



Nacel Open Door, Inc.

A nonprofit organization dedicated to international understanding and language education

**2009-2010 CONGRESS-BUNDESTAG VOCATIONAL YOUTH PROGRAM
S-ECAPY-09-GR-053(SS)
NACEL OPEN DOOR ONE-PAGE FINAL REPORT: OCTOBER, 2010**

The first Quarterly Report submitted by Nacel Open Door for the 2009-2010 Vocational Youth Exchange program covered the tasks undertaken by the organization to facilitate the program promotion, selection and preparation of participants. The July-September, 2009, report covered the Pre-Departure Orientation, the Language and Culture component of the program, and the students' move into their German immersion. The October-December, 2009, report discussed student adjustment. The January-March, 2010, report covered the Mid-Session Seminar, held yearly in Berlin, including an in-depth review of each CBYX Professional Youth participant's experience and status, mid-way through the program. The April-June, 2010, report provided an overview of the last three months the students were on program. The Final Quarterly Report, covering July-September, 2010, gave a brief program review.

2009-10 CBYX VOCATIONAL YOUTH RE-CAP

The 2009-10 Congress-Bundestag Vocational Youth Exchange was successfully jointly managed by Nacel Open Door and German partner, Open Door International Exchange, e.V.

Student Recruitment: The 2009-10 program year saw a large increase in student applications. 80+ applicants were reviewed for consideration, with nearly all of them receiving personal interviews. Those unable to be met personally submitted video interviews. The selection process took longer than normal, due to the increased applicant pool. We do not have a complete explanation of why the heightened interest in this scholarship opportunity, but we feel that the economy, coupled with increased program awareness, played a part.

Student Program Dates: Pre-Departure Orientation, June 30 – July 2, 2009. Departure to Germany: July 2, 2009. Return to USA: June 17, 2010.

Student Participation: Having two students return home very early in the program was a disappointment. The unexpected death of a participant's father within the first two weeks of the program was a new experience for us. Having another student overwhelmed within the first month and electing not to continue the program was quite unfortunate. Once the program was in full swing, though, the participants did beautifully. There were minimal counseling issues.

Issue: The hospitalization of one of our students with acute appendicitis which did not go well was distressing, but out of our control. The student returned home to the US with his group.

The 2009-10 participants on the Congress-Bundestag Vocational Youth Exchange were an exceptional group of young adults, and we were extremely pleased with their growth, and how they conducted themselves on this program. We can be very proud of them.

Respectfully submitted,

Sue Franck

Susan L. Franck,
Project Director

Strengthening Governance through Enhanced Public Administration: A U.S. - China Exchange Program

Funded by: U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges

Partner Institutions: Michigan State University (MSU) and Renmin University (RUC), China

I. U.S. Program Phase

- The three-week program included two weeks in Michigan and one week in Washington, D.C. during October 10-31, 2009.
- There were 17 participants, comprised of officials from the central, city, and provincial offices of the Ministry of Human Resources and Social Security (MOHRSS), formerly the Ministry of Labor and Social Security (MOLSS). Officials' included policymakers at the central level and administrators interfacing with hospitals, clinics, and the public. MOHRSS's challenge lies in the areas of capacity building, public policy development, policy implementation and evaluation. The Chinese government is endeavoring to scale up health coverage, especially for those who live in rural areas.
- The program in Michigan and in Washington, D.C. provided an opportunity for the participants to take part in program activities including training, seminars, and site visits with MSU faculty and representatives from government and private sector institutions. Participants learned about policy development, decision making, data-gathering and management techniques, used by these institutions. Programming had a particular focus on how health care personnel can more effectively respond to challenges and opportunities in public administration, delivery of public services, enhancing accountability and transparency, and an opportunity to gain experience with best practices related to government management. Examples included the Michigan State Fiscal Agency, Michigan Department of Community Health, and Blue Cross Blue Shield. The program also included site visits to public institutions in Washington, D.C.

II. China Program Phase

- The one-week program during May 16-22, 2010 included one workshop in Beijing, for MOHRSS central level officials, and one in Changsha, for provincial officials.
- There were four U.S. participants that included MSU faculty and public sector officials, who presented information at these workshops on specific topics. The U.S. presenters were selected based on ratings of their presentations and content by the Chinese delegation who visited the U.S. in October 2009.
- Presentation subject areas included: an overview of U.S. health care system, state government health programs in Michigan, health coverage for the uninsured, and ethics and health care. Each presentation included updated information on U.S. health care reform.
- The U.S. participants were also able to discuss engaging universities in research related to specific interventions, which the Chinese government would like to do. For example, there is large amount of data to be mined related to hospital care, and MOHRSS may look to a university in China to analyze this information.

Program: Strengthening Civil Society through Dialogue on Faith and Community: A U.S. - Mali Exchange Program

Funded by: the U.S. Department of State's Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges

Partner Institutions: the Center for Advanced Study of International Development and the Residential College in the Arts and Humanities at **Michigan State University (MSU)** and the **University of Bamako (UB)** in Mali.

I. U.S. Program

- The program for the Malian delegation included two weeks in Michigan and one week in Washington, D.C. during October 2008 and 2009.
- Two 12-member delegations of Malian religious leaders, university faculty, and community leaders traveled to the U.S. to learn about religious life and civil society in an American context, and to enhance their knowledge of American society and culture more generally. This program fostered an ongoing dialogue among participants to examine and discuss the compatibility of religious practice and democratic social and political structures; the social benefits produced by mutually respectful coexistence among religious communities; and, ways in which religious practice in the U.S. functions in a multi-cultural and multi-religious context.
- Programming included site visits to nonprofit organizations and religious institutions in mid-Michigan, Dearborn and Detroit, seminars with MSU faculty, sessions with community and religious leaders, and interactions with MSU undergraduate and graduate students.

II. Mali Program

- The program for the U.S. delegations included 10-day trips during July 2009 and 2010.
- Two five-member delegations of Americans traveled to Mali. Delegation members included religious and community leaders from Michigan, as well as Michigan State University faculty. The goal of programming in Mali educate U.S. participants on Islamic and religious practice and culture in Mali and develop professional and personal linkages between U.S. and Malian religious and community leaders and scholars to lead to sustained interaction.
- Programming included the annual Malian Association for Peace and Tolerance conference, meetings with representatives from the University of Bamako, and visits to religious and community organizations in Bamako, Ségou, Bandiagara, Djenné and Mopti.

Final Program Report

Program Activities

Four three-week interactive sports-learning camps were held during the summer of 2009 for rising sixth-ninth grade students who live in Hoa An, a rural community in Hau Giang Province in the south of Vietnam. This province is one of the country's poorest and also one of the lowest ranking in terms of educational attainment. The first camp began on May 31 and the fourth camp ended on August 16. Each camp featured a curriculum tailored for a different middle school grade (6th, 7th, 8th, or 9th). Within each camp, half of the youth attended a four hour morning session and half attended a four hour afternoon session, Monday-Friday for 3 weeks. 273 middle school youth participated in total. 20 coaches, 8 American student-athletes from two or more rival schools (Duke, UNC, Virginia Tech, and UVa), 8 bilingual Vietnamese college students, and 4 Vietnamese high school students (past youth participants) served as the "coaches" in each camp.

