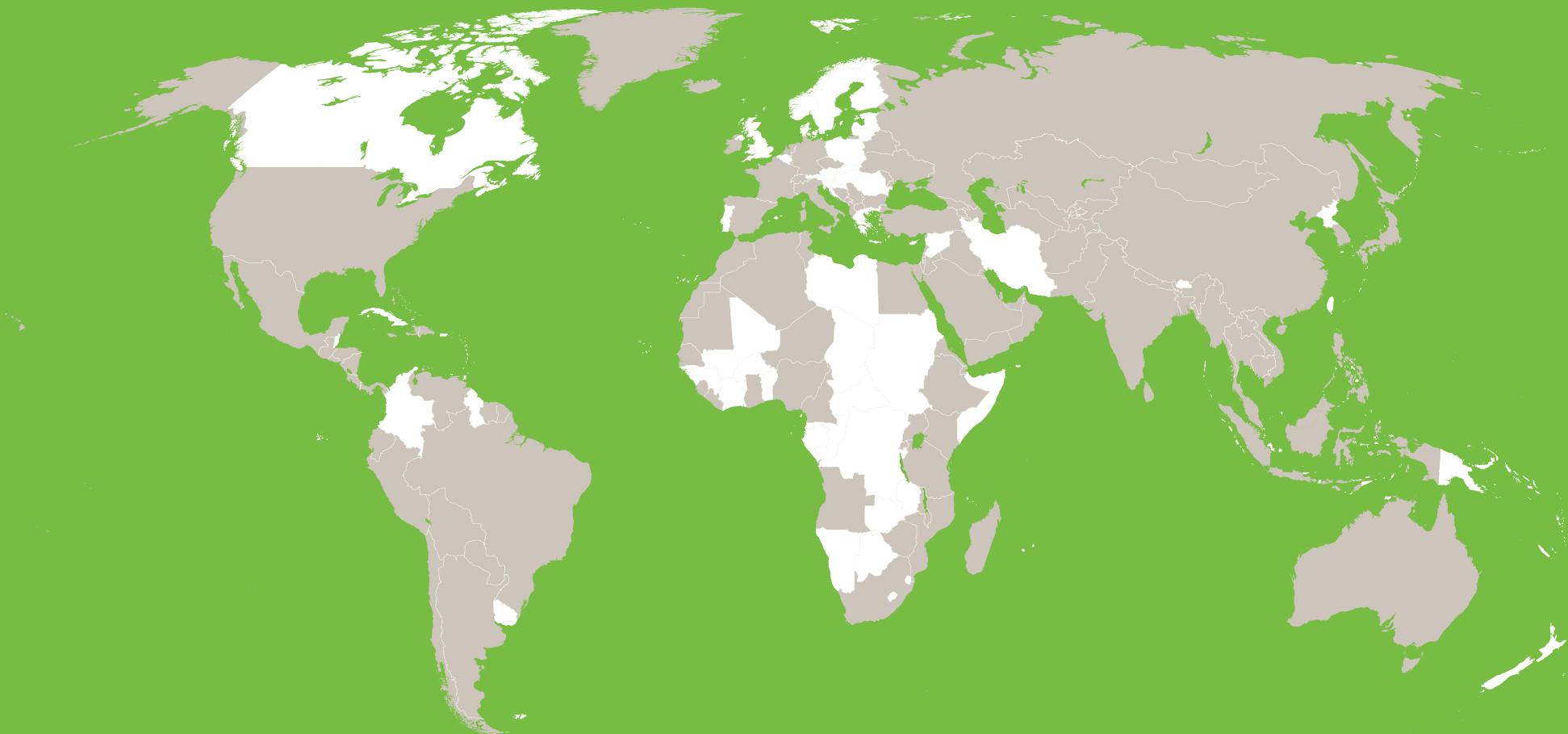


# World Learning Annual Report 2015



## Our Global Reach

From Iceland to South Africa, World Learning works with global citizens from over 100 different countries and 6 continents, including many of the world's most underdeveloped and disadvantaged nations. The areas in gray represent countries where World Learning works today.



On the cover, left to right: Students in the classroom in Pakistan. Their school is part of the Reading for Pakistan program. Photo courtesy of World Learning Pakistan staff. Experiment Leadership Institute participants on the beach in South Africa. Photo by Lauren McCracken. A participant on The Experiment Leadership Institute to India dances with local women. Photo by Leah Varjacques. A student on SIT Study Abroad's Jordan: Intensive Arabic Language summer program practices throwing clay at a ceramics studio in Wadi Rum. Photo by Kathryn Schoenberger. Students celebrate their graduation from SIT Graduate Institute in Vermont. Photo by Jeff Woodward.



## Letter from Donald Steinberg

This has been an exciting year for World Learning, as we expand our work to empower a new generation through educational, exchange and development programs to build a more peaceful, prosperous, inclusive, and just world. In the pages that follow, you will meet alumni and others whose lives have been transformed by these programs, and who are ensuring that others can enjoy such experiences by funding of

scholarships, mentoring, and other support. You will see examples of partnerships we have formed with civil society and the private sector, new outreach initiatives such as the establishment of World Learning Europe, and a re-doubling of our commitment to inclusion and diversity throughout all of the organization.

World Learning is taking on the toughest global challenges. This year, I visited our programs in Lebanon, where we are expanding educational opportunities and helping communities and schools adapt to the influx of Syrian refugees. I also traveled to Egypt, where we have helped establish STEM high schools for girls and boys to provide hands-on, experiential education with real world application. Similarly, we are improving the lives of millions of young people through basic literacy programs in Pakistan, partnering to reform the higher education system in Kosovo, building a cadre of midwives and other health professionals to reduce infant and maternal mortality in Malawi, and training civil society and political activists to take full advantage of the democratic progress in Burma. Our exchange programs provide special experiences for youths, university students, professionals, and other leaders from 195 countries and territories to build ties with their American counterparts.

In these and other partnerships with civic institutions, governments, and international organizations, we continue to advocate for inclusion of historically marginalized groups, including women, people with disabilities, the LGBT community, indigenous populations, and racial and religious minorities. This summer, we were honored and humbled to receive InterAction's 2015 Disability Inclusion Award.

We are equally proud of our work on educational programs. This year saw the launch of the Experiment Leadership Institute to provide a select group of high

school students with unique experiences in India and South Africa, and the UBS NextGen Leaders program to expand the participation of young men of color in the Experiment in International Living. We have also worked to expand our partnerships with Historically Black Colleges and Universities, and the Hispanic Association of Colleges and Universities to promote new study abroad opportunities. I saw first-hand this year the impact of our study abroad programs in Argentina and Chile, where American university students are engaged in intensive and innovation programs on social change movements, regional integration, public health, cultural identity, and comparative education. I came away with the deepest respect for the rigor and professionalism of these experiences and their life-changing impact.

Similarly, the SIT Graduate Institute continues to provide world class master's and certificate programs for an international student body committed to global development, conflict resolution, inter-cultural management, education, and English-language teaching.

We would like to thank our partners who help make this important work possible, and offer a special thanks to our dedicated Board of Trustees and our Global Advisory Council members, who continue to find innovative ways to support our work. Our future is bright, but our work would not be possible without the generous support of our donors. I hope you will continue to join us on this important journey.

Kindest regards,

A handwritten signature in black ink that reads "Donald K. Steinberg".

Donald K. Steinberg  
President and CEO, World Learning



A participant on The Experiment Leadership Institute to India dances with local women. Photo by Leah Varjacques.

# Making connections through The Experiment in International Living

The Experiment in International Living has offered immersive experiential learning programs abroad since 1932, and today conducts over thirty programs in countries ranging from Argentina to Tanzania to Mongolia. The Experiment takes high-school age students on three, four, and five week summer programs that are immersive, intensive, and transformative. Through innovative, theme-based curriculum, students engage in hands-on experiential learning, through which they gain invaluable new skills, connections, awareness, and knowledge that helps them thrive in diverse, intercultural environments.

Experimenters forge lifelong bonds with their host communities, host families, and fellow Experiment participants and leaders. They are able to see their Experiment country through a theme-based lens, and engage in a wide variety of cultural, academic, and leadership-focused activities that are carried out with trusted local partners. Students have access to sights, experiences, and communities that give them an authentic taste of what it is to live in a foreign country and be a citizen of the world.

## The Experiment: Lessons That Last a Lifetime

A natural entrepreneur, '73 Netherlands Experimenter Peggy Koenig was determined to make the most of her first time outside of the United States, on a trip that she says made a lasting impression, even so many years later.

It was on her trip that Peggy recalled she learned the extent of her independence and resourcefulness. "It was the whole idea of going to another country and seeing how people live, similar and different from the way I grew up, getting comfortable living with a family that was not my own family," she said.

Peggy also looks back fondly on the opportunity to forge strong bonds with her Dutch host siblings, as well as "building new relationships with the participants from The Experiment from the U.S. who were very diverse and from all over the country."

