

Summary Report for U.S. Department of State, Bureau of Educational and Cultural Affairs grant [S-ECAPE-07-GR-184 (KF)] entitled ‘Cultural Citizens & North-South Dialogue: Building the National Identity & Civic Participation in the Philippines’.

Submitted by Dr. Susan Russell & Dr. Lina Davide-Ong, Northern Illinois University, February 24, 2010.

The major goals of the completed project included 1) promoting mutual understanding and partnerships between key professional groups in the U.S. and counterpart groups in the Philippines through exchanges and dialogue; 2) encourage and strengthen understanding of democratic values and active citizenship, with a particular focus on youth and those who influence them; 3) develop an appreciation for American governmental and legal structures and an understanding of the diversity of American society; and 4) strengthen the capacity and skills of the participants in methods and techniques of citizen participation and the benefits of participatory approaches.

This program was advertised in the fall of 2007 around the country by our partner organization, the International Visitors Program-Philippines (IVP) Foundation, Inc. A total of 154 applications were submitted, relatively evenly spread throughout the regions of the Philippines. Thirty young people (25-35 years of age) were recruited as final participants, with 9 from the northern region, 7 from the central islands, and 11 from the south. The group was occupationally, religiously and ethno-linguistically diverse. The final participants spent May 31-June 28, 2008 at Northern Illinois University attending various workshops and learning sessions on the thematic topics of the program, and made numerous site visits to non-governmental organizations in the greater Chicago region. In addition, the participants were able to visit Springfield, Illinois and St. Louis, Missouri. The evaluations at the conclusion of the program indicate that the objectives of the program were achieved.

After the participants returned to the Philippines, IVP debriefed the participants and sent out the guidelines for applying for Mini-grants for their individual action plans. The proposed projects had to specify SMART goals (specific, measurable, attainable, results-oriented, time-bound); a focus on youth and civic volunteerism, with a multiplier effect. Recipients of the Mini-grants were announced in September, 2008, with the projects implemented between October and December.

On January 4-8, 2009, a follow-on gathering of around 100 people occurred in Mactan, Cebu. The participants, each with a selected project partner from their respective community, plus NIU faculty and administrators, as well as two NGO leaders from Chicago (the Great Lakes Regional Director of the Jane Goodall Foundation and the Civil Rights Director of the Council on American Islamic Relations) and 15-20 IVP members engaged in team building, further workshops on networking, and held a donors’ forum with various agencies. The final day consisted of site visits to view various participant’s projects.

A further final evaluation of the participants was conducted in the summer of 2009, the results of which are highlighted in the final report’s Appendix. Participants also made recommendations for future projects.

Executive FINAL Summary – S-ECAPE-07-GR-204(KF)

The EMY Project (Engaging Marginalized Youth) was co-developed by the Cleveland, Ohio offices of the Council of International Programs USA (CIPUSA) and The Foundation for the Advancement of Counseling in Education (YORET) in Istanbul, Turkey. CIPUSA has conducted a number of international exchange projects with support from the U.S. Department of State, and CIPUSA and YORET had previously collaborated on training programs in the field of human services. The EMY Project, however, was the first effort of both organizations to work with the arts and directly with youth.

Following a planning period of six months, the EMY Project was launched in April, 2008, concluding in June, 2009, however, additional activities were generated by the project which continued through the summer and fall, 2009. The following report details the activities of the Project and provides evidence that all the goals of this unique project were met or are on track for completion. The full report will also show how aspects of the project went beyond its initial expectations in many areas. It also will describe challenges that may impact future replication. This Summary outlines the activities and outcomes of the EMY Project in brief.

DATA SYNOPSIS: Individuals Introduced to/Participating in the EMY Project	
U.S.	
American Team participants	9 (6 went twice)
Elected Officials, School Administrators, Arts and Foundation Representatives	15
Turkey*	
Turkish Team participants	12
Turkish Volunteers to the Project*	20+*
Ministry of Education, other Officials introduced to the Project	5
Private School Administrators introduced to the project	See Attachment H *
Public School Administrators introduced to the Project	See Attachment H *
Elementary Students engaged directly in the Project	170 children total*
High School Students engaged directly in the Project	
University students/faculty attending or participating presentations/workshops	320*
Audience at the Final Showcase: parents, family, teachers, students (est.)	150
Audience for Touring Presentations of Play (at 6 high schools)	700*
Total student impacted at some level by the project and other activities	5,000+*
* See the attached Turkish Team Report (Attachment G) for detail on numbers of individuals impacted through both direct and follow-up project activity.	

Brief Final Report on the Study of the United States Institute on U.S. Foreign Policy
Organized by the Department of Political Science at the University of Florida

Between June 7 and July 18 of 2009, the Department of Political Science at the University of Florida (UF) hosted eighteen foreign scholars for a Study of the United States Institute on U.S. Foreign Policy. The Institute's theme—"Domestic Sources of U.S. Foreign Policy: Beyond the Beltway, Behind CNN"—was incorporated into a four-week academic residency program in Gainesville, Florida, and two weeks of study tours of three demographically and geographically-diverse loci of foreign policy-making: Miami, Chicago, and Washington, DC. Additionally, the Institute program included daylong visits to Orlando, Tampa, Tallahassee, and historic St. Augustine.

Participants in 2009 came from Austria, Brazil, Cameroon, China, Colombia, Netherlands, India, Palestinian Territories (Israel), Kazakhstan, Libya, Mongolia, Nigeria, Philippines, Romania, Russia, Turkey, Venezuela and Vietnam. All but one of our participants successfully completed the program and, upon completion, returned to their home countries. Participant from Libya, Mr. AlBashir Al Kut, returned to his home country on July 4th, after 4 weeks of the program, for medical reasons. The participants heard from 50 experts in international affairs and U.S. politics, including scholars, diplomats, political leaders, lobbyists, journalists, and activists. The three core objectives of the Institute were that participants would acquire a solid grasp of competing analytical perspectives on U.S. foreign policy; update course syllabi and/or develop new courses on international affairs, U.S. politics, and U.S. foreign relations; and establish links with UF and other U.S.-based scholars, which could result in collaborative research projects and academic exchange agreements.

In all three areas the Institute proved to be a successful enterprise. The academic program was rated "good" or "excellent" by 85 percent of the participants; on the post-survey, 100 percent of the respondents reported that their knowledge of U.S. foreign policy had increased as a result of attending the Institute; the majority of respondents—89 percent—indicated that they have used some of the materials from the Institute and 88 percent have disseminated some of the materials within their home institution or local community. All the respondents (100 percent) reported that they have maintained contact with their fellow participants and 50 percent have stayed in touch with some of the guest speakers or faculty they met during the Institute.

The final cost of the Institute was \$249,037 in Department of State Funds and \$27,177 in cost-share contributions from the University of Florida.

FINAL PROGRAM REPORT 2009 – German American Partnership Program S-ECAPY-09-GR-091 (KF)

Since its establishment, GAPP has grown steadily to **785 on-going, reciprocal partnerships** between American and German secondary schools, including 15 schools training students for the school-to-work-transition and well over 100 partnerships with schools in former East Germany.

In 2009, 9,402 students traveled across the Atlantic to visit their partner schools: 5,344 German students traveled to the U.S. (i.e. 306 groups), while **4,058 American students visited Germany** (i.e. 293 groups). Most of the American participants came from WI, CA, PA and WA.

As a rule, two teachers accompany each group. In 2009, this adds up to 612 teachers from Germany coming with their groups to the U.S. and **586 American teachers** visiting their partner schools in Germany and represents a considerable and on-going contribution to in-service training. Participating schools are located in all sixteen states of the Federal Republic of Germany. In the United States, GAPP schools are located in all fifty states.

In FY 2009, a total of 2,267 students from 130 German schools were awarded grants, covered by the funds from the U.S. Department of State.

In 2009, a total of 58 American students from 24 U.S. states received travel grants from GAPP, Inc. donations, on top of the grants for all traveling American students and teachers who received grants from funds from the Foreign Office in Germany.

In 2009 we continued our successful cooperation with the Transatlantic Outreach Program (TOP) to support the GAP-Program's objectives and the goals of the participating teachers. TOP is a public-private partnership initiative of the Foreign Office of the Federal Republic of Germany, the Goethe-Institut, Deutsche Bank, and the Robert Bosch Foundation. This program aims to enhance the quality of classroom teaching about Germany today by developing and disseminating teaching materials about modern Germany to K-12 social studies educators.

In 2009 GAPP supported the first exchange ever for 30 students and 11 educators of PS 86 Kingsbridge Heights School in the Bronx, NY. Also, Art Lader of Aiken County Public Schools, SC has been working on an exchange opportunity for the Aiken County Career and Technology Center, a vocational magnet school. Students from the Center will be traveling to Germany in 2011.

Seminars and Workshops:

January 2009, New York, NY:

Introductory Seminar for American GAPP coordinators

January 2009, Bonn, Germany:

Introductory Seminar for German GAPP coordinators

January 2009, New Haven, CT:

Teach Europe Seminar

September 2009, Boston, MA:

GAPP Trainer Seminar New England

Conventions and Conferences:

March 2009, San Diego, CA:

California Language Teacher Association (CLTA)

March 2009, Chicago, IL:

Central States Conference

April 2009, New York, NY:

North East Conference on the Teaching of Foreign Languages

November 2009, San Diego, CA:

Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL)

New materials: Updated GAPP Home Page www.goethe.de/gapp, updated Power Point Presentation, Germany Online (GAPP E-Link Section 2009), GAPP Travel Journal 2009 (worksheets for students), GAPP Newsletter/September 2009, GAPP Button, GAPP Brochure (**'Experience Germany for Real'**)

Designed to foster mutual understanding between the United States and Indonesia, home to the largest Muslim population in the world, “Partnership for Schools Leading Change: United States and Indonesia” brought 45 school leaders and teachers from 31 *pesantrens* (or private Islamic boarding schools) in far-flung regions of Indonesia to the United States in the fall of 2008. 23 U.S. schools, in cities and towns as varied as Tampa (FL), Fayetteville (NC), Scarsdale (NY), Bloomfield (CT), Attleboro (MA), Indianapolis (IN), Hamilton (OH), Eugene (OR), Berkeley (CA), and Honolulu and Hilo (HI), participated in the program as host schools. The U.S. schools were selected from more than 500 schools that are part of the East-West Center’s schools network. The Indonesian participants were selected out of nearly 400 applications in an open, merit-based competition.

The Indonesian participants, a number of them Muslim clerics, were introduced to one another and to their U.S. host school teachers via a project weblog. Prior to their arrival in the United States, they gathered first in Jakarta for a pre-departure program, which offered practical introductions to the United States, and then traveled to Hawaii to spend one week attending a “best practice” institute at the East-West Center. They were joined by teacher representatives of their U.S. host schools.