Over the course of the three-week camps, teams of youth completed six 45-minute classes in the sports of tennis, soccer, volleyball, and basketball, as well as six 45-minute classes in academic subjects taught through the prism of sports: Sports and Health, Sports and Physics, Sports and English, and Sports and Morality. Youth also completed twelve 30-minute classes in Team Building and six 30-minute classes in Leadership and Higher Education. Every class was taught by two American student-athletes, two bilingual Vietnamese college students, and one local Vietnamese high school student. The teams competed against each other in sports, academic, and life skills competitions every Friday, to test knowledge and skills gained in each class during the week, and in a final comprehensive competition held during the last weekend of each camp.

Program Outcomes

The program had benefits for both Vietnamese middle school youth and American and Vietnamese college students.

Vietnamese Middle School Students	American and Vietnamese College Students
Enjoyment and formation of positive relationships with peers and older role models	Enjoyment and formation of positive relationships with youth and fellow college students from their own and another country
Increase in access to sports equipment and infrastructure	Development of teaching skills and ability to positively influence youth
Increase in sports proficiency and skill	Development of leadership skills including working collaboratively and taking initiative
Increase in desire to play and learn from sports	Increased confidence in ability to make a positive impact in alleviating important problems
Increased excitement for and interest in academic subjects	Increased commitment to helping underprivileged youth improve their life outcomes, informed by an appreciation of advantages in their own lives
Increased preparation for the curriculum of the upcoming school year	Development of a broader perspective through increased understanding of and tolerance of another culture
Increased desire for and confidence in ability to attain higher education and career goals	Desire to increase their exposure to other cultures and unfamiliar experiences
Increased understanding of the process involved in attaining higher education	Development of a more nuanced approach to the selection of career plans and life goals
Development of life skills (perseverance, team building, leadership, goal setting) necessary for attainment of their educational and life goals	Clarification of changes they would like to see in their university, community, and/or country

09-10 FLEX Program Summary Report for the Center for Cultural Interchange (CCI)

The FLEX students placed with CCI participated in a variety of activities which included International Education Week (IEW), Civic Education Workshop and Essay Contest, Community Service and Global Youth Service Day (GYSD), E-GOALS survey, and numerous activities and workshops led by local coordinators (LCs).

Students were placed in clusters and individually in the Pacific, Southeast, North, South, Northwest, Midwest, and Northeast regions of the country. Students were excited to compete for an opportunity to attend the Civic Education Workshop in Washington D.C. There were 87 students who applied and participated in the Civic Education Essay Contest. 11 of the 87 were selected as contest finalist and 2 were selected as alternates. The students enjoyed the workshop in D.C. and learned many new skills as well as a better understanding about the American political, legislative, and democratic systems.

Students also participated in International Education Week (IEW). Approximately 60 students completed presentations to their schools and communities about their home countries, cultures, traditions, and beliefs. The students completed a total of 82 presentations and reached a combined audience of 3,167 people in multiple regions of the United States.

Community service was a new concept to many students as they reported that many people do not volunteer in their home countries. Most students participated in some aspect of community service and enjoyed helping others and the personal fulfillment as well. There were approximately 61 students who were actively involved in community service throughout the year. Approximately 12 of those students completed 100+ volunteer hours. Combined, the students completed a total of over 3,183 volunteer community service hours. In addition, approximately 76 students participated in several volunteer activities, such as fundraising projects to support survivors of the earthquake in Haiti, in observance of GYSD.

CCI is very proud of the 90% student response rate of the EGOALS survey. By early June, 84% of student surveys had been completed and additional surveys were submitted soon after.

Students participated in several enrichment and educational activities led by LCs designed to enhance the students' skills in the areas of leadership training, citizen responsibility, public service, tolerance, critical thinking, goal setting, and conflict resolution. Many LCs organize group activities in which students toured state capitals and had opportunities to meet, ask questions and discuss the legal process with local and state legislators and their staff. Students attended religious diversity workshops and visited the worship locales of many different religions.

After all workshops and activities the students discussed what they learned as a group and had the opportunity to hone their leadership skills as they created exercises to put their skills to practical use such as mock legal trials, debates, and organizing activities. Students also attended leadership workshops that focused on grant-writing, mobilizing others to action, and organizing activities. Enrollment in alumni programs was also strongly encouraged and the registration process was reviewed with students throughout the year in efforts to prepare students to continue their skill-building and practical use of skills they learned on program upon their return home as future leaders in exchange.

2009 Summer Institute for Norwegian Students in the Sciences
University of Minnesota One Page Summary Report
S-ECAA-09-CA-110(TG) Con17860

During July and August of the summer of 2009, the University of Minnesota hosted the Summer Institute for Norwegian Students in the Sciences program. In this summary, we would like to share a few program highlights and evidence of the program's success.

As staff, we were extremely impressed with the ten students' openness and enthusiasm about the approach of and themes within the program. The students joined us from diverse educational backgrounds which provided for rich, interdisciplinary discussions surrounding the main program themes--research in the Arctic and Polar Regions, climate change, and sustainability. The students were always thoughtful and inquisitive which allowed them to gain considerably from the presenters, staff and fellow participants. Also, students were always ready to supply their own insights on various topics which fostered a positive learning experience for all involved

Throughout the program students had a wealth of experiences, including:

- Attending lectures and interacting with leading scientists in the field
- Experiencing the changing climate and witnessing its impacts on the ecosystems of the Northern Minnesota wilderness.
- Learning about current research concerning climate change in the Arctic and Polar Regions through eyewitness testimony, scientific modeling and required readings.
- Participating in U.S. American cultural events
- Discussing sustainability in several contexts and making personal commitments to living a more sustainable lifestyle

Critical aspects of this program were the science symposiums. Science symposiums consisted of lectures, presentations, and field visits with relation to climate change and sustainability. This granted students the opportunity to learn about these subjects in a circular manner. Debriefing discussions after the symposiums were vital to creating an interactive learning environment for such a diverse group. Students gained from each symposium, but recognized that two of them had the greatest influence. One was the visit to Cedar Creek Ecosystem Science Reserve where students spent two days learning about alternative energy and the changes to ecosystems due to climate change. The other was a visit to the University of Minnesota - Morris Campus. In Morris, students saw a truly collaborative relationship between campus and the surrounding community and their progress toward becoming carbon-neutral by the year 2010.