Now, as managing partner and co-CEO of ARBY Partners, a private equity investment firm, Peggy leads an organization of over 60 people and manages \$13 billion of capital across business, growth equity and media communications platforms. She says the key to maintaining such a successful venture is being able to "innovate around the edges."

While many of the qualities that make her the businesswoman she is today are innate, Peggy believes that those attributes were given the chance to flourish while on The Experiment as a teen.

"I am always comfortable saying yes to new opportunities, new experiences and new sets of people and not ever feeling fearful that I wouldn't gain something from being open to new experiences," she said. "I don't know if it was The Experiment or how I am as a person but I think that being comfortable in new situations....and standing on your own two feet in new situations was a building block."



Peggy Koenig

A graduate of The University of Pennsylvania's Wharton School of Business, Peggy serves on numerous boards, including the Board of Trustees at Cornell University and the Boston Medical Center. She believes wholeheartedly that those in positions to make a difference should do their best to impact the lives of others.

Of World Learning and The Experiment, Peggy said, "This is one of the organizations that had an impact on me and so I wanted to be in support of it."

Peggy has been a longtime supporter of The Experiment, and is proud to see it focusing increasingly on critical global issues — with programs that focus on gender equality and human rights in the Netherlands, global youth activism in Ireland, social justice in South Africa, and public health in India.

"It is not just about cultural exchange, but about working on projects that have social impact," she said of The Experiment. "That is something I support because that is how I continue to spend a meaningful part of my life."

"As I have continued to develop in my career it has become increasingly important to me to figure out ways to have impact beyond the things I do day in and day out, and that means social impact."



Experiment Leadership Institute 2015 Digital Media Fellows Lauren McCracken and Leah Varjacques.  
Photo by Kathryn Schoenberger.

## Experiment Leadership Institute Digital Media Fellowship

In partnership with Northwestern University's Medill School of Journalism, World Learning established the inaugural Experiment Leadership Institute Digital Media Fellowship to South Africa and India this summer.

The fellowship is awarded to two outstanding journalism students from Northwestern's prestigious Medill School, and embeds them with an Experiment Leadership Institute group to gather multimedia material, and work with Experiment students to craft their own stories, blogs and videos. It is a unique opportunity for aspiring young journalists to experience the gratifying, challenging long-term international assignment and put their journalism and story-telling skills to the test, while also helping Experiment youth find their voices.

Leah Varjacques '15 and Lauren McCracken '16 were chosen as the 2015 Digital Media Fellows from a highly talented pool of applicants after a rigorous and competitive selection process. Their fellowships were funded generously by Experimenter alum Peggy Koenig.

During their trips, Varjacques and McCracken captured hundreds of hours of video footage and photos, and helped several students craft blogs for the PBS Newshour website.

"Medill has been proud to work with World Learning, especially on an initiative that has provided such a fantastic opportunity for our journalists-in-training to get on-the-ground experience and valuable skills, as well as an eye-opening foreign experience and memories that will last a lifetime," said Josh Meyer, director of education and outreach at the Medill National Security Journalism Initiative.

Varjacques came to the fellowship an accomplished journalist and two-time documentarian. An SIT Study Abroad alumna (Salvador de Bahia, Brazil), Varjacques has held internships at news publications in South Africa and Chicago. She said her time as a Fellow with the Experiment Leadership Institute in India was special because of the opportunity to mentor Experimenters in her craft, while simultaneously honing her own journalism skills.

"I worked on a video with three students to engage them in the reporting process and show them how to cut and edit a video," Varjacques said. "I also saw a huge improvement in my photography. I gained crucial experience for my aspirations to become a documentary filmmaker as I learned how to build trust and be a 'fly on the wall.'"

McCracken, who has worked as a multimedia journalist in both France and the U.S. and won the Washington Post's Young Journalist Leadership Award in 2012, joined the Experiment Leadership Institute in South Africa.

"As a World Learning Digital Media Fellow in South Africa, I learned that I can do so much more than I ever expected," McCracken said. "Now I know to trust myself and my journalistic instincts, and that I'm capable of

completing creative projects of a large scale if I really set my mind to it," she said.

"In Medill, we often focus on learning how to adapt to an ever-changing industry and world — whether that applies to our subject matter, our platforms or our audience. I don't think there's any better way to do that than to work with a group of such intelligent, engaged, unique young people."

## Empowering Young Men of Color through the UBS NextGen Leaders Program

The Experiment in International Living is proud to be providing international experiences for 124 young men of color participating in one of the country's most exciting new academic achievement programs, UBS NextGen Leaders.

Inspired by President Obama's My Brother's Keeper initiative, UBS NextGen Leaders helps lower-income, first-generation-to-college young men of color from across the New York City metro area achieve college and career success through academic and career-focused activities that support them from their junior year of high school through college graduation.

Thanks to a historically generous grant of \$725,000 from UBS, each UBS NextGen Leader kicked off his experience with The Experiment. Spread across The Experiment's programs in groups of two to four, UBS NextGen Leaders kayaked in Spain, trekked in Tanzania, and rode horses in Mongolia. For many, it was their first time leaving the United States.

Dr. Aaron Morehouse, executive director of The Experiment, said that UBS partnered with The Experiment in large part thanks to The Experiment's long history with Sponsors for Educational Opportunity (SEO), the mentoring organization with which UBS is partnering for much of the program's college achievement-focused programming.

"We've had a running partnership with SEO for many years now," said Morehouse. When UBS and SEO wanted to add an international experience to the UBS NextGen Leaders program, "they came to us because we're the best at providing this kind of experience for young people."

"When it came time for the students in our UBS NextGen Leaders program to begin college, we were keen to help them gain a broader worldview and a deeper understanding of different languages, religions, and customs that they could apply to their studies," said Lori B. Feinsilver, head of community affairs & corporate responsibility, Americas, at UBS. "With its 80-year history introducing young people to new cultures, World Learning was a natural fit, and has been a great partner in encouraging our students to dream big."

In addition, Morehouse emphasizes that programs like UBS NextGen Leaders could lead to greater diversity in international fields in which minorities historically have been underrepresented.

"When we look at the worlds of business, foreign affairs and diplomacy, or NGOs and non-profits, there is a recognition for the need to build diverse leadership," Morehouse said. "Diversity and inclusion in these fields has the known benefit of stronger and better outcomes and more innovation."

"If we want the global leaders of tomorrow to truly represent the makeup of the U.S. and the world as a whole, we need to diversify," Morehouse added.

Diversity on program enables Experimenters to learn about the United States as well as their host country. Arriving with varying ethnicities, regional backgrounds, and cultures, Experimenters solve problems together and learn to live as a group, often forming bonds that last a lifetime. Writing in post-program essays, participants described their groups as "a single unit" or "family."

## Connecting to Meet the Challenge

In April 2015, members of The Experiment in International Living and World Learning community gathered in the Manhattan home of Trustee Allen Cutler for a vital purpose: to raise funds for the UBS NextGen Leaders program, which is sending 120 young men of color from the New York metro area on The Experiment. This summer, 80 scholars traveled the world on Experiment programs, and 40 more will become Experimenters next year.

Cutler and his wife Elizabeth hosted the event to supplement the grant from UBS, one of the largest partnerships The Experiment has taken on. The evening was part of a broader campaign called the UBS Challenge, to ensure that these 120 students are fully funded.

Attendees heard from Lamont Wilson, who spoke of his own transformational experience traveling with The Experiment through Sponsors for Educational Opportunity (SEO), which is partnering with the UBS NextGen Leaders program. From a disadvantaged community in New York City, Wilson

attributed much of his success in the financial sector to SEO and The Experiment. He remains in contact with his host family to this day. Wilson has also served as a World Learning trustee.

Dr. Aaron Morehouse, executive director of The Experiment, emphasized the potential of programs like UBS NextGen Leaders to promote greater diversity and inclusion in historically homogeneous international fields like diplomacy, business, and the non-profit sector — a major goal of The Experiment.

The UBS NextGen Leaders program is designed to support young men of color during their college years. Travel with The Experiment was added in order to immerse scholars "in other cultures and foster awareness of global issues."

The UBS Challenge raised over \$100,000 to support the UBS NextGen Leaders program and make a life-changing difference in the lives of these young men.

The grant that UBS provided to support UBS NextGen Leaders is one of the largest The Experiment has received, and the partnership between UBS, SEO, and The Experiment is a model for how the impact of international experience can be amplified through strong and visionary partners.

Additional support came through the UBS Challenge, in which The Experiment and World Learning community raised over \$100,000 towards UBS NextGen Leaders' experiences.

In addition to the UBS NextGen Leaders program, The Experiment works with over 60 mentoring organizations around the United States to identify promising young leaders and help finance their trips abroad. Still, Morehouse says that there is plenty of room to grow these partnerships.

