



*An ESL/EFL Exchange and Training Program For
Education Leaders in Egypt, India, Jordan, Lebanon,
Pakistan, Sri Lanka and the United States*

Submitted by:



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EXECUTIVE SUMMARY

I*EARN, the International Education and Resource Network, seeks to continue to leverage its global resources to provide practical, on-line ESL/EFL tools to educators from Egypt, India, Jordan, Lebanon, Pakistan, Sri Lanka and the United States to enhance their civic education and social science curricula. I*EARN will support the development of content-based instruction for both telecommunications technology and ESL/EFL instruction in the classroom, which is increasingly recognized as deepening and broadening the learning process.

I*EARN has pioneered interactive student project work on the Internet since 1988 and, in June 1999, initiated the *Community Voices Collaborative Solutions - I*EARN-CIVICS 1.0* pilot program with support from the Office of Citizen Exchanges. *I*EARN-CIVICS 2.0* will expand the program to more schools in each country, recruit twelve additional Education Leaders from the six participating countries to travel to the United States to develop curricula, organize a regional workshop in Cairo, Egypt for current and new participants, and solicit support from partners, such as the World Bank, Schools Online, Peace Corps, Amideast, and GLOBE to assist I*EARN's expansion of the program into a greater number of schools and education resource centers.

CIVICS 2.0 will begin June 1, 2000 and conclude June 1, 2001. I*EARN will evaluate the project in both quantitative and qualitative terms, tracking student performance in English-language reading, writing, and listening skills; and distribute project results to students and educators worldwide for use in classrooms.

I*EARN will contribute \$67,500 (33%) of the total costs of the \$202,500 project, and, expects a total of 100,000 students, teachers, persons in key education policy-making positions, and the media to learn about the project.

INTRODUCTION

I would like to start a project between Pakistani schools and schools in India in order to improve the relations between the youth of the two countries. The students from both the sides of the borders would interact with each other through the Internet and by mail. They will make friends across the borders, give ideas on how can we improve the relations between the two countries and get involved in many other educational activities. I, as the editor of The Saint Marian (the annual school magazine of Saint Mary's Academy, Rawalpindi, Pakistan), will publish the works of the students in my school magazine. If the projects goes well, we might publish our own collection. If the relations between the two governments improve then arranging a tour across the border could also be considered.

*I would like . . . all the members of I*EARN and in charge of all the projects to give attention to South Asia. You might consider it is a SOS appeal from Pakistan. Another war between Indian and Pakistan, which might be nuclear, is just around the corner. If it happens then there won't be enough people left in this region to bury us. Please pray for the safety of this region and come up of ideas and projects about what can be done about the region. I'll be waiting for your reply.*

Mohammad Ali Khwaja
I*EARN Participant

Throughout the world, students, educators, and entire ministries of education are exploring--some for the first time since experiencing independence--what the appropriate role telecommunications technology should play in classrooms. At the same time, the need for English as a Second Language (ESL) and English as a Foreign Language (EFL) curricula and training materials has been identified as a priority by governments, businesses, non-governmental organizations. Moreover, content-based instruction for both telecommunications technology and ESL/EFL instruction in the classroom is increasingly recognized as deepening and broadening the learning process. Curricula content that moves students and teachers beyond their school walls out to their communities and to communities worldwide has shown positive pedagogical results.

Historically, schools in the Near East, North Africa, and South Asia (NEA) have been underrepresented in most cultural and educational exchange and training programs. Religious, political, and cultural obstacles have not been overcome through traditional programs. Yet, there is a strong desire throughout the region for enhanced capacity in the English language. Even in India, where the medium of instruction is

English in many schools, educators express the need to move students beyond conversational proficiency to higher standards of writing and oral discourse. Educators and decision-makers seek high-level, substantive professional development for ESL/EFL curriculum developers and teachers, that contains a strong social and cultural content base that emphasizes the principles of conflict resolution, civic education, and environmental issues.

