

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE)
Congress-Bundestag Youth Exchange Program
S-ECAPY-12-GR-072(FA)

Final Report: 2012-2013

Submitted by: Juliette Van de Geer, Grant Programs Manager, USA High School Programs

The 2012-2013 program year marks CIEE's 16th year administering the Congress-Bundestag Youth Exchange Program. CIEE considers it an honor to be a part of the CBYX program's legacy and we are committed to working to enhance the program for many years to come. In Program Year 2012-2013, CIEE selected 50 American participants from the Southeastern United States and Puerto Rico to be received by Experiment e.V in Germany, our partner agency in Germany. CIEE received and supported 57 German participants, who were screened, selected, and oriented by Experiment e.V. Local field staff, as well as in-office administrative and support staff in both Germany and the US, supervised and supported the 107 students throughout their exchanges. In administering the grant award, CIEE provided the below activities and services.

CB Inbound

Arrival Orientation: CIEE administered the program for 57 participants. By program end, we retained 93% of our participants. All students participated in an Arrival Orientation in Washington, D.C. The value of the Arrival Orientation was determined by the students' positive evaluations, as most students expressed feeling better prepared for their upcoming year after taking part in large and small group activities and discussions.

International Education Week: CIEE received documentation of IEW presentations from 53 out of the 57 participants. The students presented about Germany and the value of international exchange at local schools and churches all over the US. In giving 108 total IEW presentations, our students reached 2621 attendees.

Mid-year Meeting: The German CBYX students fulfilled their mid-year seminar requirement in clusters. Between January and March, CIEE Local Coordinators organized discussion groups and activities, and students completed and submitted a mid-year evaluation. Mid-Year activities enriched students' understanding of American culture and history, and many students were able to interact with state government officials, serve as a page, touring government offices or meeting with their Congressional Representative.

Community Service: CBYX German students participated in over 2100 hours of community service. Seven students completed over 100 hours of service. All students must write an essay about their experience, and many students wrote how integral their service was to their success on the program and their integration into their host communities. Participation also allows students to better understand the American cultural principal of volunteerism.

Re-Entry Meeting: CBYX German students participated in Re-Entry Meetings in their host communities as well as a Re-Entry Orientation in Washington, D.C. Each event helped prepare students for the potential effects of reverse culture shock through discussion and activities, and gave students a chance to reflect upon their fears and excitements surrounding their upcoming departure. Students also had the opportunity to evaluate the program.

Program Monitoring: During the 2012-2013 program year, CIEE staff visited a total of 18 CBYX students in their host families; representing 32% of CBYX inbound students. All visits were successful and students did not report any major issues with their placements. The overwhelming majority of students reported feeling very comfortable and happy in their host families. Site visits also included school visits and field staff training.

CB Outbound

Selection: 50 students were selected from a pool of 245 applicants. CIEE selected a group of participants that represented 11 out of 12 states in the Southeast US region. By program end, we had retained 84% of the participants.

Pre-Departure Orientation: All 50 students attended the program orientation in Washington, D.C. which focused on preparing students for the year ahead through focused discussions and activities with CIEE staff, Experiment staff and program alumni.

Mid-year Meeting: Experiment e.V. conducted this meeting from January 17-20, 2013. Students participated in discussion sessions regarding their experiences so far and what they are looking forward to in their final months on the program. Large-group seminars focused on communication and problem-solving for host family and social situations

Re-entry Meeting: Students expressed satisfaction with their experience and the program administration. All students expressed a strong interest in working on behalf of the program as alumni volunteers.

In conclusion, CBYX American and German participants benefitted their home countries by educating their host communities about their cultures, while simultaneously gaining an in-depth understanding of their host countries. In doing so, students developed cultural competencies and leadership skills to utilize and share upon their return home.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE) - Future Leaders Exchange Program
S-ECAPY-12-CA-079(FA) Final Report: 2012-2013

Submitted by: Juliette Van de Geer, Grants Programs Manager

CIEE successfully administered the FLEX program to 30 students throughout the 2012-2013 program year. We had no early returns, completing the year with all 30 students. CIEE's FLEX students were active members of their host families and communities, and worked diligently to overturn stereotypes of Eurasian countries. In doing so, students gained first-hand insight into American society and culture. CIEE worked closely with American Councils and the ECA throughout the year to ensure issues which arose were carefully handled, and in collaboration with our experienced and dedicated Field Staff, we were resolved to the best of our ability.

