

**FINAL REPORT SUMMARY: AWARD NO. S-ECAAE-07-GR-178(LM)**  
**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. Its mission is to foster dialogue between the United States and Muslim-majority countries 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 themes. The Center convenes its conferences in Istanbul and has established a permanent presence there. Congress 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. This particular award, however, is a subaward through the Council of American Overseas Research Centers (CAORC), which was tasked with overseeing the establishment of the Center. The Center is a 501(c)(3) tax-exempt organization incorporated in the District of Columbia.

Under Federal Assistance Award Number S-ECAAE-07-GR-178(LM) (August 21, 2007 – September 30, 2013), ECA awarded the Center funds to accomplish 5 main activities. The Center completed its activities and met its objectives.

1. **Design and implementation of six conferences and one workshop:** This award originally supported seven conferences, three of which were proposed to include programs for Iran. Five dialogue conferences, one of those on Iran specifically, were completed between 2008 and 2009: *Expanding American Study Abroad in the Arab World: Challenges and Opportunities* (March 7-9, 2008); *Afghanistan’s Other Neighbors* (July 24-26, 2008); *American Studies and Iranian Studies: Bridging the Gaps between Nations and Disciplines* (December, 2008); *The Future of U.S.-Egypt Relations: A Next Generation Dialogue* (Part 1: May 14-16, 2009; Part 2: July 30-August 1, 2009). Due to the unpredictable political situation, additional Iran programming post 2009 was placed on hold under ECA guidance. The amendment of the grant agreement signed September 2012 redirected program activity from Iran to other activities in the region. The Center thus organized *Iraq’s Foreign Policy and Economic Challenges: A Next Generation Dialogue* (February 20-23, 2013); and *Quo Vadis Egypt?* (September 17-18, 2013).
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 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 five small grants following the above-mentioned conferences. All were successfully completed.
4. **Continuation of institution and capacity-building for the Center.** The Center completed four A-133 audits with no findings, filed four IRS 990 forms, and continued to work with ECA on the management of its trust fund. Over the five year period, the Center grew to a staff of five – two in Istanbul and three in Washington, DC.
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 in the Middle East and Central Asia, and the United States.

## **Undergraduate Intensive English Language Program-**

(ECA/A-09-One-time-comp.A)

Funding Period: 9/30/2009 – 9/30/2010

Sixty students (2 cohorts of 30 students each) from the AF (Angola, Cameroon, Mauritania, Rwanda, South Africa) , EAP(Burma, Laos, Cambodia, Timor Leste), and WHA (Bolivia, Dominican Republic, Haiti, Venezuela) regions completed an eight-week immersion program( April 26 - June 18, and June 21-August 13, 2010) focused on English language acquisition, leadership skill building, and civic education and engagement at the University of Delaware (UD).

Program Goals for Participants:

- 1) Intensive English language instruction with an emphasis on English for Academic Purposes
- 2) Individualized computer and technology use instruction
- 3) Leadership development through in class course work, service-learning and civic engagement
- 4) Community and campus connections with U.S. students and area residents
- 5) Excursions designed to complement the academic program and expand the participants' understanding of American culture, values, and history
- 6) Opportunities for students to pursue individual and recreational interests

All but one of the 60 students successfully completed the intensive 28 hours/week English language course, a 20 hour leadership seminar and a hands-on service project (student-led, staff-supported) in community centers and non-profit organizations focusing on health and the environment. A final project presentation included a description of the project and an action plan for implementing a service project back in their home countries. Several of the students have been reporting back results of their efforts back home. Students utilized the skills acquired in individualized technology instruction in the design of their final project presentations. A combination of a four-week host family and 4-week dormitory placement provided students the opportunity to develop both community and campus connections and have a first-hand experience of American culture and values.

Students received preparation prior to the cultural and historically focused excursions including New York, Washington D.C. Philadelphia and Delaware's historic New Castle to be able to form a more diversified image of the US. A dinner reception by People to People International, Delaware Chapter provided students with additional support through PtP's book project which sends out used books to schools and teachers in need.

Although students were immensely busy throughout the 8 weeks of this very ambitious program, they were able to take advantage of athletic and recreational facilities including the outdoor pool, and the gym and engage in pickup games with other students on campus.