Students also spent longer periods of time exploring the wilderness of Northern Minnesota during their time on the Superior shore in Duluth, a weekend stay at the Will Steger Foundation Retreat Center in Ely, and a 5-day trip through the Boundary Waters Canoe Area. These field outings were essential to actually seeing the physical results of a changing climate as well as group team-building and experiencing the benefits of nature.



SPORTS VISITOR, CULTURAL VISITOR, AND YOUTH VISITOR PROGRAM
AED FFATAECA PROGRAM SUMMARY
FY 2008: S-ECAPE-08-CA-123 (JY)
Report Period: June 20, 2008 - June 30, 2010
Submitted: September 7, 2010

The Academy for Educational Development (AED) administered a Cooperative Agreement for FY 2008 under the State Department's Sports Visitor, Cultural Visitor, and Youth Visitor Program. AED's role in administering the program included providing comprehensive Washington, D.C., orientation programs; logistical and programming support for a training segment for Sports and Cultural Visitors that entailed either a sports residency program or a National Endowment for Humanities workshop; a community visit that included home stays with American families; and a final evaluation session that engaged participants in a discussion of possible follow-on initiatives.

During the period of June 20, 2008 to May 1, 2009, AED provided administrative and program support for 147 youth athletes and coaches under the **Sports Visitor (SportsUnited) Program**. The projects included opportunities not only to enhance athletic skills in the participants' respective disciplines, but also to build upon leadership capacity, self-awareness, knowledge of minority and disadvantaged youth in athletic programming, and cross-cultural understanding. During their U.S. programs, participants also interacted with a diverse range of interlocutors, from professional athletes to youth coaches/mentors to their American peers. Content sessions were balanced with opportunities to explore and experience U.S. culture and society both in the Washington, D.C., area and in communities across the country.

During the period of June 20, 2008 to June 30, 2010, AED provided administrative and program support for 47 teachers, arts administrators, artists, and performers under the **Cultural Visitor Program**. The program was divided into two project types: NEH Workshops (31 participants) and Individually-designed Study Tours (16 participants). National Endowment for the Humanities (NEH) workshops enabled secondary school teachers to interact with their U.S. peers, followed by a short stay in an American community. The Individually-designed Study Tours brought artists, arts administrators, and cultural preservationists together with U.S. professionals for the exchange of ideas and resources, and to plan follow-on activities.

During the period of January 24 – April 18, 2009, AED provided administrative and program support for 36 high school students and teachers from Turkey, Belgium, and Germany under the **Youth Visitor Program**. The participants traveled in three separate country delegations; however, each delegation represented the cultural diversity of that country with participants primarily from minority communities. The project designed embraced the concepts of youth empowerment and leadership, civic awareness and citizen participation, and volunteerism. Participants interacted with their American peers during high school visits, community service projects, and informally during cultural activities and home hosting. Each project ended with the presentation of a follow-on project designed by the students for implementation in their home countries.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE) – Congress-Bundestag Youth
Exchange Program
S-ECAPY-09-GR-054(SM)
Final Report: 2009-2010

Submitted by: Tsveta Semova, Director USA High School Operations and Scholarship Programs

The 2009-2010 program year marked the 13th year of CIEE's administration of the Congress-Bundestag Youth Exchange Program. CIEE is honored to continue operating the scholarship, and looks forward to future years administering and enhancing the program. In PY 2009-2010, CIEE received 48 German participants screened, selected, and oriented by Experiment e.V., our partner agency in Germany. CIEE selected 40 American participants from the Southeastern United States to be received by Experiment in Germany. Local field staff as well as in-office staff in both Germany and the US supervised and supported the students throughout the year.

In administering the grant award CIEE provided the following:

CB Inbound

Arrival Orientation: CIEE administered the program for 48 participants. By program end, we retained 98% of our participants, ending the year with 47 participants. One of the ways in which we gauged the outcome of the Arrival Orientation was to ask students to provide their feedback in the form of evaluations. These evaluations were very positive with most students expressing their satisfaction with the orientation and stated they had a good sense of preparation for their upcoming year.

International Education Week: CIEE received documentation for presentations given at elementary, middle, and high schools, as well as local churches throughout the US. The goal of International Education Week was met, as the students' exposure to the wider community enabled them to promote increased understanding of their home country through discussion and in many cases, visual presentations.

Mid-year Meeting: Mid-year meetings were held for 2 or more CB students in states during January and February 2010. The outcome of the mid-year meetings was students described a positive experience on the first half of the year in their mid-year program evaluations. Another successful outcome of the mid-year meeting was the ability for many students to interact with state government, serving as pages or touring government offices. For many, this exposure fulfilled the program requirement to make contact with a Congressional Representative during their time in the US.

Community Service: 47 CB students reported their projects with over 1,500 volunteer hours spent in their host communities. In addition to the program components, CIEE's Community Project requirement enabled students to better understand the American cultural principle of volunteerism, and many students considered it a valuable experience which they wished to implement more widely in Germany.

Re-entry Meeting: The re-entry meeting prepared students through discussion and activities for their return home, but explaining the concept of reverse culture shock and how it may affect them more strongly than culture shock. The re-entry meeting also provided the opportunity for students to evaluate the program.

CB Outbound

Selection: 40 students were selected from a pool of 121 applicants. CIEE selected a group of participants that represented every state in the Southeast US region. By the end of the year, we had retained 90% of the participants.

Pre-Departure Orientation: All 40 students attended the program orientation in Washington, D.C. which defined expectations for the year ahead through participant interaction with program staff and alumni.

Mid-year Meeting: Successfully conducted by Experiment e.V. from January 28th to February 1st, 2010. Through increased focus on seminars about communication and problem-solving for social situations, fewer students expressed need to change host families in the latter half of the year.

Re-entry Meeting: Students expressed much satisfaction with program management and structure and all students shared their strong desire to work on behalf of the program as alumni volunteers.

In summary, CBYX students benefitted their home countries and the society as a whole by educating their host communities, and in turn gained an in-depth understanding of life in their hosting country, which they were able to bring home with them after the program year.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE) - Future Leaders Exchange Program

S-ECAPY-09-GR-078(KF) Final Report: 2009-2010

Submitted by: Tsveta Semova, Director of Operations and Scholarship Programs

CIEE successfully administered the FLEX program to 82 students throughout the 2009-2010 program year. We had six early returns, ending the year with 76 students. CIEE's FLEX students were active members of their host families and communities, and worked diligently to overturn stereotypes of Eurasian countries. In doing so, students gained first-hand insight into American society and culture. CIEE worked closely with American Councils and ECA throughout the year to ensure that any issue that arose was delicately handled, and in collaboration with our experienced and dedicated Field Staff, we were able to resolve each problem to the best of our ability.

