



World Learning



Advancing Leadership for 80 Years

# World Learning's Global Reach

World Learning is a nonprofit organization that advances leadership through education, exchange, and development programs in more than 60 countries.



# Letter from our President: Advancing Leadership for a Global Age

**A**s I crisscrossed the world during the past year, I observed World Learning advancing leadership. We are working with a rising generation preparing them with the leadership skills, community-building tools, and cross-cultural understanding they will need to address the critical global issues that will shape the 21st century. This generation represents 50 percent of the world's population.

I witnessed emerging leaders in rural schools in Ethiopia and at an intimate gathering of Middle Eastern social innovators in Istanbul. I sat with SIT students in India discussing women's empowerment, and I listened to returning Experimenters talking about their new world views. Perhaps my proudest moment was watching one of our recent participants, a Vermont Experimenter, present Senator Patrick Leahy with our highest honor—The World Learning Distinguished Global Citizen Achievement Award.

World Learning is advancing leadership through our signature education, exchange, and development programs: The Experiment in International Living, SIT Study Abroad, SIT Graduate Institute, International Honors Program, and our Washington, DC-based development and exchange programs.

All these programs share a common mission and core attributes that make them distinctly World Learning.

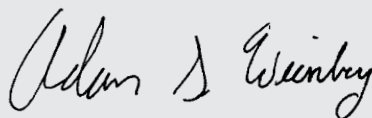
Each program:

- Uses time-tested models of experiential education to design and deliver life-changing programs.
- Teaches the next generation the skills that are essential in a global age, an age in which problems are more complex and require coordination across many cultural, disciplinary, and political boundaries.
- Empowers and educates individuals, while also strengthening the institutions that the next generation will depend upon.

This year, World Learning marks its 80th Anniversary. We will celebrate in many venues and invite you to organize your own commemorative activities.

In this Annual Report, you will meet forward-looking people who see the world both as it is and as it could be. Over my eight years at World Learning, I have been proud to work with them, and I am certain that their commitment to our values and mission will continue long after I finish my tenure as president and CEO of World Learning in June of 2013.

I hope that our story will inspire you to encourage participation in World Learning programs and provide essential support. On behalf of the more than 1,000 World Learning staff around the world in over 60 countries, we thank you.



Adam S. Weinberg  
President/CEO World Learning



*On our cover: Teens are inspired to make healthy choices through the Kapelako Project, a World Learning program in Angola that works to strengthen the ability of communities to develop and carry out HIV prevention.*

# World Learning's Global Timeline

Travel through time to explore the growth and global impact of World Learning programs.

1932



## An Idea is Born

During the Great Depression, Syracuse University Professor Dr. Donald B. Watt founds **The Experiment in International Living** as a way to improve cross-cultural understanding.

1934



## Sargent Shriver Joins The Experiment

The 19-year-old has a life-changing experience on an Experiment. He later becomes a group leader and goes on to found the **US Peace Corps**.

1962



## Lighting the Way for SIT

The Experiment provides the first Peace Corps training, leading to the development of **School for International Training (SIT)** in 1964.

1964



## Undergrads Go Global

The Cooperative Overseas Program, an Experiment/SIT pilot program for university students, is an instant success. It later paves the way for **SIT Study Abroad**.

We invite you to check out the full interactive global timeline by visiting <http://timeline.worldlearning.org>.

Photos courtesy of World Learning Institutional Archives

# 80 Years

1975



## Approaching Development Differently

The Experiment launches Projects in Development and Training, precursor to **International Development and Exchange** programs.

1992



## New Name, Global Scope

The organization becomes **World Learning**. The flagship Experiment name is retained for summer high school programs.

2001



## Citizen Diplomacy

World Learning acquires exchange provider Delphi International, leading to a robust program of **academic and professional exchanges**, including the US State Department's International Visitor Leadership Program.

2010



## IHP Comparative Advantage

**International Honors Program** is welcomed into the SIT Study Abroad portfolio, offering multiple-continent comparative study on social justice and sustainability issues.



