

Heartland International
Young Turkey/Young America
From the Ground Up: Building Civil Society Organizations to Succeed
Award #: S-ECAPE-09-GR-196 (EB)

Final Program Report
Submitted 12/29/11

This program brought together 15 participants from the U.S. and 15 participants from Turkey who ranged in age from 23 – 35 years old and were working in, or were interested in working in, the areas of women's empowerment, youth empowerment and/or environmental awareness and activism. All of the program activities identified in Heartland International's proposal for this project took place. The participant selection process was started in Turkey and the U.S. in January, 2010 that resulted in the participants selected for the program. While an online dialogue did take place, it was not on ExchangesConnect as expected. The participants resisted joining that site and wanted to communicate on Facebook where everyone already had their profiles set up. After clearing this with our Program Officer, communications began on Facebook and a program group was created on the site.

In April, 2010, the participants from Turkey came to the U.S. for a three week program. They stayed with home-stay hosts for most of this time period. The program included presentations, site visits, cultural activities and time for project development. The combined group split into seven project teams comprised of participants from each country (ultimately five projects were created). The exchange programming ended with a trip to Washington, D.C. where the group presented their project ideas to Department of State representatives.

In October, 2010, the U.S. participants traveled to Turkey for a two week reciprocal exchange program. That program was comprised largely of site visits, some presentations and small group project work time. The participants from the U.S. traveled to the locations of the project partners throughout Turkey to further their project development. This exchange program ended with a visit to the U.S. Embassy in Ankara where the participants discussed the program and the project ideas with embassy representatives.

Over the last year of the program, the participants continued to develop and implement their joint community-based projects, the U.S. participants met on a monthly basis to discuss the status of their projects and the participants continued to communicate online. A small grants fund was established for the projects and the project groups applied for funding to support their project goals and objectives. In addition, due to cost savings in the program budget, Heartland International was able to engage the services of a media company that produced mini-documentaries on some of the participants' projects (some of the project teams chose not to work on a documentary). Through the documentary process, the participants learned storytelling, scriptwriting and filming skills. The links to the project documentaries can be found in Heartland International's final Performance Narrative report.

The outcomes of this program include the participants' increased understanding of leadership and the application of leadership skills in the participants' project work, an increased understanding of volunteerism in the U.S. by the participants in Turkey as compared to volunteer practices in Turkey, the implementation of well-defined community-based projects in Turkey and the U.S., the increased professional capacity of many of the program participants, continued collaboration among some of the participants from the U.S. and those in Turkey, and the U.S. participants' increased knowledge of the culture and politics of Turkey and vice versa.

Heartland International
S-ECAPE-09-GR-127(TG): Kenyan Young Entrepreneurs Program
Final Program Report

Program Overview and Goals

The goal of the Kenyan Young Entrepreneurs (KYE) program was to develop leadership and entrepreneurial business management skills in young people between the ages of 25 – 35 in two geographic areas in Kenya — Nyanza Province and the Rift Valley. Using a business association model, participants were to create a Young Entrepreneur Association in each area to promote the ongoing development of young entrepreneurs. This model was designed to assist participants understand how mutually shared values of accountability and transparency in business and commonly practiced business approaches can strengthen individual members of the association. Overcoming the impulse to be competitive with each other in the marketplace and overlook ethnic biases and past resentments was a major focus of the program to promote peace through commerce, using entrepreneurship to enhance civil society by creating a more robust and flexible business sector.

In Round I of the KYE program, ten entrepreneurs from Nyanza participated in an eight-week program in the U.S. to develop their leadership and business skills, to intern with a U.S. entrepreneur, and to experience American culture through staying in an American home. This exchange was followed by a delegation of U.S. entrepreneurs traveling to Kenya to train participants on various “Starting Your Own Business” topics. In Round II, the American delegations, in partnership with Kenyan NGOs, trained an additional 27 Kenyan entrepreneurs in Nyanza and the Rift Valley. These Kenyans were also provided with “train the trainer” training in order to continue the development of young entrepreneurs.

Successes and Challenges

Each of the American-trained participants developed a business plan to improve their existing business, to determine business viability, or to create a new business. Subsequently, they trained over 500 of their peer entrepreneurs on business development topics. A joint session of the Nyanza and Rift Valley Young Entrepreneurs Association (YEA) focused on management of group dynamics and team building, stabilizing an institution (visioning, development of mission, and objectives), legal requirements for registration of institutions in Kenya, and strategies for working together despite ethnic differences; at a follow-up session they elected officers and drafted constitutional documents. Due to security concerns, several J-1 visas were revoked and some planned objectives were not met. The Rift Valley participants in particular were disillusioned by this roadblock and were unable complete parts of the classroom-based business training.

Friendships from both cultures endure after the program completion. American entrepreneurs learned of the challenges faced by their Kenyan counterparts and were able to adjust their training methods to accommodate these realities. Changing the program to concentrate focus on Kenya in-country training and frequent site visits to the Kenyan entrepreneurs’ workplaces provided a broader understanding of the Kenyan economic sector and the culture. We continue to seek innovative ways to expand entrepreneurial development in Kenya through low-cost and sustainable means. We are in preliminary stages of a collaboration with a U.S. business host from Round I to launch digital video conference sessions between U.S. and Kenyan entrepreneurs that would nurture the continued relationships between program participants.

