

FINAL REPORT SUMMARY: AWARD NO. S-ECAAE-09-CA-180(KF)
COUNCIL OF AMERICAN OVERSEAS RESEARCH CENTERS AND
INTERNATIONAL CENTER FOR MIDDLE EASTERN – WESTERN DIALOGUE

Background: The International Center for Middle Eastern-Western Dialogue (“the Center”) was established as a nongovernmental organization through legislation enacted in 2004 and 2005 by the U.S. Congress, particularly through the efforts of Senator Ernest F. Hollings; it is more commonly known as the Hollings Center for International Dialogue. The Center is dedicated to fostering dialogue between the United States and countries with predominantly Muslim populations in the Middle East, North Africa, South Asia, Eurasia and Europe. In pursuit of its mission, the Hollings Center convenes dialogue conferences that generate new thinking on important international issues and deepen channels of communication across opinion leaders and experts. The Hollings Center also provides small grants to selected participants for collaborative projects that build on conference recommendations. Congress specified that the Center should be located in the former U.S. Consulate building (Palazzo Corpi) in Istanbul, Turkey. In recognition of Istanbul’s ideal setting for multi-national dialogue, the Center convenes its conferences in Istanbul and has established a permanent presence there. Congress established and appropriated funds to a Trust Fund to support the Center’s programs and operations; the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State is the fiduciary agent for the Trust Fund and makes the interest and earnings available to the Center in the form of an annual award. At the direction of Congress and ECA, the Council of American Overseas Research Centers (CAORC) served as the Center’s “parent organization,” helping to start up and launch the Center as a sustainable independent organization. The Center is a 501(c)(3) tax-exempt organization incorporated in the District of Columbia.

Award Number S-ECAAE-09-CA-180(KF): Under Federal Assistance Award Number S-ECAAE-09-CA-180 (KF) (October 1, 2009 to March 31, 2011), CAORC sub-granted funds to the Center to accomplish five main activities. Under the oversight of CAORC and through the work of the Center, each of these objectives was successfully met.

1. **Design and implementation of one conference in Istanbul.** In partnership with the Istanbul Policy Center at Sabanci University, the Center organized a dialogue entitled “Iran and the Future of Turkey-U.S. Relations”, that took place in October 2010 on Halki Island off the coast of Istanbul. The conference involved 31 participants from Turkey and the United States and explored the opportunities and risks Iran presents to Turkey-U.S. relations. The conference received positive feedback from participants, who indicated significant learning, expansion of their professional networks, and contributions to their own work and institutions as a result of their attendance. The Center issued a public report in English and Turkish that was widely distributed among Turkish and U.S. foreign policy experts.
2. **Establishment of the Center’s presence in Istanbul.** The Center’s Istanbul office secured its registration permit to function as a “representation office of a foreign nonprofit” under the Turkish Department of Associations. The office has registered with the social security and tax authorities, employs two staff, conducts outreach and constituency building in Turkey, and provides substantive and logistical support for the Center’s conferences.
3. **Continuation of the Center’s small-grants program.** The Center awarded two small grants following the above-mentioned conference. One grant supported a research trip to culminate in a report on regional security in the Middle East, and the other grant supported the design of a workshop on nonproliferation to be organized in Ankara, Turkey. Both were successfully completed and helped to expand the impact of the Center’s dialogues.
4. **Continuation of institution and capacity-building for the Center.** The Center completed two A-133 audits with no findings, filed two IRS 990 forms, and continued to work with ECA on the management of its trust fund.
5. **Continuation of outreach and constituency-building efforts.** The Center conducted outreach activities to build constituencies, identify conference participants and themes, and foster partnerships in Turkey, other Muslim-majority countries, and the United States. In order to expand these efforts, the Center developed a contact database, redesigned its website to make it more user-friendly, and added new features that would appeal to audiences beyond conference participants.

One-page Final Program Report 2010 Study of the United States Institute at the University of Illinois at Chicago

From the perspective of the administrators, faculty members, and participants, the 2010 Study of the United States Institute (SUSI) at the University of Illinois at Chicago (UIC) was once again a pedagogical and administrative success. All formal aspects of the Institute unfolded smoothly: There were no administrative difficulties; no health issues impeded our program or tour. The further changes we made to the Institute's curriculum proved effective, while the participation of a number of former and new guest lecturers maintained the diversification of lecture themes and content. Former SUSI director Peter Hales rejoined the leadership team to co-direct the Institute along with Eric Arnesen. Chicago, the city itself a laboratory for exploring the Institute's multiple themes, continues to offer considerable material for analysis and remains a premiere locale for the program. The two-week study tour covered much geographical and thematic ground, adding an overnight stay in Telluride, Colorado while continuing to return to places of cultural and historical importance requested by past participants. We remain gratified by the positive evaluations submitted by our participants, appreciative of both their expressions of satisfaction and constructive suggestions for future changes.

The 2010 curriculum evolved directly from the previous two year's, with some innovations. The theme remained "Negotiating America, Local, National and Global: A Multidisciplinary Investigation." Our overall goal was straightforward: To explore the multiple ways Americans engage in spirited interpretation and reinterpretation of seminal practices and "texts" – from debating their history to the making of laws, to the enforcement of constitutional guarantees and to the choosing of housing, education, social networks, even automobiles and summer vacations. In pursuing these subjects, we aimed to provide participants with a useful and viable framework for understanding and teaching American culture and life upon return to their home countries. In our teaching, we consciously drew materials and approaches from multiple disciplines – including law, history, literature, music, the visual arts, geography, landscape and the built environment and political science – to enable us to closely analyze American artifacts, texts and experiences and draw from them an enriched understanding of the traditions, institutions and forms of American life. Participants in 2008 expressed a strong desire for more information and discussion about the state of American education today. In 2009 and 2010, we responded to their desire for more attention on education by supplementing our existing field trips and speakers with lectures by educational specialists. New sessions – immigration and pluralism, American Protestantism, and Contemporary Popular Culture ("The Sopranos") – were also added this year.

Every participant responded with "yes" when asked if they would recommend UIC's Institute for the Study of the U.S. to colleagues in their own countries; all agreed (87% responding strongly agree or agree) that the themes and content of the Institute were relevant and useful to their professional needs; and 95% responded that they strongly agreed or agreed that the academic program contributed to increasing their understanding of American society and culture. In addition, all participants reported satisfaction with the extracurricular activities, noting that they offered a valuable hands-on experience to illustrate classroom lectures and reading themes, as well as reinforced the Institute themes.

The Institute, we believe, continues to accomplish a critical goal of altering, in some participants' minds, the image of the United States in a far more positive direction. The 2010 Institute experience demonstrated to participants that at the core of American political culture are not fixed, unchanging ideas or a resolute arrogance toward the world, but rather an open, engaging process of dialogue and negotiation. In our lectures on American history and contemporary political controversies, we continued to communicate the simple, basic point: that Americans have sharply disagreed – and continue to disagree – about many issues and that *at the same time* that we are profoundly committed to a political process that allows for give and take, compromise and respect for dissent. The legitimacy of the tradition of dissent and debate – however uneven its history – is something that faculty and participants returned to time and again. Whatever participants think of America, its culture and its people, we are confident that they took away from the Institute experience a sense of American values and the sense that ours is an unfinished story.

Committed deeply to the intellectual project conveyed in the Institute's curriculum, administrators and faculty are also deeply committed to providing participants with rich, rewarding academic and personal experiences. We believe we have succeeded in accomplishing our goals. But just as America remains a "work in progress," so too does our Institute; it remains responsive to changing political issues, opportunities and participant needs and desires. Our foundation is firm, as our 18-year track record reveals. Our commitment to innovation and exploration reenergizes and sharpens the focus of the program.

Summary Final Report
Award S-ECAAS-08-GR-1144(DT)

Submitted by Burt Feintuch, Project Director
Center for the Humanities
University of New Hampshire

With assistance from the United States Department of State, Bureau of Educational and Cultural Affairs, the University of New Hampshire Center for the Humanities and its Africana and African American Studies Program have created the university's first study-away program in Africa, in partnership with the University of Ghana. This short report lists the original project goals and their outcomes.