"Every single dollar that comes into The Experiment helps us to continue our commitment to inclusion and diversity," said Morehouse. "And there's a growing demand."

Participants on SIT Study  
Abroad's Jordan: Intensive Arabic  
Language summer program take  
a camel ride through Wadi Rum.  
Photo by Kathryn Schoenberger.



# Making connections through SIT Study Abroad/IHP

**S**IT Study Abroad offers extraordinary experiential education to undergraduate students on semester and summer programs in over 30 countries in Africa, Asia and the Pacific, Europe, Latin America, and the Middle East, as well as comparative programs in multiple locations. SIT students benefit from high levels of access to the extensive networks of experts and community members that enrich each program, immersing themselves in the language, culture, and key issues ranging from human rights to migration to environmental change. They get direct, field-based experience from their highly qualified instructors as well as the invaluable exposure and access to local culture within their host communities.

The International Honors Program (IHP), founded in 1958, invites students to examine a critical global issue on a global comparative level. As such, students are able to explore key topics — such as health and community, climate change, 21st century cities, social entrepreneurship and food security — in four contrasting countries, beginning in the US.

## Maximizing Potential and Paying it Forward

**Gregory Barber, recipient of the Robert Kantor Scholarship**

Gregory Barber Jr. knows his purpose in life is to be a healer. Growing up in the College Park area of Atlanta, Georgia, he often watched people either give up their lives to the streets or never reach their full potential.

"Through my mother, an educator, and my father, a janitor, I was instilled with the belief that I can maximize my full potential through a life dedicated to the service of others," said the 20-year-old Morehouse College junior, who is double majoring in psychology and African American studies and is this year's recipient of the Robert Kantor Scholarship.

Currently studying with SIT Study Abroad, Gregory is in Uganda and Rwanda working on an Independent Study Project that examines the impact of the Rwandan genocide on orphaned children and evaluates the different mechanisms used to help them cope with trauma. He wants to apply these best practices when he returns home to help children who have lost a parent either through death, divorce, incarceration, or violence.

Gregory is grateful for the generous support of the donors, a 1997 SIT Study Abroad Brazil participant and his wife, who established the Robert Kantor Scholarship to honor a family member.

Gregory's first-ever trip overseas also honors another family member. His mother passed away on June 22, 2012 after a 16-year struggle with systemic lupus erythematosus. Gregory was just one month shy of his seventeenth birthday and senior year of high school. Her death created a financial strain that almost derailed his plans to go to college and study abroad. The Bonner Scholars Program at Morehouse College and SIT's Robert Kantor Scholarship put him back on track for both.

Upon completing his undergraduate degree at Morehouse College, Gregory plans to attain a doctorate in developmental psychology and wants to focus his research on maladaptive development processes, particularly in children affected by traumatic events.

In the meantime, he is adjusting nicely to his new home in Africa, and describes it as beautiful, warm and hospitable. He is enjoying living with his host family and being fully immersed in a new culture.

"Studying abroad allows you to be more transparent, more accepting and more understanding of different people, different environments and different cultures," said Gregory. "I cannot even articulate how thankful I am for the opportunity."



Gregory Barber

# Breaking Barriers and Expanding Study Abroad Opportunities

MORELLE LASKY LEVINE, BEVERLY HILLS, CA, EXPERIMENTER, MEXICO, 1954



**A**s one of only a few women to become Foreign Service Officers in 1957, Morelle Lasky Levine knows first-hand the importance of international experience to a young person's career. She served for seven years, holding positions in the U.S. Embassy in Brussels, and was assigned to work on a four -person State Department team coordinating the development of policy for U.S. participation in the newly created Organization for Economic Cooperation and Development (OECD), all before the age of 29.

In the summer of 1954, between her sophomore and junior years at Wellesley College, Morelle traveled to Oaxaca, Mexico, with The Experiment and lived with a family that owned a general store and had seven children ranging in age from 8 to 22 years of age. "Life as part of that family was a fascinating and joyous adventure," she recalled.

She said The Experiment in International Living had a major impact on her life and career. "I never again viewed 'foreigners' as really foreign, and I came to view close personal contact between people of different nationalities, ethnic groups and religions as the best means of dispelling the mutual suspicion and distrust that creates barriers to peaceful co-existence within and between nations."

By supporting World Learning's initiative to expand study abroad opportunities at Historically Black Colleges and Universities (HBCUs), Morelle hopes to

give African-American students the chance to gain valuable overseas experience that can help them pursue international careers. A recent summit organized by World Learning with Spelman College was attended by representatives from over 25 of these institutions, the White House, and the U.S. Department of State.

"Despite the fact that higher education is now more available to black students than in the past, the lack of study abroad experience, even by faculty members, is retarding the progress that African-Americans can make professionally compared to their white counterparts" Morelle said. "That, in turn, impedes the role that the U.S. can play in this globalized world."

By supporting World Learning's initiative to expand study abroad opportunities at HBCUs, Morelle hopes to give African-American students the chance to gain valuable overseas experience that can help them pursue international careers.

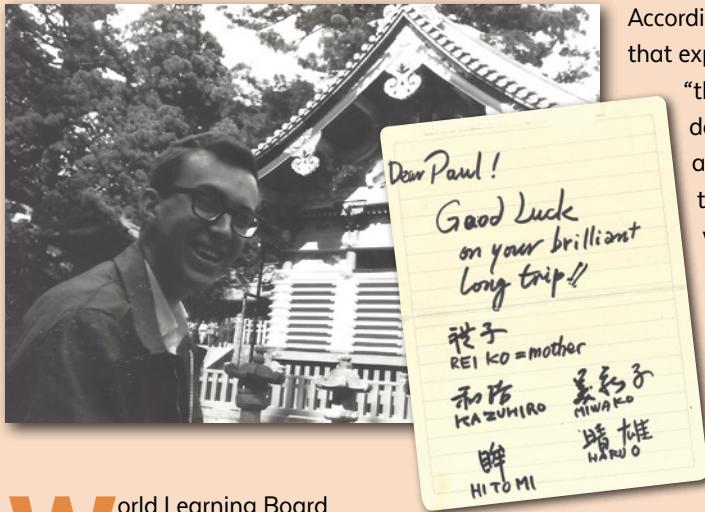
Support for the HBCU Summit is the most recent gift in a long history of significant contributions provided by Morelle, who is a founding donor to The Experiment Leadership Institute and has endowed two scholarships for World Learning, one supporting The Experiment in International Living, and the other in support of SIT Study Abroad. These are just a few highlights of Morelle's many years of loyal support to World Learning.

**I never again viewed 'foreigners' as really foreign, and I came to view close personal contact between people of different nationalities, ethnic groups and religions as the best means of dispelling the mutual suspicion and distrust that creates barriers to peaceful co-existence within and between nations.**

—Morelle Lasky Levine

# Gaining a Deeper Understanding Across Continents

PAUL MUTHER, TORONTO, ONTARIO, CANADA, IHP 1966



**W**orld Learning Board Member Paul Muther's career in international business and finance spans four continents and half a dozen countries. Muther credits his experience on the International Honors Program (IHP) with playing a major role in shaping his desire to live and work with people from other cultures, as well as his commitment to World Learning's mission and programs.

"It further deepened my interest in seeing other parts of the world and being engaged in them," Muther explained.

He heard about IHP, then called the International School of America, as junior at Harvard College and thought it was "a really exciting opportunity to go around the world." On the program, Muther and 13 other students spent the 1965-66 academic year traveling to Tokyo, Hong Kong, New Delhi, Istanbul, Beirut, Rome, Berlin, Warsaw, and Stockholm, living with host families, and studying comparative economic and sociological systems, philosophy and religion.

According to Muther, IHP was an "amazing" experience that expanded his understanding of other people and

"the struggles that they have to deal with in their daily lives." He said living in Japan, Hong Kong, and New Delhi were the most impactful as, at the time, the living conditions in those places were so much different from the United States. Muther also saw firsthand serious issues those societies faced, including the influx of immigrants from mainland China to Hong Kong and poverty in India, and was fascinated to learn about the different approaches each country took to address the challenges of economic development.

After graduating from Harvard, he spent a summer interning in Prague and two and a half years in the Army stationed in Germany, before attending Stanford University where he obtained both JD and MBA degrees. Muther then took a job with The First National Bank of Chicago, where he worked for 30 years in Chicago, London, Sydney, Hong Kong, Seoul, and Toronto.

