

One-Page Program Report Summary
S-ECAA-10-CA-090 (MJ)
Compiled by Dr. Michael Hannahan
Working name: Pakistani Young Leaders Program 2010

We conducted a six-week institute on Comparative Public Policy for Pakistani and US Students from July 1, 2010 to August 10, 2010. The students examined domestic public policy in Pakistan and the US with many different professors. Lecturers (with expertise in political science, international relations, economics, history, education, law, business, religion, media studies, poverty studies and agricultural studies) offered students an opportunity to explore and discuss public policy building and implementation within their disciplines. Students also explored conflict resolution, public campaigning, religious practices and community service. Students were trained in the use of the University of Massachusetts library databases for public policy in the US and Pakistan. The six-week institute included readings, group projects, presentations, library research, site visits and cultural excursions to support the participants' understanding of the Pakistani and American experience. The institute concluded with a two-week study tour of New York City; Shippensburg, PA; Charlottesville, VA; and Washington, DC.

This six-week institute was extremely successful. The academic lecture topics were well chosen; the professors were engaging and insightful. The Pakistani students reported that the topics and lectures were excellent but needed more cohesion.

In retrospect may be valuable to have fewer lectures and more time to establish the connections between ideas. We also conducted a very successful community service project. The project centered on hunger and poverty in the US and culminated with the Pakistani students conducting a food drive all over town and on campus. They collected over \$1000.00 in cash and 8 boxes of food for the Amherst survival center.

Our post surveys showed a 70% increase in knowledge of US institutions and an 50% increase in positive attitudes toward the US and its citizens.

The study tour was an excellent introduction to diversity in the US. We saw both urban and rural America and visited the south as well as the north. In New York the students studied immigration. In Gettysburg they studied civil conflict. In DC and Charlottesville Virginia students were exposed to a wide variety of political practitioners and studied how ideas and interests operate in the US. At the end of their program the participants did an excellent job presenting their experience in a formal presentation at the state house. The presentation was based on pictures, videos, and text they had collected on a blog site over the course of their visit.

Partners for a Sustainable Future: Aiding Future Practitioners in Algerian and Tunisian Environmental Media

For four years of successful cultural and professional cooperation among the Department of Journalism of the Faculty of Political Sciences and Information of the University of Algiers 3; the Institute of Press and Information Sciences (IPSI) of the University of Manouba, Tunisia; and the School of Media & Communication of Bowling Green State University (BGSU). Several civil society organizations played key roles in the program's success, including the Tunis International Center for Environmental Technologies (CITET), Center for Maghrib Studies in Oran, Algeria (CEMA) and the Arid Regions Institute (IRA) of Medenine, Tunisia.

The project was directed by Dr. Catherine Cassara of BGSU's School of Media & Communication. Its objective was to develop the environmental journalism curriculum at each of the three universities, to foster investigative and objective reporting on environmental issues by students in the programs, and to encourage cultural and civic engagement among the students, faculty and constituencies with whom they came into contact. The program included a series of exchange visits, workshops, an online resource site, and a book exchange program. At the program's heart were the workshops:

- In July 2008 BGSU hosted a three-week, summer workshop on "Journalism & the Environment: Global Issues." BGSU undergraduate and graduate students from the US and several other countries studied the intersection of media and international environmental issues. In the middle of the workshop they were joined for ten days by the two professors from the University of Algiers 3 and two experts from the Tunisian Ministry of the Environment.
- In November 2008, IPSI, CITET, and the Tunisian Ministry for the Environment hosted a workshop at CITET in collaboration with BGSU. Students and professors from Algeria and BGSU joined IPSI professors and Tunisian students for five days of presentations from environmental experts, three days of site visits. Students wrote news stories about the workshop activities.
- In April, 2009, three BGSU and IPSI professors traveled to Algiers to establish relations with Algerian university officials and participate in an environmental communication workshop at the University of Algiers, including presentations and site visits in and around Algiers.
- In July 2009, 17 students and 4 professors from the University of Algiers and IPSI participated in a three-week intensive BGSU workshop on "Journalism & the Environment: Global Issues." Eight BGSU students from five different academic disciplines and three different countries were also enrolled in the workshop.
- In March of 2010 Students and faculty from BGSU and Algeria traveled to Tunisia and met up with a contingent of students and faculty from IPSI for an "Environmental Journalism & Desertification Workshop" in Tozeur on the edge of the Sahara.

The program reached students and professors at all three academic institutions beyond those who traveled, as well as: their family and friends, staff of the environmental ministries in Algeria and Tunisia, environmental engineers in all three countries, as well as researchers, NGO staff. A durable impact of the program has been the establishment of sustained relationships among North African and American students and scholars, both person and through social media.

By far the most important impact of the program was the impact of the cultural exchange. This was the first time many participants were meeting people from the other culture and generally found themselves surprised at how unexpected their reactions were. North Africans changed their views of Americans; and Americans broke down their stereotypes of Arabs and Muslims.

Security issues raised a bombing in Algiers at the start of the grant and similar concerns at the end caused by the start of the Arab uprising in Tunisia and Algeria intervened in our plans to complete additional work, but we are more than satisfied with what we accomplished and seek to continue our work together.