There is an equally strong desire in the region to connect educators and students to Internet resources. Outside of Israeli, less than one percent of the Middle East's population has Internet access. Arab voices are being left out of the telecommunications boom being exploited by ESL and other educators around the world. In India, one-half of one percent have access. Far fewer Pakistanis and Sri Lankans have access. The gap between the "haves" in the West and the "have-nots" in the world's fastest growing population area widens daily.

To address these issues, I*EARN, the International Education and Resource Network, launched *I*EARN-CIVICS: Community Voices, Collaborative Solutions*, a pilot program supported by USIA's Office of Citizen Exchanges. A pioneer in 50 countries developing interactive student project work on the Internet, I*EARN designed the program to leverage its global educational-telecommunications network to mobilize NEA educators and students to use their ESL/EFL classes to focus on critical and timely civic education and conflict resolution issues in their communities.

Civil society-related dialogue is popular in every I*EARN country, especially for ESL/EFL students. I*EARN students explore such topics as: ethnic tolerance, gender equity, community service, human rights, student responsibilities to their nation's

development, understanding democratic processes and the rule of law, environmental awareness, and violence prevention. I*EARN participants together create and share practical tools for strengthening civil society in their respective countries. Voices from Egypt, India, Jordan, Lebanon, Pakistan, and Sri Lanka will add depth to I*EARN's current projects, and promises to result in powerful new civic education dialogue, ESL/EFL tools, and community action projects.

*I*EARN-CIVICS 2.0* will expand the program to additional schools and NEA Education Leaders to the I*EARN model of absorbing, integrating, and accommodating diverse communities into educational, as opposed to an ethnically defined, communities of learners. *CIVICS 2.0* will feature a regional workshop, *CIVICS 2000*, in Cairo, Egypt, where new participants will receive training and support from *CIVICS 1.0* participants.

A year ago, the New York Times reported on a new study done at Carnegie Mellon University which suggests that on-line activity leads to a "sad, lonely world." The study found that "relationships maintained over long distances without face-to-face contact" do not lead to a sense of psychological security and happiness. Similarly, I*EARN's experience linking students and teachers around the world over the past ten years is that a *combination* of meaningful on-line collaboration and physical meetings enhances learning, creates a positive attitude toward education and raises levels of self-esteem.

The dynamic combination of educator exchanges, on-line discussion, and the regional workshop will help *CIVICS 1.0* and *CIVICS 2.0* participants to interact with I*EARN students and educators worldwide who have incorporated community service, environmental campaigns, and other activities that involve students in the larger society in their curricula with very positive pedagogical and social results.

GOALS & MEASURABLE OBJECTIVES

The goals of *CIVICS 2.0* are:

- To generate effective and cost-effective ESL/EFL learning materials for educators;
- To increase English language reading, writing, and listening skills;
- To create safe and nurturing environments for NEA students and educators to address civic education and conflict resolution issues relevant to their communities;
- To increase on-line communication among NEA education professionals and their peers worldwide; and
- To broaden public and private sector participation and investment in schools and youth-focused NGOs in Near East, North Africa and South Asia regions.

To achieve the program goals, I*EARN will:

- Host a 3-4 day regional training workshop for 50 participants in Cairo;
- identify six U.S. Educator/Trainers to travel to the Cairo workshop;
- Identify two educational leaders from each of the participating countries to travel to the Cairo workshop, and then on to the United States to curricula development training;
- Invite the twelve educational leaders from *CIVICS 1.0*, who have already received training and have traveled to the U.S. for training, to the Cairo workshop;
- Evaluate the project in both quantitative and qualitative terms, tracking student performance in English-language reading, writing, and listening skills; and
- Distribute a student-generated *I*EARN-CIVICS* publication overseas to students and educators for use in classrooms and feature highlights of the project on the World Wide Web for use by anyone with Internet access;
- Host a *I*EARN-CIVICS* workshop in Beijing China at the I*EARN International Conference, July 10-16, 2000; and
- Leverage support from foundations and corporations in each country to help sustain the program beyond its initial funding cycle and to replicate the workshops in each participating country.

