

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

In the nearly five decades since the founding of the Center for Cultural and Technical Interchange Between East and West, Inc. (i.e., East-West Center), the Asia Pacific region has seen dramatic economic, political and social changes that have transformed its character, global influence, and future challenges. Because of the region's rapid growth, the East-West Center's efforts to develop common understanding of the resulting impacts and new challenges, and to promote consensus on how to deal with them, are more important than ever.

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

A strong focus on cooperation and leadership imbues every program at the Center. We work each year in partnership with more than 650 organizations spanning the region and globe. Our goal is to inform present leaders and to help form and inspire future leaders. We seek to share substantive knowledge while building the cross-cultural communication and teamwork skills necessary for leadership success in the 21st Century. This past year, 3,968 participants took part in Center activities throughout the region.

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

- 533 scholars, officials, and business professionals from 45 countries attended the EWC/EWCA International Alumni Conference in Bali, Indonesia. The Conference's theme of "Unity in Diversity" is a fundamental concept in the creation of the East-West Center. As the majority of attendees paid their own way to join the Conference, it is a testament to the value the alumni place on their experiences at the Center.
- The "Duch on Trial" program, a collaborative production of the East-West Center, the UC Berkeley War Crimes Studies Center and Khmer Mekong Films, reaches up to 3 million viewers each week, or 20 percent of Cambodia's population. This effort is part of the Center's Asian International Justice Initiative to promote human rights and fair justice in Asia-Pacific. The Cambodia activity, which also involved legal training for Cambodian judges, can have a positive impact on Cambodia's domestic legal system through the court's interpretation of human rights norms and domestic criminal procedures.
- The heart of the EWC is its students, who come to Hawaii to learn in a true cross-cultural learning community. In FY 2009, 540 students spent time at the Center and, unlike individual scholarships, these students have a common learning experience centered on U.S.-Asia-Pacific issues, including community service.
- Several media dialogue and exchange programs helped more than 100 journalists from the U.S. and across the region increase their understanding of each other's societies and regional challenges. These programs included the flagship Jefferson Fellowships; the Senior Journalists Seminar, which creates dialogue among journalists from predominantly Muslim Asian countries and the U.S.; and the Northeast Asia Journalists Dialogue, which brings together journalists from Japan, Korea and the United States. The Center also hosts a large Asia Pacific conference for journalists and the media that cover contemporary issues as well as special concerns for journalists such as physical safety, freedom of expression, and business models for successful media operations.

S-ECAPE-08-GR-161(DT)

FAVACA is pleased to submit the final report for the “Building Capacity and Relationships to Foster the Economic Development of Nicaraguan Small Businesses” This program’s goal was to empower young Nicaraguan entrepreneurs, especially those from the underserved Atlantic Coast, through improved business skills and creative thinking to increase revenue and productivity of their companies and better address their communities’ needs.

FAVACA creatively recruited expert professional volunteers to work with participants on the program in three components: 1) Professional Exchange Program for visiting Nicaraguan business owners, 2) US Apprenticeship Program with strategic partnerships with South Florida Businesses, and 3) Leadership Development training in Waspm, Nicaragua for all program participants.

FAVACA met or exceeded its goal to recruit a diverse group of participants involved in all phases of this program. There were twenty-two (22) women, twenty-one (21) young participants, twenty-eight (28) tourism-related business entrepreneurs, ten (10) Nicaraguans of Afro-Caribbean decent, and twelve (12) individuals of indigenous decent including as Miskitos, Mayagnas, and Ramas.

As a result of the program twelve (12) entrepreneurs have designed and established their own websites. Four entrepreneurs have expanded their businesses and have new locations at which to sell their goods. Four are involved in showcasing their businesses at the Nicaraguan Consulate in Miami. Several examples of successful outcomes include: Gustavo Medina negotiated and was awarded a contract for Cuero Arte, his artisan leather business; Ana Lucia Cunningham is hosting alternative spring break volunteers at her hotel Casa Museo Judith Kain; and Maria Isabel Pavon is expanding Riconcito Feliz catering services with the potential of building an event center in Managua. All of the participants have been networking together and sharing information to better their businesses, including many first time collaborations between the Pacific Coast, Managua and the Atlantic Coast.