Through their involvement in their schools and communities, FLEX students achieved the primary goals of the FLEX program including gaining a deep understanding of civic responsibility, leadership, and community service. During their participation in program activities FLEX students developed essential skill sets and useful tools, which they were able to bring back to their home countries and share with their natural families, community members, and peers. CIEE had 100% participation in International Education Week 2012, and many of our FLEX students gave multiple presentations to varying audiences in diverse settings. Students prepared thoughtful presentations, and proudly shared their traditions, cultures, and customs with their classmates and community members. In this way FLEX students acted as ambassadors to their home countries.

CIEE requires FLEX students to complete a minimum of 20 community service hours per program year. During the 2012-2013 year, we had seven students complete over 100 hours of service. For their commitment to serving their hosting community, these 7 students qualified for Service Awards from the ECA. Students participated in clean-up projects; assisted with ecological and educational projects; volunteered their time with local nursing homes and animal shelters; and helped organize events for young children. Students learned the countless ways their efforts can directly benefit others and gained an understanding of how vital it is for members of a community to help and support each other.

Local Coordinators organized educational enhancement activities to expose FLEX students to US government and democratic values. Direct interaction with members of state and local government educated students about the role of civil servants as well as the importance of leadership and accountability. Enhancement activities, including tours of businesses and enterprises as well as meetings with small business owners, provided FLEX students with concrete examples of a free market economy in the US. An example of students being directly exposed to the US political system occurred when CIEE's North Carolina cluster visited the state house and participated in the Page program. During this program, they learned more about the US political system including meeting with local representatives.

Communities that hosted FLEX students have gained an understanding about Eastern European countries and Eurasia and now have a more realistic perception of people from that region. Many host families learned about unique cultures, which are not typically represented in the US. Each year CIEE reviews and analyzes the statistical data collected from the voluntary surveys sent to students and host families. These surveys allow us to reflect upon the progress and growth of the FLEX program and to highlight areas of improvement. When asked to rate how supported they felt by their Local Coordinator throughout the year 74% of FLEX host families rated their Local Coordinators good or excellent. Considering that 60% of FLEX host families had never hosted an exchange student before, 82% of all FLEX host families reported their experience was good or excellent, and 74% would consider hosting again in the future.

We received positive responses from our FLEX students' responses as well. Students identified their top three most important accomplishments as: Increased understanding of American Society, people and culture; made friends with American students; and improve English skills. Students felt they had increased their knowledge in the following areas: U.S. values and culture; religious and ethnic diversity; freedom of speech and press; daily life in the U.S.; and volunteer and community service. All students were able to share information about their country through discussions with their host families, presentations in their community, and 44% of students were interviewed by some media source (tv, newspaper, radio, etc). Eight-nine percent of the students reported they plan to share their experience when they return home by giving presentations in their communities.

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

FFATAECA Report, 2012 Award Cycle
SUSI Women's Leadership Institute at the University of Kansas
"Women's Civic Leadership from the Heartland"
Time period: through July 31, 2012

The Study of the U.S. Institutes: Women's Leadership Institute, held at the the University of Kansas ("Women's Civic Leadership from the Heartland"), hosted 18 participants from Afghanistan, Pakistan, Egypt, Morocco, India, and Sudan for its 2012 award cycle. The women, selected by the U.S. Embassies in their home countries, participated in a six-week academic residency and educational travel, transitioning to a follow-on program through March 2012. The KU program builds on Kansas' long history of women's leadership at local, state, and national levels as well as the rich history of women's social, economic, and political roles in the heartland.

The academic residency combines a theoretical foundation with practical opportunities to put knowledge and skills into action. It is designed to study the process and nature of leadership, specifically women's engagement with the leadership process. The program is built around a carefully designed leadership paradigm, focused on learning the competencies for mobilizing others to tackle tough challenges and thrive – as opposed to traditional leadership approaches that rely on authority, role-centered power, and competition. The program includes guest lectures and interactive sessions with women in public office, management, and academia. During their time in Kansas the participants engaged in volunteer service for a local shelter; spent over 70 hours studying the process of leadership from various academic and pragmatic perspectives; heard from over 10 guest speakers; attended a Women in Public Administration conference and met the conference keynote speaker, U.S. Treasurer Rosie Rios; participated in a university class with American students creating cultural pocket guides, developing global relationships, sharing customs, and creating new and lasting intercultural knowledge only attainable through an immersive, experiential learning opportunity; were hosted by local Homestay families to learn about American families and American life; hosted a Cultural Dinner; embraced their Leadership for Change project; learned about their own leadership styles through personal inventories delivered through the KU Career Center; participated in community activities; and, most importantly, learned that stereotypes about America, its customs, and cultures are as inaccurate as the stereotypes about their own countries, cultures, and customs.