*Clockwise from upper left: Experimenters make chocolate in France, explore the mountains of Peru, and participate in community service projects in Tanzania and South Africa.*

## The Experiment in International Living

The Experiment's three- to five-week summer programs immerse high school students in other cultures and languages in 30 countries throughout the world. Programs focused on arts, travel, language study, community service, culinary exploration, and ecology combine with homestays to create meaningful, dynamic experiences for students eager to challenge themselves and engage as global citizens.

[www.experimentinternational.org](http://www.experimentinternational.org)

- Enrollment 2012 771
- Programs offered 54
- Countries with programs 30
- Scholarship recipients (2012) 416

## Leadership: Outbound Ambassador Support

**Omiyinka Doris**, *Maputo, Mozambique*

*Experimenter to Italy '92; Group Leader, Italy '97*

**In 1992, Omiyinka Doris travelled to Italy for the first time as an Outbound Ambassador. “The premise of the program is experiential learning. We toured Rome on our own using maps, our wits, and rudimentary Italian, and discussed in depth how to bridge cultural differences in preparation for living with Italian families for three weeks,” says Doris. “Initially, I thought it would be difficult, but I quickly learned how much I enjoy living outside of my comfort zone and placing myself into situations that challenge me.”**

“I also discovered that I am passionate about learning languages, understanding different cultures, and, most of all, about Italy,” she adds. Upon her return to the states, she continued learning Italian, teaching herself with a grammar book in order to stay in touch with her new Italian friends. When she was admitted to Harvard, she studied Italian and spent her junior fall semester abroad in Padova. The summer after graduating, she led an Experiment group in Italy. “It was an incredible opportunity. It was great reliving a lot of my moments as an Experimenter with these 10 incredible students and sharing some of my favorite places in Italy, as well as discovering new ones.”

Doris has continued to seek out international opportunities and has

lived throughout the world, including the United Kingdom, Italy, and Brazil. Currently, she is living in Maputo, Mozambique. “Each time I am in a new cross-cultural experience, I still find myself relying on many of the skills I developed in The Experiment,” Doris explains.

Today, Doris is still closely tied to The Experiment. “Tony [Allen, Experiment co-director] sends me some of his favorite student essays at the end of the summer each year,” she says. “It’s always wonderful to learn of their experiences, the things they’ve discovered, and both the fun they’ve had and the challenges they’ve faced.”

Each year she gives a gift to provide financial assistance to Experimenters. “I participated in The Experiment through an Outbound Ambassador Scholarship. Now that I am in a position to help other students also have an experience that may not have otherwise been possible, it’s very meaningful,” she explains. “I know what an extraordinary impact the program had on my life. Cross-cultural experiences create openness and understanding. I would encourage everyone who feels as strongly as I do about The Experiment to give.”

*In 2012, 54 percent of Experimenters students benefitted from Outbound Ambassador Scholarships.*



*Omiyinka Doris discovered a passion for languages and cultures as an Experimenter.*

**“Cross-cultural experiences create openness and understanding. I would encourage everyone who feels as strongly as I do about The Experiment to give.”**



*Clockwise from upper left: SIT Study Abroad program foci include the challenges of globalization in India and other countries; reconciliation in Rwanda; multiculturalism and social change in Bolivia, and critical global issues around the world.*



## SIT Study Abroad

SIT Study Abroad provides undergraduates academically rich, semester, summer, and academic year programs in Africa, Asia and the Pacific, Europe, Latin America, and the Middle East, with opportunities for field research and International Honors Program comparative study. Students focus on a wide range of critical global issues, including post-conflict transformation, sustainable development, and global health.

