



Program Summary Report

The following is a summary of the activities and outreach for the **“Democracy, Energy Security and Cooperation, and Sustainable Development in the Hemisphere” award # S-ECAAE-07-GR-174(MA)**, completed from August, 20, 2007, to September 30, 2009, by the Center for Hemispheric Policy at the University of Miami.

The Department of State grant award provided funding for two task forces, 13 task force papers, four policy papers, 38 public and private programs, two visiting fellows and administrative costs.

The two task forces were: the “Development Challenges in the Hemisphere” task force, and the “Energy Cooperation and Security in the Hemisphere” task force. There were three, off-the-record sessions in each task force featuring three to four discussants. Each speaker gave extensive presentations, followed by discussion of several hours with participants, many of whom are regarded as experts themselves. Discussants for the task forces wrote comprehensive papers, expanding on their presentations at the sessions. Six of the “Development Challenges in the Hemisphere” task force papers are posted on the Center’s website and were distributed electronically to the Center’s contact list. Seven of the “Energy Cooperation and Security in the Hemisphere” task force speakers wrote papers, which have been posted on the website and electronically distributed. Combined, the six task force sessions attracted a total of 200 participants.

The Center organized 38 public and private programs during the term of this grant. A total of 15 private programs and 23 public programs attracted approximately 2,200 attendees, including 250 students and 140 media representatives. There were a total of 78 speakers, including 48 foreign speakers. The Center produced the papers for the “Perspectives on the Americas” publication which expands on speaker’s topics during the private and public programs, focusing on crucial issues affecting the state of democratic institutions, and the potential for growth and development in countries in the Western hemisphere.

During the term of this grant, the Center hosted two visiting fellows. The first visiting fellow was Dr. Santiago Montenegro, a leading Colombian economist, president of the Colombian Association of Severance Pay and Pension fund Administrator (ASOFONDOS); former managing director of the Colombian National Department of Planning; and former president of Colombia’s National Association of Financial Institutions (ANIF). The second visiting fellow was Anel Townsend, consultant for the Unit of Gender Development at the Inter-American Development Bank (IDB) in Washington, D.C., and former minister of women’s affairs and social development in Peru. Each fellow made two trips of one week each. They participated in public and private programs, a conference, gave class lectures, talks to Latin American student organizations and media interviews.

The Center’s distribution list currently contains over 7,000 contacts. It is comprised of United States and foreign contacts from embassies and consulates, NGOs, universities, business, government agencies and think tanks.

This grant gave the Center the opportunity to make a strong policy impact on the Miami community and throughout the hemisphere, to enhance the role of the University of Miami as a place of enlightened dialogue on hemispheric and pertinent global issues, and to promote U.S. interests in democracy and market-oriented development in the region.



THE TIBET FUND

241 East 32nd, Street, New York, NY – 10016

Executive Summary For the Tibetan Scholarship Program of The Tibet Fund

The Tibet Fund is pleased to report on grant # S-ECAAE-08-GR-007 (SS) for the Tibetan Scholarship Program (TSP) for the period from October 1, 2007 through September 30, 2009. This grant originally authorized \$744,000 to support 25 students to study in the US, but as a result of our success in obtaining tuition remission from various colleges and universities, we were able to support a total of 31 students including 10 master-level students who arrived in the US in August 2006 and 21 students who arrived in the US in August 2008 and January 2009 respectively. The Tibet Fund disbursed \$743,774.48 against the grant authorization of \$744,000.00. The difference between the grant authorization and disbursement has been returned to the Department of Health and Human Services in the amount of \$225.52. To meet its 30 percent matching obligation to the grant, The Tibet Fund obtained tuition waivers from individual universities in the amount of \$361,519.92 for 24 students.

The Tibet Fund worked closely with the Department of Education (DoE) to administer the grant and ensure that the most highly qualified students were selected for the program and placed in the best schools in the US. The information on the TSP and application process was made widely available to all the Tibetan settlements in India, Nepal and Bhutan, and on the website of the Central Tibetan Administration (www.tibet.net). To adhere to fair selection practices for the TSP, the selection process was conducted by three different selection committees in India: the Scholarship Section of the DoE, the High Level Selection Committee and an Expert Panel comprised of academics and other experts, including the PAS officer from the American Center of the US Embassy in New Delhi.

The day after their arrival in New York City, the students participated in a three-day orientation and signed a "Letter of Undertaking" obligating them to return to India upon completion of their studies. After orientation, the students traveled to their respective schools. The TSP Program Coordinator remained in contact with them throughout the period of their studies to assist with any issues they may have had.

The TSP is a vitally important program for the Tibetan refugee community. Returning students reported very positive experiences both in terms of providing them with skills and knowledge that they can use to advance professionally and serve their community, and in terms of broadening their understanding of American culture and civil society. One of the TSP Alumni stated in her evaluation, "... I believe that I received my best education here in the US; it has been a life-changing experience in terms of choices I will make now and in the future. I see boundless possibilities to what I can achieve".

Summary report on State Department Grant: S-ECAAE-08-GR-142 (SM)
Developing High Quality Sustainable Study Abroad Programs in Sub-Saharan Africa
Michigan State University (MSU)-Historically Black Colleges and Universities (HBCU)
collaboration

Consistent with MSU's proposal the completed project was divided into two phases:

1. Workshop that focused on the key ingredients to the development of high quality, sustainable study abroad programs in sub-Saharan Africa.
2. Site visits to selected African countries by two-person teams from four participating HBCUs.

Selection Process

Recruitment initiated in September, 2008. Application packets sent to 50 HBCUs. Ten complete applications were received from which the follow four applicant accepted into the program.

Bowie State University for development of a general education program in Ghana
Jackson State University for an undergraduate allied health program in Uganda
Norfolk State University for a language and liberal arts program in Senegal
Tuskegee University for an architecture and building science program in rural Eastern Cape, South Africa.

Phase One: Workshop at Michigan State University

MSU organized, as per outlined in the proposal, a two- and a half-day workshop at MSU, that focused on the development of high quality, sustainable study abroad programs in Africa. Each of the participating HBCUs were required to send a two-person team to the workshop. The workshop was held February 18-20, 2009 on the MSU campus.

Phase Two

As per the proposal, Phase Two was comprised of week-long investigatory trips by the two-person teams from each institution to the African countries where they proposed to develop study abroad programming.

Mid-July, 2009:

Bowie State University to Ghana

Tuskegee University to Eastern Province, South Africa

Late July, 2009:

Jackson State University to Uganda

First week in August, 2009:

Norfolk State University to Senegal

U.S. Department of State

Undergraduate Intensive English Language Project

Award S-ECAAE-08-GR-224(KF)

One-Page Summary

This grant awarded to the University of Missouri - St. Louis (UMSL) is a collaboration between UMSL and St. Louis Community College (STLCC). The project was titled Community College English Language Institute (CCELI). We welcomed 60 students from eight countries in East Asia to participate in intensive English language coursework and to experience American culture. The 60 students were divided so that 20 attended the three city campuses of STLCC – Florissant Valley, Forest Park, and Meramec. The students participated in an eight-week residential component with emphasis placed on academic English language skills and an American cultural experience. For the academic portion, students were enrolled in 12 credit hours of ESL instruction and participated in a service learning project. The students were then encouraged to complete the remainder of the semester on-line from their home countries. For the cultural experience, students engaged in a variety of cultural activities while in the U.S. and have continued to remain engaged online with program staff, their new American friends, and each other. The program had a profound impact on the students and all those that worked with them. A summary of outcomes is as follows:

Students' evaluation of program:					
	Unsatisfactory	Fair	Neutral	Good	Excellent
Overall CCELI Program			4%	38%	58%
Cultural Activities		2%	2%	50%	46%
Academics Component			6%	38%	56%
Online Component	8%	6%	41%	28%	17%

Students' evaluation of ESL growth:					
This program improved my:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
English skills overall			9%	41%	50%
Pronunciation		2%	6%	39%	52%
Writing			16%	38%	46%
Grammar		4%	22%	40%	34%

Faculty evaluation of student ESL growth*:

** Students with higher English proficiency levels on entry to the program can be expected to have a lower rate of growth than students entering with lower proficiency levels.*

High: 39% (23/60)
 Moderate: 53% (32/60)
 Low: 8% (5/60)
 No change: 0%

Online participation rates:

57% participation rate (34/60)

By country:

Burma: 14% (1/7)
 Cambodia: 100% (8/8)
 Laos: 55% (6/11)
 Malaysia: 67% (6/9)
 Mongolia: 50% (6/12)
 Philippines: 25% (1/4)
 Thailand: 0% (0/2)
 Vietnam: 86% (6/7)

The information in this report elaborates on the above data and the student experience, in addition to administrative aspects of the grant. This program was most successful in its ability to create a significant impact in a short time– and sustain that impact over an extended period. Examining only the student performance data or examples of student academic work, which we believe is impressive, does not tell the full story of our program. Therefore this report also includes direct comments from students, student poems about their experiences, and samples of student work. To echo the sentiments of one student who attempted to elaborate on his experiences with CCELI, “If I explore my feelings I’ll need lots of papers and more time.”

University of Delaware
Department of State
Award S-ECAAE-09-CA-031(SS)
2009 Study of the United States Institute on U.S. National Security Policy

The University of Delaware hosted the 2009 Study of the United States Institute on U.S. National Security Policy: Policy Making in the Post 9/11-World.

This program brought 17 scholars and practitioners from across the globe (Argentina, Bulgaria, China, Czech Republic, Guatemala, India, Italy, Jamaica, Kazakhstan, Lebanon, Mozambique, Nigeria, Pakistan, Poland, Singapore, Taiwan, Ukraine). An 18th participant was unable to secure a U.S. visa.

The overall goal of the program was to facilitate a more informed exchange of ideas, discussions, and understandings between scholars and opinion leaders in the United States and in other countries. It is anticipated that the long term effect of the program will be to develop stronger and more beneficial ties between the people in our communities. More specifically, the goal of the Institute was to provide these scholars with a greater understanding of American foreign policy and National Security policy. The Institute offered the opportunity to build an epistemic community amongst and between the scholars and their American counterparts lasting beyond the scholars' stay in the United States.