The Indonesian participants, accompanied by the host school teachers, then traveled in small groups to their host schools for two weeks of cultural immersion and professional learning. They lived with American families, all families of teachers at the host schools, and spent their week days job-shadowing their American counterparts, observing classes, attending faculty as well as school board meetings, and interacting with American students, including sharing aspects of their cultures, schools, and community life in Indonesia. During afterschool hours and on weekends, they spent time with their host families, enjoying fall foliage, attending football games and hockey tournaments, learning the hula and attending ‘talk story’ sessions, donning Halloween costumes and passing out candies to Trick-or-Treaters, enjoying specially prepared early Thanksgiving dinners, and really immersing themselves in American schools, communities, and homes, thereby gaining a greater understanding of U.S. lifestyles, education, and community life. At the debriefing and follow-up programming session back at the East-West Center, participants not only shared their host school and homestay experiences with each other, they spent time reflecting on “lessons learned” from their program experiences and planning follow-up projects with their host schools.

It has been gratifying to hear both Indonesian participants share—through formal evaluation surveys and through their weblog postings as well as more than hundreds of emails that we have exchanged with them since—what they have gained from their program experience. Without exception, all participants found the program personally satisfying and professionally beneficial. Again, without exception, all participants noted that they gained knowledge of the United States, our society, diversity, and the core principles that underpin our systems. Furthermore, Indonesian participants and their host school counterparts and host families developed mutual appreciation not just for each other’s cultures and ways of life, but of each other as people and as individuals. The Indonesian participants also noted increased understanding of global concepts as well as knowledge of best practice teaching methods to support global education. And, for the most part, they have been able to translate their learning into practice and actions, which many are demonstrating through ongoing communications with their U.S. hosts and through follow up projects.

The program has had extensive media coverage both in the United States and in Indonesia, among them articles in *St. Petersburg Times*, *Florida Catholic*, *Sun Chronicle* (Attleboro), *Fayetteville Observer*, *Indystar* (Indianapolis), *Honolulu Advertiser*, *Jakarta Post*, *Radar Cirebon*, NU Online, Jawa Pos, and multiple live radio interviews with Voices of America.

2009. U.S. Congress - Korean National Assembly Youth Exchange Project
One-Page Final Program Report
Grant Award Number: S-ECAPE-09-GR-097(KF)

The 2009 U.S. Congress-Korean National Assembly Youth Exchange Program took place from 5 July 11 – August 5 2009. Participants included university students and legislative interns from both the United States and the Republic of Korea. Meridian was responsible for planning and implementing all activities for the Korean delegation in the United States, and for programming the American delegation's activities during their time in Washington, DC. Meridian also programmed the final days of the program for both delegations in Seoul, Korea.

This year's exchange was consistent with the program's long established goals: (a) to broaden the perspectives of Korean and American program participants on the legislative role in foreign policy; (b) to deepen knowledge about the historical, economic, political and security aspects of the U.S.-Korea bilateral relationship; (c) to give both groups of participants a first-hand experience of the host country's people and culture; and (d) to provide opportunities for participants to form lasting personal relationships.

The program combined visits to host country national legislatures with briefings from government officials and private sector specialists, peer interaction and cultural activities. The Korean delegation was composed of ten Korean university students and a group leader from the legislative staff of the Korean National Assembly. They participated in a 25-day program that included a U.S. itinerary arranged by Meridian International Center with city stops in Washington, DC; New York, NY; Geneseo, Highland Park and Chicago, IL; and Seattle, WA and three days of debriefing and final activities in Korea (including one day of internship for both delegations with the Korean National Assembly). The American delegation was composed of ten current or former Congressional interns from the United States who participated in a 25-day program. Their program included nine days shared with the Korean participants in Washington, DC, followed by 16 days in Korea on a program arranged by the Korean National Assembly.

Meridian International Center believes the 2009 U.S. Congress–Korean National Assembly Youth Exchange Program positively contributed to the American and Korean delegations' understanding and appreciation of each other's foreign policy process, politics, history, culture and way of life. Results of the evaluations completed by all participants and staff show that the program successfully met all of its goals. Overall, the students formed bonds of friendship and relished their stay in each other's countries. Once again, Meridian was pleased and honored to be associated with this effort to educate future leaders from the United States and the Republic of Korea about the important bilateral relationship between the countries and Meridian looks forward to working with this program and the Office of Citizen Exchanges in 2010.

*Towards Democracy and Diversity:
Increasing the Content Knowledge and Pedagogical Skills
of Caribbean Social Studies Educators
June 29 – August 7, 2009*

SUMMARY REPORT

In the summer of 2009, 37 teachers (20 from the Dominican Republic, 17 from Haiti) spent six weeks in a unique seminar offered by the University of South Florida with funding by the U.S. Department of State. In all respects, the seminar was a resounding success, as evidenced by the final evaluation report and continuing activities.

During this seminar, teachers had the opportunity to engage in rigorous intellectual inquiry, including reading, reflection, discussion, and curriculum development. Participants interacted with guest lecturers and U.S.-based teachers and thereby enhanced their content knowledge and teaching abilities related to the teaching of democracy and diversity. They also examined effective pedagogic strategies for teaching social studies to adolescents, with particular focus on the diversity of Latin America and the Caribbean as well as the United States. With carefully selected field trips, they learned more about the culture of the U.S., and saw “democracy in action.” Participants applied these classroom and field experiences toward developing individually-driven pedagogical research, which culminated in the development of their own innovative, content-rich teaching materials.

We continue to stay in contact with our colleagues and are now uploading all their lessons to our web site. The tragic earthquake in Haiti in January underscored the importance of our program in several ways. The Dominican teachers have banded together to find ways to help their new friends and colleagues in Haiti, which would not have otherwise occurred. At USF, we are similarly drawing on our experience to help the devastated educational system in Haiti. We continue to hear from the Haitian teachers (who, miraculously, all survived the earthquake) and hope that we may help them reestablish their professional lives.

These activities are consistent with our pre-earthquake follow-up objectives, consisting of workshops to be held in each country. A major purpose of the workshops is to further develop leadership and advocacy skills among the teachers. We hope that these skills will provide them with the tools with which to support curricular reform within their countries. The workshop will also enhance the instructional technology skills of the teachers. These skills were developed during the six-week workshop in the United States and we realize that more progress can be made by dedicated portions of the workshop to further enhancement of how computing-related resources can be integrated in the learning process. We also plan to meet with the Ministries of Education and with appropriate personnel in the U.S. Embassies in each of the countries. The purpose of these meetings will be to identify ways in which the workshop model we have developed can be integrated into teacher training in both countries.

Final Report

Future Leaders Exchange Program (FLEX)

2008-2009

S-ECAPY-07-GR-085(JY)

Submitted by PAX – Program of Academic Exchange

PAX-Program of Academic Exchange successfully completed the placement of 103 students from the Eurasian countries of the former Soviet Union for the academic year 2008-2009. PAX staff and cluster directors worked hard to build active FLEX clusters in communities nationwide. They also strove to engage the people they met to appreciate the goals of the FLEX Program. Building bridges of understanding between Americans and people of the Eurasian countries is at the heart of citizen diplomacy and is one of the major objectives of FLEX.

The FLEX Program benefits both sides of the exchange: the student scholars, their American families, and the community at large they are hosted in. PAX continually strives to maximize these benefits. While on program, PAX-FLEX students focus on a leadership curriculum that motivates them to share their home cultures and garner practical experience to use in their future educational and career endeavors. PAX puts a strong emphasis on developing FLEX students' leadership skills through group projects and community service and requires twenty hours of volunteering per student per year. In 2008-2009 school year over 30% of FLEX-PAX students performed over 100 hours of community service and six earned the Presidential Volunteer Service Award. To further maximize their exchange year and enable them to share their experience when they return home, PAX helps FLEX students to develop and nourish their personal skills through cultural presentations and mentoring programs. PAX requires each FLEX student to do at least two cultural presentations during their school year and attaches their completion to the monthly stipends checks to assure 100% participation. Through these presentations and activities, students improve their personal skills and bring valuable leadership tools to their home communities. Not only are they encouraged to take part in enhancement projects, they are asked to help plan them. This provides the students with a solid understanding of civic participation and community service skills that one needs to make a difference.

A truly beneficial exchange is reciprocal, meaning both sides give of themselves and both sides grow. PAX would like to underscore how the FLEX program benefits American communities. Not only do FLEX students bring diversity to their classrooms, they provide ample cultural and personal insight to their host families and communities and daily facilitate positive international relations. FLEX students provide a dynamic global perspective to all who meet them and bring creative learning opportunities to US classrooms.

As a prominent citizen diplomacy initiative, the FLEX Program addresses U.S. government foreign policy interests. In the 2008-2009 academic year that fell on the key U.S. elections, FLEX clusters gave maximum visibility to the FLEX program and its goals. Students returned home with a positive image of the real America to share with their families and friends. PAX requires FLEX students to sign up for the State Department's alumni network website before they leave to go home to ensure they stay connected. They also brainstorm feasible alumni projects that will allow them to perpetuate what they have learned while on the program about the importance of civic responsibility.



Sport and Play for Holistic Child Development for Palestine Refugee and Disadvantaged Communities in Jordan

Program Summary

Location	Aqaba, Jordan
Objectives	<ol style="list-style-type: none">1. To increase mutual understanding and to strengthen the ties between Right To Play American Athlete Ambassadors and children, and Right To Play trained teachers and coaches in Jordan and Palestinian and Jordanian children and youth;2. To develop individual and community capacity of teachers and coaches to provide regular sport and play activities for disadvantaged children and youth that enhance leadership, communication and conflict resolution skills, and;3. To provide disadvantaged children and youth access to regular and inclusive sport and play programs as a means to promote healthy lifestyle behavior and peaceful coexistence.
Beneficiaries	<p>Direct beneficiaries: 8,000 children and youth between the ages of 5 – 18 and 100 teachers and coaches from Palestinian refugee and disadvantaged communities in Jordan.</p> <p>Indirect beneficiaries: 24,000 family and community members of participating children, youth, teachers and coaches from Palestinian refugee and disadvantaged communities in Aqaba.</p>
Activities	<ol style="list-style-type: none">1. International Exchange – Right To Play American Athlete Ambassadors traveled to Jordan; and, Right To Play trained teachers and coaches in Jordan traveled to New York, NY in the United States.2. Individual and Community Capacity Building – Individual and community capacity building was achieved through the delivery of training workshops to youth and adults based on the Right To Play resources of Red Ball Child Play, Early Child Play, Coach2Coach and Abilities First.3. Child and Youth Participation – Teachers and coaches were supported to lead regular sport and play activities for children and youth.4. Basic sport and play infrastructure identification and provision – Infrastructure required to support sport and play activities was identified and provided.
Outcomes	<ol style="list-style-type: none">1. Increased knowledge of Right To Play teachers and coaches in coaching methodologies.2. Increased mutual understanding between Americans, Jordanians and Palestinian refugees.3. Improved quality of programming through the incorporation of evaluation findings.4. Teachers and coaches developed a sense of ownership of Right To Play sport and play activities.5. Children developed a sense of ownership of Right To Play sport and play activities.6. Children demonstrate new life skills and adopt healthy practices as a result of ongoing/regular participation in Right to Play sport and play activities.7. Communities have developed a sense of ownership of Right To Play programming.
Total Agreement Funds	\$174,998

Grant Award #: S-ECAAE-07-CA-066 (JY)**Grantee Organization: Council of American Overseas Research Centers (CAORC)**

The Council of American Overseas Research Centers (CAORC) administered the 2007 Critical Language Scholarships Program for intensive overseas summer study in the critical need foreign languages of Arabic, Bangla/Bengali, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish, and Urdu.