[www.sit.edu/studyabroad](http://www.sit.edu/studyabroad)

- Enrollment 2011–12 2,215
- Programs offered 69
- Countries 48
- Faculty 105
- Number of colleges/universities represented 270



## Leadership: Micro-economic Support for Sub-Saharan Africa

**Susan Plimpton**, *Minneapolis, Minnesota*

*Experimenter to Sweden '63; Experiment Leader '68; MA, SIT Graduate Institute '72; Experiment Parent '00; SIT Study Abroad Parent '01; Trustee '98-'10, Trustee Emerita, '11-present; Infinity Club member since '12*

**W**hen Susan and David Plimpton were asked by World Learning six years ago to consider funding a leadership program for young adults in the war-ravaged country of Uganda, they quickly agreed. Their abiding concern for this part of the world had started years before—first when a summer in Sweden with *The Experiment in International Living* raised Susan's international awareness, and later during her internships in Tanzania and Italy while a graduate student at the *School for International Training*.

"When I visited the program, I was blown away by the youthful Ugandan participants," recalls Susan. "They were so full of energy and hope. All our objectives for the programs were achieved, and it showed me the significant impact a relatively modest amount of money could have in that part of the world."

That experience led Susan and David to establish the Plimpton Africa Innovation Fund in 2010. Based on

a micro-economic model, the fund pinpointed projects in seven communities throughout sub-Saharan Africa. "The SIT Study Abroad staff who lived in these communities had relationships with local leaders who had a good understanding of what would be most helpful to them," explains Susan.

The community and SIT staff and students collaborated to develop projects, and the Innovation Fund provided seed money to get them off the ground. Projects included the construction of a health clinic in Kenya, a primary school in Madagascar, a high school library in South Africa, sponsorship of a symposium on reconciliation in Rwanda, and a savings and investment workshop in Uganda.

"It was great to work with the community leaders and SIT Study Abroad staff and students, who knew how to use the funds to their best advantage," says Susan, who also recently made a legacy gift to World Learning. "It is amazing how far the money goes when it's invested wisely."



*Susan Plimpton became more internationally aware as an Experimenter and SIT Graduate Institute student.*

**"It is amazing how far the money goes when it's invested wisely."**



*Clockwise from upper left: A diverse student body enhances an SIT education; the Vermont campus; Dean Preeti Schroff-Mehta teaches a policy advocacy class in Bangladesh; Associate Professor Tatsushi Arai leads a class discussion.*



## SIT Graduate Institute

SIT Graduate Institute offers internationally focused, full-time and low-residency master's degrees, as well as certificate and professional development programs on World Learning's Brattleboro, Vermont, campus and at the Washington DC Center. Programs include peacebuilding and conflict transformation, international education, sustainable development, and Teaching English to Speakers of Other Languages (TESOL). SIT's Conflict Transformation Across Cultures (CONTACT) program also offers a Summer Peacebuilding Program in Vermont and a peacebuilding training and education program in South Asia.

[www.sit.edu/graduate](http://www.sit.edu/graduate)

- Total Enrollment **461** Fall 2012 incoming enrollment **186**
- Master's degrees offered **7**
- Certificate programs offered **3**
- Number of countries represented\* **33**
- Languages represented\* **71**
- Percentage of international students\* **30**

\*Fall 2012 on-campus enrollment

## Russ Bickler Scholarship Fund

*Created by classmates in memory of Russ Bickler, SIT Graduate Institute, 1989*

**R**uss Bickler got a great job after graduating from SIT Graduate Institute in 1989. “Many of us were going into difficult international settings, and Russ landed a job as a park ranger in the Hawaii Volcanoes National Park,” says classmate and friend Phil Hunsicker. “He was in what we all considered to be a safe place.”

Ironically, Bickler was the first class graduate to lose his life when a drug dealer in a high speed chase slammed into his truck, killing him instantly.

“As the years went by,” reflects Hunsicker, “I’d look at my life and wonder what kind of difference I was making, what kind of legacy I was leaving in the world. I’d also think of Russ, how little time he had, and what I could do to ensure that he had a legacy as well.”

Several years ago, Bickler’s SIT class, the PIM 44 group, had a reunion at the SIT Vermont campus. “It was a great weekend,” recalls Hunsicker, “but we were aware of Russ’s absence.”

