

University of Southern California School of Cinematic Arts

2009 FUSION ARTS EXCHANGE FFTA SUMMARY

For the third summer, the USC School of Cinematic Arts brought 20 international and American undergraduate university and college students to the USC campus for a four-week academic workshop in production, screenwriting, and American film studies, followed by a two-week educational bus tour. The students came from five countries--Lebanon, Egypt, Mexico, France, Philippines, plus the United States. They received intensive academic and hands-on instruction, and they had the opportunity to attend special screenings, seminars, visit motion picture studios and television production facilities. The experience also provided a unique opportunity for these young people to learn more about the United States, the American people, and most importantly, about one another.

Five American undergraduate students were selected from more than 60 applicants representing 30 different college and university film programs. In total, there were 11 women and 9 men.

Four Cinematic Arts instructors were selected, all of whom had taught in the previous programs. Following an all-day student orientation, the students began a five-day a week program in screenwriting, production and American film studies. In writing, they were divided into two groups of ten students, and their assignment was to develop an original story idea into an outline and then into a short script.

In production, the students learned the basic elements of storytelling, directing actors, and staging scenes. Divided into ten teams of two students each, they produced, directed and edited a one-minute video depicting an emotion. During production, they had access to the school's acting pool, and they learned to use the Avid non-linear editing systems.

For film studies, the students watched several American films that reflected American history, culture and the human condition, followed by in-class discussions.

Other activities included a visit to working television sets (GLEE and MADMEN), a movie studio tour, and a visual effects facility. They also attended numerous special on-campus screenings and seminars in the evening, and visited several popular Los Angeles sites on the weekends.

For the final two weeks of the program, the students and five chaperones flew to Boston for the start of a historical tour of the eastern U.S. After spending three days in Boston visiting colonial sites, they took a bus to New York City for three days, and then to Philadelphia for one day that included a tour of the American Revolution buildings. Their final stop was Washington, DC, where they met with the Fusion Arts program officer, and then toured the Capital, the museums along the National Mall and the streets of Georgetown. On August 15, all the students returned to their home countries or home cities.

FFATA for Grant S-ECAAE-07-179 (LM)

Following is the Federal Funding Accountability and Transparency Act (FFATA) report for the FY 2007 Bureau grant to the Mitchell Scholars Program:

GEORGE J. MITCHELL POSTGRADUATE SCHOLARS PROGRAM

The George J. Mitchell Scholars program is a national competitive fellowship administered by the US-Ireland Alliance. The Mitchell is designed to introduce and connect generations of future American leaders to ~~people of~~ the island of Ireland, while recognizing and fostering intellectual achievement, leadership, and a commitment to public ~~service~~ and community.

~~Conceived in 1998, and launched one year later~~ With ECA funding, twelve Scholars were selected and supported through one-year post-graduate degree programs on the island of Ireland.

Scholar Programming Scholars were involved in internships and research projects as integral complements to their academic degree programs. In addition to their individual activities, Scholars participated in events in Dublin, Belfast, and Limerick, meeting with business, civic, cultural, and educational leaders in Ireland and Northern Ireland. These include government ministers, journalists, economists, theatre critics, and representatives from the US and Irish business communities. All Scholars participated in an orientation in Dublin in September, as they began their studies. In addition, they gathered in Belfast for a mid-year retreat, attending briefings and holding meetings with members of local and regional governments, as well as attending cultural events in the city. The collective Scholar year concluded with Commencement, in which all Scholars participated, before returning to their individual university campuses to complete their programs of study.

Alumni Programming We have created a contact directory for the Scholars, including community-building tools. Last year we extended our presence in the US, creating opportunities to strengthen the relationship between the US and Ireland through the participation of Mitchell Scholars. Fiach MacConghail, Director of Ireland's Abbey Theatre, was the guest of honor at an event held at the Y92 Tribeca in New York City. Among the guests were leaders in the theater community in the US and Ireland, Permanent Representative of Ireland to the UN Anne Anderson, and Mitchell Scholars from several previous classes. Irish Senator David Norris was the guest of honor when he spoke at an event in San Francisco. In addition, Scholars gathered in New Orleans to participate in a service project with the Broadmoor [Neighborhood] Improvement Association in moving into a new elementary school.

Changes and Developments There have been a number of important changes and developments – significant among them changes in staffing. Mary Lou Hartman stepped down as Director, ~~and~~ Jennie LaMonte became Managing Director in July 2009.

In a concerted effort to raise awareness of both the strength of the Irish universities and the range of internationally competitive programs available at these institutions, we give applicants the option of having their contact information forwarded to the Irish universities if they are not selected as Mitchell Scholars. We are engaged in an on-going effort with Irish universities to create information targeted toward those considering professional masters-degree programs. We have also begun planning for a symposium on Higher Education in Ireland, to be held in Chicago on 13 July 2011, in conjunction with the bi-annual NAFA conference.

The natural growth in numbers of Mitchell alumni has caused the program to reassess alumni efforts. This year, over twenty-five Scholars from previous classes traveled to New Orleans to participate in a cultural and education~~al~~ experience, as well as a service project.

Conclusion The Mitchell Scholarship could not exist without the ~~tremendous~~ support of the Bureau of Educational & Cultural Affairs. The FY2007 grant was a deeply valuable element in strengthening one of our country's principal fellowship programs. In the 21st century, as the United States navigates its way through a turbulent and complex world, the international experience and training of the next leadership generation is an urgent, critical national priority. We ~~truly~~ believe that Mitchell Scholars are and will be an important resource for our future relations, not only with the island of Ireland, but also in the broader context of US engagement with the world.

WSOS Community Action Commission, Inc.
Great Lakes Consortium for International Training and Development &
Arts Council Lake Erie West

**Art Exchanges on International Issues for Tanzania
S-ECACU-08-GR-226 (SJ)**

Executive Summary One-page Report

June 11, 2010

Executive Summary - Art Exchanges on International Issues for Tanzania

It is with great pleasure that **"Art Exchanges on International Issues for Tanzania"** has taken on a life of its own and become a success through the empowerment of talented and dedicated women artists in Tanzania and the U.S. Two Northwest Ohio regional agencies, the Great Lakes Consortium for International Training and Development (GLC) and the Arts Council Lake Erie West (ACLEW) received the grant – through WSOS Community Action Commission, Inc. – as Contract Agent and Manager – for an exchange program between NW Ohio and Tanzanian artists that was completed during the period of September 2008 and March 1, 2010. Funds were expended according to the budget as illustrated in the final report.

The goal of the two-way exchange program was to bring emerging women artists from Tanzania and the U.S. together to illustrate how visual arts are utilized to express issues, engage others and promote tolerance and respect for women as artists and leaders in the community. As a result of the strong and successful collaboration among U.S. organizers and Tanzanian alumni partners, the program exceeded projected goals, changed the lives of many young women artists in Tanzania, and made a big impact on participating U.S. artists and community members. Twenty-five Tanzanians and thirteen U.S. women artists were directly involved in five separate exchanges focused on 'training the trainers' in arts business development and women's gender issues.

One of the greatest successes of the project is the creation of the Tanzanian Women Artists' Network (TZ-WAN) where over 500 women directly participated in American led workshops in six cities forming the 'WAN' network with chapters in: Arusha (AWAN), Bagamoyo (BWAN), Dar es Salaam (DWAN), Dodoma (DoWan), Tanga (TWAN) and Zanzibar (ZWAN). WAN membership continues to grow as democratically elected leaders and artists conduct meetings and activities to involve, educate and train others. Over 1,000 women artists have benefited from this program through GLC alumni, TZ-WAN and other delegates who conduct activities, workshops, classes, and participate in festivals and other programs to involve women, men and children. The six WAN chairwomen form the leadership of the TZ-WAN to provide interaction and communication between the WAN regions. The networks provide a unifying identity and support system for women artists to share and learn, pool resources, share spaces and collaborate on commissions, products and services. Two U.S. arts import agencies are working with the networks to improve quality, marketing and distribution. U.S. galleries have invited Tanzanian artists to exhibit and two Tanzanian women have scholarships to attend U.S. universities.

Life-changing experiences have been brought about in the exchange, both for artists and the countless hundreds of people involved with them – both in Tanzania and in the U.S. The saying 'art can save lives' has been proven true. By obtaining new skills and engaging in the world of possibilities, Tanzanian women have shed their fears and inhibitions and have discovered a new side of their femininity that has empowered them to set new goals and reach for success. U.S. women artists have a deepened commitment to incorporating social issues in their goals as women and artists. One U.S. delegate has become Chair of a University Communications Department while another U.S. delegate artist/art educator was awarded 'Teacher of the Year' by her schools' administration for going above and beyond the classroom.

The program is a testament to the strength, creativity, resilience and tenacity of women who have been working in the shadows of men – creating their arts and crafts, managing the responsibilities of raising children and caring for their family. Young women who appeared shy and hesitant emerged confident and full of self-esteem, willing to be new trainers who approach their lives, their families and their art with renewed energy to engage others so they too may benefit from this experience.

“Faith and Community: A Dialogue”-- #S-ECAPE-07-GR217 (DT)
May 12, 2010: Program Summary Report by the Indiana Center for Cultural Exchange

Two 3-Week Exchange Visits to the United States: March 28 to April 19, 2008 and April 3 to 25, 2009, each with 6 Muslims from Thailand and 6 from the Philippines who are leaders from religious organizations, academic institutions, NGOs, the media and government agencies. The participants attended programs, presented public forums, and made site visits at: **Universities:** Purdue University, Indiana University, the University of Notre Dame, the University of Chicago, Georgetown University; **Islamic Organizations:** The Islamic Society of North America, the Islamic Center of America, the Mosque Foundation of Chicago, the All Dulles Area Muslim Society, the Nur-Allah Islamic Center in Indianapolis, International Institute for Islamic Thought, the Islamic Center of Lafayette; **Jewish and Christian Organizations:** the U.S. Conference of Catholic Bishops, the National Council of Churches, the Archdiocese of Chicago, Hillel Center at Indiana University, Temple Israel of Lafayette; **Interreligious Organizations:** the Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding, the World Conference of Religions for Peace, the Interfaith Alliance.

Themes of the Exchanges: Value of Interreligious Dialogue; Value of Diversity and Civil Discourse; Value of Interfaith Collaboration for Peace; Islam In America; Deepening Americans’ Understanding of Islam. At the request of our participants, Muslim academics and leaders spoke about, and provided materials on, (1) how to convince youth not to join radical groups involved in violent actions, and (2) Imam training and leadership development.

Two 10-Day Return Exchange Visits to the Philippines and Thailand: November 28 to December 12, 2008 and December 6 to 17, 2009, with 10 participants going to the Philippines in 2008, and 6 participants going to the Philippines and then joined by 3 more participants going to Thailand in 2009. US participants were Catholic, Protestant and Muslim leaders from academia and religious organizations. The return exchange participants attended programs, presented public forums, and made site visits at: **Universities:** University of the Philippines, University of Santo Tomas, Mindanao State University General Santos City, Notre Dame of Dadiangas University in Mindanao, Ateneo de Manila University, Pamantasan ng Lunsod ng Mahnila, Mahidol University and Thammasat University in Thailand; **Islamic Organizations:** Muslim Consultative Assembly of Quezon City in the Philippines, Salam Compound in Manila, Center for Moderate Muslims in the Philippines, World Association of Muslim Youth (WAMY) in the Philippines, Islamic Studies Call and Guidance in the Philippines, Liwanag ng Kapayapaan Foundation in the Philippines, Golden Mosque and Blue Mosque in the Philippines, Haroon Mosque in Thailand, The Central Islamic Committee of Thailand, the Islamic Center of Thailand, Office of Islamic Affairs for Ayudhaya Province of Thailand, the Islamic Santhitham Foundation in Thailand, the Prateepsasana Islamic School of Thailand; **Interreligious Organizations:** Religions for Peace Interfaith Youth Network and the Focolare Movement in the Philippines.

Themes of Return Exchanges: Learning about Islam in the Philippines and Thailand; Presenting Public Forums on “Islam in America and Interfaith Relations” at the University of the Philippines (audience of 300), Mindanao State University in General Santos City (audience of over 2,000), Notre Dame of Dadiangas University in Mindanao (audience of 500), Sarangani Province in Mindanao (audience of 200), Islamic Center of Thailand (audience of 100), Thammasat University in Thailand (audience of 150).

Major Follow-on Initiative: The ICCE partner, the Kroc Institute at the University of Notre Dame will hold a “Regional Peace Education Development Workshop” at Payap University in Thailand for 26 university leaders in Mindanao and southern Thailand October 17-22, 2010 as an outcome of the linkages established by the ICCE’s “Faith and Community: A Dialogue” project.

Final Report Summary – S-ECAPY-07-GR-154(DT)

Youth Exchange and Study Program, Afghanistan, 2008-09 Academic Year

The United States Department of State Bureau of Educational and Cultural Affairs (ECA) awarded American Councils for International Education: ACTR/ACCELS a grant of \$890,296 on August 10, 2007 for recruitment, selection, orientation and preparation of students, travel, placement in host families and schools, on-program support, and alumni activities for the 2008-09 Youth Exchange and Study (YES) program for 37 students from Afghanistan.

American Councils responsibilities for the program included recruitment and selection of program participants; pre-program preparations including a one-month pre-departure orientation and overseeing issuance of visas; medical review of accepted applicants; travel of students from their home cities to their U.S. host city at the beginning of the program year (August 2008), placement in U.S. well-screened families and schools for the 2008-09 academic year, return travel at the end of the academic year in May and June 2009; and on-program support for students who experienced problems on the program; and alumni activities.

A total of 37 students participated in the 2008-09 program, of the more than 2,200 students who initially applied for the program. American Councils staff in Afghanistan traveled to approximately 12 cities to recruit for the program, allowing students from many communities to take part in the program. All program activities were undertaken in close cooperation with the Bureau of Educational and Cultural Affairs and the U.S. Embassy in Kabul. World Link collaborated with American Councils in the placement and on-program support of the students. While in the U.S., students lived with host families and attended U.S. high schools. They also participated in a program of enhancement activities that varied depending on their placement location. American Councils and World Link successfully completed all components of the program within the specified grant period.

The goals of the YES program are to promote mutual understanding and respect between the U.S. and the participating countries, to teach students from predominately Muslim countries about the U.S. and its people, and to help Americans learn about Afghanistan (under this specific grant). The program met its goals as indicated through surveys and on program activities. All students made presentations about Afghanistan in their U.S. schools and taught U.S. citizens about their culture, country, and religion. Students also returned home ready to implement community service activities like those they took part in during their stay in the United States. Alumni had also pursued a variety of events to promote English language and professional development.

INSTITUTE OF INTERNATIONAL EDUCATION

Agreement#: S-ECAPV-09-CA-007(SM)
Award ID #: 1779
Program: International Visitor Leadership Program FY09
Sponsor: Department of State
Project Director: Nancy Overholt/Eurica Huggins

FINAL PROGRAM REPORT

Submitted by

**Nancy Overholt, Executive Director, Professional and Global Exchanges Division
(PGE)**

**Eurica Huggins, Director, International Leadership Program, PGE Division
Institute of International Education**

In FY09, the Institute of International Education (IIE) arranged 79 IVLP projects across the U.S. for 615 emerging and current leaders from every region of the world who participated in the program in one of the following types of projects: Regional, Multi-Regional, Sub-Regional, Single Country Projects, Individuals, Individuals Traveling Together, and Voluntary Visitors.

During FY09, IIE program staff, in partnership with their ECA program officers and counterparts in the Councils of International Visitors, developed substantial, high quality and highly-customized programs that offered the IVLP participants with well-balanced, non-partisan projects representing the diversity of American political, social, and cultural life. The diversity was reflected in the program itineraries, geographic and community size, and the range of opinions and perspectives of the professional resources to which the participants were exposed. The programs were also well-paced and reflected the high quality of administrative responsibilities that included the appropriate logistics for each participant. The programs were arranged around specific themes such as Corporate Social Responsibility, a Voluntary Visitor Project, and Art as Social and Political Commentary, NEA Regional Project. IIE worked on a number of special interest projects including the Combating Homeland Security Threats from Transnational Crime and Terrorism, a Sub-Regional Project for Iraq and Lebanon. During the administration of these special projects, IIE went above and beyond to make certain that all programmatic and administrative responsibilities accurately reflected the federal government's policies, practices and procedures. For the second year in row, IIE supported ECA colleagues by facilitating the New York hotel accommodations for the FY2009 Edward R. Murrow Project for Journalists that included the visitors, Department of State officials and representatives of the National Programming Agencies. This effort by IIE resulted in significant cost savings to ECA.

The Institute takes very seriously its obligation to adhere to State Department's policies and procedures when administering the IVLP. All FY 09 reporting responsibilities have been met and projects have been reconciled. IIE also continues to maintain the appropriate technology capability in order to efficiently administer the IVLP program.

Overall, the general feedback IIE has received from our ECA colleagues who work with us on the IVLP continues to be very positive.

For FY09, the final costs were as follows: Administrative - \$1,864,517.00; Program - \$4,518,515.00; and Cost Share - \$381,926.00.

Iraqi Young Leaders Exchange Program One-Page Summary

GRANT NUMBER: S-ECAPY-07-GR-090 (MA)

From April 16, 2007 through October 31, 2009, World Learning administered the **Iraqi Young Leaders Exchange Program**, an exchange program for students and adult youth leaders from Iraq. World Learning worked with the following partners: America's Development Foundation; Colleagues International, Kalamazoo, MI; International House of Metrolina, North Carolina, NC; Cleveland Council on World Affairs, Cleveland, OH and the World Affairs Council of Kentucky and Southern Indiana, Louisville, KY. The two five-week exchanges to the U.S. took place from July 3 through September 8, 2008.