Through their involvement in their schools and communities, FLEX students achieved the primary goals of the FLEX program including gaining a deep understanding of civic responsibility, leadership, and community service. During their participation in program requirements FLEX students developed essential skill sets and useful tools which they were able to bring back to their home countries and share with their natural families, community members, and peers. CIEE had 100% participation in International Education Week 2009, and many of our FLEX students gave multiple presentations to varying audiences in diverse settings. Students prepared thoughtful presentations, and proudly shared their traditions, cultures, and customs with their classmates and community members. In this way FLEX students acted as ambassadors to their home countries.

CIEE requires FLEX students to complete a minimum of 20 community service hours per program year, and during the 2009-2010 year we had five students complete over 100 hours of service which qualified them to receive the Presidential Service Award for their commitment to serving their community. Students gathered food for the needy, organized clothing drives at their schools, volunteered their time with the elderly, and helped organize events for young children. Students learned the countless ways their efforts can directly benefit others and gained an understanding of how vital it is for members of a community to help and support each other.

Local Coordinators organized educational enhancement activities to expose FLEX students to US government and democratic values. Direct interaction with members of state and local government educated students about the role of civil servants as well as the importance of leadership and accountability. Enhancement activities, including tours of businesses and enterprises as well as meetings with small business owners, provided FLEX students with real examples of a free market economy in the US. One example of students being directly exposed to the US political system is the cluster in Michigan who visited Lansing, toured the Capitol and met with Rep. Ken Kurtz.

Each year CIEE reviews and analyzes the statistical data collected from the volunteer surveys sent to students and host families. This allows us to assess the progress and growth of the FLEX program and to highlight areas which need improvement. 66% of host families who responded to the end-of year survey reported that they were very well prepared for hosting a FLEX student before student arrival. When asked to rate how supported they felt by their Local Coordinator throughout the year 68% of FLEX host families rated their Local Coordinators good or excellent. Considering that 65% of FLEX host families had never hosted an exchange student before, 78% of all FLEX host families reported that their experience was excellent, and 60% would host again in the future. FLEX students responded to the end-of-year survey as well: 70% of FLEX students reported that their overall experience on the program was excellent, and 30% said it was good. 66% of the students said that their host families were perfectly matched with them. One of the students commented: "I think that I am one of the luckiest exchange students, because of my host family. It is really great family, very friendly and caring. I feel at home, and I feel like they are my real parents and I have known them for a long time. They always help me if I have problems and give me good advice. Share my happiness and sadness with me, appreciate my culture and traditions. I am very thankful of my family and it will be very hard for me to leave them." Many FLEX students mentioned in the survey that this was the best year in their lives. One FLEX student wrote: "My personality changed, I appreciate more things better, I got to live here and learn lots of things from American people, I met some people who are important in my life and I became more confident."

To summarize, FLEX students directly benefitted US society and their home countries by educating their peers and community members about life in Eurasia. The relationships they formed helped to further their understanding of life in the US which they were able to bring home with them after the program year. FLEX students actively assisted in promoting tolerance and peace by dispelling stereotypes and misconceptions about American and Eurasian cultures.

Facing History and Ourselves
Report to the Bureau of Educational and Cultural Affairs
Grant Agreement No. S-ECAPY-08-GR-168(MA)
Grant Period: September 1, 2008–August 31, 2010

One-page Summary Report

Through a grant to Facing History and Ourselves for *Youth Leadership: Fostering Civic Responsibility through Educational Exchange between Rwanda and the United States*, students at an urban school, TechBoston Academy in Boston, Massachusetts, and a suburban school, Hudson High School in Hudson, Massachusetts, conducted an exchange with a rural school in Rwanda, College du Christ Roi in Nyanza, and an urban school in Rwanda, College du Saint Andre in Kigali.

In the first year of the project students began working with their in-country peers, meeting to prepare for the exchange. Students also began “meeting” their peers online, sharing readings and discussion with fellow students in their partner countries through a Ning social networking site. At the same time, Facing History staff worked with teachers to prepare them for their roles in the exchange.

In July 2009 the U.S. students and their teachers traveled to Rwanda, where they studied together, visited memorials to the 1994 genocide, participated in community service, and worked on another important component of the exchange. As part of the project, the Pearson Foundation joined Facing History to teach the students how to create digital stories. Teams of four students—one from each school—worked together to plan stories about what makes a strong community and what can tear a community apart. They began the project in Rwanda and continued to work in their home countries prior to the second phase of the exchange. During fall and winter 2009 the students continued to share their learning online, discussing readings and considering important questions about leadership, community, and civic participation.

In March 2010 the Rwandan students and teachers traveled to Massachusetts. They continued to study together and also visited important historical sites and enjoyed cultural activities. The group finished their digital stories. During a trip to Washington, D.C., the group had the opportunity to present their stories to members of Congress and U.S. Department of State staff. They also presented them to the mayor of Boston and head of the Boston Public Schools, Facing History’s staff and Board of Trustees, parents, friends, and community members back in Brookline.

The young people and their teachers who took part in this project repeatedly referred to it as a “life-changing” experience. The students brought with them many different experiences: some have grown up in a violent and poor inner-city neighborhood, others live in a relatively affluent suburb, some had lost parents to genocide, while others lived in rural poverty. Yet all of them learned that their similarities were just as important as their differences. They learned important lessons about what it means to live in a community and to be compassionate, empathetic, and responsible toward others. We are honored to have been part of this transformation.

Congress Bundestag Youth Exchange Program Report: One-page Final Report

Organization: ASSE International Student Exchange Programs (ASSE)
Grant: S-ECAPY-09-GR-049(SJ)

Date: June 30, 2010
Submitted by: Mary Loving

This report serves to comply with the Federal Funding and Accountability Act (FFATA) requirements summarizing ASSE's program activities and outcomes for the 2009/10 Congress-Bundestag program year.

Americans in Germany

During the program year, most of the American students adapted well to their new culture and language. After successfully completing an intensive 3-week German language and culture preparation program upon arrival in Germany, the American students began their host family experiences. By the end of the year, 19 had changed host families due to personality conflicts and 3 returned home early (all voluntarily) due to adjustment issues. ASSE and GIVE provided these students with on-going support during the year to make the appropriate decisions.

Along with becoming fully integrated in their host family lifestyles, the American CBYX students participated in school and host community activities, thereby moving them beyond the tourist mode and helping them become active participants in the culture. The majority of students reported making German friends by joining activities (i.e. sports clubs, musical groups, etc.) and overcoming language barriers by allowing themselves to make mistakes in their newly adopted language. GIVE provided local support through volunteer Area Representatives who planned orientations and activities as well as ran a mid-year orientation for all ASSE CBYX American students in Weimar (February) to help assess their progress. The year wrapped up with a 3-day closure/re-entry workshop in Berlin which included group activities to address re-entry into America, student presentations which summarized their thoughts about their year in Germany. The final morning was at the Bundestag (capitol building) along with a reception hosted by German officials, followed by a welcome reception with U.S. Ambassador Murphy as the U.S. Embassy. The American CBYX students returned home June 23, 2010 and have been encouraged to participate in alumni programming.

