

October 2008 – September 2011

## **S-ECAAS-09-CA-021(JY), Final Report**

**American Councils for International Education**

### **REPORT SUMMARY**

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American Councils was awarded a grant of \$2,974,981 on October 1, 2008 for the administration of the Teachers of Critical Languages Program (TCLP) and the Educational Seminars Program (ES). During October 1, 2008-September 30, 2011 period, for both programs American Councils recruited and selected host schools and exchange participants, implemented orientations and professional development workshops for the educators in the U.S. and participating countries. In addition, both U.S. and international educators participated in alumni activities and received alumni small grants. Throughout the program American Councils also conducted program monitoring and evaluation. Over 150 educators benefited from participation in the two programs. The report below details the aforementioned program activities for each program.

Educators exchanges are vital investments, allowing educators from the U.S. and other nations to come together and share best practices as they prepare the next generation of citizens with the skills needed to contribute to, innovate, and thrive in the global society and economy. American Councils for International Education: ACTR/ACCELS (American Councils) was pleased to have the opportunity to administer the Educational Seminars and Teachers of Critical Languages Program (TCLP) in collaboration with the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), and its partner organizations in the programs countries.

Twenty five educators from China and Egypt took part in the Teachers of Critical Languages Program (TCLP), spending the FY 2010 academic year teaching their native language and culture to U.S. primary and secondary school students while living in host communities across the U.S. TCLP teachers adapted their teaching methodologies for U.S. schools with guidance from host mentors and institutions, and from a two-week U.S. orientation seminar designed by American Councils. American Councils also organize a two-day orientation for host school mentor teachers and administrators prior to the start of the program and coinciding with the end of the two-week teacher orientation; a five-day mid-program professional development workshop for international teachers to come together, develop lesson plans, and share experiences; and a three-day end-of-program leadership workshop for participants to present their plans for building on the professional relationships developed on-program with their host schools and for preparation for re-entry into their home countries and schools. Participants also collaborated throughout the program to design joint classroom projects and develop Critical Language Projects to support expansion and innovation in critical language learning. Throughout the report period they implemented 14 Critical Language Projects that affected teachers, students and larger educational communities both in the U.S., and China and Egypt.

Educational Seminars bring together approximately 180 educators from Argentina, Brazil, Greece, India, Italy, Jordan, Mexico, Thailand, Uruguay, and the U.S. during the report period to examine common themes and learn from international colleagues and peers while expanding their understanding of each other's society and culture, and sharing best educational practices. American Councils conduct 15 program workshops to the participants throughout the report period and awarded 33 alumni small grants.

The two- to eight-week seminars were designed to advance and deepen mutual understanding among teachers, school administrators, and their schools and communities in the U.S. and the target countries as educators examine and discuss topics such as leadership, personnel administration, innovation in school management, instruction, and curriculum development, student affairs, and educational policy.

Focusing on educators, both programs had a broad impact in the U.S. and the countries represented. Teachers and administrators shared new ideas and concepts that they have learned on program with fellow professionals and with the many students they reach throughout their teaching careers. Participants also continued to build on the relationships developed on program as well through websites and other alumni activities.

Award # S-ECAAS-11-CA-001 (MJ)  
 One-Page Summary Report  
 October 1, 2010 – September 30, 2011

American Councils for International Education: ACTR/ACCELS (American Councils) is pleased to have initiated another year of robust advising in FY2011, even as reductions in staff and new funding patterns for outreach and programming were introduced. EducationUSA Educational Advising Centers (EACs) in Eurasia and Central Asia are vital sources of authoritative information and services, and fill a critical educational need by guiding and motivating talented students from Eurasia and Central Asia to seek a U.S. education. EACs offer prospective students free, impartial, and comprehensive information, while giving U.S. educational institutions direct access to the growing Eurasian educational market. EACs play a role in public diplomacy efforts, showcasing core U.S. values for public audiences abroad, and conveying faith in individual achievement through learning. They also offer a picture of an educational and admissions system that is based on merit, and open to academically gifted students of all income levels. Regardless of their economic status, students’ interests are central to American Councils’ advising services. American Councils has been administering its extensive network of EAC since 1991, and is pleased to report on another successful year. American Councils directed funding to enable core operations at 15 centers, 11 of which American Councils administered directly, and 4 indirectly through sub-awards:

<b>Directly in American Councils</b>	<b>Via sub-award</b>
Armenia: Yerevan	Azerbaijan: Baku (Baku Education Information Center – BEIC)
Belarus: Vilnius, Lithuania	Georgia: Tbilisi (Center for International Education – CIE)
Russia: Moscow, Novosibirsk, Vladivostok, and St. Petersburg	Kyrgyzstan: Bishkek (Soros Foundation Kyrgyzstan)
Ukraine: Kyiv	Moldova: Chisinau (Educational Advising Center)
Kazakhstan: Almaty and Astana	
Tajikistan: Dushanbe	
Turkmenistan: Ashgabat	

In each Center, at least 1 adviser is designated the EducationUSA adviser, and this person works full time on the program, assisted by staff that may or may not be paid with funding from this award. New staff this year include: Assell Mukhametzhanova in Almaty, Aynur Cherkesova in Baku, Tatyana Geldimammedova in Ashgabat, Irina Nikolaeva (new position funded by PAS) and Oksana Levadnaya in St. Petersburg, Elena Konkina (new position funded by PAS) in Moscow. Hasmik Avetisyan was also hired in Armenia to manage their competitive college club.

To fulfill the overall goals of the EducationUSA network, American Councils focused on six objectives in FY2011:

- Deliver basic services through comprehensive advising centers;
- Bring services to underserved regions and audiences;
- Support Opportunity Scholarship administration;
- Align advising with country-based diplomacy goals;
- Streamline services and create more sustainability; and
- Enhance native language advising and virtual services.

Northern Nevada International Center  
Young Entrepreneurship Program (YEP) for South Africa  
2009-2011

US Department of State  
Bureau of Educational and Cultural Affairs (ECA)  
ECAPE-C-09-01

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**Concise Final one-page program report, e-mailed to [FFATAECA@state.gov](mailto:FFATAECA@state.gov)**

The YEP SA program implemented by the Northern Nevada International Center (NNIC), in conjunction with its two partners, Sierra Nevada College (SNC) and IBA Global (formerly EvoMedia) in South Africa, consisted of four separate exchanges, two from South Africa to the United States and two from the United States to South Africa. A total of 25 young South African entrepreneurs traveled in two different groups in February-April of 2010 and February of April 2011 and two groups of 10 Americans traveled to South Africa in September of 2010 and 2011. NNIC and SNC crafted the US program for the South African program participants, while IBA Global was responsible for recruiting and selecting South African participants. IBA Global also created the South African return program for the American mentors. SNC created a twelve-week online entrepreneurship program for the participants which they began before even arriving in the United States.

This program's impact was immeasurable: from the South African entrepreneurs and their families to the Americans who hosted them, and especially the American mentors who learned so much about South Africa and its people, this program truly showed the power of professional and cultural exchanges. Many of the relationships between the Americans and their South African counterparts are deep and will be long-lasting. The very best component of this program is that it is a true exchange, with Americans able to travel and experience the political and business climate where the South African participants live and work. As with most exchange programs, and as both the quantitative and qualitative evaluations showed, the key ingredient to a successful program was the genuine care and interest shown by the staff and home hosts to produce long-lasting relations among all participants.

## Summary of program activities and outcomes for S-ECAPE-09-GR-159 (TG)

According to our grant we are to provide a summary of program activities and outcomes for our grant as referenced above.

The Lansing Regional Sister Cities Commission recruited a team of Lansing area water, sanitation and hygiene experts to form our WASH team. The members included representatives from the city of Lansing Public Service Department Waste Management and Recycling, Sewage Treatment; the Lansing Board of Water and Light; a Michigan State University Bio-Systems Engineer; a global business consultant, an environmental lawyer who is a hydrologist; an international small business consultant, an MSU Sociology research professor and myself. We took the team to Ghana to research firsthand the status of WASH issues in our sister city and we recruited Ghanaian WASH community leaders to assist us with this project. We also interviewed Emerging Young professionals who could benefit from our work together. We spent time building consensus around priority WASH issues for us to concentrate our activities and actions around.