The IYLEP program consisted of three phases: pre-departure activities (recruitment, selection, pre-departure orientation); the U.S. program (orientation, U.S. community visits to in small teams, American-Iraqi Camp in Brattleboro, Vermont; and civic education and re-entry program in Washington, DC); and follow-on activities in Iraq. Program dates of each exchange were: Exchange 1, June 27-July 31 and Exchange 2, August 2-September 5, 2008. A total of 40 students and 5 adults from Iraq participated on the five-week long U.S. exchange programs. Participants traveled from various cities and regions in Iraq to Istanbul, Turkey where they participated in a two day pre-departure orientation to prepare participants for traveling to the United States and U.S. immigration documents. Participants began their program in Washington D.C., stayed with host families in Charlotte, NC; Kalamazoo, MI; Cleveland, OH; and Louisville, KY. The group reconvened in Brattleboro, Vermont, along with a group of 23 competitively selected American teenagers for an American-Iraqi Youth Camp. The final program segment, a civic education week in Washington, DC, allowed the students to use Washington as an experiential classroom, integrating what they have learned in the previous month with the sights and experiences within the nation's capitol. Participants returned to Iraq via Istanbul, Turkey at the end of their program. A reunion conference was held in August of 2009.

The goals of the program accomplished the following:

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

Activities included: dialogue groups; team-building exercises; discussions about life in Iraq and America; introduction to U.S. Government; simulations: activism and local government, civil rights, HIV/AIDs, etc; Washington, D.C. sightseeing to monuments and museums; community briefing; time for journal writing; various workshops to learn about leadership, grassroots activism, and volunteerism; host family stay and high school experience; ropes course; cultural and sporting events; follow-on project action-planning; and closing ceremony and evaluation.

Summary

The program aimed to develop a cadre of young adults in Iraq who have a strong sense of civic responsibility, a commitment to community development, an awareness of current & global issues, and strong interpersonal leadership skills, foster relationships among youth from different ethnic, religious, and national groups in Iraq, and to promote mutual understanding, respect and collaboration between the United States and Iraq. These goals were accomplished and despite all the logistical problems and challenges the participants remarked that this was a transformational experience for them. The relationships built during this program still continue to flourish today and everyone involved from host families to the facilitators at the ropes course still talk about the program and how informative and transformational it was for them, too. As a result of these first exchanges, the interest in the IYLEP program is growing and in 2010 received its largest number of almost 400 applications for the high school program.

NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS

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INCREASING PUBLIC PARTICIPATION IN LAND USE DECISIONS IN CHINA One-Page Report to The State Department's Bureau of Educational and Cultural Affairs

Currently land use is a hot topic in China and public participation is a weak point. This program linked these issues together and provided Chinese scholars and officials an introduction to the American experience of these issues. The program provided excellent lessons China could learn from to reasonably resolve problems of fairness as we continue our development.

– quote from a Chinese delegation member

In response to a Request for Grant Proposals (ECA/PE/C-07-01) issued by the State Department's Bureau of Educational and Cultural Affairs, the National Committee on United States-China Relations submitted a winning proposal for a project on "Increasing Public Participation in Land Use Decisions in China." The project was made up of three phases: a two-week study trip to the United States for a delegation of Chinese specialists on land use; a series of workshops on land use development and how to involve the public in such decisions run by American experts visiting China for two weeks; and the writing and dissemination of two case studies by the Chinese participants with input from American participants in the program.

In early February, 2009 a group of eight Chinese land use experts including local government officials, law professors, and a judge visited the United States. Each stop on the trip had a different focus. In the New York area, it was procedural issues; in greater Washington, D.C., it was the federal government agencies responsible for land use decisions and alternative dispute resolution methods; and in the San Francisco Bay area, it was community groups and NGOs that work on land use decisions. Along the way, delegation members met with scholars who do relevant research at academic institutions such as Yale, Berkeley and NYU; federal and municipal officials who work on the front lines of land use decisions; and NGO representatives who work both with and in opposition to government agencies on land use issues. The delegation members also sat in on a public hearing and met with a public interest law firm that represents citizens in land use disputes. Detailed schedules for this and the delegation described below can be found in our full report.

In September of 2009 a group of four American experts and a scholar-escort visited Shanghai, Xi'an, and Zhengzhou to participate in workshops on land use and public participation. A total of 83 officials, scholars and graduate students attended the day-long workshops. In each city, prior to the workshop, the delegation spent time attending meetings with their Chinese counterparts. Among others, meetings included a discussion with the Shanghai Bureau of City Planning on recent developments in land use and public participation; a conversation with representatives from a homeowners association about their organizations' developing role in land use decisions; and a roundtable discussion with judges from the Shaanxi Higher People's Court focused on the Chinese system of mediation of land use cases.

As a final phase of the project, two of the Chinese participants wrote case studies of land use and public participation in China. Professor Zhu Mang from Shanghai Jiaotong University wrote about a pilot project initiated by the Shanghai government to experiment with methods of public participation and open government in the demolition, compensation, and relocation process. In the second case study, Professor Wang Zhouhu, a law professor from Northwest University of Politics and Law, contrasted the traditional Chinese ways of communication between people and the government with public hearings and other methods that have been brought to China from abroad. While noting that traditional forms of communication are a useful avenue for citizens to communicate with the government, Professor Wang also highlighted several ways that the public hearing system can be improved in China. The case studies have been posted on the National Committee's website and distributed to relevant contacts.

The National Committee is very gratified to have been involved in this fascinating and timely program that was carried out at an opportune time for development in the area of land use and public participation practices in China.

SUMMARY of report on Agreement S-ECAAS-08-GR-141(SS)
“Expand Education and Research Exchange in Science with Mongolia”

An eight-member team of faculty members and administrators from the South Dakota School of Mines (School of Mines) and Oglala Lakota College (OLC) completed an 18-day trip to Mongolia between May 16 and June 2, 2009. Visited were the Mongolian University of Science and Technology (MUST), the National University of Mongolia (NUM), the Technical College of Darkhan, the Technical School in Uvurkhangai, the branch campus of MUST at Erdenet, and potential field-research sites in the Gobi Desert. Memoranda of Understanding were signed with the presidents of MUST and the Technical College of Darkhan. A Provision of Services agreement was negotiated with the MUST campus at Erdenet and is due to be signed in summer 2010.

In fall 2009, executive administrators from the Technical College of Darkhan visited SDSM&T and OLC. The president of SDSM&T plans to visit MUST and the Technical College of Darkhan in summer 2011. The number of Mongolian students enrolled or enrolling at SDSM&T has increased, and SDSM&T students continue to travel to Mongolia for field-research experiences. A team of two faculty members and four students will travel to Mongolia in May 2010. Three team members successfully helped establish a bi-annual Mining and the Environment conference, the first of which took place in June 2009 in Erdenet, Mongolia. The team members from SDSM&T and OLC presented papers at the conference and have since collaborated on the submission of a proposal to the National Science Foundation. Below are summary comments on the major project goals:

Establishing structures, agreements, and support systems needed to send students to MUST, the Technical College of Darkhan and/or the Technical School in Uvurkhangai

- MOUs and a draft Provision of Services agreement were achieved; however, money and language continue to be barriers for educational and research exchange between the U.S. and MUST. The most promising opportunities for collaborations and exchanges are in the areas of 1) researchers working with researchers, 2) Mongolian undergraduate and graduate students to study metallurgy, mining, and civil engineering at SDSM&T, and 3) field camp experiences for SDSM&T students in Mongolia.

Establishing collaborations with NUM

- Potential exists but funding cutbacks and administrative decisions at OLC has precluded action.

Study in South Dakota and Mongolia of biology, paleoecology, geology, and/or paleontology

- The greatest progress has been in paleontology research and collaborations between researchers at SDSM&T and MUST in the area of hydrology and water quality.

Encouraging Mongolian students to study at SDSM&T or OLC

- Progress is slow in enrolling Mongolian undergraduates at SDSM&T; however, significant progress is being made in increasing the number of Mongolian graduate students at SDSM&T.

Creating field-camp and/or for-credit experiences in Mongolia

- Progress is being made despite the logistical and financial challenges .

Progress made in “other” areas not anticipated by or described in project proposal

- Team members helped establish a Mining and the Environment Conference in Erdenet and collaborated with MUST in submission of a research-funding proposal to the National Science Foundation.

One-Page Program Summary Report

On behalf of the U.S. Department of State's Office of International Visitors in the Division of Professional and Cultural Exchanges for the Bureau of Educational and Cultural Affairs (ECA), the International Institute of the Graduate School, headquartered in Washington, DC, administered the FY2009 International Visitor Leadership Program renewal assistance award. The time frame started October 1, 2008 and ended September 30, 2009. We administered award S-ECAPV-09-CA-004(JY), under which \$654,324 was awarded by ECA for program administration and \$42,000 was cost-shared by the Graduate School.

Five staff members implemented the International Visitor Leadership Program: Program Manager Thea Richard, Program Officers Sara Delson and Bill Bobbitt, and Program Specialists Zejfa Jahic and Lauren Jacobs. The staff completed 31 voluntary visitor and grantee projects in all program configurations (individual, individuals traveling together, single country, regional, sub-regional and multi-regional) for 7 – 24 days. The 210 visitors studied various themes and met with their U.S. counterparts to discuss and exchange ideas, speak in schools, volunteer in the community, attend conferences, participate in home hospitality and home stays, and experience U.S. culture and society. Some projects implemented include: WHRP on Breast Cancer Awareness and Community Outreach, MRP on Women and Entrepreneurship, IV Japan on a Virtual Workforce, AFRP on Religious Tolerance and Interfaith Dialogue, SCP Iran on Agriculture: Water and Soil Management, ITT France on Federalism and Democracy in the U.S., SCP China on Newsroom Management, and the Edward R. Murrow Program for Journalists.

The Graduate School's Institute is proud to contribute to U.S. foreign policy and public diplomacy goals. We do so by exposing international visitors to the U.S. and ensuring a wide sector of the U.S. populace meets with them. Through the International Visitor Leadership Program, we help foster mutual understanding around the globe.

Program Summary Report, S-ECAAE-06-CA-155 (LM)

The initial purpose of the program was to provide funding to send VMI cadets to study abroad for a semester in the Middle East and North Africa and to bring cadets from a military academy in a MENA country to VMI for a semester. After several attempts to find a MENA military academy to send cadets to VMI, it was determined it would not be possible to have cadets come to VMI on this program. There were to primary reasons for this:

- Some MENA countries' military academies were more like police academies than undergraduate academic institutions and the students at these academies were not prepared for and, in some cases, had no need to take courses at the college level in the U.S.

- Some MENA countries' academies did not want to send their cadets to the U.S. for what appeared to be political reasons – external and/or internal.

DoS ECA and U.S. Embassy personnel were very supportive and helpful in attempting to find a suitable military academy in the MENA to send cadets to VMI but in the end the decision was made to amend the agreement to eliminate the requirement to bring cadets from the MENA to VMI. The amendment stated that the program's new purpose was to provide funding to allow thirty-one VMI cadets to study the Arabic language and learn about the cultures of Arabic-speaking countries in the Middle East or North Africa.

Scholarships were provided to the cadets to cover partial tuition/room/board for their programs abroad and the cadets themselves were responsible for paying airfare and miscellaneous expenses. By using this approach we were able to fund more cadets (34 instead of 31) and it was felt that by having the cadets pay for a significant share of their expenses, they would have more ownership in their program. Thirteen of the cadets studied abroad for a semester in Jordan or Morocco and twenty-one of the cadets studied abroad during the summer in Morocco.

Cadets who participated in the program completed an evaluation upon returning from their summer or semester abroad program. These evaluations were used to assess their level of achievement of education abroad learning outcomes related to gaining an understanding of a new culture, increasing their understanding of their own cultural values and biases, influencing their view of the world and their role in it, and increasing their desire to continue learning about other cultures. The results of the assessment were overwhelmingly positive with all cadets indicating that they had achieved the desired outcomes.

Results of Arabic language assessments were also positive. The cadets' self-reporting indicates that they felt that the experience abroad significantly improved their Arabic proficiency. Language proficiency tests indicate that most cadets increased their proficiency level from novice to intermediate and in one case from novice to advanced.

It is clear that the cadets who participated in the program became very interested, and in some cases passionate, about studying Arabic and the cultures of countries in the Middle East and North Africa. Many have returned to the region to continue their studies, to conduct undergraduate research or simply for pleasure. One cadet who participated in the program has been selected by the U.S. Fulbright screening committee and if selected by the Egypt Fulbright committee he will study in Egypt in 2010-2011. Another veteran of the program will apply for a Fulbright scholarship for 2011-2012.

This program was a tremendous success and gave a boost to international education and to the Arabic language program at VMI. The importance of young men and women understanding foreign cultures and learning foreign languages is clearly understood. The funding provided by this program enabled VMI to take a large step forward in preparing students who will be prepared to support U.S. interests in the Middle East and North Africa. This program helped strengthen VMI's ability to develop the cultural and linguistic abilities of cadets who are interested in the Middle East and North Africa and a more recent DoD grant for critical languages (Arabic) in continuing to build on what the DoS program started. VMI is very grateful to DoS/ECA for its support throughout the program.



IRAQI YOUNG LEADERS EXCHANGE PROGRAM
GRANT NUMBER: S-ECAAE-07-CA-064(MA)

PROGRAM SUMMARY REPORT
March 30, 2010

Date Submitted: March 30, 2010

Report Submitted to: Department of State Bureau of Educational and Cultural Affairs

Funding Agency: Bureau of Educational and Cultural Affairs, Office of Academic Exchange Programs

Report Submitted By: Hiba Khalil, Program Officer, World Learning

World Learning (WL) as the primary grantee, partnered with America's Development Foundation (ADF) to implement the **Iraqi Young Leaders Exchange Program for Undergraduate Students (IYLEPUS)** from March 1, 2007 to December 31, 2009, funded by Department of State Bureau of Educational and Cultural Affairs.

Through 2007 – 2009 IYLEPUS brought a total of 120 Iraqi undergraduate students to the U.S. for a six-week summer leadership program. The 120 university students from Iraq were given the opportunity to learn first-hand about American history, institutions, and people. This exchange program gave Iraqi students a unique opportunity to develop leadership and problem-solving skills that will enable them to play a strong role in building their nation's future.

As the subgrantee to World Learning for the IYLEPUS program ADF was responsible for promoting the program, recruiting participants, conducting interviews, verifying G series passports, assisting students in their visa applications, coordinating with US Embassy in Baghdad for finalist visa interviews, and conducting a pre-departure orientation.

Students started the program in Washington, DC with a two-day Orientation Workshop. The Orientation Workshops were interactive and included sessions on action learning, cross-cultural adjustment and US culture, introducing the concept of leadership; and creating and building long-lasting friendships amongst the students.

After the Orientation Workshop students traveled to their university institute programs to begin the leadership program. The Leadership Institutes were held at the following universities: Colorado State University(2); Indiana University; University of Arizona; The University of California, Santa Cruz(2); University of Connecticut, Storrs; and University of Texas at Austin. Students were engaged throughout the program, exploring in areas of: leadership, environmentalism, journalism, social advocacy, communications, civic engagement, government involvement, and global responsibility. These thematic areas were taught and demonstrated through classroom instruction (formal and informal), field trips, site visits, community involvement, volunteering through servicing learning opportunities, and cultural activities. Students were consistently very pleased with the program and overwhelmingly expressed how this program would give them the opportunity to make a change in their country.

The IYLEPUS program concluded with students returning to Washington, DC to participate in the End-of-Program Workshop. The workshop sessions included topics on leadership, re-entry, cultural adjustments, and action planning. The overall focus on the workshops was to show students how they could use the knowledge and skills developed from the program and apply them back home. Action planning sessions provided students with the necessary tools to implement future projects in their communities and universities in Iraq.

The 120 students who participated were a diverse group representing regions all over Iraq from Anbar, Baghdad, Basra, Diyala, Duhok, Erbil, Hilla, Karbala, Kirkuk, Mosul, Sulaymania, and Tikrit. In the end a total of 120 Iraqi undergraduate students, over 3 years, successfully completed the ECA funded IYLEPUS program and received a certificate of completion signed by the Bureau of Educational and Cultural Affairs U.S. Department of State. At the End-of-Program Workshops students returned home to Iraq escorted by World Learning and ADF staff. World Learning is pleased that all 120 students who participated in the IYLEPUS program returned to Iraq.

The IYLEPUS program was highly successful because students received valuable leadership training in the United States from World Learning. Students developed practical skills such as problem solving, conflict resolution, promoting tolerance, public speaking, job training, and communication. The 120 participants will always be connected through the IYLEPUS experience despite ethnic and religious differences and are part of a promising generation of young Iraqis. IYLEPUS alumni have been actively engaged in Iraqi civil society. Among their proposed activities is a workshop to reflect on the recent Iraqi elections and devise an action plan for greater youth engagement in political and social issues.



Final Program Report - One Page Summary

Agreement Number: S-ECAAE-07-CA-145(JY)

Grant Period: September 25, 2007 - September 30, 2009

Contact: Cerise Roth-Vinson, Project Manager (541) 343-1284 (tel/tty)

The Mobility International USA (MIUSA) staff is proud of the accomplishments of the NCDE, in partnership with the ECA, during this grant period. The NCDE has made valuable inroads toward inclusion of people with disabilities in the full range of international exchange programs, particularly related to people with disabilities in foreign language exchange programs, from diverse backgrounds, and participating in ECA-sponsored programs. 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. Funding for this project supported provision of services and products to increase the number of and fully include people with disabilities involved in international exchanges, by:

- Educating people with disabilities and disability-related organizations about international educational exchange opportunities,
- Providing trainings and practical resources to international exchange faculty and staff on inclusion of people with disabilities in their programs, and
- Facilitating collaboration between disability and exchange professionals.