1. *Establish a UNH-managed study-abroad program in Ghana by exploring partnerships with several Ghanaian universities.* After several visits by teams from UNH, we have created a program with the University of Ghana. Our first student participated in spring 2011.
2. *Design the program in such a way as to increase participation by students from groups who are not well represented in study-abroad programs.* Thanks to the generosity of a donor, we have created a scholarship to encourage those populations, and we have also collaborated in creating one-time summer program for students in our McNair Graduate Opportunities Program.
3. *Strengthen and invigorate our Africana and African American Studies Program by building institutional and faculty connections to our Ghanaian partner.* We have hosted a number of Ghanaian faculty visitors, made connections in Ghana, and created curriculum in support of our program.
4. *Develop opportunities for students to participate in the wider Ghanaian society in research, internships, and service off-campus.* We have developed a partnership with a Ghanaian organization—the Aya Centre—that has these capacities. Further, the UNH McNair Program participants will spend this summer doing eight-week research projects largely off campus, thanks to arrangements with both the University of Ghana and the Aya Centre. An additional student is doing an independent, ethnomusicological research project in Ghana this summer, funded by UNH and mentored by a University of Ghana colleague.

The planning and implementation of this project was complex. Four UNH groups made visits to Ghana, assessing potential partners, inspecting facilities, meeting international programs staff, considering risk management, and engaging in myriad tasks related to program development. Work at UNH was similarly complex, involving planning on many fronts and work with many university units. We have developed scholarship support to increase student participation, and the same donor is funding a semester-long visit here by a distinguished Ghanaian playwright. We have hosted four visits by University of Ghana colleagues as well. Recruitment has begun for the spring 2012 program in Ghana. We are confident that the UNH-University of Ghana will offer profound educational opportunities for our students, and we are deeply grateful for the financial support that has made this possible.

ONE-PAGE FINAL PERFORMANCE PROGRESS REPORT:
Award Number S-ECAAS-09-GR-154(SM)
The University of Montana -- Capacity Building for Undergraduate Study Abroad:
A Study of Climate Change at Can Tho University, Vietnam

Grant Period of September 1, 2009 – February 28, 2011

The University of Montana (UM) is appreciative of the opportunity afforded by Department of State funding to effect real change in capacity building for undergraduate study abroad. The project has allowed UM to expand a burgeoning relationship with Can Tho University, Vietnam, in the area of the environment, with a focus on climate change.

Short- and long-term effects of the project include supporting two U.S. Embassy Vietnam country themes in education and the environment; building study abroad capacity in an under-served country as well as in an under-served yet crucial field; increasing international cooperation and research opportunities on climate change issues; providing a more diversified world view for a relatively insular, rural population; the expansion of under-served study abroad opportunities at a university that tends to focus on “mainstream” locations; and fostering relationships between the peoples of Vietnam and the U.S.

Progress Achieved in Accomplishing Project Goals and Objectives

As detailed in the grant proposal, the program objectives addressed during the assessment period were:

1. **To conduct two exploratory visits by UM faculty and staff to Can Tho to solidify existing relationships while gathering information for the capacity building assessment.** Successfully completed. Faculty and program staff visited Can Tho University in staggered visits in January 2010, August 2010, October 2010, and December 2010-January 2011 to solidify relationships and gather information to develop an outstanding, qualified study abroad program.
2. **To conduct a thorough assessment of Can Tho’s capacity to host UM study abroad students, with particular focus on the needs of American Indian undergraduates.** Successfully completed. Program staff worked with experts in the field of American Indian student education and support at The University of Montana, Salish Kootenai College, the Missoula Indian Center, and throughout the Indian community to develop a report and plan to foster participation
3. **To establish relationships within the greater Can Tho/Mekong Delta region and to assess community capacity to provide service learning opportunities, internships, and site visits as a complement to academic work and for greater understanding and building of relationships between the U.S. and Vietnam.** Successfully completed. This grant has enabled UM to build relationships throughout the Mekong Delta, with focus areas of Ho Chi Minh City and Can Tho.
4. **Finally, to complete an Action Plan mutually developed by UM and CTU to guide the implantation of the Can Tho Study Abroad Project for the first five years.** Successfully completed. UM and CTU have agreed on an action plan for a joint study abroad program to run through January 2015.

The Mansfield Center of The University of Montana is pleased to report that the grant funding provided by the U.S. Department of State fully achieved funding goals of building capacity in study abroad programs in underserved areas and for underserved populations. The funding was an effective and economical way to develop a program which would not have been developed otherwise.

ECA/PE/C/CU-11-37: Executive Summary

The **International Writing Program (IWP)** at the University of Iowa requests \$700,000 to support five linked writer exchanges in 2011-2012. The overall focus of these programs is to cultivate long-standing relationships between international writing communities and underserved populations at home and overseas, all the while providing participants with numerous opportunities for creative and cultural exchange that enrich and support the State Department's foreign policy objectives.

The core program is the **44th Annual IWP Fall Residency**, where up to fourteen established and renowned international writers will come to Iowa for an 81-day residency, including 10 days of domestic travel. They will engage different and important literary communities across the country in a wide range of public activities. They will pursue literary-based projects independently and in collaboration with U.S.-based artists. Virtual and distance learning projects will connect writers with audiences in critical regions where access to the Residency is otherwise impossible. A new outreach coordinator position will ensure effective and widespread implementation of creative and cultural endeavors throughout their stay, raising the general public awareness in the U.S. of the literary traditions of the foreign participants. Select participants will attend follow-on residencies at partner institutions across the U.S. after their time in Iowa to continue the conversation.

To shape the next generation of international authors, the fourth annual **Between the Lines (Middle East)** program will be complemented by the inaugural **Between the Lines (Russia)** program, to work in Iowa with budding young writers from Russia and across the Arab world. These separate, two-week programs will feature region-specific teachers, using our vast alumni network, to strengthen the students' communication skills and expand their knowledge of international literature, through the prism of American cultural exchange. Over the course of administering the Between the Lines programs, the IWP has been able to cut costs due to efficiencies. Those funds have been shifted to increase the scope and outreach possibilities during the Overseas Reading Tours, allowing the IWP to reach more people in a given region and better document the outcomes.

Crossover programs will connect students and professionals both at home and abroad as part of the **Overseas Workshops and Reading Tours** and the **IWP's Distance Learning Creative Writing Program**. These programs seek direct engagement in schools and communities overseas with both professional American authors and ECA Fall Residency alumni, through on-the-ground programming supplemented with digital classroom technologies. These tours and online programs will not only extend the reach of the IWP, but will reach American culture out further into the world to key audiences where literature can provide a platform for dialogue where topics such as tolerance, cultural diversity, and equal rights are not otherwise possible.

INTERNATIONAL FILMMAKERS FELLOWSHIP
Contract number S-ECACU-09-CA-198 (JJ)

PROGRAM DESCRIPTION

The International Filmmakers Fellowship, hosted by The Documentary Center, George Washington University, was comprised of twenty filmmakers who came from twenty different nations. The cohort included ten women and ten men from: Kyrgystan, Malaysia, Sri Lanka, Egypt, Indonesia, South Africa, Colombia, Zimbabwe, Burkina Faso, Nicaragua, Ghana, Nepal, Kashmir (India), Brazil, Bangladesh, Armenia, Pakistan, Uganda, Cambodia, and Rwanda.

The call for applications attracted 251 applications from 56 nations. Submissions for the Fellowship were solicited from over 500 outreach contacts developed by the Documentary Center. Further, solicitation was made from “Priority Countries” embassies in outreach done directly by the U.S. Department of State.

During the course of the six-week program, Fellows made two short documentary films of their own choosing -- one in Washington, DC and one in New York City. The filmmaking process brought Fellows into extensive contact with American culture and its people.

In addition, in the “Breakfast With” program, Fellows met representatives from the major broadcast and cable networks that carry documentary programs, such as PBS, National Geographic, and Discovery Communications. They also received an initiation into archival motion picture and photographic research using the National Archives. Finally, Fellows attended SILVERDOCS: AFI/Discovery Channel Documentary Festival and they had Fellows-only meetings with The Sundance Documentary Fund, MHZ, Al Jazeera English, and Link TV.

PROGRAM OUTCOMES

In addition to the interacting extensively with the American public throughout the filmmaking process, there were a several more formal opportunities for such engagement:

- Two Fellows were panelists in the Teacher Education Program sidebar at SILVERDOCS on a panel entitled, “Teaching Filmmaking, Teaching Justice: Connecting Students to the Greater Community.”
- Three women Fellows were trainers The Global Advocacy Film Series hosted by The Girl Scouts of America.
- All of the 2010 Fellows participated in a joint conference with the State Department-funded program, The American Documentary Showcase, in a daylong cultural exchange with the U.S. Filmmakers.
- Four Fellows were selected to participate on a panel at The National Press Club on freedom of expression in war-torn countries.
- All of the Fellows films were screened in a hi-definition screening of the “Exhibition of Short Films” allowing the Fellows to come together with State Department officials, University representatives, the general public, and attendance by many of the subjects of

the Fellows' films.