Participants arrived on January 3, 2009 and returned home on February 15, 2009. Participants spent the majority of their time in residence at the University of Delaware's Main Campus in Newark, Delaware and also engaged in study trips to Connecticut, Maryland, Massachusetts, New York, Pennsylvania, and the District of Columbia. While on campus participants attended specially designed lectures, seminars, and workshops delivered by University of Delaware faculty and noted speakers from other universities, government, and think tanks.

During the study trips, participants met with leading scholars at the American Enterprise Institute, the American Political Science Association, Boston University, the Center for Strategic and International Studies, the Council on Foreign Relations, Columbia University, Harvard University, the Massachusetts Institute of Technology, the National Defense University, Tufts University, the U.S. Army War College, the United Nations Population Division, the U.S. Military Academy (West Point), and the U.S. Naval Academy. Participants also visited Dover Air Force Base, Naval Submarine Base New London, and the Delaware National Guard, as well as Gettysburg National Military Park and Independence National Historical Park.

Participants met with Department of State officials with the U.S. Mission to the United Nations in New York and with country desk officers and with officials from the Bureau of Education and Cultural Affairs and the Policy Planning Staff in Washington.

By all measures, the goals of the program were fulfilled. Indeed, as one participant put it, "I learn[ed] that people in the United States really value their national security and are open to listen, discuss and improve their...security."



Summer Institute for the Study of the United States for Secondary School Teachers and Teacher Trainers – Summary Report

Grant Number: S-ECAEE-09-CA-058(SJ)

Grant Period: March 30 - October 31, 2009

Program Dates: June 19 - August 1, 2009

ITD's 2009 Study of the United States Institute for Secondary School Educators had as its major theme contemporary political, social, and economic issues in America; with the arts and pedagogy as minor themes. The residency component took place at Amherst College in Amherst, Massachusetts, and the study tour took the group to Montana, Wyoming, Washington, DC and New York City. The Amherst part of the program featured three weeks of lectures on such topics as America's republican form of government and the importance of civil society, literature, modern education, race, gender, and the environment. Classroom materials reflected the program's multi-disciplinary approach, including basic legal documents, political tracts, and speeches along with samplings of poetry and prose by leading authors. Videos and films were also used, as were site visits to local museums as well as NGOs whose mission bear on program themes. In response to past program participants' suggestions, one session focused on pedagogical approaches to teaching English. We also brought in two academic advisors to help the participants design their final projects. Speakers were encouraged to use history as backdrop and context for sessions focused on the current scene.

New this year were discussion sessions with the academic director based on articles chosen by the participants from the *Sunday New York Times*. We also expanded from one to two joint sessions with a Teach American History program for teachers from Springfield, Massachusetts. These sessions, in addition to offering content that complemented our institute, provided our participants direct contact with US school teachers. Our participants loved the opportunity to talk shop with their American colleagues over a leisurely lunch, following a session on American politics; several of them were later invited to have dinner with the families of their Springfield colleagues. All participants were paired for at least one dinner with an American family.

The weeklong study tour in the West brought the group to Butte, MT and the National Folk Festival. Subsequently two days were spent in Yellowstone National Park, and one day in Cody, WY to visit the Buffalo Bill Historical Center. The rest of the week included a visit to the Little Big Horn National Park and the Crow Indian Reservation, and a guided discussion on incorporating topics bearing on the American West into participants' classrooms.

The group then flew to Washington, D.C. where they visited the national monuments and Smithsonian museums, the Supreme Court and the Brookings Institution, and debriefed at the Department of State. Finally, two days were spent in New York City, with a tour of Harlem, museum visits, and a trip to the Statue of Liberty. The final week of the program took place in Amherst, where participants prepared and presented their final projects.

The residency component of the program, deemed extremely strong in participant evaluations, owed some of its success to the fact that most presenters stuck closely to our insistence that they focus on contemporary features of their topics. The West was similarly highly rated, particularly Yellowstone, the Little Big Horn National Park and the Crow Reservation. Participants greatly valued their time in Washington and New York, returning "home" to Amherst with the motivation and materials to complete their lesson plans or other projects. The academic director found this year's participants to produce the best group of reports he had seen of his three institutes.

To judge from the final evaluations, this was a popular and effective program. On a five-point scale, 26 of 28 participants rated the administration of the program 5; two gave it a 4. Similarly, 21 rated its content 5 and 7 rated it 4.



**Partnership for Teaching: English as a Foreign Language Institute for EFL teachers from
Egypt, Morocco and Jordan
Sept 1, 2007 - August 31, 2009**

This program was part of a United States Department of State project called Partnerships for Teaching (P4T) English Language Teacher-Training Project and is overseen by the Bureau of Educational and Cultural Affairs (ECA). The program was comprised of three stages: (1) In-country (participants' countries) program planning and pre-departure orientation, (2) US training program, and (3) In-country follow-on conferences. Jordan and Morocco sent eight teachers each for a combined training program whereas 12 teachers were selected from Egypt to participate in a separate training program. These twenty-six teachers participated in interactive workshops exploring the latest methods, explored US history, culture and society and practiced teacher training skills to become effective multipliers of the content and skills learned during the program.

During the US training stage at the University of Delaware, the objectives were threefold: to provide hands-on training and experience in using communicative and interactive EFL methods and materials, to provide exposure to and information about US society and its people and culture, and to provide the opportunities for meeting and networking with US colleagues in the field of teaching English as a Foreign Language (EFL). To meet these objectives, the program's content included the following areas: EFL teaching methods, teacher training and leadership skills, educational technology, and US society and culture.

The hosting institution, the University of Delaware, and its larger community benefited from the program by learning about contemporary life in the participating countries and about education and teaching in these societies. Delaware educators, trainers, students, and community members had the opportunity to know about the challenges faced by teachers and students in these countries. Opportunities for cultural exchange included a home stay experience and numerous trips including Washington DC and visits in the area to such organizations as the YMCA, Senior Center, People to People International and other community organizations.

The program has resulted in an ongoing increase in capacity in teaching EFL in the participating countries and in training EFL teachers and an increase in knowledge and skills of effective use of technology in education. Long-term linkages between the three countries and US schools and educators are also a medium and long term outcome as well as an increase in the participants' and in Americans' understanding and appreciation of each other's society and culture.

Through in-country conferences in all three countries, organized and implemented by the training participants in each country, best practices and the latest methods of teaching English communicatively could be multiplied to benefit thousands of students. In Egypt the conference brought together all program alumni from previous years for a vibrant exchange of lessons learned. In Morocco and Jordan, P4T participants trained an additional 50 colleagues.

Program Summary Report
Agreement S-ECACU-08-GR-096(DT)

The International Writing Program (IWP) at the University of Iowa hosted five linked writer exchanges for the FY08/09 grant cycle. These exchanges and colloquia were convened in the U.S. and abroad with the purposes of 1) providing established foreign authors with the time, space, and tools to write; 2) facilitating cross-border dialogue and collaboration among literary artists; 3) extending the IWP's outreach in ECA-specified target regions, such as the Middle East, North Africa, and Muslim world; 4) introducing American writers to their literary counterparts overseas; and 5) providing opportunities for educational enrichment in the U.S. for young writers who reside in the target regions.

At the 2008 IWP residency:

- Seventeen ECA-sponsored international writers came to Iowa City, Iowa (USA) for writing, translation projects, and research from August 23-November 18, 2008. Activities included panel discussions; talks and readings; community outreach; and cultural visits.
- The writers participated in over one hundred events during the eighty-eight days of the residency.
- The IWP organized and/or facilitated the writers' travel to more than twenty cities across thirteen states for professional and touristic programming.
- Two ECA-supported writers (John Nkengasong of Cameroon and Hu Xudong of China) presented at the Chicago Humanities Festival in early November. Other writers participated in high-profile literary events in the Midwest, Northeast, and elsewhere.
- Three ECA-supported writers (Glaydah Namukasa of Uganda, Maya Kucherskaya of Russia, and Hu Xudong of China) completed additional residencies at institutions that partnered with the IWP for hosting. These residencies occurred at City of Asylum/Pittsburgh in Pennsylvania, The Island Institute in Sitka, Alaska, and The Hermitage Artist Retreat in Englewood, Florida.

At the Reading and Lecture Series:

- Four American writers embarked on a four-day reading tour of Tunisia from April 24-27, 2009; and a two-day tour of Morocco on May 3-5, 2009.
- The writers were brought in contact with a broad Muslim audience during daily public events, the Tunis International Book Fair, and cultural outings.

At The Souk Ukaz convocation in Morocco from April 28-May 2, 2009:

- Those same four American writers joined nine distinguished writers, thinkers, and public figures from other countries (including three ECA alumni) for a week-long discussion on "The City and the Self," at sessions held in the cities of Fez and Casablanca.
- The days were divided in two, with the mornings spent in work-related discussions and the evenings scheduled for cultural tourism and a number of public events.
- Participants circulated and revised essays to be collected for future publication.

The East Africa Reading Tour:

- Brought a delegation of four American writers to Kenya from June 8-18, 2009.
- The group visited three universities in Nairobi as well as refugee camps in Kibera and Dadaab, where they held five creative writing workshop sessions with over one hundred forty-five students and thirteen teachers.

For Between the Lines: The Writing Experience:

- The IWP partnered with the Iowa Young Writers' Studio to host twelve young writers (ages sixteen to nineteen years) and four adult chaperones from Arabic-speaking countries for a two-week residency at the University of Iowa from July 4-18, 2009.
- The residency offered writing courses in English and Arabic and more than twenty-five other activities designed to strengthen students' writing skills and create bonds with their American counterparts.