As part of the National Security Language Initiative (NSLI), a U.S. government interagency effort to expand dramatically the number of Americans studying and mastering critical need foreign languages, the Department of State Critical Language Scholarships provided funding for 363 U.S. citizen undergraduate, Master's and Ph.D. students to participate in beginning, intermediate and/or advanced level summer language programs at American Overseas Research Centers and affiliated partners.

The summer institutes ranged from 7 weeks to 11 weeks, beginning in early to mid-June with a pre-departure orientation in the U.S. All program costs were covered for participants, including travel between the student's home city and program location, pre-departure orientation costs, applicable visa fees, room, board, travel within country and all entrance fees for program activities.

The application deadline was March 15, 2007 and CAORC received 6,019 applications total. Applications were received from students at over 600 colleges and universities in all 50 States and the District of Columbia.

363 students received scholarships. Grantees represented 157 colleges and universities in 47 States and the District of Columbia. The intensive summer institutes were hosted by our partner institutions (American Overseas Research Centers and American Universities). The below table provides information on the institutes by language, venue, partner institution, number of students, and date.

Language	Country/venue	Partner Institutions	Students	Dates
Arabic	Egypt – Cairo	ARCE – American Research Center in Egypt	30	6/17-8/15
	Jordan – Amman	ACOR – American Center for Oriental Research	30	6/13-8/21
	Tunisia – Tunis	AIMS-CEMAT - American Institute for Maghreb Studies-	30	5/24-7/16
		Centre d'Etudes Maghrebines a Tunis	30	6/13-7/30
	Morocco – Tangier	AIMS-TALM - American Institute for Maghreb Studies- Tangier American Legation Museum	28	6/17-8/25
Yemen – Sana'a	AIYS – American Institute for Yemeni Studies			
Chinese	China – Hong Kong	HKAC – Hong Kong America Center	20	6/13-8/12
	China – Suzhou	Associated Colleges of the South - Furman University	20	6/4-8/13
Indic	Bangladesh – Dhaka	AIBS – American Institute for Bangladesh Studies	17	6/7-8/11
	India – Jaipur (Hindi), Chandigarh (Punjabi), Lucknow (Urdu), Kolkata (Bengali)	AIIS – American Institute for Indian Studies	53	6/7-8/18
Korean	South Korea – Seoul	University of Pennsylvania	25	6/13-8/11
Persian	Tajikistan – Dushanbe	AIIRs – American Institute of Iranian Studies	15	6/13-8/2
Russian	Russia – St. Petersburg	Stony Brook University	30	6/20-8/12
Turkic	Turkey – Ankara	ARIT – American Research Institute in Turkey, Ankara	10	6/14-8/11
	Turkey – Istanbul	ARIT – American Research Institute in Turkey, Istanbul	25	6/14-8/11

Based on pre-program and post-program language evaluations conducted by an outside language testing service, CAORC found an average language improvement of 2.5 points on a 12 –point scale. Based on grantee feedback in post-program evaluations, CAORC found that grantees also increased their cultural awareness, and international knowledge. Based off a DOS/ECA-survey completed by grantees it was found that 85% of the grantees were very satisfied or satisfied with the relevance of the program to their professional or educational development. CAORC used the feedback from grantee, partner institutions, and the Department of State/ECA to help improve the Critical Language Scholarship Program in subsequent years.



World Learning

**Global Undergraduate Exchange Program (Global UGRAD)
for East Asia and the Pacific and the Western Hemisphere
Program Summary Report
ECAAE-08-CA-034 (KF)**

The 2008 Global Undergraduate Exchange Program (Global UGRAD) provided 97 one-semester and 66 one-year scholarships to 163 students from 18 countries in East Asia and the Pacific and the Western Hemisphere. Upon award of the grant in December 2007, World Learning quickly established the administrative processes and financial operations necessary to administer the program, including: hiring and training five program staff; coordination with the posts of the student applications and English test scores; management of the host institution application and selection process (with over 100 applications received); placement in 27 U.S. academic institutions; providing of information for the pre-departure orientations; and making the necessary travel and program arrangements for the students.

World Learning staff provided excellent monitoring services for the students, maintaining frequent communication with students via phone, email, Skype, as well as site visits. World Learning staff conducted 14 site visits and developed strong relationships with the academic host institutions to ensure program success. A Global UGRAD Google electronic mailing list developed by World Learning provided a secure environment for the students and World Learning staff to communicate and share information. The Google group is the major vehicle for communication now with the 2008 alumni.

All Global UGRAD students participated in community service activities during their program. Volunteering in many different ways, they embraced the concept and came to understand the value and benefit that community service brings to the volunteer as well as to the community. Internships for the academic year students also proved very successful. World Learning staff worked with the host institutions to identify relevant internship opportunities and closely tracked student progress.

World Learning developed and delivered the Global Gazette, a monthly program newsletter which promoted the program and included student contributions. It was very successful in supporting a bond between the students, and for keeping the posts informed about the program and their students.

Preparing the students to return home and adjust to their schools, communities, and families was critical in sustaining the benefits of the Global UGRAD program experience. One-semester students received a World Learning-designed virtual re-entry "webinar," which they were also able to access after returning home. The academic year students participated in a two day re-entry workshop in Washington DC in March 2009. The workshop included a presentation by the Bureau of Educational and Cultural Affairs (ECA) Alumni Affairs to introduce the students to the alumni.state.gov website and opportunities for leadership back home.

Through the 2008-2009 program year, World Learning maintained close communication with ECA and the posts regarding all aspects of the program. World Learning staff actively promoted the Global UGRAD program and the U.S. Department of State, frequently speaking at conferences and other workshops sponsored by NAFSA: Association of International Educators, Linden Educational Services, Community Colleges for International Development (CCID), and World Education Services (WES).

By the end of June 2009, the 2008 Global UGRAD students had successfully returned home. Program alumni have been enthusiastically applying their new leadership skills back home and mentoring new and prospective Global UGRAD students.

Grant Award #: S-ECAAE-08-CA-049 (MA)**Grantee Organization: Council of American Overseas Research Centers (CAORC)**

The Council of American Overseas Research Centers (CAORC) administered the 2008 Critical Language Scholarships Program for intensive overseas summer study in the critical need foreign languages of Arabic, Bangla/Bengali, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish, and Urdu.

As part of the National Security Language Initiative (NSLI), a U.S. government interagency effort to expand dramatically the number of Americans studying and mastering critical need foreign languages, the Department of State Critical Language Scholarships provided funding for 523 U.S. citizen undergraduate, Master's and Ph.D. students to participate in beginning, intermediate and/or advanced level summer language programs at American Overseas Research Centers and affiliated partners.

The summer institutes ranged from 7 weeks to 10 weeks, beginning in early to mid-June with pre-departure orientations in the U.S. All program costs were covered for participants, including travel between the student's home city and program location, pre-departure orientation costs, applicable visa fees, room, board, travel within country and all entrance fees for program activities.

The application deadline was January 25, 2008 and CAORC received 4,417 applications total. 523 students received scholarships. Grantees represented 198 colleges and universities in 47 States and the District of Columbia. The intensive summer institutes were hosted by our partner institutions (American Overseas Research Centers and American Universities). The table below provides information on the institutes by language, venue, partner institution, number of students, and date.

Language	Country/venue	Partner Institutions	Students	Dates
Arabic	Egypt – Cairo	ARCE – American Research Center in Egypt	24	6/3-7/27
	Jordan – Amman	ACOR – American Center for Oriental Research	52	6/16-8/18
	Tunisia – Tunis	AIMS-CEMAT - American Institute for Maghreb Studies-Centre d'Etudes Maghrebines a Tunis	30	6/2-7/28
	Morocco – Tangier	AIMS-TALM - American Institute for Maghreb Studies-Tangier American Legation Museum	30	6/9-8/8
	Oman - Salalah	SIT – School for International Training	65	6/17-8/13
Chinese	China – Harbin	Associated Colleges of the South - Hendrix	40	6/7-8/9
	China – Suzhou	Associated Colleges of the South - Furman University	40	6/7-8/12
Indic	Bangladesh – Dhaka	AIBS – American Institute for Bangladesh Studies	15	6/9-8/7
	India – Jaipur (Hindi), Chandigarh (Punjabi), Lucknow (Urdu), Kolkata (Bengali)	AIIS – American Institute for Indian Studies	57	6/16-8/22
Korean	South Korea – Seoul	University of Pennsylvania	25	6/15-8/10
Persian	Tajikistan – Dushanbe	AIIRs – American Institute of Iranian Studies	15	6/19-7/31
Russian	Russia – Tomsk, Samara, Nizhnii Novgorod, Astrakhan	Stony Brook University	80	6/4-8/1
Turkic	Turkey – Ankara, Istanbul, Alanya, Izmir	ARIT – American Research Institute in Turkey, Ankara	50	6/20-8/16
		ARIT – American Research Institute in Turkey, Istanbul		6/20-8/16

CAORC conducted post-program evaluations of all grantees to determine satisfaction with the relevance of the program to their professional or educational development and to obtain recommendations for improvement. CAORC used the feedback from grantee, partner institutions, and the Department of State/ECA to help improve the Critical Language Scholarship Program in subsequent years.



Near East and South Asia Undergraduate Exchange Program



GEORGETOWN UNIVERSITY

S-ECAAEE-08-CA-078 (CS)
NEAR EAST AND SOUTH ASIA (NESA) UNDERGRADUATE EXCHANGE PROGRAM
Final Program Report
Department of State
From Georgetown University's Center for Intercultural
Education and Development (CIED)

The Center for Intercultural Education and Development (CIED) at Georgetown University, administered the Near East and South Asia Undergraduate Exchange Program (NESA UGRAD) for academic cycle 2008-09. The NESA UGRAD program received 145 students: 39 academic year participants, 86 fall semester participants, and 20 spring semester participants. There were 68 female participants and 77 male participants.

The participants represented sixteen countries and the number of students per country was as follows: Algeria (9), Bahrain (7), Bangladesh (10), Egypt (12), India (13), Israel (4), Jordan (2), Lebanon (14), Libya (2), Morocco (13), Oman (9), Pakistan (13), Saudi Arabia (2), Tunisia (12), United Arab Emirates (7), West Bank (6), and Yemen (10).

CIED worked with fifteen host institutions: Cal Poly – Pomona, Canisius College, Clarion University of Pennsylvania, Georgetown University, Greenville Technical College, Iowa Western Community College, Jackson State University, Northcentral Technical College, Southern Maine Community College, Seattle University, SUNY Cobleskill, University of Alabama –Huntsville-, University of Idaho, University of Wisconsin - La Crosse and Wheeling Jesuit University.

The five main fields of study represented included English and Literature, Engineering, Business, Computer Science, and Literature.

All participants completed at least twenty hours of volunteer service. All academic year participants completed between one hundred and ten and one hundred and sixty hours of internship. All fall semester students participated in a virtual re-entry workshop. This included a program survey, a video conference on reverse culture shock, and information about on line resources. All spring semester and academic year participants attended a re-entry workshop in Washington, D.C. on April 18 – April 21, 2009.