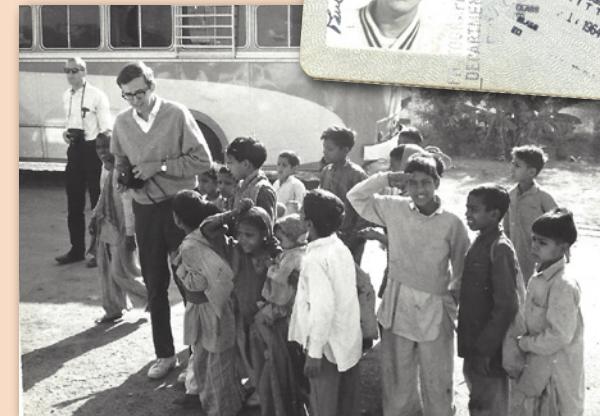
Muther joined the board of IHP, then an independent organization, in 2004 at the request of William Michaelcheck, then chairman of IHP and now a World Learning trustee. When IHP merged with World Learning in 2010, Muther became a member of the World Learning Board. During his time as a trustee he has served as chair of the Finance Committee, as a member of the Audit and Investment Committees, and participated in Advancement Committee activities. Muther said he enjoys working with the other trustees and contributing to World Learning.

"I believe in the mission and perceive an opportunity to

have some influence with achieving its objectives," he said of his trusteeship.

Muther said IHP has been a positive addition to SIT Study Abroad's portfolio of programs because it provides students with options for their time overseas. He also thinks its "unique" comparative perspective helps students gain a more comprehensive understanding of the program's themes, which now include global health, human rights, and climate change, among others.

"It offers students the real opportunity to see how different countries or different cultures deal with the core basic issues," he said.



Top left: Paul Muther visits Meiji Shrine in Tokyo while on the International Honors Program. A goodbye note from Muther's host family in Japan. Bottom right: Paul Muther on a field visit to Delhi, India, while on the International Honors program. Paul Muther's passport from his time on the International Honors program. Images courtesy of Paul Muther.



Students celebrate  
their graduation from SIT  
Graduate Institute in Vermont.  
Photo by Jeff Woodward.

# Making connections through SIT Graduate Institute

The School for International Training (SIT) Graduate Institute is an internationally-focused non-profit graduate school that offers master's degrees and graduate level certificates, aimed to set its graduates at the forefront of their chosen sectors. SIT remains a pioneer and worldwide leader in the fields in which the faculty and staff teach and work, and our students benefit from the knowledge and experience of SIT's expertise and vision. The Graduate Institute provides multiple program options within both the Brattleboro, Vermont and Washington, DC, campuses, which focus on international education, peacebuilding and conflict transformation, sustainable development, among many others.



With a focus on social justice and engaged citizenship, SIT prepares students to be interculturally effective leaders, professionals, and citizens. SIT Graduate Institute fosters an environment of students committed to advancing sustainability, equality, inclusion - all within a diverse, lively community that seeks to find solutions to effect change throughout the world. A truly international learning community, SIT students come to Washington, DC and Brattleboro, Vermont from across the world and graduate as change-makers within their home countries and abroad.



Top: Students sit on the SIT Graduate Institute Vermont Campus lawn with Professor Mokhtar Bouba.  
Bottom: Boyce House on the SIT Vermont campus.  
Photos by Jeff Woodward.



Women peacebuilders visit the U.S. Capitol.  
Photo courtesy of the Institute for Inclusive Security.

“When women are included, they contribute innovative perspectives, bridge divides between warring groups, and enhance the legitimacy of the process, thus increasing the likelihood that peace will last.”

—Donald Steinberg

### SIT Graduate Certificate in Inclusive Security

Next summer SIT Graduate Institute will launch the Inclusive Security: International Policy and Practice Certificate program to train professionals to lead innovative and more sustainable approaches to peacebuilding. SIT is offering the program in partnership with the Institute for Inclusive Security with the goal of developing a network of inclusive and human security practitioners who can bridge institutional and international differences. Inclusive security seeks to increase participation of all stakeholders, especially women, in the prevention and resolution of violent conflicts.

SIT received a \$100,000 grant from Hunt Alternatives, the Institute for Inclusive Security’s parent organization, to develop the program. The curriculum will build on the expertise of SIT and The Institute for Inclusive Security in the social change arena to develop participants’ skills and professional capacity.

“There is a vital need in the foreign affairs sphere to enable policy makers and practitioners alike to better understand this broader security paradigm,” said

Ambassador Swanee Hunt, founder and president of Hunt Alternatives.

The nine-credit certificate program will be tailored for early- and mid-career professionals in the field of security policy and peacemaking. It will highlight the agency of women as active and critical participants in shaping peace and security and equip students to challenge and reform existing security practices using the theory, language, and best practices in the field. It is designed to be completed in three consecutive semesters over a one-year period. SIT plans to make this part of a stackable certificate degree program so that students will have an opportunity to move on to earn a master’s degree.

“World Learning is proud to partner with the Institute for Inclusive Security to implement this groundbreaking program,” said World Learning President and CEO Donald Steinberg. “When women are included, they contribute innovative perspectives, bridge divides between warring groups, and enhance the legitimacy of the process, thus increasing the likelihood that peace will last.”

## CONTACT Founder Paula Green Retires



SIT Graduate Institute Professor and Director of Conflict Transformation Across Cultures (CONTACT), Paula Green, retired in June. As a Professor of Conflict Transformation, Green had extensive international experience in peacebuilding and conflict transformation and has worked as an international consultant, facilitator and lecturer in the U.S., Europe, Asia, Africa, and the Middle East. Colleagues say she brought a keen sense of social responsibility and spiritual awareness to her work as a psychologist, educator and leader in the field of peacebuilding.

"The innovative nature of Paula's work was most evident when she initiated CONTACT South Asia program in 2010," said Tatsushi Arai, SIT professor of Peacebuilding and Conflict Transformation. "This reflected the reality of the deepening conflicts in South Asia, many years of her extensive on the ground work in the region, as well as the growing difficulty on the part of South Asia's Muslim majority societies to be able to send participants to CONTACT's Brattleboro, Vermont summer program."

Green founded CONTACT in 1997 as a graduate certificate program of the SIT Summer Peacebuilding Institute. The program gathers peacemakers from around the world annually in June on SIT's Brattleboro, Vermont, campus and in South Asia in December. CONTACT has close to 1,000 alumni from more than 80 countries around the world today.

"The legacy Paula left for us is thousands of peace-builders who emerged, bonded, and began to work

together in some of the world's most difficult conflict-affected societies," Arai said. "Paula's legacy also includes the viability of citizen-led networking and capacity-building for peace that is capable of initiating and sustaining a people's peace."

In 2008, Green was honored for her lifelong contribution to conflict transformation and peacebuilding by Wisdom in Action, a California based nonprofit, and was presented the honorary award by His Holiness the Dalai Lama.

Bruce Dayton, CONTACT's new director, comes to SIT with more than 20 years of experience in peacebuilding and conflict transformation. Most recently, he was a member of faculty at the Maxwell School of Citizenship and Public Affairs at Syracuse University. He also serves as associate director at the Moynihan Institute of Global Affairs and research co-director of the Intra and Inter-State Conflicts Research Initiative at the Program for the Advancement of Research on Conflict and Collaboration at the school.

Dayton will continue the work of the program, focusing on conflict transformation – as opposed to resolution – as the best hope of tackling serious conflicts around the world. In a recent lecture at SIT, he explained, "the most we can do is to try to make conflict constructive



Paula Green with Jahangir Khan, a CONTACT participant.  
Photo by Julie Orfier.

instead of destructive." One way to do that, Dayton said, is to change the narrative: "Change the story, and you change the conflict."

In honor of Paula's years of service to the CONTACT program, the Paula Green Peace Leaders Scholarship Fund for CONTACT was established this past spring. All donations to this fund go exclusively towards assisting future CONTACT participants. [Gifts can be made to this fund at www.sit.edu/graduate/donatenow](http://www.sit.edu/graduate/donatenow)

**The legacy Paula left for us is thousands of peacebuilders who emerged, bonded, and began to work together in some of the world's most difficult conflict-affected societies.**

—Tatsushi Arai

A young girl in Pakistan reads a book in her classroom. The Pakistan Reading Project is working to improve literacy education across the country. Photo courtesy of World Learning Pakistan program staff.



نوجی بندروں کو لے کر کھلانے۔  
شام کے سایہ گھر میں خوبی کا نیکے، چاند کا  
وقت پر گھر پہنچا جائے۔

بڑا ہی پورا ہے اور مری سے گھر کا بے خوبی  
روی چھاتے ہیں۔ مل کر بڑی بڑی پہنچ رہے گے  
سے بہت لذت افراہ۔ جب "آہ" پہنچ رہے گے



(۱) مکھیوں سے چھپا  
(۲) کھلکھل کر چھپا  
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# Making connections through International Development

World Learning's International Development programs aim to empower people and strengthen institutions through education, capacity development, and people-to-people exchanges. With over 60 active programs across the world, we help thousands of communities worldwide address critical issues such as youth participation, educational access and quality, the marginalization of women and children, and government accountability. World Learning helps civil society organizations across the world bolster their burgeoning democracies; provides technical expertise in systems strengthening and performance improvement; and conducts language teacher education programs.

