

South Asia Youth Leadership Program 2010 -2011, South Asia Youth Leadership Summit (SAYS): Developing Leadership in Young People to Transform Communities recognized and built on the talents and assets of youth. It engaged them in taking a stake in their communities and developing the tools to help them implement their ideas at the local level. SAYS achieved its mission of building individual and collective leadership, critical and analytic problem-solving, teamwork, and a sense of community membership as well as agents of change among youth.

The 25-day program began in Pittsburgh in May 2011. An orientation set the stage for an effective workshop, introducing a broader definition of leadership, setting personal/group goals, and addressing expectations. During SAYS, twenty-one youth delegates and three adult educators from South Asia visited schools, organizations, and youth initiatives focused on leadership, civic engagement, youth substance abuse prevention, and the environment. The program concluded with a trip to Washington, D.C., in which educational components of community service learning, green sustainable living, and social justice were addressed.

Based upon skills learned during the SAYS, the delegates formed 3 groups by country, initiated development on and presented an outline and the objectives for their Community Action Plans (CAP) to be implemented upon returning home. MWI reviewed all proposals and budgets for solid vision and mission statements, as well as attainable timelines, goals, objectives, and tasks. Small grants were awarded to support their initiatives, which were accomplished due to the delegates group cohesion, hard work, and networking and partnering with organizations within their community.

Nepal's CAP brought awareness, testing, and treatment of Rheumatic Heart Disease to several districts of Katmandu. Sri Lanka's CAP addressed proper garbage disposal and recycling in Colombo, the country capital. Maldives' CAP created awareness among youth of their country about recycling; enabling them to practice it effectively, to provide efficient methods making it easier to separate recyclable versus non-recyclable materials, and to achieve a healthier and cleaner environment through means of recycling.

By the end of the SAYS program, all the youth delegates blossomed into brave, outspoken, and intelligent leaders. There were many positive lessons learned through the SAYS experience with impacts reaching throughout South Asia and Pittsburgh communities. The SAYS youth delegate application and selection process yielded an amazing group of students with tremendous potential to implement change and promote youth leadership within their communities. Each delegate contributed strengths and insights that enriched the overall program experience and outcomes. MWI created many opportunities for the adult facilitators to be more involved; however, they did not seem comfortable contributing to the sessions. More emphasis will need to be placed on the role of the facilitators before departure and after they arrive in the U.S. More communication from the in-country posts on facilitator expectations may also help to enhance facilitators' involvement on future youth leadership exchange programs.

Final Report - S-ECAAE-10-CA-130 (DT), Junior Faculty Development Program

The Department of State awarded American Councils for International Education \$1,497,000 for the purpose of conducting a program entitled, “Junior Faculty Development Program” (JFDP) from July 23, 2010 through March 31, 2012. The project awarded fellowship grants to seventy university instructors from Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Montenegro, Serbia, Tajikistan, Turkmenistan, and Uzbekistan, in order to study at one of forty-two accredited host colleges and universities in the United States for the spring 2011 academic semester.

While in the U.S., each JFDP grantee attended a minimum of four college and university courses in relevant subject areas and received academic supervision and guidance from a U.S. host faculty mentor. Grantees attended 341 courses, for an average of 4.9 courses per grantee. All grantees delivered presentations in the U.S. about their academic research and teaching as well as their home countries’ cultures and education systems. Grantees delivered 172 presentations during the fellowship in the U.S., for an average of 2.3 presentations per grantee. All grantees undertook volunteer activities in the U.S. host institution community. Grantees participated in 184 volunteer activities in the U.S., for an average of 3.8 activities per grantee. Ninety-seven percent of grantees attended professional meetings and events in the U.S., including conventions, conferences, symposia, seminars, and visits to other academic institutions. Grantees attended 243 professional events, for an average of 3.6 events per grantee who attended events.

Grantees developed course curricula, revised and improved teaching and resource materials, and expanded their knowledge in their fields of teaching. Grantees cultivated teaching skills and techniques based on personal observation of U.S. educational methods and through collaboration with and mentoring from a U.S. faculty counterpart. Grantees also engaged in networking activities with U.S. and world scholars, enabling grantees to become vehicles for ongoing contact, collaboration and exchange.

