many formal sources of theory indicate a need for enhanced civic education that is meaningful, engaged, interdisciplinary, challenging, and value-based, or parallel constructs (Birzea, 2000; Setenyi, 1995; NCSS, 2010), this can only maximally occur if the contextual variables are also highly supportive of this type of curricular and instructional innovation.

Even if more robust support is provided for civic education in the future in better economic times, there remains a need for more comprehensive, longitudinal examination of civic education innovations and their individual and collective impact on the development of democratic citizens. As Hippe (2008) suggests,

Democracies need reflective, not obedient citizens. As many contemporary examples of citizenship education show, it is far from self-evident that citizenship education in transformation countries (and elsewhere) actually promotes such a reflective kind of citizen. Hence future research on citizenship education in transformation countries should go beyond describing the institutional surface and beyond enumerating well-sounding goals of citizenship education. Rather it should examine and assess in a systematic way to what extent its fabric, i.e. its actual aims and contents really correspond to the basic demands of a democratic culture. (p. 52)

In the instance of these long term partnerships and the stability of the senior leadership in each case, we believe that the intersection of innovative training, innovative pedagogy, and innovative curriculum, has laid the groundwork for continued transformation of young citizens who are thoughtful, skillful, and disposed to actively contribute to their countries and to the global evolution of democracy. Clearly the Center's key goals for the project have been achieved annually and in the overall body of work of the partnerships (see Appendix A).

It remains a shared vision of these leaders to continue to impact the positive evolution of their respective democratic cultures, and to influence their partner's democratic culture as well. The opportunity this year to reflect on this long period of leadership, partnership, innovation, and change will significantly assist the authors in that effort.

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Appendix A
Selected CIVITAS Partnership Scholarship¹

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ⁱ Additional partners from the United States and their degree of participation have varied during this period, and have included Georgia, Mississippi, and Texas. Also, Latin American partners have included Costa Rica, Panama, and Peru. Cornett and Dziuban were minimally connected with the additional state partners, and did not interact with the leaders from the additional countries. Therefore, this report is limited to the vision and leadership and insights from partners in Florida, Hungary, and Romania. It is most directly focused on the principal conceptual leaders of the three sites: Annette Boyd Pitts, Janos Setenyi, and Calin Rus. It is noted that many individuals and teams have influenced the development and evolution of the respective visions of these leaders, and in many cases have been significant sources of insight for Cornett and Dziuban. There were countless students who shared their projects, responded to questions during competitions and school visits, and inspired us by their excellence in civic knowledge, skills, and dispositions, and often with their good humor. There were also many additional teachers, school administrators, and government officials that were most gracious with their time and sharing their thoughts about civic education and their respective democracies. Those that have significantly impacted the authors include the following: Lazlo Eich; Tibor Gal; Balazs Hidveghi; Peter Drahos; Balazs Schanda; Krisztina Racz; Agnes Feje; Lazlo Edenyi; Jeno Czeke; David Gyori (Hungary); Oana Nestian; Ana Hamat; Vasile Roman; Emilia Vuscan; Ioana Tripa (Romania); Ernest Abisellan; Brenda Posthumus; Osmel Cuan; Rosie Heffernan; Jack Hoar; Patsy Moskal; Marcella Bush; William Gaudelli (Cornett and Gaudelli, 2003); and, John Patrick (United States).

ⁱⁱ See the FLREA website at

http://www.flrea.org/index.php?option=com_content&view=article&id=31&Itemid=28.

ⁱⁱⁱ Marcella Bush provided considerable assistance in the preparation of this report through analyses of patterns in the three primary interviews. She is listed as a co-author of the report in recognition of her influence on the report. Our thanks to Lauren Kramer for her careful transcription of these lengthy interviews.

^{iv} WordleTM was created by Jonathan Feinberg. See <http://www.wordle.net>.