The experience prompted Hunsicker to talk with classmate Cheryl Lower Coonahan about doing something in honor of Russ.

“We talked with Lisa Gurwitch in Advancement, and she gave us ideas of things we could do,” says Coonahan. “We wrote a letter to everyone to see what they thought.”

The class response was positive. Everyone was excited about an SIT scholarship in Russ’s name.

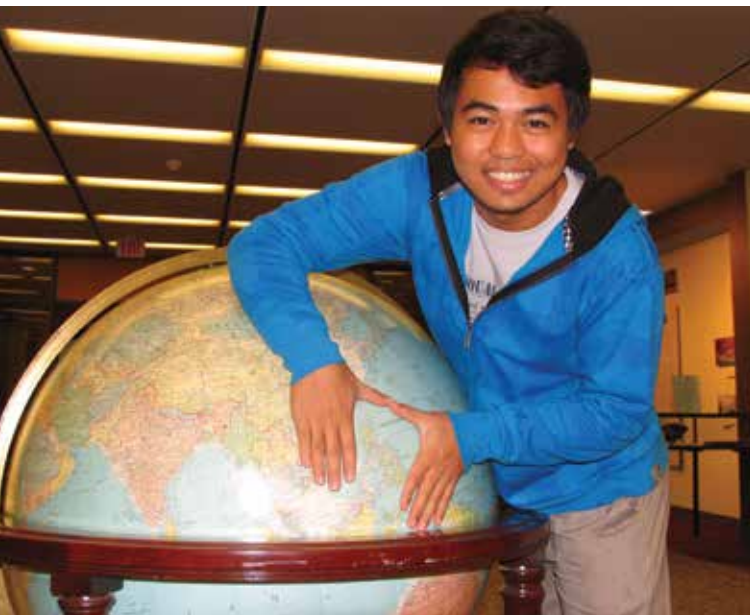
“One of our classmates emailed everyone and told them exactly what he was going to contribute to the fund,” says Hunsicker. “It was kind of a high amount, so it really set the bar for the rest of us. We didn’t want anyone to feel pressured, but we wanted everyone to be able to give what they could.”

“We didn’t need a tragedy like Russ’s to start a scholarship fund,” Coonahan explains. “We needed something we all felt strongly about. For our class, it was ensuring that this person who had meant so much to us and who held so much promise was able to leave an enduring mark in the world. We think the Russ Bickler Scholarship Fund does just that.”



*Russ Bickler 1948–1996*

**“We needed something we all felt strongly about. For our class, it was ensuring that this person who had meant so much to us and who held so much promise was able to leave an enduring mark in the world.”**



*Clockwise from upper left: An academic exchange alumna from Serbia shows off her drumming; Vermont Governor's Institute participants build leadership skills in Brattleboro; the Next Generation Speaks Youth Forum in Turkey; an academic exchange student points out his home country of the Philippines.*

## Exchange Programs

World Learning organizes transformative exchanges and study tours for thousands of emerging leaders from 140 countries annually. Programs develop leadership skills, community-building tools, and professional expertise while immersing participants in other cultures and contexts.

Short-term learning experiences in the US offer professional development through links to US and international colleagues. Academic exchanges place international exchange students in US colleges and universities to strengthen leadership and career-specific skills while exploring US culture. World Learning youth programs help young people from around the globe learn about leadership, current issues, and peacebuilding, as they gain the skills and motivation to make a difference in their communities.

[www.worldlearning.org](http://www.worldlearning.org)

- Programs offered 5 academic, 7 professional, 24 youth
- Participants (2012) 3,129
- Countries represented annually 140

## Leadership: Community Service

**Jaime Montoya**, *Santa Tecla, El Salvador*

*Global UGRAD alumnus, 09–10, World Learning Alumni Engagement Initiative Grantee*

**A** simple program requirement, 20 hours of volunteer work, taught Jaime Montoya one of the most important things he learned while on the Global Undergraduate Exchange Program (Global UGRAD)—the value of community service.

“Now I cannot think about myself without volunteering,” he said.