In addition to core activities, NCDE conducted specific initiatives, services and operations, built on the following themes:

- Disability-related resources related to foreign language teaching and exchange programs;
- Training and technical assistance for ECA program officers and partner cooperating agencies, and wider audiences through national and international conferences, meetings, and presentations;
- Collaborating with Roundtable Consortium members to share best practices to leverage NCDE effectiveness.

Through successful outreach and articles in national media, dissemination of new materials, national level presentations at major conferences, and trainings, the NCDE has expanded images of exchange participants to include individuals with disabilities.



Final Program Report - One Page Summary

Agreement Number: S-ECAA-E-08-CA-221(SS)

Grant Period: September 25, 2008 - December 31, 2009

Contact: Cerise Roth-Vinson, Project Manager (541) 343-1284 (tel/tty)

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, NCDE has made valuable inroads toward inclusion of people with disabilities in the full range of international exchange programs, particularly related to people with disabilities in Fulbright programs, sport exchange, vocational rehabilitation and transition counselors, volunteer abroad and resolving complex accommodation issues. 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 outreach and articles in national media, dissemination of new materials including an *AWAY* journal on volunteer abroad issues, national level presentations at major conferences, and trainings including two national-level Seminars, the NCDE has expanded images of exchange participants to include individuals with disabilities. In addition to core activities, NCDE conducted specific initiatives, services and operations, built on the following themes:

- Raised awareness of NCDE services within key associations of special educators, vocational rehabilitation professionals, and transition specialists;
- Promoted international exchange opportunities in sports for people with disabilities;
- Convened one-day symposia in two cities bringing members of the disability and international exchange communities together;
- Promoted a broader base of participation of people with disabilities including people of racial and ethnic minorities, people with complex or multiple disabilities, people with hidden disabilities and audiences in urban locations;
- Implemented initiatives on the participation of people with disabilities in Fulbright exchange programs.

**Summary of the Undergraduate Intensive English Program at the English
Language Center at Drexel University
(ECA/A-O-08-OnetimeComp-A)**

The English Language Center at Drexel University received two cohorts of participants as part of the Undergraduate Intensive English Program at the English Language Center at Drexel University. The first cohort of nineteen participants arrived for the Spring quarter on March 30, 2009 and stayed for eight weeks leaving on May-22, 2009. The participants were from Jordan and Algeria. The second cohort of twenty participants arrived for the Summer quarter on June and stayed for eight weeks leaving on August 14, 2009. The participants in that cohort were from Libya, Tunisia, and Palestine.

All the participants were housed in International House, which is privately run international residence facility and is located within walking distance to the English Language Center. In International House, students lived in suites where they had their own private bedrooms but shared a common kitchen, living room and bathrooms. International House has both American and international residents. The participants were on the Drexel meal plan and ate in the dining hall with other Drexel undergraduate students. They were also given a stipend check at the beginning of the program and weekly transpasses to use to travel around Philadelphia.

In the Undergraduate Intensive English Program, students participated in orientation and were placed into one of the six levels of instruction within our program. There were students placed at all levels. In addition to the eighteen hours of classes that they took with our intensive program students, the participants had an additional class created for them. This class was "Civic Engagement" and this class discussed the role of volunteerism in American Society and civic institutions and values in American Society. In addition, students signed up for various community service activities and went on them and then reflected on their participation and the need for those kinds of community services. Their final project for this course was displayed at their final reception.

The participants also went on a tour of Philadelphia and they went to major cultural institutions in Philadelphia such as the Liberty Bell, the National Constitution Center, and the Philadelphia Museum of Art. We also took them to New York City and to Washington DC. The participants were able to interact with Americans through their conversation partners. They met with them for two hours each week. The participants also met Americans through the First Thursday at the International Visitors Council Events as well the students they met in International House and during community service activities.

Program evaluations were administered electronically through Survey monkey. All the participants received a certificate on the last day for completing the program. On the day of departure, the participants were taken to the airport and seen through security.

Study of the U.S. Branch Institute on Contemporary American Literature 2009
S-ECAAE-09-CA-057(SS)
Final Report University of Louisville

The Commonwealth Center for the Humanities and Society at the University of Louisville presented a Study of the U. S. Institute on Contemporary American Literature running from 19 June 2009 (arrival of participants in Louisville) through 1 August 2009 (departure from Louisville). Term of the total project was 23 April 2009 - 31 December 2009. The Institute offered its participants a deeper understanding of U.S. society and culture, past and present, through study of contemporary American literature. Activities included seminars, guest lectures, tours, social and cultural events, meetings with non-academic literary figures, etc., in and near Louisville, as well as a four-day study tour in Washington, DC and an eight-day study tour in the San Francisco area and in Santa Fe, New Mexico. Total approved cost to Department of State was not to exceed \$288,057; final financial report should show that the project came in under budget.

Participants were 18 scholars and teachers from 18 countries (selected by the countries' US Embassies or Fulbright Commissions), whose professional work focuses on the United States. Participants in 2008ç were from bosnia and Herzegovina, Bulgaria, Cameroon, Egypt, Georgia, Guatemala, India, Indonesia, Nigeria, Philippines, Poland, Russia, South Korea, Thailand, Tunisia, Turkey, Venezuela, and Zimbabwe. Goals were to deepen their understanding of U.S. society, culture, and values; to examine how contemporary U. S. literature both continues in the traditions of the American literary canon and establishes new directions; to place contemporary U.S. literature in historical context and in contexts of contemporary society and culture; to aid participants in individual projects related to the Institute's themes; to improve curricula and quality of teaching about the U.S. in universities abroad, thus benefiting a wider international audience; to provide cultural enrichment to the Louisville community through the presence of the foreign scholars.

Guest lecturers came from Kentucky, Michigan, Wisconsin, California, New York, Colorado; literature studied was by writers from across the USA; critical and theoretical texts were from both U.S. and foreign authors. Fields covered included many genres of literature (fiction, poetry, drama, essay, memoir); related work in other art forms; literary theory and criticism; contemporary US culture. Short- and long-term results include increased understanding of US society, culture, and values; improved teaching about these matters internationally; and deepening of intellectual relations among US and foreign scholars and peoples. Participants' evaluations of this Institute, both written and spoken, were highly positive. In addition, a number of participants have already reported curriculum innovations including new courses or new units of existing courses, as well as research projects, based on knowledge acquired during the Institute.

Report prepared by Professor Thomas B. Byers, Institute Director
tom.byers@louisville.edu

SUMMARY REPORT
STUDY OF THE UNITED STATES INSTITUTE, 2009
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
NUMBER: S-ECAAEE-09-CA-062 (KF)

The past summer's institute proved to be one of our very best. As in the past we addressed the context of religious pluralism, historically and sociologically; the study of religion as a discipline; exposed participants to major issues of dispute in the United States; incorporated the experiences of the participants as best we could in our discussions; and worked hard at building a spirit of community around shared interests and experiences.

We did more than in the past with projects, and this paid off for us. We allocated more time to preparation of the projects and to their presentation in the seminar. The librarian and I also organized more time and consultation assisting the participants with their projects. The focus on pluralism becomes more real to them when participants can connect what we discuss in the seminar with their own countries.

Our field trips, both in southern California and across the country – to Los Angeles, Salt Lake City, Atlanta, and Washington, D.C. were much the same as in previous years. But I think we did a better job integrating themes from the seminar with sites we visited in the various cities, and in showing how locales vary in style of pluralism.

Perhaps more than anything else as a factor in the institute's success was the chemistry of the group. This past year's group worked together, seemed to enjoy one another, and created fewer problems than in the past. They were a pleasure for all of us on the staff to work with.

Wade Clark Roof, Principal Investigator

**New York University
Multinational Institute of American Studies
Study of the United States Institute on American Civilization
Summer 2009**

SUMMARY OF FINAL REPORT

The Study of the United States Institute on American Civilization at New York University was an intensive six week interdisciplinary summer course for eighteen foreign university professors who came from international educational institutions that have recently introduced courses and programs on the study of the U.S. The program was designed to enhance their knowledge of current scholarship on U.S. culture and society, to introduce them to major academic themes, drawn from a variety of disciplines, improve their understanding of the principal issues underlying the most pressing contemporary political, social and economic debates in the U.S., and introduce them to a variety of teaching methodologies. The overall purpose of the program was to improve the quality of international courses on the United States, and to stimulate the development of U.S. studies curricula in foreign universities.

The principal method of evaluation was a thirteen page questionnaire that the participants completed at the end of the program, and periodic meetings with them during the course of the program. Questions concerned the overall program content and structure, knowledge gained about American society and culture, personal and professional value of the program, and adequacy of institutional arrangements at NYU, as well as specific aspects of the program (i.e. individual trips, lectures, panel discussions, curricular research projects, etc.).

A review of those questions concerning an overall assessment of the program, its content, the staff, institutional facilities, and travel arrangements indicate that the summer program was successful in meeting all of its principal goals.

2009 Bentley Summer Institute for European Student Leaders

Final Report

April 2010

Summary of Program Activities:

- The Institute offered a total of 49 hours of classroom instructions on a wide range of topics focusing on the American society, institutions, and people from multiple perspectives.
- To enrich the topics covered in the program, the Institute offered nine field trips in and around Boston.
- The Institute program included five major out-of-town/state excursions, including trips to New York City and Washington D.C.
- Participants were had an opportunity to meet with several political, civic, and ethnic community leaders.
- Participants were required to attend Bentley regular classes where they met American and international students enrolled at Bentley.
- The Institute participants engaged in 16 hours of community service at four non-profit organizations.

Summary of Program Outcomes:

Based on a comprehensive survey that was conducted on August 10, 2009, participants' evaluation of the Institute program was overwhelmingly positive. Overall, students unanimously agreed that they benefitted greatly from the Institute program. Please see Bentley's Interim Report for details.

The assessment of the Institute impact six months after the conclusion of the program also revealed positive outcomes. Since returning home, majority of students have engaged in a wide range of volunteer/community services activities and some have assumed leadership positions within non-profit student, national, and international organizations. These experiences have helped students grow and develop as community and civic leaders. They seem to have gained a better understanding of the plight of under-privileged minority groups and have become a more responsible member of their communities. Overall, participation in the Institute program have inspired a group of young men and women to become committed to public service and has given them a renewed sense of hope that with hard work and patience they can make a difference in making the world a better place to live for everyone.

FFATA Report

Name: English Access Microscholarship Program

Grant Number: S-ECAAL-07-CA-212(MA)

Grant Period: 08/12/2007 – 10/31/2010

Grant Amount: \$6,211,484

Country: Afghanistan, Argentina, Azerbaijan, Bangladesh, Bosnia & Herzegovina, Brazil, Burkina Faso, Cambodia, Chile, China, Cyprus, DRC, Ethiopia, India, Indonesia, Kazakhstan, Kenya, Kyrgyzstan, Libya, Mauritania, Mongolia, Mozambique, Niger, Nigeria, Pakistan, Russia, Saudi Arabia, Senegal, South Africa, Sri Lanka, Thailand, Togo, Turkey, & Yemen

Number of Participants: 56 workshop participants

The grant activities included one teacher workshop and one student workshop in the U.S. and disbursements in a total of \$4,591,697.43 to English Access Microscholarship Program (Access) language providers. Access programs teach English to bright, economically disadvantaged 14- to 18 year olds through local providers in 34 countries around the world. AMIDEAST disbursed funds as directed by the Office of English Language Programs, after collecting the providers' bank information and checking them against the OFAC lists. All disbursements were carefully tracked. AMIDEAST collected a receipt for each disbursement prior to sending the provider the next authorized tranche of money. For both the teacher and student workshops AMIDEAST managed the logistical issues: DS-2019 issuance (for the students, coordinated through the State Department), travel and daily stipend payments, airline ticket purchases, and coordination among all the stakeholders of the groups' preparations and travel.

Under this agreement one teacher workshop, funded in partnership with the U.S. Department of State's Middle East Partnership Initiative (MEPI), brought a total of 39 teachers from 28 countries (27 of whom were funded under this agreement). The workshop, hosted by Oregon State University, ran from July 28, 2008 – August 15, 2008. The curriculum focused on U.S. Culture and English language teaching effectiveness with a focus on EFL Best Practices, U.S. Culture, technology familiarization, networking, and leadership/community building. Overall, the program was very well received by the participants, who felt it addressed their needs and introduced them to new concepts and techniques that were applicable to their own programs. They also enjoyed experiencing U.S. culture and were excited to see the sites in Washington D.C. and to take their observations back to their Access classrooms.

Under this agreement one student workshop, funded in partnership with MEPI brought a total of 25 students and 4 chaperones (17 and 3 funded under this agreement), held August 4 – 21, 2008 and run by Intrax International Institute in Washington DC, Philadelphia, PA, and San Diego, CA. The purpose was to expose the students to the variety of environments and cultural diversity in the US, as well as improve their English. The objectives of the three-week program included both English language study and a cultural program that addressed major themes and issues in America. English classes in Washington incorporated the democracy and governance theme and the cultural activities involved visits to major sites such as the U.S. Capitol and State Department. Themes in Philadelphia were diversity and religion, and in San Diego, Education and Entertainment. Each student also researched, wrote, and presented a capstone project.

Final Report - S-ECAAS-08-CA-146, Junior Faculty Development Program

The Department of State awarded American Councils for International Education \$1,450,000 for the purpose of conducting a program entitled “Junior Faculty Development Program” (JFDP) from June 19, 2008 through December 31, 2009. The project brought 72 university instructors from Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Montenegro, Serbia, Tajikistan, Turkmenistan, and Uzbekistan to the United States for one academic semester at a host college or university in spring 2009.

While in the U.S., program participants attended four university courses in a relevant subject area and received academic supervision and guidance from a U.S. host faculty mentor. Participants delivered presentations about their academic research as well as their home countries’ culture and education systems. Many participants undertook volunteer activities in the U.S. host institution community. Many participants attended professional conventions, conferences, workshops, symposia, and seminars. Participants developed course curricula, revised and improved teaching and resource materials, and expanded their knowledge in their fields of teaching. JFDP Fellows also cultivated teaching skills and techniques based on personal observation of U.S. educational methods and through collaboration with and mentoring from a U.S. faculty counterpart. JFDP Fellows also engaged in networking activities with U.S. and world scholars, enabling Fellows to become vehicles for ongoing contact, collaboration and exchange.

American Councils managed all aspects of JFDP, including program promotion and publicity, participant recruitment and selection, host institution recruitment and placement, pre-departure workshops, orientation, on-program support, organization of on-program training conferences, post-fellowship activities, and evaluation as well as host university support and communication. During two program conferences and one virtual academic conference, participants were provided with information and training in U.S. higher education and adjustment to living in the U.S. Fellows also received information on developing alumni activities including creation of alumni associations, conducting workshops and training seminars for colleagues and students, facilitating university linkages, organizing summer classes, producing scholarly journals, creating educational resource centers, and developing new and enhanced course curricula.

Eighty-nine percent of participants rated American Councils’ program support staff as “excellent” or “good” in terms of overall responsiveness to questions and problems. Eighty-eight percent of participants felt that their U.S. host university coordinator adequately supported them on an ongoing basis. Ninety-four percent of participants felt that their U.S. host faculty advisor was accessible and responsive to their concerns. Seventy-five percent of participants have plans for professional collaboration with their U.S. host faculty advisor or department. At the end of the program, participants reported the following fellowship goals were the most achieved: learning about U.S. culture and society (81% completely, 17% partially) and experiencing U.S. higher education (72% completely, 28% partially).

FINAL Narrative Report Bureau of Educational and Cultural Affairs Grant
Program Office: ECA/PE/CU Grant # S-ECACU-08-CA-218 (KF)
University Film and Video Association
American Documentary Showcase
Submitted by Betsy A. McLane Ph.D., Project Director

The 2009/2010 successes of the American Documentary Showcase overseas were many and remarkable. The Bureau of Educational and Cultural Affairs, the University Film and Video Association, along with Embassies and Consulates and their in-country partners worked together very successfully to create dozens of unique programs that are producing long lasting outcomes. A list of these long-term outcomes is available.

Close to 50 countries requested Showcase delegations. We visited 23 countries with 16 delegations, traveling to places as challenging as Burma Pakistan and Vietnam. A total of 28 individuals worked overseas and the Showcase films screened innumerable numbers of times. Every delegate donated their time, expertise and their films. All delegates reported that the trips were moving, educational, and in some cases truly life-changing. The Showcase is highlighting these accomplishments with a special "Showcase Information Room" at the 2010 annual conference of the UFVA in Burlington, Vermont as part of our mandate to share what we learned with our colleagues, students and the public. This follows on the opening Plenary Session conducted by the Showcase during the 2009 Conference.

Due to the hard work of Embassy and Consulate staffs, the Showcase delegates and staff and the continuing support of BECA, the cooperative Showcase grant was renewed for 2010/2011. The 2009 films remain available and several posts did extensive follow-up screenings after the delegations departed. The Grant one films remain very much in demand overseas. Thirteen Grant one films are now sub-titled in Spanish, making them accessible to thousands of Spanish speakers who could not otherwise access them. Of the almost 50 requests for the Showcase in 2010/2011, over one half are from countries that hosted the program in 2009. This indicates that the posts found the program to be valuable and very much worth the planning and expense that such a complex project entails.