FINAL ONE PAGE SUMMARY REPORT

Federal Grant Number: S-ECAPE-09-GR-138(CS)

Project Title: Ngwang Choephel Fellowship Program for Tibet

Reporting Period: September 1, 2009 to November 30, 2010.

ANCIENT TIBETAN POTTERY HERITAGE PRESERVATION EXCHANGE

This cultural heritage exchange took place during three major activity periods in 2009-2010: An introductory and orientation sessions lead by project technical expert and trainer Kathy Erteman in Shangrila, Yunnan, near the potters home of Nixi; an intensive training program and study tour to Jingdezhen, a major international pottery and ceramics center in China; and a three-week pottery study tour to the US, (New Mexico, Vermont, New York city and Washington, DC) Tangible accomplishments included:

- 1) Cultural Preservation:** 16 artisans were trained in a workshop on cultural preservation at the Jingdezhen Institute. Three artisans viewed ancient Asian ceramics preserved in the Sackler-Freer Gallery, Washington, DC.
 - 2) Marketing:** 16 artisans were trained in three sessions, one in Shangrila and two in Jingdezhen, on marketing techniques, approaches to upscale marketing, gallery display and presentation, lighting, promotional materials, and pricing work.
 - 3) New Product Design:** 16 artisans participated in the following 15 new product design session including Pottery wheel training; Blue and White brush painting; Glazing basics; Trimming training on potters wheel; 2nd Blue Page 2 of 9 Narrative Final Performance Report and White Painting Training; Flower and Bee sculpting training; Miniature sculpting training; Trimming porcelain training and many more;
 - 4) New Packaging Approaches:** 16 potters participated in three packaging training sessions in use of bubble wrap and packing foam, how to prepare pots for transportation on airplane
 - 5) American professionals participate in cultural awareness activities with Tibetan artisans:** More than 20 American professional potters and gallery owners from New Mexico, New York, Vermont and Washington, DC participated with the Tibetan artisans in this program
 - 6) Artisans trained in cultural artisan association approaches:** TMI began an important discussion with the group of 16 potters participating regarding a structure for their producers group.
 - 7) Materials produced for documentation of Nixi pottery history, traditions, and cultural meanings to the Tibetan society:** The Tibetan potters had the good fortune to meet with art historian Professor Zhang, who recently wrote a comprehensive book about Nixi Pottery. A number of Professor Zhang's books on Nixi pottery were purchased to use as the basis for documentation of Nixi pottery history, traditions, and cultural meanings.
 - 8) 2000 new promotional materials produced:** As a cost savings to the project, TMI used resources available from another US Federal project (USAID) as an in-kind Federal contribution to produce Brochures and posters highlighting the Nixi pottery.
 - 9) Workshops conducted for stakeholders:** During the Shangrila and Jingdezhen training and study tour period of this program, more than 26 workshops, trainings and demonstration sessions were carried out under this project.
 - 10) Exchange students or artisans/members of other organizations visited Nixi:** Because the road to their villages were closed, the Nixi potters traveled to key locations in China (Jingdezhen) to promote and demonstrate their pottery to other artisans, art students, and the general Chinese and US public. The Nixi potters participated in an arts fair in Jingdezhen, were featured on Chinese TV during their time in Jingdezhen, and held a public demonstration and sale of their work in New York City, all of which boosted their visibility, exposure, and confidence.
-

Empowering emerging environmental leaders in Liberia and Ghana to promote sustainable mining, forestry, and climate change practices and policies

A one-page final report from

**The Environmental Law Alliance Worldwide
(ELAW)**

Grant Number S-ECAPE-09-GR-190(SS)

August 2011

The Environmental Law Alliance Worldwide (ELAW) received support from the Bureau of Educational and Cultural Affairs to work with partners in Liberia and Ghana on a 20-month project: “Empowering emerging environmental leaders in Liberia and Ghana to promote sustainable mining, forestry and, climate change practices and policies.” ELAW developed this project proposal with well-respected partner organizations: the Association of Environmental Lawyers of Liberia (Green Advocates) in Liberia and the Center for Public Interest Law (CEPIL) in Ghana.

The West African countries of Liberia and Ghana face daunting challenges as they work to ensure that mining and forestry are sustainable, and that policies are developed and implemented to avert and respond to climate change. Young professionals (age 22-35) will need to develop professionally to meet these challenges in the decades ahead. Young professionals in the U.S. need to understand that they can help colleagues in developing countries promote sustainable mining and forestry and advance strong climate policies. Therefore, the goal of this project was to recruit and nurture the capacity of young professionals in Liberia, Ghana, and the U.S. who will collaborate on environmental issues for years to come.

Twelve young professionals from Liberia, Ghana, and the U.S. shared strategies and gained expertise in sustainable mining and forestry practices and climate change policies through a series of Fellowships. Young professionals traveled to each country and worked with local advocates to promote sustainable mining, forestry, and climate policies. By working together to deal with contamination from abandoned mines, challenge alluvial mining in Liberia, build the capacity of government agencies to enforce forestry laws and regulations, promote sustainable iron ore mining in Liberia, study the environmental and health impacts of mining, and identify sustainable environmental practices for the extraction of oil and gas, the participants formed professional alliances and friendships that will last a lifetime.

Participants in the project and the project partners continue to communicate and collaborate. We have worked together on specific challenges, including restoring Chemu Lagoon in Tema, Ghana and empowering communities in Liberia to protect natural resources.

Support from the Bureau of Educational and Cultural Affairs has helped ELAW and its partners in Liberia, Ghana, and the U.S. advance the professional development of young professionals to ensure that mining and forestry are sustainable, and that policies are developed and implemented to avert and respond to climate change. The project forged professional alliances and friendships between participants that will last a lifetime and create long-lasting capacity within Liberia and Ghana to build stronger civil society organizations and a sustainable future.

Final Report – Atlantic Council of the United States – S-ECAPE-09-GR-195(J)

Between September 2009 and March 2011, the Atlantic Council of the United States, in partnership with the Istanbul Policy Center, administered the Young Turkey / Young America professional exchange. This two-way exchange brought together a diverse group of 23 emerging foreign policy leaders, 12 from the United States, and 11 from Turkey for 13 days in the United States (Washington, D.C. and Atlanta, GA) and 11 days in Turkey (Ankara, Diyarbakir, Istanbul, and Mardin). Final cost of the program amounted to \$255,076, including \$224,987 from ECA and \$30,089 cost-shared by the Atlantic Council. The remaining \$25,013 has not been withdrawn and will be retained by the Department of State.

The program has accomplished the following goals:

- Cultivating understanding and lasting ties between American and Turkish participants: The group bonded incredibly quickly, and closely. To this day, over a year after the exchange began, the group remains in almost daily contact. The participants have become close friends and colleagues, many have visited one another after the exchange, and almost all have collaborated with other participants professionally. The level of understanding between participants has improved markedly – which is measured not only in discussion, but also in the results of the post-exchange survey. All participants feel that they have improved their understanding of the other country (and often their own as well).
- Develop critical leadership and conflict management skills to empower participants to become leaders in their respective professional fields: Program participants have given us a considerable amount of feedback indicating that the program helped them build their leadership skills and confidence. Many have also moved on to new professional placements – frequently indicating that YTYA served as a catalyst for their careers. One participant even became the lead Turkish staff member on administering the 2010/2011 Young Turkey Young America program, sponsored by US Embassy Ankara. The group worked incredibly well together and discussed very sensitive topics without losing a civil tone. This honest and frank discussion is, we believe, largely the result of an in-depth recruitment screening that tested for personality compatibility as well as professional achievement and potential. By immersing participants in a think-tank style setting for much of the trip, a respectful arena was created to facilitate the exchange of the many diverse opinions and viewpoints held within the group.
- Facilitate ongoing collaboration among participants through joint projects to be carried out following program completion: Participants have worked together on a tremendous number of follow up activities – ranging from small professional collaborations to the development of larger projects. The group nearly organized and launched the first joint online class about US-Turkish relations jointly administered by American and Turkish universities. Sadly, this effort has been sidelined due to the declining health of one of the professors involved. Another large project, to connect rising business leaders from the US, Turkey, and Israel, is well into its development and likely to launch in 2011. Several smaller follow on activities have occurred, ranging from joint op-eds to speaking engagements featuring participants. Many of these activities have had the positive impact of reaching well beyond the program itself, to new constituents and audiences. The participants continue to work on a number of longer term projects, including the establishment of a formalized YTYA network.
- Use web 2.0 technologies to build a virtual forum where participants can share their views and experiences: The YTYA section of www.youngatlanticist.org has attracted a great deal of attention, and spread information to a wide audience. Since the establishment of the site, nearly 7,000 individual users have logged in to the site and sub sites. However, the creation of a unique YTYA social network proved to be a mistake as an additional login proved to be a sufficient barrier to repeat use. Social networking activity, however, has been very successful, and constant on Facebook. The group also very frequently communicates by email.
- Build an expanding network of future leaders committed to advancing US-Turkish cooperation through collaboration and ongoing projects: YTYA has, without a doubt, been a success in this effort. Participants work together with great frequency, and several have actually begun to focus on the bilateral relationship as a large part of their professional work. The group interacts with one another and also brings in new individuals, and collaboration has now gone well beyond the initial group. Participants from this program, and the 2010/2011 program funded by US Embassy Ankara have already begun to collaborate on a variety of things.