One hundred and thirty six participants out of one hundred and forty five participants received a certificate of completion issued by the United States Department of State. Of the nine participants who did not receive a certificate, two resigned and seven made unauthorized departures from the program.

Fall semester participants returned to their home countries between December 1 and December 23, 2008. Academic year, save for one and all spring semester participants returned to their home countries between May 3 and May 18, 2009. The majority of the NESA UGRAD alumni signed up for the State Alumni web site. Four 2008-09 alumni served as the NESA UGRAD community assistants. NESA UGRAD alumni participated in on line forums, recruitment, and pre-departure orientation for incoming participants.

**Final Program Report (One-Page) for FFATAECA Submission - S-ECAAE-09-CA-059(TG)
2009 Study of the United States Institute for Secondary Educators, University of Illinois at Chicago**

The 2009 Study of the United States Institute for Secondary Educators (SUSI) at the University of Illinois at Chicago (UIC), in the eyes of its administrators, faculty members and participants, was again a pedagogical and administrative success. All formal aspects of the Institute unfolded smoothly: There were no administrative difficulties; no health issues impeded our program or tour. The changes we made to the Institute's curriculum proved effective, while the continued participation of guest lecturers, both new and old, continued the diversification of lecture themes and content. Chicago, a city that serves as a kind of laboratory for exploring the Institute's multiple themes, offers considerable material for analysis and remains a premier locale for the program. The two-week study tour covered much ground, modifying the previous year's itinerary to return to places of cultural and historical importance requested by past participants and adding Telluride, Moab and Salt Lake City, allowing us to explore both contemporary desert and mountain tourism and, crucially, the historical experiences and culture of Mormon Utah; in the East, we added New York and (a brief side-trip to) Philadelphia. We were gratified by the very positive evaluations submitted by our participants, appreciative of both their expressions of satisfaction and constructive suggestions for future changes. As always, diligent budget monitoring and continuous efforts to reduce costs are our goals, resulting this year in a surplus of \$8,016 (2.2% of a \$359,997 budget) mostly due to the last minute cancellation of one participant

The 2009 curriculum evolved directly from the previous year's, with some innovations. The theme remained "Negotiating America, Local, National and Global: A Multidisciplinary Investigation." Our overall goal was straightforward: To explore the multiple ways Americans engage in spirited interpretation and reinterpretation of seminal practices and "texts" – from debating their history to the making of laws, to the enforcement of constitutional guarantees and to the choosing of housing, education, social networks, even automobiles and summer vacations. In pursuing these subjects, we aimed to provide participants with a useful and viable framework for understanding and teaching American culture and life upon return to their home countries. In our teaching, we consciously drew materials and approaches from multiple disciplines – including law, history, literature, music, the visual arts, geography, landscape and the built environment and political science – to enable us to closely analyze American artifacts, texts and experiences and draw from them an enriched understanding of the traditions, institutions and forms of American life. Participants in 2008 expressed a strong desire for more information and discussion about the state of American education today. In 2009, we responded to their desire for more attention on education by supplementing our existing field trips and speakers with lectures by educational specialists. New sessions on sexuality, and religion and the state in modern American politics were added to the curriculum.

100% of our participants responded with "Yes" when asked if they would recommend UIC's Institute for the Study of the U.S. to colleagues in their own countries. All participants reported that the goals and objectives of the Institute were clearly stated and met, as well as agreed that the themes and content of the Institute were relevant to their professional ends and contributed to increasing their understanding about American culture. In addition, all participants reported satisfaction with the extracurricular activities, citing that they offered a valuable hands-on experience to illustrate classroom lectures and reading themes, as well as reinforced the Institute themes.

The Institute accomplished a critical goal of altering, in some participants' minds, the image of the United States in a far more positive direction. It is no secret that America's reputation across the world is not what it should be; that our post 9/11 reputation has suffered as a result of foreign policy decisions that many participants found problematic; and that the outcome of the 2008 election, while changing the tone considerably, has not fully transformed the U.S. reputation abroad. The 2009 Institute experience demonstrated clearly to participants that at the core of American political culture are not fixed, unchanging ideas or a resolute arrogance toward the world, but rather an open, engaging process of dialogue and negotiation. In our lectures on American history and contemporary political controversies, we continued to communicate the simple, basic point: that Americans have sharply disagreed – and continue to disagree – about many issues *at the same time* that we are profoundly committed to a political process that allows for give and take, compromise and respect for dissent. The legitimacy of the tradition of dissent and debate – however uneven its history – is something that faculty and participants returned to time and again. Whatever participants think of America, its culture and its people, we are confident that they took away from the Institute experience a sense of American values and the sense that ours is an unfinished story.

Committed deeply to the intellectual project conveyed in the Institute's curriculum, administrators and faculty are also deeply committed to providing participants with a rich, rewarding personal experience, one which underscores their (in some cases new) appreciation and even affection for American life, culture and politics. We believe we have succeeded in accomplishing our goals. But just as America remains a "work in progress," so too does our Institute; it remains responsive to changing political issues, opportunities and participant needs and desires. Our foundation is firm, as our almost two-decade track record reveals. Our commitment to innovation and exploration reenergizes and sharpens the focus of the program.

FFATA Report

Name: English Access Microscholarship Program

Grant Number: S-ECAAL-06-CA-086(MA)

Grant Period: 05/04/2006 – 10/31/2009

Grant Amount: \$ 8,602,149

Country: Afghanistan, Algeria, Bahrain, Bangladesh, Benin, Bosnia-Herzegovina, Burkina Faso, Cambodia, Chad, Democratic Republic of Congo, Egypt, Ethiopia, India, Indonesia, Israel, Jordan, Kenya, Kuwait, Lebanon, Libya, Malaysia, Morocco, Mozambique, Niger, Oman, Pakistan, Russia, Saudi Arabia, Senegal, Sri Lanka, Syria, Tanzania, Thailand, Togo, Turkey, United Arab Emirates, West Bank/Gaza, and Yemen.

Number of Participants: 116 workshop participants

The grant activities included four teacher workshops and two student workshops in the U.S. and disbursements in a total of \$7,305,636.90 to English language providers in 38 countries around the world. AMIDEAST disbursed funds as directed by the Office of English Language Programs, after collecting the providers' bank information and checking them against the OFAC lists. All disbursements were carefully tracked. AMIDEAST collected a receipt for each disbursement prior to sending the provider the next authorized tranche of money. For both the teacher and student workshops AMIDEAST managed the logistical issues: DS-2019 issuance (for the students, coordinated through the State Department), travel and daily stipend payments, airline ticket purchases, and coordination among all the stakeholders of the groups' preparations and travel.

Four teacher workshops bringing 65 teachers were funded under this agreement—in the summers of 2006, 2007 and 2009. All teacher workshops were hosted by Oregon State University. The curriculum for all programs focused on U.S. Culture and English language teaching effectiveness with a focus on EFL Best Practices, U.S. Culture, technology familiarization, networking, and leadership/community building. The workshops were very well received by the participants, who felt that they addressed their needs and introduced them to new concepts and techniques that were applicable to their own classes. The 2007 and 2009 workshops also included a very beneficial Washington DC component that supplemented the pedagogical focus of the first part of the workshop with experiences, discussions, and presentations, enabling the teachers to better enrich their Access classes.

Two student workshops—in 2006 and 2007—were funded under this agreement, both run by Intrax International Institute. The purpose was to expose the students to the variety of environments and cultural diversity in the US, as well as improve their English. The objectives of the three-week student program were ambitious, and included both English language study and a cultural program that addressed major themes and issues in America. English classes in Washington, for example, incorporated the democracy and governance theme and the cultural activities involved visits to major sites such as the U.S. Capitol and the State Department. Both programs included a week in Washington DC, with the remainder of the program in other states: the first in Chicago, IL and San Francisco, CA and the second in Philadelphia, PA and San Diego, CA.

Following the program outlines of the College Board proposal to the U.S. Department of State Bureau of Educational and Cultural Affairs (ECA), professional development of overseas educational advisers in 2008 was accomplished through two U.S. Based Training Programs (USBT) and the Professional Advising Leadership (PAL) Fellows Program. Both programs (USBT and PAL) were designed and administered by the College Board through its International Education Office in Washington DC. These training opportunities addressed the needs of experienced advisers in the *EducationUSA* network in both the mid-level and senior-level groups, with project design and activities tailored to suit each cohort. The overall goal was to prepare the participants to implement innovation and improvements in their own advising centers while serving as resources to colleagues within their country, region and profession worldwide.

The 2008 **U.S.-Based Training Program (USBT)** was offered twice (22 days each), once in the Spring with 20 mid-level advisers with 2-5 years advising experience and again in the Fall with 20 mid-level advisers. The programs featured three components: Washington Seminar, Campus residency, and national or regional conference followed by an in-depth wrap-up seminar. For the Spring 2008 program, the advisers were placed for one week in four campus clusters: Michigan, Minnesota, the tidewater area of Virginia, and Pennsylvania; in the Fall 2008 program the advisers were similarly placed in Missouri/Illinois cluster, Utah, the Shenandoah area of Virginia, and West Virginia. The Spring USBT participants joined with the PAL Fellows and 80 other EducationUSA advisers to attend the annual NAFSA Association of International Educators conference in Washington D.C. They participated in sessions and the annual Country Fair. The Fall participants attended NAFSA regional conferences in Pittsburgh, Pennsylvania (Region III), Prescott, Lincolnshire, Illinois (Region V), New Haven, Connecticut (Region X), or the College Board Forum in Houston, Texas. All training objectives were effectively addressed and met the training needs of the mid-level participants.

The **Professional Advising Leadership (PAL) Fellows Program** provided 12 senior level advisers with leadership training in Washington D.C., a conference opportunity, the annual NAFSA conference also held in Washington D.C. and research opportunities. Fellows delved into independent research and internships, visited U.S. institution campuses and organizations, enrolled in short-term training courses and seminars, and attended conferences. Most followed a combination of several types of activities which took them to different states during their U.S. program. Upon project completion, the PAL Fellows submitted reports to ECA and produced articles and PowerPoint presentations on their findings to serve as training modules for other advisers or client groups. PAL Fellows become a cadre of subject matter experts in their project areas for all advisers in the EducationUSA network.

The College Board provided **Support Services and Follow-on Activities** that included organizing and facilitating a pre NAFSA EducationUSA Seminar (120 participants) that brought together advisers and Regional Educational Advising Coordinators (REAC) to share topics of interest and center best practices. Sessions covered topics from Transactional Advising to Medical Education. Other sessions brought university representatives and advisers together to discuss study abroad and effective center websites. A highlight of the program was a trip to Capitol Hill including a meeting and reception with Senator Richard Lugar. The College Board organized post conference campus visits provided logistical assistance for over 100 advisers to attend higher education conferences throughout the year. The College Board provided support for the USBT Advisers Association website and the Virtual Consulting Office.