Philippine Youth Leadership Program Year 6
Submitted by Dr. Susan Russell and Dr. Lina Ong,
Northern Illinois University
Executive Summary: ECA Grant Number S-ECAPY-08-
GR-115 (SS)

The sixth youth leadership program, entitled “Engaging a New Generation in the Southern Philippines in Interethnic Dialogue and Conflict Resolution,” brought to Northern Illinois University (NIU) 20 Muslim and non-Muslim youth and 3 adult educators/community leaders from the ARMM and surrounding provinces to participate in an intensive and substantive five-week institute that focused on four key teaching emphases: 1) the underlying premises and practices of conflict resolution, inter-ethnic, inter-generational and intra-faith understanding; 2) community activism and volunteerism; 3) contemporary American institutions that support ethnic diversity and religious pluralism; and 4) leadership development and transformation. The in-country coordinator for this program was Dr. Nagasura Madale, Capitol University in Cagayan de Oro, assisted by Mona Lisa Pangan of Xavier University, by the International Visitors Program-Philippines Alumni Foundation, and with the assistance of the Public Affairs Office of the U.S. Embassy in Manila.

The Institute, which was conducted from April 4 through May 6, 2009, achieved the following outcomes: (1) the foundation for an expanded and committed generation of youth leaders and activists who will contribute toward community development and peace initiatives in the ARMM and surrounding provinces; (2) increased understanding of the nature and causes of inter-religious and inter-ethnic conflicts; (3) enhanced strategies and tools for conflict resolution/transformation, tolerance, respect for diversity, and inter-ethnic/inter-generational/intra-faith understanding; (4) a better understanding of the cultural similarities and differences between U.S. and Philippine cultures; (5) new knowledge and skills in action plan development and coalition-building; (6) an appreciation of the value of community service as evidenced by increased participation in volunteer work in their home communities; and (7) established networking and collaboration among alumni in developing and implementing community service projects that “incorporate the promotion of tolerance, the reduction of stereotypes, and the modeling of positive cooperation among ethnic, religious, and socio-economic groups”. The homestay began on Sunday, April 19th and concluded on Saturday, May 2nd. Based on the evaluations, participants benefited immensely from their attendance and participation in the U.S. based NIU Institute, as their knowledge, skills and values related to the program objectives have improved. One unique feature of the program was that an ABS-CBN television crew prepared a prime-time TV documentary of the experience of the PYLP participants from the time they departed the Philippines, through their participation in the leadership program at Northern Illinois University, to their return to their respective communities in Mindanao. It has been shown on national television.

The Follow-On Activity for PYLP Year 6 was held in Zamboanga in late July. It not only actively involved the Philippine Youth Leadership Program participants of Year 6 but also some alumni from years 2004-2008. There was extensive discussion of “Where do we go from here? -- planning and priorities for the future.” A total of 45 alumni participated in this follow on program: five from PYLP 1, 3 from year 2, five from Year 3, four from Year 4, eight from Year 5, and 21 from Year 6. Dr. Susan Russell and Mokaram Rauf (Council on Islamic Americans Relations-Chicago) attended.

Agreement Number S-ECAPY-09-GR-075 (TG)

“2009 Global Village for Future Leaders of Business and Industry”

ACTIVITIES AND OUTCOMES

The Global Village Program is an intense program covering the areas of leadership, international business, global networking and managing different cultures. In Global Village 2009, 21 ECA/ Global Villagers (17 FLEX and 4 YES alumni) interacted with each other and 86 other interns who came to Lehigh University from 54 different countries and territories.

The primary goal for ECA Global Village interns was to further the foundation of leadership experience and skills, cultural understanding, and business and political knowledge that these young leaders received during their high school year in the U.S.A., including the following:

- Receive in-depth training in leadership and entrepreneurial skills, business and industry knowledge and cultural understanding.
- Combine learning experiences with the practical application of these innovative principles in real business.
- Work with an international team on a consulting business project for a local or international company, solving their problem in real time.
- Meet with some of the 60 high-level executives who participate daily to share business experience and lessons learned.
- Expand participants' personal and professional global network.
- Enhance participants' commitment to community service.