**FINAL PROGRAM REPORT S-ECAAE-10-GR-047 (MJ)
FY2010 (FFATA)**

Grantees

In FY 2010 the Fulbright Program in Ukraine hosted 43 U.S. students and scholars:

- 10 U.S. students through the Fulbright Student Program
- 12 U.S. scholars through the Fulbright Scholar Program
- 10 U.S. scholars from 2009-2010 through the Fulbright Scholar Program for short-term follow-on grants to return to Ukraine
- 10 U.S. scholars and professionals through the Fulbright Specialist Program
- 1 U.S. Fulbright –Hays grantee

In FY2010 the Fulbright Program in Ukraine selected and sent to the U.S. 48 Ukrainian students and scholars:

- 22 Ukrainian students through the Fulbright Graduate Student Program
- 10 Ukrainian young scholars and professionals through the Fulbright Faculty Development Program
- 16 Ukrainian scholars through the Fulbright visiting Scholar Program

Outreach Activities

- 10 advertisements in print and online media
- Roundtable discussion “Traditions and Realities of Election Campaign Coverage in the U. S. and Ukraine,”) and lecture at the School of Journalism, Zaporizhzhia National University with US Fulbright Scholar Daniel Charles (journalist) at Zaporizhzhia National University; two television interviews by US Fulbright Scholar Daniel Charles (journalist) on Zaporizhzhia television
- Press conference and program presentation at Dnipropetrovsk National University (Dec. 9)
- Participation in International Education Fair, Kyiv (Dec. 10-11)
- 61 presentations at institutions of higher learning, research institutes, conferences;
- 20 workshops on essay-writing for candidates of the Graduate Student, Faculty Development, and International Science and Technology Ph. D Award programs;
- added social media through which we have extended our communications and dissemination of information about the programs and activities of the Fulbright Program in Ukraine:
 - Facebook; YouTube; Twitter; Flickr Livejournal; Picasa;
- added the capability to present online on preparing application essays for all programs;
- added SurveyMonkey in order to conduct informational surveys
- conducted the second annual university pre-placement seminar for finalists and alternates of Ukrainian Fulbright Student and Faculty Development Programs, October 24, 2009.

Services provided to US Fulbright and Fulbright-Hays grantees:

- US Fulbright grantee orientations (October and February);
- electronic notifications of and invitations to all activities and events organized by the Fulbright Program in Ukraine and by partner organizations;
- assistance as needed with visa and immigration registration issues, and with any other requested information and issues (such as travel and housing arrangements, information on shipping packages, receiving medications, etc.).
- invited to participate in outreach activities such as Fulbright presentations;
- invited to participate as application readers and members of interview panels as needed.

Successes

- U.S. Fulbright Scholar Oleg Tymofeyev concert series at Ukraine’s leading musical academies and conservatories;
- U.S. Fulbright Scholar Oleh Wolowyna – ground-breaking demographic research on the Holodomor and famine of 1932-33 in Ukraine and other republics of the Soviet Union in collaboration with the Institute of Demography, National Academy of Sciences of Ukraine
- U.S. Fulbright Student Brian Milakovsky – forestry biodiversity and international forest certification seminars
- U.S. Fulbright Student Olga Trusova – innovative human trafficking publication
- U.S. Fulbright Student U.S. Fulbright Student Roman Petruniak – introduced innovative and sustainable arts management strategies
- XII Annual Fulbright Conference – “Ukraine and the World: Yearning for Change”, December 18-19, 2009.

ECA Grant One-Page Final Program Report

Grant Period End Date: December 31, 2012

Prepared By: Jennifer Robertson, SAGE Director

This is a final summary of all grant-related activities from August 1, 2010 through December 31, 2012.

Through grant funding, Valencia was able to strengthen our study abroad program and the capacity to administer such programming for the College. This grant program is deemed successful as there was notable and sustainable impact to the College. Through this grant Valencia was able to hire a Director of Study Abroad and Global Experiences to develop the infrastructure of the office including reports, tracking tools, checklists and hire faculty and staff the support the initiatives. This position will help to lead the long term goal of a viable study abroad program for Valencia. We established new procedures for faculty to lead a short-term study abroad program with enhanced structure and procedures. A significant goal was the finalization of the strategic plan that was approved by the College Learning Council to redesign Valencia study abroad program. We created a Study Abroad Program Leader Certification that will give guidance and credibility for faculty participation in the program. Valencia hosted the Florida Consortium for International Education (FCIE) and coordinated workshops related to study abroad and internationalizing the curriculum. A Study Abroad Advisor was designed at each campus and the SAGE was designed. Study abroad participation has increased with the most significant impact expected in 2012-2013 with 12 short-term study aboard programs with approximately 150 students. As a result of increased student participation, institutional support through scholarships has increased from \$97,132 in 2010-2011, to \$149,007 currently for 2012-2013. Study abroad semester exchange opportunities have increased 50% from two, to four to Italy, Spain, France and South Korea. Underrepresented student participation in study abroad programs have increased approximately 50% from 2010-2011 to 2011-2012, supporting Hispanic, African-American and Asian students.

Award Number: S-ECAA-11-CA-045(DT)

DUNS Number: 010379790 EIN: 81-6001713

The University of Montana Study of the U.S. Institute on Global Environmental Issues:

Cambodia, Indonesia, Laos, and Vietnam

Period of June 1, 2011 – September 30, 2012

Final One-Page Program Report

The Maureen and Mike Mansfield Center of The University of Montana (UM) values the opportunity to host the Study of the U.S. Institute (SUSI) on Global Environmental Issues for 19 students from Cambodia, Laos, Indonesia, and Vietnam. The successful achievement of all program objectives has been detailed in extensive interim and final reports with a focus on the role, techniques, and partners in environmental policy; leadership techniques; and an introduction to U.S. society, culture, values, and institutions. Special emphasis has been placed on the following:

Values of Civic Engagement

SUSI participants rated service projects and the role of civic engagement in U.S. society as one of the most effective program activities. Participants engaged in four projects during their visit, involving literacy and education; food security; unemployment and economic challenge; and environmental remediation and recovery. The projects were put into context by attendance at a service club meeting and follow-on discussions of civic engagement in the U.S.