During 2008 the College Board designed and delivered a comprehensive, seamless training sequence for two groups of mid-level overseas educational advisers, as well as the leadership and research phase of the PAL Fellows program. Participant evaluations were enthusiastic; hosting institutions' response was positive, and the advisers made a strong professional impression at their various campuses and at regional and national educational conferences. Overseas advisers, international students and their American colleagues met in campus and conference settings and were affected positively by this training. The overall benefits of this ongoing intercultural exchange can be traced in ways as varied as the advisers themselves. The College Board is appreciative of their efforts and the contributions of U.S. institutions and international education organizations to the program and is highly gratified that it could play a significant role in overseas educational adviser training.

Museums & Community Collaborations Abroad (MCCA) is an innovative program of museum-based exchanges that strengthen connections between the people of the US and people abroad through direct community engagement.

Subgrant 1: \$105,450

Inside/Outside/North & South: Latino & Indigenous Adolescents & Issues of Immigration

Activities: To build acceptance of diverse cultures, the Museo de las Américas joined the El Museo Nacional de Etnografía y Folklore in La Paz, Bolivia and the Universidad de las Américas (UdIA) in Puebla, Mexico in assembling a multi-ethnic group of trans-American teens to investigate stereotyping and its ties to prejudice. Forty-eight students, selected from both regional majority and minority populations, discussed issues of culture and stereotyping via web conferencing, created multi-media art pieces, and hosted exhibits of this art.

Outcomes: In addition to expanding their art skills and creating a compelling exhibition, the young adults from Latino, Anglo, Spanish, Bolivian, Mexican, and tribal backgrounds grew to understand and mitigate their own prejudices and to view each other as more than abstract cultural stereotypes – they were real individuals. In each country, the participants were also able to learn more about cultures that they co-exist with every day, take pride in their heritage, and expand their circle of friends.

Subgrant 2: \$67,350

Indo-US Science Center Diversity Dialogue & Cultural Immersion Project

Activities: Staff from the New York Hall of Science in Corona, New York worked with staff from the National Council of Science Museums in India and Science City in Kolkata, India to share their “Explainers” project model, in which minority high school and college students interpret exhibits and perform science demonstrations for museum visitors. In return, Science City worked with their partner museum to strengthen demonstrations.

Outcomes: The primary goal of this project was to make the participating museums more welcoming, accessible, and accepting to ethnically/economically diverse visitors through increased knowledge of diverse perspectives.

Subgrant 3: \$64,850

Dear Mrs. Parks, Dear Mr. Mandela: Children’s Letters, Global Lessons

Activities: The Michigan State University Museum in East Lansing and the Nelson Mandela Museum in Mthatha, Eastern Cape, South Africa developed an innovative exhibit based on letters written by youth to Mr. Nelson Mandela and Mrs. Rosa Parks. In conjunction with the exhibition, the partners developed multimedia, printed educational materials, and community-based programming in both countries.

Outcomes: The museums used these resources to engage audiences, especially youth, to become more aware of the contributions of these two champions of human rights; stimulate communication of their understanding and tolerance of diverse cultures as well as their own cultures (especially traditional practices and beliefs) through written form; and expand their awareness of United States and South African history and culture.

Subgrant 4: \$79,850

Promoting Volunteerism to Improve Zoo Safety, Education, & Animal Care

Activities: Working with local teenagers and volunteer NGOs, Black Pine Animal Park in Albion, Indiana and the Dushanbe Zoo in Tajikistan worked to establish a flourishing volunteer culture. Not only were the two sites improved by the volunteers’ activities, the project also provided access to new cultures and shared knowledge on volunteerism, gave zoo animals a real home and zoo visitors a safe experience, and provided insights into cross-cultural understanding.

Outcomes: Not only was volunteerism made real for the student participants through concrete activities, but everyday life was also impacted. Tajik volunteers changed their personal habits and began to pick up litter inside and outside of the zoo. The students became more confident in their abilities; Tajik teens that traveled to the US became increasingly outgoing as they became spokespersons and recruiters for the project. Through home stays with host families, participants were also able to learn firsthand about another culture and learn how much they have in common with their peers thousands of miles away.

Department of State S-ECAPE-07GR-142(KF)

**Agricultural Machines Repair Service Training
in Namling County, TAR, and Shangrila County, Yunnan Province**

Final Summary Report

S-ECAPE-07GR-142 supported two vocational skills trainings for unemployed Tibetan youth: an agriculture machinery and motorcycle repair skills training in Namling County, Tibetan Autonomous Region in 2008, and an agriculture machinery and mini-van repair skills training in Shangrila County, Dechen Tibetan Autonomous Prefecture in 2009. Because of political sensitivities in the TAR, it became necessary to shift the originally planned site of the 2009 training from Namling to Shangrila. The project objective was to train and enable poor unemployed Tibetan youth to secure remunerative employment in existing repair shops in major towns, or to establish their own small repair shops in rural townships.

In 2008 a total of 27 rural trainees from 5 rural townships learned new skills in the repair of motorcycles, tractors, and agricultural equipment for 7 months. In 2009 a total of 29 rural trainees from 6 rural townships learned new skills in the repair of tractors and agricultural machinery, and mini-van repair skills for 7 months. Trainings used an apprenticeship “on-the-job” methodology developed earlier by TPAF staff and American consultants from World Education, based in part on an earlier exchange in which 5 Tibetan vocational training personnel visited various vocational skills training sites for ethnic minorities in the United States. Trainings were coordinated by the Namling and Shangrila County Poverty Alleviation Offices (PAO), which assisted in selecting trainees from a total of 11 Tibetan townships.

Local repair workshops in the two project sites were selected to carry out the trainings, each of which had considerable previous commercial experience with similar repair work, and also had the capacity to provide spare parts to new small enterprises established by the trainees at the end of their training. TPAF’s apprenticeship, on the job training approach was used in both locations: trainees were divided into groups of 5-6 with 3-4 instructors working in rotation to supervise trainees individually to disassemble and repair equipment. In addition a supervisor was charged with ensuring safety and timely attendance.

Three phases of small business and accountancy training were incorporated into the skills trainings, to help trainees learn basic tools for the establishment and management of small repair shop enterprises. The 2 trainings led to the establishment of 11 rural township enterprises in total, each of which received small grants supported by DOS as well as small enterprise loans from other donor sources to help with initial capitalization and operating expenses.

In both locations local governments reacted very appreciatively to the trainings and provided supplementary contributions in cash and kind to facilitate adequate food and lodging, and help ensure that trainees were able to secure remunerative employment upon training completion. Namling County and Yunnan Provincial Officials visited the trainings and stated that the apprenticeship programs were especially effective, and that local governments should incorporate this methodology into their own training programs. In each case they also indicated their intention to secure additional funding to help expand the training work in the future.

TPAF estimates that 41 (over 70%) of the 56 trainees are currently employed or self employed using their new skills. It was initially anticipated that on completion of their training, some trainees would secure work in existing repair shops in major towns, while others would establish their own small repair shops in their rural township and village areas. These objectives were largely met to the satisfaction of the government and trainees concerned.

PROGRAM SUMMARY REPORT S-ECAPE-07-GR-164(DT)

Through a grant from the United States Department of State Bureau of Educational and Cultural Affairs, Kennesaw State University (KSU) and BlazeSports America (BSA), in collaboration with the Egyptian Paralympic Committee (EPC), the African Sport Confederation of Disabled (ASCOD), Helwan University, and Alexandria University (AU) conducted an intensive, field-based (Egypt and US), multi-dimensional project to strengthen the disability youth sport infrastructure in Egypt by training trainers, educating parents and university students, and providing sport experiences for youth. The multi-phase project was designed and implemented to promote peace and friendship through an educational/sport/recreational initiative that identifies and trains emerging leaders from the region and provides a meaningful developmental and intercultural sport/recreational experience for youth with disabilities.

In June 2008 KSU and BSA hosted 23 international youth, youth adult emerging leaders, and adult leaders from Egypt at a residential youth sports camp at Roosevelt Warm Springs Institute for Rehabilitation's Camp Dream in Georgia. Seven of the participants from Egypt were women and 12 had a disability. 22 American youth with disabilities and 10 American emerging leaders and leaders participated in the camp experience. Over the course of five days participants received intensive training in number of sport and recreation activities, including wheelchair basketball, wheelchair rugby, table tennis, bowling, power lifting, track and field, wheelchair tennis, wheelchair team handball, and softball. The emerging leaders participated as camp counselors and provided leadership in the training activities.

In November 2008 Helwan University hosted a two-day workshop, co-sponsored by the Egyptian University Sports Federation, for approximately 215 public university faculty and staff members with responsibility for university-based sports programs (approximately 30% women). Participants received training in disability sport program administration. Also in November the Alexandria University Faculty of Physical Education for Girls hosted a one-day workshop for more than 70 female university students, as well as approximately 15 faculty members (70% women faculty).

In March 2009 a three-day regional workshop was held in Cairo, Egypt, attended by more than 125 physical educators, recreators, physicians, therapists, sport managers, and coaches from 11 African countries (Egypt, Algeria, Kenya, Tanzania, Nigeria, Ghana, Morocco, Mauritius, Sudan, Tunisia, Cameroon). Of the more than 125 participants in the workshop, approximately 35% were women and 65% people with disabilities. Participants were trained in promoting and building disability sport programs from the grassroots to the elite level. A five-day National Disability Sports Festival at the Cairo Sports Hall followed the workshop, drawing over 2600 young Egyptian people with disabilities. The participants experienced a wide-variety of Paralympic disability sport activities that were overseen by KSU, BSA, and the Egyptian Paralympic Committee. Also in March, Alexandria University hosted a one-day Disability Sport Field Day for approximately 50 young athletes with disabilities in the Alexandria area, with 40% of the participants female.

As a result of the project there is an evolving collaborative partnership among US and Egyptian disability sport and recreation programs, with on-going communication and transfer of knowledge among individuals and programs. An active database of human resources from the region has been created and regional Egyptian leadership is connected to multiple external partners. We have both deepened existing, and established new, personal and professional relationships with sport leaders and emerging leaders in Egypt, as well as from many other African nations. We gained the trust and support of sport, governmental and NGO affiliated leaders and these relationships will foster future collaborations and will continue to have a lasting effect throughout the region for many years to come.

“WOMEN OF THE MAASAI: EMPOWERMENT AND NETWORKS”

Grant Agreement S-ECAPE-07-GR-200(JY)

Final Program Report

Carl Vinson Institute of Government, University of Georgia

March 15, 2010

The purpose of the two-year program was to empower Maasai women of Kenya with the individual skills and organizational capacity necessary to enhance their engagement in decision making in their society. For Georgia women, the program aimed to facilitate their appreciation of gender issues from an African perspective, and expose them to fresh and multicultural ideas and approaches to addressing societal issues in their communities in Georgia. The exchange program also aimed to develop new cross-cultural understanding of issues and promote personal and institutional networking between Kenyan and Georgia women that would remain long after the project had ended.

All together, 28 Kenyan women visited Georgia for three weeks each in 2008 and 2009, and 16 Georgia women visited Kenya in two groups of eight for two weeks each during the same period. Activities in Kenya took place in and around Nairobi, Kajiado, Naivasha, Narok, and Masai Mara. In Georgia, activities took place at the University of Georgia, in and around Athens, Atlanta, Savannah, LaGrange, and Helen. Part of Kenyan women’s stay in Athens included five nights of home stays with American families. This and site visits around the state provided informal settings for them to learn about gender, governance, leadership, and community engagement in the United States.