Montoya spent the 2009–2010 academic year at the University of Alabama in Huntsville on a Global UGRAD exchange implemented by World Learning on behalf of the US Department of State. When he returned home to El Salvador, Montoya continued volunteering with ConTextos, a local education nonprofit.

This year Montoya was one of the first participants in World Learning’s new Alumni Engagement Initiative, an online small grants training course that committed World Learning and State Department funds to support community improvement efforts by Global UGRAD alumni. He received a grant to implement the Computers Return to School project at Centro Escuela Caserío Corrinta in El Salvador. Through ConTextos, Montoya

had learned that the students at this small rural school had no access to computers or the Internet. They previously used their teachers’ personal laptops, but last year those computers were all stolen.

With the \$3,000 grant Montoya purchased five new computers with Internet access and a multi-function printer. A local missionary heard about his project and donated an additional eight used computers and the school purchased a projector. Montoya taught the school’s 214 students basic computer skills and also trained a teacher to continue the classes when the grant ended.

“If they have the computer skills they need, they will have more chances to succeed in high school,” Montoya said.

Montoya should know. He was recently awarded a Fulbright scholarship for fully funded graduate studies at a US university. He plans to volunteer at the school until he begins his master’s degree in computer science.



*Students at Centro Escuela Caserío Corrinta in El Salvador have access to computers thanks to a World Learning Alumni Engagement Initiative grant.*

**“Now I cannot think about myself without volunteering.”**



## Education Programs

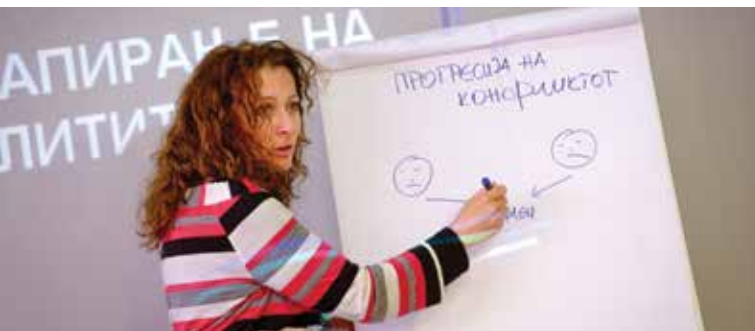
World Learning education programs partner with government agencies, educational institutions, and communities to create new economic opportunities, strengthen citizen engagement, and reduce inequality. Work in higher and vocational education empowers universities and training institutions to design and deliver relevant, learner-centered programs that help students achieve their maximum potential.

To meet a critical worldwide demand for English skills, World Learning provides high-quality training for English language teachers and professional development for education professionals. Programs advocating for high-quality, basic education increase children's access to primary and secondary school to reduce poverty, improve health, prevent HIV/AIDS, and protect children from exploitative labor.

[www.worldlearning.org](http://www.worldlearning.org)

- Programs offered 15
- Number countries where located 13

*Clockwise from upper left: Educators work on curriculum reform in Algeria; elementary school students are eager to learn in Macedonia; a teacher demonstrates trade skills in Macedonia; English teachers in Burundi share their goals.*



## Organizational Capacity Building

Strong organizations help communities and societies achieve their goals. World Learning works with nongovernmental organizations, government institutions, schools, universities, and others to strengthen capacity and performance.

While World Learning custom tailors every engagement, the basic approach begins with a collaborative analysis, designed and conducted in partnership with the local organization. Projects identify capacity and performance gaps, then work together to close those gaps through tools such as technical assistance, mentoring, small grant funding, and training. Principles of partnership, sustainable impact, and accountability are paramount.

[www.worldlearning.org](http://www.worldlearning.org)

- Active programs June 2012 16
- Countries 42
- Key funders and program partners, see page 27
- Number of sub-recipients 147
- Overall revenue for international development and exchange programs (FY12) \$73.1 million

*Clockwise from upper left: A child has his vision screened in Vietnam; teacher training in Burma; students receive social support in Ethiopia; an ethics workshop for Macedonian journalists.*



*Board Chair Roz Delori and Legasse Getachew, a World Learning Ethiopia staff member, joined colleagues on a 2012 visit to an Ethiopian school.*

As a parent of three alumni of World Learning programs, I've seen the impact of the World Learning experience firsthand.