Commitment to Diversity

The group had significant exposure to issues of diversity. Continued and significant interaction with American Indians made a tremendous impact on the participants. Lessons learned from Native American colleagues in leadership and natural resource management were reinforced throughout the program, with visits to two reservations, a tribal college, a traditional pow-wow, and a number of workshops and lectures. The study tour visit to Baton Rouge and New Orleans gave the participants additional insights on diversity issues in the southern U.S., including meetings with Americans of Cajun and Vietnamese backgrounds.

Ongoing Impacts

A critical component of the program is fostering long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages. The Mansfield Center has continually engaged alumni through standard social media such as Facebook and Twitter, as well as encouraging regular use of formal DOS alumni networks. The Lao, Vietnamese, and Cambodian groups are engaged in utilizing mini-grants for expanded education programming. Face-to-face contacts have been made in Vietnam, Cambodia, and Laos, with expected continued visits in 2013 and beyond. Such is the commitment of the Mansfield Center to this region and these alumni.

Evaluations

Evaluations were conducted on a weekly basis to ensure that outputs were delivered and outcomes gradually fostered, and also conducted in May 2012, nearly one year after the Institute. Excellent survey results were submitted to DOS and available upon request.



SUSI 2011 Final Report
Global Training & Development Institute
Office of Global Affairs
University of Connecticut



Title of Institute: Study of the U.S. Institute for Student Leaders Social Entrepreneurship
Dates of Institute: June 25-July 30, 2011 **Grant Number:** S-ECAAE-11-CA-050-DS
Author Name: Dr. Kofi Obeng-Asiedu **Date:** October 30, 2012

The Global Development and Training Institute (GTDI) hosted 39 student leaders from North Africa and Sub-Saharan Africa to the Study of the United States Institute on Social Entrepreneurship from June 25 – July 30, 2011. The Summer Institute's academic residency was held at UConn's main campus in Storrs, CT. GTDI partnered with Ashoka to provide follow-up support with resources to Institute alumni and manage seed capital from GTDI to participants to launch social projects/ventures in their respective communities and countries. Almost every student leader presented a project idea which was submitted to Asoka for funding. Ashoka, through their fellows in the region are helping participants to ensure the success and sustainability of their ventures. Examples of project titles presented include *Empowering Women to be Self-Sufficient*, *Rasonated Minds*, *Skills Training for the Youth*, *Anacrouse*, *a Music School with a Social Focus*, *Tunisia Social Incubator* among others. During the Institute, GTDI used a learning approach that mixed U.S. historical events, time periods and people who shaped the U.S. with a look at the significant social changes brought about by social entrepreneurship in the U.S. Participants studied the Founding Fathers of the U.S. and individuals who led significant social movements (for instance the labor, environmental, women's rights and civil rights movements) to provide a sense of the evolution of the U.S. through social entrepreneurs. Participants also had the opportunity interact with American student social entrepreneurs who encouraged them to initiate their own social ventures and impact their communities. Throughout the 4 week academic residency, participants developed individualized social change projects for their respective communities with each participant presenting their proposals to their respective Academic Directors and groups at UConn before the study tour. The presentations provided the participants with an opportunity to critically reflect and apply the lessons learned in the course of the Institute and demonstrate their public speaking skills. Four students from each Institute also made a presentation of their venture ideas to an Ashoka panel at Washington, D.C. Additionally, two people from each institute also made a presentation at the DOS on what they learned during the 5-week program as well as their venture idea.

Weekly community activities were also designed and organized with the collaborative effort of local non-profits, state agencies and UConn's Office of Community Outreach. Participants were highly impressed with the contributions of Americans to society through volunteer activities, something which is non-existent in most of their communities. Site visits and educational trips to Amish Country and Gettysburg, PA, Ellis Island, NY, Boston, MA, Monuments, Presidential Memorials and Museums in Washington D.C. provided participants with practical exposure to reinforce the issues discussed in and out of class and an opportunity to meet with Americans from various backgrounds. In the short-term, the program provided participants with a deeper understanding of the U.S. and social entrepreneurship with learning increasing from 14% at the start of the institute to 52% at the end for the sub-Saharan Africa group, by 6% to 55% for the North African Institute. All the participants were greatly satisfied with the conduct of the overall program. Feedback from Ashoka indicates that participants are enthusiastically working to improve their venture ideas for submission.



Final Program Report - One Page Summary

Project Title: National Clearinghouse on Disability and Exchange
Agreement #: S-ECAAE-11-CA-148 156
Grant Period: September 25, 2011 - September 30, 2012
Contact: Cerise Roth-Vinson, Project Manager (541) 343-1284

The National Clearinghouse on Disability and Exchange provided services and conducted activities toward the goal of increasing the participation of people with disabilities in the broad range of international exchange programs. During the grant period, the NCDE made valuable inroads toward inclusion of people with disabilities in the full range of international exchange programs, particularly related to people with disabilities in citizen diplomacy, EducationUSA, Fulbright and other ECA programs. The NCDE conducted outreach to the disability community through conferences, social media, an online gathering, and other activities. The NCDE continues to build new bridges of collaboration between individuals with disabilities, disability and international exchange professionals, in local communities, national associations and on campuses.