Germans in America

The German CBYX students progressed wonderfully throughout the program year. Since most arrived nearly fluent in English, they had few problems adjusting to the American culture and language. 17 changed host families due to personality conflicts and no students returned home early.

During the program year, the students became active members of their host families. ASSE volunteer Area Representatives routinely organized gatherings so the students could discuss any adjustment issues in person. ASSE asked each German CBYX student to make 2 presentations about Germany at school or within the host community. The majority of students returned documentation that their presentations were well received by their audiences. ASSE also asked the students to participate in community service projects throughout the year. 16 students volunteered over 100+ hours and were presented with Presidential Community Service award. The majority of the students enjoyed the school spirit, the integration of sports, clubs and other extra curricular activities in their high school and reported also enjoying the social opportunities (i.e. homecomings, proms, etc.) available to them in their host communities.

Prior to returning, all German CBYX students gathered in Washington D.C. for closure/re-entry orientation which was designed to address many of the same topics addressed in Berlin with the American students. Specific time was taken to discuss re-entry shock possibilities and to develop a better understanding that while each student had a unique experience, they shared common ties with the U.S. Students also had the opportunity to visit historical parts of Washington D.C., visit with congressional leaders and staff from the State Department's ECA. Student evaluations indicate very positive feedback about their experience in the United States.

Conclusion

Due to the reciprocal nature of the CBYX program, ties of friendship were strengthened between the United States and Germany through CBYX cultural homestay exchange program.

Program Summary Report
Agreement S-ECACU-09-GR-094(SS)

The International Writing Program (IWP) at the University of Iowa hosted four linked writer exchanges for the FY09/10 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 the Muslim world; 4) introducing American writers to their literary counterparts overseas; 5) providing opportunities for educational enrichment in the U.S. for young writers who reside in the target regions; and 6) expanding the IWP's reach across a number of technological platforms to increase engaged audiences and further program follow-on with alumni.

At the 2009 IWP residency:

- Fifteen ECA-sponsored international writers, along with three Embassy-sponsored writers came to Iowa City, Iowa (USA) for writing, translation projects, and research from August 29-November 17, 2009.
- The writers participated in over one hundred events during the eighty-one days of the residency. Activities included panel discussions; talks and readings; community outreach; and cultural visits.
- The IWP organized and/or facilitated the writers' travel to more than twenty-five cities across 16 states for professional and touristic programming.
- Four ECA-supported writers (Osman Conteh of Sierra Leone, Alice Pung of Australia, Marius Ivaskevicius of Lithuania, and Mabrouck Rachedi of France) 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 (Maxine Case of South Africa, Marius Ivaskevicius of Lithuania, and Alice Pung of Australia) completed additional residencies at institutions that partnered with the IWP for hosting. These residencies occurred at City of Asylum/Pittsburgh in Pennsylvania, and The Island Institute in Sitka, Alaska.

At The Souk Ukaz :: Peacework :: Writers in e-Motion convocation in Jerusalem and Morocco from April 18-26, 2010:

- Three American writers and one photographer joined seven distinguished writers, thinkers, and public figures from other countries (including four ECA alumni) for a week-long discussion on "Peace Work."
- The group was divided in two, with three-day sessions of intense city tourism and discussion held in the cities of Jerusalem and Essaouira, places marked by intense cultural tension. After the three days, the delegations converged in Fes for four days of cultural programming, conversations, and reflection.
- Throughout the exchange, writers frequently shared their impressions on a blog site created for the exchange.
- Participants circulated and revised essays to be collected for future publication.

The Virtual Writing Program Initiative:

- Four ECA-supported writers from the IWP's 2009 fall residency engaged audiences in the two-part Virtual Reading and Panel Series. First as writers-in-residence, and then as alum, the writers utilized the online chat tools and Skype during six events in four languages.
- Irish poet Eavan Boland participated in an interactive, international videoconference with young Irish students in Dublin from a wired room on the UI campus.
- Six participants from previous IWP exchanges created video projects uploaded onto the IWP's YouTube channel as part of the *100 Words* project.
- The IWP's Women's Reading and Writing Group utilized a number of distance learning tools to create an online classroom focused on reading, writing, and discussion about Arab and American literature. Five young women from Saudi Arabia joined five women students at the University of Iowa in the discussion.

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 one adult chaperones from Arabic-speaking countries for a two-week residency at the University of Iowa from July 10-26, 2010.
- 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.

To: FFATAECA@state.gov
From: James D. Kelly, Indiana University kellyjd@indiana.edu
Jyotika Ramaprasad, University of Miami jyotika@miami.edu
RE: One-page program summary report, 9/10/07 to 8/31/10:
Organization: University of Miami
Agreement Number: S-ECAPE-07-GR-196 (LM)
Date: 12 November 2010

The project focused on training Indian, Pakistani, and Sri Lankan journalists how to report on HIV/AIDS more effectively. A series fourteen 10 to 30-person workshops in Islamabad, Lahore and Multan, Pakistan; Vadodara, Guwahati, Kolkata, Hyderabad, Bangalore and Pune, India; and Colombo, Sri Lanka were organized with the assistance of USG posts and local contacts in universities and media organizations. A 20-person three-country workshop in Colombo highlighted the final phase of the South Asian portion of the work.

At the South Asian workshops, journalists joined with educators and NGOs to form reporting teams who wrote stories focused on HIV/AIDS, had them critiqued by American trainers, and in many cases then published them in local media.

The project used South Asian expertise about HIV/AIDS in each workshop, including one local medical doctor with expertise in the epidemic and several local NGOs focused on HIV/AIDS treatment and/or care. A Sri Lankan educator attended two workshops and created a video presentation that was sent to participating organizations in all three countries that will act as a multiplier. A formal evaluation of pre- and post-workshop questionnaires and direct observation of the regional workshop in Colombo was conducted by an independent evaluator and was delivered to the Program Officer. It indicated high levels of participant satisfaction, positive motivations toward enhancing HIV/AIDS coverage, and significant behavior change as evident in stories published in the wake of the workshops.

In the U.S., two, two-week workshops were held at the University of Miami and one two-week workshop was held at Indiana University. Each included weeklong shadow internships at major media outlets for participating journalists and special presentations by media and HIV/AIDS educators. All workshops stressed professional norms in reporting and strengthened the news/source relationship between NGOs and journalists.

The project exceeded proposed levels of activity in several ways. We held 14 local workshops when only 12 were proposed. We overcame an early inability to work in Pakistan by taking Pakistanis to a workshop in a neighboring country. We held three workshops in the U.S. instead of two (training 18 rather than the proposed 13 people). And we held local workshops in two cities that would otherwise not had local workshops. We also exceeded the total number of people trained by 36 (211 rather than 175).