American Councils managed all aspects of JFDP, including: program promotion and publicity; participant recruitment and selection; host institution recruitment and placement; orientations and training events; on-program support; monitoring of grantee adherence to program policies, finances, and J-Visa regulations; post-fellowship activities; and, evaluation. During four program events, grantees were provided with information and training on U.S. higher education and adjustment to living in the U.S. Grantees also received information on developing alumni activities including creation of alumni associations, conducting workshops and training seminars for colleagues and students, facilitating university linkages, implementing evaluation methods, producing scholarly journals, creating online courses, and developing new and enhanced course curricula.

At the end of the program, grantees reported the following fellowship goals were the most achieved: learning about U.S. culture and society (eighty-six percent completely, fourteen percent partially); and, experiencing U.S. higher education (seventy-nine percent completely, twenty percent partially).



PROGRAM SUMMARY
January 1 – December 31, 2010

**US Department of State Grant:
S-ECAPE-10-065 (LM)**

In 2010, ACYPL hosted delegations from the following countries: Argentina, Australia, China, Egypt & Jordan, India, Indonesia, Japan, NAFTA countries (Canada, Mexico), New Zealand, Pakistan, Philippines, Roma Minorities (Hungary, Italy, Romania, Slovakia), and South Korea.

Also in 2010 ACYPL sent US delegations to the following countries: Algeria, Australia, Brazil, China, El Salvador & Guatemala, Israel & Palestinian Territories, Japan, Nepal, Russia, South Africa & Ghana, Taiwan, Turkey, and Vietnam. In addition, ACYPL conducted the second phase of a 30th anniversary program with China that was funded in part through private sector contributions. ACYPL completed all exchanges by March of 2011.

Selected 2010 Program Highlights

Pakistan Fellows Program

ACYPL was given the opportunity to implement a 4-phase program for young Pakistani provincially elected leaders and political party and NGO representatives. The program was designed to bring 24 Pakistani participants to the US for month long professional fellowships and to send a delegation of 8 Americans, drawn from those who hosted the inbound delegations, to Pakistan for follow-on activities. ACYPL welcomed our first Pakistan Fellows to Washington, DC in mid-September of 2012. The group included three men and one woman representing the four major provinces of Punjab, Balochistan, Sindh, and KPK (formerly NWFP).

Following three days in Washington exploring the American federal government and discussing misperceptions and misinformation regarding the US and US-Pakistan relations, the delegation traveled to Salt Lake City, Utah where they were hosted by ACYPL alumnus and Utah State Representative Eric Hutchings and his entire family and community. Their 3-week fellowships were spent working in various state and county elected officials' offices, meeting with committee staff, attending hearings, witnessing political party caucuses, and observing the Lt. Governor's race. The delegation concluded their program with a 3-day forum at Brigham Young University Law School examining the role of religion in contemporary legal systems, with the fellows presenting their insights on the role of Islam in Pakistan.

A second group of 8 women (6 elected officials and 2 NGO representatives) arrived in Washington, DC on October 13. Like the first phase, they spent several days in Washington, DC before traveling to Madison, Wisconsin where they were hosted by ACYPL alumna and Wisconsin State Representative Kelda Roys. As the program overlapped with the final weeks of the American midterm elections, fellowships included campaign offices and election organizations. The women also attended campaign rallies and fundraisers and participated in GOTV events. Additionally, the group met with University of Wisconsin agriculture and green/sustainable energy experts. The delegation had the opportunity to return to Washington, DC where they took part in the 3-day Legislative Fellows Conference that included 100 participants from 17 countries.

NAFTA

The goal of the ACYPL NAFTA Exchange was to explore common concerns and points of difference related to NAFTA implementation and to better understand the positive effects and negative consequences of the treaty over the past 20 years. The nine-person delegation (three from each country) traveled to Canada, the US, and Mexico to participate in discussions with area trade experts, government officials, business and labor representatives, and local citizens to explore an ongoing range of NAFTA related issues.

The exchange began in Toronto focusing on the financial sector, travel and tourism, and regulatory harmonization. Delegates then went to Kansas City, Missouri to examine transportation issues as the city serves as a hub for goods flowing to and from Mexico and Canada, as well as the life science industry. The program concluded in Guadalajara, Mexico where delegates explored the industrial side of NAFTA (specifically the maquiladora industry) and the growth of hi-tech businesses.