A significant outcome of the exchange is that throughout the two-year period, the program built a network with individuals and institutions that will be helpful to participants from both countries in follow-up activities. A symposium held in Nairobi at the end of July 2009 expanded this network by bringing together Kenyan women who participated in the trip to Georgia in 2008 and 2009, the eight women from Georgia and two coordinators from the University of Georgia who visited Kenya in July 2009, seven members of parliament from Kenya, Uganda, and Tanzania, women leaders from Kenyan organizations such as the Kenya Pastoral Parliamentary Group, the League of Pastoralist Women, the Green Belt Movement, the League of Women Voters of Kenya, the Public Law Institute, and the National Women Organization of Uganda. Similar networks were formed with institutions in Georgia, such as the League of Women Voters, the Nature Conservancy, United Way, the Georgia Municipal Association, Association of County Commissioners of Georgia, Habitat for Humanity, Project Safe, Environment Protection Agency, and the City of LaGrange.

Program evaluations indicate that the exchange program achieved its objective of providing participants with personal skills that would in turn strengthen their organizational capacities. Participants found the program valuable, and a great learning opportunity that increased their awareness of their own strengths and leadership potential, and also assisted them to visualize opportunities and possibilities for collaboration with other participants and their institutions. The Evaluations also give recommendations for similar future programs.

Faith and Community: A Dialogue Program Summary

S-ECAPE-07-GR-220(JY)
September 2007 – May 2009

Between September 2007 and May 2009, IREX implemented *Faith and Community: A Dialogue* – an innovative exchange program that provided 24 promising youth and religious leaders from Bosnia and Herzegovina, Croatia, and Serbia with the opportunity to share ideas about religious tolerance and diversity and the role of religion in a democratic society.

The program centered around two exchange visits to the US that took place in April 2008 and October 2008, with 12 participants in each group. IREX and its partner the International Multireligious and Intercultural Center (IMIC) in Sarajevo conducted extensive outreach and oversaw an open and transparent selection process that resulted in a diverse group of finalists from a range of ethnic, religious, and professional backgrounds. IREX and IMIC conducted pre-departure orientations for each group in Sarajevo and IREX worked with ECA to replace finalists who were unable to travel to the US with alternates

Each group spent one week in Washington, DC and two weeks in Philadelphia participating in a full program of meetings, site visits, and cultural activities arranged by IREX and its partner the International Visitors Council of Philadelphia (IVC). This component of the program exposed participants to examples of religious pluralism, interfaith cooperation, alternative approaches to religious education, and innovative approaches to conflict resolution while allowing them to experience various religious services and traditions. Participants were eager to introduce approaches they learned about in Washington, DC and Philadelphia to their own communities, leading to action plans and the successful implementation of follow-on projects.

During their time in the US, the participants forged strong bonds that they maintained upon returning home, forming a vibrant network of youth and religious leaders committed to promoting tolerance and interfaith dialogue across the Balkans. Participants also formed relationships with Americans working on similar issues in Washington, DC and Philadelphia and nominated US experts for reciprocal visits to Bosnia and Herzegovina. Nine US experts visited Bosnia and Herzegovina in September 2008 and May 2009. The participation of US experts in the *Faith and Community: A Dialogue* program through engagement with the participants in the US, visits to Bosnia and Herzegovina, Internet communication, and newsletters resulted in a dynamic cross-cultural network for exploring new ways to diffuse religious and cultural divisions in their respective societies.

During follow-on project implementation, participants took on project leadership roles, finding ways to cooperate with individuals and institutions across the religious and cultural divide. Several program participants involved non-participant colleagues in implementing follow-on projects – a rewarding result demonstrating the program's multiplier effect. IREX expects that the confidence gained through successful implementation of follow-on projects will motivate participants to aspire to higher levels of leadership and civic courage in their communities.

The careful, sensitive, and results-oriented design of *Faith and Community: A Dialogue* provides an invaluable template for further projects with similar objectives in the Balkans and beyond.



FINAL PROGRAM REPORT – Civic Participation Leadership Initiative / University of the Middle East Project

This page constitutes the Final Program Report for the University of the Middle East Project (UME)'s Civic Participation Leadership Initiative (CPLI), Award # S-ECAPE-07-GR-223 (KF). Per Article IV (Reports) of the Amendment to this award, the final report is limited to a single-page summary of **program activities and outcomes** undertaken throughout the grant. These were as follows:

Program Name	Location and Participants	Dates
<i>Teacher Education Institute (TEI)</i>	<i>Boston, 25 participants from 8 MENA countries</i>	<i>July 2007</i>
<i>Civic Engagement Workshop (CEW)</i>	<i>Lebanon, 8 Lebanese & 4 U.S. participants</i>	<i>December 29, 2008 – January 6, 2009</i>
<i>Train the Trainer Workshop (TTW)</i>	<i>Jordan, 8 Jordanian participants</i>	<i>December 13, 2008; January 10-11, 2009</i>
<i>Civic Participation Leadership Workshop (CPLW)</i>	<i>Morocco, with 17 Moroccan Participants and 13 American Participants</i>	<i>December 16-22, 2009</i>

There were three **goals** for the program, as specified in the funding proposal:

Goal One: *To Enable TEI Alumni to Effectively Mobilize MENA Youth Within the MENA Region via Civic Engagement Activities.* Through the CEW in Beirut, and CPLW in Morocco, UMEP participants worked directly with over 50 MENA youth on the topic of Civic engagement. Ongoing projects designed by participants in Morocco and Lebanon have also successfully designed and implemented these projects with their students.

Goal Two: *To Implement a month long program focusing on Civic Engagement for 25-30 secondary school teachers from eight countries in the MENA region.* During the summer of 2007, UMEP successfully worked with 25 secondary school teachers from Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Tunisia and the West Bank. Hosted at Boston College, these secondary school teachers experienced over 120 hours of classroom time, site visits and collaborative learning on the topic of civic engagement.

Goal Three: *to promote mutual understanding within the MENA region and between the US and the MENA region.* Internal and external program evaluations suggested profoundly strengthened and deepened relationships among program participants. Online collaboration, discussion, and even personal visits between program participants and schools continue at present with no sign of slowing.

Additional information can be found at www.ume.org

Please contact Ray Matsumiya, Executive Director at RayMat@ume.org. or by phone at 617-440-1636 if specific information is required about the CPLI or UME.

SUMMARY REPORT

Michigan State University (MSU)

EAP- Philippines; Award Number: S-ECAPE-08-GR-194(SS)

Title: Strengthening Governance through Responsive Citizenship and Innovative Jurisprudence: US-Philippines Exchange Program

This grant was a grant by the U.S. State Department to Michigan State University's School of Criminal Justice to support an exchange program focusing on the theme of Active and Responsible Citizenship to provide training and education to Filipino justice officials, elected officials and leaders of community-based organizations on effective jurisprudence and responsible governance of natural resources. The program had two phases: the first phase was a six-week U.S. program for 12 Filipino participants in Washington, D.C. and in Michigan which included workshops and exposure to organizations involved with innovative jurisprudence, environmental management, and legal enforcement issues. The second phase was a two-week reciprocal exchange program where U.S. experts conducted workshops in Manila and in Cebu on justice issues and how to effectively manage natural resources.

Phase 1: Six-Week U.S. Program for 12 Filipino Participants

This included recruitment and selection from a pool of 105 applicants. Recruitment information was widely publicized in governmental and non-governmental institutions including universities and youth groups via email and some local media outlets. A large proportion of applicants came from the southern island of Mindanao. This island is typically under-represented in national and international initiatives and programs. Of the twelve applicants selected, eight (8) were men, and four (4) are women. Seven (7) were from the Mindanao region, two (2) from the Visayas region, and three (3) from Luzon.

The six-week program was a mixture of lectures/workshops and site visits and includes input from several justice and environmental agencies in Michigan, Washington D.C. and Chicago. These included the State and Lansing police departments in Michigan, the Federal Courts of the Eastern District in Michigan, the Environmental Protection Agency, the Department of Fisheries and Wildlife, Global Change programs, the Department of Natural Resources, and others. In Washington DC, visits were arranged for the U.S. Supreme Court, the U.S. Congress, the U.S. State Department, a visit to Quantico, Virginia, a meeting that included of the offices under the Department of Justice, and the Philippine Embassy. The visit to Chicago included a meeting with representatives at the Kent Law School and a visit of their law school and clinic, as well as a visit to the juvenile facility in Cook County, which is almost always closed to outsiders. Evaluations of the six-week program were very positive.

Phase 2: Visit by Content Experts to the Philippines

Six content experts in the justice and environmental areas, and the Project Director delivered seminars/workshops in three different locations in the Philippines and met with several Philippine agencies during a 14-day visit. The seminars were held in Manila, in Los Banos, Laguna, and in Cebu in the Visayas region. The Manila seminar recruited participants mainly from the Luzon and Visayas areas, and the Cebu seminar recruited participants mainly from the Mindanao and Visayas areas. The seminars in Manila and in Cebu were attended by over 100 people who represented sectors in the jurisprudence (courts, corrections, law enforcement and justice programs) and environmental areas. The seminar in Los Banos was attended mainly by faculty, researchers, and students at the University of the Philippines in Los Banos. Agencies visited included the Supreme Court of the Philippines, the Philippine Judicial Academy which is responsible for the education and training of judges across the Philippines, the Bureau of Jail and Prison Management, the Philippine Department of Justice, visits to prisons and jails in Manila and Cebu, visits to offices in Laguna that handle environmental preservation and forest restoration for Mt. Makiling. Feedback was very positive across all the seminars.

CBYX ONE PAGE REPORT

The CBYX Program is a joint-sponsored grant between the US Congress and the German Bundestag which funds approximately 50 American and German high school students to study abroad in their alternating countries for a full academic year. This report concerns both the American and German participant activities conducted by AYUSA.

For the German part of the program, on May 22, 2008, AYUSA's 57 incoming German CBYX students for 2008-2009 attended a week-long orientation seminar in Wurzburg, Germany. The orientation, held to best prepare the students for their departure and life in the United States, was facilitated by Partnership International staff and alumni. Natasha Fong-Cohen joined the PI representatives and scholars as the AYUSA representative at this orientation. The orientation covered topics ranging from the contrast of American and German histories, political systems, school systems and family life.

The majority of the 57 German students arrived in the US on August 13, 2008. A few of the students arrived earlier or later than that date due to High School enrollment requirements. Shortly after arrival, the scholars took part in arrival orientations conducted by their Regional Director and/or Cluster Leader provide information about the community, high schools, program rules and expectations, adjustment issues and host family relationships.

On the American side, for approximately four weeks from August 14 – September 7, 2008, the 45 American CBYX students attended Language Camp in Hedersleben, Germany (accompanied by Jeanne Iverson, Grants Coordinator). Jeanne and the students arrived in Hannover on August 14 and traveled by bus to Hedersleben for the one month long language training program before arriving to their host families in early September to finish off the program year.

In November the German students participated in a mandatory activity called International Education Week (November 17-21). This activity offered the students the opportunity to share their cultures within their communities via presentations. AYUSA also held a contest for the best presentation.