Sports Management Exchange Program, for the Dominican Republic, Nicaragua and Venezuela 1 Page Summary

Partners of the Americas (POA) was awarded the Youth Sports Management Exchange (“YSME”; commonly referred to as the “Baseball Exchange”) for the Americas program (award number S-ECAPE-07-GR-165 (LM)) on September 14, 2007. The grant award amount was \$134,313 with POA committing to providing \$54,860 in cost share. Originally the grant was scheduled to end on December 31, 2008. In October, 2008, POA was granted a three-month “no-cost extension” to March 31, 2009.

YSME successfully increased the abilities of participants and organizations from the target countries to manage youth sports programs and link programs to education. It has created lasting impacts in Latin American youth sports organizations and groups, and has increased understanding between the people of Latin America and the Caribbean with that of people from the United States of America. The success and the impacts of the program in Nicaragua and Venezuela far exceeded expectations. The Dominican Republic program, while achieving many goals, was not as successful. The work started in the DR, however, continues today as a base for more successful collaboration in the future.

Because the geographical focus of YSME was centered in the Dominican Republic, Nicaragua and Venezuela, the logical choice for a sports concentration was baseball. Each country’s identity is closely linked to “America’s pastime” which permitted YSME to have a strong impact in each country and to focus on a common love shared by US and LAC communities. As this report will demonstrate, the baseball focus transcended politics at the participant and community level, despite the challenges and rhetoric that exist from time to time within official relations between the US and the participating countries.

POA implemented YSME by working closely with its volunteer chapters in the target countries and their US counterpart states. By utilizing this volunteer network, POA was able to enhance the quality of each phase of the program and link YSME to a sustainable network that continues to support activities beyond the life of the exchanges and grants. In each LAC country and US state, the program was led by a Chapter Volunteer Coordinator in collaboration with local organizations with experience in youth sports programming. The US volunteers who committed to the program opened their homes and made the LAC participants part of their families. They connected their schools, clubs, recreation centers and universities to youth, groups and teams in LAC. As this report will demonstrate, we expect the impacts of the program to grow in the coming years.

YSME was organized and implemented in four main phases:

- Phase I – Travel to LAC by US coaches/volunteers to assess needs and conduct workshops
- Phase II – Travel to the United States by LAC coaches, youth leaders and baseball administrators
- Phase III – Travel to LAC by US coaches/volunteers to assist with follow-up workshops in LAC communities
- Phase IV – Small grants conducted in LAC participant country

A summary of major program results:

- 16 coaches, youth leaders and/or baseball administrators from the Dominican Republic, Nicaragua and Venezuela traveled to the United States for two weeks;
- 8 US coaches, youth leaders and/or baseball administrators traveled to LAC for 1-2 weeks;
- 22 workshops were conducted in the target countries; involving a minimum of 400 people in each country and numerous organizations;
- Five projects were conducted with small grant funds¹;
- 1 new girls softball team was created in Nicaragua;
- 10 newspaper articles published in the US and the target countries;
- A minimum of \$54,860 in cost share was generated as a result of the program from donors that included Ripken Baseball, youth sports clubs and groups in all three US states, volunteer hours, and home-stays in all three countries and the US.

*Creating Community Partnerships:
A Leadership Program to Improve Adolescent Health Awareness*
Funded by
The United States Department of State
Bureau of Educational and Cultural Affairs
Coordinated by
Magee Womancare International
One Page Summary

Agreement Number: S-ECAPE-07-GR-194

Grant Period: 09/01/07 – 06/30/09

Award Amount: \$369,647.00

Creating Community Partnerships: A Leadership Program to Improve Adolescent Health Awareness (CCP) was a multi-national program designed to address the needs of community leaders who have a vested interest in improving and influencing adolescent health in Kazakhstan, Kyrgyzstan, and Tajikistan. The project was implemented by Magee Womancare International (MWI), located in Pittsburgh, PA, in partnership with The Choice of Youth (Almaty, Kazakhstan), White Crane (Bishkek, Kyrgyzstan), and Youth House (Dushanbe, Tajikistan). MWI is the international outreach arm of Magee-Womens Hospital of UPMC in Pittsburgh, PA and has been fostering new models of leadership, community outreach, and healthcare in Eastern Europe and the Former Soviet Union since 1992. The *Creating Community Partnerships* program met the MWI mission of caring for underserved groups of people through programs that advocate dignity, access to education, and general quality of service in health care.

There were 3 identified goals accomplished during the CCP workshops: 1.) *To Develop Youth Leaders*: a primary goal to build individual and collective leadership, critical and analytic problem-solving, and teamwork for leaders in youth development (i.e. Youth Leaders) to see themselves as agents of change in their communities; 2.) *To Strengthen Local Capacities*: Using “adolescent health” as a framework, the CCP workshops prepared Youth Leaders to contribute to and participate in the development of a model community-based participatory response to issues such as drug and alcohol abuse, healthy relationships, HIV/AIDS, tobacco use, and other issues affecting Central Asian youth; 3.) *Promoting Long Term Sustainability*: Supporting activities strengthened community partnerships and ensured that learning and application of skills and concepts will continue beyond the Workshop experiences. Activities included: implementation of a Small Grants Program, distribution of Newsletters and the creation of an Adolescent Health Resource Directory.

CCP encompassed 2 regional workshops in Central Asia. The first workshop took place in May of 2008 where a total of 41 organizations from Kazakhstan, Tajikistan and Kyrgyzstan met to discuss adolescent health and organizational collaboration. Highlights of the Bishkek workshop were the Participant Resource and Networking Opportunities (PRNOs) and the interview process for identifying the 16 finalists to travel to Pittsburgh. The Pittsburgh Intensive Training took place in November 2008. In Pittsburgh, a 16 member delegation participated in a 3 week intensive training in adolescent health issues. These finalists were eligible to apply for a small grant funding opportunity through CCP. In Dushanbe, Tajikistan, the 2nd regional workshop concluded with the participants organizing an official networking group called Mageestan. Small grant awardees shared the findings of their small grant initiatives and other CCP participants shared their successes since Bishkek. Overall, CCP built capacity for these organizations to network and organize collaborations to address adolescent health needs in Central Asia.

Program Summary for “Empowering Women Entrepreneurs in South Africa”
Award Number: S-ECAPE-07-GR-201

Meridian International Center, in partnership with Maxum Business Incubator at the Innovation Hub in Pretoria, South Africa and Multinational Development for Women in Technology (MDWIT), conducted a two-year program funded by the Department of State, Educational and Cultural Affairs Bureau, Office of Citizen Exchanges. The program also received additional funding from South Africa’s Small Enterprise Development Agency (SEDA).

In January 2008, the Innovation Hub, in cooperation with Meridian, strategically selected 12 South African women, from 59 applicants, who were either aspiring or current entrepreneurs with an information and communication technology (ICT) or ICT-enabled business. The goal of the program was to empower and train the women to establish or grow their businesses. Meridian designed and coordinated their trip to the U.S. for 3 weeks to develop business skills with training and mentoring by MDWIT. In addition to the entrepreneurs, the group included Mandisa Manjezi, Chief Director of Enterprise Development, Department of Trade and Industry and Jill Sawers, Manager of the Maxum Business Incubator. They met with U.S. counterparts to learn about policies, programs and services to encourage and support women’s entrepreneurship.

Following the U.S. program, the women returned home to implement the action plans they had developed. Each woman received assistance from local mentors and business incubators in South Africa, as well as from “virtual mentors” in the U.S. The South African women also launched their own network, the *Femtrepreneurs*, to share knowledge, inspiration, motivation and support with other women entrepreneurs.

The next phase of the program occurred in August 2008 when a team of U.S. mentors and trainers traveled to South Africa to reunite with the 12 participants for further development and to learn about the achievements they had experienced since their return from the U.S. All of the women, without exception, saw positive and dramatic changes in their businesses and an expansion of their vision.

While in South Africa, the U.S. team also held three regional workshops to reach a larger audience of women entrepreneurs. The first workshop was hosted at The Innovation Hub in Pretoria and was followed by a discussion between the U.S. team and Deputy Minister Elizabeth Thabethe of South Africa’s Department of Trade and Industry. Workshops were also held in East London and Cape Town, in cooperation with the Eastern Cape Department of Economic Development and Environmental Affairs in East London and the Cape IT Initiative (CITI) in Cape Town. Almost 200 South African current and aspiring women entrepreneurs attended the regional workshops.

Following the visit of the U.S. mentors, the women continued to implement their action plans, meet virtually with their U.S. mentors and receive in-person guidance from Jill Sawers of the Innovation Hub and Tina James, independent consultant. A one-day wrap-up workshop was conducted at the Innovation Hub on 27 July 2009. See Appendix A for full details and agenda.

What has resulted from the program is a core of dynamic and highly motivated women who are ready, not only to grow their own businesses, but to assist other women on the same journey. Each one indicated that this was an excellent experience and a wonderful learning journey. Meridian, MDWIT and the Innovation Hub believe that a core group of women entrepreneurs has been established upon which to develop more successful programs that will target women and attract them to start technology businesses. Furthermore, this core group of women will be engaged in the process of developing other women entrepreneurs.

Women in Leadership: Strengthening the Political Role of Women in Nigeria
Grant Number: S-ECAPE-07-GR-209 (JY)
Final Report – Executive Summary

Iowa Resource for International Service (IRIS) would like to thank the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) for the Open Competition grant for a 25-person professional exchange program with Northern Nigeria. During the two years of this *Women in Leadership* program, three groups of Nigerian women, totaling 12 delegates spent an average of five weeks each in Iowa, learning about our political process. A total of 14 Nigerian women were invited to participate, but two had to decline at the last minute. They met with legislators, local elected officials, activist groups and campaign organizers. Following their return to Nigeria, these women have organized local networks of like-minded women to encourage and support the involvement of more women in the governing process in Nigeria.