Detailed information of our activities around the world is available at the website www.ufva.org/showcase. Each delegation, individual delegate, film, country and many of our activities are detailed there. Also we have an active FACEBOOK page, and created supporting materials for the Showcase, including an in-depth educational study guide for each of the Showcase film, online Flickr albums of delegate travels, and a four color poster and promotional postcards

Partnerships for the Silk Road Project

Grant Number: S-ECAPE-05-GR-157

Indiana University

Final Report

K. Anne Pyburn

03/30/10

Project Overview

The Silk Road routes that traverse the republics of Central Asia encompass many important historical, archeological and multi-cultural sites that relate not only to the role of trade along this route in ancient times, but also to the current regional and national identities of people in many different countries. All the Central Asian Republics as well as Russia, Siberia, China, and Mongolia, have direct or at least indirect historical connections to the Silk Roads, but also deep cultural ties as evidenced by related traditions of rock art from at least the Bronze Age, and the continuing heritage of horse nomads. In Kyrgyzstan, the focus of this project, national and regional museums and local communities struggle to preserve outstanding examples of art and architecture accumulated over the past 10 centuries that relate to the history of many language groups and religions. Most local communities have little or no awareness of the archaeological resources in their midst and damage to sites is simply incidental to farming, mining, or building. Similar conditions exist in many parts of the former Soviet Union and further east; however there are places where the awareness of the economic value of the archaeological record is more developed. In Kazakhstan for example, a booming economy and nascent interest in cultural resource management has resulted in new research projects and some tourist development. Unfortunately along with this heightened awareness, due partly to the nation's oil wealth that brought Kazakhs into intense contact with foreign sources of money, looting and artifact dealing are also more advanced.

Few of the outstanding archaeological sites along the Silk Road are even recognized and mapped much less preserved and protected. Many Kyrgyz sites are in a particularly sad and dangerous state of deterioration. People who live in the regions surrounding these sites are extremely poor, regional and national museums do not have the means to preserve the sites, and government does not have the resources to develop a program of Cultural Resource Management (CRM) sufficient to protect Kyrgyz material heritage. The result is that the illicit trade in Silk Road cultural artifacts is virtually unchecked and increasing, echoing the situation in Kazakhstan. Evidence of this can be readily seen in the sale of cultural artifacts (many of significant archaeological value) in the markets and "craft" shops of Bishkek. The situation is complicated by the shared heritage of the region, since any attempt to control artifact dealers can be met with claims that the artifacts are from Tashkent, Bukhara or elsewhere in Asia. Market availability and new sources of wealth in adjacent countries have escalated the situation alarmingly in the past few years.

Under the USSR government ethnohistory was carefully controlled and archaeological investigation heavily orchestrated in support of state agendas. Archaeological research was directed at describing the past as quaint and inferior earlier stages of cultural development that

had led to communism. This type of state sanctioned science served not only to elevate communism as the highest form of government and to naturalize party control of information and knowledge, it also militated against the establishment of any sort of ethnic identity or pride in local cultural difference and achievement. Co-opting archaeology as the provenance of the state and writing history as a single track leading toward communism helped the Soviet regime avert the growth of nationalist sentiment within its territories. Today, the newly independent nations of the former Soviet Union have just begun to be alerted to the entrepreneurial opportunities open to them through global tourism of ancient ruins, and many still see archaeological evidence of past cultures as embarrassing evidence of backwardness, rather than proof of ancestral achievement with nationalist implications. In fact, informal conversations with Kyrgyz nationals over the past few years have disclosed the startling fact that many people do not think that Kyrgyzstan *has* an archaeological record, since they are unaware of any very impressive ancient monuments in their national territory. On the other hand, the promotion of nationalism through the consolidation of heritage has begun in Kyrgyzstan (Kuns and Pyburn 2006): the first political holiday commemorating the “Tulip Revolution” was heralded by banners that represented three of the six Krgyz Oblasts with pictures of archaeological sites. Not surprisingly there is no evident concern for the negative implications for international relations of essentializing a segmented Central Asian past. Reification of national boundaries through ethnic invention and stereotyping is underway.

Currently, Central Asian communities have little information about the value of their heritage resources or of the potential impact of increased traffic from the west, much less what the repercussions of different choices about representation of the Kyrgyz past may be. Rather, seeking to escape poverty, people from surrounding communities increasingly collaborate in or turn a blind eye to the plundering of important sites. The small amount of Soviet-style archaeological research that has been done in Kyrgyzstan has produced interesting scientific data, but the lack of resources limits efforts to basic discovery and recording procedures. Scholars struggle without even access to the most basic technology of air photos or GPS mapping, much less the support of specialist analysis, and after excavation sites are left exposed, their vulnerability having been increased. Preservation and archiving of artifacts and field notes are sketchy at best.

The limited quality of research has a notable effect on public understanding of Kyrgyz heritage. When asked about the archaeology of their country, Kyrgyz people commonly reply that Kyrgyzstan does not have important buildings or impressive sites like neighboring countries, but only the “spiritual heritage” embodied in the “Manas Epic” that is worth preserving. That this is not true is evidenced by the poorly publicized UNESCO project underway to preserve the Buddhist temples at Nevarket, Krashnarichka, which certainly rival the monuments of other republics. Unfortunately, as archaeologists around the world have begun to realize, emphasis on a globally defined system of heritage valuation seriously undermines the ability of both professionals and tourists to recognize unique local resources. In the Kyrgyz case, what is being lost through neglect and ignorance is the ephemeral record of cultural occupations relating to some of the most compelling questions in modern social science that if well handled might improve regional harmony.

For example, local perception of the Kyrgyz past is that Kyrgyz people have always been nomads. In an interview in 2006, a college student responded to the question “What should the world know about the heritage of Kyrgyzstan?” by saying that the world should know that the Kyrgyz people were the only true nomads, implying that the really authentic nomads of legend were in Kyrgyzstan. The inaccuracy of this statement has chilling implications, since it indicates a trend toward the reification of the national boundaries arbitrarily constructed by Stalin and a loss of comprehension and lack of pride in the shared history of Central Asia.

Another example of the potential mishandling of Kyrgyz archaeology lies in the UNESCO decision to focus the only large scale archaeological funding on the reconstruction of Buddhist monuments in a country where Islamist fundamentalism is increasing. As with the Buddhas of Bamayan, destroyed so dramatically by the Taliban, such monuments can become the focus of political resistance and even catalyze nascent violence. To diffuse this potentially volatile situation, it is essential that attention be paid to the diversity of the Kyrgyz past, with an overt emphasis on the fabled splendors and triumphs of the multicultural Silk Road.

Popular understanding of nomadic cultures partakes of the broadest stereotypes of the Soviet period, when the pre-communist past was characterized as quaint, at best, and brutal at worst. By claiming an imaginary and romanticized brutality as Kyrgyz heritage such practices as bride kidnapping and child labor are given an historical pedigree and imbued with nationalist pride. Ironically, the very small amount of research yet done on the archaeological cultures of Central Asia suggests a heritage that included politically powerful women that may have given rise to the myth of the Amazons. At the same time, rather than the marauding raiders of myth, many of the horse cultures of Central Asia may be better characterized as transhumant pastoralists, with productive local economies and strong attachments to place (Frachetti 2009, Pyburn & Frachetti 2009).

The key to the future of the archaeological record of Central Asia lies in the development of engaged research programs and the dissemination of information alongside the demonstration of successful preservation strategies and economic development. Because time is short, scientific research cannot be divorced from public interest or programs of education and economic development. The following proposal outlines a strategy for protecting the archaeological record of Kyrgyzstan by making host communities, along with tour operators, regional museums and universities, stakeholders in preservation. We propose to do this through ethnographic Participant Action Research (PAR) that focuses on the small Kyrgyz-speaking community of Kara-Suu in the Kochkor Valley in northern Kyrgyzstan with a secondary focus on a single monument in the larger center of Uzgen located in the Uzbek-speaking southern area of the country. With this modest start we hope to increase communication, understanding and collaboration among several silk road countries with a demonstration project that involves ordinary citizens, academics, government administrators and members of the business community in a series of activities designed to engage the interest of local communities and to demonstrate the methods of achieving engagement as well as some visible positive results. By involving this diverse group in developing the investigation and management of the cultural heritage of Kaya-Suu and Uzgen and opening up the possibility of sustainable development through tourism, the project will instill both interest and expertise among the participants. Collaboration among different ethnic groups within Kyrgyzstan in the preservation of a diverse

multi-ethnic Kyrgyz heritage is advanced as a demonstration intended to encourage the sense of a shared past amongst the residents of the modern nation states of Central Asia.

At the same time, the introduction of low cost technological support for recording and preserving information about local resources will bring familiarity and skills that can readily transfer to other areas of local need. Ability to use a GPS and basic familiarity with data collection and the internet will help the residents of Kara-Su begin to understand the forces of globalization and give them access to the information they need to make decisions about preservation, tourism, and the marketing of their cultural heritage.

PROJECT CHRONOLOGY

November 2008, Participant Selection and Academic Relations

Pyburn, Frachetti, and Beebe traveled to Kyrgyzstan to identify participants in Bishkek, Koch Kor, Osh, and Uzgen. We looked for people who were interested in the heritage of Kyrgyzstan and had some knowledge of archaeological sites in their area. We also needed people who are dynamic and who would commit time and energy to the project. Most of the people were introduced to us by people that we already knew through AUCA or through the State Department. But to find an Uzbek speaker we had to do some real searching and were unable to locate a second. Because we were working in the north we had no solid contacts in the south. We found that although people in Koch Kor were willing to take a chance and join the project, even though they were not really sure what they were getting themselves into (no one has ever done anything like this in Kyrgyzstan and most had never met an American), people in the south were much more suspicious and uncomfortable talking to us. We were fortunate to find Avaz Tursunbaev who understood what we were talking and courageous enough to become involved in something new.

Beebe and Frachetti traveled with Pyburn to several parts of Kyrgyzstan interviewing potential participants. Reafsnyder had already made a preliminary visit to set up interviews. The goal of these trips were to locate people with a genuine interest in heritage and the preservation of the material record of Kyrgyz history, as well as people who were bright, open-minded, and interested in American culture and in new ideas. In particular, the grant proposal stipulated that people from several stations in life as well as from several professions should be included, since the focus was broadly on national heritage, rather than simply on tourism or archaeological research or public education or specific ethnic groups (though all of these were areas of interest). With the help of Professor Tabaldiev, Michael Rosenthal of the American Embassy in Bishkek, notes from the previous research by Erin Kuns and the workshop in 2008, a wonderful group of energetic and eager participants was identified. The participants included not only community leaders and heritage enthusiasts, but also leaders in the tourism industry, outstanding university professors and museum professionals, government ministers, public school teachers, and ranged in age from young people in their twenties to mature adults in their sixties. While most participants were Kyrgyz speakers, we were able to include one Uzbek.

The participants were chosen through contacts made over the course of the last 5 years by Pyburn, Kuns, Beebe, and Reafsnyder. Some of these were made through the Central Eurasian Studies Program at Indiana University, while others were made directly through the American University of Central Asia in Bishkek. The two government representatives, Zholdoshiba uulu Bakyt and Anarakul Botalieva were chosen by the US embassy. All potential participants were vetted by Kubat Tabaldiev, whose stature as a nationally prominent archaeologist in Kyrgyzstan has been crucial to the success of the project. The choice of participants was the result of protracted discussion with various stakeholders both in the US and in Kyrgyzstan, where Pyburn gradually developed a sense of Kyrgyz general knowledge of archaeology and interest in national heritage. Based on these discussions a set of interview questions were framed and used in discussions with potential participants.

People interviewed were not told that they might be invited to participate until after the interview and after Pyburn, Tabaldiev, Beebe and Frachetti had conferred on their evaluations of the candidate's suitability. Questions were not put formally but as part of a conversation about heritage preservation. Tourism, site protection, ethnic identity, museum programs, civic involvement, and public education were all introduced into discussion and candidates were assessed as much on enthusiasm as on factual knowledge or long term involvement with such issues. 30 people were interviewed and 12 were ultimately invited:

Kubat Tabaldiev

office 0312-492752; cell 0543-109345 tabaldievk@yahoo.com

Professor Tabaldiev is an Archaeologist on the Archaeology Faculty of the National University of Kyrgyzstan and has been collaborating with Pyburn for several years. He is the most prominent archaeologist in Kyrgyzstan and very engaged with the local community where he works. Pyburn has worked with him since 2004. In 2006 Pyburn arranged for Tabaldiev to be a Visiting Professor at Indiana University and during this visit he participated in Pyburn's work in Belize.

Chynarbek Joldoshev.

Phone 077-2635884 chanach@mail.ru

When the project began, Joldoshev was an Archaeologist and Assistant Director of the Osh State Museum. He is now Vice President of the historical department, National historical archaeological museum complex Sulaiman Too. He has a degree in Archaeology (his academic Advisor was Tabaldiev) and holds an important position in the museum, where implementation of some of the strategies for public outreach and education can be productively employed. He was enthusiastic about the ideas he got from visiting museums he encountered on his trip.

Nurzat Sultanalieva

Cell: 0543-925851 isilcarnil@gmail.com

Student translator, AUCA Archaeology student/senior

Sultanalieva was the project translator, and is completely fluent in English, Kyrgyz, and Russian. She was a senior at the American University of Central Asia. Sultanalieva is a brilliant student, whom we hope to recruit into the unique PhD program in Archaeology and Social Context at Indiana University. She is currently applying to European Universities seeking a Master's degree.

Bolotbek Abdykeev

Contact through Kubat (no phone)

Abdykeev is the Community Museum creator and curator in the village of Chap. This museum is a family enterprise that resulted from the family's interest in the excavations of Professor Tabaldiev which took place near their house for many years. The sons of the family – Abdykeev and his brother – played and worked alongside the excavations throughout their childhoods and have a sincere fascination with archaeological discovery and a commitment to preservation. At 24, Abdykeev was the youngest member of the project and his charming personality was a huge asset during the US trip. Although unusually quiet, he joined a game of Hacky Sack with a group of young men in Bloomington which astonished and delighted them, and during our visit to Mt Pleasant, his feigned affection for a young Ojibwe woman became a source of hilarity and comradery for the whole group.

Asipa Zhumabaeva

phone +966 (0)555-49-42-03 asipajailoo@rambler.ru or

Zhumabaeva is a Director of the Jailoo Tour Company in Koch Kor and is involved in community development in her home town of Koch Kor, where she has organized a women's cooperative to produce handicrafts to sell. Previously she was the Director of School Arcy and will begin teaching again in 2010. She organizes home stays for tourists and is acutely aware of the issues involved in community based tourism. She understood the mission of the IU/State Department Project immediately and has been a great supporter. She did important pre-trip organizing with members who had less travel experience. Zhumabaeva had made one previous trip to the US and speaks fluent English.

Zamir Aldayarov (Za-meer')

phone 0777877462; Zamirkoch55@rambler.ru

Aldayarov is the School Director in Kara-Kungey. He has a fascination with archaeology and has followed the career of Tabaldiev for many years. He reads Tabaldiev's scientific reports and interviews him about his work and then publishes stories about archaeology in the local newspapers, where he has something of a following. His school has recently moved into a new building and Aldayarov is in the process of creating a community museum in the school where pupils will learn about the past and about curation.

Momytbaev Yimadin Birnazarovich

phone 0555-43-38-12. [email contact: Zamir]

Birnazarovich is Head of Consumers of clean water, Ltd. and the Elected Deputy of the village of Kosh Dobo village, Kara Sas. He is very interested in the Kurgans and material remains that exist in the valley around his home and showed himself to be quite knowledgeable in his initial interview with the selection team. He was recommended by Zhumabaeva as someone who was likely to be able to actually accomplish a community based project as he had made himself prominent in his area by pulling together the information and resources needed to get water piped to his village. After being invited to join the project, on his own initiative he traveled the length and breadth of his valley and observed and photographed every visible archaeological site.

Avaz Tursunbaev

Phone: 0543-122860, 0543-980896 uzgend@list.ru

Tursunbaev, who was trained as an Architect, is the Museum Director of the Director of the historical archaeological complex at Ozgen. He was the only Uzbek speaker we discovered who was appropriate for this phase of the project, though we hope to expand the diversity of participation more in the next phase. Tursunbaev was extremely interested in the project and proposed some very interesting development ideas during our visit to the Prindle Center, at least one of which will probably be funded. He brought the Regional Akim of his region into the project, which was a tremendous accomplishment.

Aida Abdykanova

phone 0555-28-48-22 Email: abdykanova@gmail.com

Abdykanova is a Bio-Archaeologist, newly appointed to the faculty at the American University of Central Asia. She is interested in Paleolithic archaeology and especially proficient in the analysis of human bone, but she is also interested in all the periods of Kyrgyz history. Like Joldoshev she was trained by Tabaldiev and is a member of the new generation of archaeologists who are passionately interested in new methods and enhanced preservation techniques. Public education and community development fitted easily into her interests in Kyrgyz heritage.

Anar Orozobaeva

Phone: + 996 312 443331, Mobile: + 996 772 542 543

E-mail: kcbta@mail.ru

Orozobaeva is the Executive Director of the Kyrgyz Community Based Tourism Association (KCBTA) and is based in the Bishkek. Her English is fluent and she is particularly interested in how to enhance the experiences of tourists and include a larger element of heritage and archaeological appreciation into KCBTA tours. She did most of the organizing for the departure of the Kyrgyz group for the US Tour and assisted with translation and communication at all points of the program. She has been a tremendous help at all stages of the project.