ECA participants were provided with a wide diversity of learning activities designed to equip them with the essential skills and knowledge of a future business leader. As GV interns, these ECA alumni participated in various classes on international business, leadership and entrepreneurial skills, and multi-cultural understanding. They completed external business projects as part of a multi-cultural team, presented on how to do business in their respective countries, and shared their countries' history and culture with other Villagers and guests. They also visited several local companies, NGO's, and business organizations throughout the Lehigh Valley of Pennsylvania, New York City, and Washington, D.C.

ECA Villagers also served as “Angels in the Outfield” for a day of community service with the local Miracle League, a baseball league designed especially for the physically handicapped and chronically ill children of the Lehigh Valley.

All 21 ECA Villagers were enthusiastic participants in the program and received certificates verifying their completion of the 2009 Global Village for Future Leaders of Business and Industry at a formal graduation dinner on July 31, 2009. They now join a very active international network of 1155 young leaders representing 115 countries, the Global Village Network (GVN). They have returned to their respective countries with the tools and the support they need to be agents of positive change for their local communities, their countries, and their world

Respectfully submitted:



Richard M. Brant
Director, Iacocca Institute and Director, Global Village
for Future Leaders of Business and Industry

Date: June 14, 2009

111 Research Drive
Bethlehem, PA 18015





FINAL PROGRAM REPORT – *Inquiry Based Learning Initiative / University of the Middle East Project*

This page constitutes the Final Program Report for the University of the Middle East Project (UME)'s Inquiry Based Learning Initiative (IBLI), Award # *S-ECAPE-08-GR-189(JY)*). Per Article IV (Reports) of the Amendment to this award, the final report is limited to a single-page summary of **program activities and outcomes** undertaken throughout the grant. These were as follows:

Program Name	Location and Participants	Dates
<i>Teacher Education Institute</i>	<i>Boston, 25 participants from 8 MENA countries</i>	<i>July 2009</i>
<i>Applied Inquiry/ Civic Engagement Workshop</i>	<i>Egypt, 10 Egyptian, 14 MENA, and 9 U.S. participants</i>	<i>March 24-30, 2010</i>
<i>AMA Capacity Building Workshop for Teacher Education Institute Alumni</i>	<i>Morocco, 14 Moroccan participants</i>	<i>December 17-22, 2009</i>

There were three **goals** for the program, as specified in the funding proposal:

Goal One: To Train and Empower MENA Teachers on the Principles of Inquiry-Based Learning via the Teacher Education Institute

During the summer of 2009, UMEP successfully worked with 25 secondary school teachers from Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Tunisia and the West Bank. Hosted at Simmons College, these secondary school teachers experienced over 120 hours of classroom time, site visits and collaborative learning on the topic of Inquiry based education as well as a host of related teaching methodologies.

Goal Two: To Effectively Mobilize MENA Youth within the MENA to apply inquiry-based learning in order to become more actively engaged leaders in their communities.

Through the Applied Inquiry/ Civic Engagement Workshop in Cairo, Egypt, UMEP participants from 8 countries worked directly with over 50 MENA youth on the topic of Civic engagement. From ongoing evaluations, the vast majority of the UMEP participants were able to implement their projects successfully, including a presentation at the American embassy of Tunis by one of the participants. Please see http://tunisia.usembassy.gov/programs_and_events/tunisian-and-american-high-school-students-meet-to-discuss-civic-engagement.html at the US Tunis embassy's website for a complete report.

Goal Three: to promote mutual understanding within the MENA region and between the US and the MENA region. Internal and external program evaluations suggested profoundly strengthened and deepened relationships among program participants. Online collaboration, discussion, and even personal visits between program participants and schools continue at present with no sign of slowing.