World Learning works with local partners to identify specific needs, resources, and challenges. These valuable local resources inform the design and implementation of our programs and ensure that our partners invest deeply in projects and provide the local leadership required to secure long-term success. Our programs encourage leaders to build connections and consensus to create lasting positive change, while working to eliminate inequality, discrimination, and oppression.

## **Education Consortium for the Advancement of STEM in Egypt (ECASE)**

World Learning is proud to lead the Education Consortium for the Advancement of STEM in Egypt (ECASE) project, building a STEM school model that the Ministry of Education can replicate throughout the country. The network of schools is designed to transform the way Science, Technology, Engineering and Mathematics (STEM) are taught in Egypt. The project, which began in 2012, is a four-year, \$25 million Cooperative Agreement funded by USAID to establish five state-of-the-art secondary STEM public schools. Two high schools — a boys' school and a girls' school (see MoneyGram support story) — located in the suburbs of Cairo are already up and running. Three more schools will open this year in other parts of the country and the Egyptian Ministry of Education (MOE) plans to open four more STEM schools this year as well.

The ECASE STEM education model stresses the application of critical thinking by students to address real world problems facing Egypt and other countries today.



Donald Steinberg, World Learning president and CEO, takes a selfie with students at the Maadi STEM School for Girls in Egypt. Photo by Eric Corens.

The curriculum was developed collaboratively with World Learning's ECASE counterparts from the Ministry of Education in addition to three STEM partners.

Students learn how to think outside the box, conduct experiments and work in teams. The schools help develop leaders and agents-of-change who can design solutions to their country's greatest challenges, such as pollution, desertification, renewable energy, garbage collection and traffic. "This education is being done in a completely new way," said Donald Steinberg, president and CEO of World Learning. "What they do at these schools is revolutionary. They put a project at the center of the education process. It's a self-taught experiential method."

Both of the existing schools have three secondary grades, with each grade serving about 150 students. The capacity for each school is around 450 students, and they currently serve approximately 800 students.

One of the main challenges facing ECASE has been identifying teachers who can deliver the newly designed curriculum. "Not only does the new curriculum require a high level of content mastery in each of the subjects,

# From Passion to Action: Creating Change

JUDITH BROWN MEYERS, RYE, NH, FORMER TRUSTEE



Judith Brown Meyers, PhD, is passionate about World Learning's international development work, and is a champion of the Institute for Political and Civic Engagement (iPACE) program in Burma, which trains local civil

society leaders and activists to effectively take part in their burgeoning democracy.

A World Learning board member from 2011 to 2014, Meyers, who lives in Rye, New Hampshire, has had an illustrious career in international development with a primary focus on South Asia and environmental issues.

Meyers joined the World Learning family after meeting board member Mary Davidson on a trip to Bhutan with a group of friends. Davidson knew of her academic background and experience in international affairs and encouraged Meyers to learn more about the organization. Meyers joined the board soon after and has been actively involved in World Learning ever since.

"I know the various players out there and I know that World Learning's development work is stellar," she said. "Their ethics, their approach, the way that they work with their counterparts in each of the countries in which they have contracts."

Meyers supports scholarships for iPACE, which offset the costs of transportation and lodging for participants, and ensure that iPACE students from throughout the country can attend the program in Mandalay or Yangon. These scholarships underscore iPACE's dedication to pluralism and creating a student base that reflects the diversity of the country.

After visiting iPACE in March 2015, Meyers noted the range of participants. "It wasn't just twenty-somethings," she said. "There was a man who had been a political dissident who had just been released from prison. There were people representing various political parties; there were people representing a variety of ethnic minorities, women's organizations, and labor organizations."

Meyers recalled a conversation with iPACE director Adam LeClair, who relayed to her an example of the scholarship's impact. "There was a program in which there were two deaf people, and Adam used a scholarship to hire a sign language interpreter [to assist the participants] who otherwise wouldn't be able to attend." She saw iPACE putting into action the "importance of developing civil societies throughout the whole country, especially people who are marginalized and underserved because of geography and economics."

"I loved that so many people in that country are embracing the importance of civil society in a democracy," Meyers said of her time in Burma. "It's so exciting to see the great gusto and enthusiasm the people of Myanmar have, because you can't have a democracy without civil society."

such as, mathematics and science, but it also needs the use of teaching methods and pedagogy that are far from the rote learning Ministry of Education teachers are used to and more centered around the student," noted Hany Attalla, World Learning's chief of party in Egypt. "This necessitated a robust and continuous level of professional development delivered to all teachers to upgrade their capacity."

Students from these two schools have already received international awards. Last May, a high school junior from the girls school in Maadi won a first place award in the Intel International Science and Engineering Fair in Pittsburgh, Pennsylvania, for her project purifying drinking water using rice straw. Also this year, a junior from the boys school in 6th of October City won a third place award in the Taiwan International Science Fair for using black mustard for Hepatitis C patients to prevent the virus progression.

## MoneyGram

In 2014, MoneyGram Foundation continued its support of World Learning by providing a generous grant to a key education program in Egypt. The partnership between MoneyGram and World Learning began in 2013 when the foundation invested in one of World Learning's education programs in Ethiopia.

This year's \$43,725 grant from the foundation provided laptops to 75 students attending a groundbreaking new all-girls Science, Technology, Engineering, and Math (STEM) secondary school in the Maadi district of Cairo, Egypt.

The free-to-attend school is part of World Learning's Education Consortium for the Advancement of STEM in Egypt (ECASE) program, funded by the United States Agency for International Development (USAID).

MoneyGram International, a 70-year old global provider of innovative money transfer and payment services,

launched the foundation in 2012 to help children around the world gain access to educational facilities and learning resources.

Referring to the grant awarded to World Learning for the Maadi School, Jacqueline Lowe, MoneyGram foundation director said, “We love to educate underserved populations. Providing laptops for innovative curriculum elevates their education and connectedness to the world. World Learning is an excellent model for improving education with measurable impact.”

In 2013, World Learning’s programs in Ethiopia inspired an initial \$25,000 gift from the newly founded MoneyGram Foundation to train teachers in the Aflatoun methodology — a social empowerment and financial education curriculum for children taught in more than 100 countries around the world. The grant also supported translating the curriculum into the Ethiopian languages of Amharic and Afan Oromo, enabling World Learning to train teachers in more remote regions, where educators may not speak English.

For a company like MoneyGram, supporting financial literacy education to youth was a perfect fit.

“Everything the MoneyGram Foundation does is inspired by our customers and partnering with World Learning allows us to make a difference in the communities where they live and work,” said Lowe. “We are very honored to partner with World Learning and would look to do so in the future.”

### **Developing Rehabilitation Assistance to Schools and Teacher Improvement Program (D-RASATI 2)**

Lebanon is now home to more than one million refugees from Syria, which puts pressure on a public education system already challenged by shortages of qualified teachers and aging infrastructure. In an effort

to help the country’s schools address these issues, World Learning is working with the Lebanese government to close the quality gap between private and public education while managing the influx of Syrian students through phase two of the Developing Rehabilitation Assistance to Schools and Teacher Improvement Program (D-RASATI 2).

“World Learning believes education is the driving force behind positive, sustainable development,” said Carol Jenkins, World Learning executive vice president for global development. “We’re proud to be part of a program that will help ensure the quality of public education in Lebanon to provide all of the country’s children with a strong foundation for success.”

The program targets schools and communities hosting a high number of Syrian refugees and will provide trainings for school staff to improve support for the Syrian students, reduce tensions between students, and help alleviate the strain on the public school system. World Learning is implementing the \$29 million initiative with partner organizations AMIDEAST and the American University of Beirut, and service providers American Lebanese Language Center and Digital Opportunity Trust.

Dr. Wafa Kotob, World Learning’s chief of party in Lebanon, said the project is in the process of fundamentally reforming Teaching English as a Second Language (TESOL) throughout the public school system, which will benefit more than 60,000 Lebanese and Syrian students.

“World Learning has helped the Lebanese government substantially improve English language teaching methods by building a network of TESOL master trainers,” she said. “These new instructors have already provided trainings to hundreds of educators.”

In addition, the project recently outfitted 126 public schools across Lebanon with computer equipment to advance the use of technology in the classroom. It also



Students at the Jubeil Secondary School in the Mount Lebanon governorate of Lebanon use tablets for the first time during a physics lesson. The school received the tablets through the Developing Rehabilitation Assistance to Schools and Teacher Improvement Program II. Photo courtesy of World Learning Lebanon program staff.

provided training to more than 700 teachers on how to effectively incorporate the technology to support English, Arabic, and science education.

US Ambassador to Lebanon David Hale attended a ceremony celebrating the achievement and said educational endeavors like this are a crucial part of the United States government’s commitment to help students “have access to the high-quality education that they deserve and that they need to be active members of their communities, and contribute to peace and prosperity.”