**FORTUNE/U.S. State Department Global Women's Mentoring Partnership
Vital Voices Global Partnership – Award ECAPE-10-GR-074(SS)**

2010 Program Summary

Program Overview

The 2010 FORTUNE/U.S. State Department Global Women's Mentoring Partnership engaged 33 emerging businesswomen from 22 countries worldwide in a month-long program to develop their skills and enable them to gain experience in a U.S. business environment. As implementing partner, Vital Voices Global Partnership sought to: (1) provide emerging international women leaders with the capacity, connections, and credibility they require to achieve their goals and build more efficient and successful businesses; (2) inspire international women leaders to recognize their growing influence as a powerful tool to facilitate positive change; and (3) encourage cross-cultural exchange to highlight diversity and share best practices of the American business community.

Program Activities

Vital Voices' work was conducted in five phases: Pre-Program Planning, Orientation, Mentorship, Evaluation, and Ongoing Network Engagement.

Phase 1: Pre-Program Planning: Mentors and mentees were recruited and selected for the program. From February through April, Vital Voices planned subsequent phases, and provided mentees/mentors with the information required to prepare for the exchange program.

Phase 2: Orientation: From April 25 to 27, Vital Voices convened mentees in Washington, DC for a series of workshops designed to orient participants to each other and the program. Content included Vital Voices' signature leadership and communications training, skills-training workshops, and more.

Phase 3: Mentorship: As part of the exchange program, mentors welcomed international participants to their corporate offices so mentees could shadow their American mentor and familiarize themselves with the best practices of the host corporation.

Phase 4: Evaluation: From May 18 to 20, participants reconvened in New York City. They cultivated ideas to build their careers, develop their leadership, and "pay forward" their experience to benefit others. Participants also evaluated their experience and made program recommendations.

Phase 5: Ongoing Network Engagement: Vital Voices engages alumnae through the U.S. State Department's Alumni Community (www.alumni.state.gov) and online communications. Program alumnae are given the opportunity to network, access resources, and participate in training sessions.

Program Outcomes

To measure the impact of the 2010 program, Vital Voices distributed a series of four surveys: 1) a baseline survey, prior to orientation, 2) post-orientation, 3) post-mentorship, and 4) six-month post-program. The following results are a small sample of the impact achieved for each program objective:

Goal 1: Increase capacity, connections, confidence: Six months following the close of the program, 72.8% of respondents reported that their experience improved their performance in the workplace. 63.6% reported that the program provided them with connections that will be valuable to their development as leaders.

Goal 2: Inspire women to lead change: Six months after the program, 90.9% of participants reported that the program inspired them to improve their company and/or organization and 63.7% reported that the program inspired them to increase their engagement in their local communities.

Goal 3: Encourage cross-cultural exchange: Six months after the program, 72.7% of participants reported that the program provided them with an increased understanding of diverse races, cultures, ethnicities and traditions.

Conclusion

After five years, the FORTUNE/U.S. State Department Global Women's Mentoring Partnership continues to produce positive outcomes. Vital Voices looks forward to working with the U.S. State Department Bureau for Educational and Cultural Affairs and FORTUNE's Most Powerful Women Summit as the program continues to grow.



The Irish Institute

Boston College Center for Irish Programs

CONNOLLY HOUSE | 300 HAMMOND ST | CHESTNUT HILL MA 02467
PHONE : 617 - 552 - 4503 | FAX: 617 - 552 - 2590 | www.bc.edu/irishinstitute

FFATA Report on Phase One of Grant No.: S-ECAPE-10-GR-117(JJ)

Emerging Voices: Millennial Journalists in a Changing Media Landscape
Boston, Massachusetts and New York City, New York
May 9th – 19th 2010

Overview: Overview: Boston and New York City hosted a group of fourteen professionals from the Republic of Ireland and Northern Ireland for a ten-day study-visit. The participants included journalists, reporters, editors, and correspondents from various media. The program examined the use of new media and resources for research, journalistic ethics and balance, mixed media journalism, and related topics. Consisting of academic seminars, visits to media outlets, and meetings with reporters, editors, and news producers, the program introduced the professionals to their American counterparts and opened a discussion about the direction of journalism in the 21st Century. These meetings provided the group an opportunity to exchange best-practice strategies and to create professional networks with each other and with their U.S. hosts

The delegation began their stay in Boston with a personal and wide-ranging discussion with **Mr. Joshua Benton**, Director of the Nieman Journalism Lab of Harvard University. The Nieman Journalism Lab is an organization that aims to understand the future of journalism, especially in the Internet age. The Lab's mission is to highlight innovation and recognize what makes journalists and media succeed or fail, to help reporters and editors adjust to an online environment, and to aid traditional news organizations as they develop. The next stop for the visitors was a seminar with **Professor Jerry Lanson**, Department of Journalism, and **Professor Jeffrey Seglin**, Department of Writing, Literature and Publishing at Emerson College. Professor Lanson is a former Deputy City Editor and Peninsula Bureau Chief of the *San Jose Mercury News* in San Jose, California. Professor Seglin is a columnist, "The Right Thing," of a weekly column on general ethics syndicated by the *New York Times Syndicate*. He is also the author of *The Right Thing: Conscience, Profit and Personal Responsibility in Today's Business* as well as the author of *The Good, the Bad, and Your Business: Choosing Right When Ethical Dilemmas Pull You Apart*. The insights Professors Seglin and Lanson provided from their impressive careers in and studies of American journalism, particularly regarding ethics, were of special relevance for many of the participants.

The group participated in a reception at the Massachusetts State House to honor the launch of *To Love Two Countries: Ireland's Greatest Generation in America*, a photography exhibit hosted by **Therese Murray**, President of the Massachusetts Senate, and the Consul General of Ireland **Michael Lonergan**.

On Thursday the group enjoyed a seminar titled *An Introduction to the Complexities of American Government and its Various Levels* presented by **Professor Marc Landy**, Department of Political Science, Boston College and Faculty Chair of the Irish Institute. Professor Landy has written and lectured extensively on the American political system, particularly public policy and the environment, and is also a frequent radio and television commentator on American politics, especially elections.

The group had an excellent meeting and luncheon with **Mr. Thomas P. O'Neill III**, Chief Executive Officer, **Mr. Thomas H. Trimarco**, Senior Vice President, **Mr. Andrew Paven**, Senior Vice President, and **Mr. Jeremy Crockford**, Associate of O'Neill and Associates. O'Neill and Associates actualizes Lieutenant Governor Thomas P. O'Neill III's vision of integrating communications and government relations in order to create a new paradigm that would enhance public affairs. This illuminating visit to O'Neill and Associates was followed by a reception and dinner hosted by **University Professor of History Thomas E. Hachey**, Executive Director of the Center for Irish Programs at Boston College, and **Mrs. Jane Hachey**. Special guests included **Mr. Michael Lonergan**, Consul General of Ireland, **Mr. Kevin Cullen**, Senior Correspondent, Boston Globe, and the afore-mentioned **Professors Marc Landy, Jerry Lanson, and Jeffrey Seglin**.