In addition to the Nigerian delegations, three groups of Iowa female political leaders traveled to Nigeria. These groups totaled 16 participants in number and included all levels of elected officials, political campaign organizers and others. IRIS Executive Director Del Christensen led all three delegations, which each spent a period of 14–18 days in Nigeria. During their visits, they met with government officials and women’s organizations in Bauchi, Plateau, Sokoto, Kebbi, and Kaduna states, as well as in the Federal Capital of Abuja. They facilitated 16 different dialogue sessions with more than 900 women leaders. The final group also took part in a full-day International Women in Leadership Conference in Kaduna. More than 300 Nigerian women from the 19 northern states of Nigeria were in attendance, including more than 75 female alumni from past IRIS programs. The Iowa delegation facilitated dialog sessions during the conference. Needless to say, it was an eye-opening experience for each of the Iowa delegates.

The timing of the program with the 2008 presidential elections was very effective in connecting the Nigerian participants with high-level women in Iowa political circles. Iowa’s first in the nation caucus sets the stage for Iowa to be a focal point of every presidential campaign. This provided a chance to see the very heart of American political campaigns. Each participant gained great knowledge on the inner workings of the American political system and particularly the role women are playing in this process. It allowed them to be a part of the historical moment when Americans elected our first African-American president. The participants returned home with a renewed sense of hope for their own country’s future, because of the hope and optimism exhibited by the Obama campaign and election victory.

We were pleased that the spouses of three Iowa legislators were able to travel with us on the delegation trips to Nigeria. It was important for women in Nigeria to see that spousal support of women in politics in the U.S. is strong and is necessary to be successful in Iowa as well as in Nigeria. Selection of participants from all levels of leadership proved wise as it helped to broaden the women’s network that was established and overcome some of the socio-economic barriers that previously faced the participants in Nigeria. We delighted with the participants’ efforts in strategic planning and more importantly in implementing some of those action plans within the first few months of returning to Nigeria. We are optimistic that continued progress will occur from the alumni and the networks they have established as a result of this program. IRIS plans to continue seeking funding to find additional ways to support future efforts by women’s groups in northern Nigeria.

In summary, the two-year effort by IRIS has proven to be a successful start in encouraging a more active role by women in the good governance process in Nigeria, but it is just the start. More work is needed to overcome some of the cultural and institutional challenges facing women in Nigeria and more effort needs to be made to encourage and support those women who wish to help lead their communities and their nation.

**MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT (MCID) AND
CENTRE FOR ENTREPRENEURSHIP AND SOCIAL DEVELOPMENT (CESD)
Fostering Economic Growth to Strengthen Democracy in Nigeria
S-ECAPE-07-GR-213 (DT)
Final Report
November 30, 2009**

The Mississippi Consortium for International Development (MCID) and the Centre for Entrepreneurship and Social Development (CESD) partnered to implement a two-year program September 2007 – August 2009.

The three specific goals of this project were to: 1) Strengthen the capacity of CESD to fulfill its mission of enabling citizens, especially youth and women, to become self-reliant; 2) Provide empowerment and employment training for beneficiaries in two northern states of Kaduna and Nasarawa; and 3) Place trained women and youth in entrepreneurial ventures.

It was implemented in **five phases: an orientation**, three TOTs and a U.S. Study tour in two states, Kaduna and Nasarawa. **The first TOT/CEET** (Citizen Empowerment and Employment Training) focused on Leadership and management of a cooperative/small business; the second TOT/CEET focused on agriculture – cultivation of field crops and micro enterprise; **and** the third focused on Animal Husbandry, Dairy Management and Barn Planning: Fish Farming and Aquaculture, and Youth and Female leadership. All of these topics were chosen at the **outset** of the project by the participants. A core group of 50 trainees per state attended each training session and was charged with training at least ten others in their respective **location**. This goal was **exceeded, with a total of 4300 individuals** being trained. Ten participants came to the U.S. (Mississippi, Alabama and Georgia) for a four-week intensive training program.

MCID and the CESD team conducted evaluations at the end of each phase. A resounding 100 percent of the participants agreed that they had learned new skills, techniques and information that would help them be more efficient and productive. However, significant recommendations included the need to access capital for development of micro enterprises; **obtain** government support to establish cooperatives (i.e. easier registration, access to land or other resources); and that future projects should **include follow** on activities/projects that have multiplier effects as well opportunities for school-based learning.

Overall, the goals and objectives of this pilot program were successfully accomplished. The training programs were **both creative** and innovative and offered the participants the opportunity to develop new skills in improving and fostering economic growth and development in their respective communities. **Implementation of this project resulted in a significant increase in the** formation of local agricultural and cooperative clubs in Kaduna and Nasarawa. For example, the 23 local governments in Kaduna have formed agricultural clubs; and at least four were created in Nasarawa. Moreover, four major tertiary institutions in Nasarawa and Kaduna have formed agricultural clubs, while all **secondary schools in** both States will inaugurate the formation of *Student Farmers Association* in **January 2010**. **All (100 percent) of** the trainees are now self-employed. In addition, the two state governments (Kaduna and Nasarawa) rated the project as **excellent** as there was no record of ethnic, social or religious violence in these states – this being a serious problem in Nigeria.



S-ECAPE-07-GR-215(KF)

ONE-PAGE SUMMARY REPORT

This ITD project was a cultural exchange with South Africa focused on using the performing arts in work with marginalized and at-risk youth. The goal of the exchange was to engage, motivate and empower these young people to help them address the serious problems they face in their personal lives and their communities in positive and creative ways. The exchange participants came from the Western Cape Region of South Africa and from Massachusetts and Connecticut. ITD's South African partner organization was ArtsCape, one of the preeminent performing arts organizations in Capetown.

In Phase One of the project, eleven South African artists traveled to the US, spending three weeks working hands-on in schools, after-school programs, and community/arts centers with youth in the cities of Holyoke, MA, Springfield, MA, and Hartford, CT, where the proportion of at-risk youth is high and the majority of the population is African American and Hispanic. Time was devoted to site visits and meetings with American artists, educators, and community activists who use performing arts techniques to work with young people on issues of self esteem and life skills, education and community building, and personal health and HIV/AIDS prevention. Also, individuals, or small groups of participants, worked with American colleagues in one or two youth performance arts programs over the length of their stay, using creative and technical skills from their South African work to achieve the goals of the exchange.

In Phase Two of the project a delegation of ten American performing artists, nominated by the South African participants, went to Cape Town for three weeks in the winter of 2009, to take part in a similar program, working with their South African partners in the Western Cape townships. That program concluded with a second Izandi, an event where a host of South Africa youth and adult performers, and their US partners and friends, shared a transcendent moment.

This project deeply affected and benefited its South African and US participants, not to mention the dozens of others who were involved as site visit hosts or as the youth being served by the arts programs. The US and South Africa exchange programs offered the participants an immersion into not only the host countries' mainstream cultures, but also into the sub-cultures of arts programming and performing, and into the world of disadvantaged youth who are dealing with violent urban environments. The program motivated all adults involved to continue, and some to expand, the work they do in serving these youth. Members of the two groups continue to communicate, and to enrich one another's work.

One unanticipated result of the program was the bringing together of youth and youth workers from different neighborhoods in Springfield, MA. Previously divided by gang loyalties, these groups' common interest in working with the South Africans brought them together as never before. Shared activities are continuing there to this day. Likewise, in South Africa, the program brought together in arts programs young people from "colored" and "black" townships which had never before entertained the idea of sharing experiences or traveling outside their own townships.



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1100 G. Street NW, Suite 202, Washington, DC 20005 • (202)783-7030
npf@nationalpeace.org • www.nationalpeace.org • (202)783-7040 fax

Faith and Community – Final Executive Summary - November 30, 2009

This report is the executive summary on the closeout of the National Peace Foundation's (NPF) awarded Faith and Community Project. NPF has successfully completed three citizen exchange study tours to fulfill the requirements of Faith and Community Dialogue Project, award S-ECAPE-07-GR-216(CS). In total 30 delegates were served under this project.

Major Accomplishments: All of the goals identified in the RFP for the Faith and Community Project have been fulfilled. The major accomplishments for the grant period of Sept 2008 through August 31 2009:

- 1) Implementation of three citizen exchange study tours involving highly qualified participants, content-rich programming and well planned and executed logistics. The tours:
 - a) March 2009 - 12 international delegates to U.S. from Yemen (9) and Qatar (2), and United Arab Emirates (1)
 - b) May 2009 - multi-faith American delegation of 8 (6 delegates plus 2 NPF leads) to Egypt and Qatar
 - c) July 2009 – 10 international delegates to U.S. from Yemen (8) and the United Arab Emirates (2)
- 2) In the U.S., Egypt, and Qatar these study tours included meetings and events with dozens of organizations, houses of worship and religious centers, universities, community groups, cultural tours, and historical antiquities.
- 3) The results of these citizen exchange study programs include, among other outcomes, continued communications and dialogue using group email technology (web dialogue) for participants, hosts, speakers in the U.S. and abroad. Other projects are possible.

Feedback from Delegates: Evaluations conducted by NPF demonstrate that delegates found the study tour experiences influenced their understanding of the cross cultural place of religion in U.S. and Middle Eastern Arab societies:

“It is clear that an open-minded examining of such conflict can move humanity forward; we must first re-think our view of conflict and channel its energy into constructive conversation. The key is to embrace curiosity, approaching conflict with hands open rather than fists clenched. With a genuine desire to understand the meaning of the places, practices, and priorities another values, we refocus our energies from “winning” to growing.” – **Vince Isner, Virginia, Delegate from Egypt and Qatar**

“In America, I learned the difference between Judaism as a heavenly religion and Zionism as a movement. I met a group of Jewish activists and it was the first time I sat next to Jews. Frankly, I felt very awkward. However, the tension in me eased very soon and we enjoyed dinner. I was surprised to find Jews who are against the Zionist occupation of Palestine. Indeed, as activists, they undertake many things in order to express their opposition to the Israeli occupation.” – **Fathi Al-Dhafri, Delegate from Yemen to U.S.**

“We were quite fortunate to attend the ISNA 45th Annual Convention, entitled "Life, Liberty and the Pursuit of Happiness," where one of the personal advisors to American President Barack Obama attended the opening ceremony. I was very impressed how she stressed respect for Muslims, their importance, and their significant role in American society.” – **Shadya Al-Hobeishi, Delegate from Yemen to U.S.**

Country	# of Delegates	Men	Women	Muslim	Christian	Jewish
Qatar	2	1	1	2		
United Arab Emirates	3	2	1	3		
Yemen	19	13	6	19		
TOTAL International Delegates	24	16	8	24		
United States	6	3	3	2	2	2
Total Delegates in All	30	19	11	26	2	2

Project Budget: The project budget of \$499,999 was fully executed.