Through successful social media outreach, articles in national media, dissemination of new materials, national level presentations at major conferences, and development of new online resources and success stories, the NCDE has expanded images of exchange participants to include individuals with disabilities. The NCDE core activities and specific initiatives highlights include:

- Raised awareness of NCDE services within EducationUSA, Fulbright, ECA and citizen diplomacy communities including an issue of the *AWAY Topics* and 4 webinars
- Convened a virtual gathering bringing 300 members of the disability communities in the U.S. and internationally together online and published an *AWAY Topics* for this audience
- Developed new and updated online resources including the disability database, tipsheets, and 40 vignettes, stories, videos, and blogs of exchange participants with disabilities
- Hosted a higher education “think tank” meeting of disability and exchange professionals
- Posted 30 blogs, added over 750 fans/followers on social media, responded to 300+ inquires
- Conducted usability surveys and full audit of website content, functionality, accessibility
- Presented and exhibited at 25 conferences and trainings and contributed to 18 articles.

CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE
BETWEEN EAST AND WEST, INC.

For more than 50 years, the East-West Center (EWC) has been promoting better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. Established by the U.S. Congress in 1960, the EWC serves as a resource for information and analysis on critical issues of common concern, bringing people together to exchange views, build expertise, and develop policy options. As a national, public diplomacy institution, the EWC works in partnership with more than 750 organizations throughout the United States and in the region, stretching and leveraging the value of the Federal contribution.

The East-West Center works closely with the Department of State on programs that complement and support the efforts of the Department and are in no way duplicative. The Center offers collaborative research and education programs, bringing together Americans and counterparts from Asia and the Pacific to work together in an atmosphere of academic freedom on issues of mutual importance. The exchange and dialogue programs of the East-West Center are typically multi-country, region-wide activities involving Americans as full participants.

A prime example of the Center's relationship with the Department was the collaboration for APEC Leaders' Week hosted by the United States in the State of Hawaii. The Center provided offices and support for the APEC Hawaii Host Committee and Department personnel, conducted educational programs to help inform Americans about their stake in the region; launched APEC-related studies in areas such as energy security and free trade; hosted a preliminary meeting of senior APEC officials; sponsored a successful business symposium during the Leaders' Week; and developed an international consortium of K-12 schools in APEC economies.

During APEC, Malaysian Prime Minister Razak and President Sang of the Socialist Republic of Vietnam gave speeches at the Center. Secretary of State Clinton spoke of an American "pivot toward the Asia Pacific" in her third policy address hosted by the Center. The Center also sponsored a series of meetings where heads of State and special envoys from 11 Pacific Island nations met with President Obama and other top U.S. and international officials.

A highly selective overview of the breadth and depth of the Center's programs follows:

- The governments of the U.S. and Brunei signed an agreement for a Brunei-U.S. English Language Enrichment Program for ASEAN. The EWC is partnering with the University of Brunei Darussalam to carry out this innovative program for officers and diplomats and teacher-trainers intended to strengthen ASEAN integration through promoting English-language proficiency and enhancing cross-cultural interaction.
- The Center held its 3rd International Media conference, "Networked News: How New Media is Shaping Stories in Asia and the Pacific". The conference was co-hosted with Yonsei University and the Konrad Adenauer Stiftung. The Center has long recognized the critical role that journalists play in interpreting our rapidly changing world for the public and policymakers; and in transmitting information and analysis across cultural and political borders. A highlight was the participation of Burmese journalists and their reflection on events in their country.
- The heart of the EWC is its students, who come to Hawaii to learn in a true cross-cultural learning community. In FY 2012, 530 students spent time at the Center and, unlike individual scholarship, these students shared a common learning experience centered on U.S.-Asia Pacific issues, including community service.

Federal Funding Accountability and Transparency Act (FFATA) Program Report

Project Title: U.S./Jordan Emerging Young Professionals Programming Initiative: Development of Grassroots Organizations for Women with Disabilities

Grant Number: S-ECAPE-10-GR-160(EB)

Grant Period: September 30, 2010 - October 1, 2012

Contact: Lydia Shula, (541) 343-1284

Mobility International USA (MIUSA) conducted a two-way reciprocal exchange program for professionals and young women leaders with disabilities from Jordan and the United States. The *U.S./Jordan Emerging Young Professionals Programming Initiative: Development of Grassroots Organizations for Women with Disabilities* was designed to increase the leadership capacity of young women professionals, to promote mutual understanding and respect, and to expand the capacity of grassroots organizations that advocate empowerment of women with disabilities by creating strategies and collaborative action plans to empower young women with disabilities to contribute fully to their communities in areas such as civil and human rights, education, employment, recreation, youth with disabilities, health and violence prevention.

MIUSA worked closely with the I Am A Human Society for the Rights of People with Disabilities Jordan (I Am A Human) whose role was instrumental during all phases of the program. I Am A Human is a non-profit, non-governmental disability-led human rights organization, that works to assure social, economic, cultural, health, legal and political rights for people with disabilities.

In September 2011, in Eugene, Oregon, USA, a delegation of young women professionals with disabilities from Jordan participated in activities designed to increase their capacity to manage and lead grassroots organizations inclusive of women with disabilities. Delegates created individualized action plans outlining goals and steps for incorporating newly gained skills and knowledge into their work. In September 2012, a delegation from the U.S. participated in a reciprocal exchange program in Amman, Jordan, designed to increase the professional understanding of how to implement strategies for inclusion and fostering leadership in grassroots organizations which address social issues within Jordanian society. Delegates from the U.S. participated in an intensive program of activities, seminars, consultations, public forums and site visits in the capital city and surrounding area, designed to address challenges identified by young Jordanian women with disabilities and U.S. delegates facilitated trainings in their respective professions and offered specific ideas for Jordanian partner organizations and Jordanian women professionals with disabilities, to strengthen the capacity of organizations that advocate for empowerment of women and girls with disabilities

As a result of the project, participants:

1. Increased skills, knowledge and strategies for creating, managing and sustaining effective organizations that address priority issues of women with disabilities.
2. Established specific plans and action steps to strengthen the capacity of grassroots organizations to include women with disabilities.
3. Established collaborative networks for continued professional exchange, including information, expertise, resources, and technical assistance to promote active inclusion and leadership of women with disabilities in grassroots organizations.