EXPERIENCE

I*EARN is a global network of schools and education resource centers that enables K-12 students to go beyond simply being electronic "pen-pals" to using telecommunications in joint projects that allow them to explore together their common humanity, global citizenship and civic responsibility through collaborative learning. The model I*EARN uses is thematic, project-based collaboration.

I*EARN's experience shows that the way to start to address sensitive issues to talk about other issues first in order to develop a sense of trust among participants. Also, it is I*EARN's experience that people are more likely to work together to discuss someone else's conflict rather than their own. In this way, established I*EARN projects will guide NEA participants to discuss Northern Ireland, East Timor, the Balkans and other conflicts as a way of de-personalizing the local conflict. This will include encouraging dialogue between project participants and students and I*EARN participants in regions presenting facing conflicts, such as Malaysia, West Africa, Kosovo, and Colombia.

Techniques for engaging students in trust-building, collaborative learning will include soliciting poetry and creative writing by students in their countries. For example, I*EARN-Macedonia is leading current <iearn.civics> discussion focusing on definitions of youth volunteerism and community service-learning in various cultural and social contexts, reflections on personal experiences in community service, and other topics related to youth experiences in Macedonia during this spring's conflict. As relationships

are forged, participants will be able to offer their perspectives on issues closer to home, such as Tamil Tigers, South Asia nuclear proliferation, and the Wye Memorandum.

In 1997, I*EARN successfully piloted a civic education/EFL program with the USIA Regional English Language Office in Vienna, linking 17 schools in Central and Eastern Europe. Two to 20 students from each school took part in a lesson in civics education that was conducted completely in English. The pilot made use of an established I*EARN current events project, *The Contemporary*, that focused on the student selected topics of national and cultural identity, media influence, drugs, and bullying. Results of the program showed participants with a significant increase in English-language skills. USIA refunded the program in 1998 and 1999.

In June 1999, I*EARN created *I*EARN-CIVICS* to support educators and students in Egypt, India, Jordan, Lebanon, Pakistan, and Sri Lanka to develop content-based ESL/EFL materials and to strengthen their English skills by engaging in civic education discussion. I*EARN materials already have begun to be translated into Arabic (<http://www.iearn.org/newsflashes/arabicnews.html>) and in only four months, the I*EARN model has been enthusiastically embraced by educators and students in each country, prompting the second year funding request.

EGYPT

At the advice of Mr. Richard Boyum, Regional English Language Officer, I*EARN will conduct a training at one school in Alexandria (a private, girls school) and one school in Cairo (a co-ed, experimental government school). I*EARN partners committed to supporting this program include Amideast, World Bank, Schools Online, and Regional

Information Technology and Software Engineering Center (RITSEC). Listed below are schools and organizations the I*EARN Program Coordinator, Ms. Radha Blackman, visited August 25-29, 1999:

- Integrated English Language Project-II
- Director General of In-Service Training, Ministry of Education.
- Abbas El Akkad School, Cairo
- EGC School, Alexandria
- Amideast-Egypt
- RITSEC

INDIA

Several schools in India have participated in the I*EARN project *Laws of Life* beginning in 1998. In September 1999, Ms. Blackman visited numerous schools in the Mumbai and Delhi areas. I*EARN selected the Redstone Farm Home School in Panchgani and the Jiva Institute, an experimental/model school, in Faridabad to join the program. In December 1999, the I*EARN coordinator in India, Mr. Peter Patrao, will conduct a workshop with a US trainer/educator for 15 educators in those two schools and several others in the area. Listed below are the Indian schools and organizations visited:

Panchgani

- Redstone Farm Home School
- Anjuman-I-Islam Public School
- New Era International High School
- Shalom International High School
- St Joseph's Convent

Mumbai

- The Cathedral & John Connon School
- Bombay International School (BIS)
- Aryan Educational Society's High School (A vernacular school)

Faridabad (Delhi)

- Jiva Institute School

JORDAN

I*EARN Director, Dr. Edwin Gragert, visited Jordan in June 1999 to support program activities. Dr. Gragert introduced I*EARN to Ms. Janet Miller, Regional English Language Officer and visited Jordanian schools which have participated in I*EARN projects for several years. To support the program, I*EARN paid for Ms. Nadia Harndi, a teacher from Jubilee School, to attend I*EARN's 6th Annual International Conference in Puerto Rico in July 1999. An I*EARN representative will make a short planning visit to Jordan this November.