Additional information can be found at www.ume.org

Please contact Ray Matsumiya, Executive Director at RayMat@ume.org. or by phone at 617-440-1636 if specific information is required about the IBLI or UME.



FINAL REPORT for Grant Agreement – S-ECAPY-08-GR-116
Project: 2009 Indonesia Youth Leadership Program
Submitted by: Shanti Thompson Legacy Project Director
Date: March 31, 2010

ONE-PAGE SUMMARY

This report summarizes activities during the final Follow-On Phase of the 2009 Indonesian Youth Leadership Program (IYLP), and serves as our final report. Activities for previous phases (Recruitment and Selection, and US Exchange program) have been detailed in previous reports. Seventeen students and three teachers from eight schools were the participants for the 2009 program. They came from three provinces on three major islands: South Sumatra (cities of Palembang and near-by Sekayu); Sumbawa (city of Bima); and West Java (cities of Karawang and near-by Depok).

FOLLOW-ON PROJECTS: Eight teams of students (three students each in two schools, two students each in five schools, and in one case a single student from one school) returned home after the US program with a project proposal, action plan, and \$40 mini-grant. These projects were selected and designed by the student teams. From August through mid-December, students conducted their projects with guidance and assistance as needed from the three Indonesian teachers as well as project support via phone/email from CCE and Legacy staff. Each team created a written final report. Four projects occurred entirely within the school community, aiming to enhance the educational experience of their peers. The other four projects served more diverse, non-academic populations through the support of local community businesses, educational organizations, and schools. Four projects focused on environmental action (tree-planting and recycling), one on peer education, two on child development, one school-wide project to stimulate student creativity.

FOLLOW-ON TRIP TO INDONESIA: The US Project Director, Shanti Thompson, traveled to Indonesia for one week in January 2010. She met with the participants for a 2 ½ -day Mini-Conference just outside Jakarta. The participants were flown in from their home regions and housed in a local hotel for this event. Activities included wrap-up meetings with participant groups in each region, meetings with U.S. Embassy personnel, and workshops focused on future action. Each student team presented the results of its project via a Power Point presentation, learned from each other's work, and participated in workshop activities focused on summarizing their accomplishments and setting goals for the future.

OVERALL PROJECT RESULTS: Substantial skill development was observed among all 20 participants, as evidenced by their successful organization and completion of a project. Jointly, they made presentations about their time in the U.S. to 700 fellow students and teachers. An additional 147 student, teacher and community members became actively involved in leadership roles implementing the projects, which resulted in the advancement of their own leadership skills and knowledge of the US. A total of ten institutions were constructively involved, either directly as volunteers to implement a project or through their willingness to encourage and support new forms of student leadership and support the projects becoming on-going in the school or community. Particularly noteworthy was the tree-planting project which addressed coastal erosion in Karawang. The students' perseverance paid off in a big way. They secured a corporate sponsor, raised an additional \$400 in cash and material donations, and involved 50 volunteers (students, government workers, corporate employees) in the planting of 1000 mangrove trees. The number of people in Indonesia served directly by these student projects is estimated at 1,675. Thus, the total number touched directly by this project was 2,522, and several thousand additional people indirectly in two villages where trees were planted.

Institution: University of Alabama in Huntsville

PI: Andrea Word-Allbritton

Grant Account Title: F/DOS/ECA/Undergraduate Intensive English Language Program

Grant Number: S-ECAAE-08-GR-200 (KF)

Program Summary

The UAHuntsville Intensive English Language Program (IEP) funded under grant number S-ECAAE-08-GR-200 (KF) was an extremely successful program. The following data highlight the achievements of the program.