One-page Summary for FFATA

Global Health Professionals Exchange from Malawi and Zambia (\$440,326)
S-ECAPE-10-GR-229 (EB) – 9/13/2010 to 8/31/2012
awarded to Virginia Polytechnic Institute and State University (DUNS # 003137015)
by Bureau of Educational and Cultural Affairs (United State Department of State)

The purpose of the exchange was to bring mid-level health professionals and media personnel from Malawi and Zambia to the US to specifically develop strategies for disseminating messages about maternal and child health, reproductive health and hygiene, environmental health and sanitation to disadvantaged populations. Virginia Tech partnered with World Vision Zambia and Malawi Health Equity Network to select 14 professionals from each country to comprise two exchanges, one in April/May 2011 and one in April/May 2012. These professionals engaged in seminars, discussions, on-site visits, internships, home stays and cultural activities. They developed projects designed to increase health literacy of women and children. American teams visited the projects in fall 2011 and late summer 2012.

A conservative estimate is that the Zambia projects in 2011 reached 138,380 people, primarily as a result of highly effective messages through radio, television, and print. Another Zambia project in 2011 assisted HIV positive women and orphans in 10 villages and continues to thrive throughout 2012. The 2011 projects in Malawi impacted at least 6,800 people. The projects in 2012 in Zambia reached more than 100,000, again as a result of two media Fellows' work. The projects in Malawi in 2012 reached 7,500 people immediately with the potential of continuing to thrive for years.

The categories of the strategies developed and the specific ways of implementing each are described below:

Using the media in different ways: developing songs on various health topics and distributing them to radio stations; establishing a weekly healthy newspaper column; writing a monthly article on health news for a magazine; televising health issues from various locations

Improving the nutrition of vulnerable women and children: workshops to demonstrate healthy cooking with local resources; developing gardens to provide better nutrition as well as money to assist with school fees; providing chickens and goats to again assist with nutrition as well as money for school fees

Establishing better communication among stakeholders: bring together in face to face meetings clinic and community people to work through a process to understand the issues on both sides, e.g. lack of medicine and other resources that the government doesn't provide even though required to; surveying community opinions about clinic services and tracking their response, e.g. how courteous are they to clients

Improving reproductive health information: surveying clinics' reaction to youth who request reproductive information and contraceptives: many were being told they shouldn't be getting such things but after being confronted with the survey results, changes started being made; providing workshops in churches for congregations and for pastors who can address positively the issues from the pulpit as well as community workshops on contraception; establishing peer education youth groups in schools and communities

Improving school sanitation facilities and messages about hygiene: three different projects provided hand-washing facilities outside latrines and education on the importance of hygiene in disease prevention

Improving access to clinics: one bicycle ambulance was provided to serve three communities; involving men in pre-natal visits to clinics in ways that encourage them to get their wives to clinics prior to birthing

One-page Final Program Report Summary
Trans-Saharan Professionals Exchange Program
Grantee: The University of Findlay
S-ECAPE-10-GR-239(DT)
November 30, 2012

The Business Development Fellows grant program devised and delivered by The University of Findlay (UF) in Findlay, Ohio substantially met the goals established for the program:

- A three-four week program in entrepreneurship education (comprised of both classroom work and hands-on internship experiences) was successfully offered to 30 English-speaking participants (5 females, 25 males) from five French-speaking West African countries (Burkina Faso, Chad, Mali, Niger, and Senegal). Key learnings from the classroom portion of the training included:
 - Many entrepreneurs fail in their first venture, which is an accepted part of entrepreneurial risk taking;
 - Successful entrepreneurs are often serial entrepreneurs who start several businesses over time, not all of which will be successful;
 - Successful entrepreneurs usually do not succeed alone, they have partners and associates and friends and consultants and advisors who help them succeed;
 - Writing a business plan is a useful way entrepreneurs manage and reduce the risk of failure;
 - Integrity is usually a prerequisite for entrepreneurial success and for enjoying others' help
- A total of 13 Americans travelled for two-three weeks to all of the five African countries (3 in the "Advance Team", 6 in the first interview team to select the first cohort, and 4 in the second interview team to select the second cohort through our merit-based, competitive selection process).
- Even though the majority of the participants (19 participants in the second cohort) only engaged in the entrepreneurial training six months ago, six of the participants have already enacted parts of their business plans and launched a variety of businesses, projects, or initiatives (not all the participants were interested in for-profit ventures).
- Greater mutual understanding of our respective cultures was achieved, friendships established, partnerships are developing, and working relationships are beginning to form. Our partner in this project, the Rotary Club of Findlay, is actively exploring the idea of a joint international service project with one or more of the Rotary Clubs in Africa that participated in our project by helping us identify "up-and-coming" English-speaking professionals as candidates for entrepreneurship training.
- A variety of mass media reports were generated, or are currently under development (i.e. a website featuring many of the "stories" of the participants in the UF program is being developed).