Zholdoshiba uulu Bakyt

Deputy Director State Agency for tourism

Phone: +996(312) 62 62 20 +996(312)62 62 21

106, Chui avenue, Bishkek city, 720020, Kyrgyz Republic

Bakyt is the Deputy Director of the State Agency for tourism under the Government of the Kyrgyz Republic. He was chosen to participate in the project by staff members of the American Embassy at the request of Pyburn. Her reasoning was that although she was able to meet and get some sense of the appropriateness of the ordinary participants, she has no real contacts at the government level and that embassy officials familiar with the project would be better equipped to select participants who would collaborate well with the group. Bakyt did seem to enjoy his visit and was clearly deeply interested in the situation and history of indigenous people in the United States. The American tradition of openness about past mistakes was unfamiliar to him and he occasionally seemed bemused by the fact that critical ideas were freely imparted.

Anarakul Botalieva

Ul. Pushkina 78, Bishkek, Kyrgyzstan

Phone: +996 (312) 626821 +996(312)638 083

Botalieva is Head of the Cultural Development Department in Rural Regions under the Government of the Kyrgyz Republic. Like Bakyt, she was chosen to participate in the project by staff members of the American Embassy at the request of Pyburn. She brought a genuinely thoughtful perspective to the experiences and the conversations of the group and members of the group clearly held her in high esteem. Her open mind was appreciated by everyone and she was a very charming and erudite companion as well as an admirable representative of her government. Although family illness prevented her from joining us in the final workshop, she has been instrumental in helping promote the idea of a museum tour to the US for the Kyrgyz Gold Collection. It is clear that she will implement some of the ideas she acquired on her visit to the United States, and she will be a staunch ally for future project initiatives.

March 2009 US Study Tour

A study tour was held in the US for 12 Central Asian professional participants (tour agents, archaeologists, museum curators), and a small number of village representatives and official representatives of appropriate government institutions. The study tour introduced the Central Asians to a broader concept of cultural resources, and to some of the more complex ethical issues involved in heritage management. The visit included meetings with tour managers and representatives of indigenous Native American groups to talk about lessons learned and strategies tried in the US. Central Asian participants from tour companies and Cultural Ministries were advised on how to create sustainable relationships between museums with community heritage programs. The final product of the visit was a written Action Plan developed by participants for the final symposium and workshop which detailed what they felt they needed to implement community-based cultural resource management initiatives.

The goal of the second workshop was to share information about preservation and tourism from communities in the US where such issues have a long history. People from Kyrgyzstan who are interested in tourism and heritage were invited to the United States to meet with communities that have their own museums and their own strategies for managing community resources. The reason for this trip was simply to introduce some Kyrgyz people to some American counterparts who are coping with similar situations in which education of the next generation, preservation of the material record and interaction with visitors need to be juggled in a way that benefits everyone. It is not likely that the American solutions will apply directly to Kyrgyzstan and the American consultants had no interest in claiming to have answers that will work in Kyrgyz contexts. But as Kyrgyz history has shown, breaking bread and sharing information with people whose experience and way of life is different can lead to new ideas and new solutions, and also enrich the lives of all concerned.

This trip also provided an opportunity for Kyrgyz people to teach Americans about Kyrgyzstan's cultures and heritage. In addition to visiting both small community museums and larger urban museums and educational centers to learn about American strategies, the Kyrgyz visitors were invited to develop educational materials for use in the United States. To make this easier, pedagogical specialists joined the workshops which was held on the campus of Indiana University. Kyrgyz visitors agreed to bring photographs of places that are important to their

families, villages and local histories to start off the workshop by educating the American participants about Kyrgyzstan. At the conclusion of the trip participants decided they wanted to pursue the idea of community museums further through an IPINCH <http://cgi.sfu.ca/~ipinch/cgi-bin/> grant. We will meet one of the directors of that program, Dr. Julie Hollowell, to find out about the feasibility of such a grant and were strongly encouraged.

Highlights of Indiana Workshop

Musical performance: Dr. Mary Goetz made a presentation on her work on Kyrgyz music to make the visitors feel welcome. She presented all members of the group copies of Global Voices Comprehensive: the Music and Culture of Kyrgyzstan, created by Munara Mailybekova and Aida Huseynova. This is an interactive DVD-ROM highlighting the music and culture of Kyrgyzstan. Global Voices Comprehensive is produced by Mary Goetze and Jay Fern and funded by the Department of Education Title VI Grant from the Inner Asian & Uralic National Resource Center. Mary Goetze is known nationally and internationally both as a clinician and guest conductor, has gained wide recognition for her arrangements and compositions for treble and women's voices and currently teaches courses in music education at Indiana University School of Music, also directing a children's choir program. She holds degrees from Oberlin Conservatory of Music, Indiana University and the University of Colorado, and certification in both Kodaly and Orff-Schulwerk. In 1991, Indiana University honored her with the President's Award for Distinguished Teaching. During Goetz's presentation, the Kyrgyz audience sang along with the singers on the video.

Welcome by Charles Reafsnyder, Associate Vice President of International Programs, IU
Welcome by Chris Atwood, Director of Central Eurasian Studies, IU

Photographs: During the recruitment tour in November of 2008, participants were asked to bring photographs of places that are important to them and to their communities and their country. All participants who did not own cameras were given disposable cameras and disposable cameras were also presented to schools that were visited. These photos were collected to bring to the United States to facilitate discussion. Picture subjects ranged from depictions of excavations and endangered sites, to important community resources and local indigenous practices. T

Identity. The group watched brief clips from the recent and highly acclaimed video "Mongol" to lead into a discussion about stereotypes and heritage. Frchetti led this discussion. The issue addressed is twofold. First of all while the romantic portrayal of violent marauding nomads seems appealing, and many people understandably take pride in a glamorous heritage, but in some contexts this image is less positive and may result in misunderstanding of the complex history of Central Asians. Second, archaeological data are now showing that the vast majority of people termed "nomads" were actually transhumant pastoralists, who moved seasonally between protected valleys in the winter to lush grasslands in the spring and summer. Professor Tabaldiev and Professor Frchetti led discussion on the archaeology and ethnohistory of Nomads and how the current data compare to common conceptions. In particular, Tabaldiev's presentation on the diversity of Kyrgyz archaeology and the complexity of Kyrgyz history and its relationship to modern identity seemed to take many of the project members by surprise. It is commonly

believed that Kyrgyzstan has no significant ancient monuments or ancient urban centers, but this is completely untrue.

Presentation by Professor Sonya Atalay on Ojibwe customs

Site Visit to the Ziibiwing Center: This visit introduced the Kyrgyz participants to Indigenous American culture as well as to the use of community museums as educational and culturally engaged institutions. Issues of authenticity and tourist development, curation strategies and museum funding were all addressed. We were hosted by Shannon Martin, Ziibiwing Center Director; Judy Pamp, Ziibiwing Center Assistant Director; and William Johnson, Ziibiwing Center Curator among others and participated in Cultural Song & Dance Exchange, Traditional Smudging, Toured of the Diba Jimooyung Permanent Exhibit, the Soaring Eagle Casino & Resort, the Ziibiwing Center Campus, the Medicine Walk Classroom, the Research Center and Collections & Archives Storage. In particular we discussed Community-Driven Programs & Services with Shannon Martin, Ziibiwing Center Director, Yvette Pitawanakwat, Ziibiwing Center Visitor Services Coordinator, Robin Spencer, Ziibiwing Center Research Center Assistant.

This visit was a resounding success. I believe that the Kyrgyz' view of American and Americans is forever changed. It is also likely that over the next few years many of the Ojibwe ideas about heritage and tradition, as well as identity and preservation in the face of globalization will have a profound influence on the development of Kyrgyz cultural resource management. Description and analysis of this visit are still underway.

Conner Prairie Living History Museum. The Museum was opened especially for Kyrgyz visitors and Ellen M. Rosenthal, President and CEO of the museum, was present to welcome us and give a portion of the tour. Conner Prairie is not a stone building with exhibits displayed behind glass. There are no amusement rides, or coin insert exhibits. You step into a community that has been restored from the past. You are surrounded by authentically clothed interpreters who speak, work and interact with you as though you had stepped back in time about 150 years. In 1934 Eli Lilly, president of the Indiana Historical Society, purchased the house and property of William and Elizabeth Conners. Lilly's goals were to save the house and to restore it to its once dignified condition. Even though historic preservation was in its infancy during the 1930s, Lilly did all he could to familiarize himself with the aims, objectives, and techniques of these earlier times. Today, the property is an open-air living history museum divided into five distinct historic areas covering 1,400 acres exploring the lives, times and values of the 1800s in America. The Kyrgyz visitors were particularly enchanted by the gift shop and by the sheep and cows grazing and wandering on the premises to simulate 19th century rural life.

Presentation on Heritage and Public Education by Joëlle Clark, a Professional Development Coordinator at the Anthropology Department Northern Arizona University.

Presentation on Heritage education and National Parks by George S. Smith, Director, Southeast Archeological Center (SEAC).

Presentation by Norman (Mac) Chapin who works with indigenous groups in Central America to strengthen their technical capacity and political position on issues of land protection and natural resource management.

Presentation by Julie Hollowell of the Prindle Institute at DePauw on the Intellectual Property Issues in Cultural Heritage (IPinCH) project, which is an international research initiative to explore and facilitate fair and equitable exchanges of knowledge relating to archaeology. The project is directed by Dr. George P. Nicholas (Simon Fraser University), co-developed with Julie Hollowell (Indiana University) and Kelly Bannister (University of Victoria) and is funded by Social Sciences and Humanities Research Council of Canada's (SSHRC) major collaborative research initiatives (MCRI) program. A team of 50 scholars and 25 partnering organizations is concerned with the theoretical, ethical, and practical implications of commodification, appropriation, and other flows of knowledge about the past, and with how these may affect communities, researchers, and other stakeholders. The group has agreed to develop a case study in Kyrgyzstan.

Tour of Putnam County Museum

Tour of Connor Prairie

McCormack's Creek State Park, Canyon Inn

The Eiteljorg Museum of American Indians and Western Art hosted a symposium for the delegation from Kyrgyzstan. Linda Montag-Olson, Arts Programming Manager, Eiteljorg Museum, Johnny P. Flynn, Ph.D. (Pottawatomie), Director, IUPUI American Indian Programs spoke on Surviving in a Post-Colonial Society Anthony Showa (Navajo) Project Coordinator/Case Manager, American Indian Center of Indiana, Inc. spoke on Keeping Our Culture Alive. Daris Blickman (Cherokee) Public Relations, Cherokees of Alabama spoke on Cultural Identity and Public Relations Keith White Wolf James (Pomo/Cherokee) Assistant Curator Native American Art, History, & Culture, Eiteljorg Museum spoke on Collections Care in a Museum Setting

Summer of 2009 (June)

The purpose of this trip was foremost to outline the schedule for the capstone workshop and symposium to take place in the fall. We met with all the project members and got their ideas and suggestions for the final workshop and found out what they wanted us to provide. The symposium in the national museum was designed and scheduled and the workshops on funding and museum displays were designed. Potential participants were discussed. The second goal of the project was to develop a research protocol for Kyrgyzstan and deliver it to Kyrgyz archaeologists and government officials. The protocol was written and delivered. Finally, the first collaborative excavation between project members and Kyrgyz archaeologists was undertaken to familiarize the Americans with Kyrgyz methods.

Summer 2009 (August)

Gabriel Wrobel of the University of Mississippi, Oxford traveled to Kyrgyzstan to assess the state of skeletal collections stored in the country. He visited a number of the sites Asipa Zhumabaeva proposed as part of the circuit tour of community museums and local sites of historical and current significance. Wrobel also worked on a resource map with Zhumabaeva and

Paula Doumani (WUSL). They recorded a series of GPS points of archaeologically important locations for inclusion on a Google Earth map to better illustrate their geographic relationship to one another and the landscape, as well as to help provide a map of their locations to plan routes for tours. Zhumabaeva is coordinating the collection and translation of descriptions of these locations by knowledgeable members of the community.

In Bishkek, Wrobel met with Kubat Tabaldiev on several occasions. Wrobel examined six crania from Tabaldiev's collections to get an understanding of possible research avenues available in physical anthropology. It is not the practice to collect the post-cranium after excavation. One reason for this is that the typological-racial approach to population interactions focuses on craniometrics to determine racial types.

Wrobel noted significant morphological variation among the 6 crania related to population affiliation, suggesting that indeed craniometrics may be of use in this region to help elucidate migration patterns. DNA analysis would also likely be successful. Variation in dental pathology and cranial modification was also evident between the different groups, suggesting that a broader study including paleopathology might be of use in discerning cultural differences between the diverse populations. Because Kyrgyz archaeology mostly focuses on burials, the implementation of a physical anthropology research agenda and protocol is crucial and future excavations should keep all human skeletal remains in an effort to maximize data collection.

Wrobel concluded by mentioning that given the general lack of public understanding of the region's history, it is important to take precautionary steps to prevent misunderstanding in public perception about excavating. In other words, we need to make sure everyone understands that we are not disturbing Muslim graves.

November 2009 Capstone Workshops and National Symposium

This final workshop had three interrelated goals. First we wanted to share what the participants had learned and achieved through the project with a wider audience. Second we wanted to respond to requests from the Kyrgyz participants for particular types of support they felt would help them further their goals for community museums and heritage preservation. And third we wanted to develop Kyrgyz project designs in order to support their implementation in participants' home communities and attract funding for that work. We also hoped to discover how the experience provided by the project had influenced the Kyrgyz participants and whether their ideas about heritage management, tourist development and national identity had changed.

The symposium on "Heritage, Tourism and Museums in Kyrgyzstan" was organized by the Kyrgyz members of the project with speakers, posters and videos by the participants. The symposium was held in the Bishkek Historical Museum located in Ala-Too Square, which is a very prestigious location since it is adjacent to the national capital building and is considered as one of the most impressive historical museums of the country. The museum was formerly known as the Lenin Museum and is often referred by this name. There was food for coffee breaks for all visitors.

People came and left throughout the day, but at one point there were over 100 people attending. Especially important was the attendance of a group of police cadets who learned about the preservation regulations of their country, which were completely unknown to them before the symposium. While grass-roots preservation strategies have proven to be much more successful than any attempt to police archaeological remains, it is a good idea for law enforcement personnel to know the laws concerning cultural resources and to be able to recognize these resources when they encounter them in the line of duty.

Agenda:

8:00 Welcome Speech National Museum Curator
8:20 Summary of the Collaborative Project Michael Frchetti
8:40 – “Problems of archeological monument conservation in Kyrgyzstan” Kubat Tabaldiev
9:40 “Heritage in Southern Kyrgyzstan” Zhumanazarov Baiyshbek Toktomushevich
10:10 “Petroglyphs and Preservation in Kyrgyzstan” Aida Abdykanova
10:40 “Fate of archeological monuments of the Ketmen-Tube valley Kalybekov Abakir
11:00 Coffee Break
11:30 “Archeological monuments and petroglyphs in Kochkor” Jumabaev Kabylbek
11:40 “National artifact collecting” Akunov Almaz
12:00 Break for Lunch
1:30 “Monuments of Kochkor region” Zamir Aldayarov
2:00 “The Burana Museum” Anita Alimova
2:30 “The Monuments of Uzgen” Avaz Tursunbaev
2:45 “Documents preservation” Kaiyrbek Konurbaev
3:00 Coffee Break and Poster and Video Sessions
5:00 “Closing remarks” Anne Pyburn

The presentations were well received by the audience and members of the project were interviewed by 3 newspapers and 2 radio stations. An article resulting from one of these interviews is attached. Pyburn’s final remarks were intended to inspire patriotic pride in the audience and to highlight the positive relations between the US and Kyrgyzstan that resulted from the collaboration of the participants. The audience responded extremely warmly and presented Pyburn with a medal embossed with the image of the Burana Tower.

The Project Proposals:

Project: What Shall We Leave to Future Generations?

Director: Kaiyrbek Konurbaev - Director of territorial investment union, Kum Dobo and newly elected President of the Kyrgyz Heritage Association

Create a questionnaire to be used in the town of Kumdobo in Koch Kor Region to ask members of the community this question. The questionnaire is prepared with 100 copies ready for distribution. In the town there is a building that needs some repairs but can be used as a cultural center. The center’s primary purpose is to support the preservation and sharing of local heritage through exhibits. These will include genealogies of local families and rotating exhibitions of loaned material culture belonging to different families in the community. These exhibits will be developed with the local school teacher as part of the

local curriculum, for example, a family may bring in materials from the war and that local story will be woven into the lesson plans about the war.

Project: How Do Archaeologists Reconstruct the Past?

Director: Temirlan Chargynov - Archaeologist, Kyrgyz State University

A project to develop an exhibit in the University museum for middle and upper-division school children, to teach them about science and the practice of science including how archaeologists use their scientific methods to reconstruct the past. This will lead us from the simplified history of the Kyrgyz people, giving young people the background to interpret their heritage for themselves, and will promote an understanding of the diversity of the Kyrgyz past through the study of its rich archaeology.

Project: Recovering Heritage Memories

Director: Momytbaev Yimadin Birnazarovich - Elected Deputy of Kara Sas

In addition to the photographic and video-graphic record he has conducted of extant features in his village, he has begun a project of conducting video interviews of elders in his village. These amount to an indigenous record of important ethno-history. Your support will fund archiving these priceless records in his village, in the regional capital, and in the library of a national university, probably American University of Central Asia. We have tentative approval from the acting department chair of the anthropology department, Aida Abdykanova, that AUCA would accept this archive.