LEBANON

In September 1999, Ms. Blackman met with Ms. Anne O'Leary before she started her USIS post in Lebanon. For purposes of planning I*EARN has been in contact with: Ms. Susan Hovanec and Ms. Maggie Teen, USIS; Mr. Youmna Sfeir, General Education Project/Ministry of National Education; and Amideast-Lebanon. An I*EARN representative will make a short planning visit to meet schools in Lebanon in November.

PAKISTAN

In September 1999, Ms. Blackman visited six schools in Karachi and Islamabad. The project originally called for working with only two schools, but I*EARN has received requests and have the support of USIS officers to work with all six schools. In Islamabad,

Ms. Blackman met with the Headstart School, Model College for Boys F-8/4 and Model College for Girls F-6/2. The Headstart School seemed the most prepared to start working on the *I*EARN-CIVICS* program. However, the Model Colleges were also eager to participate and I*EARN would like to involve government schools. In Karachi, Ms. Blackman met with the Aga Khan Education Foundation and Secondary School, The Foundation Public School, and Beaconhouse Schools Regional Office. I*EARN proposes to conduct a training workshop at the Aga Khan Secondary School because it is committed to sharing the project with several other schools, including hosting the technology coordinators from the Foundation and Beaconhouse schools. Schools and organizations visited in Pakistan include:

Islamabad

- Director General, National Institute of Science and Technical Education
- Society of Pakistan English Language Teachers
- Information Technology Commission, Government of Pakistan
- Islamabad Model College for Girls
- Islamabad Model College for Boys
- The Headstart School
- Fatima Jinnah Women University
- Pakistan Education Foundation

Karachi

- Sindh Government Education Foundation
- Foundation Public School
- Sultan Mohamed Shah Aga Khan School
- Pakistan American Cultural Center
- Beaconhouse School System
- Teachers Development Centre
- Teachers Resource Centre

SRI LANKA

In November 1999, Ms. Blackman will visit Sri Lanka with a team from I*EARN's partner the World Links for Development (WorLD) program of the World Bank Economic Development Institute. The WorLD program has Ministry of Education and school contacts that we will use to set up the project in Sri Lanka. To support this program, I*EARN is working with Mr. Peter Claussen, USIS; Mr. Sam Carlson and Mr. Bob Hawkins, WorLD program; and John Geier, Junior Achievement International.

IMPLEMENTATION

Building on the first three phases of the program, which started on June 1, 1999 and will be completed on June 1, 2000, the project will continue with three additional phases, to begin June 1, 2000 and conclude June 1, 2001.

CIVICS 1.0

Phase One

The first phase of the program-- the first set of initial planning visits to Egypt, India, and Pakistan-- has been completed. I*EARN has identified lead educators who will promote the project, coordinate the translation work, and facilitate the on-line discussions/essays. I*EARN has formed an international project team of teachers and students who have experience working on civic education conflict resolution projects; fine-tuned the program timetable; and has created an <iearn.civics> on-line conference. I*EARN has publicized the program throughout its network and other educational

networks and solicited support from several partners, such as the World Bank, Peace Corps, and Schools Online.

Phase Two

In Fall 1999, I*EARN will send program planners to Jordan, Lebanon, and Sri Lanka. The final selection of participants and first exchanges will take place, with U.S. trainers to each of the six participating countries for two weeks. Trainers will discuss in depth I*EARN, ESL/EFL curricula development, civic education issues to be addressed, and the technology behind the project. I*EARN will conduct baseline evaluation of student ESL/EFL competencies and an a general pre-project survey of participant goals and objectives.

Phase Three

The final phase of *CIVICS 1.0* will include more intensive school implementation, an initial assessment of program implementation in each country, and publication of participant work (print and Web). U.S. Educator/Trainers will finish their visits abroad, and NEA Education Leaders from six participating countries will travel to the United States for two to three week curricula development training with a host school and community. Elements of individual projects will be revised and fine-tuned to ensure that the overall program goals continue to be met. Regional workshop planning will begin during this phase.