Overall, we think the project was successful in educating journalists about the facts of the HIV/AIDS epidemic with local information presented by local sources in a learning environment where informed discussion and debate was paramount. Journalist left the workshops with enhanced source lists and greater dedication to HIV/AIDS coverage. Although the exact number of stories actually published is uncertain, we do know that dozens of stories were presented to the reading audiences of South Asia as a result of this project. Hopefully, the DVD is increasing that number even now as the effect of the workshop is spread via the multimedia presentation.

DT: Nov. 29, 2010
TO: FFATAECA@state.gov
FR: Gene J. Cho
gene.cho@unt.edu
RE: Grant (Award Number): S-ECAAS-09-GR-151(SS)

SUMMARY OF ACTIVITIES AND OUTCOMES

The weeklong residency program (in March, 2010) on ‘Chamber Music’ at the College of Arts, Department of Music, South China (*i.e.*, *Huanan*) University of Technology, Guangzhou, PR-China, was regarded by both the South China faculty and students and the UNT College of Music faculty and students as a rousing success. This program of combining individual instructions and small ensemble (small group) rehearsals, and concluding with joint public performances, is regarded as a historical ‘first’ in China.

This residency was supervised and conducted by the UNT College of Music team of ten people (four music faculty members and six graduate students), who gave a four-day, nearly non-stop “first-hand” instruction to both the Huanan students and faculty members. The feedback particularly from the students (approximately forty to fifty students, plus five or so faculty members) was not only positive, but overwhelmingly enthusiastic; even some who were initially skeptical at South China were soon convinced and gave positive testimonials to the effectiveness of this mode of instruction

The final and unequivocal testimonial to the success and tangible fruition of this program was the three evening concerts: the first two were given by the UNT faculty and graduate student team members, and the third and final concert was by the joint force of the musicians from the two institutions, all active participants of the week-long residency program. All three concerts were to a ‘standing-room-only’ audience.

At the close of the final concert, a heart-warming and deeply gratifying gesture of educational and musical cooperation was the presentation of the ‘gift’ from the U.S. government (represented by the UNT faculty) to the South China University—one of the first-tier Chinese University—in the form of a ‘chest of chamber-music scores’ (valued at c. US\$5,000). Dr. Ping HE, Dean of College of Arts, Huanan University, accepted the gift, and expressed a fond desire that such program of educational, cultural and musical cooperation could be repeated in a near future.

Tibet Ecotourism Training Project, Year 2 (FY 2006): Summary

Agency Agreement No.: S-ECAPE-06-GR-150(CS)

Submitted by Columbia University's Weatherhead East Asian Institute and the Modern Tibetan Studies Program to The Office of Citizen Exchanges of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA).

The Tibet Ecotourism Training Project Yr 2 continued the work of an earlier project run by Columbia University, with support from the University of Virginia, that aimed to increase the provision of training in Tibet concerning ecotourism and environmental protection. Two Tibetan tourism teachers from Tibet University were brought to the US in 2008 to attend a 3-week workshop on ecotourism training in Tibet at Columbia University, followed by 4 months of study of tourism at Thompson Rivers University in Canada and a 10-day workshop on ecotourism policy for Tibet organized by the University of Virginia.

The project arranged for five international experts in ecotourism training to go to Tibetan areas of China to follow up with alumni from previous visits to the US and to help run training workshops and other activities that would enhance understanding of ecotourism principles and methods. The project organized 8 workshops in eastern Tibetan areas in three provinces of China that were run by the project experts in close coordination with local Tibetan and Chinese experts. They worked with local NGOs, officials, students, tourguides and tourism entrepreneurs, most of them Tibetans, as well as with local communities where requested. The workshops lasted from one to 3 months each, and included approximately 850 participants. Assistance was also provided in training volunteers for NGOs dealing with disaster relief in earthquake-affected areas.

The total project saw among its results 7 new courses on ecotourism at Tibet University in Lhasa, ranging from one week to 4 months in duration, for approximately 200 students. These included a 4-month course at Tibet University for 106 students from April-July 2009. The courses were taught by teachers trained in the US in the initial project, and in Canada and the US in the Yr 2 project, using teaching materials amounting to 650 pages developed by Columbia University and the project experts in conjunction with the Tibetan teachers.

The independent evaluation of the entire project described it as "outstanding" and reported "positive" feedback from participants. It recommended that further cooperation and joint training initiatives should be encouraged in order to stimulate sustainable forms of tourism in Tibetan areas.

Tibet Ecotourism Training Project, Year 3 (FY 2007): Final One-Page Summary

DOS Grant reference no: S-ECAPE-07-GR-140(DT)

Submitted by Columbia University's Weatherhead East Asian Institute and the Modern Tibetan Studies Program to The Office of Citizen Exchanges of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA).

The Tibet Ecotourism Training Project Yr 3 continued the work of two earlier projects run by Columbia University, with support from the University of Virginia, that aimed to increase the provision of training in Tibet concerning ecotourism and environmental protection. Three Tibetan tour guides and a tourism entrepreneur were brought from Tibet on a three-week visit to see sites in the US that deal with ecotourism, meet with relevant experts and NGOs, and see major US tourist and historical sites.

The project arranged for five international experts in ecotourism training to travel to Tibetan areas within China to follow up with alumni from previous visits and to help run workshops and other training activities there relating to ecotourism. The project organized 7 workshops in eastern Tibetan areas in three provinces of China. These were run by the project experts, who were aided by Tibetan Village Project, Rokpa and other non-governmental organizations and worked closely with local Tibetan and Chinese experts, as well as with local NGOs, students, tourguides and tourism entrepreneurs, most of them Tibetans. The workshops, using materials developed by the project, lasted from one to 16 days each, and included approximately 950 participants.

The project produced 25,000 copies of pamphlets in Tibetan, Chinese and English about ecotourism principles, designed for tour guides and for tourists in Tibetan areas. The project also arranged internships for ten Tibetan trainee tour guides with tour companies and gave talks about ecotourism and environment to primary schools, a monastery, and local NGOs. Assistance was also provided in training volunteers for NGOs dealing with disaster relief in earthquake-affected areas.

The total project saw among its results 7 new courses on ecotourism at Tibet University in Lhasa, ranging from one week to 4 months in duration, for approximately 200 students. These included a 4-month course on ecotourism at Tibet University for 106 participants in April-July 2009. The courses were taught by teachers trained in the US in the initial project, and in Canada and the US in the Yr 2 project, using teaching materials amounting to 650 pages developed by Columbia University and the project experts in conjunction with the Tibetan teachers.

The independent evaluation of the entire project described it as "outstanding" and reported "positive" feedback from participants. It recommended that further cooperation and joint training initiatives should be encouraged in order to stimulate sustainable forms of tourism in Tibetan areas.