Concise One-Page Final Report on S-ECAPE-07-GR-218(JY)

The main goal of this two-year citizens' exchange of religious and NGO leaders, 2007-2009, was to enrich the participants' understanding of the democratic values underlying religious expression and religious diversity in American and southeast European civil societies.

Because of the traditional European patterns that have tied religious institutions very closely to the state—a situation magnified by the heavy subordination and marginalization of religious institutions to state authority under Communist rule in the years following World War II—religious institutions in southeastern Europe have tended not to be identified as part of “civil society,” but rather as a special category of state institution. In contrast to such a perception, this project consciously treated the faith communities in southeastern Europe and in Arizona as full participants in their respective civil societies. In doing so, the exchange featured four intense seminars—two in southeastern Europe and two in Arizona—during which the participants examined how faith communities in the host country functioned as participating institutions in civil society. The results were broadly illuminating for all participants, opening up insights into 1) the legal and constitutional status of faith communities; 2) the diversity of these faith communities in each country; 3) the role that faith communities play in public advocacy and in charity; and 4) the ways in which these faith communities communicate with each other (or fail to do so) across confessional and ethno-religious borders.

This citizens' exchange was funded to support fourteen participants from each country—Bosnia and Herzegovina, Kosovo, and the United States. In the end, the January 2008 delegation from Bosnia and Herzegovina and the January 2009 delegation from Kosovo both contained fourteen members, but the fourteen included in each case two translators/facilitators—a category for which there had been separate additional funding. The last-minute cancellation of two travelers in each of those delegations contributed to the budgetary surplus at the close of the project. The Arizona delegations in June 2008 to Bosnia and Herzegovina and in May 2009 to Kosovo were partially compensated for the cancellations from southeastern Europe. There were seven travelers to Bosnia and Herzegovina, and nine to Kosovo (16 travelers over two years), plus the two budgeted project officers each year from the sponsoring ASU Melikian Center. Two accompanying spouses joined the Arizona delegations each year at their own expense. The quality and representativeness of the delegations (including leaders from all three major Abrahamic traditions) contributed greatly to the overall success of the project.

The interim project reports submitted earlier have addressed the rather dramatic impact of the exchange seminars. Likewise, the interim project reports provided complete transcripts of the participant evaluations conducted at the close of each of the four seminars. What the evaluations have demonstrated is the profound impact of the exchange on the participants, particularly in the case of the religious and NGO leaders traveling from southeastern Europe to the United States. The experience of the diversity of religious expression in the United States (including the visit to religious communities in the Navajo Nation), the encounter with American Muslim communities, and the insights gained into religion and the law in the United States all left indelible imprints upon the visiting exchanges. As the full final report documents, the project has also generated at the ASU Melikian Center five major programmatic spin-offs.

**Active and Responsible Citizenship through the Lens of Maternal
and Child Health: A U.S. Iranian Exchange
FINAL REPORT: September 30, 2007 – May 31, 2009
Grant Number: S-ECAPE-07-GR-227(KF)**



IREX Contact:
Joyce Warner
Director, Education Programs Division
IREX
2121 K Street, NW
Suite 700
Washington, DC 20037
Telephone: (202) 628-8188
x175
Fax: (202) 628-8189

The Active and Responsible Citizenship through the Lens of Maternal and Child Health: A U.S. Iranian Exchange – renamed Maternal and Child Health Education and Exchange Program (MCHEEP) - was designed to be a people-to-people program providing opportunities for Iranian and American public health professionals to meet and observe each others' maternal and child health care systems and initiatives.

II. PROGRAM ACCOMPLISHMENTS

The MCHEEP program was put on hold after the detention and arrest of IREX employee Silva Harotonian on June 26, 2008. IREX is working with Silva's family to try to secure her release and will continue to keep ECA informed on progress in this area. More information on Silva's situation can be obtained at: <http://www.freesilva.org/>. Prior to Ms. Harotonian's arrest the following program activities were completed:

- IREX worked with ECA to develop program outreach and application materials taking into account the cultural sensitivities required for implementing programs in Iran. A simple one-page program factsheet and webpage (<http://www.irex.org/programs/mcheep/index.asp>) were developed with carefully chosen language which focused on the public health education aspect of this program. Instead of using photos or images of women or children, a basic, human-image free logo was used for program outreach materials.
- In order to make the application process more appealing to and less cumbersome for potential applicants, the program application consisted of just a one-page application form to collect biographical and contact information. Applicants were also asked to attach their CV and a one-two page cover letter describing their goals and the critical issues facing maternal and child health in Iran. The application was translated into Farsi for applicants to complete in their native language.
- With the assistance and guidance of Dr. Arash Alaei, MD, an Iranian medical specialist identified by IREX who is based in Tehran and has coordinated numerous international medical exchange and education programs, IREX/Armenia's Program Officer conducted a recruitment tour to Tehran and Isfahan in January and February 2008.
- A total of 21 completed applications were received for the program. All of the candidates were women which is apparently quite common for maternal and child health specialists in Iran. They include university faculty members or instructors, midwives, as well as one finalist who is the president of an NGO working on maternal and child health issues.
- In addition to the application materials, IREX developed guidelines and materials for applicant interviews which provided instructions for conducting applicant interviews as well as sample interview questions and an interview score form to be completed by each interview panelist for each applicant.
- In addition, IREX/Armenia set up a selection committee comprised of IREX/Armenia's Program Officer Silva Harutunian, Dr. Arash Alaei, and Dr. Yasaman Samiee an Iranian pharmaceutical specialist who has been involved in medical project planning through the International and Iranian Red Crescent Society.
- This panel was very impressed by the candidates and recommended 16 finalists and five alternate candidates for this program. All of the candidates were women, which is common for maternal and child health specialists in Iran, and included university faculty members or instructors, midwives, as well as one finalist who is the president of an NGO working on maternal and child health issues.
- IREX also worked to develop program Terms and Conditions and Pre-Departure Orientation Materials which were translated into Farsi.

Given the crack down by the Iranian government the program was halted after this step.

THE AMERICAN CENTER FOR INTERNATIONAL LABOR SOLIDARITY
One-Page Final Report
Grant Period March 1, 2008 – June 30, 2009
Grant Agreement S-ECAPE-08-GR-047 (KF)
International Education Program for Trade Union Leaders
2008 Exchange Program

During the FY 2008 grant, twelve study tours took place that included thirty-nine trade union leaders and activists. Study tour topics included (but were not exclusive of) freedom of association, collective bargaining, education, union organizing, labor law reform, democracy building, the informal economy, political activism, worker rights, training, and migrant workers. Program participants have continued to communicate with the Solidarity Center and organizations they met with during the study tours regarding follow-up activities such as additional study tours, information and resource sharing via the Internet and e-mail, and workshops/training sessions.

Program #1: Indonesian Textile and Metalworkers Study Tour of the U.S. for Elections and Democracy

Program #2: United Auto Workers Leadership Study Tour to Russia

Program #3: United Mineworkers of America Study Tour of the Colombian Mining Industry

Program #4: Study Tour of the U.S. for Egyptian Worker Rights Monitors

Program #5: Mexico Worker Center Exchange Program to the U.S. on Worker Rights Advocacy

Program #6: National Labor College Scholarship Program for Foreign Trade Union Leaders (St. Vincent, St. Lucia)

Program #7: Miscellaneous Study Tours to and from the U.S.; US Trade Union Study Tour to Bangladesh

Program #8: US Trade Union Study Tour to Guatemala (Canceled)

Program #9: Chinese Labor Law Reformers Study Tour of U.S. Civil Society

Program #10: Liberian Sectoral Trade Union Exchange Program to the U.S.

Program #11: Study Tour to the U.S. for Labor Educators from the Middle East North Africa Region (Tunisia, Lebanon, Jordan)

Program #12: Multi-Regional Exchange Program for Anti-Trafficking and Migrant Labor Activists to the United States (Kenya, Dominican Republic, Sri Lanka)

Program #13: U.S. Study Tour on Highly Skilled Worker Migration (Philippines)

THE AMERICAN BUSINESS FELLOWS PROGRAM

ONE-PAGE SUMMARY

Grant: S-ECAPE-08-GR-110 (KF) - September 1, 2008- September 30, 2009

Program Description

The American Business Fellows Program focuses on business expansion and job creation through the exchange of private sector individuals involved in shaping an improved environment for effective business practices.

The goals of the Business Fellows Program are to:

- Promote greater understanding of international business and economic growth issues in Latin America and the Caribbean.
- Establish a flexible mechanism whereby professional fellowships can be programmed to exchange private sector expertise, resources, methodologies, techniques, and values.

To achieve program goals, Partners abides by two key criteria to select and place Fellows: they must work in organizations whose mission is economic expansion and job creation, and the fellowship must take place in an organization that pursues the same goals. This means that Fellows are placed in host organizations able and willing to provide them with a meaningful and productive experience that is applicable to the workplace. Each fellowship is arranged individually based on the specific professional interests and needs of the Fellow, and by extension, the needs of his/her home organization.

The fellowships under this grant cover two key areas:

Small business expansion - These Fellows were either small-business owners who wished to gain a greater understanding of the various issues involved in business expansion; Fellows who plan to set up small business development centers (SBDCs) in their home countries; or Fellows who provide training and counseling services to small business owners.

Trade and Commerce - These Fellows represent organizations interested in establishing marketing and investment partnerships between the U.S. and Latin America. They examined import/export strategies, commercial policies, business cultural characteristics between both regions, issues related to fair trade certification, and business promotion techniques.