The Boston leg of the trip continued with a meeting with **Ms. Kathleen McKenna**, Senior Producer, *Here & Now*, **Ms. Deborah Becker**, reporter and news host, **Ms. Monica Brady Myerov**, Reporter, and **Mr. Anthony Brooks**, substitute host and freelance reporter for WBUR public radio. WBUR is a major source of news and information in New England and one of the country's pre-eminent public radio stations. WBUR's dedication to thorough and intelligent coverage of national, international, and regional news was an inspiration to the group.

The group enjoyed a site visit hosted by **Ms. Ro Dooley-Webster**, Director of Communications and Public Affairs at CBS Television Stations WBZ-TV and WSBK-TV, **Ms. Paula Ebben**, anchor, and **Mr. Kevin Osgood**, Senior Producer of WBZ-TV News. The site visits continued as the group met with **Mr. Kevin Cullen**, Senior Correspondent, and **Mr. Martin Baron**, Editor of the *Boston Globe*. Over the years the *Globe* has evolved from a newspaper into a multi-media source of news and information. Their website, *Boston.com*, investments in the New England Sports Venture, and the *Boston Metro* all allow the *Globe* to reach new audiences.

Traveling onward to New York City, the group had an opportunity to compare and contrast different regional challenges and responses to those challenges in media. These opportunities began with a visit and meeting with **Mr. Jeff Rossen**, NBC News Correspondent, and continued as a majority of the group attended the broadcast of MSNBC's "The Rachel Maddow Show", a news and opinion television program that airs weeknights on MNSBC. The program typically features a central interview and a number of segments on current political topics.

The group then met with **Ms. Elinor Tatum**, publisher of the *New York Amsterdam News*. The *New York Amsterdam News* is undoubtedly the most frequently quoted Black weekly newspapers in the world. The *Amsterdam News*, in its 95 years, has had many significant

innovations. While the *Amsterdam News* is Black-oriented, it serves a multiracial community and is recognized by other ethnic groups. In August, 1982, Wilbert A. Tatum, chairman of the board and editor-in-chief, assumed direction of the paper and has since broadened its editorial perspective, particularly in international affairs.

Mr. John Cassidy, *New Yorker* staff writer, spoke with the group about his experience writing articles for the magazine on topics ranging from Alan Greenspan and Ben Bernanke to the Iraqi oil industry and the economics of Hollywood.

Mr. Craig Gurian, Editor, and **Ms. Lori Bikson**, Associate Editor, of *Remapping Debate* covered the full spectrum of domestic public policy issues and their commitment to following the facts wherever they lead. *Remapping Debate* takes seriously the idea that the job of journalists is to question and to illuminate, and that challenging a policy maker or policy advocate to engage with alternatives to a pre-scripted sound bite is an essential element of real reporting.

The group then attended a seminar with **Professor Jay Rosen**, Director of Studio 20 at the Arthur L. Carter Journalism Institute of New York University. Professor Rosen has been on the faculty since 1986 and is the author of *PresThink*, a weblog about journalism and the difficulties that it faces. In 2006 he announced the debut of his experimental site for program, open source reporting *NewAssignment.net*. His forward-thinking use of blogs and innovative projects were of special interest to many in the group.

Mr. Jim Colgan, Digital Editor for “The Takeaway”, a radio news-talk show, described his program’s existence as a unique partnership between global news leaders. “The Takeaway” is a co-production of Public Radio International and WNYC Radio in collaboration with the BBC World Service, *The New York Times*, and WGBH Boston. “The Takeaway” delivers the news and analysis people need to catch up, start their day, and prepare for what is ahead. Every morning the show invites listeners to learn and be part of the American conversation in on-air and online, at thetakeaway.org, environments.

The group then met with **Mr. Paul E. Steiger**, Editor-in-Chief, CEO and President of *ProPublica*. *ProPublica* is an independent, non-profit newsroom that produces investigative journalism in the public interest. Their work focuses exclusively on truly important stories with a journalistic focus that shines light on exploitation of the weak and on the failures of those with power to vindicate the trust placed in them. The New York portion continued in a meeting with **Mr. Niall O’Dowd**, President and Publisher of *IrishCentral.com* and the *Irish Voice*. Participants found his work in developing Irish-American journalism in New York useful for understanding the challenges faced in New York journalism. Moreover, many participants made productive professional connections with Mr. O’Dowd.

The program concluded in a meeting with **Ms. Cara Buckley**, Reporter, **Mr. David Dunlap**, Co-Editor of *Lens and Reporter*, **Mr. Patrick Healy**, Reporter, **Mr. Joe Sexton**, Metro Editor, and **Ms. Carolyn Ryan**, Deputy Metro Editor for *The New York Times*. With this array of contributors from *The Times*, the group was able to gain a clear perspective of *The New York Times’* core purpose, which is to enhance high-quality news, information, and entertainment.

For more information about the 2010 Emerging Voices: Millennial Journalists in a Changing Media Landscape program please contact Irish Institute Director Dr. Robert M. Mauro at robert.mauro@bc.edu or 617.775.7449.

Meridian International Center: Final Program Report FY 2010
Assistance Award Number S-ECAPV-10-CA-016(CS)

In Fiscal Year 2010 (October 1, 2009 to September 30, 2010), Meridian International Center received Assistance Award Number S-ECAPV-10-CA-016(CS) in the amount of \$22,022,112 (\$16,167,353 for program costs and \$5,854,759 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 352 programs for 1920 participants. Sixteen permanent and six seasonal two-person program teams carried out the work at Meridian. Of the total projects arranged, 65 were for Individual Visitors, 45 for Individuals Traveling Together, 113 for Single Country Groups, 8 for Sub-Regional Groups, 35 for Regional Groups, 18 for Multi-Regional Groups, 59 for Voluntary Visitors, and 9 for fellows of the Government of Japan PL80-402 program. Program participants came from every region of the world, including Near East/South Asia (36.5%), Eastern Europe (16.5%), Western Hemisphere (16%), East Asia/Pacific (11%), Western Europe (10%), Africa (10%). We also provided administrative support to 328 visitors in 70 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 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 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 45 states and Puerto Rico, and to a diverse cross-section of small, medium and large communities in more than 140 cities.

The themes and topics of Meridian's programs in fiscal year 2010 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, "Volunteerism: United We Serve", during which more than one hundred participants from more than 90 countries learned about service and volunteerism in the U.S. Through this project, we secured financial support from the corporate sector to enhance the program and built a successful public-private partnership. Additionally, another 60 visitors took part in two programs that focused on developing Alumni Associations around the world. 2010 was also a year in which Meridian's IVLP alumni were in the news as new Heads of Government in Germany (President Christian Wulf) and the Czech Republic (Prime Minister Petr Necas), while one, President of Lithuania, Dalia Grybauskaitė, was named to *Time* magazine's list of "Top 10 Female Leaders".

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.

The Delaware 4-H/Bosnia Youth Leadership Program was divided into three major components: Pre-Departure Orientation in Sarajevo (March 12-15, 2008), the U.S. based portion of the program in Delaware (April 6 -May 3, 2008) and the follow-up visit to Bosnia-Herzegovina by Delaware 4-H program staff, and teens (October 2, 2008- October 18, 2008).

Pre-departure orientation for 18 students and 3 teachers was conducted in Sarajevo March 12-15, 2008. Topics addressed during the orientation included the following: (1) an explanation of the goals and objectives of the program, and the expectations and responsibilities of educators and students; (2) information about accident and sickness insurance; (3) American Culture and customs and specific information about Delaware (4) Information on the U.S. system of government, economic institutions and structures, minorities and society, the media, concepts of civil society, public and community service. A final evaluation of the program rated the pre-departure orientation as very useful, with 78% of the participants rating the program as excellent and 22% as very good.

The U.S. based portion of the program was held from April 6, 2008 – May 3, 2008. Most of the program was held in Delaware, but visits to Washington, D.C., New York City and Baltimore were included. Some host families were able to visit Philadelphia on Orthodox Easter Sunday, and experience an Orthodox Easter service with their teens. The majority of the educational programs focused on developing the leadership capacity of the program participants to plan and conduct community-based projects in their own towns, schools and communities. Another major portion of the project involved teaching participants about the major components of democracy, including actively participating in the Pennsylvania Presidential Primary election as volunteers. A third series of educational activities focused on diversity education with lessons on getting along with others in a civil society. While numerous program components were delivered in a variety of topics during the month long stay:

- 95% of the participants reported that they were either satisfied or very satisfied with the overall content of the program
- 100% of the participants were either satisfied or very satisfied that the program was relevant to their overall educational goals.
- 76% reported that the program enhanced their overall understanding of democracy
- 94% % reported that the program encouraged them to become much more involved in their community back home
- 100% felt that missing 4 weeks of school to participate in the program was worthwhile.