Pakistani Educational Leadership Project

Organization: Plymouth State University
Agreement Number: S-ECAPE-07-GR-191
Period: September 13, 2007 to December 31, 2009
No cost extension until June 30, 2010
Award Amount: \$328, 038

Executive Summary

“Plymouth State University will design, implement and monitor a two year citizens’ exchange project that demonstrates Active and Responsible Citizenship through education in stewardship of the environment and in cultural heritage preservation. Program participants will be formal and informal educational practitioners in Pakistan who are working in the field of secondary education.”

The FY2007 project, funded by the Bureau of Educational and Cultural Affairs, met goals and incorporated project components. Due to in-country conditions and challenges in Pakistan, adaptive strategies to meet the goals were part of the on-going learning process and U.S.-Pakistan collaborations and team work that characterized the grant. For the extended grant period of September, 2007, through June 30, 2010, the final report documents goals, activities, and measurable outcomes. After a geographically diverse nomination and selection process in Pakistan, the Institute and its professional development workshops served as the project keystone for the Pakistani delegates and American counterparts. The Master Action Plans – from the Institute design phase to the Pakistan implementation phase – showcased project continuity and provided significant benchmarks and outcomes. The Master Action Plan span also demonstrated the transformations and changes that took place because of ECA funding support. In addition, the report includes hyperlinks to evaluations of program components in the United States and Pakistan submitted by sub-award organization Idara-e-Taleem-o-Aagahi and by Program Evaluation and Research Group at Lesley University.

But most importantly, ECA funding created a dynamic entity that built relationships between Pakistan and the United States, engaging “Active and Responsible Citizens” in shared goals, activities and outcomes. The project’s cross-cultural and -educational experiences transcended boundaries, incorporating education in environmental stewardship and cultural heritage preservation in community-based initiatives. They epitomized the importance of “education without frontiers” in a global and connected world.

S-ECAPY-08-GR-050 (SM) – A003
Final Program Report, April 2008 - June 2010
Global Connections and Exchange Program - Bangladesh
September 30, 2010



Authorized Representative – John Maris – maris@ri.org
5455 Wilshire Blvd., Suite 1280
Los Angeles, CA 90036 Ph: (310) 478-1200

The goal of **Global Connections and Exchange (GCE) Program – Bangladesh** was to promote mutual understanding and civic education by providing approximately 30 secondary schools, including two Madrassas and two centers for the disabled, with access to the Internet, computer training and an educational curriculum that utilizes the Internet. In addition to supporting linkages and collaboration with U.S. schools, Relief International – Schools Online (RI-SOL) also facilitated a reciprocal exchange for two Bangladeshi and two U.S. educators and facilitated a three week exchange for two U.S. teachers to Bangladesh. Three Bangladeshi youth leaders received specialized leadership and technology training in the United State for three weeks. A variety of project activities designed to promote the cross-cultural and technology development included: a NASA science and technology project, One School One Portal initiative, youth entrepreneurship workshops in Bangladesh and the integration of the Intel Teach Getting Started Program in Bangladeshi schools.

Overall the program had good outcomes both quantitatively and qualitatively, meeting and exceeding its target outputs.

Summary of Quantitative Achievements

Indicator	Target	Achieved
Total number of Bangladeshi Schools in Program	30	50
Total number of Madrassas Schools in Program	2	2
Total number of Centers for Disabled/Disadvantaged in Program	2	2 (Visually impaired and Orphanage)
Number of U.S. Teachers visiting Bangladesh	2	2
Number of Bangladeshi Teachers visiting US	2	Substituted 4 Bangladesh students, in consultation with ECA
Number of Bangladeshi Youth Leaders receiving training in US	2	4
Number of students and teachers members on Ning site	Set up social network site	Site set up with 738 members
Total number of students participating in program activities	No target	6000

Over its five year duration, the program has successfully achieved its purpose of creating a platform for which cross-border relationships are maintained. In 2009 the program was amended to extend the grant period until June 2010 and add on \$150,000 to facilitate collaboration between Department of State, Intel Corporation and RI-SOL to implement Intel Teach program in Bangladesh.

The Global Connections and Exchange Program-Bangladesh, currently encompassing more than 50 schools and Madrasas in 21 districts in Bangladesh, increases educational opportunities and global dialogue by introducing Information and Communication Technology (ICT) such as computer, internet, and social media for teachers and students in semi urban and rural areas. The GCE Program integrates technology into Bangladeshi schools and Madrasas, including teacher capacity development in terms of both technical skills and teaching methodology. Members around the world can interact actively by using this common platform. The reports covers: training initiatives for teachers; training initiatives for students, teacher exchange program, school activities, community and Department of State and Embassy involvement, lessons learned from program, diversity and sustainability.

AIFS Foundation

Academic Year in America

Future Leader's Exchange Program (FLEX) 2009-2010 S-ECAPY-09-GR-083(TG) AIFS Foundation Final Program Report

The AIFS Foundation was proud to welcome 45 FLEX students to our program for 2009/10. The students had a successful experience, 2 students returned home early, and the remaining 43 students completed their year successfully.

Students were placed in clusters across the U.S. and participated in a variety of enhancement activities throughout the year to expose them to U.S. government, free enterprise, diversity and community service. Enhancement activities included visits to state capitols and meeting with state senators, visiting the circus including a behind the scenes tour to explain the economics of how the circus operates financially and logistically, food drives and charity walks. Students were most touched by the community service work that they did and commented on their hope to begin community service projects in their home countries.

We had the privilege of hosting a student with a disability from Russia this year. He has cerebral palsy and showed everyone he met that a physical disability was not going to limit him in any way to have as successful and meaningful experience. With the support of his Local Coordinator, Marilyn Murchie, he was able to shine and participate in all activities that were offered in his Montana cluster. His goal at the start of the year was to earn the President's award for community service. He achieved over 100 hours of community service work and proudly received the award from President Obama. His year was not only a tremendous personal achievement but an achievement for the FLEX program; his friends and peers now recognize that individuals with physical disabilities can excel, achieve and succeed through hard work and a dedicated spirit.

Challenges included students wanting to change host families due to a desire to move to a different part of the U.S. We worked with the students and host families to try to resolve the issues, however, this year, more than previous years, natural parents became involved and the situations escalated to host family changes. Normally, approximately 20% of our students change host families each year. This year, almost 30% of the FLEX students changed host families, although some of these changes reflect the move from a temporary arrival family to a permanent family. This year we are working pro-actively with the students to help minimize the number of host family changes due to location.

Our FLEX students, Local Coordinators, host families, schools and communities all benefitted from this experience. The students return home with new skills and a wealth of experiences that can help them to become future leaders in their country. In the communities they touched, they leave friends and acquaintances with a better understanding of the world. We are proud to continue to work with the FLEX program.