To ensure program quality, program staff spent a significant amount of time and effort in identifying the most appropriate host agency for each Fellow, which also entailed planning meaningful and productive work activities throughout the fellowship period. In addition to the number of Fellows who have completed fellowships, the accomplishments of the program are measured in the professional benefits gained by the Fellows and the numerous contributions they have made to their home and host agencies. To monitor Fellow progress, staff conducted regular monitoring calls to the Fellows and host-agency counterparts to ensure that the Implementation Plan was being followed and that Fellows received the necessary support.

Program Statistics

Total number of Fellows: 17
Percentage of females: 53%
Avg. # of months per Fellow: 1.90
Number of countries represented: 10

Final Report – 1 Page Summary
Coaching Coaches—Brazil
September 1, 2008 – August 31, 2009

“Every time I gain insight into a new culture my horizons expand. Seeing the world as a smaller place and knowing that we are more similar than different encourages me to look beyond my country alone and find solutions for other cultures and countries as well.

I have gained insight into the Brazilian culture that others could not as they have not seen it through the eyes of the Brazilian coaches. Understanding a new facet of Brazil’s culture will help my counterparts have a greater understanding of Brazil. I feel the same could be said of our hosting chapter. Developing relationships that bridges understanding will spread beyond ourselves and our chapters to those around us. It is in the best interest of all Americans and Brazilians to forge relationships of mutual respect and friendship.”
~Lance Williams, soccer coach, Colorado

For more than four decades, Partners of the Americas (POA) has built understanding across the hemisphere through people-to-people programs, proven success in sport for development programs, as well as the ability to identify opportunities and garner support for exchanges through our network of chapters. The U.S. Department of State awarded \$174,479 in 2008 to POA to conduct the Coaching Coaches grant for Brazil [S-ECAPE-08-GR-179(KF)].

The grant focused on three sports (basketball, soccer and baseball) and targeted coaches in seven Brazilian states (Rio Grande do Sul, Bahia, Minas Gerais, Goias, Sao Paulo, Rio de Janeiro and Pernambuco). By the end of the grant period in August 2009, Coaching Coaches had sponsored:

- 15 Brazil coaches travel to the United State
- 12 U.S. coaches travel to Brazil
- Workshops and Small Grants in each Brazilian state
- A wrap-up and evaluation workshop for select Brazilian participants and POA volunteers in Rio de Janeiro.

In addition, POA and its volunteers contributed over \$69,000 to the program through their volunteer time, home-stays, travel support, sports equipment and other means.

The final report details some specific achievements of the program but more than individual accomplishments, their organizations and their communities are:

- the strengthening of ties between the people of the United States and Brazil through their shared passion for sports and youth development;
- the internal changes of perspectives and life plans of the coaches who participated from both countries;
- the increase in volunteerism in the targets states in Brazil and the United States;
- the increased commitment to continuing and growing sport-for-development activities; and;
- the sense of a movement within POA chapters and communities to continue serving their communities through sport.



ISPI 2009 Final Report
Award Number: S-ECAPE-08-GR-182 (SS)
Grant life: 9/16/2008-8/31/2009

Executive Summary

Grassroot Soccer (GRS) is a non-profit organization that uses the power of soccer in the fight against HIV and AIDS by providing youth with the knowledge, skills, and support to live healthier lives.

Through the U.S. State Department Bureau of Educational and Cultural Affairs International Sports Programming Initiative award, GRS was able to expand its HIV prevention and life skills programming to an additional 3,000+ youth and train more than 200 new coaches, including 40 American interns on a one-year exchange program.

GRS undertook the following activities to achieve our overall objectives from September 2008 – August 2009:

- Implement activities-based HIV/AIDS prevention and life skills curriculum in and out schools;
- Develop and distribute educational materials (including Skillz magazines) focused on health promotion;
- Design and deliver training courses for teachers and community role models, high level facilitators, and project managers and develop a supplemental training toolkit;
- Mobilize support from the private sector;
- Facilitate the sharing of information related to the use of sport for HIV/AIDS prevention across sport-for-development organizations in southern Africa;
- Implement VCT soccer tournaments, providing access to and incentive for HIV-related services; and
- Leverage soccer role models to promote and destigmatize HIV-related services.

ISPI award funding directly supported the following program activities during the grant period: GRS Training of Coaches (ToC) and Master Coaches (ToMC) courses, transportation, equipment, and supplies; educational material development (including Skillz magazine), marketing and outreach support for the development of the Football for Hope Centre, monitoring and evaluation consultants, housing support for our U.S. interns and partial GRS personnel support.

During the award period 3,171 youth completed the GRS Skillz program in South Africa; 171 new Coaches were trained, plus an additional 30 Master Coaches; and 42 US intern coaches joined the GRS team. An additional 1,680,000 people were educated about HIV prevention through Skillz magazine, community events, and word of mouth through graduates.

2007-2008 Youth Exchange & Study Grant Program

ONE-PAGE REPORT on Grant Number S-ECAPY-06-GR-171 (MA)

December 17, 2009

End of the Year Overview

AYUSA is happy to present this final report with notes of the positive results of the 2007-2008 YES program. We have numerous reports indicating that these students have successfully attained the goals of the YES program.

Program Activities:

Over 80% of the AYUSA Consortium YES students participated actively in **community service**. Through involvement in local events and group activities students have been learning about the culture of their host communities and built international friendships. Many students reportedly conducted over one hundred hours of community service each.

Over 90% of all students in the AYUSA consortium participated in **International Education Week**, sponsored by the Department of Education, in November 2007. Students conducted presentations in their host schools, host communities, local religious institutions, and community centers.

Members of the 2007-2008 cohort participated in the **AMIDEAST YES Alumni Conference** held in July 2009 in Washington, D.C.

Arrival Orientation:

320 YES scholars arrived in Washington DC and attended the group arrival orientation from August 8-11, 2007. The Close-Up Foundation and Connecting Cultures helped facilitate the program.

Mid-Year Orientation/Additional Leadership Event:

Sister Cities International conducted the annual Youth Leadership Conference in Boulder, Colorado from March 13-16, 2008 for 40 Yes students from the entire Consortium. The students participated in several group activities including a Ropes Course and Cross-Cultural Leadership Dialogues.

Re-Entry Orientation and Return Travel:

As the Consortium lead AYUSA International plans the larger group re-entry orientation in Washington, DC. The orientation was held from June 8-13, 2008. The Close-Up Foundation and Connecting Cultures helped facilitate the program. Topics discussed include cultural adjustment, reverse culture shock, assessment of the year's program, how to bring the topics learned during the YES program back to their home communities, as well as leadership and community service opportunities in their home countries.

Major Lessons Learned:

- Better understanding of American and YES countries' culture and people
- Greater independence and self-confidence
- Students and host families and communities learned to be more open-minded and less judgmental
- Better understanding of students' own identity and building sense of national pride

Final Report - S-ECAPY-07-GR-177, FLEX Program

The United States Department of State Bureau of Educational and Cultural Affairs (ECA) awarded American Councils for International Education: ACTR/ACCELS a grant of \$8,827,700 on August 13, 2007 for recruitment, selection, orientation and preparation of students, travel, on-program support, and alumni activities for the 2008-09 Future Leaders Exchange Program (FLEX).

American Councils responsibilities for the program included recruitment and selection of program participants; pre-program preparations including pre-departure orientations overseas and overseeing issuance of visas; medical review of accepted applicants; travel of students from their home cities to their U.S. host city at the beginning of the program year (July and August 2008) and return travel at the end of the academic year in May and June 2009; on-program support for students who experienced problems on the program; preparation of program publications; carrying out a competition for students who were interested in participating in the Washington DC-based Civic Education Program; and FLEX alumni activities including the Legislative Education And Practice Program (LEAP).

A total of 1123 students participated in the 2008-09 program, of the more than 38,000 students who initially applied for the program. Academic year students participating in the program were from Eurasia: Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, and Ukraine. With offices throughout Eurasia, American Councils staff in the region traveled to approximately 170 cities to recruit for the program, allowing students from many communities to take part in the program. All program activities were undertaken in close cooperation with the Bureau of Educational and Cultural Affairs and local Embassies in the countries FLEX participants come from.

The goals of the FLEX program are to promote mutual understanding between the U.S. and the participants' countries, to teach Eurasian students about the U.S. and its people, to help Americans learn about the countries of Eurasia, and to allow Eurasian students to experience first-hand American culture and democracy.

The 2008-09 program was a success, with 93 percent of students completing the program successfully. Alumni events took place throughout Eurasia on a regular basis during the 2008-09 focusing on promotion of English language and American culture, professional development for alumni, and community service, all based on activities that FLEX students participated in while living in the United States.

***Algeria Youth Leadership Program
Grant # S-ECAPY-08-GR-077 (SM)***

From April 22, 2008 through September 30, 2009, World Learning administered the **Algeria Youth Leadership Program (AYLP)**, an exchange program for twenty students and two adult youth leaders, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges, along with the U.S. Embassy in Algiers, Algeria. Through a one-month exchange to the U.S., the project participants demonstrated leadership and civic responsibility during their follow-on activity with community projects.

Through AYLP, Algerian youth, ages 15-17, gained the knowledge and leadership skills to help them become more engaged in their schools and communities, gained firsthand experience of the United States and American youth. The program aimed to develop a cadre of young adults in Algeria who have a strong commitment to community development, an awareness of current and global issues, and strong interpersonal leadership skills. The themes that the AYLP focused on were civic participation, tolerance and respect for diversity, and youth leadership. For the adult participants, AYLP addresses adult leadership, leadership training facilitation, and mentoring.

Pre-Departure Activities:

In coordination with the U.S. Embassy, World Learning was in Algiers to provide the English language training and pre-departure briefing to the participants.