Delaware 4-H staff along with 5 teens conducted a follow-up visit to Bosnia-Herzegovina from October 2-18, 2008. The delegation made presentations in numerous schools and other settings they visited and viewed the outcomes of the projects the BiH teens had implemented as a result of their visit to the U.S. The outcomes of the projects that the teens from BiH implemented were varied, but all very successful. In Tuzla, the group organized a clothing drive for needy families. In Livno and Tomislivgrad, the groups, working independently, made an important contact with a local NGO and each conducted a three day youth sporting event for families in the community. Special efforts were made to target females, who traditionally shun organized sports in schools and communities. In Banja Luka the group tackled a huge project. With the help of the U.S. Embassy in Sarajevo and other funders, they hosted a Balkan wide youth leadership conference in Banja Luka at the end of March 2009. They used many of the materials they were exposed to in the U.S. based portion of the program.

Overall evaluation results from the participants, teachers and 31 host families (120 persons total) indicated that the project was a huge success and 94% would participate again.

FINAL REPORT for Grant Agreement – S-ECAPY-07-GR-149 (DT) – February 26, 2009

Project: 2008 Indonesia Youth Leadership Program

Submitted by: Shanti Thompson Legacy Project Director

ONE-PAGE SUMMARY

This report summarizes activities during the final Follow-On Phase of the 2008 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 2008 program. They came from three provinces on three major islands: West Sumatra (city of Bengkulu); West Kalimantan (city of Pontianak); and West Java (cities of Sukabumi and Bandung).

FOLLOW-ON PROJECTS: Eight teams of students (two per school, and in one case three from the school) returned home after the US program with a project proposal and action plan. (In addition to playing the role of local counselor to student teams, one of the three teachers also elected to do a project). From August through mid-November, students conducted their projects with assistance and guidance from the three teachers and telephone/email support from CCE and Legacy staff. Each team created a written final report. Two projects occurred entirely within the individual school community, aiming to enhance the educational experience. The other six projects reached outside the school in some way, connecting the school with other institutions and providing venues for students to serve diverse, non-academic populations in a personal way.

FOLLOW-ON TRIP TO INDONESIA: In addition to documenting results, the trip's goals included:

1. help students quantify their accomplishments, reflect on what they learned, and consider future actions;
2. focus school principals' attention on the positive impact of the student leadership, and thus support efforts for the individual projects to become on-going;
3. reinforce leadership initiative among the volunteers who had become involved in project implementation in each school; and
4. plant seeds for additional institutional level change by conducting workshops in US teaching methods for teachers at participating institution

The US Project Director, Shanti Thompson, traveled to Indonesia for 2 weeks in January 2009. She held wrap-up meetings with participant groups in each region, during which students presented a PowerPoint report on their projects, learned from each other's work, and participated in workshop activities focused on summarizing their accomplishments and setting goals for the future. She also visited each participating school, and held meetings with the principal and the additional student volunteers who had become involved with project implementation. She delivered four teacher workshops, titled *US Teaching Methods: Promoting Democracy in the Classroom*, which were well received by 120 high school instructors.

OVERALL PROJECT RESULTS: Concrete evidence of substantial skill development was observed among all 20 participants, evidenced by their successful organization and completion of a project. An additional 92 students in the schools became actively involved in meaningful ways in the projects, which resulted in the advancement of their own leadership skills. Nine institutions were constructively involved, through their willingness to encourage new forms of student leadership, their excitement about the possibility of the projects becoming on-going parts of the school culture, and instructor interest in new teaching methods. In all, an estimated 4,750 students and teachers were directly served through the reports of their fellow students, the follow-on projects, and the visits of US staff.

**Mobility International USA
FFATA Report**

Project Title: **Disability Components Project**
Agreement Number: **S-ECAPY-09-GR-096(SJ)**
Grant Period: **June 2, 2009 - December 31, 2010**
Contact: **Jena Price, Program Manager, (541) 343-1284 (Tel/TTY)**

Mobility International USA (MIUSA) conducted an integrated three-phase program consisting of Preparatory Workshops for FLEX and YES students with disabilities, ongoing support services to FLEX and YES placement organizations and students with disabilities throughout the 2009-10 academic year, and a Leadership and Reentry Workshop for FLEX and YES Students with Disabilities. This program enhanced the U.S. academic year experience of FLEX and YES students with disabilities and built upon activities underway in the 2008-9 Disability Components project, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA).

Goals of the project included:

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

In July 2009 and January 2010, FLEX and YES students with disabilities beginning their FLEX and YES experiences in the U.S. participated in Preparatory Workshops in Eugene, Oregon to prepare for disability-related aspects of their year ahead, and enabled MIUSA to compile useful and accurate information regarding each student's disability-related interests, access strategies and needs. In spring 2010, FLEX and YES students with disabilities studying in the U.S. participated in a Leadership and Reentry Workshop in Eugene, Oregon designed to foster successful reentry to home countries. Students created individualized action plans outlining goals and resources for reentry, including actions to facilitate increased opportunities for youth with disabilities in FLEX and YES programs. Throughout the U.S. academic year MIUSA provided support services to placement organizations and, as requested by placement organizations, to FLEX and YES students with disabilities, host families, and schools. Support services included technical assistance, materials, referral to resources and suggestions to address disability-related questions, resolve access issues and tap into local resources to enhance the experience of FLEX and YES students with disabilities, and a two-day Disability Inclusion Forum held in Eugene, Oregon from November 30 - December 2, 2010.

SERBIA YOUTH LEADERSHIP PROGRAM

GRANT NUMBER: S-ECAPY-09-GR-100(SM)

PROGRAM PROGRESS REPORT (PPR)

World Learning administered the Serbia Youth Leadership Program (SYLP), an exchange program for students and adult community leaders in coordination with partners Civic Initiatives (CI, a Serbian NGO) and member organizations of the National Council for International Visitors. Through two one-month exchanges to the U.S. and in-country follow-on activities, the exchanges focused on grassroots activism, youth leadership and development, and civic engagement. A total of 18 American students and adult community leaders participated on a two-week exchange program to Serbia in March-April 2011.

The Program consisted of three phases: pre-departure activities, the U.S. exchange programs, and follow-on activities. A total of 56 students and 9 adults for the two exchanges began the U.S. program with a weeklong Orientation and Leadership Camp at World Learning's IT Graduate Institute in Brattleboro, Vermont. Each group divided into two subgroups to participate in local community programs as follows: Exchange 1 (Huntsville, AL; Louisville, KY; and Portland, OR) and Exchange 2 (Chicago, IL; Cleveland, OH; and Louisville, KY). The community programs focused on such program themes as civic participation at the community level, mentoring by community and NGO leaders, youth leadership, and community service. Each community had the participants design a community service project from beginning to end, partnering with a local school or organization to learn the necessary components for implementing a project and building the skills of the participants in communication, teamwork, and self-initiative. Highlights included high school shadowing, homestays with local families, and a field trip to local cultural sights. The final program segment, a Synthesis Workshop in Washington, DC, reunited the community groups for debriefing, follow-on activity planning, and evaluation. The follow-on program included several workshops integrating all of the program components, supervisory visits, visits by American students and adults to Serbia, and a final national conference to reunite all the 2010 Serbian project participants. Mini-grants were also provided for student-led community service activities throughout Serbia.

Outcomes:

- Developed a cadre of young adults in Serbia who have a strong sense of civic responsibility, a commitment to community development, an awareness of current & global issues, and strong interpersonal leadership skills;

- Fostered relationships among youth from different ethnic, religious, and national groups in Serbia;
- Promoted mutual understanding, respect and collaboration between the United States and Serbia;
- New connections and friendships formed between American students and American and Serbian students;
- Understanding of youth leadership in the U.S.;
- Understanding of youth leadership in Serbia (provided a context of working to achieve goals in a society where youth are viewed very differently than in the U.S.);
- Appreciation of educational system and opportunities available in the U.S.; and
- Desire to learn more about Serbia's history, culture, and traditions through plans to visit host families and friends over various breaks by American participants.