In March, I made a journey of my own to Ethiopia to see the work World Learning does to support young people in other countries. I witnessed how our education and capacity development projects share the same wonderful World Learning DNA as The Experiment and SIT, and focus on giving young people life changing experiences so they can make a difference in the world. This experience inspired me and a group of fellow travelers to create **a challenge grant to support World Learning programs in Ethiopia's schools** and encourage others to give.

Like us, many of the donors listed in the following pages are inspired by their World Learning experience or seeing the impact of these experiences in their children's eyes. Whether it is the cultural immersion of **The Experiment in International Living**, informed field-research with **SIT Study Abroad**, comparative studies with **International Honors Program**, internationally-focused masters degrees at **SIT Graduate Institute**, domestic exchanges through the **International Exchange Program**, or community-driven development training with the **International Development Program**, our unique programs leave an indelible mark on participants and those around them.

On behalf of the World Learning community, I want to express my sincere gratitude to the over 3,500 donors who actively support our efforts and enable us to work toward a just world driven by engaged citizens and thriving communities. With your help, we can continue advancing leadership for the next 80 years and beyond.

**—Rosamond P. Delori**  
*Chair, World Learning Board of Trustees*



# World Learning Donor Report 2012

The generous support of our many individual, corporate, and foundation donors makes possible the significant accomplishments of World Learning and our programs: The Experiment in International Living, SIT Study Abroad, International Honors Program, SIT Graduate Institute, and International Development and Exchange Programs. This donor report acknowledges contributions made between July 1, 2011, and June 30, 2012. We extend our sincerest gratitude for every generous gift represented on the pages that follow.

We also want to collectively recognize those donors who made gifts of up to \$500 during 2012. Although space limitations prevent us from listing each of our more than 3,500 donors, we are truly grateful to every donor who has supported our work. Gifts of all sizes make a difference to World Learning.

## Global Visionaries Society

The Global Visionaries Society recognizes donors of \$100,000 and above.

Jane Beamish ∞  
 Rosamond and Francois Delori  
 Ann and Thomas Friedman  
 Barbara Grace ∞  
 Cheryl and Glen Lewy  
 Jean Winchell ∞

Key: ∞ deceased

## President's Leadership Circle

The President's Leadership Circle recognizes donors of \$50,000 to \$99,999.

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## World Learning Society

The World Learning Society recognizes donors of \$10,000 to \$24,999.

Richard and Anne Adler  
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A CONTACT summer peacebuilding participant leads a discussion.

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# Leadership: Expanding Worldviews

**F. Frederic “Ric” Fouad**, *New York, New York*

*International Honors Program '84*

**R**ic Fouad first heard about the International Honors Program (IHP) when he was a junior at the University of Pennsylvania. “The list of countries where the program operated made my heart race,” Fouad recalls. “Japan, Indonesia, India, Kenya, Egypt, Israel, and England—they had me at hello!”

IHP, now part of World Learning’s SIT Study Abroad, offers study in multiple locations to provide a global comparative perspective on a single issue. Fouad studied representation and interpretation of culture in Japan, Bali, and India. “After my IHP experience,” he observes, “my life was never the same.”

Fouad returned to Japan the following year to become fluent in Japanese, then went on to law school in the states before settling in Japan to build an international law practice and teach at a law school in Tokyo.

But his experience with IHP changed more than his career path. “The program changed the way I look at the world, making me deeply sensitive to people and culture,” he says. “It also fueled my civic

impulses—I have never met an IHP participant who did not feel passionately about social responsibility and the imperative to build a better world. In my case, this led to several pro bono law projects, including refugee property rights work in Sarajevo as well as seeking reforms on behalf of at-risk children at the Milton Hershey School.”