U.S. Program:

Segment I: English-Training in Algeria; July 26 – August 2, 2008

Segment II: U.S. Program – Washington, D.C.; August 2 – August 9, 2008

Segment III: U.S. Program – Brattleboro, Vermont; August 9– August 16, 2008

Segment IV: Community Program: Bozeman, Montana; August 16 – August 30, 2008

Activities included: dialogue groups; team-building exercises; discussions about life in Algeria and America; introduction to U.S. Government; simulations: activism and local government, civil rights, etc; Washington, D.C. sightseeing to monuments and museums; community briefing; time for journal writing; various workshops to learn about leadership, grassroots activism, and volunteerism; host family stay and high school experience; ropes course; cultural and sporting events; follow-on project action-planning; and closing ceremony and evaluation.

Follow-On Activities:

The participants were all tasked to participate in follow-on projects of their own creation. All groups successfully accomplished many of their goals.

Summary

The Algeria Youth Leadership Program successfully met the program objectives, as outlined by the U.S. Department of State. Upon return from the United States, the participants' projects focused on creating school clubs focused on a clean environment, creating a peer tutor club, and aiding those less fortunate in their communities. Implementation of some of these projects required participants to make adjustments from their original plans to realistically work in their local communities. Students remarked that the skills they learned in the workshops in Washington, D.C. and Bozeman, Montana helped to motivate and trigger creative ways to meet their project goals. Through debriefing discussions throughout the U.S. program, WL staff helped the participants to talk through what they learned, and to understand how to apply their skills and projects to their local communities.



Nacel Open Door, Inc.
A nonprofit organization dedicated to international understanding and language education

**2008-2009 CONGRESS-BUNDESTAG VOCATIONAL YOUTH PROGRAM
S-ECAPY-08-GR-082(SS)
NACEL OPEN DOOR ONE-PAGE FINAL REPORT**

The first Quarterly Report submitted by Nacel Open Door for the 2008-2009 Vocational Youth Exchange program covered the tasks undertaken by the organization to facilitate the program promotion, selection and preparation of participants. The July-September, 2008, report covered the Pre-Departure Orientation, the language and Culture component of the program, and the students' move into their German immersion. The October through December, 2008, report discussed student adjustment. The January through March, 2009, Quarterly Report provided evaluation of the 1st half of the program, via student interviews obtained during the Mid-Session Berlin Seminar. The Quarterly Report submitted for April – June, 2009, covered the final months of the participants on program in Germany.

PROGRAM RE-CAP

The 2008-2009 Congress-Bundestag Vocational Youth Exchange was one of the most successful programs jointly managed by Nacel Open Door and our partner in Germany, Open Door International Exchange, e.V.

Student Recruitment (November, 2008 – February, 2009): Although the application pool for the program lacked in numbers, the quality of the young people applying for this opportunity was outstanding. A new method of interviewing was introduced: video taping. This enabled the selection committee to see a student who lived too far from Selection Committee Meetings while being interviewed by a school staff person.

Program Dates: Pre-Departure Orientation, June 30-July 2, 2008. Departure to Germany: July 2, 2008. Mid-Session Berlin Seminar: January 25-30, 2009. Return to USA: June 18, 2009.

Student Participation: After suffering an early disappointment of having a drop-out at the very last minute, the evening prior to the Pre-Departure Orientation in Washington, D.C., the program participants went on to do an amazing job. There was an extremely wide variety of internships provided to the group, from automotives to local government offices. There were minimal counseling issues throughout the year.

Incident: The only blemish on the 2008-09 program was an unfortunate incident that occurred in Frankfurt, Germany, shortly before the Final Berlin Seminar. Three CBYX students were attacked by a group of young men, and the police were involved. The students were all right, but it put a damper on an otherwise beautiful year.

Respectfully submitted,

Sue Franck

Susan L. Franck,
Project Director

FINAL PROGRAM REPORT

Grant Number **S-ECPY-08-GR-083(JY)** 2008-2009 Program Year

As part of the 2008-2009 Congress-Bundestag Youth Exchange for Young Professionals, 75 Germans and 75 Americans between the ages of 18 and 24 were exchanged between the United States and the Federal Republic of Germany for the purpose of fostering ties of friendship and cultural understanding. CDS International, Inc., headquartered in New York City, administered the program in the U.S., in cooperation with InWent gGmbH, headquartered in Bonn, who administered the program in Germany. Program dates were July/August 2008 to July/August 2009.

The participants in this program, chosen from diverse backgrounds, were able to gain first-hand experience of three major aspects of life in their respective host countries: the family, the academic community, and the workplace. The participant, given this otherwise unattainable opportunity of tripartite exchange, served as a cultural ambassador who knows what he or she has to offer and what he or she can gain in friendship, cross-cultural learning, skill acquisition, professional development and institutional impact. Participants on both sides of the program were able to act as multipliers by interactions with people they met both during the program and as alumni. Special emphasis was once again International Education Week. Participants were required to participate in various projects and activities in their communities.

There were not break-offs on the American side. On the German side were two break-offs, in one case due to severe homesickness, in the other case due to disciplinary reasons.

In this program year, CDS continued its active involvement in the international exchange community in the interest of protecting programs like CBYX. The increased visibility of CDS staff at professional conferences, continued to enhance the program's stature in the eyes of university and college administrators and among the business community. Efforts to enhance program prestige and support in the public sphere by more directly involving members of Congress were further intensified, by requiring community service of German participants and by further promoting and developing the joint CBYX alumni website database for all CBYX participants to support follow-on activities.

Final Report – One Page

Organization: Aspect Foundation
Submitted by: Eileen O'Neill
Date: September 30, 2009
Grant Number: S-ECAPY-08-GR-089 (SM)
Grant Period: May 5, 2008 – June 30, 2009

Overall number of FLEX students you were responsible for: 43

Number of repatriations: 3

All Aspect Foundation FLEX students participated in group workshops and activities which were designed with the goals of the FLEX program in mind. Workshop topics included leadership, citizenship, democracy, free-market economics, American culture and diversity. Activities included attending city council meetings, public speaking, and meeting local business leaders and politicians, giving both the students and the local community an opportunity to interact with one another.

All Aspect Foundation FLEX students also participated in an individual Community Service project for a minimum of 5 hours per month. In addition, the FLEX students worked on a group service project - Aspect Foundation's "International Kindness Kit" initiative for Global Youth Service Day. This project allowed students to identify a needy group in their host communities and work together to donate necessary items in bags that bore the FLEX program logo and were decorated by each individual student. Organizations benefiting this project included the Denver Health Foundation, Children of the Nations, and Treehouse for Kids.

Aspect Foundation's FLEX students were required to make presentations about their home countries during International Education Week. Many students went "above and beyond" during the IEW, making multiple presentations to schools, churches, community groups, and even on local television.

Of the students who responded to Aspect Foundation's mid-year and end-of-year evaluations, the majority rated the overall program as "very good" or "excellent". All students reported improved English-language skills. Many students stated that the independence they gained while in the US was their greatest achievement. Overall, the students reported very positive experiences, with much both personal growth and a desire to remain in contact with their American host family and friends.

Post-program evaluations from host families and schools were also mostly positive. Schools appreciate the FLEX students' willingness to participate and to make presentations about their countries during International Education Week.

We feel that the FLEX program has a very good model. Having worked with the FLEX program for several years in a row, Aspect Foundation's support staff is very well versed in the potential problems that may spring up with FLEX students and are prepared to address these before they happen.

**Center for Cultural Interchange
Future Leaders Exchange Program (FLEX)
S-ECAPY-08-GR-099(DT)
2008-2009
FINAL REPORT SUMMARY**

The Center for Cultural Interchange placed and supervised 115 FLEX students over 23 states nationwide. Our method of placement was clusters of students between 3 and 15.

- Constant and excessive communication with friends and family back home, through cell phones and laptops continue to be the number one obstacle to a successful exchange experience.
- Students arrived in the United States with an above average knowledge of what to expect. Area Representatives built on the pre departure orientation materials, using the same materials in order to reinforce concepts such as budgets, handling money, communications and community service.
- Not all students were as willing to discuss their home country with host families as in previous years.
- A small number of students had to be moved because after a few weeks, it was determined that they had nothing in common with hosts. It is therefore strongly recommended that students be honest when writing their applications as these are strictly used for placement purposes.
- Over 100 CCI students made at least one presentation about their country during International Education Week (IEW).
- The total number of IEW presentations by CCI FLEX students was 275, in schools, churches, and other venues in their host communities.
- 32 out of 115 CCI FLEX students received a Presidential Award for over 100 hours of community service.
- CCI FLEX students logged a total of 6,414 hours of community service hours in their host communities.
- Enhancement activities led by Area Representatives focused heavily on teaching citizen responsibility and leadership skills, and inspiring students to remain active in their home country.
- Hosting capacity was down due to the economic downturn, forcing a few student moves due to budget cuts and job losses.
- Overall, both students and schools were satisfied with the FLEX program goals and objectives. Area Representatives would like additional support in promoting the FLEX program in schools.
- Coping with host and Area Representative burnout – we reduced the number of community service hours to 40, and kept enhancement activities flexible and tailored to resources at the local level; encouraged students to get more involved in educational extra curricular activities at school.

Future Leaders Exchange Program: Host Family Placement
S-ECAPY-08-GR-101
One Page – Final Report

World Link conducted a successful exchange program for a total of seventy-five high school students from Eurasia during the 2008-2009 academic year for the Future Leaders Exchange Program sponsored by the Youth Division of the Bureau of Education and Cultural Affairs at the U.S. Department of State. Students were placed with U.S. host families and in schools in eight states with ninety-five percent in cluster groups. Students attended three required program meetings during the year including an arrival orientation, mid-term program that focused on diversity and tolerance and the re-entry program one month prior to their return home to aid them in returning to their home culture and reducing return culture shock.

Students are placed with host families in school districts that have agreed to accept international exchange students. The families are screened and vetted using background screenings, local references and an in-home interview conducted by the local coordinator. The local coordinator works with the national office to monitor the placement and to be a program liaison with the national office and the State Department.