**Grant Award: S-ECAA-11-CA-203(MJ)**

**Grantee Organization: Council of American Overseas Research Centers (CAORC)**

The Council of American Overseas Research Centers (CAORC) supported the continued administration and oversight of the American Overseas Research Centers from September 21, 2011 to December 31, 2013. CAORC administered subawards to the following organizations to conduct fellowship programs, workshops, conferences, collaborative projects, and maintain research libraries:

- Albright Institute of Archaeological Research (AIAR)
- American Center of Oriental Research (ACOR)
- American Center of Mongolian Studies (ACMS)
- American Institute for Afghanistan Studies (AIAS)
- American Institute of Bangladesh Studies (AIBS)
- American Institute of Indian Studies (AIIS)
- American Institute of Iranian Studies (AIrS)
- American Institute of Maghreb Studies (AIMS)
- American Institute of Pakistan Studies (AIPS)
- American Institute of Sri Lankan Studies (AISLS)
- American Institute of Yemeni Studies (AIYS)
- American Research Center in Egypt (ARCE)
- American Research Institute in Turkey (ARIT)
- Center for Khmer Studies (CKS)
- Cyprus American Archaeological Research Institute (CAARI)
- Mexico North Research Network (MRN)
- Palestinian American Research Center (PARC)
- West Africa Research Association (WARA)
- The American Academic Research Institute in Iraq (TAARII)

CAORC administrative funds under this grant partially supported five program staff who engaged in the management and administrative coordination and oversight of ORCs through ensuring internal controls, proper fund expenditures, accounting and reporting systems, audit standards, standardized data collection, centralized technological support, multi-center program development, and individually tailored assistance.

CAORC administered the 2011-2012 cycle of the Multi-Country Fellowship program. A total of 104 applications were submitted for the Multi-Country Research Fellowship, 40 of the applications were post-doctoral, and 64 were submitted by pre-doctoral researchers. CAORC granted awards to eight fellows to conduct research overseas.

CAORC Staff participated in the following area studies meetings to advertise overseas research center services and fellowships: African Studies Association, American Association of Community Colleges, American Schools of Oriental Research, Association of American Geographers, Association for Asian Studies, Conference on South Asia and Middle East Studies Association.

In collaboration with the ORCs, CAORC organized several well-attended public lectures during the grant period including: "Petra and Beyond: Archaeological Cooperation between the US and Jordan," "The Arab Spring: Promises and Pitfalls" and "Storms Across the Sahara: The Sahel in Crisis One Year After the Fall of Qaddafi."

During this grant period, CAORC launched a formal pan-center evaluation demonstrating the results and significance of the work of American overseas research centers. Through standardized surveys and questionnaire process, CAORC is generating evaluation results which will inform future programming and ensure that the ORCs function as efficiently and successfully as possible.

# Final One-Page Program Report: Outcomes

## American Political Development 2012

The University of Massachusetts Civic Initiative conducted a six week institute on American Political Development and American Political Thought for 18 Professors of Political Science or Government on American Political Thought and American Political Development from June 29th 2012 to August 10th, 2012. The students examined domestic public policy, American political thought, and American political development through a variety of lenses and speakers. Lecturers in political science, international relations, economics, history, education, law, religion, media studies, poverty studies and agricultural studies offered students an opportunity to explore and discuss American history, politics, and the study of politics. The professors also explored public campaigning, religious practices and community service. The six week institute included readings, group projects, presentations, blog writing and reflection, site visits, group meals with the community and cultural excursions to support the participants' understanding of the American experience. The institute concluded with a two-week study tour of New York City, Gettysburg and Shippensburg PA, Charlottesville VA, and Washington DC.

- Professors participated in country presentations, sharing information about their culture and society focusing on political climate and everyday life.
- The group visited elected officials giving a practical view of the lecture topics. The group was encouraged to ask questions for further clarification and to build comparisons to their home countries.
- The group participated in the State Department Cultural Presentations where they presented a topic of their choice relevant to their country or their focus of study. The professors researched their topics on the Amherst Campus Library and compiled a poster while on the road to present at the event.
- The participants hosted a dinner event in their residence halls involving different food and music from the different countries and regions. The group invited speakers, staff and people they met in the program.
- Due to the election year the group had an election review. The group went over what was happening on the campaign trail while comparing their electoral process from home, while building predictions and identifying trends in the media involvement.
- Weekly wrap up sessions were conducted to provide clarification to any questions and tie the weeks lectures together building on the overall program themes.