CIVICS 2.0

Phase Four

In Phase Four, I*EARN will continue to support the implementation of the program in the classrooms of participants from *CIVICS 1.0*. Whereas during the third phase of the project schools will primarily participate in established I*EARN projects, during Phase Four participants will work together to develop their own themes within the *I*EARN-CIVICS* structure.

Similar to *CIVICS 1.0*, the selection of second group of participants will be based on the following criteria: flexibility, maturity, leadership ability or potential, demonstrated interest in international and educational issues, ESL/EFL experience, academic record, community involvement, language skills, and willingness to be a mentor for future generations of participants. Preference will be given to educators who have not previously visited the United States. I*EARN will use the same criteria to choose host U.S. Educator/Trainers and host institutions.

All participants will receive a pre-departure orientation and a welcome orientation sessions once they arrive in their host community. NEA Education Leaders will be immersed in comparative study and sharing of successful educational methods, while developing new thematic areas in existing educational curricula to be used during and following the exchange. NEA Education Leaders will “shadow” their hosts and have the opportunity to lecture on civic education issues, educational technology, and country background. The U.S. Educator/Trainer will work with the ESL classes and assist with both technical and pedagogical issues, while NEA Education Leaders will examine the

structure that lies behind the U.S. educational system, including the role of a school board, a Parent-Teacher Association, and a student council.

Phase Five

In Fall 2000, I*EARN will send six U.S. Educator/Trainers, ten educational leaders from India, Jordan, Lebanon, Pakistan and Sri Lanka, and twenty-four educational leaders from Egypt to a regional workshop in Cairo, Egypt. I*EARN will invite "first generation" participants from India, Jordan, Lebanon, Pakistan and Sri Lanka to assist in the design of the training workshop. The regional workshop will be an opportunity for the first group of participants to develop further on-line collaborative project skills, network with educators from other countries, and to be mentors for a second group of participants to the program. Based on the conference workshop discussions, elements of individual projects will be revised and fine-tuned to ensure that the overall program goals continue to be met.

I*EARN will work closely with RELO Richard Boyum and other partners in Egypt, such as the World Bank and Regional Information Technology and Software Engineering Center (RITSEC), to ensure as many educators as possible from Egypt and neighboring countries are able to attend. Other topics addressed at the workshop may be helping educators to:

- provide a forum for I*EARN experts to share their recent, practical experiences establishing their NGOs in Eastern and Central Europe, Asia, Africa, and Latin America;
- share budgeting and financial reporting/record-keeping processes;
- Seek and secure funds from various sources to support their activities and to develop marketing and media outreach strategies;

- build awareness of issues involved as schools work with community-based organizations and youth-oriented NGOs.

Following the Cairo workshop, the twelve new NEA Education Leaders will continue their projects by traveling from Egypt directly to selected U.S. host schools and communities for two to three-week training visits. This phase will also strengthen the working relationship developed between the U.S. trainers and their counterparts, as well as deepen the lines of communication among U.S. citizens and their Near Eastern, North African, and South Asian counterparts.

Phase Six

Towards the end of the 1999-2000 school year, educators again evaluate student ESL/EFL competencies (a control group of students studying English without on-line work will be used to compare English learning progress) and report the result to I*EARN. I*EARN will compile the results, and distribute the findings, including a publication of student work throughout I*EARN. I*EARN will use its World Wide Web site to make them available to anyone with Internet access and to heighten visibility and interest in the program for expansion in subsequent years.

MANAGEMENT

An experienced grantee, I*EARN has successfully administered public and private funds to support educational technology training projects, participant travel, host institution orientation programs, and conferences for its network and partners. I*EARN has experience managing travel logistics for its network, and will work closely with

workshop coordinators in Egypt , and U.S. hosts to ensure that participating educational professionals from Egypt, India, Jordan, Lebanon, Pakistan, and Sri Lanka are well provided for.