Outcomes:

- ❖ **40 Central American participants received 140 contact hours** of instruction in English language and culture and **experienced 5 significant trips that were directly joined to the classwork and the program goals**
- ❖ **100% of participants attended regularly and completed the program requirements successfully**
- ❖ **93% of the participants increased their performance on the Institutional TOEFL by 1 or more standard deviations**, between administration 1 (May) and administration 2 (July)
- ❖ **83% of the participants enrolled for the follow-on online program**, from January – April 2010
- ❖ **78% of those participants were able to attend the online program regularly** and continued their language development through the online study, **receiving an additional 45 contact hours of instruction through the online program** in Spring 2010
- ❖ The participants in the online program were offered the opportunity to take the official TOEFL (at the expense of the UAHuntsville IEP). They will be taking **the official TOEFL during Summer 2010; we anticipate further evidence of their growth in language proficiency and will report the results to the agency** (results will not be available at time of report due date)

Overall summary:

The program was a delightful experience for both the participants and the program staff. The onground component provided an opportunity not only for the **participants to experience U.S. culture and language** but also a chance for the **program staff to enhance their understanding of and appreciation for the challenges faced by students and citizens of countries in that region of the world**. The classwork and extracurricular activities dovetailed wonderfully, and the **sophistication of the students' work in final presentations demonstrated their enhanced grasp of the sociocultural and political issues** with which we wrestled. In addition, the students benefitted greatly from the opportunity to have rooms **in suites with a diverse group of U.S. citizens as roommates**.

The online component provided a wonderful bridge for the students who were transitioning back into the realities of their life in their countries. We would **strongly recommend that the agency consider including a requirement for a follow-on online component where feasible**. However, the conditions experienced by students in many parts of the world clearly make online work challenging to complete. **Students in our area reported concerns with the costs of cybercafés and/or dangers associated with moving around outside their homes in the evening hours to attend class online**. As a result, **we would recommend that the agency consider the option of supporting online education opportunities through, perhaps, a subsidy of the cost of internet access for students** in the more risky areas of the world. The **continued contact between instructors and students during this follow-on component was invaluable**.

Final Program Report SUMMARY
Community College - Opportunities for Education Abroad (CC-OEA):
Increasing Access for California Community College Students
College of the Canyons
S-ECAAS-08-GR-143(SM)

Submitted on June 30, 2010 by
James Glapa-Grossklag
Dean, Educational Technology, Learning Resources, and Distance Learning
College of the Canyons

College of the Canyons, an accredited California Community College, is pleased to present this final program summary on the activities designed to enhance study abroad programs focusing on Hospitality in Central and South America S-ECAAS-08-GR-143(SM).

1) Program activities designed to support institutional capacity building

Institutional grants were designed to be awarded to five California Community Colleges. Four colleges used the grant funding for program planning and promotion; as called for in the initial proposal. One college was unable to use the funding.

2) Study abroad programs

College of the Canyons organized and completed two multi-disciplinary study abroad programs focused on Eco-Tourism, as planned for in the initial proposal. The first program was offered in January, 2009.. The number of students who received scholarships is 22. The second program was offered in June-July, 2009. The number of students who received scholarships is 22.

Lake Tahoe Community College organized and completed a study abroad program focused on culinary arts, in December, 2009. The number of students receiving scholarships was 19.

3) Scholarship for students

The initial proposal called for 65 students to receive scholarships. The total number awarded was 63. (Likely reasons for fewer applications being submitted than anticipated are detailed in the full report.)

The scholarship selection process designed for the initial proposal was utilized by both College of the Canyons and Lake Tahoe Community College.

4) Professionalization of the Field/Dissemination/Institutionalization

Two workshops were held in different parts of the state, to identify and disseminate best practices in organizing and conducting multi-disciplinary study abroad programs. In addition, two conference sessions were held at statewide and national meetings.

Institutionalization of international education activities at College of the Canyons was the focus of cross-functional team from the college's leadership training program during Spring, 2010. The project's aim is to develop a model designed to correlate all international education activities.

Final Summary: S-ECAPE-07-GR-208 (SS)

“On The Ground: Building Contexts for Civic Engagement Among Teenagers in SOWETO” (2007-2010) was designed to enhance networks of mentoring around children’s lives. In a hierarchical society, the strategy was to raise the status of sports and recreation centers by helping them to launch and sustain collaborations with local public school teachers. A community action team was formed among the exchange’s travelers in order for the team members to support each other and to share concerns. As well, in each SOWETAN travel cycle (4), public school teachers and workers traveled together.