China to US 30th Anniversary

To commemorate 30 years of partnership between ACYPL and the All-China Youth Federation, ACYPL sent a 30-member delegation to China in August 2009. In the summer of 2010 ACYPL welcomed a reciprocal delegation from China for a 4-day program fully funded with private contributions.

The nine young Chinese delegates were joined by 20 Chinese alumni in Washington, DC for a program that included meetings with high ranking State, Commerce and Treasury Department officials and the Governor and Lt. Governor of Maryland and a roundtable discussion with thought leaders, senior international business and trade professionals from Boeing, Microsoft, and Walmart and US to China alumni exploring *US-China Relations@30: The Road Ahead*. Highlights of the anniversary program also included a boat tour of Annapolis and the US Naval Academy, a Nationals baseball game, and dinner hosted at the home of ACYPL alumna Judy Black.

Grant Number: S-ECAPE-10-GR-159 (TG)
Emerging Young Professionals:
Two-Way Exchange with China on Environmental Issues

Final Program Report: August 29, 2012

The Mansfield Center has been honored to have the opportunity to implement this grant during the period of September 1, 2010 – May 31, 2012. The formal grant end is the culmination of nearly two years' worth of work to achieve project goals in the area of cooperation on environmental issues, while follow-on engagement continues. Our project has been successful in drawing together underserved areas in both western China and the United States, including ethnic minorities from both sides as participants. We have established relationships between individuals doing work that connects them across their own country and across the globe. Finally, we have facilitated continuing relationships that will continue beyond the specific dates of the grant. This project has achieved all objectives for the parties involved: the U.S. Department of State (DOS) as funders; the Mansfield Center and The University of Montana as managers; the actual 20 Chinese and 10 U.S. participants; and the thousands of corollary partners who have been involved through direct meetings or reverberation effects through workplaces, families, and communities.

The Mansfield Center successfully addressed the project's main objectives and outcomes as follows during a two-program exchange of 10 U.S. participants to China from June; 20 Chinese participants to the U.S. from September – October 11, 2011; and continued follow-on engagement:

- U.S. and Chinese participants explored the state of the environment and the role of environmental policy in the economic and political development of both the U.S. and China. The program used experiential learning techniques to expose participants to current themes in the field, including natural resource management.
- The program introduced participants to Chinese and U.S. partners who might assist in shaping policy and implementing programs, including NGOs, businesses, and government agencies. The outcome was a network of contacts that have been reinforced both during the actual exchange program and following the close of each phase, with the goal of creating long-term partnerships.
- The program provided participants with the opportunity to develop, refine and demonstrate leadership in furthering their understanding of global environmental issues, including how to conceptualize and develop projects to reach a diverse citizenry, how to define clear objectives and use solid management structures, and how to employ evaluation feedback mechanisms at the local level.

Participants on each side have expanded their knowledge, relationships, and leadership skills. Montana participants have made a commitment to become engaged more fully in international affairs, in many cases for the first time, signing-on to participate in future Mansfield Center exchange programs. Chinese partners continue to foster relationships established in China during the course of the program. The Mansfield Center maintains its commitment growing these relationships as part of our mission to foster mutual understanding between the U.S. and Asia. We appreciate the support of the Department of State in pursuing this mission.

Indonesian- US Youth Leadership Program 2011 (IULX)

REPORT #6 – Final --- ONE PAGE SUMMARY

Covering period: entire project period of 9/15/10 – 3/31/12

Grant Agreement # S-ECAPY-10-GR-141

Report Date: August 10, 2012

Submitted by: Shanti Thompson, Project Director

Giving Indonesia youths not only information but personal experiences in the value of pluralism, tolerance, and citizen participation in democracy is an important investment for seeding and nurturing peaceful relations between East and West. Reciprocally, removing the ignorance that Americans have toward Muslims and other parts of the world is an equally needed investment so that this effort leads to a two-way partnership. Since 2004, Legacy International has been hosting citizen exchange programs between the US and Indonesia with this goal, this year's Indonesia-US youth leadership program being 8th youth exchange program administered for the US Department of State for this population. In 2011, 22 youths and 3 adults traveled to each others' countries, serving as citizen diplomats while learning important skills and cultural competencies. The program took place in several stages:

A. First Phase: Project launch; participant recruitment; US program set-up (October 2010 – May, 2011)

In Indonesia, 16 youths (ages 15 - 16) and 2 educators were selected from Malang, East Java Province-Java Island, and Balikpapan, East Kalimantan Province-Kalimantan Island. In the US, 6 students and an environmental educator, was selected for the delegation. .