In addition we worked together to increase citizen engagement around WASH topics having trained the EYP in the facilitative process called Community Led Total Sanitation (CLTS), we engaged several small villages in this process which essentially allows them to work together to identify key critical sanitation issues in their community, identify potential solutions to these issues and work together to bring resolution to the problems they jointly identified.

We brought 7 emerging young professionals to the Lansing area for an intense month of WASH training with Lansing area experts. They learned about watersheds and the importance of protecting them as well as innovative ways to protect them. We taught them about 3 sustainable ways to manage sewage waste which are inexpensive and appropriate to the environment; we introduced them to recycling on the community level, individual level and institutional level. We taught them about our system of well water supply and distribution; had them spend a day with our county drain commissioner; had sessions on environmental law and water governance and did a community service project around our communities rain gardens.

We recruited and trained a team of volunteers to go with us into villages and small towns, identified in the grant, and conduct over 800 face-to-face interviews with community residents around WASH issues.

We identified appropriate solutions to critical waste issues in our sister city through dump audits, community dialogue and research survey results. The survey showed us many critical issues 2 of which were that 92 % of those surveyed wanted to learn to manage their waste in a different way and that 89% were not washing their hands regularly.

As a result we build our recommendations which were made to the community to build an anaerobic bio-gas digester which in partnership with Blue Skies, our communities largest employer and biggest consumer of our local fruit products, which will process all our communities human waste and the organic fruit waste from Blue Skies. The process will create bio-gas which will be used by Blue Skies to generate electricity. The facility will also produce rich black organic matter which will be used by local growers.

We did 2 community service projects, one here cleaning up Lansing's rain gardens which filter street run off before going into drains and one in Ghana which was a community-wide clean-up project which worked with school children and local community members to clean all the plastic from the community streets.

For our outreach and education effort we worked with local community experts from the community health department, the local school district, the municipal sanitation and water planning department and local WASH leaders to write and produce a public service advertisement on the importance of hand washing. One of the questions from the survey asked, who would people listen to in order to learn something important. The answer was overwhelmingly, the Paramount Chief so he also assisted us with the PSA, serving as the spokesperson on the PSA. This commercial was based around a common and widely known children's song, if you're Happy and you know it, Clap Your Hands. We changed the words to if you're Healthy and you know it, You Wash Your hands. School children sang this new song in their native language on the PSA, the chief discussed the vital points and the PSA was aired for 5 months by the local community radio station. Informal evaluations showed us when we returned in

## Summary of project activities and outcomes for S-ECAPE-09-GR-159 (TG)

November 2011, that the PSA had been listened to when 500 young people sang the song for us at a church service on youth Sunday.

In addition we found an educational curriculum which had been developed by the Ghanaian EPA focused on sanitation which discusses bio-gas digestion as a safe and reliable means of sewage treatment and the value of recycling which we have asked the regional education department to incorporate into their teaching.

We invited a team of community leaders to Lansing in June 2011 to review our WASH team recommendations and train them in these technologies so they could easily advocate for them and teach others about them. So during the week we reviewed the concepts behind bio-gas digestion as it related to sewage treatment, showed them examples of working bio-gas systems on large and small scales, protecting the watershed and how small and large scale recycling projects are working in our community.

### Outcomes:

- Lansing WASH team gained insight and valuable knowledge regarding the Akuapem South municipality in our sister city in Ghana;
- Lansing WASH team assisted in developing WASH recommendations for the Akuapem South Knowledge gained through surveys, discussions, research, and focus groups assisted in decisions related to outreach and education;
- Akuapem South Emerging Young Professionals gained better understanding of needs to protect the watershed Emerging Young Professionals have used knowledge gained to provide leadership to policy and attitude changes in Ghana;
- 700 - 900 surveys were taken, data collected, evaluated and research continues on the findings;
- Hand washing focus of education and outreach campaign developed a PSA which is still running on community radio;
- Solid waste treatment facility recommended to the community, engineering feasibility study will be conducted early in 2012 and funding for the facility sought. The facility will safely process all the human waste from our community along with the fruit waste from Blue Skies, producing bio-gas which will be used by Blue Skies to produce electricity for its processing plant in our sister city; and
- We have also recommended a Recycling Center be established and that a community-wide recycling cooperative be established in the Akuapem South.