WEB SITE:<http://www.academicyear.org>

FFATA Report
S-ECAPA-09-GR-088 (JY)
FLEX 2009-2010
AYUSA International
September 30, 2010

AYUSA International has been a long standing partner of the State Department and our administration of the FLEX program continues to exhibit our involvement in bringing the cultures of the world into the backyards of everyday Americans. From the first month that FLEX students arrive they are instructed on the requirements of their scholarship and are encouraged to engage in their host communities by active participation in school life as well as an emphasis on community service. Our local representative in Chattanooga, TN who also administrates the FLEX language program involves her cluster of students in the local Ronald McDonald house. FLEX students volunteer at the house each month; preparing meals for local families staying at the facility while their relatives undergo treatment. On special occasions students prepare dishes from their home countries and share their unique culture through food and conversation. At AYUSA we feel it is so important to instill the value of giving back to one's community to our FLEX students so they can bring the spirit of volunteerism back to their home countries at the conclusion of their program. For the past five years our grant students placed in the Springfield, MO area have participated in the local diabetes walk and fundraiser. Our local representative has raised thousands of dollars each year with the support and assistance of FLEX students by selling bracelets and obtaining sponsorship for their walk. AYUSA FLEX students are involved in many other service projects some of which coincide with April's Global Youth Service Day. Our cluster located in Columbia, South Carolina volunteered at the Belser Arboretum planting trees and pulling weeds for GYSD. With clusters of grant students in over 50 different communities across the United States, AYUSA fosters an open dialogue of cultural exchange so that FLEX students leave program with a better understanding of American life not portrayed in mass media.

In addition to community service AYUSA places an emphasis on educating FLEX students on the American history unique to their host community. Our cluster in Oregon always makes sure to visit the University of Oregon to see life on a typical college campus; they tour the Oregon trail museum and discuss the westward expansion of America in the 19th century and they certainly don't pass up the opportunity to discover the wild beauty of Crater Lake national park and talk about the role of preservation in American society. Our dedicated local coordinators ensure that FLEX students leave their community with an rich understanding of the culture and history of their region which strengthens the idea that America is a land of many different cultures and values that comes together to form a stronger bond. E pluribus unum.

S-ECAPY-09-GR-103 (TG) US-Poland Parliamentary Youth Leadership Exchange Program Summary Report American Councils for International Education

Final Report S-ECAPY-09-GR-103(TG), November 30, 2010

American Councils received a grant in the amount of \$250,000.00 in the summer of 2009 to conduct the second year of this pilot program, and entered into partnership agreements with World Link and American Civics Center in the U.S., and the European Academy of Diplomacy (EAD) and Kosciuszko Foundation (KF) in Poland to implement various program components.

The second year of this program saw 15 students and three teachers from the U.S. and 15 students and three teachers from Poland spend four weeks in each others' countries learning about civic education, community service, leadership and each other's systems of government. Exchanges were school to school, with Central Academy in Des Moines, IA linked with Gdansk Autonomous Lycee (GLA) in Gdansk, Poland, the Chicago School for Agricultural Sciences in Chicago, IL linked with SPLOT in Nowy Sącz, Poland, and new partners Iowa Mennonite School in Kalona, IA linked with Lodz School #4 in Łódź, Poland.

Each group also participated in a civic education workshop, took part in an internship or job shadowing opportunity as well as community service activities in their host community and made presentations on their country to their host school and the wider host community. Internship opportunities ranged from experiencing a day in the life of the University of Iowa Hospitals to spending the day learning from the Łódź editor-in-chief about how the second largest daily newspaper in Poland, *Gazeta Wyborcza*, is created.

The Polish group spent February 5 - March 6, 2010 in the U.S., and the U.S. group followed in early June 2010. The program concluded with a Community Service workshop in Krakow from July 2 - 4 where three teams of students developed a number of community service project proposals that would address needs in the Polish host cities. Each project received alumni grant funding with the top project, "*Buddies*," created by Łódź -Kalona, designed to bring youth and the elderly together for social activities from which all can benefit. In second and third place was the "*Smile*" project that envisions providing a safe haven for children in Nowy Sącz who live in abusive and dysfunctional environments, and "*Gone, But Not Forgotten*" whereby alumni would clean up neglected graves at a local cemetery.

Serbia Youth Leadership Program One-Page Summary

GRANT NUMBER: S-ECAPY-08-GR-138 (SM)

From September 1, 2008 through July 31, 2010, World Learning administered the **Serbia Youth Leadership Exchange Program**, an exchange program for students and adult youth leaders along with partners Civic Initiatives (CI, a Serbian NGO) and National Council for International Visitors member organizations from September 1, 2008 to July 31, 2010. Through three one-month exchanges to the U.S., a two-week exchange program to Serbia for American high school students and in-country follow-up activities the SYLP program accomplished the following goals:

- Developed a cadre of young adults in Serbia who have a strong sense of civic responsibility, a commitment to community development, an awareness of current & global issues, and strong interpersonal leadership skills;
- Fostered relationships among youth from different ethnic, religious, and national groups in Serbia; and
- Promoted mutual understanding, respect and collaboration between the United States and Serbia

The Program consisted of three phases: pre-departure activities, the U.S. exchange programs, and follow-on activities which included a return reciprocal exchange to Serbia for American high school students. Each exchange group of 18 students and 4 adults began the U.S. program with a weeklong Orientation and Leadership Camp at World Learning's School for International Training in Brattleboro, Vermont. Each group divided into two subgroups of approximately 11 participants (9 students and 2 adults) to visit: Project 1: Seattle, WA/Cleveland, OH; Project 2: Louisville, KY/Huntsville, AL; Project 3: Seattle, WA/Chicago, IL. The community programs focused on program themes, civic participation at the community level, mentoring by community and NGO leaders, creating a research project, debating program themes, and community service programs. Highlights included high school attendance, home stays with local families, action planning and cultural activities. The final program segment, a Re-entry Camp in Washington, DC, reunited each group for a debriefing, follow-on activity planning, and evaluation. The follow-on program in Serbia provided minigrants for student-led community service activities, and included several workshops integrating all of the program components, supervisory visits, visits by American students and adults to Serbia and a final national conference to reunite all the Serbian project participants. A total of sixty-five Serbian and fifteen U.S. students and adults participated on the SYLP program during 2009-2010.

Summary

The SYLP program created a long lasting impression in both the U.S. and in Serbia. Since 2008, approximately 70 Serbian and American students have participated in this program and almost a 100 hundred host families both in Serbia and the U.S., their communities, schools, local governments and NGOs have met with and interacted with the SYLP participants. The knowledge, respect and understanding between the two countries have been strengthened due to the interaction and motivation of the Serbian and American SYLP participants through their continued service to volunteerism and community awareness. SYLP participants created community service projects, which impacted their communities and future generations to come. Without the enthusiasm of the SYLP program many Serbian youth will continue to lack motivation and engagement with their community and the role of youth in society and to gain skills that will make them employable in the future. Additional trainings and support for SYLP participants after the grant closes through a small grants program could significantly counter act the loss of motivation and negativity that is pervasive among Serbian youth today. There lies an immense wealth of dedication and talent among the SYLP alumni if the opportunity is given to them.