Dr. Edwin Gragert, Director of I*EARN is providing overall supervision of the program. Program Coordinator Ms. Radha Blackman is responsible for administering, coordinating, and monitoring the project day-to-day. I*EARN is complying with all OMB regulations concerning the expenditure of federal funds. I*EARN will produce reports for the Bureau of Educational and Cultural Affairs, as specified by its contract. Relevant publications and a follow-up report one year after the program concludes also will be provided to the Bureau.

I*EARN will be responsible for monitoring the project and assisting each of the participants establish I*EARN in their respective schools. Monitoring will include close communication with the I*EARN country coordinators, in-country partners, and participants by telephone, letter, fax, e-mail and site visits. I*EARN will help the participating schools find equipment and locate and use local Internet Service Providers, if necessary. I*EARN will provide participants with needed guidance, training materials, resources, and other forms of support to design and implement their projects. I*EARN staff will also help schools solicit funds for expanding the program. Additionally, I*EARN staff will be responsible for providing recommendations to improve and enhance the quality of the exchange and training project throughout all of its phases.

The project participants will be responsible for promoting their projects locally, recruiting students and fellow teachers, hosting the educational leaders and trainers

(home-stays are recommended, but not mandatory), evaluating their students, fundraising, and handling local logistics.

I*EARN strives to ensure that every project undertaken reflects the diversity of its network. In the United States and abroad, I*EARN actively promotes the inclusion of ethnic and racial minorities, girls and women, people with disabilities, and people of diverse socio-economic status in its projects.

EVALUATION & FOLLOW-ON

I*EARN will evaluate the project in both quantitative and qualitative terms. The technology allows for easy analysis of the number of essays, messages in response, etc. These will be tabulated to provide quantitative data on the number of countries, students, and schools involved in the project. Furthermore, student essays (both in hard copy and on the WWW) will be available for qualitative evaluation. In addition, I*EARN will circulate a survey at the outset of the project and after six months and one year to assess student and teacher growth in learning in both the affective and cognitive domains.

In a recent I*EARN ESL/EFL initiative sponsored by USIA's Regional English Language Office in Vienna, Austria, the test scores of participating students rose significantly at each of the schools as a result of on-line discussions on issues of civic responsibility, cultural identity, school bullying, media influence on teenagers, charity, and substance abuse. I*EARN expects similar results for this project.

Participating students will take an English language test from the New York State Board of Education prior to their participation in order to assess their language

proficiency in English. When the project concludes, students will take the same test to determine the level of improvement in their understanding of English. A control group of students studying English without on-line work will be used to compare English learning progress.

I*EARN was founded on the expectation that student project work using telecommunications technology must be sustainable using local resources. As a result, each of the I*EARN Centers around the world which have received funding from the Copen Family Fund have established themselves on a sustainable basis. Moreover, almost all student projects are funded through local, national or international fundraising by the participants themselves. Therefore, students and teachers work within I*EARN on the premise that they themselves assume responsibility and power over their work--from the design through implementation and completion.

The *CIVICS* program is structured similarly. Once the “start-up” costs of organization, translation and coordination are covered, annual maintenance will be only for coordination of expansion, and possible translations into new languages to enable additional schools and countries in the region to participate. The on-line collaboration and organizational and technical support from I*EARN are not dependent upon federal funding and will continue after exchange funding ends.

I*EARN will assist teachers and students participating in the program to conduct “follow-on” activities that will be part of the on-going relationship between the schools and organizations in I*EARN. These activities may include recruiting other teachers and students within the school to join other I*EARN conferences, recruiting and training teachers in other local schools, expanding the program to other regions, and assisting

neighboring countries to join the I*EARN network and to use telecommunications technology in innovative ways. I*EARN also expects that the relationships made among students and teachers during the telecommunications aspect of the program will facilitate further physical exchanges between participants.

IMPACT

I*EARN anticipates that during the first year of the project, a total of 100,000 students, teachers, persons in key education policy-making positions, and the media will read the student essays and educational material generated by this project. This will have a ripple effect as additional teachers see how they can use the project to explore and integrate values into their ESL/EFL curricula. Through telecommunications technology, the scope and impact of this project can and will be expanded exponentially.