Project: Heritage Through the Eyes of Children

Director: Chynarbek Joldoshov: Vice-President, Archaeological Department, Osh State Museum

The Osh State Museum exhibits are neglected and out of date, and the community is not engaged by the museum. This project will re-establish the museum as a community resource that bridges the gap between government institutions and local interests. He will design an exhibition, based on a successful pilot project, using the photographs taken by high school students assigned to collect images of places, people and objects with special significance for them. The schools will have a competition, and the winners of the competition will be exhibited at the museum. The images will be accompanied by narrative descriptions of the subject matter explaining what these objects, people and places are, and why they are important. Students are encouraged to include images that have personal importance and have historical importance.

Project: Developing a New Foundation for an Ancient Structure

Director: Avasz Tursunbaev: Director of the Uzgben State Museum and the Mausoleum and Tower and newly elected President of the Kyrgyz Heritage Association

The purpose of this project is to capitalize on the existing engagement of the local community with a heritage site that is an ancient architectural masterpiece of international significance that has spiritual significance for them. Several avenues of development have been suggested and the site is in danger because previous

archaeological excavation was left unconsolidated. The site's proximity to derelict buildings creates drainage problems and hazards for visitors. In addition, because local people come to worship at the site, there are conservation issues as a result of burning incense and lighting candles within the ancient structure. The monument's future depends on discovering a method of controlled use without alienating the local community. The proposed approach is a public opinion survey to discover what types of improvement and development the citizens of Uzgen will approve. While simultaneously administering this survey will engage the public in thinking and talking about this place, hopefully enhancing their engagement with the place, not only spiritually engagement, but also through awareness of the practical importance of preservation. This project design is completed and funding has been awarded through IPINCH.

Project: Seeing Archaeology

Director: Aida Abdykanova: Acting Department Chair, Anthropology, AUCA

A large portion of the public in Kyrgyzstan believe that Kyrgyzstan has little or no archeological resources because "nomads don't leave anything behind". In reality Kyrgyz heritage includes much more than nomadism, but nomads do indeed leave an archaeological signature. In order to promote preservation, it is necessary to teach the public to recognize archaeological features for what they are. This project is to create an open-air museum at a multi-faceted archaeological site in the Togol Valley that has been excavated and researched by Professor Kubat Tebaldiev. At this site archaeological features from five different periods of Kyrgyz history exist within a two kilometer radius. The project is to create a path and a bridge for hiking and riding a trail that follows these features located along two edges of a river. The features will be identified by a sign that identifies the object and its period and cultural origin. These signs will be contextualized by trained tour guides from the local community and printed trail guides in multiple languages that visitors can purchase.

Project: Documenting Diversity: Reclaiming The Kyrgyz Multi-Cultural Archive

Director: Kabilebek: Retired Teacher of Philology of Kyrgyz language and literature; Reporter for Naryn Region Newspaper Press.kg

During the Soviet Period Kyrgyz heritage and practices were not valued, preserved, or taught in schools, and the Soviets encouraged the belief that they had brought the practice of written language to the Kyrgyz. In fact, the Kyrgyz have a long tradition of writing even back to Shamanist practice of making pictures and writing on stones, but extant materials are not managed or protected or shared. For example, one set of unique and priceless ethno-historic documents pertaining to Shamanism, Zoroastrianism, Musselman, Hinduism, and Budhism are being curated in two suitcases in a private residence. To solve this problem and to illustrate the richness of the Kyrgyz past he will create an archive these documents and make them widely-available for study, research and teaching by scanning them for access in CD form at a nominal fee to interested scholars, kept at AUCA and available online through the Web. Analysis of and research in this archives requires a diverse scholarly community because the documents

are written in at least five different scripts and eight different languages.

Project: Heritage Values in Kyrgyzstan: Keeping of Balbash Tesh
Director: Bolotbek Abdykeev - farmer and herdsman, Chap, Kochkor district

The project will address heritage values in contemporary Kyrgyzstan society through the establishment of a museum to display Balbals and a modest archaeological library in the village of Chaop, Koch Kor, this curation will be combined with curriculum development for school-age children as well as orientation materials for international visitors dealing with the cultural heritage of Kyrgyzstan.

Project: Kyrgyz Heritage, Kyrgyz Curriculum
Director: Zamir Aldayarov - Director of School in Kara-Kungey and newly elected Vice President of the Kyrgyz Heritage Association

The curriculum left over from the Soviet Era does not include Kyrgyz prehistory and ancient history, or how this heritage is related to world heritage. Regular newspaper coverage of archaeological research is very popular in rural areas. The purpose of this project is to integrate recent research on the Kyrgyz past into modern school curriculum by designing and redesigning lesson plans that reference nearby sites and heritage resources using pictures, site and museum visits and discussions to engage students (see above projects for relevant resources).

Project: Cultural Heritage as Environmental Protection
Director: Abakir Kalybekov - Physics Teacher at Chargynov, Ozgorush, Toktogul region

The purpose of this project is to reestablish the connection between Kyrgyz people and their natural environment, severed during the Soviet Period, to inspire young people to be better stewards of their environment. This not only affected animal populations but also neglected and damaged archaeological resources. The purpose of this project is to preserve oral traditions unknown to the young generation of Kyrgyz. These stories and traditional songs, particularly the story Kojojah, teach the listener about the sacred relationship between people and their environment. If children learn these stories, they will begin to appreciate and protect the environment. To reach a large popular audience through this project, he will create a weekly radio show and a series of booklets that recount these stories showing their relationship to archaeological heritage as seen in petroglyphs.

Director: Anita: Director Burana Museum
Project: Festival Celebrating Kyrgyz Heritage

The Burana Tower and its associated museum were constructed during the Soviet Period. Neither the facility nor its interpretation is suitable for present needs of the archaeological site and local interest. The purpose of this project is to raise awareness of material culture as well as the ethno-historic connections between local communities, the archaeological site and the wider public of Kyrgyzstan. To accomplish

this, the museum proposes to establish an annual heritage festival that will involve the preparation and sharing of foods from several local cultural traditions. In addition, traditional dances and songs will be taught to local school children for festival performances. The celebration will have components intended to appeal first to local adults and children, as well as foreign visitors. The event will be scheduled to occur during the height of the Kyrgyz tourist season to attract support and promotion by national and international tourist agencies.

Project: A Heritage of Soap-making: A Traveling Exhibit

Director: Ainura Duisheeva - Independent tourism business woman, Kara Suu village, Kochkor

In addition to the protection of the heritage of this domestic technology, there is the potential for a small cottage industry in artisanal soaps. Human-land relationship has developed over 3000 years; cessation of this practice has resulted in an imbalance in the environmental diversity. For example, the grass is unpalatable to grazing animals, but left unharvested it invades their pasturage and pushes out their consumable grasses. There is only one person left who knows this tradition and he is 80 years old. Through a pilot project she will teach five students the practice, videotaping the teaching process to protect the vanishing practice, and to share this tradition in a public forum.

Project: Promoting and Establishing New Kyrgyz Community of Museums

Director: Asipa Jumabaeva - Outreach Coordinator of the Kyrgyz Heritage Association and newly elected Secretary of the Kyrgyz Heritage Association

This project will build on the projects listed above to promote more projects in other Kyrgyz areas and regions. This will be accomplished through the documentation of the successful community museum projects and the dissemination of information about these projects in museums, schools, media and other public venues.

The goals we set for the capstone seminar were met and exceeded. The accomplishments of the project participants were shared with a wider audience through the symposium in the national museum, which was well attended, well covered on newspapers and on television, and included very prominent invited speakers, most notably Zhumanazarov Baiyshbek Toktomushevich, Akim of Uzgen Rayon. Sharing was also achieved through the inclusion of a group of new people that the Kyrgyz invited to join the final workshop in order to develop their own projects. We responded successfully to the requests from the Kyrgyz participants for particular types of support they felt would help them further their goals for community museums and heritage preservation by bringing Rex Garnewicz and Sarah Brophy to give practical workshops on museum exhibits and funding. And we wanted developed 14 Kyrgyz project designs to attract further funding at least one of which is already guaranteed support. Most important of all was that the Kyrgyz participants have clearly benefitted from the project and are making progress toward all the original goals on their own through the excellent project proposals already outlined and through many others that are still to come.

PROJECT EVALUATION

OBJECTIVES AND OUTCOMES

This project was designed to demonstrate the value of community cultural resource management strategies with the twin objectives of preserving cultural heritage and promoting development through tourism. At the end of three years, the project achieved the following results toward the objectives and outcomes:

Objective 1

Begin a testing among US and Central Asian scientists, a local community in Kyrgyzstan and other stakeholders in Central Asian Heritage of ethnographic Participant Action Research in Silk Road communities as a sustainable approach to cultural heritage preservation.

Evaluation

The response to this initiative was tremendous, as can be demonstrated with several examples, e.g. the projects designed by the participants, the collaboration between US and Kyrgyz archaeologists.

Objective 2

Demonstrate to the people of Kara-Suu, through the participation of a multinational team of heritage professionals and conversations with experienced Native Americans that Kyrgyz heritage is an important and valuable resource that can be used for positive economic change

Evaluation

Again the projects designed by the Kyrgyz participants are the clearest indication that this was effective

Objective 3

Provide a demonstration project in a Kyrgyz community, and train community leaders in GIS recording, data management, CRM preservation and dissemination techniques;

Evaluation

Yimadin has begun mapping the area around his village and Wrobel worked on a map with Asipa during his visit. Aida has a map planned as integral to her preservation and development project.

Objective 4

Through the collaboration of community members and trained archeologists, use scientific methods to identify, document and preserve actual cultural heritage sites near the participating community and disseminate results through participants to encourage implementation of similar programs in the region;

Evaluation

Wrobel's visit initiated this development and several projects proposed will enhance the effect.

Objective 5

Through community oversight and education, deter the looting of these sites;

Evaluation

Projects developed by Zamir, Chymnarbek and Abakir Kalybekov are striking examples of the success of this initiative, but several other projects are similarly related to anti-looting education

Objective 6

Through television/radio programs about the demonstration project, create a wider national and international awareness of the problem of illicit trade in artifacts and deterioration of exposed sites;

Evaluation

Television and newspaper coverage of the project was reasonable; one of the proposed projects is to develop a “Minute of Heritage” for the radio.

Objective 6

Based on achievements and lessons learned through workshops, surveys and Cultural Resource Maps prepared in collaboration with the project’s stakeholders, develop a set of policy recommendations for the Kyrgyz Ministry of Cultural Affairs on implementing local Cultural Resource Management programs in a national context;

Evaluation

Although the maps are at a lesser stage of development, the research protocol developed by project participants has a parallel value

Objective 7

Develop a relationship between indigenous people in US and Central Asia that similarly bridges cultural and historical differences, but nevertheless emphasizes the common situation of indigenous people in the modern world and promotes the development of creative cross-culturally valid solutions to sustainable cultural heritage preservation

Evaluation

The next phase of funding will be directed at bringing Indigenous Americans to visit Kyrgyz Project members to help them follow through on some of their proposed projects.

Objective 8

Create collaborative relationships among museum directors from Kyrgyzstan, Kazakhstan and Uzbekistan, and also between Museum directors in the US and Central Asia.

Evaluation

Curators from the Eiteljorg, Ziibiwing, Connor Prairie, Greencastle Community Museum, and the Indiana State Museum have all been enthusiastic participants and will continue to support Kyrgyz efforts.

Was the project successful?

The most important element of sustainability for this project relates to HOW participants engaged in the CRM process and brought into partnership with other stakeholders (local and regional museums, tour operators, government officials). Attempts by outsiders to assist with the creation of new programs easily fall into a situation in which local people never take control of the initiative. When outsiders leave, and the monetary support runs out, the project often dissolves. This is the reason that we began with local knowledge and emphasized local interests and needs from the start (timing visits NOT during holy days or harvest periods, for example), and why the workshops were held as much as possible at the convenience and under the customs of the villages we wish to *assist*. Every effort was made in each workshop to provide the villagers and other stakeholders with models of collaboration that are structured so as to be mutually beneficial for each of the partners.

From the foregoing it should be clear that the participants all consider the project to have been a resounding success. The achievements of the program indicate an improved attitude toward the United States, a heightened awareness of the importance of preservation, a heightened awareness of the significance of a diverse past, an improved understanding of the nature of the archaeological record, increased understanding of the realities of tourist development, improved interest in technology and record keeping, increased awareness of the connection between pride in National Heritage and public school curriculum, improved grant development skills, a surge of ideas about how to use heritage resources to stimulate tourism, stimulate students, stimulate preservation of both cultural and natural resources, and to promote diversity as a positive aspect of modernity.

These outcomes (elaborated above) far exceed the projected results we hoped for when we designed the project. The main factor was the enthusiasm and engagement of the Kyrgyz participants who took the ball and ran with it according to their own perceptions of what their needs are. Because this program used a PAR methodology we accepted some uncertainty from the beginning, since the point of this methodology is to identify problems and seek solutions in collaboration with local communities and local professionals. This meant that although we had ideas about how we might achieve our goals, we could not be sure that the Kyrgyz participants would see the same problems that we saw going in or that they would accept the solutions that we proposed before getting their input.

Obviously, some of the things we planned to do and some of the outcomes we foresaw turned out to be inappropriate, either because they were too ambitious, or not suitable for a particular context or not ambitious enough. So while the objectives of the project were more than met, the strategies that were planned at the outset did not all work, some will be implemented at a later time and some were scrapped. This is most apparent in our original list of projected indicators of success, which are detailed here. In each case I introduce alternative measures that I believe are equal to or stronger than those we originally projected. Most encouraging some of the long term goals have already been met.

Long-Term Results

1. Initiation of new projects in communities near the two targeted here as well as in other Central Asian Countries;

New projects are proposed for several communities, not only in Koch Kor and Ozgen

2. Ongoing collaboration between participants in the two communities and their counterpart museum/university/tour company stakeholders in each country;

The Sacred Heritage Society is a new national organization that was formed as a result of this project; on a larger scale, a new collaboration between the minister of tourism and Ozgen has begun with a visit.

3. The invitation of villagers to serve as consultants to new CCRM projects in other areas of their country;

All the participants in the final workshop collaborated and advised each other on their respective projects.

4. Increased entrepreneurship: villages develop lodgings, food, and entertainment for visitors; semi-professional tour guides are available locally, crafts for sale to visitors begin to develop, tour companies see financial profit;

Most of the proposed projects have a component relevant to tourism, in particular the soap making project, the Burana festival project and the “seeing Archaeology” project speak to this goal.

5. Improved maintenance of archaeological sites at the two villages and a reduction of evidence of looting of artifacts from these two sites;

Increased awareness of these issues is clear in the design of almost all the projects proposed by the Kyrgyz participants.

6. The use of data and experience gained from the project by the IU participants as evidenced by inclusion of data in MA and PhD theses and presentations at US professional conferences.

Nurzat has applied to graduate school and it is likely that her dissertation will pertain to these issues. Four IU graduate students, Erin Kuns, Tekla Schmaus, Kealeigh Herstad and Teresa Nichols are working on related issues for their dissertations. Pyburn and Frachetti presented a paper on landscapes and identity in Kyrgyzstan at the last meeting of the American Anthropological Association, and both have several other publications related to the project either published or in press..

“Deliverables”

Research protocol delivered to minister of Rural Culture

13 Proposals by Kyrgyz participants

Invitation to apply for funding from Christensen Foundation (proposal submitted 03/30/10)

Project member applying to graduate school in Anthropology

Several newspaper and Radio spots in Kyrgyzstan

Several newspaper articles in the US and a show on Kyrgyzstan developed in the Greencastle community museum

Symposium held in the National History Museum organized by the Kyrgyz participants

Community museums under development in Chap (Bolot), Kara Sas (Zamir), and Ozgen (Avaz)

Creation of the Kyrgyz Sacred Heritage Association

Participation of the Regional Akim (Uzbek speaking) of Uzgen in a “Kyrgyz” Symposium

Development of a community display in Koch Kor (Asipa)

Guaranteed funding (ca. \$15,000) by IPINCH for Uzgen Project

Initiative to develop cultural sites tour by both the Jailoo (Asipa) and Community Based (Anar) tourism associations

Police Cadet training in heritage preservation

Proposal from National Museum to mount the Kyrgyz gold collection for the US museum tour

Visit of Minister of Tourism to Uzgen

Scholarly collaborations

Several new GPS maps of archaeological features by Wrobel, Aida, and Yimadin

Commencement

Kyrgyzstan is one of the most beautiful countries in the world with an incredibly rich and exciting history. Evidence of that history, in the form of ancient monuments and archaeological sites is everywhere; in the mountains, in the cities, beside the beautiful lakes glistening in Kyrgyz valleys. This wealth of material culture is an important source of national pride and is beginning to pull tourists from all over the world to visit and explore.

In the wake of many important political changes in Kyrgyzstan in recent decades, Kyrgyz people have begun to celebrate their glorious cultural heritage and international organizations such as UNESCO and World Bank have taken an interest in preserving and promoting the heritage of Kyrgyzstan, both material and spiritual. But although the people who live in the lap of their history know its value, tourists often do not, and even some Kyrgyz people do not realize just how rich in history is their national landscape. For example, some people have the impression that the ancient nomadic cultures that raced across the Altai Mountains and grazed their herds in the Fergana Valley left behind little material evidence of their life ways and achievements, and that *kurgans* and *balbals* would be of little or no interest to tourists.

In other parts of the world, where the forces of globalization have a longer history, petroglyphs, burial mounds, and mortuary stele exactly like those found all over Kyrgyzstan are the focus of community museums that have not only an educational function, but also a special appeal for visitors. These museums can teach young people about the past, and instill an interest in visitors by placing local history in its cultural context. They often showcase the pride of the local communities that steward the remains of their past and consequently discourage looters or vandals from careless damage, and also from casually marketing items the Kyrgyz citizens might consider part of their national patrimony. In these situations, people may find out too late the importance of what was sold for far too little.