As planned, the project provided for 18 exchange units: six to SOWETO by Americans; 12 by SOWETANs to Lowell and Massachusetts - with a drive and tour to NYC included.

Visitors to Lowell were exposed to intensive workshops as well as to visits with schools, social agencies, and organizations like the YWCA; Girls Club and Boys’ Club of America; United Teen Equality Coalition; Girls Inc.; and AIDS Outreach initiatives. As had been planned, the themes addressed through workshops and exposures were AIDS, domestic violence, and SOWETO Whole Child (attention to the whole person). The American travelers to SOWETO (teachers, Deans, and NGO workers) met with teachers, sports and recreation leaders, principals, NGO and hospice leaders, and children. They passed along the project’s values while understanding, of course, that the difference in resources was overwhelming. – So overwhelming that this co project director learned that one of the project’s big themes, “hierarchical alienation,” weariness in workers and teachers, was due not only to frequently insensitive, (often male) local politicians, but also to damaging inadequacies in facilities and personnel.

Addressing the quality of the personnel and work, we sought and were awarded a time extension of eight months. The purpose was to construct a curriculum which the sports and recreation center leaders in SOWETO could use to guide all new workers and volunteers when they started in. The curriculum was drafted by Mildred Phoko, a sports and recreation center leader, Linda Mogale, a teacher, and Kent Mitchell, co project director. A copy of this draft was forwarded to the Bureau. The curriculum was introduced to all 43 sports and recreation center leaders during the final visit to SOWETO, and is now being circulated to both centers and schools by Mildred and Linda, respectively.

The eight-page outline carries forth the plan of collaborations between centers and schools, a plan which is to be kept visible to the often parentless kids. This is so that the kids can experience a growing network of mentoring around their lives. The fine idea for this curriculum and its dissemination came from Nhlanhla Sithole, “On the Ground’s” SOWETAN co project director. Nhlanhla proved to be an outstanding leader in many ways.

Another success in “On The Ground” is that two SOWETANs who traveled – who had been volunteers leading their centers – are today employed full-time by the Municipality of Johannesburg as a result of training gained through “On The Ground”. Another good sign is that the SOWETAN travelers in this project received certificates from Middlesex Community College: complete with the college president’s signature, MCC logo, project’s themes, and “funded by The Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges, United States Department of State.” The participants were thrilled.

What has been learned though is bigger. The feelings of abandonment in workers, teachers, and learners – feelings responsive to AIDS, loss, violence, abuse, poverty, lack of resources, certain elites' focus on "score-carding" careerism, and to other factors – cry out for a variety of counseling arrangements and also for non-threatening, yet sustained, interventions: interventions which can target the emotional patterns often being instilled in homes and then being steadily reinforced outside.

With gratitude for the opportunity given and for the giving people from SOWETO I met,

Kent Mitchell , Co Project Director, July, 2010

Middlesex Community College, MA



Malaysia America Soccer Exchange Program The International Center



The 2009-2010 Malaysia America Soccer Exchange Program, led by The International Center's Sports Corp Division, in partnership with the Football Association of Malaysia and its affiliated football departments at the State level, served to strengthen relationships between the two countries through the sport of women's soccer. This exchange program was made possible by a grant from the U.S. Department of State Bureau of Educational & Cultural Affairs and brought U.S. and Malaysia citizens together in the spirit of sport, camaraderie, and team building, while supporting efforts to strengthen the overall

bilateral relations with Malaysia.

The Malaysia America Soccer Exchange Program consisted of two main components. The first component included sending four American soccer coaches to share the United States Soccer Federation's latest coaching methods including "US Best Practices" and its "E" license manual to youth players and instruct local coaches in the Malaysia cities of Kuala Lumpur, Kuantan, and Sabah. The second component of the Malaysia America Soccer Exchange was held in April 2010. The Malaysia Delegation included 13 players, 1 coach, and 2 administrators who visited San Francisco and its surrounding areas, as well as Portland, OR, for a nine day United States tour.