## Final Program Report - One Page Summary

**Project Title:** National Clearinghouse on Disability and Exchange  
**Agreement #:** S-ECAAE-12-CA-148  
**Grant Period:** September 25, 2012 - September 30, 2013  
**Contact:** Cerise Roth-Vinson, Project Manager (541) 343-1284

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The National Clearinghouse on Disability and Exchange provided services and conducted activities toward the goal of increasing the participation of people with disabilities in the broad range of international exchange programs. During the grant period, the NCDE made valuable inroads toward inclusion of people with disabilities in the full range of international exchange programs, and particularly related to people with disabilities in exchanges within the Western Hemisphere, and outreach to U.S. disability organizations. The NCDE conducted outreach, trainings, and dissemination of information through conferences, trainings, social media, webinars, mailings, online resources and stories, and other activities. The NCDE continues to build new bridges of collaboration between individuals with disabilities, disability and international exchange professionals, in local communities, national associations, and on campuses.

The NCDE core activities and specific initiatives highlights include:

- Raised awareness of NCDE services within EducationUSA, ECA and its partner organizations, the Roundtable Consortium members, and U.S. & western hemisphere disability communities
- Published an *AWAY Topics* for the international exchange audience and an *A World Awaits You Journal* connecting international exchange to employability of people with disabilities
- Built a new responsive and graphically designed website with robust search features and improved navigation; and updated existing online resources, including 30 tipsheets, and added 25 new vignettes, stories, videos, and blogs of exchange participants with disabilities
- Produced and disseminated to hundreds of organizations a trilingual poster and multi-color calendar featuring positive images and messages about people with disabilities in exchange
- Posted 16 blogs, added 2,300 fans/followers on social media, responded to 450+ inquires
- Presented at 25 conferences and trainings and 8 webinars, and contributed to 10 articles.

October 1, 2010 – August 31, 2013

## **S-ECAAS-11-CA-018(EB), Final Report**

**American Councils for International Education**

### **REPORT SUMMARY**

American Councils was awarded a grant of \$3,180,000 for the administration of Educational Seminars Program (ES) and the Teachers of Critical Languages Program (TCLP) on October 1, 2010. During October 1, 2010-August 31, 2013 period, for both programs American Councils recruited and selected host schools and exchange participants, implemented orientations and professional development workshops for the educators in the U.S. and participating countries. In addition, both U.S. and international educators participated in alumni activities and received alumni small grants. Throughout the program American Councils also conducted program monitoring and evaluation. Over 150 educators benefited from participation in the two programs.

Educators exchanges are vital investments, allowing educators from the U.S. and other nations to come together and share best practices as they prepare the next generation of citizens with the skills needed to contribute to, innovate, and thrive in the global society and economy. American Councils for International Education: ACTR/ACCELS (American Councils) was pleased to have the opportunity to administer the Educational Seminars and Teachers of Critical Languages Program (TCLP) in collaboration with the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), and its partner organizations in the programs countries.

Twenty five educators from China and Egypt took part in the Teachers of Critical Languages Program (TCLP), spending the FY 2011 academic year teaching their native language and culture to U.S. primary and secondary school students while living in host communities across the U.S. TCLP teachers adapted their teaching methodologies for U.S. schools with guidance from host mentors and institutions, and from a two-week U.S. orientation seminar designed by American Councils. American Councils also organize a two-day orientation for host school mentor teachers and administrators prior to the start of the program and coinciding with the end of the two-week teacher orientation; a three-day mid-program professional development workshop for international teachers to come together, develop lesson plans, and share experiences; and a three-day end-of-program leadership workshop for participants to present their plans for building on the professional relationships developed on-program with their host schools and for preparation for re-entry into their home countries and schools. Participants also collaborated throughout the program to design joint classroom projects and develop Critical Language Projects to support expansion and innovation in critical language learning. Throughout the report period they implemented three Critical Language Projects that affected teachers, students and larger educational communities both in the U.S., and China and Egypt.