Many countries have a magnificent archaeological heritage: India, Guatemala, Vietnam, and Egypt all are world famous for their monuments and ancient material wealth. While Kyrgyzstan does not have the pyramids of Egypt or the temples of Guatemala, it does have buildings of comparable beauty and significance at places such as **Navikat (Krasnaya Rechka)**, **Suyab (Ak Beshim)** and **Balasagyn (Burana)**. But unlike almost any other place on earth, Central Asia and particularly Kyrgyzstan, carries the evidence of the rise and spread of many nations, many languages, and many cultures. Some of these cultures originated in Kyrgyz territory, others came and went over time. And while a complex history is not unique to Kyrgyzstan, the ability to shelter together and inspire diverse cultural systems, varied ways of life, and contrasting forms of philosophy and art is unparalleled in the world. As the heart of Central Asia, Kyrgyzstan stands today on a heritage of magnificent and unsurpassed cultural diversity. While other nations may decide to simplify the past by attributing the rise of their modern state to a single group, the heritage of Kyrgyzstan is much richer than this, and it is this history of cross cultural interaction and centuries of tolerance underlying the legacy of the silk road that will bring the world to Kyrgyzstan.

The Partnerships project was at base an information sharing project. The first part of the project was to learn about Kyrgyz archaeological heritage and how Kyrgyz people talk about the past and what interests them most. Through discussions with many different sorts of people it became clear that many Kyrgyz people are passionately interested in their heritage and very eager to share it with visitors. It also seemed that Kyrgyz people often did not see how their heritage could interest visitors and that tourists were rarely able to understand the significance of Kyrgyz monuments. These problems are shared by many developing nations.

The goal of the second part of the project was to share information about preservation and tourism from communities where such issues have a long history. People from Kyrgyzstan who are interested in tourism and heritage were invited to the United States to meet with communities that have their own museums and their own strategies for managing community resources. The reason for this trip was simply to introduce some Kyrgyz people to some American counterparts who are coping with similar situations in which education of the next generation, preservation of the material record and interaction with visitors need to be juggled in a way that benefits everyone. It is not likely that the American solutions will apply directly to Kyrgyzstan and the American consultants had no interest in claiming to have answers that will work in Kyrgyz contexts. But as Kyrgyz history has shown, breaking bread and sharing information with people whose experience and way of life is different can lead to new ideas and new solutions, and also enrich the lives of all concerned.

This trip also provided an opportunity for Kyrgyz people to teach Americans about Kyrgyzstan's cultures and heritage. In addition to visiting both small community museums and larger urban museums and educational centers to learn about American strategies, the Kyrgyz visitors were invited to develop educational materials for use in the United States. To make this easier, pedagogical specialists joined the workshops which was held on the campus of Indiana University. Kyrgyz visitors agreed to bring photographs of places that are important to their families, villages and local histories to start off the workshop by educating the American participants about Kyrgyzstan. At the conclusion of the trip participants decided they wanted to pursue the idea of community museums further through an IPINCH [<http://cgi.sfu.ca/~ipinch/cgi-bin/>] grant. We met one of the directors of that program, Dr. Julie Hollowell, to find out about the feasibility of such a grant and were strongly encouraged.

The next phase of the project took place in the summer of 2009 when several American members of the project will visited the ongoing excavations of Aida Abdykanova to learn about Kyrgyz archaeology in the Koch Kor Valley. During this visit we met with all the Kyrgyz participants and designed the content and logistics of the final workshop.

The final phase of the project took place in Bishkek in the fall of 2009, when project members and their guests came together to talk about what has been accomplished and what might happen next. The symposium in the National History Museum and the workshops on grants writing and museums were a great success. Although participatory action does not mandate a particular outcome, every effort was made in the design of the project to create opportunities and provide useful information to participants, without stipulating any single goal or unified mission. This approach was more successful that we could have hoped and we recommend to future change agents working in Kyrgyzstan.

In all, over 100 people participated directly in the project by the time of its completion in December of 2009 and it is our hope that the project outcome will benefit, educate and inspire many more people in both the US and Kyrgyzstan. One of the great successes of the project has been to bring together Kyrgyz citizens from different walks of life to share information and perspectives. The minister of tourism and the minister of rural culture were surprised and delighted to have their most nationally prominent archaeologist tell them about the diversity of Kyrgyz history and her wealth of material culture, which was entirely missing from their Russian educations. The curator of the Uzgen Museum was able to get the attention of the ministry of tourism as both were members of the workshop. The tour agency directors were able to get to know the minister of rural culture to discuss development ideas. A promising undergraduate was able to meet several professional anthropologists and get help applying to graduate school. A rural school principle was able to meet the urban based ministers and tour agents who have the power to influence the opportunities of his students and to learn more about how he can improve the educational programs he offers. A professional archaeologist got to meet some local amateur enthusiasts and develop a collaborative program that promises to educate the public and also educate archaeology students about the various stakeholders whose interests will determine the future of Kyrgyzstan's archaeological record.

We are currently in the process of writing proposals to fund the Kyrgyz-designed projects and nurture the nascent community museums. There is good reason to believe that most if not all will be funded and that if they are, they will succeed.

NATIONAL COMMITTEE ON UNITED STATES–CHINA RELATIONS

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INCREASING PUBLIC PARTICIPATION IN LAND USE DECISIONS IN CHINA One-Page Report to The State Department's Bureau of Educational and Cultural Affairs

Currently land use is a hot topic in China and public participation is a weak point. This program linked these issues together and provided Chinese scholars and officials an introduction to the American experience of these issues. The program provided excellent lessons China could learn from to reasonably resolve problems of fairness as we continue our development.

– quote from a Chinese delegation member

In response to a Request for Grant Proposals (ECA/PE/C-07-01) issued by the State Department's Bureau of Educational and Cultural Affairs, the National Committee on United States-China Relations submitted a winning proposal for a project on "Increasing Public Participation in Land Use Decisions in China." The project was made up of three phases: a two-week study trip to the United States for a delegation of Chinese specialists on land use; a series of workshops on land use development and how to involve the public in such decisions run by American experts visiting China for two weeks; and the writing and dissemination of two case studies by the Chinese participants with input from American participants in the program.

In early February, 2009 a group of eight Chinese land use experts including local government officials, law professors, and a judge visited the United States. Each stop on the trip had a different focus. In the New York area, it was procedural issues; in greater Washington, D.C., it was the federal government agencies responsible for land use decisions and alternative dispute resolution methods; and in the San Francisco Bay area, it was community groups and NGOs that work on land use decisions. Along the way, delegation members met with scholars who do relevant research at academic institutions such as Yale, Berkeley and NYU; federal and municipal officials who work on the front lines of land use decisions; and NGO representatives who work both with and in opposition to government agencies on land use issues. The delegation members also sat in on a public hearing and met with a public interest law firm that represents citizens in land use disputes. Detailed schedules for this and the delegation described below can be found in our full report.

In September of 2009 a group of four American experts and a scholar-escort visited Shanghai, Xi'an, and Zhengzhou to participate in workshops on land use and public participation. A total of 83 officials, scholars and graduate students attended the day-long workshops. In each city, prior to the workshop, the delegation spent time attending meetings with their Chinese counterparts. Among others, meetings included a discussion with the Shanghai Bureau of City Planning on recent developments in land use and public participation; a conversation with representatives from a homeowners association about their organizations' developing role in land use decisions; and a roundtable discussion with judges from the Shaanxi Higher People's Court focused on the Chinese system of mediation of land use cases.

As a final phase of the project, two of the Chinese participants wrote case studies of land use and public participation in China. Professor Zhu Mang from Shanghai Jiaotong University wrote about a pilot project initiated by the Shanghai government to experiment with methods of public participation and open government in the demolition, compensation, and relocation process. In the second case study, Professor Wang Zhouhu, a law professor from Northwest University of Politics and Law, contrasted the traditional Chinese ways of communication between people and the government with public hearings and other methods that have been brought to China from abroad. While noting that traditional forms of communication are a useful avenue for citizens to communicate with the government, Professor Wang also highlighted several ways that the public hearing system can be improved in China. The case studies have been posted on the National Committee's website and distributed to relevant contacts.

The National Committee is very gratified to have been involved in this fascinating and timely program that was carried out at an opportune time for development in the area of land use and public participation practices in China.

Program Summary Report - Final

Award Number: S-ECAPE-09-GR-040 (KF) **Recipient:** Partners of the Americas

Project Period: 1/9/09 – 12/31/09

Amount of the Award: \$453, 222

Through international travel of volunteer professionals and small project support the 2009 Partners Educational and Culture grant funded by the U.S. Department of State (TPPP) authorized under the Fulbright-Hays Act, approved 75 professional volunteer exchanges and 20 small grant projects which addressed goals of reinforcing democracy, emphasizing diversity, increasing civic participation and responsibility and the strengthening of institutions at the community level engaged in fostering education and culture appreciation. These are mutual objectives of Partners of the Americas and the Department of State. In 2009 International travel grants were approved for 75 Partner volunteer professionals representing 37 Partnerships (two chapters in the network are linked to form a partnership; that is, one U.S. chapter is linked to a chapter in Latin America and the Caribbean and it is through that linkage that exchanges take place and ensure follow up and continuity). We funded 7 % fewer volunteer specialists allowing Partners to support more than double the number of project assistance grants.

These 20 small grants are implemented in cooperation with local organizations. Most grants are carried out in the south and are typically the result of travelers' visits to a counterpart chapter. Some examples of the breath of projects in 2009 are teacher training workshops, art exhibits and creative writing instruction, ethics education, vocational courses for disabled women, judicial reform, environmental education and awareness campaigns, and emergency management training.

In 2009 for the first time, Partners offered Effective Practices Peer Learning Workshops designed to spread high impact Education and Culture program models from one chapter to others across the growing Partners Network. The Education and Culture program contributed logistical resources for the following two events in 2009:

- Asuncion, Paraguay – Volunteerism –A Way of Life
- Washington, DC – Higher Education and International Volunteer Service

The latter event paved the way to building a wider network with linking universities, colleges and non-governmental organizations that have common objectives – to provide volunteer opportunities to their constituents.

Partners of the Americas match for this grant was \$689,000, eight (8%) more than required.

THE AMERICAN CENTER FOR INTERNATIONAL LABOR SOLIDARITY
One-Page Final Report
Grant Period March 1, 2009 – February 29, 2010
Grant Agreement S-ECAPE-09-GR-046 (KF)
International Education Program for Trade Union Leaders
2009 Exchange Program

During the FY 2009 grant, thirteen study tours took place, which included thirty-nine trade union leaders and activists. Study tour topics included (but were not limited to) freedom of association, collective bargaining, education, union organizing, labor law reform, democracy building, the informal economy, political activism, worker rights, training, and migrant workers. Program participants continue to communicate with the Solidarity Center and organizations they met with during their study tours regarding follow-up activities such as future opportunities to visit, information and resource sharing, and workshops/training sessions.

2009 Study Tours

Program #1: Eastern African Journalist Trade Study Tour to the US – Nov. 2009

Program #2: Brazilian Trade Union Study Tour of the US – May 2009

Program #3: US Journalists Study Tour to Mexico – Jan. 2010

Program #4: US Airlines and Machinists Unions Study Tour to India – Oct. 2009

Program #5: Chinese Study Tour of US Civil Society – Oct. 2009

Program #6: National Labor College Scholarship Program for Foreign Trade Union Leaders – Feb. 2010

Program #7: Miscellaneous Study Tours to and from the U.S. (Cancelled)

Program #8: Coalition of Black Trade Unionists / A. Phillip Randolph Institute Study Tour of Zimbabwe and South Africa – Oct. 2009

Program #9: US Trade Unionists and Activists Study Tour to Egypt – Nov. 2009

Program #10: Nigerian Oil and Gas Workers Study Tour to the US – Feb. 2010

Program #11: Palestinian Trade Unionists Study Tour to the US – Feb. 2010

Program #12: US Domestic Worker Organizations Study Tour to the Dominican Republic on Organizing and Advocacy Methods – Feb. 2010

Program #13: US State and Central Labor Council Leadership Study Tour of Georgia – Oct. 2009

Program #14: US State and Central Labor Council Leadership Study Tour of Indonesia – Oct. 2009

In 2009, Vital Voices Global Partnership successfully worked with the U.S. State Department and FORTUNE Most Powerful Women Summit to implement the fourth annual FORTUNE/U.S. State Department Global Women's Mentoring Partnership program. The mentoring partnership provided international emerging businesswomen with the opportunity to develop their leadership, management and business skills while gaining experience in the U.S. business world. As a result, the mentoring partnership also inspired many of its participants to "pay it forward" – to use their experience to benefit others in their home countries. To date, alumnae of the 2009 mentoring partnership have returned home to achieve greater leadership and organize events and activities, which have benefited hundreds of other women at the local level.

As implementing partner, Vital Voices informed participant recruitment and selection of 32 international businesswomen from 22 countries across the globe, acted as a liaison between mentoring partnership participants and partners, managed the logistical and substantive planning of the three-phased month long mentoring partnership program and offered continued support to its alumnae.

Monday, April 27th – Thursday, April 30th, Vital Voices implemented an orientation program that effectively exposed international participants to leadership and skills training, educational panel discussions, networking opportunities, role models in the public and private sectors, and best practices in the American business community.

Friday, May 1st – Monday, May 18th, Vital Voices supported and informed 32 one-to-one onsite mentoring assignments (or "internships") between international businesswomen and a group of FORTUNE's Most Powerful Women. Vital Voices leveraged its four years of experience implementing this program and over ten years of experience promoting mentoring to provide mentoring best practices and to offer advice to "mentees" and "mentors."

Tuesday, May 19th – Friday, May 22nd, Vital Voices implemented an evaluation and debriefing program to help participants reflect on their experience and chart a new path forward as leaders in their businesses and communities. Vital Voices integrated the program's international participants into its global network of over 7,000 women leaders, leveraged funding to support three follow-on projects through a challenge grant competition supported by ExxonMobil, welcomed alumnae to join its locally supported businesswomen's networks and local affiliate chapters, and encouraged participants to organize mentoring activities such as the Global Women's Mentoring Walk in their home countries.

In all, the program successfully mentored, trained and built the leadership skills and confidence of international emerging businesswomen; engaged an increasing number of top U.S. corporations and senior female executives to invest in the next generation of global business leaders; and built ongoing mutually beneficial mentoring relationships between American and international women leaders, as well a network of international emerging businesswomen.

Meridian International Center: Final Program Report FY 2009
Assistance Award Number S-ECAPV-09-CA-008(CS)

In Fiscal Year 2009 (October 1, 2008 to September 30, 2009), Meridian International Center received Assistance Award Number S-ECAPV-09-CA-008(CS) in the amount of \$17,602,606 (\$12,925,132 for program costs and \$4,677,474 for administrative expenses) to administer the International Visitor Leadership Program (IVLP). At the request of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State, we organized 299 programs for 1476 participants. Sixteen permanent and three seasonal two-person program teams carried out the work at Meridian. Of the total projects arranged, 79 were for Individual Visitors, 106 for Individuals Traveling Together, 98 for Single Country Groups, 12 for Sub-Regional Groups, 22 for Regional Groups, 14 for Multi-Regional Groups, 27 for Voluntary Visitors, and 3 for fellows of the Government of Japan PL80-402 program. Program participants came from every region of the world, including Near East/South Asia (39%), Western Hemisphere (16%), East Asia/Pacific (14%), Western Europe (12%), Africa (12%), and Eastern Europe (7%). We also provided administrative support to 392 visitors in 105 programs arranged by the staff of ECA's Voluntary Visitors Division.

Meridian, one of 7 National Program Agencies, worked closely with ECA to create rewarding professional and cultural exchange programs for each IVLP participant starting with a series of thematic appointments in Washington, DC, followed by several city stops across the U.S. In addition to designing and producing a cohesive and instructive professional itinerary, Meridian staff assumed responsibility for all logistical arrangements, including lodgings, briefing materials, travel arrangements, and distribution and accounting of per diem and enhancement budgets. An essential element of Meridian's work administering the IVLP was to maintain effective communication with ECA staff on fiscal, procedural, administrative, and content matters.

To implement these programs around the U.S., we were assisted by local Councils of International Visitors (CIVs), which make up the network of the National Council of International Visitors (NCIV). With their help, we were able to send visitors to 43 states and to a diverse cross-section of small, medium and large communities in more than 85 cities.

The themes and topics of Meridian's programs in fiscal year 2009 were diverse and included, among others, conflict resolution, trade, combating trafficking and international crime, security issues, interfaith dialogue, education, journalism and media, the rule of law, homeland security, non-profit management, volunteerism, and women's rights. One of the highlights of the year was the mega-project, International Visitors Observe the Election (I-VOTE) in which more than ninety participants observed the historic election of 2008. Additionally, another hundred visitors took part in separate programs that focused on politics and the election.

The IVLP's outcome cannot be measured by using only quantitative assessments. Almost to a person the participants reported changes in their perceptions of the U.S. and its people. This generated a ripple effect when the visitors shared their ideas with colleagues at home, and maintained the dialogue with their U.S. hosts. Many American contacts, professional as well as social, were energized by their encounters with the visitors and enthusiastically embraced long-term relations. The IVLP's impact continues to be reflected through the original concept of the program as a vehicle to support and encourage mutual educational and cultural understanding.

**Solidarity Center's Final Program Report
International Visitor Leadership Program FY2009
S-ECAPV-09-CA-010(SS)**

In the 2009 fiscal year of the International Visitor Leadership Program (IVLP), the Solidarity Center designed professional programs on appropriate labor related themes through the Individual (ID), Individuals Traveling Together (ITT) and Multi-Regional Programs (MRP).