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2010 Final Report – Partners of the Americas Education and Culture Grant

S-ECAPE-10-GR-064 (MJ)

Summary of 2010 Program Activities

The Education and Culture program funded by the Department of State aims to:

- Facilitate person-to-person exchanges that lead to learning, cultural exchanges, and building bridges among volunteers, institutions and communities through enduring, sustainable partnership;
 - Strengthen local institutions and Partners chapters through exchange of effective practices;
 - Support local, community-based projects with the Partners network and their local allies;
- and
- Create a learning-rich network of volunteers that capitalize on the lessons learned from successful projects and exchanges.

Relying on our unique structure, a decentralized network of citizen volunteers in 92 chapters in the

Western Hemisphere, we connect volunteers to organizations, local government agencies, and

civic groups, serve communities by sharing experiences of common interest, and change lives.

The Education and Culture program engages educators, artists, community leaders and a variety of

professionals to learn from each other and build lasting relationships. Participants work in priority

areas such as justice reform and rule of law, environmental protection, art and culture, education,

citizen participation, economic development to build healthy, sustainable communities, and

leadership development among women, Afro-Latino and indigenous populations.

Meridian International Center: Final Program Report FY 2011
Assistance Award Number S-ECAPV-11-CA-023(EB) - Revised 4/27/12

In Fiscal Year 2011 (October 1, 2010 to September 30, 2011), Meridian International Center received Assistance Award Number S-ECAPV-11-CA-023(EB) in the amount of \$21,444,408 (\$15,765,122 for program costs and \$5,679,286 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, Meridian organized 297 programs for 1703 participants. Seventeen permanent and three seasonal two-person program teams carried out the IVLP work. Of the total projects arranged, 48 were for Individual Visitors, 39 for Individuals Traveling Together, 116 for Single Country Groups, 9 for Sub-Regional Groups, 31 for Regional Groups, 14 for Multi-Regional Groups, 35 for Voluntary Visitors, and 5 for fellows of the Government of Japan PL80-402 program. Program participants came from every region of the world, including Near East/South Asia (38%), Eastern Europe (18%), Western Hemisphere (14%), East Asia/Pacific (13%), Africa (9%), and Western Europe (8%). Meridian also provided key administrative support to 420 visitors in 93 programs that were arranged by the staff of ECA's Voluntary Visitors Division.

Meridian, one of 7 National Program Agencies, collaborated 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 lodging, 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 and close 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 47 states and Puerto Rico, and to a diverse cross-section of small, medium and large communities in more than 184 cities across the United States.

The themes and topics of Meridian's programs in fiscal year 2011 were diverse and included, among others, education, volunteerism, foreign policy, journalism and media, environment, anti-corruption, youth, politics, combating trafficking and international crime, entrepreneurship, health, women's rights, and religious diversity. One of the year's highlights was a special Multi-Regional project on "The Spirit of Volunteerism: Honoring 50 Years of the Peace Corps". This initiative brought together 50 participants from as many countries to help celebrate the Peace Corps' 50th anniversary and to explore volunteerism, civic responsibility, and social entrepreneurship. Several projects focused on the Arab Spring including one for 17 young leaders from the Middle East who took part in "Young Leaders RISE: Renew, Inspire, Serve, Empower." The participants learned about strategies for increasing political participation and best practices in coalition building. Meridian's IVLP alumni were in the news during 2011 when three became Heads of Government: Prime Minister Lars Lokke Rasmussen of Denmark, Prime Minister Enda Kenny of Ireland and Prime Minister Jhal Nath Khanal of Nepal. There are now a total of 158 Meridian alumni, who are former and current heads of state.

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.

One-Page Program Summary Report

The Graduate School (GS), an educational institution and continuing education provider headquartered in Washington, DC administered the FY2011 the U.S. Department of State's International Visitor Leadership Program. The renewal assistance award commenced October 1, 2010 and concluded on September 30, 2011. We administered S-ECAPV-11-CA-024(SS) with \$772,293 in administrative costs and a cost share of \$35,235.

The team of six (Program Manager Thea Richard, Program Officers Bill Bobbitt and Desiree Williamson, Zejfa Jahic, and Program Specialists Vince Drader and Keith Buzby/Roosevelt Ducelus) administered 44 grantee and voluntary visitor projects. The staff programmed 351 international visitors participating in individual (IV), individuals traveling together (ITT), single country (SCP), regional (RP), sub-regional (SRP) and multi-regional (MRP) projects ranging from 7 – 24 days. The international visitors met with their U.S. counterparts, presented in schools and universities, volunteered in the community, served as panelists, participated in home hospitality and experienced American culture. Some projects we implemented are SCP Pakistan on Protection of Intellectual Property Rights, ITT Brazil on International Nuclear Security, IV Thailand on Mutual Understanding, European RP on Climate Change and Clean Energy and an MRP on NGOs and Civic Activism.

The Graduate School team is delighted to work on the Department of State's #1 exchange program. We work diligently to create a tailor-made experience for every visitor and group. For each project, we ensure exposure to specialists in their thematic field and a wide range of the American population, including educators, families, and students. The opportunity for international visitors to spend one-on-one time with citizens in this country helps to cement foreign relations and to help mutual understanding between nations.