As part of the Malaysia American Soccer Exchange Program, the Malaysia Federation showed a renewed interest in promoting the women's side with personnel dedicated to creating the infrastructure needed for the grassroots player clinics and coaches education sessions. Over

300 Malaysia players from the ages of 12-18, attended these grassroots player clinics, including 22 people with various forms of disabilities. In addition to teaching these 300 players, the American Coaches also put on three 90 minute coaching sessions to address and discuss issues relating to coaching and building community programs. In addition, over 55 current or prospective coaches attended these coaching sessions- most of these coaches had never received any formal training or coaching manuals.



**INSTITUTE FOR REPRESENTATIVE GOVERNMENT
S-ECAPE-09-GR-071**

**Submitted July 30, 2010
Project Dates: May 1, 2009 – June 30, 2010**

Summary

Under this grant, the Institute for Representative Government (IRG) provided funds to the National Democratic Institute (NDI) and International Republican Institute (IRI) to conduct four study missions for parliamentarians from developing democracies in Asia, Africa, and Eastern Europe. The participants were able to visit Washington and the states of Maryland, Pennsylvania, and Virginia.

The first study mission brought members of the Serbian Parliament to study the policy development process, with an emphasis on the role of think tanks and how they interact with the legislature. In addition to Washington, the group traveled to Richmond, Virginia where they observed the legislature and met with advocacy groups. Following the exchange trip, American and European policy experts traveled to Serbia to consult and conduct training programs.

The second study mission was for a delegation of legislators from Malaysia, focusing on the issues of public education and public housing to better understand the relationship among federal, state, and local governments in the U.S. In Washington, the visitors met with Congressional staff and officials of the departments of Education and Housing and Urban Development. In Pennsylvania, they met with state and local officials to observe the role of each level of government in responding to constituents.

A program for legislators from the Federation of Bosnia-Herzegovina, the Parliamentary Assembly of Bosnia-Herzegovina, and the National Assembly of the Republika Srpska focused on the topic of policy development and review by the legislature. It included consideration of the political context in Bosnia-Herzegovina, where ethnicity-based politics play a major role. The group met with members of Congress and experts in the politics of the region.

The final program was for members of Somalia's Transitional Federal Parliament (TFP) to explore methods the TFP can use to build basic parliamentary capacity and strengthen relationships between the TFP and the Transitional Federal Government. The participants met with members and staff of the Congress and representatives of the international policy and development communities to discuss Somalia's tenuous political situation and identify strategies to strengthen transitional political institutions. The group also traveled to Annapolis to view the operations of the Maryland General Assembly.

Weather played a major role in three of the four study missions with the Malaysian and Serbian visits affected by snow and the Bosnia-Herzegovina mission delayed because of the Icelandic volcano. Further, the visa process for Somali legislators was lengthy. In spite of these obstacles, the programs were well received and initial evaluations indicate that several participants brought back ideas to implement in their legislative bodies.

Arrivals Programs 2008-2009
S-ECAPV-08-CA-127(JY)
Final Program Report – Activities and Outcomes

Title of Program: Arrivals Program

Award Number: S-ECAPV-08-CA-127(JY)

Cooperative Agreement with: Young Men's Christian Association of Greater New York (YMCA),
5 West 63rd Street, 6th Floor, New York, NY 10023

Program Period: June 27, 2008 through March 31, 2009 (including extension period)

Program Description and Activities

On behalf of the U.S. Department of State, the YMCA Arrivals Program provided meet and greet services for 184 international visitors from 39 countries arriving on 87 flights at John F. Kennedy International Airport in New York City from June 27, 2008 to March 31, 2009.

The YMCA's Meet Coordinators provided a professional, warm and friendly welcome to the United States and helped the visitors with completing customs and immigration forms and processes, claiming luggage, changing money, catching connecting flights or travel into New York City and provided translation and interpretation services as needed. In some case help was provided for the international visitors on their departure.

Seventy (70) of the international visitors met during this period were from Iraq, and the YMCA Arrivals Program staff accompanied any Iraqi visitors who needed to go through the NSEERS registration process. The next largest country represented was Russia, with twenty (20) international visitors. There were between one (1) and six (6) international visitors from each of the other 37 countries.