Final Program Report

Youth Leadership and Teacher Professional Development Program with Bosnia and Herzegovina

Federal Award S-ECAPY-09-GR-102(SM)

(September 1, 2009 – December 31, 2010)

Grant Recipient: **Willamette University**

The goals of the Youth Leadership and Professional Development Program (YLP) with Bosnia and Herzegovina are to (1) promote mutual understanding between the people of the United States and the people of Bosnia and Herzegovina; (2) prepare young leaders to become responsible citizens; and (3) Nurture a cadre of student and teachers to actively address community problems in Bosnia and Herzegovina. By equipping a cadre of young leaders with the confidence and skills to create positive change, the YLP contributes to Bosnia and Herzegovina's development as a pluralistic democracy.

The YLP consists of a pre-departure orientation in Sarajevo, a month-long program of civic education, service, homestays, and cultural activities in the U.S., and follow-on projects implemented by students in their home communities. In April of 2010, 18 high school students and 3 teachers from Bosnia and Herzegovina traveled to Salem, Oregon to explore what it means to be an active citizen in a democracy. Participants spent their days at Willamette University in Salem, Oregon, where they took specially designed classes in American democracy, learned to debate, conducted community service, and developed leadership skills. The exchange program concluded with a four-day educational visit to Washington, DC.

Willamette University made significant progress towards achieving the long-term objectives of the Youth Leadership Program with Bosnia and Herzegovina.

Objective 1: Enhance understanding of democratic processes and human rights among youth leaders in Bosnia and Herzegovina

Outcomes: Expanded definition of "democracy" among participants
Expanded definitions of "active citizenship" among participants
Direct experience with peaceful dissent in a democracy.

Objective 2: Build understanding and develop meaningful relationships between participants from Bosnia and Herzegovina that will last beyond the project's duration

Outcomes: Greater tolerance and diminished prejudice among participants for the other nationalities and religions of Bosnia and Herzegovina

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

Outcomes: Improved ability to see both sides of an argument and advocate persuasively in favor of a position

Each of the 21 participants in the 2010 YLP returned to Bosnia and Herzegovina with improved leadership capacity, prepared for active civic engagement across ethnic and religious lines.

***YLP - South Asia Youth Summit:
Developing Leadership in Young People to Transform Communities
Final Report Summary 09/01/2009 - 12/30/2010***

***United States Department of State
Bureau of Educational and Cultural Affairs
Youth Division Office***

***Implementing Organization: Magee
Womancare
International
Grant: S-ECAPY-09-GR-124 (KF)
Grant Total: \$117,456.00***

***Countries: Sri Lanka, Maldives and Nepal
(South Asia)
Number of Youth Participants: 18
Number of Adult Participants: 3***

EXECUTIVE SUMMARY: *South Asia Youth Summit: Developing Leadership in Young People to Transform Communities* was proposed to recognize and build on the talents and assets of youth to engage them early in having a stake in their communities and to develop the tools needed to address issues important to youth and apply them on a local level. The guiding mission for *South Asia Youth Summit* (SAYS) is 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.

The 25-day program was developed as a culturally sensitive workshop based on Magee Womancare International's (MWI) 17 years of implementing NGO development, women's leadership in healthcare roles, healthy communities, civic leadership, environmental health, and general health programs in the U.S. and abroad. MWI worked in collaboration with Amizade Pittsburgh to facilitate and enhance youth development and service learning components. During SAYS, the group visited high schools, leadership/civic engagement organizations, and youth groups to address the issues of substance abuse prevention and environmental sustainability within their home countries. The U.S. portion of the program concluded with a trip to Washington D.C., in which educational components of community service and social justice were addressed and discussed. Based upon the skills learned during the South Asia Youth Leadership Summit, the delegates formed 3 groups by country, and presented their Community Action Plans to be implemented upon return to their countries.

Small grants were awarded to support their initiatives, but their group cohesion and participation by local community volunteer help created the means to accomplish their initiatives. Each group has been working diligently on their Community Action plans. The Nepalese group established a library in a rural school, Sri Lankan facilitated over 9 clean-up campaigns in different regions, and the Maldivian group conducted a beach front cleanup project with plans to establish an environmental youth program to plant trees, lower smoking rates, and clean local coral reefs.



Visions In Action

Visions in Action

Final FFATA Report to U.S. State Department's Bureau of Education and Cultural Affairs Africa Youth Leadership Program September 9, 2009-December 31, 2010

Grant Number: S-ECAPY-09-GR-126(JY)

Grant Period: September 9, 2009 - December 31, 2010

Grant Amount: \$375,000

Countries: Burkina Faso, Mauritania, Niger, Chad, Cote d'Ivoire, Mali

Number of Participants: 60

Foreign students: 48 (8 from each of the 6 countries)

Foreign teachers: 12 (2 from each of the 6 countries)

PROGRAM Three groups of high school students and teachers from French-speaking West Africa visited the Washington DC area for 3-4 weeks on a civic education and youth leadership program:

Group 1 November 14-December 5, 2009 Burkina Faso, Mauritania

Group 2 March 27-April 28, 2010 Niger, Chad

Group 3 Sept 24-October 16, 2010 Cote d'Ivoire, Mali

The program sought to immerse participants in American culture and society, and apart from the teachers who lived together in a guest house, all the students stayed with American families in the DC area.

The participants were exposed to America's past and present through visits to organizations and institutions including the Smithsonian museums, the U.S. Capitol & Congress, the White House, the U.S. Department of State, and an activist organization. They witnessed first hand how the justice system works, when they sat through a full oral argument session at the U.S. Supreme Court. They engaged in community service at a food bank and a homeless shelter. The eight Civic Education lectures of Dr. Peter Kinberg were instrumental and included the constitution and foundations of American democracy, civil rights & liberties, the three branches of government, elections, activism, civil society, religion and immigration. All sessions were translated into French to enhance comprehension, as the level of English for most participants was relatively low.

The group made four-day visits via chartered bus to see historic sights in Virginia, including Charlottesville, Colonial Williamsburg, Fredericksburg and Mt Vernon. Participants shadowed high-school students at the Cesar Chavez and Bell Multicultural High Schools in DC, where they made fast friends. The participants toured the University of Virginia and Howard University, and most stated they would be very interested in attending college in the United States. They visited their respective embassies and saw a professional sports event.

A major goal of the Africa Youth Leadership Program for Sub-Saharan Africa (YLP) is to enhance participants' leadership abilities. Consequently, VIA, in partnership with the Center for Civic Education, organized the 4-day French-language Project Citizen civics training program that culminated in participants developing an action plan to address a socioeconomic issue in their home country. Each country group is in the process of implementing a small program to raise awareness of the issue upon return.

OUTCOMES The program achieved its goal of educating the participants on American civics and democracy according to the detailed evaluation completed by each participant at the end of the program. All the participants reported that their knowledge of the United States had increased as a result of the YLP, and their view of the U.S. had changed (See Summary of Participants Evaluations of Program for greater detail). These changes included an awareness of the foundations and workings of our democracy, of how polite and respectful Americans are, the swift pace of American life, the reality of poverty and homelessness, our addiction to the internet, and how hard Americans work.

Emerging Youth Leaders Final Report

Grant Agreement Number: S-ECAPY-09-GR-188 (SS)

The Partners (AYUSA, College Track, iEARN-Senegal, iEARN-USA and the University of California -Berkeley, Center for Cities and Schools (CC&S) implemented all aspects of a 7-8 week reciprocal exchange program between the US and Senegal on the topic of Democracy and Governance in Civil Society. Fifteen high school students and 2 educators from each country were recruited from minority and urban demographics not traditionally served by exchange programs, and matched in counterpart pairs to facilitate the hosting experience. The program design incorporated community service projects, cultural enrichment activities, global skills training, and other types of experiential group learning to develop civic responsibility and commitment to communities. Students' definitions of community and democracy were challenged as they were encouraged to become global citizens and agents of positive change in their own communities.

The program goals were as follows:

1. To develop a sense of civic responsibility and commitment to the global community.
2. To foster personal and institutional ties between participants and partner countries.
3. To promote mutual understanding between the people of the United States and the people of Senegal around a topic of common interest.

Success was measured using the following indicators:

1. Participant satisfaction with the program and exchange experience.
2. Participant learning, such as increased knowledge, aptitude, skills, and changed understanding and attitude. Learning includes both substantive (subject-specific) learning and mutual understanding.
3. Participant behavior, concrete actions to apply knowledge in work or community; greater participation and responsibility in civic organizations; interpretation and explanation of experiences and new knowledge gained; continued contacts between participants, community members, and others.