Final Narrative Report
S-ECAPE-11-GR-143(DS)

The Institute for Representative Government (IRG) collaborated with the National Democratic Institute (NDI) and the International Republican Institute (IRI) to implement S-ECAPE-11-GR-143. Via this grant, IRG and its partners were able to bring four separate delegations of foreign parliamentarians to the United States to learn about the U.S. government, interact with current Members of Congress and senior legislative staff, and benefit from the experience of issue-specific experts on a broad range of topics.

IRI conducted two missions. The first involved five Members of Parliament from the Middle East Region, representing the countries of Bahrain, Iraq, Jordan, Morocco, and Tunisia. The purpose of the mission was to study good governance and anti-corruption measures. Delegates met with Members of Congress and senior Congressional staff, federal government officials, local government officials, and civil society representatives. The interaction resulted in program participants forming a Women's Network for Anti-Corruption under the umbrella of the Arab Women's Leadership Institute. Each program participant committed to recruiting additional female Members of Parliament into this anti-corruption initiative upon returning to their home countries.

IRI's second mission brought to the United States seven Members of the National Congress of Honduras. The study mission was focused on sharing legislative, regulatory and policy approaches toward reducing gang-related violence at the federal and state levels. The group met with Members of Congress and senior Congressional staff, federal government officials, local government officials, local law enforcement officials, and civil society representatives. The interaction resulted in several program participants leading the effort to reform the juvenile justice code in Honduras and implementing some of the restorative justice principles learned during the visit to the United States. Participants also expressed an interest in creating a stronger partnership between public and private entities akin to the relationship they witnessed in the United States when local government collaborates with non-profit groups in crime prevention initiatives.

NDI also conducted two missions. The first brought 10 Members of Parliament from Kyrgyzstan's Parliamentary Democracy Committee to the United States. During the delegation's trip to Washington, DC, and Annapolis, MD, participants exchanged information and points of view with current Members of Congress, senior Congressional staff, federal government officials, and civil society representatives. The visit was focused on the issue of transparency and openness in government, particularly in relation to improving constituent outreach. The experience resulted in a commitment by delegation participants to implement some of the good governance tools they were exposed to during their visit, including greater financial disclosure and nonpartisan parliamentary support services such as the Office of Legislative Counsel. In addition, several delegates participated in a nationally televised roundtable discussion to share their experience with their constituents.

NDI's second mission brought six Members of Parliament from Burkina Faso to the United States. The group met with Members of Congress, senior Congressional staff, state government officials, and civil society representatives. Their discussions focused on transparency in government and including women in the democratic process as elected officials. The visit resulted in some delegation members creating the "Collective Campaign Fund" based loosely on the Women's Campaign Fund delegates learned about during their trip. This initiative aims to involve women candidates from a number of political parties.

2009-2010 Youth Exchange & Study Grant Program

ONE-PAGE REPORT on Grant Number S-ECAPY-08-GR-215(MA)

December 28, 2012

Overview:

Ayusa is happy to present this final report with notes of the positive results of the 2009-2010 YES Program. We have numerous reports indicating that these students have successfully attained the goals of the YES program.

Program Activities:

The Ayusa Consortium is proud to report that between 80-90% of the Ayusa Consortium YES students participated actively in **community service**. Students reported learning a great deal about American values and culture through performing community service. Many cluster leaders incorporated community service into enhancement activities and group trips, but students also conducted community service either independently or with school groups. Some students did more than 100 hours each, and most reported building strong international friendships and connections with their community.

Roughly 95% of all students in the Ayusa consortium participated in **International Education Week**, sponsored by the Department of Education, in November 2009. The majority of students willingly made more than one presentation during the program year. Students conducted presentations in their host schools (both their own and elementary/middle schools as well), host community events, local religious institutions, and placement organization-sponsored events.

Arrival Orientation:

281 YES scholars arrived in Washington DC and attended the group arrival orientation from August 4-8, 2009. Ayusa facilitated the programming and the week was successful in helping the students adjust, as well as explore a bit of Washington DC.

Mid-Year Orientation:

Placing Organizations conducted group mid-year orientations, generally based on region and clusters. Topics covered included on-program challenges, community service, and planning for their second half of the program.

Re-Entry Orientation and Return Travel:

Ayusa International produced the group re-entry orientation in Washington, DC, June 13-18, 2009. Topics included cultural adjustment, reverse culture shock, assessment of their year, how to bring the lessons learned during the YES program back home, as well as leadership and community service opportunities back home. Students also toured DC and had the opportunity to hear remarks from Secretary of State Clinton.

Major Lessons Learned:

- Better understanding of American and YES countries' culture, diversity, and people
- Greater independence, self-confidence, and commitment to helping others through community service
- Students and host families and communities learned to be more tolerant and open to people of different backgrounds and belief systems
- Better understanding of students' own identity and building sense of national pride

2011-2012 Final Report
Kennedy-Lugar Youth Exchange and Study Program
Grant Number: S-ECAPY-10-GR-247 (MJ)

PAX-Program of Academic Exchange successfully completed the placement of 149 students from 38 countries with significant Muslim populations for the academic year 2011-2012. With the full recognition that these students are tomorrow's leaders and are, therefore, among the best bridge builders between nations, PAX staff, in conjunction with approximately 50 cluster leaders, worked diligently to build active, stimulating clusters in communities across the U.S.