Educational Seminars brought together approximately 135 educators from Argentina, Brazil, Greece, India, Italy, Thailand, Uruguay, and the U.S. during the report period to examine common themes and learn from international colleagues and peers while expanding their understanding of each other's society and culture, and sharing best educational practices. American Councils conduct 18 program workshops to the participants throughout the report period. Out of the 18 workshops nine were in-person events conducted in Washington DC and the remaining nine were virtual workshops using video-conferencing.

The two- to eight-week seminars were designed to advance and deepen mutual understanding among teachers, school administrators, and their schools and communities in the U.S. and the target countries as educators examine and discuss topics such as leadership, personnel administration, innovation in school management, instruction, and curriculum development, student affairs, and educational policy.

Focusing on educators, both programs had a broad impact in the U.S. and the countries represented. Teachers and administrators shared new ideas and concepts that they have learned on program with fellow professionals and with the many students they reach throughout their teaching careers. Participants also continued to build on the relationships developed on program as well through websites and other alumni activities.

**Meridian International Center: Final Program Report FY 2013**  
**Assistance Award Number S-ECAGD-13-CA-0019**

In Fiscal Year 2013 (October 1, 2012 to September 30, 2013), Meridian International Center received Assistance Award Number S-ECAGD-13-CA-0019 in the amount of \$19,150,477 (\$13,795,076 for program costs and \$5,355,401 for administrative expenses) to administer the International Visitor Leadership Program (IVLP). At the request of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State, Meridian organized 268 programs for 1561 participants. Sixteen permanent two-person program teams carried out the IVLP work. Of the total projects arranged, 43 were for Individual Visitors, 39 for Individuals Traveling Together, 90 for Single Country Groups, 7 for Sub-Regional Groups, 26 for Regional Groups, 16 for Multi-Regional Groups, 39 for Voluntary Visitors, and 8 for fellows of the Government of Japan PL80-402 program. Program participants came from every region of the world, including Near East/South Asia (31%), East Asia/Pacific (18%), Eastern Europe (15%), Africa (14%), Western Hemisphere (13%), and Western Europe (9%). Meridian also provided key administrative support for 423 visitors in 88 programs that were arranged by the staff of ECA's Voluntary Visitors Division.

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

To implement these programs around the U.S., we were assisted by local Community Based Organizations, which are members of the network of Global Ties U.S. With their help, we were able to send visitors to 48 states and to a diverse cross-section of small, medium and large communities in more than 216 cities across the United States.

The themes and topics of Meridian's programs in fiscal year 2013 were diverse and included, among others, youth, entrepreneurship, women's rights, environment, journalism, trade, foreign policy, human rights, trafficking in persons, library science, politics, the judicial system, diversity and pluralism. The year's highlights featured Multi-Regional Projects on American Youth, Women in Technology, the International Women of Courage and TIP Heroes; Regional Projects on Wildlife Conservation Anti-Poaching and Anti-Trafficking Efforts in Africa and Women as Political and Economic Leaders for South and Central Asia; and Single Country Projects for Saudi Arabia: Professional Development for Women in Law and the Social Media Generation, Syria: Conflict Resolution, Reconciliation and Tolerance Through the Arts, Libya: Journalism in Transitional Countries and Archeology and Cultural Heritage Preservation, Burma: Tolerance and Diversity in a Multiethnic Society, and the West Bank: Culinary Diplomacy.

Meridian's IVLP alumni (year visited U.S. in parenthesis) were in the news during 2013 when two became Heads of Government: Prime Minister Joseph Muscat of Malta (1984) and Prime Minister Erna Solberg of Norway (1996). There are now a total of 165 Meridian alumni, who are former and current heads of state.

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

**ADMINISTRATION OF THE INTERNATIONAL VISITOR LEADERSHIP PROGRAM:  
Cooperative Agreement No. S-ECA-GD-13-CA-021(JM)**

**FINAL REPORT**

From October 1, 2012, through January 31, 2014, World Learning administered 95 projects funded through the U.S. Department of State's International Visitor Leadership Program (IVLP). The projects were short-term professional exchanges to the United States for 795 participants from approximately 140 countries who were mid- to upper-level professionals selected by U.S. Department of State missions abroad. World Learning's staff designed and administered itineraries that put these distinguished professionals into contact with their U.S. counterparts, as well as with the diversity of American society and its economic, political and cultural institutions. U.S. travel ranged from 7 to 22 days in duration and was geographically diverse, including visits to different regions, urban and rural locales, large and small cities. Most programs began with a one-week stay in Washington, DC, followed by visits to three or four cities and towns in other regions of the country.