A participant in the Youth Leadership Program for Japan and South Korea completes a ropes course in Lake Tahoe, Nevada.  
Photo by David Snyder.



# Making connections through International Exchanges

Each year, World Learning brings emerging leaders from around the world to the United States to participate in international exchanges. We administer youth exchange programs, which aim to foster greater understanding and respect between the youth of the United States and other countries. Our dynamic, experiential curricula focus on leadership, global issues, peacebuilding, dialogue, activism, civics, and volunteerism. World Learning facilitates professional development exchange programs, which are designed for individuals seeking short-term learning experiences through site visits, office meetings, panel discussions, internships, volunteering, and other experiential activities. Our academic exchanges place international students in U.S. colleges and universities to strengthen their leadership and career-specific skills through high-quality programs while they explore U.S. culture and create strong ties with their host communities.

These programs provide youth, students, and professionals alike with opportunities to acquire new skills, as well as address existing needs of the participants and their communities. Our exchange and training programs cover a wide range of sectors and themes, including agriculture, economic development, and education, and are all grounded in a pervading mission to foster a

strong bond between the United States and the country of the visiting participants.

## Japanese & Korean Youth Exchange

This August, sixteen Japanese and Korean young women (eight from each country) and four adult mentors (two from each country) participated in an exchange program facilitated by World Learning and funded by the State Department, which focused on building their leadership and entrepreneurial skills.

The primary objectives of the program were to support the students as they developed into young adults with a strong sense of civic responsibility, an entrepreneurial mindset, a commitment to community development, an awareness of current and global issues, strong interpersonal leadership skills, and a willingness to foster relationships among youth from different ethnic, religious, and national groups in Japan, South Korea and the United States.

The sixteen students participated in homestays across the United States, where they were immersed in American culture and strengthened their English skills. They also planned for the implementation of community service projects upon their return home, which were presented to



Participants in the Iraqi Young Leaders Exchange Program build leadership and teamwork skills on a ropes course in Vermont. Photo by World Learning Youth Program Staff.

World Learning staff on August 26. The projects focused on issues ranging from library fundraising and book exchange, to developing an English-speaking forum through Skype for Japanese and Korean students.

One of the highlights for the group after their homestay visits across the country was the chance to attend a screening of a Voice of America (VOA) documentary at the World Learning headquarters in Washington, DC. The film, entitled *A Single Step*, was hosted and narrated by Academy Award winner Sally Field, and focused on women who have made it their clarion call to challenge the status quo and motivate women to participate in issues such as human rights, health, politics, climate change, civil society, and the economy. One of the women profiled in the documentary, Dr. Sachiko Kuno, resonated especially with the exchange group, as she is a Japanese entrepreneur and leader within the pharmaceutical field. VOA brought a film crew to the screening to capture the young women's reactions to the documentary, during both the film and a post-viewing discussion. *A Single Step* centers on the Beijing+20 initiative to reexamine the role of women in the international arena and will soon be distributed to American embassies worldwide.



Rose Foran (left) and Ben Dalton (right) interview participants on The Experiment in International Living in Spain. Photo by Gary Nees, a group leader to Spain.

# Making connections through Media

Over the past year, the World Learning communications team has overhauled World Learning's website, created videos about signature programs, launched podcast and blog series, grown our social media audiences and earned numerous media mentions in top-tier media outlets. These initiatives raise the profile of the organization, introduce our programs to new audiences, and strengthen the World Learning brand. They also highlight the diversity and depth of its programs, and showcase the many ways the organization is making a difference in the world.



**Student Voices: Chicago youth finds common ground in India**



**Kelly Pajak combines an Army career with a passion for sustainable development**



**Another shore: Morocco's child migrants**



**These 3 Egyptian Girls Are Among the Smartest Teens in the World**

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Donald Steinberg, World Learning president and CEO, accepts the 2015 InterAction Disability Inclusion Award. In the background are Program Officer Amy Reid (right) and SIT Graduate Institute alumna Justice Shorter (left). Photo by Kathryn Schoenberger.

# Making connections through Collaboration

## World Learning Europe

World Learning Europe is the newest member of the global World Learning family. As a non-profit community interest company registered in the United Kingdom, World Learning Europe upholds the same mission as its founding partner — empowering people and strengthening institutions through education, sustainable development, and exchange programs. World Learning Europe was established to serve as a collaborative development partner, offering better opportunities to engage European donors and other international counterparts, as well as access to additional technical, financial, and human resources to carry out World Learning's global mission.

World Learning Europe's initial three priority areas include driving locally led, sustainable development initiatives; enhancing civil society capabilities and long-term viability; and creating a more inclusive development environment for youth, girls, women and other disenfranchised groups.

The new office will enhance World Learning's global footprint and image, and strengthen its ability to implement effective, impactful programs across the world. We're proud to welcome World Learning Europe to the family.

 **World Learning Europe**  
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## ADEPT

World Learning has partnered with The Asia Foundation, The Carter Center, Democracy International, Freedom House, and IREX to form the Advancing Democratic Elections and Political Transitions (ADEPT) consortium. The partnership elevates the organizations' commitment to work with local partners worldwide, and the global international development community, to advance the democratic space.

The ADEPT consortium offers sustainable, effective, and responsive solutions that build on the organizations' combined expertise, networks, contacts, and global experience, and also present to donors a way to access integrated, efficient programming to promote the development of resilient, democratic societies around the world.

Through this partnership, World Learning hosted a panel discussion in the fall with experts from The Asia Foundation, The Carter Center, and Freedom House to examine why women remain underrepresented in democracies and how to address the issue with more effective and innovative programs on elections and political processes.

## InterAction Disability Inclusion Award

World Learning was honored to receive the 2015 Disability Inclusion Award during the annual InterAction Forum in Washington, DC, and helped highlight the importance of inclusion with a workshop on the benefits of disability partnerships in international programs. InterAction President and CEO Sam Worthington said the honor recognized World Learning's commitment to forging partnerships with civic institutions, governments, and international organizations to advocate for disability rights and inclusion, noting that "disability plays a full and central role in what they are as an institution."



David Arnold, President, The Asia Foundation; Mary Ann Peters, CEO, The Carter Center; Eric Bjornlund, President, Democracy International; Mark P. Lagon, President, Freedom House; Kristin M. Lord, President and CEO, IREX; and Donald Steinberg, President and CEO, World Learning, meet to form the ADEPT Consortium.

World Learning President and CEO Donald Steinberg, Program Officer Amy Reid, and SIT Graduate Institute alumna and disability rights activist Justice Shorter accepted the award. Steinberg told the audience that World Learning is "conscious" and "purposeful" in its efforts to address disability issues in four areas: involving people with disabilities in creating and implementing programs, considering disability issues within all programs, being a good partner and thought leader on disability inclusion, and ensuring World Learning is an accessible and accommodating organization.

Steinberg noted that programs can't effectively address major issues such as healthcare, education and housing without the input of the estimated one billion people around the world with disabilities. He said including people with disabilities has numerous benefits for the organization, including "the diverse views they bring, from the ground truth that they provide, and from their own contributions." World Learning also underscored the value of inclusion in its workshop focused on strengthening international programs through disability inclusion partnerships. David Morrissey, executive director of the US International Council on Disabilities and a member of World Learning's Global Advisory Council, summed up the workshop, saying, "When we come together, we are a group that can't be ignored."



A student takes a swing while  
on The Experiment's Ecuador:  
The Galápagos Islands and the Andes  
program. Photo by Christie Moulton.

# Making connections through the support of our donors

In May, I joined World Learning's CEO, Ambassador Don Steinberg, Board Member Paul Muther and other senior staff members on a trip to Argentina and Chile to gain a deeper understanding of our organization's academic programs.

In Buenos Aires and Santiago we immersed ourselves in the SIT Study Abroad and International Honors programs addressing issues relating to cultural identity, development, social justice and human rights. We attended lectures and held discussions with our talented and committed faculty members, met with World Learning's local partner organizations, and heard from students about their experiences. As with all of World Learning's education programs, those in Argentina and Chile are grounded in experiential learning and independent study framed around critical global issues. My colleagues and I were deeply impressed with both the quality of the programs and with the staff members who are leading them.

Perhaps the part of the trip that made the most lasting impression was an afternoon I spent in the picturesque town of Valparaiso, Chile. There I met Jordan Palmer, a thoughtful student from Vassar College who was participating in SIT Study Abroad's Chile: Cultural Identity, Social Justice and Community Development program, which examines the political, economic, and social changes that have shaped the country.

The afternoon unfolded atop one of the city's historic hills, which was dotted with colorful houses perched

along the Pacific Ocean. I joined Jordan at the home of his host mother, Teresa, who together with her husband, Isaías, has welcomed SIT students into her home for the past seven years.