B. Second Phase: US exchange program; participant follow-on projects; planning and preparing outbound trip to Indonesia (June- November, 2011).The US program for the Indonesians was from June 25 through July 16, with several components.

June 25-28: San Francisco, California- Focus on the Environment

June 28 – July 1: Washington DC-Focus on Democracy and American History

July 1 – 5: Central Virginia-Host Family Experience

July 5 – July 16: Global Youth Village (Leadership training with Indonesian and US IULX peers)

Follow-on Projects: Each US and Indonesian student was responsible for planning and carrying out an environmental project in their home community following the training at GYV. They returned home with project proposals, action plans, timelines, and a \$75 mini-grant. These creative and ambitious projects were carried out, serving an estimated 2400 people directly as well as educating them about the reciprocal country.

C. Third Phase: Outbound trip to Indonesia by US students; evaluation activities: (November 2011 – January 2012) After a Pre-departure orientation in San Francisco, the US delegation traveled to Indonesia. Their overall trip was Nov 25 – December 16, 2011. They visited 5 cities in various provinces (Jakarta, Balikpapan, Malang, Madura, and Surabaya), spent time in a huge range of professional, cultural, environmental, and educational venues and natural environments.

D. Impact: Students reported skill development, attitude and behavior change in 16 dimensions. Institutional change was also evident in the participating schools.

World Learning administered the **Iraqi Young Leaders Exchange Program (IYLEP)**, an exchange program for students and adult youth leaders from Iraq with partners from the National Council for International Visitors member organizations. Through IYLEP, Iraqi and American youth, ages 15-17, gained the knowledge and leadership skills to become more engaged in their communities, and got to know America and Iraq, as well as the members of their own group of ethnically, religiously, and nationally diverse participants. IYLEP addressed three primary areas for the students: civic participation, appreciation of ethnic and religious diversity, and youth leadership. In addition, for the adult participants, it addressed adult leadership and mentoring. This report details the program activities from October 1, 2011 to April, 30, 2012.

IYLEP consisted of three phases: pre-departure activities (recruitment, selection, pre-departure orientation); the U.S. program (Orientation and Leadership Camp in Vermont; U.S. community visits in small teams; and a civic education and re-entry program in Washington, DC); and follow-on activities in Iraq. Program dates of the exchange were July 11-August 10, 2011. A total of 52 American and Iraqi students and adult mentors (32 Iraqi and 16 American students and 4 Iraqi adults) from Iraq participated on the four-week long U.S. exchange program. Participants traveled from various regions in Iraq to Istanbul, Turkey where they participated in a two day pre-departure orientation to prepare participants for traveling to the United States and U.S. immigration documents. Participants began their program in Brattleboro, VT with the U.S. participants for the Orientation and Leadership Camp. Program participants lived with host families in Bozeman, MT; Chicago, IL; Portland, OR; and Louisville, KY. The group reconvened in Washington, DC. The final program segment, a civic education week in Washington, DC, allowed the students to use Washington as an experiential classroom, integrating what they have learned in the previous month with the sights and experiences within the nation's capital. Iraqi participants returned to Iraq via Istanbul, Turkey at the end of their program and the American students flew home to their home states. Participants were required to implement follow-on activities upon their return home that will help the participants stay in touch with each other and reflect on their experiences and integrate that learning into their day-to-day lives at home. An important goal of the program is that the student leaders, now empowered, will train other student leaders through student-led community-oriented service projects.

The program accomplished the following:

- 1) enabled the participants to understand civic participation and the rights and responsibilities of citizens in a democracy;
- 2) developed leadership skills among high school students and adult leaders appropriate to their needs;
- 3) fostered understanding and built relationships across ethnic, religious, and national groups; and
- 4) promoted mutual understanding between the people of Iraq and the U.S.