PAX observed great impact on YES students as well as American students in the high schools where the exchange students were enrolled. In end of year surveys, YES student comments included:

- *"We had become one big family."*
- *"My host family, high school and host community... learned so many things about my country, and that makes us understand each other."*
- *"I showed them a lightened side of Islam..."*
- *"We found out we might call completely different things the same name! That was always amusing."*
- *"It had a lot of impact on my school in the sense that a lot of people prior to my arrival never knew my country existed until I came."*

By living with an American host family and sharing meals and traditions, YES students acquired an understanding of American values and volunteerism. Student comments included:

- *"I learned to work hard and do my best for the needy people, even when I don't get anything back."*
- *"Making people happy and smile is my reward."*
- *"By volunteering in stores like ReStore, I learned how managers/leaders are supposed to act and treat their employees and customers."*
- *"Peace can be made through youth."*

Many students expect to now become ambassadors of the U.S.A. Student comments regarding preparation to become leaders include:

- *"My main goal is to change the perspective of my people about the U.S."*
- *"I will share American culture and American values."*
- *"I plan to help a lot of women in Indonesia."*
- *"I plan on starting a peace club in my [home country] school."*
- *"I plan to arrange awareness programs and clean the beach, plant trees, etc."*

The past year brought challenges with regard to the placement of students with disabilities. It would be beneficial for all placement organizations to pool resources and contacts at specialized schools. If one organization reaches an impasse on a potential placement, it would behoove all concerned if the search for another potential placement did not have to start from scratch. Schools that have previously accepted disabled students are frequently now unable due to legal hurdles. Developing a protocol with the Department of Education to possibly waive the IEP requirement for ECA-sponsored Youth Program participants would be helpful.

In closing, students returned home with a positive image of the real America to share with their families and friends. One prominent young YES ambassador says it all: "I discovered myself in the U.S. and grew up a lot. I can start helping others and make my country better by starting to recycle, helping people who need it, letting them know how much a good education is important for a child's life, how we are all talented and can do very good things in this world."

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE) – Kennedy-Lugar Youth Exchange and Study Program
S-ECAPY-10-GR-253 (SS) Final Report: 2011-2012

Submitted by: Tsveta Semova, Director USA High School Scholarship Programs and New Program Development

CIEE successfully administered the YES program to 55 students throughout the 2011-2012 program year. CIEE's YES students were active members of their host families and communities, and worked diligently to expand communication between the US and their countries. In doing so, students gained first-hand insight into American society and culture. CIEE worked closely with American Councils and ECA throughout the year to ensure that any issue that arose was carefully handled, and in collaboration with our experienced and dedicated field staff, we were able to resolve each problem to the best of our ability.

Through their involvement in their schools and communities, YES students achieved the primary goals of the YES program including gaining a deep understanding of American society and values, acquiring leadership skills, and performing community service. During their participation in program activities YES 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 91% participation in International Education Week 2011, and many of our YES 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 YES students acted as ambassadors to their home countries.

CIEE requires YES students to complete a minimum of 20 community service hours per program year, and during the 2011-2012 year we had eleven students complete over 100 hours of service which qualified them to receive Service Awards from the ECA for their commitment to serving their hosting community. Students participated in clean-up projects, assisted with ecological and educational projects, volunteered their time with local nursing homes, 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 YES students to US government and society. 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 YES students with real examples of market economy in the US. One example of students being directly exposed to the US political system is the cluster in North Carolina visited the state house and participated in the Page program where they met local representatives.

Communities that hosted YES students have gained an understanding about YES partner countries with significant Muslim populations and now have more realistic perception of people coming from that part of the world. Many host families learned about unique cultures that are not necessarily popular in the US. Each year CIEE reviews and analyzes the statistical data collected from the volunteer surveys sent to students and host families which allows us to assess the progress and growth of the YES program and to highlight areas which need improvement. When asked to rate how supported they felt by their Local Coordinator throughout the year 76% of YES host families rated their Local Coordinators good or excellent. Considering that 84% of YES host families had never hosted an exchange student before, 69% of all YES host families reported that their experience was good or excellent, and 44% would host again in the future.

YES students responded to the end-of-year survey as well: 80% of YES students said the program was effective in introducing them to volunteerism and community service, 85% felt that the program increased their understanding of U.S. democratic values and U.S. government, 98% said that they felt they were exposed to diversity within their schools and communities and 100% felt they gained leadership skills throughout their exchange experience. 81% of the students reported that their overall opinion of the U.S. improved as a result of coming on the program. One YES student wrote: It has been so great to see how I have been able to adjust and become independent in a whole new environment!"

To summarize, YES students directly benefitted US society and their home countries by educating their peers and community members about life in countries with significant Muslim populations. 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. YES students actively assisted in promoting tolerance and peace by dispelling stereotypes and misconceptions about American and Muslim cultures.

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE) – Congress-Bundestag Youth
Exchange Program

S-ECAPY-11-GR-069(KF)

Final Report: 2011-2012

Submitted by: Tsveta Semova, Director, USA High School Scholarship Programs and New Program Development

The 2011-2012 program year marked the 15th year of CIEE's administration of the Congress-Bundestag Youth Exchange Program. CIEE is privileged to continue managing the scholarship, and looks forward to future years administering and enhancing the program. In PY 2011-2012, CIEE received 57 German participants screened, selected, and oriented by Experiment e.V., our partner organization in Germany. CIEE selected 50 American participants from the Southeastern United States and Puerto Rico to be received by Experiment in Germany. Local field staff as well as in-office staff in both Germany and the US supervised and supported the students throughout the year. In administering the grant award CIEE provided the following:

CB Inbound

Arrival Orientation: CIEE administered the program for 57 participants. By program end, we retained 98% of our participants, ending the year with 56 participants. One of the ways in which we gauged the outcome of the Arrival Orientation was to ask students to provide their feedback in the form of evaluations. These evaluations were very positive with most students expressing their satisfaction with the orientation and stated they had a good sense of preparation for their upcoming year.

