

and disseminated in classrooms and at teacher training sites in Armenia.

The rationale for this project is that by introducing more interactive, student-centered teaching practices tied to relevant social studies in Armenia, educators in that country will be better equipped to prepare high school students to participate as citizens in a democratic society.

As part of the effort to promote cooperative relationships within a democratic society, the project will also prepare teachers to relate effectively with other members of the educational community including administrators, parents, students, and officials responsible for educational oversight.

Project Design

The process for developing, testing, publishing, and disseminating the materials and the handbook should include a carefully designed series of exchange visits and related activities within a three-year period. Proposals should describe a strategy for administering the project effectively and for evaluating the results of project implementation. Proposals should also demonstrate that the project's objectives are feasible within the budget proposed and take into account local conditions that may affect recruitment, implementation, teacher training or pilot testing activities in Armenia.

The project design should be outlined within the general framework of three project phases. (Full details for each project phase are contained in the POGI.)

Phase One: Recruitment of Participants, Selection of Subjects, and Arrangement of Administrative Details

Although some of the activities in Phase I may be initiated and implemented through correspondence or other kinds of distance communication, the U.S. grantee organization should include within Phase I a planning trip of approximately two to four weeks to Yerevan.

(1) *Recruitment of participants:* Within the first six months of the project, the U.S. grantee organization will communicate with the Public Affairs Section of the U.S. Embassy in Yerevan and with representatives of a local NGO active in the education sector or with other local educators to coordinate the recruitment and selection of approximately six Armenian participants for the curriculum development team. The U.S. applicant should identify in the proposal an NGO or a network of high school and/or social studies educators in Armenia with whom the applicant proposes to

work in the recruitment effort. The curriculum development team should include participants with previous training and professional experience with social studies education at the high school level, curriculum development and in-service teacher training.

(2) After the curriculum development team has been selected, the grantee organization should consult with the team members and with other social studies educators in Armenia to assess the high school social studies curricula and related teaching materials that are currently in use as well as the U.S. materials that may be relevant to the needs of high school teachers in Armenia. Based on that analysis, the curriculum development team will select the social studies subjects in which the curricular materials will be developed and the methodologies which the teachers' manual will target.

(3) The grantee organization should consult with the Armenian Ministry of Education regarding the following key features of the project (See POGI for contact information): (a) Approval of paid leave for the Armenian participants during their stays in the U.S. and during subsequent periods of training in Armenia; (b) facilitation of the logistics for the training sessions to be conducted in Armenia through signed agreements with the Ministry of Education or other education authorities; (c) if the project includes activities that will ultimately require government approval, the proposal should include a plan for securing the approval of the Ministry or other relevant educational authorities.

Phase Two: U.S. Workshop

In Phase II of this project, members of the curriculum development team from Armenia will spend approximately 12 weeks in the U.S. attending an intensive curriculum development workshop. The U.S. grantee organization will conduct the workshop at which the team will draft the curricular materials and the teachers' manual in consultation with U.S. specialists with expertise on the targeted subjects and methodologies. The U.S. workshop should include opportunities for the direct observation of U.S. classroom teaching, school administration, and community involvement as appropriate. Consultations with U.S. teachers and professional counterparts, including mentored attendance at professional meetings, may also be appropriate. Proposals should incorporate sufficient time for writing the curricular materials and teachers' manual so that working drafts will have been completed by the time the curriculum development team returns to Armenia.

Phase Three: Pilot-Testing, Teacher Training, Publication, and Dissemination

In Phase III of the project, the grantee organization will implement a program for testing, revising and publishing the curricular materials and teachers' manual drafted in Phase II. Proposals should describe a strategy for collaborating with local high schools, other appropriate educational organizations, and teacher training networks in Armenia to facilitate pilot testing of the curricular materials and the teachers' manual and to train teachers to use these materials in their classrooms. Targeted high schools should include those involved with the Armenia "Connectivity Project" sponsored by the Bureau of Educational and Cultural Affairs. (Information on the Armenia Connectivity Project can be found at <http://www.projectharmony.am>).

Proposals should demonstrate an ability to coordinate and to monitor Phase III activities. Proposals should describe the composition and size of the teacher and student populations that will benefit from the innovations to be introduced through the curriculum development and teacher training effort. In addition, proposals should describe (or outline a strategy for ascertaining) feasible options for publishing the curricular materials and the teachers' manual for dissemination at high schools throughout Armenia.

Project Duration

Pending the availability of funds, grant activities should begin on or around June 1, 2004 and should last for a three-year period. Grant activities are expected to be completed within the three-year timeframe as additional funds beyond the initial grant award are not anticipated.

Project Evaluation

Proposals should describe and budget for project evaluation. Organizations that are awarded Bureau grants must formally submit periodic reports to the Bureau on the project's activities in relation to its objectives. The formal evaluation reports should include an assessment of the status of high school social studies education in Armenia at the time of program inception with specific reference to project objectives; formative evaluation to allow for mid-course revisions in the implementation strategy; and, at the conclusion of the project, summative evaluation of the degree to which the project's objectives have been achieved. The proposal should discuss how the issues raised