In its first year, announcement of the *I*EARN-CIVICS* program reached 300,000 member teachers and students in 60 countries. I*EARN continues to do additional promotion of the project through educational list services, reaching an additional 20,000 schools with student enrollments in the millions. At the end of *CIVICS 1.0.*, copies of publications will be printed and sent to schools in the six participating countries, as well as circulated among the media, Ministries of Education, US Embassies, and youth organizations. Altogether, I*EARN estimates that project work will be read in three formats: in the on-line <iearn.civics> conference/newsgroup (10,000 persons); in print (5,000 persons); and on the World Wide Web (50,000-100,000 persons).

Daily, it seems, we read that the Internet is the most powerful educational tool the world has ever seen, and that it will transform education. Yet, the uses on which most people have focused are its massive, yet passive storage capability and its role as a research tool. These uses will not transform education. They are simply putting an old paradigm into a new technological environment. To take advantage of its power, the Internet must be more than a larger library or place to put WWW pages--as valuable as these uses are.

The power of the Internet is in its human connective potential. By connecting us as global citizens and local community members, we learn better. We open ourselves to new ideas and in turn shape the thinking of others through diverse input. We and our students are empowered to apply learning within our societies and in the global community in ways that can impact powerfully and positively on lives and environments.

Through a collaboration with the Office of Citizen Exchanges at the Bureau of Educational and Cultural Affairs at the U.S. Department of State, I*EARN will ensure that educators and students do not view on-line activity as a "sad, lonely world." *CIVICS 2.0* will continue to enable a under-served "community of learners" in the Near East, North Africa, and South Asia to engage in a vibrant global dialogue with their counterparts in the United States and in other countries eager to listen to Arabic, Hindi and other voices express their individual and collective thoughts relating to their roles in their local communities and on the planet.

CALENDAR OF ACTIVITIES

Phase Program Activity-CIVICS 1.0 and CIVICS 2.0 (June 1, 1999 to June, 2001)

O N E	<i>June 1999 - September 1999</i>
	I*EARN announces <i>CIVICS 1.0</i> pilot project.
	I*EARN solicits U.S. trainers/project leaders from network.
	I*EARN identifies schools/educators/partners in participating countries.
	I*EARN develops Internet resources for project.
	I*EARN staff visit Inida, Pakistan, & Egypt.
T W O	<i>October 1999 - January 2000</i>
	I*EARN staff visit Jordan, Lebanon, and Sri Lanka
	Final selection of all participants.
	Baseline ESL/EFL data collected for evaluation.
	U.S. Educator/Trainers begin visits to participating countries.
	U.S. schools begin hosting NEA Education Leaders from participating countries.
	Educators begin implementing I*EARN project into classroom curricula.
T H R E E	<i>February 2000 - May 2000</i>
	U.S. Educator/Trainers finish visits participating countries.
	U.S. schools finish hosting NEA Education Leaders from participating countries.
	Educators evaluate project. Participants submit work to publications.
	I*EARN evaluates project and collects ESL/EFL data.
	I*EARN submits first year report and distributes to network.
F O U R	<i>June 2000 - September 2000</i>
	Continued implementation & support for <i>CIVICS 1.0</i> participants.
	Prepare for Regional Workshop in Cairo, Egypt for existing & new participants.
	<i>CIVICS 2.0</i> schools & participants chosen.
	<i>CIVICS 2.0</i> baseline ESL/EFL data collected for evaluation.
	I*EARN hosts International Conference in China; gives <i>CIVICS</i> workshop.
F I V E	<i>October 2000 - January 2001</i>
	Regional workshop conducted in Cairo for <i>CIVICS 1.0</i> & <i>CIVICS 2.0</i> participants.
	U.S. schools host education leaders from participating countries.
	Continued implementation & support for all participants.
	I*EARN solicits support from its partners to further expand the program.
S I X	<i>February 2001 - May 2001</i>
	Educators evaluate project. Participants submit work to publications.
	I*EARN evaluates project and collects ESL/EFL data.
	I*EARN submits second year report and distributes to network.