World Learning's customized programs were sensitive to considerations of gender, religious and ethnic diversity, physical disabilities, political and ideological differences, and a wide range of professions. Program themes were extremely diverse and included policy issues regarding governance and democracy, national security, foreign affairs, law enforcement and the legal system, human rights, the media, trade and economy, technology, the role of NGOs, culture and the arts, education, and U.S. social concerns. In addition, through planned cultural activities and home hospitality dinners in the homes of U.S. residents, visitors had opportunities to learn about American culture and day-to-day life in more informal settings.

World Learning's IVLP tours helped foreign participants learn about new ideas and best practices in their given professions and have had a transformative impact on both the foreign participants and their U.S. counterparts and hosts. Lasting friendships were fostered and ongoing professional connections between organizations were established.

S-ECAGD-13-CA-022(RJ)  
FHI Development 360, LLC.  
DUNS# 067180786  
EIN# 23-7413005  
10/1/2012 – 1/31/2014



**INTERNATIONAL VISITOR LEADERSHIP (IVLP) PROGRAM  
FHI 360 FFATA FINAL PROGRAM REPORT  
S-ECAGD-13-CA-022(RJ)  
Report Period: October 1, 2012 - January 31, 2014  
Submitted: April 30, 2014**

I. Overview

Cooperative Agreement **S-ECAGD-13-CA-022** was awarded to FHI Development 360 LLC (FHI 360) on October 1, 2012. This report reflects program activities conducted by FHI 360 during the period of the award, October 1, 2012 – January 31, 2014. FHI 360's role in administering the program included providing comprehensive Washington, D.C., professional and cultural programs; logistical and programming support for program segments in communities around the United States; and overall project and budget management. As part of its Cooperative Agreement, FHI 360 worked with member organizations of Global Ties (formerly the National Council for International Visitors) for the development of local programs outside Washington, D.C.

During the period of performance, the FHI 360 IVLP team designed and implemented a total of 62 projects for 429 participants and 129 English Language Officers/Interpreters (ELO/Is). Of these, 56 projects, 389 participants and 116 English Language Officers/Interpreters (ELO/Is) were programmed for the Multi-Regional and Regional Program Divisions. And six projects for 40 participants and 13 English Language Officers/Interpreters (ELO/Is) were programmed for participants travelling under the Voluntary Visitors Division.

During this period, FHI 360 made every effort to utilize as many of the 94 Community Based Members (formerly CIVs), and employed our own staff expertise to develop local programs in communities where there was no local NCIV affiliate. FHI 360 designed projects for participants from across the world on topics relevant to current global issues such as grassroots democracy and civic participation; energy policy & new energy technologies; rule of law; youth politics, elections and social media; environmental protection and biodiversity conservation; and promoting interfaith understanding. In the design and implementation of our projects, we ensured that nearly all of the IVLP participants interacted with American youth and educators; had opportunities to learn about the value of volunteerism and experience it first-hand; spent time in American homes sharing informal conversation; had opportunities for speaking engagements where they could share their cultural and professional knowledge with their American counterparts; and experienced the breadth and richness of diversity across America. Using all of these efforts, we tailored each project around its unique participants and topic, strengthening the depth and impact of the IVLP program experience for both the visitors and the Americans with whom they interacted.

**Meridian International Center: Final Program Report FY 2013**  
**Assistance Award Number S-ECAGD-13-CA-027 (SS)**

In Fiscal Year 2013 (October 1, 2012 to September 30, 2013), Meridian International Center received General Purpose Assistance Award Number S-ECAGD-13CA-027 (SS) in the amount of \$811,909 to administer activities that support the International Visitor Leadership Program (IVLP). This includes (1) Visitor Services, (2) a daily messenger service, (3) English Language Officer/Interpreter (ELO/I) Workshops, and (4) the management of 8 seasonal staff members at the U.S. Department of State's (DOS) New York Program Branch (NYPB). Meridian provides these services to the IVLP community, including the 7 National Program Agencies and the DOS.