“Every IHP class since the program began generates the same worldview,” Fouad concludes. “Surely this is no coincidence and I only wish that everyone could experience IHP. As a result, I contribute whatever I can to perpetuating and improving the program—whether in time, use of my home for events, or financial support.

“In a world where some erect walls and inspire division between nations, IHP builds bridges and forges a world community. I am grateful that this wonderful experience came my way, and I’m thankful for the opportunity to make it possible for others to participate as well.”



*Ric Fouad credits IHP with changing the way he looks at the world.*

**“In a world where some erect walls and inspire division between nations, IHP builds bridges and forges a world community.”**



*World Learning exchange alumnus  
Dusan Dimic of Serbia.*

### **Odyssey Club**

**The Odyssey Club recognizes donors of \$5,000 to \$9,999.**

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**The Donald and Leslie Watt Society recognizes donors of \$1,000 to \$2,499.**

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# Leadership: Conflict Transformation Scholarships

**Larry Bucher**, *Baltimore, Maryland*

*SIT Graduate Institute Conflict Transformation Across Cultures (CONTACT) '06*

**A**s a social worker in inner-city Baltimore, Larry Bucher had lots of opportunities to practice conflict transformation, but he knew he could learn more. When he found an intriguing ad for a three-week SIT graduate-level seminar in conflict transformation, he quickly enrolled. “That was the first time I’d heard of World Learning’s CONTACT program,” he recalls.

Conflict Transformation Across Cultures (CONTACT) has provided training and developed the peacebuilding skills of students from more than 60 countries. Nearly 30 countries are represented each year. “We were asked to bring something from our culture that we could share,” says Bucher. “I decided to bring a sand tray, something I had been using with the kids and families I worked with.”

Therapists use sand trays with miniature figures of people, animals, and other objects to enable their clients to express feelings and fears. “The inner-city kids I was working with could express what they were going through much more effectively through playing with the miniature figures,” he explains. “Then we could talk about it in a way we’d never been able to before.”

The other CONTACT students were fascinated with the sand trays, and Bucher has a standing invitation to come back annually to demonstrate the technique.

“Each time I’ve been back, I found myself thinking ‘How can I make it possible for more people to benefit from this program?’” he says. “I’d learned from my parents that it was important to find ways to enable good things to grow, and I’m convinced that the CONTACT program is a good thing.”

Bucher left this fall for Peace Corps service in Botswana. But not before he established the International CONTACT Peacebuilders’ Endowed Scholarship. “I’ve been incredibly blessed,” Bucher reflects. “I hope people will join me in to support and promote this scholarship to provide opportunities to others.”



*Larry Bucher demonstrates sand tray use for SIT graduate students.*

**“How can I make it possible for more people to benefit from this program?”**

Carolyn S. Rusk  
 Betsy and Edward Schiff  
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*President and CEO Adam Weinberg joined World Learning colleagues attending a symposium, Conflict, Memory, and Reconciliation: Bridging Past, Present, and Future, in Kigali, Rwanda, January 2012. SIT Study Abroad and SIT Graduate Institute sponsored the symposium in partnership with the Center for Conflict Management at the National University of Rwanda.*

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# The World Learning Exchange

*A forum for sharing ideas, networks, and resources*

**E**ach year, thousands of emerging leaders from more than 140 countries participate in World Learning's transformative education, exchange, and development programs. They represent a new generation offering innovative ideas and insights into how to address the critical issues that are shaping the world. As World Learning alumni, they depart with new leadership skills, community-building tools, and cross-cultural understanding—qualities that are essential to lead social change in today's interconnected world.

The World Learning Exchange is a new initiative that will increase the organization's global impact by building and strengthening connections among alumni and other members of the World Learning community. The Exchange will blend real-time events and meetings and a strong online presence to:

- provide support to recent participants, helping them acquire the skills, resources, and networks needed for success,
- provide opportunities for previous generations of World Learning alumni to invest in the current generation, and
- position World Learning as a thought leader and industry leader building on 80 years of expertise in the experiential education field.