Teresa prepared a wonderful Chilean lunch, and as we shared our meal together — with Jordan translating in Spanish — we had a very insightful conversation about life in Chile, Jordan's and Teresa's thoughts on the program in which they were participating, and on the opportunities and challenges which face Chile as a nation. It was evident that Jordan and his host mom had formed a deep connection that will last far beyond his semester abroad.

Jordan and Teresa exemplified the very heart of our programs: people-to-people connections that foster mutual understanding, break down barriers and last a lifetime. It is through connections like this one that the World Learning global family seeks to create a more peaceful and just world.

My journey to Argentina and Chile gave me the assurance that our efforts are indeed succeeding.

Sincerely,



Tom Hiatt  
Chair, World Learning's Board of Trustees



World Learning Board of Trustees Chair Tom Hiatt speaks with SIT Study Abroad student Jordan Palmer who was studying in Valparaiso, Chile. Photo by Kimberly Abbott.

**Our efforts would not be possible without the generosity of more than 3,200 alumni, parents, and friends who have supported World Learning over the past year, many of whom are listed on the following pages. As an alumnus of World Learning myself, and on behalf of the entire Board of Trustees, please accept our sincere thanks to all of the donors in our family who have helped transform the lives of students like Jordan's.**

—Tom Hiatt

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# Expecting the Unexpected: A Lifelong Connection

RONALD & KATHLEEN BECK, COLORADO SPRINGS, CO, EXPERIMENTERS

Ronald and Kathleen Beck's support for The Experiment in International Living pre-dates World Learning's digitized archives. They are lifelong devotees of The Experiment and have been valued donors since the pair graduated from Lewis and Clark College in 1966.

As such, Ron and Kathy are also members of World Learning's Global Loyalty Circle, which honors members of the World Learning family who have provided critical support to the organization for at least three consecutive fiscal years.

Kathy was a freshman at Lewis and Clark when the school established a study abroad program in partnership with The Experiment in International Living. She was a part of the university's inaugural cohort of Experimenters and left for her first trip out of the United States to Japan.

Kathy remembers the experience fondly and as having a lasting impact. Her first time being an obvious outsider, Kathy said she was taken aback at first, "but at the same time it was very liberating because I could not be expected to know how to behave. So I did my best, and apologized when I didn't. Those things have really made a difference in my life since then."

"I've learned to be not so self-conscious and to not be afraid of making a wrong step, and laughing if you do," she said.

"The Japanese people were unfailingly helpful and hospitable," Kathy recalled. "They took us into their homes, made us a part of society as much as possible."

Upon her return to Lewis and Clark, Kathy urged her future husband Ron to travel abroad and "practically filled out his application." Ron's Experiment trip to Mexico was equally impactful — he still remembers one of the highlights being the opportunity to shake Donald Watt's hand.

The Becks credit The Experiment with feeding their "appetite for international travel." Since then, they have journeyed to Egypt, Jordan, Turkey, Iceland, Peru, the Galapagos, and many other spots across the globe. In 2009, Kathy and Ron even returned to Japan on a hiking tour. "I was taken by surprise by how comfortable I felt there," Kathy remembered. "I felt at home."

Of being lifelong Experimenters, Kathy said, "It's given us a real curiosity about how other people live. We always try to seek out opportunities, wherever we go, to meet local people. When we travel independently, we always try to engage with the local culture. Go to the places where the locals go."

The Becks' spirit of travel and adventure has also been inherited by their son, Colin, who is an SIT Study Abroad alum of the Peace and Justice program in Israel, the West Bank, and Jordan.

The Experiment's motto, "expect the unexpected," has persisted as the couple's maxim. "In our travels I think of that all the time," Ron said. "If something doesn't quite work out, well, that's the way it is."

"I don't think we ever took another trip where we haven't said that," Kathy added.



Ronald and Kathleen Beck in Egypt.

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## Spanning Family Connections

**SUSAN SCHWARTZ, CHICAGO, IL, EXPERIMENTER TO GREECE, 1966**

A lifetime connection to Greece was something Susan Schwartz couldn't have predicted when she decided to spend a summer in the Mediterranean as part of The Experiment in International Living. "I picked Greece because in fourth grade we studied Greece for the entire year. I had a really good teacher," she said.

The year was 1966, and at that time it took two weeks by ship to get there, which she says was part of the adventure for a young American student. She lived with a host family in Preveza, a small seaside city in northwest Greece, and traveled with other Experimenters around the country. But it wasn't the days spent in Athens or the cultural heritage sites such as Olympia and Delphi that made such a deep and lasting impression on her. Instead, it was the warmth of Susan's host family that has endured for nearly 50 years.



Susan Schwartz at the Parthenon, 1966.

"As a teenager they were better than my real family. I didn't want to go home," recalled the Chicago native. "The parents treated me like their youngest daughter." Susan believes that what makes The Experiment special is the immersive nature of the program which centers on the homestay.

She's not the only Experimenter in her family. Daughter Emily went to Mexico when she was 16 and as a result of her experience went on to learn Spanish and Portuguese and majored in Latin American studies. She became a



Susan Schwartz and her Greek homestay sister Elizabeth in Preveza, 2005.

journalist and ran the Dow Jones news bureau in Rio de Janeiro, Brazil. Said Susan proudly, "It gave her her start. As a result of The Experiment she became a Latina for her whole life."

At the request of the Vermont office, Susan hosted Helene de Koven, a French medical student from Colmar, while Emily was away. Now Susan, a retired book publisher, says she is trying to convince her teenage granddaughter to be an Experimenter as well.

This summer, a generous gift from the Schwartz family provided scholarships for several students from the Midwest to take part in The Experiment. She supported the program because she believes it encourages young adults to embrace a global world and creates lasting bonds between people.

Susan has been back to Greece many times over the years to visit her host family and stays in close touch with her Greek sister Elizabeth, who, she says with relief, finally got email. Susan's Greek family even hosted a 75th-birthday celebration for her mother in Athens several years ago.

While she laments that there's no Experiment program for adults, Susan jokes that she and her husband are looking forward to their upcoming "homestay" with her Greek family next month.

# A Legacy Lives On

## THE SUSAN DONNA LESSENCO FUND

The Susan Donna Lessenco fund was established to honor the life, ambitions, and ideals of SIT Graduate Institute student Susan Lessenco. Susan, who was working towards a master's degree from SIT in 1979, passed away in 1981 at the age of 26 while on assignment for Save the Children in Tunisia. Her father, Gilbert Lessenco, created the fund in her memory so that SIT students could make a meaningful contribution to the world in Susan's name and in her spirit.

"Our students are very active and they have a lot of causes they care about," said SIT Provost John Lucas. "We've talked about the environment, becoming a more sustainable campus, and the need for inclusivity. We've talked about social justice. This fund provides students with some resources to make some real progress."

Susan devoted her life to service and development. She worked for the NGO ACTION in Washington,

volunteered for the 1972 presidential campaign of Senator George McGovern, and planned to pursue a career in development.

In her private writings, Susan recounted how rewarding her experiences in Tunisia were proving to be, and that she felt herself developing as a person. In January 1980 she wrote, "I feel humble. In most situations I listen harder and am not so insistent on dominating. It's important to me to reach consensus, to really hear each other, to be respectful, to care."

It is indeed in this vein that the Lessenco fund will operate in future years. When deciding which project the Fund will help support, SIT students will come together and, as a whole, reach a consensus regarding

**I feel humble. In most situations I listen harder and am not so insistent on dominating. It's important to me to reach consensus, to really hear each other, to be respectful, to care.**

—Susan Donna Lessenco, 1980

Now October and the season of violence has begun. Rainstorms, floods and giant winds, and the sky alive with electricity. Watching, I feel fear and a rush of exhilaration. I've been here 6 months; I feel that I crossed some important bridge somewhere and now a way is open. I could do good things here it strikes me. I have some kind of persistence, or perniciousness; I'm not easily defeated. There I still am on the horse, as I wrote to a friend. It's rather a metaphor for the whole scene here, my whole behavior: incompetent, unequipped, I'm charging ahead anyhow, alive with fear and determination, reining the horse in too tight, and trying hard to notice the sky, the mountains. It makes me laugh, but I don't altogether dislike it either. That's me.

Work is always a driving passion with me, and around it swirl all these other issues: my independence or lack of it, my emotions, the landscape . . . all these things ICT has opened me to. May my work be a voyage of personal growth. At the moment, I think it is.

--- Tunisia October 1980 report

Excerpt from one of Susan's reflective practice papers, written during her practicum in Tunisia.

the use of the funds. "The SIT Student Association will lead the process. They'll gather input from the whole student body and help the student body come to consensus," Lucas said. The project that the Lessenco fund supports will benefit not just class members, but also others outside the graduate program, and will enhance understanding of global issues and community development.

"As an elected representative body, I think that the student government can bring all of the students together to prioritize a cause. It's the best way to ensure that the SIT community is accountable to Susan's wishes — accountable to the student role," Lucas said.