AYUSA is pleased to report a very successful program. Participants, partners, and natural families all reported an enriching experience with continued learning and exchange on all sides. While there are definitely areas for improvement, as there will be with any pilot program, all parties reported a safe, sound, exciting and life-changing experience.

The EYL program was definitely a success and a model that could be further developed and expanded. The long lasting impact is, of course, difficult to measure at this point in time but the following quote indicates that the experience lives on with the students and will continue to in the future.

I suggest to you as initiators of the EYL program to do more in our country and other African countries in order to inform the youth of our age that nobody can develop our continent besides the youth. Youth can improve their community and establish peace and justice across the world, and during this kind of program . . . you can educate the participant in order to prepare them to be good leaders in the future.

Northern Nevada International Center

Final One-Page Report

S-ECAPY 10 R 075

Algeria Youth Leadership Program (AYLP)

The Northern Nevada International Center (NNIC) hosted its second AYLP program in 2010 together with its partner in Algiers, the Muslim Boy Scouts Organization. The program was funded by the US Department of State, Bureau of Educational and Cultural Affairs, Youth Programs Division. The program is part of a three year grant.

NNIC implemented a five-week program in June and July 2010, focusing on three main objectives, 1) civic engagement and activism, 2) social media, and 3) learning about diversity. The 25 Algerian high school students, 12 American high school students and three Algerian teachers learned about how US non-profit organizations are structured, how they engage their community through social media and other outreach efforts and how they build partnerships with other agencies and organizations to better serve their communities. The program started in Algiers with a week-long program in Algiers (for the Algerian participants only). The American participants then met the Algerians in Washington DC for a four-day Fourth of July weekend of professional and cultural programming. Then the participants all traveled to Reno, Nevada where they spent the next month together in various locations throughout Northern Nevada and San Francisco. The objectives of the program were designed through what we termed the “GET” model-Gather, Engage, Transform. This model allowed the participants to conceive of the process necessary to transform both themselves and their communities. The participants split into five different groups and studies five different non-profit organizations, ranging from the local food bank, to Big Brothers, Big Sisters, a teen organization focusing on drug abuse and a children’s assistance organization.

The AYLP participants stayed with American home host families during their stay in the United States. They made long-lasting friendships with both their American counterparts and their host families. The final week was spent at beautiful Lake Tahoe, where the participants had ample time to recover from a very intensive and fruitful program, but also decompress and work on understanding their project more comprehensively.

FINAL PROGRAM REPORT 2010 – German American Partnership Program S-ECAPY-10-GR-094 (SS)

Since its establishment, GAPP has grown steadily to **780 on-going, reciprocal partnerships** between American and German secondary schools, including 14 schools training students for the school-to-work-transition and well over 100 partnerships with schools in former East Germany.

In 2010, 9,783 students traveled across the Atlantic to visit their partner schools: 5,565 German students traveled to the U.S. (i.e. 327 groups), while **4,236 American students visited Germany** (i.e. 317 groups). Most of the American participants came from WI, CA, PA and WA.

As a rule, two teachers accompany each group. In 2010, this adds up to 654 teachers from Germany coming with their groups to the U.S. and **634 American teachers** visiting their partner schools in Germany and represents a considerable and on-going contribution to in-service training. Participating schools are located in all sixteen states of the Federal Republic of Germany. **In the United States, GAPP schools are located in all fifty states.**

In FY 2010, a total of **2,561 students from 158 German schools were awarded grants, covered by the funds from the U.S. Department of State.**

In 2010, a total of 85 American students from 24 U.S. States received travel grants from GAPP, Inc. donations (\$300-\$1000). These grants are distributed to needy, deserving students. All traveling American students and teachers receive grants from funds from the Foreign Office in Germany.

In 2010 we continued our successful cooperation with the Transatlantic Outreach Program (TOP) to support the GAP-Program's objectives and the goals of the participating teachers. TOP is a public-private partnership initiative of the Foreign Office of the Federal Republic of Germany, the Goethe-Institut, Deutsche Bank and the Robert Bosch Foundation. This program aims to enhance the quality of classroom teaching about Germany today by developing and disseminating teaching materials about modern Germany to K-12 social studies educators. GAPP has supported the first participation of students from the METCO Program which enrolls students of color from Boston public schools in surrounding suburban school in the GAPP exchange of Lincoln-Sudbury School in Sudbury, MA. Three students from the METCO Program traveled with a group of Lincoln-Sudbury students to their partner school in Bavaria. During the ACTFL Conference in Boston these three students and their parents made presentations on their exchange experience and what this exchange meant to them.

Seminars and Workshops:

January 2010, Chicago, IL:

Introductory Seminar for American GAPP coordinators

January 2010, Bonn, Germany:

Introductory Seminar for German GAPP coordinators

February 2010, Berlin, Germany:

Evaluation workshop on the academic year long-term GAPP exchange for American and German coordinators

September 2010, Boston, MA:

GAPP Trainer Seminar New England

Conventions and Conferences:

February 2010, Colorado Springs, CO:

Colorado Congress of Foreign Language Teachers (CCFLT)

March 2010, Chicago, IL:

Central States Conference

April 2010, New York, NY:

North East Conference on the Teaching of Foreign Languages

November 2010, Boston, MA

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

New materials: Updated GAPP Home Page www.goethe.de/gapp, updated Power Point Presentation, Germany Online (GAPP E-Link Section 2010), GAPP Travel Journal 2010 (worksheets for students), GAPP E-Newsletter/September 2010, GAPP Button, GAPP Brochure (**'Experience Germany for Real'**)

FLEX Program Report: One-page Final Report

Organization: ASSE International Student Exchange Programs (ASSE)
Submitted by: Mary Loving
Grant: S-ECAPY-10-GR-098(JJ)

Date: June 30, 2011

This report summarizes ASSE's program activities and outcomes for the 2010/11 FLEX program year.

Meeting FLEX Program Goals

ASSE designed its FLEX program components around the goals set by the State Department and feels confident that it met and exceeded these aims during the 2010/2011 program year. In order to help students explore and acquire an understanding of the key elements of U.S. civil society, to gain an understanding of the American culture and diversity, to interact with Americans and generate enduring ties, to teach Americans about the countries and cultures of Eurasia and to motivate students to share and apply experiences and knowledge in their home society, ASSE required students to participate in activities which developed skills to prepare ASSE FLEX students to return home as agents of change. ASSE FLEX Program components included least fifty (50) hours of community service projects, at least three (3) community presentations (one occurred during International Education Week in November 2010) and three (3) projects throughout the program year which focused Leadership, Culture/Diversity and Activism/Society. The last requirement of Activism/Society required the students to plan, organize and execute a Global Youth Service Day project (April 2011). The vast majority of ASSE FLEX students willingly participated in all requirements and noted in their evaluations that they felt these requirements prepared and motivated them to want to take the skills they learned and apply them as they return home. Besides exposing the students to different segments of the U.S. culture and its diversity, students noted that the ASSE FLEX program components also helped them to make life-long friends and develop important leadership skills while learning more about how American systems work.

ASSE volunteer cluster leaders were asked to plan at least three (3) enhancement activities during the program year which again, focused on FLEX program goals with one being a visit to the host state capital. Through such plans, students were exposed to governmental systems (i.e. how state and local governments operate), cultural events, and other educational opportunities (i.e. meeting local business leaders, shown the diversity found in the U.S.). Students reported that they felt such activities helped them better understand America because of their first-hand experiences. Cluster leaders reported that students were excited to return home to teach fellow citizens about America as well as start similar activities in Eurasia (i.e. community service events). ASSE monitored and evaluated through monthly student surveys, site visits, mid-year and end-of-year workshops. The variety of monitoring not only evaluated personal student adjustment goals, but also confirmed that students were fulfilling their scholarship obligations.

ASSE successfully taught Americans about the cultures of Eurasia by placing the students throughout the U.S. (clustered and dispersed placing methods). Living with host families and attending schools, the students were able to formally (i.e. through presentations and community service work) and informally (through extra circular school and community activities) become acquainted with Americans. Forming strong ties of friendship with host families, host schools and host community members will serve to benefit the U.S. and its foreign policy interests.

Conclusion

ASSE is confident through feedback from ASSE FLEX students, host families, volunteer field staff and community sources that it successfully met the goals of the FLEX program.