At the request of the Bureau of Educational and Cultural Affairs (ECA), Meridian organized 84 federalism briefings for 505 visitors, 27 home hospitalities for 116 visitors, and 64 Capitol Hill tours for 344 visitors. In addition to coordinating these events for international visitors, Meridian staff assumed responsibility for all logistical arrangements, including providing space for the federalism briefings and confirming transportation with the home hospitality hosts. An essential element of the Visitor Services program is Meridian's ability to recruit and maintain home hospitality volunteers and expand our Capitol Hill network. In FY 2013 we experienced a significant increase in our roster of volunteers and contacts in Member's offices on Capitol Hill.

Meridian also provided oversight and management of the DOS NYPB seasonal staff who supplement the full-time staff during periods of peak activity. Meridian is responsible for recruiting, screening, training, and compensating 8 program staff and providing administrative support when necessary. Annually, they have been responsible for approximately 132 projects involving 1,109 international visitors. During FY 2013, two members of the seasonal staff piloted a trial project administering Voluntary Visitor (VV) programs at the NYPB for the ECA VV Division. This successful trial enabled the VV Division to take on nineteen additional VV projects and 118 visitors in FY 2013.

Complementary activities include a daily messenger service which is provided for all the IVLP partners and is a safe and reliable method of transport of sensitive documents. Meridian has provided a daily messenger service for over 40 years.

Meridian was also responsible for logistical and administrative assistance for 2 ELO/I Workshops for the Office of Language Services and the Office of International Visitors. Duties included identifying a hotel for the specified dates, distributing per diem, reserving participant flights, providing on-site assistance during the workshop, and submitting a final budget.

The General Purpose Assistance Award encompasses a variety of activities that provide crucial support to the IVLP and help to increase mutual educational and cultural understanding between the international visitor participants and their American interlocutors.

## **FINAL PROGRAM REPORT 2013 – German American Partnership Program S-ECAGD-13-GR-098(CD)**

Since its establishment in 1972, GAPP has grown steadily to close to 800 **on-going, reciprocal partnerships** between U.S. high schools and German secondary schools, including schools training students for the school-to-work-transition and well over 100 partnerships with schools in former East Germany.

In 2013, 8,950 students traveled across the Atlantic to visit their partner schools: 5,437 German students came to the U.S. (i.e. 310 groups), while **3,513 American students visited Germany** (i.e. 270 groups). Most of the American participants came from the following states (top to bottom): PA, WI and MN.

As a regulation, two teachers accompany each group. In 2013, this added up to 620 teachers from Germany chaperoning their groups to the U.S. and over 540 **American teachers** visiting their partner schools in Germany and represented a considerable and on-going contribution to in-service training for the participating students/teachers/administrators. Participating schools are located in all sixteen Federal States of Germany. **In the United States, GAPP schools are located in all fifty States.**

In FY 2013, a total of **1,720 students from 96 German schools were awarded grants, covered by funds from the U.S. Department of State.**

In 2013, a total of 59 U.S. students from 14 U.S. States received travel grants from donations from GAPP, Inc. (\$300-\$1000 per student). These grants are distributed to needy, deserving U.S. students.

All traveling American students and teachers receive grants from funds provided by the German Foreign Office.

Since 2013, the students of each participating school must be working on a project in order to be eligible for funding.

In 2013, 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.

### **Seminars and Workshops:**

January 2013, Goethe-Institut New York:

Introductory seminar for American GAPP coordinators

June 2013, Munich, Germany:

GAPP/PASCH Workshop for GAPP coordinators and their principals

October 2013, Phoenix, Arizona:

GAPP Evaluation Workshop for Arizona German teachers:

### **Conventions and Conferences:**

February 2013, Portland, Maine:

Foreign Language Association of Maine (FLAME)

April 2013, New York, NY:

North East Conference on the Teaching of Foreign Languages

April 2013, Birmingham, AL:

Joint Language Conference (SCOLT/AAFLF/SEALLT)

October 2013, Phoenix, Arizona:

Annual CSIET Conference

November 2013, Orlando, Florida:

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

New materials: New GAPP logo; new comprehensive GAPP brochure and new GAPP flyer; updated GAPP Home Page [www.goethe.de/gapp](http://www.goethe.de/gapp), updated Power Point Presentation, GAPP Travel Journal 2013 (worksheets for students); new GAPP DVD 'Intercultural Adventures with GAPP – Made in Germany'

## **Worldwide Foundation Program Report – Professional Fellows Program**

With a grant from the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges under the auspices of the Professional Fellows Program, the 2013 International Credit Union Leadership Program engaged emerging leaders from the United States, Costa Rica and Brazil in a short-term intensive credit union internships designed to promote economic empowerment, facilitate ideas exchange, promote foreign language development and enhance cultural diversity. From April 2013 to January 2014, four professional exchanges provided the opportunity for 48 credit union professionals to learn from their international peers and forge a network of colleagues.