Partnership International e.V. conducted their annual mid-year seminar in Cologne, Germany from January 18-22, 2008. American CBYX Students gathered to meet with their peers to reflect upon their first semester in Germany.

Unfortunately, due to lack of funding, the Mid-Year Orientation was cut from programming this year. As the students were unable to have the San Francisco Mid-Year orientation, they attended local events throughout January and February. AYUSA staff is required to conduct mid-year activities on the local level in the host community. Many CBYX clusters joined mid-year activities from other grant programs (FLEX and YES).

The CBYX Re-entry for German students consisted of a number of activities. The most memorable experience was the one-on-one meeting that the students had with Senator Mike Crapo. The students very much enjoyed this meeting and had many insightful questions to ask to Senator Crapo about US Government and the particular policies that he was working on. The Re-entry culminated with a Capital Tour, a trip to the Spy Museum and a Moonlit Trolley Tour of the Monuments. The students also had the privilege to meet with Shalita Jones of the Dept. of State as well as an intern named Ashley who worked with European Relations. They were very engaged with their presentations and were asked by Shalita to share their own experiences in the US. Many of the students were more than willing to share some of the things that they had learned over the year and the ways that they were planning on using their experience in the future.

Our American CBYX students were able to meet with a variety of members from the German Bundestag during this quarter. At the end of the year, during the Berlin Seminar, Mark Atkins and Sal Maciel had the opportunity to give a speech about their year and how the CBYX program has impacted their lives at the Chancellery. Additionally, the students were able to explore the historical sights of Berlin as well as learned about the Potsdam Conference which took place after WWII and were able to tour the Cecilienhof where this agreement was established. They found this experience to be very educational and eye opening.

CBYX continues to be a premier exchange program and successful in its objective to strengthen ties between the people of Germany and the United States and enable selected American and German students to broaden their horizons and learn about social, economic, and political institutions of another country and culture.

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

Organization: ASSE International Student Exchange Programs (ASSE)

Date: June 30, 2009

Submitted by: Jodi Kiefer

Grant: S-ECAPY-08-GR-085(KF)

This report serves to comply with the Federal Funding and Accountability Act (FFATA) requirements summarizing ASSE's program activities and outcomes for the 2008/09 Congress-Bundestag program year.

Americans in Germany

During the program year, almost all of the American students acclimated to their new culture and language by crossing those barriers that they once felt were present. After successfully completing an intensive 3-week German language program upon arrival, the students began their host family experiences. By the end of the year, 10 had changed host families due to personality conflicts and 11 returned home early (all voluntarily) due to adjustment issues. ASSE and GIVE provided these students with support to make the appropriate decisions.

Besides 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-adjustment issues, student presentations which summarized their thoughts about their year in Germany, and a day at the Bundestag (capitol building) followed by a reception at the Chancellery hosted by German officials. The American CBYX students returned home June 24, 2009 and have been encouraged to participate in alumni programming.

Germans in America

The Germans progressed wonderfully throughout the program year. Since most arrived being fluent in English, they had no problems adjusting to the American culture and language. 18 changed host families due to personality conflicts while only 3 returned home (voluntarily) due to homesickness and for academic reasons.

During the program year, the students became true members of their host families. ASSE volunteer Area Representatives also routinely organized gatherings so the students could express their thoughts. ASSE also asked each German CBYX student to make presentations about Germany at school and other host community places and the majority did so willingly. ASSE also asked the students to participate in community service projects throughout the year and those (15) who volunteered 100+ hours were presented with Presidential Community Service awards. The majority of the students also enjoyed the school spirit and the integration of sports in high school. Many of them were involved in clubs, other extra curricular activities and reported also enjoying the social opportunities (i.e. homecomings, proms, etc.) available to them through their American schools and their host communities.

Prior to returning, all German CBYX students traveled to our nation's capital for their closure/re-entry orientation which was designed to address many of the same topics addressed in Berlin with the American students, especially taking time to cover the re-entry shock issue. They all came away with a better understanding that while each student had a unique experience, they shared common ties with the U.S. They also had the opportunity to visit the historical parts of Washington D.C., visit with congressional leaders and staff from the State Department's ECA. They traveled home safely and we have heard nothing but 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.

CBYX Final Report 2008-2009

Organization: AFS-USA, Inc.

Date Submitted: December 17, 2009

Submitted by: Darin Smith-Gaddis
AFS-USA, Inc.
One Whitehall, 2nd Floor, New York, NY 10004

Number of German CBYX students who arrived in country: 57

Number of U.S. CBYX students sent to Germany: 50

Program Goals:

- ❖ Goal 1: Our overall goal is to provide U.S. and German CBYX scholars an invaluable opportunity to develop critical life skills that will prepare them for the future; forge close relationships with families, classmates and mentors; and contribute to the longstanding alliance and friendship between Germany and the United States.
- ❖ Goal 2: The AFS-USA CBYX goal for the program year was to provide pre-departure, gateway, arrival, end-of-stay and re-entry orientations for US and German CBYX students. The orientations focused on integration and reintegration issues, defining the role of the youth ambassador, building the alumni role, and reflection on the youth exchange experience.

Program Summary:

AFS volunteers, staff and CBYX alumni provided local pre-departure orientations for American CBYX students, as well as Gateway and Re-entry orientations in Washington, D.C. The orientation objectives are to prepare students for intercultural learning and adjustments, to guide them in the role of a scholarship recipient and youth ambassador, and – at the re-entry orientation – to provide them tools to cope with the challenges of repatriation. Additional preparation prior to departure included conference calls with CBYX alumni and AFS staff which were designed for students to discuss the program and life in Germany with alumni.

The Transatlantic Orientation Exchange, a collaboration between AFS-USA and AFS-Germany, was formed with the goal of increasing the level of intercultural learning of German and U.S. participants and their host families. In order to improve the quality of the exchanges, host family orientation materials were developed in a dialogue process between work groups in the USA and Germany. Each work group was comprised of six volunteers and one AFS staff member. The resulting material produced from the collaboration has helped reduce the number of student support cases.

AFS volunteers organized numerous cultural immersion activities throughout the year. German CBYX students took part in activities focusing on the following areas: the cultural diversity of the United States; civic responsibility and community service; US government and history. AFS allocates funds for each Germany CBYX student to participate in three cultural enrichment activities during the academic year.

AFS created a fillable PDF document version of the CBYX application. This allowed a more streamlined application process for students and is a step towards our goal for the recruitment season in autumn 2009 of a fully online application.

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT
Youth Leadership Program for Nicaragua [S-ECAPY-08-GR-130 (SS)]

The Mississippi Consortium for International Development (MCID) and its partner, Bluefields Indian and Caribbean University (BICU), implemented an intensive training program for a group of 11 youth and three leaders of youth organizations from Nicaragua. This diverse group represented four of the six ethnic groups of Nicaragua. Building upon the successful implementation of its FY-2007 Youth Leadership Program, MCID made program modifications that provided a more intense learning experience, relying heavily upon feedback and survey assessments from the FY-2007 program participants as well as lessons learned.

The overall goal of this program was to involve 12 youth and three educators/community leaders of youth organizations in a program to build knowledge and skills in community activism, civic education, and leadership. The exchange program, conducted February 21 – March 19, 2009 in Washington, DC; Jackson, MS; the Mississippi Delta; and Memphis TN addressed the following objectives: Provide an examination of the historical scope and shape of democracy in the United States and institutions that contributed to its development; Enhance the leadership development and team-building skills of program participants; and Convey the importance of volunteerism in building civil society and achieving personal fulfillment.

Participants were involved in intensive sessions on the American political process; leadership and team-building; community service, and volunteerism. Site visits helped them understand these ideas as well as economic development, meeting the needs of the underserved and marginalized groups of society, education and the roles of minorities in creating the US government and society. In Mississippi, participants lived with host-families which enabled them to enhance their understanding of Americans and the American way of life, especially the rich and diverse heritage of the "New South." Action Plans were developed and presented by the participants for implementation upon return to Nicaragua. Focus areas ranged from reforestation to a clothing and food drive, but all were ambitious and relevant.

Phase II was implemented in Bluefields at BICU July 8-11, 2009. Leadership was the overriding theme, but the participants themselves were very involved in these sessions. Each had an opportunity to present his/her Action Plan Project and share the lessons learned through the process. The participants had a number of obstacles in the implementation process and with some, progress was very slow. Nonetheless, the most important aspect was their drive to continue – no one gave up! It is important to emphasize that **all** of the participants have spoken to local youth about their trip to the U.S and about volunteerism and community service.

The outcomes of this program are placed into context by remembering the local realities for the participants which included extreme poverty, a regional autonomous political system, a multicultural environment and local indigenous governments. MCID was able to identify results of the program in the following areas: civic responsibility; community volunteerism; resource mapping; and leadership principles. MCID and BICU are continuing to stay in touch and provide any support possible to this group of new leaders in Nicaragua.

Final Report: United States Department of State (DOS) Ecuador Youth Leadership Exchange Program

GRANT NUMBER: S-ECAPY-08-GR-131(SM)

REPORTING DATE: August 31, 2009

GRANT PERIOD: September 1, 2008 – August 31, 2009

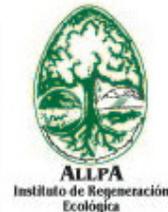
Authors:

Colleen Taugher: Washington State University Office of International Programs
Research and Development

Valentina Benavides: Instituto
ALLPA



WASHINGTON STATE
 UNIVERSITY



OVERVIEW:

This report presents the results of a comprehensive program in youth leadership development collaboratively implemented by Washington State University - International Programs Research and Development (WSU IR&D) and Instituto ALLPA in Ecuador. Activities include program planning, participant recruitment, orientation, experiential learning activities in Washington State, re-entry debrief activities, follow on workshops and youth-led community development projects in Ecuador.

SUMMARY:

The overarching goal of the exchange was to build capacity among young people to engage in civil society and provide leadership necessary for sustainable community development in the Imbabura and Pichincha provinces of Ecuador. WSU's Office of International Programs Research and Development hosted a team of ten youth and two adult participants for twenty-seven days. During this time the team participated in pre-departure orientations as well as an orientation upon arrival. They also participated in hands on workshops, discussion groups, planning sessions, site visits and cultural exchanges throughout the State of Washington and North Idaho. They followed up by implementing community development projects designed during their stay at WSU.