Major accomplishments of the program that were measured by a pre-program and post-program E-GOALS evaluation included: 1) gaining knowledge of civil societies, 2) rule of law, tolerance and diversity, and 3) role the free market economy. All students joined school leadership organizations and were required to give presentations about their culture and home country during the year, attend a leadership workshop and be involved in at least 30 hours of community service activity. All students participated in a diversity awareness activity called the “Melting Pot Essay”.

Students on the World Link FLEX Program developed leadership skills by participating in speaking contests through their school leadership organizations. They practiced these skills and applied them to the goals of the program by giving on average 10 presentations each about their home countries during International Education Week. Students volunteered individually and in groups to benefit their communities through projects and activities. All FLEX students met the goal of 30 hours of community service with 50% of the students logging more than 100 hours of service and received the Presidential Volunteer Service Award from President Obama. Students were taught how to take these skills and apply them to their alumni activities back home during a re-entry workshop one month prior to the end of their program.

FFATA Report
S-ECAPY-08-GR-103 (MA)
FLEX 2008-2009
AYUSA International
September 30, 2009

As a long standing partner in the FLEX program, AYUSA International is proud to institute educational programming into each student's exchange year. This year we had a record number of grant students attend the CECF sponsored conference entitled "Better Understanding for a Better World" in Orlando, FL and Baltimore, MD; this multi-day conference focuses on the diversity in our world and how students can return to their home countries with more perspective to tackle some of the myriad problems that face this generation. Many AYUSA students remarked that their attendance was one of the highlights of their exchange; the ability to gather with fellow young people from many different countries and discuss the impact their generation can have.

Besides large scale conferences AYUSA students participated in a wide variety of service efforts in their communities. A cluster of students, including FLEX scholars from Russia and Kazakhstan, placed in Springfield, MO raised money by selling bracelets for the annual Diabetes Walk. A group from Montgomery, AL that consisted of FLEX students from Azerbaijan and Ukraine participated in the Buddy Walk for Down's syndrome and were also lucky enough to meet with Alabama's governor, Bob Riley, who was delighted to hear about the students' difference in his community. One of our long standing cluster leaders in the Chattanooga, TN area always gathers her group of grant students to prepare a meal each month for the families staying at the local Ronald McDonald House. AYUSA sponsors a community service contest each year for all students that show a special dedication to service; the winners receive a free trip to our headquarters office in San Francisco. This year one of our winners was a Russian FLEX student; during the weekend in the Bay Area she volunteered with a student from Lebanon and a student from Pakistan at the AIDS memorial grove in Golden Gate Park.

As 2008 was a historic year in American politics our FLEX students recognized the importance of the moment and participated in a variety of election related events. One of our students from Kyrgyzstan was able to attend a John McCain rally with her host family and host sister from the Netherlands and was also able see the election process firsthand by accompanying her host mother to the polls. A group of FLEX students in Florida volunteered with the League of Women Voters to help register citizens.

A great achievement in the spring of 2009 was awarded to our largest contingent of grant students (over FLEX/YES/CBYX 25 students) in San Antonio with the top prize in the Battle of Flowers parade with their theme "International Hats Off to Texas" held during fiesta week. Students and local coordinators spent hours hand decorating floats with flowers and all dressed in native costumes and saluted onlookers on the parade route with a message of diversity and understanding.

**Mobility International USA
FFATA Report**

Project Title: **Disability Components Project**
Agreement Number: **S-ECAPY-08-GR-108(SM)**
Grant Period: **June 15, 2008 - August 31, 2009**
Contact: **Jena Price, Program Manager, (541) 343-1284 (Tel/TTY)**

Mobility International USA (MIUSA) conducted an integrated three-phase program consisting of Preparatory Workshops for FLEX and YES students with disabilities, ongoing support services to FLEX and YES placement organizations and students with disabilities throughout the 2008-09 academic year, and a Leadership and Reentry Workshop for FLEX and YES Students with Disabilities. This program enhanced the U.S. academic year experience of FLEX and YES students with disabilities and built upon activities underway in the 2007-8 Disability Components project, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA).

Goals of the project included:

1. FLEX and YES students with disabilities were prepared to adjust successfully to life in the U.S. as individuals with disabilities, to participate in disability-related activities in or near their long-term host communities, and were provided with tools, resources and experiences that enriched their U.S. academic year.
2. FLEX and YES students with disabilities and their placement organizations were provided with information, resources and recommendations to address disability-related issues of access and inclusion to enhance their U.S. academic year experience.
3. FLEX and YES students with disabilities were prepared to successfully meet the challenges of readjustment to their home countries as related to disability access and inclusion, and equipped to conduct outreach and service work in support of the rights and inclusion of people with disabilities in their home countries.

In summer 2008 and winter 2009, FLEX and YES students with disabilities beginning their FLEX and YES experiences in the U.S. participated in Preparatory Workshops in Eugene, Oregon to prepare for disability-related aspects of their year ahead, and enabled MIUSA to compile useful and accurate information regarding each student's disability-related interests, access strategies and needs. In spring 2009, FLEX and YES students with disabilities studying in the U.S. participated in a Leadership and Reentry Workshop in Eugene, Oregon designed to foster successful reentry to home countries. Students created individualized action plans outlining goals and resources for reentry, including actions to facilitate increased opportunities for youth with disabilities in FLEX and YES programs. Throughout the U.S. academic year MIUSA provided support services to placement organizations and, as requested by placement organizations, to FLEX and YES students with disabilities, host families, and schools. Support services included technical assistance, materials, referral to resources and suggestions to address disability-related questions, resolve access issues and tap into local resources to enhance the experience of FLEX and YES students with disabilities.



Global Connection & Exchange Program (GCEP) – Afghanistan

S-ECAPY-08-GR-126(DT)

Enabling Students and Teachers in the United States and Afghanistan to Build

Cultural Understanding in an Educational PreCollege Institute: 2008-2009 Highlights

"This year of GCEP Afghanistan passed with many interesting ideas, lessons and cultural information. We expressed our ideas to the world, and we know more about the world. We learned computer programs, and we improved our English. We will work and collaborate with each other to have a brighter life. I am very thankful to San Diego students...they shared ideas with us, and let us know about them and their culture." *Male student, Jalalabad*

Over 1200 high school students and teachers in Jalalabad, Afghanistan, and 250 students and teachers in San Diego, California, participated in the first year of GCEP Afghanistan sponsored by the La Jolla Golden Triangle Rotary Club Foundation. Students



exchanged questions, ideas, culture, photos, dreams and goodwill via 11,000+ posts to iEARN and Ning, and Skype calls.

This GCEP partners with 11 Afghan schools, and enrolls over 450 female and 800 male student participants. Afghan students first pass an English proficiency exam (above), then complete a 28-hour course of computer basics, MS Office (Word, Excel, PowerPoint) and Internet. After developing these skills, they use the resources of their computer labs and Afghan computer trainers to engage US students. Activities outside class included college visiting



Jalalabad students Skype with Massachusetts students

day, community service events, and visits to the Jalalabad Lincoln Center for Global Youth Services Day and other events (right).



GCEP students celebrating Environmental protection Day

GCEP sponsored two Afghan teachers' travel; they completed short-term intensive training in teaching English to speakers of foreign languages at San Diego State University (below left). US students interacted with speakers on Afghan culture, and attended seminars. In Expanding Your Horizons, a math/science conference (below right) at the University of San Diego, 500 girls created art, reaching out in the language of science in 25 canvases delivered to their Jalalabad peers.

Contact Cynthia Villis or Steve Brown at villis@san Diego.edu or stephenbrown@att.net. For a full report go to www.stevebrownrotary.com/GCEP-FirstYearReport.pdf





Federal Funding Accountability and Transparency Act Report
 S-ECAPY-08-GR-136 (JY)
 Global Connections and Exchange Program – Palestinian Territories, 2008-2009

Total number of Community-Based Learning and Action Centers (CBLACs) and schools connected	6 centers, 40 schools
Number of schools/centers involved in online projects	30 schools, 6 centers
Total number of teachers trained	210
Number of teachers/trainers involved in online projects	20
Total number of students trained	1000
Number of students involved in online projects	250
Number of online intra-regional projects	8
Total number of international school partners	4
Total number of international teachers involved	4
Total number of international students involved	80
Total number of non-school users	2000

The Global Connections and Exchange (GCE) program for the Palestinian Territories involved 214 teachers and 1080 students in trainings, online collaboration projects and face-to-face exchanges, designed to promote mutual understanding and cross-cultural communication. Participants gained knowledge about their peers in the partner country and honed their information and communication technology (ICT), communication, problem-solving, and critical thinking skills. They established friendships, created networks, and expanded their worldview. Six Community Based Learning and Action Centers (CBLAC) were supported across the Palestinian Territories (in Ramallah, Bethlehem, Jenin, Nablus, Hebron and Salfeet). Efforts were undertaken to ensure the sustainability of the project through encouraging host schools and communities to take ownership of the project and providing teachers with interactive lessons they could continue to utilize in their own classrooms. Four American schools from Utah, Alabama, California and Washington, DC, participated in the online exchanges. Two Palestinian students visited the US for a three-week exchange, with their partner school in Los Angeles, California hosting them for the majority of the exchange.

Major accomplishments of the program included:

- Integrating disabled students into GCE activities.
- Engaging students, teachers and community members in activities for the betterment of their communities.
- Teacher Professional Development Trainings to instruct educators on active learning techniques, ICT tools and student-centered learning.
- Online collaborative projects and webchats between Palestinian and American participants on topics such as favorite music and literature/poems, winter holidays, US policy towards the Middle East, the inauguration of president Barack Obama, the Palestinian-Israeli conflict, the right to education, etc.
- Competition to engage students in proposal development and implementation of community projects, as well as participation of Palestinian GCE students in Global Youth Service Day.
- An Arabic language exchange whereby American learners were tutored by Palestinian peers and exchanged videos and e-cards in Arabic through the program website.
- “A Taste of Peace” movie project, bringing together American, Palestinian and Israeli youth for the production of an entirely student-led short film on hummus.