The four professional exchanges consisted of:

- April 2013 – 12 Costa Ricans hosted in Alabama, Florida and Oregon for four weeks
- June 2013 – 12 Americans hosted in Costa Rica for two weeks
- October 2013 – 12 Brazilians hosted in Washington, Texas, Arkansas and Oklahoma for four weeks
- January 2014 – 12 Americans hosted in Brazil for two weeks

All participants received a pre-trip orientation via webinar and an in-depth cultural and program orientation on-site upon arrival to the U.S.

As noted above, foreign fellows spent approximately four weeks in an intensive internship with a U.S. credit union in one of the following states: Alabama, Florida, Texas, Arkansas, Oklahoma, Oregon or Washington. During the internship, each fellow spent time shadowing and working with employees in every department and area of the credit unions. Fellows also spent time engaging in the community with credit union employees, often participating in financial literacy events in local public schools. Some fellows even had the opportunity to meet with legislatures during visits to state capitals. U.S. fellows engaged in similar type programs with the exception of their internships lasting only two weeks. However, the U.S. fellows often had experiences to see more of the foreign country's geography as well as engage in events with rural and indigenous communities.

Some outcomes of the program consisted of strategic alliances being forged among credit unions in the United States and credit unions in other countries. These alliances will be useful as the U.S. credit unions look to implement strategies of foreign credit unions in the areas of community development, youth outreach and financial literacy. Foreign credit unions will also benefit from these symbiotic relationships as they use U.S. credit unions as models for the implementation of new technologies and payment systems which can be used to save members money and time, empowering them to reinvest into their own businesses and communities. Through new strategic alliances and networks, credit unions in Brazil, Costa Rica and the U.S. can work toward reinvesting in the community and giving back to the members which was the philosophical foundation of all credit unions.

**Legislative Fellows Program, Professional Fellows Exchange Program between Egypt, Tunisia and the U.S.**  
**Grant Number S-ECAPE-12-GR-207(AR)**  
**Program Summary**

Hands Along the Nile Development Services (HANDS) received an award from the US Department of State to implement the Professional Fellows Program (PFP) Exchange between Egypt, Tunisia and the U.S. from September 2012 to April 2014. The program addressed the theme of legislation and governance to empower women and persons with disabilities.

Two exchange programs took place in the U.S. (Seattle, WA, Chicago, IL and Boston, MA) where 20 Egyptian and Tunisian participants were placed in 4-week long fellowships in civil society, private and governmental organizations and institutions engaged in promoting inclusion and empowerment of women or persons with disabilities. Examples of host organizations include Chicago Mayor's Office for Persons with Disabilities, Access Living, Illinois State Office for Rehabilitation Services, Massachusetts Women's Political Caucus, University of Washington Women's Center, Legal Voice, and many others. Egyptian and Tunisian participants were recruited among mid-level professionals and aspiring leaders (between 25-40 years old) engaged in promoting legislation to improve inclusion and participation of women or persons with disabilities in their societies.

Participants also attended meetings, conferences, training workshops designed to increase their knowledge about legislative mechanisms and advocacy in the U.S. used to promote inclusion of persons with disabilities and women. Foreign participants also attended Professional Fellows Congress at the end of each program, where they were able to meet with other fellows from all around the world, as well as State Department staff and representatives. All fellows reported high level of satisfaction with new knowledge and skills, which they saw as very useful and inspiring for further professional development and engagement in their countries.

Two outbound exchanges were also completed during the program, during which 13 American fellows took part in two-week long programs in Egypt and Tunisia. This time was used to solidify the exchange and relationships with Tunisian and Egyptian fellows created in the U.S., as well as for workshops and presentations with many other organizations and institutions engaged in the field of disability or women's rights. Additional teleconferences were also organized to continue exchange of information between American and foreign professionals.