Educational travel included time in Philadelphia, where they toured the National Constitution Center, visited Constitution mall, and learned about our country's founding. After spending time in Amish country, the program's travel concluded in DC for cultural tours and meetings with KU Alumnae, which included women leaders in media, advocacy, and public office. Prior to their departure home, the women participated in a Department of State conference with other Women's Leadership SUSI participants. The 9-month follow-on program included on-going connection and learning between the participants, their Kansas counterparts and our US partners.

Comments from the participants regarding their experience and learning include:

"I'm not manipulated anymore by the media of our country or the government, and that it's my responsibility to speak for me and for the others."

"My [Leadership for Change project] challenge is a hard, easy one! Hard one because my challenge is a very adaptive one, because it tackles a lot of beliefs and habit that used to take place over generations and generations that our now considers as values. Easy because once that gap between values and behaviors is dissolved, people will be very eager to learn more and to get engaged positively."

"I did not know before that I could be a person who would even try to bring about a change in my society and be able to stand alone and convince people, but now I am doing it with full confidence and excitement!"

S-ECAPE-11-GR-150(DS) FFATA One-Page Final Program Report

SOCCER FOR PEACE AND UNDERSTANDING IN JORDAN, BALL STATE UNIVERSITY

The Ball State University Soccer for Peace partnership was a two-year grant project (8/1/2011 – 10/31/2013) working with Jordanian coaches and youth athletes, using soccer as the medium to teach peaceful living skills both on and off the soccer field. The Ball State University (BSU) project team worked with Jordanian coaches, sharing soccer skills knowledge and methods to teach peaceful living skills. The U.S. and Jordanian coaches then worked together to engage Jordanian youth athletes on the soccer field to reinforce soccer skills and demonstrate how to act peacefully and respectfully toward their teammates, coaches, opponents, officials, and fans. These positive behaviors and skills were contextualized for off-the-field use with peers, neighbors, and others from different cultures. The project involved three phases.

The first phase utilized a two-day workshop format in the three different cities (Amman, Zarqa, and Ajloun). In each location, Day 1 and the morning of Day 2 involved only the coaches, and the youth athletes then joined the coaches in the afternoon of Day 2 for a two-hour on-the-field session. The six-member U.S. training team included representatives from BSU, Soccer Association, and Center for Interfaith Cooperation. A total of 67 Jordanian soccer coaches and 150 Jordanian youth athletes participated.

The second phase was an exchange experience involving 12 Jordanian coaches traveling to the U.S. for a 14-day trip (May 9 to May 20, 2012). The trip included site visits in Chicago (IL), Indianapolis (IN), Columbus (OH), and Muncie (IN), with a three-day workshop at BSU. The three-day workshop featured instruction on both soccer skills and peaceful living skills (e.g., conflict management and mediation). As with Phase 1, the soccer-specific curriculum focused on technical and tactical soccer skills and was then followed by training specific to peaceful living skills. This exchange experience also incorporated activities related to culture, player development and perceptions of the philosophical differences between coaching soccer in the two countries, such as an Indiana Cultural day and trips to local high schools, colleges, and professional sport facilities. Participation totaling 74 individuals: 12 Jordanian coaches, 12 Indiana coaches, 35 U.S. faculty, staff, and students, and 15 Indiana youth soccer players.

The third phase consisted of a return trip to Jordan, where a seven-member project team traveled to Amman to host an inclusive, in-depth four-day workshop. The Phase 3 format was modified from the original plan, based on lessons learned from the Phase 1 experience, to allow the project team more time with the coaches to accomplish their learning objectives. The full visit was March 10 – 17th, 2013 and the workshop was held March 13 - 16th. The coaches ($n = 70$, with approximately 45 new coaches) received most of their content training on the soccer field. This created a more coach-centered learning environment that allowed Jordanian coaches immediate opportunities to apply skills (both soccer and peaceful living skills) on the field with athletes. This was accomplished when Jordanian youth (ages 5 – 16) athletes joined the workshop ($n = 170$). The athletes' portion of the workshop occurred in the afternoon of the second and third days. Athlete workshops were approximately three hours in length, during which time the Jordanian coaches team-taught alongside BSU project personnel, emphasizing skills related to both the peaceful living skills and soccer content. Participation totaling 252 individuals (112 women and girls).