For questions or issues related to our project, feel free to contact us in the future. Thank you for your interest and support of this valuable project.

Judith A. Gardi  
Lansing Regional Sister Cities Commission  
Environmental Issues in Ghana Project Manager

Future Leaders Exchange Program: Host Family Placement  
S-ECAPY-10-GR-100  
One Page – Final Report

World Link conducted a successful exchange program for a total of one hundred high school students from Eurasia during the 2010-2011 academic year for the Future Leaders Exchange Program sponsored by the Youth Division of the Bureau of Education and Cultural Affairs at the U.S. Department of State. Students were placed with U.S. host families and in schools in eight states with ninety-five percent in cluster groups. Students attended three required program meetings during the year including an arrival orientation, mid-term program that focused on diversity and tolerance and the re-entry program one month prior to their return home to aid them in returning to their home culture and reducing return culture shock.

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

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

Students on the World Link FLEX Program developed leadership skills by participating in speaking contests through their school leadership organizations. They practiced these skills and applied them to the goals of the program by giving on average 12 presentations each about their home countries during International Education Week. Students volunteered individually and in groups to benefit their communities through projects and activities. All FLEX students met the goal of 30 hours of community service with 50% of the students logging more than 100 hours of service and received the Presidential Volunteer Service Award from President Obama. Students were taught how to take these skills and apply them to their alumni activities back home during a re-entry workshop one month prior to the end of their program.

## **FINAL PROGRAM REPORT 2011 – German American Partnership Program S-ECAPY-11-GR-068 (DS)**

Since its establishment, GAPP has grown steadily to close to 800 **on-going, reciprocal partnerships** between US and German secondary schools, including schools training students for the school-to-work-transition and well over 100 partnerships with schools in former East Germany.

In 2011, 8,817 students traveled across the Atlantic to visit their partner schools: 5,121 German students traveled to the U.S. (i.e. 295 groups), while **3,696 American students visited Germany** (i.e. 303 groups). Most of the American participants came from CA, IL, MN, PA and WA.

As a rule, two teachers accompany each group. In 2011, this adds up to 590 teachers from Germany coming with their groups to the U.S. and **606 American teachers** visiting their partner schools in Germany and represents a considerable and on-going contribution to in-service training for the participating students/teachers/administrators. 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 2011, a total of **2,107 students from 125 German schools were awarded grants, covered by the funds from the U.S. Department of State.**

In 2011, a total of 60 US students from 24 U.S. States received travel grants from donations from GAPP, Inc.(\$300-\$1000). These grants are distributed to needy, deserving students.

All traveling American students and teachers receive grants from funds from the German Foreign Office. In 2011 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.

### **Seminars and Workshops:**

January 2011, Chicago, IL:

Introductory Seminar for American GAPP coordinators

January 2011, Bonn, Germany:

Introductory Seminar for German GAPP coordinators

April 2011, Omaha, NE:

GAPP Presentation at AATG Chapter Meeting

October 2011, Seattle, WA:

GAPP Evaluation Workshop

### **Conventions and Conferences:**

February 2011, Colorado Springs, CO:

Colorado Congress of Foreign Language Teachers (CCFLT)

March 2011, Milwaukee, WI:

Central States Conference

April 2011, New York, NY:

North East Conference on the Teaching of Foreign Languages

October 2011, Seattle, WA:

National School Conference

November 2011, Denver, CO

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

New materials: Updated GAPP Home Page [www.goethe.de/gapp](http://www.goethe.de/gapp) , updated Power Point Presentation, Germany Online (GAPP E-Link Section 2011), GAPP Travel Journal 2011 (worksheets for students), GAPP E-Newsletter/September 2011, new brochure Experience Germany for Real' new GAPP DVD 'Intercultural Adventures with GAPP – Made in Germany'