International Education Week: CIEE received documentation from all 57 students for presentations they gave at elementary, middle, and high schools, as well as local churches throughout the US. The goal of International Education Week was met, as the students' exposure to the wider community enabled them to promote increased understanding of their home country through discussion and in most cases, visual presentations.

Mid-year Meeting: Mid-year meetings were held for 2 or more CB students between January and March 2012. The outcome of the mid-year meetings was that students overwhelmingly described their exchange year so far as a positive experience in their mid-year program evaluations. Another successful outcome of the mid-year meeting was the ability for many students to interact with state government, serving as pages or touring government offices. For many, this exposure fulfilled the program requirement to make contact with a Congressional Representative during their time in the US.

Community Service: 57 CB students reported their projects with over 2,900 volunteer hours spent in their host communities. In addition to the program components, CIEE's Community Project requirement enabled students to better understand the American cultural principle of volunteerism, and many students considered it a valuable experience which they hoped to put into action more widely in Germany.

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

Program Monitoring: CIEE full-time staff visited a total of 13 CBYX students in their host families. This represents 23% of our CBYX students, 3% over our commitment of 20%. Host families reported enjoying the exchange experience and the presence of our students in their homes. We also visited high schools whenever possible and used the opportunity to meet and train field staff.

CB Outbound

Selection: 50 students were selected from a pool of 134 applicants. CIEE selected a group of participants that represented every state in the Southeast US region. By the end of the year, we had retained 96% of the participants.

Pre-Departure Orientation: All 50 students attended the program orientation in Washington, D.C. which delineated expectations for the year ahead through participant interaction with program staff and alumni.

Mid-year Meeting: Successfully conducted by Experiment e.V. from January 19-22, 2012. Through increased focus on seminars about communication and problem-solving for social situations, fewer students expressed need to change host families in the latter half of the year.

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

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

Federal Funding Accountability and Transparency Act (FFATA) Program Report

Project Title: Disability Components Program
Agreement Number: S-ECAPY-11-GR-110(KF)
Grant Period: July 8, 2011 - August 31, 2012
Contact: Stephanie Gray, MIUSA Program Manager, (541) 343-1284

Mobility International USA (MIUSA) conducted an integrated three-phase program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), consisting of Preparatory Workshops for Future Leaders Exchange (FLEX) and Kennedy-Lugar Youth Exchange and Study (YES) students with disabilities, ongoing support services to FLEX and YES placement organizations and students with disabilities throughout the 2011-12 academic year, and a Leadership and Reentry Workshop for FLEX and YES Students with Disabilities, all designed to enhance the U.S. academic year and academic semester experience of 31 FLEX and YES students with disabilities.

Outcomes of the project included:

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

In July/August and October 2011, respectively, academic year FLEX and YES students with disabilities participated in preparatory workshops in Eugene, Oregon designed to prepare students for disability-related aspects of their exchange experience. These intensive workshops also enabled MIUSA to compile useful and accurate information regarding each student's disability-related interests, access strategies and needs. MIUSA conducted a one-day preparatory workshop for YES semester students with disabilities in Alexandria, Virginia, on January 28, 2012, to coincide with the students' arrival orientation in the United States. Throughout the 2011-12 academic year, MIUSA provided support services to placement organizations and, as requested by placement organizations, to FLEX and YES students with disabilities, host families, and schools. Support services included technical assistance, referral to resources, and suggestions to address disability-related questions, resolve access issues and tap into local resources to enhance the experience of FLEX and YES students with disabilities. In spring 2012, FLEX and YES students with disabilities studying in the U.S. participated in a Leadership and Reentry Workshop in Eugene, Oregon designed to foster successful reentry to students' home countries. Students created individualized action plans outlining goals and resources for reentry, including ideas for encouraging the participation of youth with disabilities in their home countries in future FLEX and YES programs.

FINAL PROGRAM REPORT 2012 – German American Partnership Program S-ECAPY-12-GR-068 (RJ)

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 2012, 8,817 students traveled across the Atlantic to visit their partner schools: 5,258 German students traveled to the U.S. (i.e. 303 groups), while **4,160 American students visited Germany** (i.e. 320 groups). Most of the American participants came from the following states (top to bottom): PA, WI and MN.

As a rule, two teachers accompany each group. In 2012, this adds up to 606 teachers from Germany coming with their groups to the U.S. and over 640 **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 2012, a total of **1782 students from 104 German schools were awarded grants, covered by funds from the U.S. Department of State.**

In 2012, a total of 79 U.S. students from 21 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 2012 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 2012, Chicago, IL:

Introductory seminar for American GAPP coordinators

January 2012, Bonn, Germany:

Introductory seminar for German GAPP coordinators

January 2012, St. Louis, MO:

AATG meeting, Washington University, Introduction to the Program for teachers of German

November 2012, Columbus, OH:

AATG meeting, Introduction to the Program for teachers of German

Conventions and Conferences:

April 2012, New York, NY:

North East Conference on the Teaching of Foreign Languages

June 2012, Minneapolis, MN:

Information at Goethe-Institut booth at Annual Conference of School Counsellors (ASCA)

October 2012, Saratoga Springs, NY

Information at Goethe-Institut booth at the NY State Association of Foreign Language Teachers (NYSAFELT)

November 2012, Philadelphia, PA

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

New materials: New GAPP logo; new comprehensive GAPP brochure and new GAPP flyer; updated GAPP Home Page www.goethe.de/gapp, updated Power Point Presentation, Germany Online (GAPP E-Link Section 2012), GAPP Travel Journal 2012 (worksheets for students); new GAPP DVD 'Intercultural Adventures with GAPP – Made in Germany'