Participants FY 2009:

The **Individual Programs** included: **Ms. Anca Finichiu**, Director, National Agency for Employment Services, Romania, and **Ms. Aghni Dhamayanti**, Vice-President of Youth and Women's Employment, Federation of Indonesian Metal Workers Union.

The **ITT Program** included, **Mr. HU**, Associate Professor, Southwestern University of Finance and Economics, **Mr. Cheng**, Director, New Resident's Association and **Ms. Wang**, Associate Professor, College of Labor Economics Beijing Economics and Trade University.

The **MRP** included 11 participants from **Malta, Barbados, Zimbabwe, Nigeria, Kuwait, Cambodia and Bangladesh.**

Program Objectives:

The national programs began in Washington, DC to allow the visitors to develop a more complete understanding of the U.S. Government structure and system of operation as well as a perspective of corporate management and labor relations' policies. The visitors then traveled to different States to participate in local programs sponsored by various councils for international visitors. They met and interacted with a network of colleagues through out the programs. The labor-related themes included: organized labor, labor management relations and labor dispute resolutions, women's rights in the workplace, foster care and adoption programs, labor law in a market economy, collective bargaining practices and role of trade unions in the United States.

Program Summary:

The visitors were most grateful for the opportunities they had in meeting with American workers and people from all walks of life with whom they had formal and informal discussions. They also commented during their closeout evaluations that, the programs were very well coordinated and that they benefited greatly from meetings in the various schools and colleges they visited. The various resources provided exceptional and diverse points of views on all the topics discussed. The home hospitality visits were very enjoyable for the visitors and in some cases, the highlight of their participation in the program.

Overall the ELO/I's staff did an excellent job throughout the various programs. They made certain that all the visitors were kept well informed about meetings. They also coordinated well with the National Program Agency (NPA), referring to the Solidarity Center, and helped to fine tune changes that inevitably occur in a complicated program. The NPA officer expressed her appreciation for the outstanding support, guidance and assistance provided by all the ECA officers during the planning and execution stages of all the projects.

The IVLP continues to be a very important undertaking of the U.S. government in improving the image of American in the world. Labor related programs give substantial insight and information to the various visitors who participate in the IVLP. Many visitors have returned home armed with the necessary information they learned, to push for the reforms they seek in their own countries.

The Solidarity Center is committed to ensuring that labor related programs under the IVLP continues to thrive and increase with each year by enlisting our 26 field offices, alongside that of the Bureau of Educational and Cultural Affairs, as part of the process of recruiting potential visitors to the program.

Grant Summary Report - Ben Franklin Transatlantic Fellows Initiative

Award #: S-ECAPY-07-GR-100(CS)

Allan Loudon, Director; Linda Petrou, Administrator

EXECUTIVE SUMMARY

In 2007 we proposed a three year program to implement the goals of the Benjamin Franklin Transatlantic Fellows Initiative: Summer Institute for Youth. In that proposal we stated our commitment to "...provide participants . . . with opportunities to foster relationships among youth from Eurasia, Europe and American in order to advance awareness of shared values, encounter principles of freedom and cooperation as challenges of the global 21st Century." In addition, we stated that "...By the end of the three and one-half week program, the participants should be able to:

- Implement procedures for solving problem
- Demonstrate a better understanding of U.S.-Europe relations and issues;
- Understand how young people interact with the media,
- Understand how freedom of expression imposes both rights and responsibilities on citizens
- Share their knowledge with their peers
- Take a leadership role in developing and implementing follow-on projects
- Take a leadership role as community activists

In July of 2009, we held a reunion at American University in Bulgaria in which over 75% of the Fellows attended (81% from 2006; 51% from 2007 and 83% from 2008). The fellows took the lead in designing and running the conference. One measure of how we met our goals can be found in the number of students that remained in contact and attended the reunion. It was their reunion, organized by us through Facebook, but designed by them from the panels they proposed, to the workshops they presented, to the entertainment events they helped organize. They interacted with each other, shared their knowledge, took leadership roles, created panels dealing with inter-connected global themes, renewed in person old friendships and created new ones across country boundaries and time.

In addition we have funded over a dozen follow-on projects involving numerous fellows across countries and years. Two short examples: A group of eight received seed money from us and 50,000 Euros from the EU to establish and run a debate workshop in 2009 in Slovenia. It was such a success they are holding another one this year in Belgium. Two other fellows have established a mutual blog called *ExtraordinaryGlobe*. Numerous Fellows have gone on to major Universities not only in the United States but across Europe. Further information on the follow-on projects is posted on the www.bftf.org website.

From our perspective the outcome of the program that matters most to us was not the curriculum or activities *per se*, but rather the *personal empowerment* the fellows discover in themselves. Dozens of the fellows have found ways to return to the US for higher education and have stated to us that participating in BFTF made the difference in their admittance. Many more Fellows have become civically engaged in their countries. Simply put, they believe they can change the world and that they have the character to do so.

AFS NSLI in Egypt Program Final Report

Organization: AFS-USA, Inc.

Date Submitted: March 30, 2010

Submitted by: Marilyn Stotts, Program Specialist
AFS-USA, Inc.
One Whitehall, 2nd Floor, New York, NY 10004

Part One: Program Goals

Goal 1: Young people acquire and develop Arabic language abilities through an intensive language learning experience combined with homestays and cultural enrichment activities;

Goal 2: Create a strong incentive and platform for lifelong language exchange partnerships between the U.S. participants and Arabic speakers through the personal relationships forged by the homestay component;

Goal 3: U.S. and Egyptian citizens develop personal and lasting relationships, using language as the key to developing friendships and understanding;

Goal 4: Young Americans' increase understanding of the people, history and cultures of Egypt through experiential learning;

Goal 5: Sustainable relationships are formed, along which information and ideas can be exchanged, as a result of living with host families and within a broader community.

Program Summary:

AFS-USA implemented the 2008 NSLI for Youth in Egypt for American high school students to learn Arabic in an authentic environment. The program provided students with instruction in Modern Standard Arabic and Egyptian Colloquial Arabic, as well as the invaluable experience of living with a host family. AFS volunteers, staff and SLI alumni provided local pre-departure orientations for American NSLI students, as well as Gateway and Re-entry orientations in New York City. The orientation objectives are to prepare students for language acquisition and intercultural learning, and to guide them in the role of a scholarship recipient and youth ambassador.

AFS hired the Arab Academy in Cairo to conduct Arabic testing with twenty nine participants. Nineteen students were absolute beginners and ten students had previous knowledge of Arabic. Of the nineteen beginners, one student rose on the scale by six levels; twelve students rose by four levels; five students rose by three levels; and one students rose by one level. Of the ten students with previous exposure to Arabic, two students rose by three levels; two students rose by two levels; three students rose by one level; and three students did not increase by a whole level. The average numerical score increase for absolute beginners was 330 points. The average numerical score increase for students with some previous knowledge of Arabic is 114 points.

One-Page Summary
Youth Leadership Program with Bosnia and Herzegovina
Federal Award S-ECAPY-08-GR-114(SM)

Willamette University
International Debate Education Association (IDEA), Inc.

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

The Youth Leadership Program with Bosnia and Herzegovina brought 18 high school students and 3 high school teachers from Bosnia and Herzegovina to Willamette University in Salem, Oregon for a four-week program exploring what it means to be an active citizen in a democracy. Participants represented four cities in Bosnia and Herzegovina: Tuzla, Banja Luka, Siroki Brijeg, and Tomislavgrad.

The program consisted of planning, a pre-departure orientation, a four-week exchange consisting of homestays, classes, cultural visits, and a trip to Washington, DC, participation in the 2009 IDEA Youth Forum, a follow-on visit, and student-initiated follow-on projects.

Based on the changes in knowledge, cultural attitudes, and community involvement reported by the 18 students during the follow-on visit in October of 2009, we've concluded as a staff that the 2008 Youth Leadership Program with Bosnia and Herzegovina has achieved its three objectives:

- Objective 1:** Enhance understanding of democratic processes and human rights among youth leaders in Bosnia and Herzegovina
- Objective 2:** Build understanding and develop meaningful relationships between participants from Bosnia and Herzegovina that will last beyond the project's duration
- Objective 3:** Empower youth with skills to have a voice and be heard in the debates shaping a better future of their communities, the country and the region

Program Highlights

- The interactive teaching methods used in the **Civic Education and Leadership Institute** inspired participants to think deeply about democracy. Students cited the debate training that followed as a good way to practice democracy.
- Participants got to meet personally with the **Chief Justice of the Oregon Supreme Court** and the Chief Judge of the Oregon Court of Appeals. Afterwards, they observed oral arguments before the Supreme Court as special guests.
- In the final Youth Leadership Festival, participants in a **championship debate** before five judges from the Oregon Supreme Court and Court of Appeals.
- All of the **host families** described their experiences as positive and rewarding.
- The trip to **Washington, DC** was a great capstone to a packed month of academic and cultural activities.
- Students in each of the four cities planned ambitious follow-on projects. The student group in Tuzla started **an after-school debate club** which now has 50 students from different schools.

***Summary of the Project:
Bolivian Youth Summit: Developing Leadership in Young People to
Transform Communities***

Implementing Organization(s): Magee
Womancare International & Amizade
Grant: S-ECAPY-08-GR-128(KF)
Grant Period: 7/1/2008 – 1/31/2010
Grant Amount: \$107,856.00

Country: Bolivia
Number of Bolivian Students: 10
Bolivian Adults: 2

The guiding mission of the Bolivian Youth Summit (BYS) was to build individual and collective leadership, critical and analytic problem-solving, and teamwork for youth to see themselves as part of a community, as agents of change and become actively involved in civic life. This was the 2nd year of development and implementation of this program by Magee Womancare International (MWI) in partnership with Amizade Ltd., an NGO located in Pittsburgh, PA. Amizade, Ltd. has a history of expressing commitment to developing the potential of adolescents in Bolivia.

The BYS was designed as a 20-day leadership training curriculum, highly interactive, which included site visits, workshops and exposure to diverse programs and populations in the field of community-based adolescent leadership. To ensure a national representation and building on the talents and assets of Bolivian youth, the 12 Bolivian participants were selected and demonstrated significant geographic and ethnic diversity. Many of the youth had already initiated civic projects in their regions and demonstrated the passion to lead and positively impact their communities.

The BYS Pre-Departure Orientation took place at the Columbus Palace Hotel in La Paz, Bolivia. Attendees included BYS Delegates, parents, BYS 2007 Alumni; Amizade Bolivia staff member, Jean Carla Costas; MWI Program Manager, Gregg Bell and Nurse Educator, Ebony Hughes from Magee-Womens Hospital. This 5- day program facilitated introductions; established a BYS “team” comprised of staff, Bolivian facilitators, parents, and delegates; reviewed youth and adult educator roles, created individual and group responsibilities and expectations; addressed cross-cultural and diversity issues; discussed living with Host Families and importantly, prepared delegates for travel to Washington D.C. and Pittsburgh, PA.

The Washington D.C. component of BYS consisted of a mix of cultural and educational site visits, service-learning activities, discussions and a workshop on national identity. The Pittsburgh portion of BYS was developed based on the BYS 2007 schedule and participant feedback from the application process. MWI contacted local community organizations to organize skill-building workshops, site visits, and cultural exchange opportunities. Some BYS activities took place at Magee-Womens Hospital of UPMC conference facilities. The majority of programming took place at local high schools like Gateway High School in Monroeville, PA and local non-profit organizations. From participant feedback, the interactions between the BYS delegation and their American peer counterparts were a highlight of this experience.

In Pittsburgh, the Bolivian youth were exposed to a ‘home host’ experience that provided participants with valuable insight into American life and created a mutual learning experience for host families and the Bolivian guests. Based on host family and delegate feedback, the host home experience was very successful and enriched the lives of both the delegates and the hosts.



Spain – U.S. – Netherlands Youth Exchange Project (SUN-Youth)

One-Page Summary Report

Grant Number: S-ECAPY-08-GR-139(KF)

Grant Period: September 4, 2008 – December 31, 2009

The goal of this project was to create an opportunity for a profound personal and intellectual experience for the youth and adult participants that would result in new thinking about the importance of democracy and an active citizenry. The exchange emphasized the theme of immigration and changing societies in school-based programs in the three countries.

Four exchange programs took place in this project, two of them as part of a US-Spain bilateral exchange and the other two a US-Netherlands bilateral exchange. Programs in each country lasted three weeks, and each involved students plus accompanying teachers. The groups participated in classroom lessons, site visits, community service, social and cultural activities, and collaborative projects. Student participants led a number of presentations at their host schools. All of the programs included two-week homestays with local families.

IES Angel de Saavedra high school in Córdoba was paired with Amherst Regional High School in Amherst, Massachusetts. Eight Spanish students and one of their teachers participated in a program in the US from January 7 to 27, 2009. In addition to their time in Amherst, they spent several days in Boston and New York City. Four American students and a teacher had a corresponding three-week program in Spain, from April 15 to May 5, 2009, including several days in Seville and Madrid as well as in Córdoba.

City+ College (a public high school) in The Hague was paired with two US high schools in Massachusetts: Northampton High School and Al-Noor Academy (a private Islamic High School) in Mansfield. Eight Dutch students and two teachers participated in a program in the US from February 22-March 14, 2009. These students were hosted by ITD for the first and last days of the program. From Feb. 25-March 4 they were hosted at NHS, and from March 4-11 at Al-Noor. Four American students, two from NHS and two from Al-Noor, and two teachers took part in a corresponding three-week program in the Netherlands, from April 4-25, 2009, including several days in Amsterdam as well as their time in The Hague.

The collaborative projects developed under each bilateral exchange were video documentaries on immigration and integration themes. Work on the collaborative projects kept the exchange groups connected throughout the project. Other students at all five schools were involved on many occasions during the programs.

An independent evaluator conducted activities with the participants before, during, and after these programs, and subsequently developed a 34-page report of findings. The report concludes that the experiential approach employed by ITD is a very effective tool for teaching youth about the cultural and historical context of another country, and that the project raised participant awareness of, and commitment to, issues of immigration in their own or other countries. The extent to which the participants, youth and adult, were affected by the project is apparent in their enthusiastic responses to interview questions. The report states: “This exchange met its objective of creating the opportunity for a ‘profound personal and intellectual experience for participants that results in new thinking,’ as is evidenced from remarks made in evaluative group interviews, comments written on their questionnaires, and notes made in their evaluation journals...”

In the fall of 2009, remaining project funds were used to send two additional US teachers to Europe, one to Spain and one to the Netherlands, to conduct week-long follow-up activities.

The most significant activities resulting from the project are: 1) A self-funded second US-Spain bilateral exchange with the same high schools in 2010, again on the theme of immigrants; 2) An awareness among non-immigrant participants (especially from Spain) of the challenges faced by immigrant families and a new level of maturity regarding diversity issues; 3) A Photo-Literacy project between the US-Netherlands high schools conducted via the internet; and 4) A project at Northampton High School providing language support to recent immigrants who are English Language Learners.

S-ECAPY-08-GR-213 (JY) US-Poland Parliamentary Youth Leadership Exchange Program Summary Report

American Councils for International Education

American Councils received a grant in the amount of \$247,975.00 in the fall of 2008 to conduct this pilot program and entered into partnership agreements with World Link and American Civics Center in the US, and Foundation for Educations and Democracy (FED) and Kosciuszko Foundation (KF) in Poland to implement various program components.

The first year of this program saw 15 students and two teachers from the US and 15 students and two teachers from Poland spend four weeks in each others' countries learning about civic education, community service, leadership and our systems of government. Exchanges were school to school, with Central Academy in Des Moines, IA linked with Gdansk Autonomous Lycee (GLA) in Gdansk, Poland and the Chicago School for Agricultural Sciences in Chicago, IL linked with SPLOT in Nowy Sacz, Poland.

Each group also participated in a week-long civic education workshop, took part in an internship or job shadowing opportunity as well as community service activities in their host community and made presentations on their country to their host school and the wider host community. Internship opportunities ranged from helping peers raise animals as part of the Future Farmers of America association through the Chicago School of Agricultural Sciences to shadowing NGOs in southern Poland and tracing the roots of democracy in Gdansk.

The Polish group spent February 9-March 7, 2009 in the US, and the US group followed in early June. The program concluded with a joint summer camp in Cracow from June 29-July 3 where the students developed a number of community service projects that would address needs in the Polish host cities. The top three projects (an anti-smoking campaign in Nowy Sacz and in Gdansk, a project to bring technology to residents of a senior home, and mentoring the residents of a local children's home) received awards from one of the partner organizations.

FFATA REPORT

In FY2009, Phelps Stokes received \$3,195,712 to design 53 programs for 309 emerging leaders selected by US Embassy abroad to participate in the Department of State's International Visitor Program. Participants came from 88 different countries, and traveled to the United States as individual travelers, or as representatives from one country, a geographic region, or from multiple regions in groups of up to 24. During programs lasting from 4 days to nearly four weeks, participants met with their professional counterparts, built their professional networks, and gained first hand knowledge of US society, culture and politics, by traveling to 70 communities around the country.

Phelps Stokes arranged all logistics and disbursed DOS program funds in accordance with DOS regulations. Of the funds provided, \$2,494,341 were pass-through funds to pay specific costs associated with each project (including per diem and meals, ground transportation, rental of conference rooms and honoraria for speakers, among other costs). The remaining \$702,371 were for administrative costs, yielding a per participant cost of \$2,276. In addition, Phelps Stokes contributed \$38,503.00 as a cost-share.