In addition to building skills and knowledge related to legislation and advocacy to promote rights of women and the disabled, program also resulted in better knowledge and appreciation of host countries' people, culture and history, through organized site visits, museums, and times spent with local families and people.

Long term personal and professional relationships and bonds were created between Americans, Egyptians and Tunisians. In addition to 33 fellows, estimated 300 people also participated in some parts of exchange programs' activities.

HANDS partnered with Coptic Evangelical Organization for Social Services (CEOSS) in Egypt, Center of Arab Women for Training and Research (CAWTAR) and the Federation of Tunisian Associations Working in the Field of Disabilities (FATH) in Tunisia; as well as World Chicago, World Affairs Council of Seattle and World Boston in the US to implement the PFP.

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The FY2011-2013 Youth Leadership Program with Central Europe (YLPCE) was a program bringing together 5 countries, Hungary, Slovakia, Slovenia, Serbia and the United States, to explore the ideas of leadership, civic activism, volunteerism and cultural exchange. Over the two-year period of the second program, 48 Central European and 15 American youth and adult mentors participated in two-way exchanges that included joint community service activities, cultural activities with local youth and homestay families, and interactive workshops focused on addressing community challenges and developing action plans and leadership skills in order to create change in their local communities after they return home. 2012 YLPCE exchange alumni continued to engage electronically throughout the following year after the exchange visits and served as mentors virtually and in-country to the 2012 cohort before and after the 2012 exchange.

The U.S. program's impact reached the communities of Washington, DC, and Chicago, IL with the group of 48 then breaking into smaller groups of 16 to participate in homestays and local programming in Burlington, VT, Kansas City, KS and Missouri, and Raleigh, NC. Their presence in these cities contributed to the local knowledge about these countries and broadened the worldview of these citizens, as well as sharing American culture with the youth. Highlights from the U.S. program included a conflict resolution workshop with the University of Maryland Icons project which challenged participants to emulate roles in society to compromise for the best solution for all parties. Before departing DC a reception was held with DOS representatives and the Diplomatic corps from representative Embassies. Participants took place in three separate themes with a host organization while at their city splits; international hunger relief and Stop Hunger Now in Raleigh, environmental awareness and Vermont Youth Conservation Corps and working with underserved youth and Synergy House in Kansas City. By pairing the groups with an organization they were able to learn more in depth knowledge about NGO operations in the US while building a strong relationship with staff and fellow volunteers. While in Chicago, a workshop on messaging and communications with Kevin Lampe, a former advisor to President Barack Obama, also stood out for the group as a highlight.

The European program's impact reached the diverse areas of Belgrade, Bujanovac, Loznica, Preshevo, Sabac and Valjevo, across Serbia. The American participants' opportunity to visit and stay with local families in these areas gave them a first-hand account of life in another country as well as a new perspective on life in the United States, as they visited some of the more underdeveloped regions of Serbia, where ethnic minority groups are facing many challenges for representation and basic services. While in Belgrade, they also witnessed the passion and action of young people at local youth offices, drop-in centers for Roma youth, as well as learning about the activities of Meridian's local partner organization, Youth Initiative for Human Rights. A key topic explored during the visit was the 1999 NATO bombing a lesson that is rarely taught in American classrooms. The program also visited Budapest, Hungary where they contrasted issues facing youth in European Union countries. While there they were also exposed to the rich history of the Austro-Hungarian Empire. Host families in Budapest also exposed participants to the differences in culture and tradition between the countries.

Following the conclusion of the exchange, 2012 alumni have continued to be engaged with each other and the 2013 cohort. Meridian issued 11 small grants to Alumni up to \$500 to implement community projects, an vast increase from the 2011 exchange. In summer 2012, 11 alumni from participating countries returned to the Alumni Seminar for 2012 participants in Belgrade, Serbia to present on their project successes. The presentations were perhaps the highlight of the entire program to see how the exchange experience resulted in action. Projects highlighted were all led by YLPCE alumni and covered topics of environmental awareness, forming debate clubs, historical restoration, working with refugees and underserved youth and even healthy eating habits. A 2012 Alumni notes *"YLPCE gave me the confidence to take risks--albeit educated ones--to create change in my community.* In a recent survey of 2012 Alumni, they noted the YLPCE was the most impactful experience in influencing their opinions of the United States and Central Europe, building a network of colleagues and friends, and their most memorable life experience thus far.