HIGHLIGHTS:

- Ecuador Youth developed a cultural dance demonstration which they performed at WSU, Lewis-Clark State College, at the WSU Pah-Loots-Pu Pow Wow and for the Spokane Indian Nation
- Ecuador Youth participated in cultural Exchanges with the Spokane Nation, Nez Perce Nation and Native American Student groups on campus
- Participants received a hands on lesson in state government and American style democracy at the Washington State Capitol in Olympia
- The team participated in a two day leadership workshop/retreat at the Chewelah Peak Learning Center in Chewelah Washington
- Participants received a workshop on using free internet tools to promote their projects back home at the WSU Jefferson County Extension Office on the Olympic Peninsula
- Participants engaged in workshops on ecology and sustainability in collaboration with High School students in Leavenworth Washington
- Participants spent two days working with Mexican Immigrant Youth who are providing leadership in WSU's Horizons poverty reduction program.
- Participants engaged in community service activities with the Palouse Clearwater Environmental Institute where they helped establish plantings of camas lily – a culturally important indigenous plant for our local Native America Populations.
- Participants all initiated strong community development projects in their home communities



FINAL SUMMARY PROGRAM REPORT

NAME: "Heritage in Harmony," the Vermont-Quebec-France
Quadricentennial Youth Leadership Program
GRANT NUMBER: S-ECAPE-08-169
GRANT PERIOD: September 1, 2008-December 31, 2009
GRANT AMOUNT: \$374,973
COUNTRIES: U.S., Canada, France
NUMBER OF PARTICIPANTS:
U.S. students: 12 Foreign students: 24
U.S. escorts: 2 Foreign escorts: 4
PERIOD COVERED BY THIS REPORT: September 1, 2008-December 31, 2009

The Vermont Council on World Affairs successfully planned and implemented "Heritage in Harmony," the Vermont-Quebec-France Quadricentennial Youth Leadership Program. Thirty six high school students – 12 from Vermont, 12 from Quebec, and 12 from France – and six adult escorts (2 from each country) were recruited for this six week program which included events and activities in Vermont (June 28-July 17, 2009), Quebec (July 18-27, 2009) and France (July 28-August 8, 2009) aimed at developing the leadership skills of the students, deepening their understanding of the history & culture of each region, and developing strategic action plans to ensure that the lessons they learned would be transferred to others and continue to resonate in their lives. The students formed an international chorus known as "Heritage in Harmony" which provided a unifying link – a common interest in music – for the students. The chorus performed at numerous events in all three countries. The program was designed specifically to coincide with the Quadricentennial celebration in Vermont of French explorer Samuel de Champlain's first visit to the shores of the state. The students from Canada were from the Quebec City area which had celebrated its own Quadricentennial commemoration in 2008 of Champlain's establishment of their city; the students from France were from the Honfleur area, the city that was the originating point of Champlain's voyage to the New World. Thus, the students were also linked by Champlain's history as well as their musical interest and they visited historical sites associated with Champlain in each country.

The program included the following components:

- Leadership skills development through interactive training sessions;
- Community service of a different nature in each of the three countries;
- Exploration of historic sites, especially those associated with Samuel de Champlain, in each of the three countries, enlivened by historical scavenger hunts;
- Public performances as an international chorus in each of the three countries;
- Strategic action planning sessions; and
- Attendance at cultural events.

Participants were asked to evaluate each of the three sections (Vermont, Quebec, France) of the program and all rated it very highly.

For the most part, participants stayed with host families in Vermont, Quebec and France during the program. However, they did spend their first and last night in Vermont all together at a hotel, spent two nights in Montreal at a youth hostel, two nights in Paris at the beginning and end of their program in France, and 3 nights in hotels in France (Rennes, Rochefort, and Tours) en route from Honfleur to Paris with visits to various cities and historic sites along the way.

The students were all between the ages of 15 and 17 with one year of high school remaining in 2009-2010. Of the 36 students selected for the program, 35 completed it; one student was dismissed from the program due to prohibited alcohol and drug use. Of the 6 escorts selected from the program, 5 of them completed it; one escort was dismissed from the program due to inappropriate interactions with the students. Thus, 95% of those selected for the program completed it and were fully engaged throughout.

The time frame for the program was dictated largely by school terms and the Quadricentennial event timetable for Vermont. These constraints required an adjustments in the geographic focus for the program in France and limited the pool of eligible students. Although the program was originally designed to begin in France in the spring of 2009, it was impossible to coordinate school vacations in such a manner as to make this feasible. Thus, the calendar was adjusted so that the visit to France was the final stage of the program. Because of the timing of the program in France and the difficulty in identifying host families & participants in Paris, the focus shifted to Honfleur which had a direct linkage to Champlain and Vermont, and provided an ample pool of students and families to meet the needs of the program. Making Honfleur the geographic center for the program also enabled the participants to see more of France than they would have seen had the program been based in Paris, although the participants did spend time in Paris at the beginning and end of their visit to France. In the end, this adjustment to the original plan enriched the experience of all the participants.

Due to the generosity of individuals, corporations, educational institutions and non-profit organizations, the program was successfully conducted under budget.

The full final report provides more specific information about all aspects of the program.

Emerging Youth Leaders Program between the US and Central Europe
Program Summary Report

Name: Critical Mass Leadership Education

Grant Number: S-ECAPY-08-GR-173

Grant Period: September 1, 2008 – December 31, 2009

Grant Amount: \$280,655

Country/Countries: Slovakia, Hungary, Czech Republic, and United States

Number of Participants: 42

Central European Students: 18

Central European Teachers: 3

United States Students: 18

United States Teachers: 3

Two exchanges, each lasting 25 days, took place between June and September of 2009. A diverse group of students and teachers from Colorado traveled to Central Europe, while a similar group of Roma/Gypsy participants from Slovakia (6 students, 1 teacher), Hungary (7 students, 1 teacher) and the Czech Republic (3 students, 1 teacher) traveled to Colorado, South Dakota and Wyoming. Participants stayed in dorms, hotels and with local host families while taking part in intensive leadership and civic education programming that included local tours to community development initiatives, service projects, cultural tours and group challenge experiences. Forty-seven different organizations and community leaders were involved in the program, encompassing hundreds of individuals, from local citizens to government and non-profit stakeholders. All participants have continued to be in contact with each other and with the program organizers, and almost 90% continue to be in contact with host families. Several follow-on projects are currently underway or completed: 73% of the participants took part in follow-on workshops. Continued partnerships between the communities include a joint video project and an initiative between a Colorado museum and the Roma participants in Hungary. Individual journal blogs, project updates, photos, videos and much more can be found at <http://boldleaders.ning.com/group/eylpemergingyouthleadershipproject>. Extensive

monitoring and evaluation demonstrated high success with program goals and objectives

An Executive Summary
The Partnership for Leadership and Active Citizenship Engagement
(January 2008-January 2009)

Goals

The program aimed to bring together educators from Israel, The Palestinian Authority, Jordan, and a select cadre of high school students who studied the civic education curricula developed jointly by these respective teams of teachers. The overarching goal of the program has been to enhance, through successive conferences and follow-up communal and cross border civic education programs, the civic capacity of the participating teachers and students from the respective school communities in the Middle East. Consequently, our broader aim has been to train and encourage a cadre of leaders- educators and students- who would lend their knowledge and initiative to benefit, guide, and lead, their respective communities; neighborhoods, schools youth movements, and charitable activities. The program aimed to incorporate and highlight through its various activities the value of joint work across borders, respect for otherness, emphasize the importance of dialogue and the value of tolerance, features that are necessary in order to bring down prejudice and hate which are at the core of the Middle East Conflict.

Achievements

Through successive workshops in the US and the Middle East, the program succeeded to challenge the perception of citizenship as a formal, passive, and essentially limited activity of voting from time to time for political representatives. Instead, through studying and personally experiencing the American Model of civic engagement our Middle Eastern partners and their students learnt the importance of voluntary associations, public museums, advocacy groups, and grassroots work to be essential components for a vibrant democracy. In addition, the participants studied and appreciated the diverse roles that the various Media outlets are playing in public life and how they impact communities.

Consequently, by studying the American experience the Middle East partners, teachers and students have realized the importance of raising the public consciousness toward solving problems and developing public leadership. As a result, teachers and students in the region have been developing communal programs to benefit their communities through diverse programs; volunteering to helping the elderly in nursing homes; developing enrichment programs and tutoring of disadvantaged and needy students in poor school districts. Communicating on regular basis with peers across the internet helped significantly to open dialogue and foster lasting friendships across border lines. In these activities the nucleus of participants is continuously growing as entire school communities (for example; Shaar Hanegev, Dror Lev Hasharon) imbibe the spirit of public service. Furthermore, as a glowing example of that spirit volunteers from the school community of Shaar Hanegev contributed and delivered medical supplies for the wounded civilian population of Gaza at the aftermath of the recent war in Gaza.

In order to further preserve the strong rapport and dialogue across borders, the teachers from the region are working with their partners from Hamline University on developing projects that will sustain the spirit of commitment to the community and to civic engagement through internet-community based programs like Skype and Face book.

Youth Exchange and Study Program (Nigeria and Tanzania)
Grant Number: S-ECAPY-07-GR-153 (KF)
Final Report: Executive Summary

Iowa Resource for International Service (IRIS) would like to thank the U.S. State Department's Bureau of Educational and Cultural Affairs (ECA) for giving us the opportunity to carry out the S-ECAPY-07-GR-153 (KF) grant. During this program, 29 Nigerian and 21 Tanzanian students came to the U.S. to spend a full academic year. While in the program, the students stayed with American families and were involved in various school and community activities through which they educated Americans about their culture, country and the YES program. Most of the students were placed in Iowa; however, due to challenges we faced finding host families in Iowa for all students, 14 students were placed outside the state of Iowa. We worked with one of the YES partner organization, ASPECT Foundation, to place and monitor those 14 students in other states outside of Iowa.

In Nigeria, 581 students submitted applications to participate in the program. After screening, interviews and taking an English Proficiency Test, only 29 of those students were finalists to participate in the program. Of the 29 students, we had 10 males and 19 females; 11 Christians and 18 Muslims. In Tanzania, these numbers were smaller, primarily because this was just the second year of the program in the country. A total of 122 students submitted applications and 21 students qualified. We had 12 male and 9 female; 11 Muslims and 10 Christians.

Overall, the participants adjusted quickly and easily to their new environment and were good ambassadors of their country in their respective American communities. Their dedication to their studies and leading by example was second to none. The participants English verbal and written skills improved substantially by the end the year. Their full immersion in American homes facilitated the quick understanding of the English language and American culture. Through community service, the students made a significant impact in their communities and learned to value the importance of civic engagement and what even small changes can accomplish. They successfully educated their American communities, schools and families about their country and their culture via presentations and various activities. This entire experience enabled the students to acquire leadership and public speaking skills

Along with the students, we selected four teachers, two from each country, to serve as chaperones for the students to and from the U.S. They spent 4 - 5 weeks visiting schools and the families hosting the students. The teachers played an instrumental role in the students' adjustment to America. The teacher visits to the schools enabled them to learn more about the American educational system.

Sadly, just prior to the completion of the program year, we became aware of unsuitable and unacceptable living conditions of some students who had been placed by ASPECT Foundation in Scranton, PA. As soon as we became aware of this, we worked with ASPECT and the State Department to move the affected students to suitable homes as quickly as possible. IRIS staff contacted all other ASPECT-placed students to be certain that those students were not in similar situations. IRIS staff member Christelle Enege and an YES alumni student from Nigeria traveled to Scranton to meet with all the students and determine and implement corrective actions to insure the students' well being. In addition to the immediate actions taken to correct this situation, IRIS has made staff changes and has implemented procedural changes implemented to improve the program for the future and minimize chances of unacceptable incidents occurring in the future.

Despite the major challenges we faced, we are still very pleased by the overall performance of the participants. This opportunity the State Department provided to these students allows them to fulfill a dream that they would never have thought achievable and their experience while in the program instills in them tools to fight intolerance and promote cultural understanding.