"May my work be a voyage of growth," Susan wrote in a report in 1980 of her time in Tunisia. And it is World Learning's hope that all those who benefit from and are involved in the Lessenco fund will embark on this same journey of growth, self-discovery, and community service.

# Infinity Club

The Infinity Club is a special group of supporters who have included World Learning, The Experiment in International Living, SIT Study Abroad, International Honors Program, or SIT Graduate Institute in their estate plans. A planned gift in the form of a trust, gift of life insurance, charitable gift annuity, retirement plan assets, or bequest strengthens World Learning's future. We are deeply grateful to the Infinity Club members listed here and hope their leadership will inspire others. We also welcome our new members whose names appear in **bold**. Learn more about the Infinity Club at [worldlearning.org/support-us/ways-to-give](http://worldlearning.org/support-us/ways-to-give)

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# Connecting Experience and Education

ASHA AHMED, JAMAICA PLAIN, MA, IHP, 2015



**B**y the end of her experience on the International Honors Program (IHP) in the spring of 2015, Asha Ahmed, 21, earned the award ‘Most Likely to go Native’ from her peers, which she still considers to be a badge of honor.

While it may have seemed like a joke, ‘going native’ was the very key to the Providence College student’s mission for experiential learning while on the IHP Health and Community: Globalization, Culture, and Care study in South Africa, India, and Brazil.

“In each country we went to I was able to understand certain things because I was trying to live the way the local people are living,” said Asha, who is originally from Addis Ababa, Ethiopia, and moved to the United States at the age of 12 with shared responsibility for her four-year-old brother. “During IHP I was picking up on things like environmental factors in social and health issues, and how that affects peoples’ access to

basic needs, and by the end I was only able to do that because I came to understand the way people live.”

Asha credits IHP, a program of the School for International Training, with putting her Global Studies and Health Policy and Management degree into real-world context.

In India, Asha was able to see the extent to which the caste system still plays a role in access to basic health care; in South Africa, she witnessed how the wounds of apartheid persist in the unequal distribution of resources such as water and sanitation; in Brazil, she studied and saw firsthand the successes and failures of health as a fundamental social right established in the 1988 constitution.

During the homestay portion of the IHP experience, Asha said, “it was right then that I was able to ask any questions, take my education in my own hands. It wasn’t sitting in classroom or living out of my textbooks. It was a real life experience – things were happening right in front of me, and I had all these resources and the opportunity to research whatever I wanted to.”

“I just needed to see how my host family lived and the



Asha Ahmed taking her host siblings to a religious school in Cape Town, South Africa.

issues they’re facing, and go out into the community,” Asha continued.

While back at Providence College, Asha serves as a de-facto IHP ambassador — fielding questions from prospective students eager to learn from her experiences on the program. One of the most recurring queries, she said, is “what’s one thing you wish you knew about IHP?”

“Sometimes I don’t even know what to tell them,” she said. “Because once I was on IHP, with the help of the IHP group, we were able to figure out everything together as a community and support each other throughout.”

Asha advises potential IHP students “the classes don’t end after 5 pm. Go out there, ask your host family questions, try to actually learn about the culture.”

“Learn to understand, take control of your education; you have the opportunity to learn from everyone and learn from everything.”

Asha Ahmed’s IHP experience was made possible, in part, by scholarship support provided by our generous donors. This year, SIT will award nearly \$1.3 million in scholarships and grants to SIT Study Abroad and IHP students.

**“Learn to understand, take control of your education; you have the opportunity to learn from everyone and learn from everything.”**

—Asha Ahmed

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| GIMPEX   | MoneyGram Foundation                              | The World Bank                                       |

## Matching Gift Companies

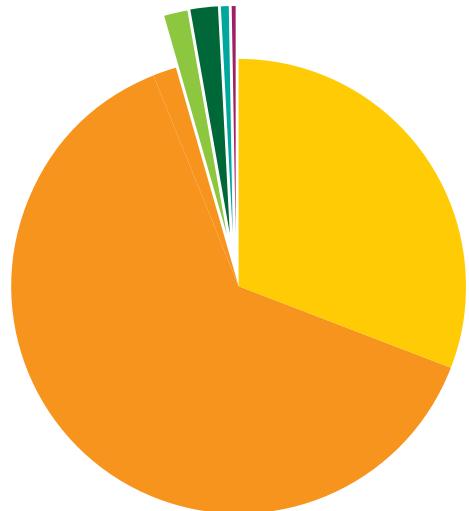
Abbott Laboratories Fund Matching Grant  
Bank of America  
BP Foundation  
Capital Group Companies  
Chubb Group of Insurance Companies  
Colgate-Palmolive Co.  
Dollar Bank Foundation  
Duke Energy Corporation  
General Electric Foundation  
Goldman, Sachs and Co  
Houghton Mifflin Harcourt Company  
IBM Corporation  
Kresge Foundation  
Microsoft  
Pepsico Foundation  
Prudential Foundation  
Raytheon Company  
The Benevity Community Impact Fund  
The Coca-Cola Foundation  
Verizon Foundation  
YourCause



A student on The Experiment Jordan: History, Politics, and Arabic Language program translates words on a mural painted by Syrian refugees. Photo by Kathryn Schoenberger.

## Consolidated Statement of Activities

Year Ended June 30, 2015 (unaudited)



### REVENUES AND OTHER SUPPORT:

Operating revenue:

|   | 2015 Total         |
|---|--------------------|
| Tuition and program fees                          | \$ 48,788,434      |
| Less scholarships                                 | (4,687,078)        |
| Net tuition and program fees                      | 44,101,356         |
| Grants and contracts:                             |                    |
| Federal government grants and contracts           | 90,077,913         |
| Other grants and contracts                        | 2,647,014          |
| Investment return availed under spending policy   | 2,236,455          |
| Contributions                                     | 2,847,052          |
| Auxiliary services                                | 775,244            |
| Other revenue                                     | 214,512            |
| <b>Total operating revenues and other support</b> | <b>142,899,546</b> |

### EXPENSES:

Operating expense:

|   |                    |
|---|--------------------|
| Education and general:                  |                    |
| Program and instruction                 | 33,669,897         |
| Program support*                        | 2,775,686          |
| Student services                        | 1,648,049          |
| Grants and contracts:                   |                    |
| Federal government grants and contracts | 90,077,913         |
| Other grants and contracts              | 2,678,337          |
| Auxiliary services                      | 1,036,934          |
| General support*                        | 10,828,335         |
| Interest on indebtedness                | 73,328             |
| Other                                   | 32,190             |
| <b>Total operating expense</b>          | <b>142,820,669</b> |

Change in net assets from operations

Total non-operating revenue (loss)

### CHANGE IN NET ASSETS

\* Amount presented net of Indirect Cost Recovery

## Consolidated Statements of Financial Position

June 30, 2015 (unaudited)

|                                    | 2015                 |
|------------------------------------|----------------------|
| <b>ASSETS</b>                      |                      |
| Cash and cash equivalents          | \$ 3,813,799         |
| Accounts and notes receivable, net | 16,116,282           |
| Contributions receivable, net      | 1,126,461            |
| Prepaid expenses and other assets  | 5,403,592            |
| Investments                        | 48,715,299           |
| Property, plant and equipment, net | 6,060,115            |
| <b>Total assets</b>                | <b>\$ 81,235,548</b> |

### LIABILITIES AND NET ASSETS

#### LIABILITIES

|                                       |                   |
|---------------------------------------|-------------------|
| Accounts payable and accrued expenses | \$ 5,450,802      |
| Advance payments and deferred revenue | 9,036,401         |
| Borrowings under line of credit       | 9,303,282         |
| Notes payable                         | 23,561            |
| Capital lease obligations             | 114,883           |
| Federal loan program advances         | 878,072           |
| <b>Total liabilities</b>              | <b>24,807,001</b> |

### COMMITMENTS AND CONTINGENCIES

#### NET ASSETS

|   |                      |
|---|----------------------|
| Unrestricted                            | 11,998,608           |
| Temporarily restricted                  | 13,384,837           |
| Permanently restricted                  | 31,045,102           |
| <b>Total net assets</b>                 | <b>56,428,547</b>    |
| <b>Total liabilities and net assets</b> | <b>\$ 81,235,548</b> |

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World Learning's Global Advisory Council champions its mission to empower a new generation of global citizens who will build peaceful prosperous, inclusive and responsible institutions through international development, education and exchanges. The Global Advisory Council brings together leaders from the arenas of development, education, government, civil society, business, foundations, and international organizations from more than a dozen countries in Asia, Africa, Europe, and the Americas. This group helps further the organization's work building leadership around the world and confronting critical global challenges. You can learn more about the Global Advisory Council at [www.worldlearning.org/who-we-are/global-advisory-council/](http://www.worldlearning.org/who-we-are/global-advisory-council/)

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