Staffing and Administration

The meet and greet service was performed by four experienced multi-lingual and multi-cultural Meet Coordinators with considerable knowledge in customs and immigration procedures and a close working relationship with the personnel at JFK International Airport, plus one new staff added during that period. Training for Meet Coordinators was provided by the International YMCA and by William Whelan from the U.S. Department of State's New York Reception Center.

Planning, organizing, oversight and evaluation of the program was handled by the Program Coordinator of the Arrivals Program, under the supervision of the Senior Director/Executive Director of the International YMCA. There was a changeover of staff in these positions during the fall of 2008 but the Arrivals Program functioned effectively and efficiently throughout. Financial reporting and control was handled through the Finance staff of the International YMCA and of the YMCA of Greater New York.

Outcomes

Safety and quality customer service for the international visitors were paramount for the Arrivals Program. The international guests of the U.S. Government arriving at JFK International Airport during this period, who were often tired, nervous about being in unfamiliar surroundings and frequently not proficient in English, were assisted through the arrival routine in a courteous and supportive way that helped them feel comfortable and confident. The welcoming reception also involved protecting the international visitors from unscrupulous individuals who often prey on people arriving in the United States for the first time to ensure that the arrival experience, and the departure experience in some cases, was a positive one. The international visitors arriving on delayed flights were expedited through the Customs and Immigrations area so that they could make their connecting flights on time, if still possible. The Meet Coordinators also helped resolve situations that arose for international visitors who encountered problems getting through Customs and Immigration, facilitating the discussion with the officials, in some cases calling Washington, and ensuring the problem was satisfactorily resolved. Overall, the international visitors expressed that they felt very good about their arrival experiences and were very satisfied with the high quality of service they were provided by the International YMCA.

S-ECAPY-09-GR-104 (KF)
Final Program Report, September 2009 - May 2010
Global Connections and Exchange Program - Azerbaijan
August 31, 2010



Authorized Representative – John Maris
5455 Wilshire Blvd., Suite 1280
Los Angeles, CA 90036
(310) 478-1200
maris@ri.org

The goal of **Global Connections and Exchange (GCE) Program – Azerbaijan, implemented by Relief International – Schools Online (RI-SOL)** was to promote mutual understanding and civic education by providing approximately 20 Azeri schools with access to the internet, and link them to schools in the United States. To support this goal approximately 20 Azeri Master Teachers were to be trained to incorporate technology into the classroom lessons. The Master teachers then trained approximately 10 other teachers. The program also had the goal of expanding computer literacy skills, improving general education, and promoting a deeper understanding of U.S. society, culture, and values at the Azerbaijani schools.

Summary of Quantitative Achievements

Total number of schools connected	24
Total number of teachers trained	615
Total number of students trained	230

Overall the program had good outcomes both quantitatively and qualitatively. This full final report explains the overall progression of the program activities, activities carried out, and the challenges encountered and strategies used to overcome them which Relief International hopes will help to inform improved programs in the future. The final report is divided into six sections that cover: Schools Connected, Teachers Trained, Students Trained, School Program and Online Projects, Diversity and Sustainability.

Connecting of the Azeri schools was considered a success, providing needed equipment, training, access to innovative ICT programs, and the opportunity to connect with students in the US. While US school involvement was more limited than hoped, quality interactions did take place. Notable activities, that allowed the students and teachers to put their ICT trainings into action in the school curriculum and develop critical thinking and leadership skills, included:

- Live video conferences with US Schools
- Monthly online and offline projects on a wide variety of topics including Women and Politics; AIDS; International Women’s Day; Earth Day; and other topics.
- Group activities that centered around online chats and offline video productions on topics related to the monthly online activities as well as Azeri Music and Celebrating Novruz Bayrami.
- Participation of GCE students in a Azerbaijan TV show
- A “1 and 1 computing” event attended by the representatives of US Embassy in Azerbaijan, Relief International organization, Ministry of Education, Intel “Teach for the Future” program, ULTRA company and school officials.