Mississippi Consortium for International Development (MCID)

FY 2011 Final Program Summary

Grant Number: S-ECAPV-11-CA-029

Having engaged in the development and implementation of International Visitors Leadership Programs for over a decade, the Mississippi Consortium for International Development (MCID) has developed a penchant for creating unique and targeted programs for distinguished international visitors from around the world. Each program is designed with the intent of enabling visitors to have constructive interactions with one another and with the American interlocutors for whom they meet in an effort to increase mutual understanding, both culturally and professionally. As situations and people evolve globally, it is pertinent that we continue to place great emphasis on the impact of exchange programs.

In FY 2011, MCID staff implemented 45 projects which included: 4 Multi-regional projects; 5 Regional projects; 15 Single Country projects; 4 Individuals Traveling Together (ITTs); 12 Individual projects; 4 Voluntary Visitor Single Country Projects; and 1 Voluntary Visitor Individual project. The total visitor count was 256. As in any fiscal year and given the nature of exchange programs, a number of visitor and [six] project cancellations resulted in fewer participants than originally projected. It is impossible to predict cancellations but we do our best whenever the opportunity presents to fill in the time frame of a canceled program with another project. In some cases, a substitute project is offered; in other instances, the time frame may not allow for a new project.

Some of the thematic areas highlighted during FY 2011 active projects were: Documentary Filmmaking; Food and Product Safety; Gender Violence; Aviation Safety; Climate Change and Clean Energy; Managing Diversity in U.S. Society; Interfaith Dialogue; Development of Maritime Archaeology; Combating Trafficking in Persons and International Security Issues. As evidenced by this list of projects, there was a great deal of variety in the themes of projects offered in FY11.

Each project, regardless of thematic focus, included an educational component and/or a volunteerism activity along with home hospitality. Although all children around the globe are not afforded the opportunity to attend formalized classes, visitors are always intrigued regardless of their educational background when they meet U.S. children in their school setting. Such interaction not only allows the participants to understand, in part, the U.S. educational system but it also provides insight as to the type of culture that Americans perpetuate in attempting to educate all students. Similarly, the act of volunteering is something uniquely American. Many around the world attempt to replicate a model for which Americans seem to make a part of their daily lives. Participants are not only intrigued by the act of volunteering but touched by the generosity of so many.

MCID measures the success and quality of its programs through a combination of feedback and response from all parties involved in each program, including visitors, interpreters/ELOs, ECA and embassy staff, and interlocutors. Post-program debriefings at the nominating American embassies and interpreter/ELO reports often provide the most critical feedback regarding the overall success of programs. Other modes of assessment are written and oral evaluations and evaluations conducted by ECA Program Officers. Over the past year, as evidenced by the comments associated with the formal evaluation, MCID's programs and performance remains above average.



NORTHERN NEVADA INTERNATIONAL CENTER

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Educational and Cultural Exchanges • Translation and Interpretation Services • Community Outreach Programs

Final Concise One-Page Report

S-ECAPY-11-CA-060 Algeria Youth Leadership Program 2011

1) Program Activities

The Northern Nevada International Center (NNIC) implemented the 2011 Algeria Youth Leadership Program (AYLP) during the summer of 2011. Recruitment of American participants and home hosts began in mid-March with major outreach into area high schools. Many host families were repeat families and required limited hosting orientation. The program began with an orientation for the Algerian participants in Algiers from June 24-July 1. Participants then traveled along with program staff to Washington DC from July 1 to 6 and flew to Reno, Nevada on July 6. From July 7-21, both American and Algerian participants joined together for the most intense component of the program. During this program part, participants completed four sessions with Dr. Deborah Loesch-Griffin on community service and engagement, including presentations to elementary schools as well as a food drive. The participants met with various community agencies three times, had five sessions with University of Nevada Professor Todd Felts, completed final presentations of their multi-media projects with the community organizations and their home hosts, completed several diversity information sessions and met with members of the Native American community. One weekend, from July 15-18, the participants traveled to San Francisco where they 1) completed a beach clean-up, participated in various sight-seeing activities and watched the premier of the Harry Potter movie. The final week was spent at Lake Tahoe where the participants did trail maintenance with the Tahoe Rim Trail Association, attended the Shakespeare Festival, finalized a multi-cultural talent show, made masks with Tia Flores a Native American artist, etc. The Algerian participants returned home on July 30, right in time for Ramadan festivities in their native Algeria. Both American and Algerian participants then worked with local community agencies and implemented projects within their communities. In November 2012, NNIC staff visited Algeria again, and invited participants from all three previous years for three days of leadership activities, presentations of projects and a beach clean-up near the Scout camp of Sidi Fredj.

2) Outcomes

Key outcomes for this project can be categorized into three different areas: 1) Algerian and American participants' awareness of themselves, their leadership abilities and their potential was increased significantly; 2) Algerian and American participants' leadership skills, knowledge of media influence and potential increased significantly; 3) American home hosts', community organizations, and others involved in the program understanding of Algerian culture improved.