The Exchange will launch in fall of 2012 and will expand over the next year with services that include a dynamic social and professional network; a fellows program that will provide mentoring, training, and seed funding to recent participants who have promising ideas for addressing critical global issues; and online tools that will give members of the World Learning community opportunities to find each other and share resources, ideas, and networks.

"My experience in the International Honors Program was transformational," says World Learning Trustee and Advancement Co-chair Tom Hiatt. "Nora and I have made an early commitment to support the launch of the Exchange because we believe, as the number of graduates of World Learning increase, the Exchange will help individuals not only share their experiences with one another but perhaps more importantly, aided by the multiplier effect of social media, work together in formal and informal alliances to transform the lives of others."

Judy and Bob Huret were the first donors to the project. In addition to the Hiatts, Cheryl and Glen Lewy and an anonymous supporter have also contributed to the new initiative.

Please join us to share your ideas and support for this new effort. For additional information, please contact Peter Simpson, senior director for presidential initiatives, at [Peter.Simpson@worldlearning.org](mailto:Peter.Simpson@worldlearning.org) or by calling 202 464-8529.



*World Learning convened The Next Generation Speaks, a special conference in Istanbul in June 2012, to help promising youth to connect and share the challenges and opportunities of change in transitional societies.*

**“. . . the Exchange will help individuals not only share their experiences with one another but perhaps more importantly, aided by the multiplier effect of social media, work together in formal and informal alliances to transform the lives of others.”**

# Commemorative Gifts

Gifts were made in honor of these individuals between July 1, 2011, and June 30, 2012.

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## Memorial Gifts

# Memorial Gifts

Gifts were made in memory of these individuals between July 1, 2011, and June 30, 2012.

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Carol Dickinson



*More than 70 top young leaders from the Middle East, North Africa, South Asia, the United States, and Turkey attended a World Learning-sponsored forum, The Next Generation Speaks, in Istanbul in June 2012.*

### **In Memory of John Shippee**

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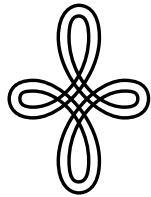
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# The Infinity Club



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. The Infinity Club takes its name from a design of antiquity that symbolizes the eternal promise of the human family. This symbol also served as the original logo for The Experiment. We have chosen this symbol to represent the significance of people around the world living together in harmony. We are deeply grateful to the Infinity Club members listed here, and hope their leadership will inspire others.

### Planned Gifts: Your World Learning Legacy

Your planned gift in the form of a trust, gift of life insurance, charitable gift annuity, retirement plan assets, or bequest strengthens the institution's future while providing substantial benefits to the donor. If you have made a planned gift to World Learning programs, but are not listed in the Infinity Club, please contact us so that we may recognize your generosity.

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## Leadership: Planned Giving

**Susan Edelmann**, *New York, New York*

*Experiment Group Leader to England, Switzerland, Denmark, and Israel '50s and '60s*

**“When you begin to get older, you start thinking, ‘What am I going to do with my money?’” explains Susan Edelmann. “I wanted to leave a legacy, to make a lasting difference in an organization I admire.” As a result, Edelmann decided to name World Learning as a beneficiary in her will.**

Her first involvement with World Learning was through The Experiment in International Living. “When I started college, a friend across the hall couldn’t stop talking about the wonderful experience she’d had with The Experiment,” she says. “I went to an EIL camp in Brattleboro with a group of Swedish University students discovering Vermont’s rural culture. We went to square dances, swam in the West River, and camped,” she says. “It was wonderful.”

Edelmann’s grad school roommate turned out to be an Experiment alum and group leader. Then Edelmann herself spent the next four summers leading groups to England, Switzerland, Denmark, and Israel. She later became director of The Experiment’s New York City regional office.

“I made lasting friendships through The Experiment that have shaped my life significantly,” she says. “I’ve been back to Switzerland about 15 times, at first to see my co-leader and host, and later her daughter—a three-year-old when we first met—who has become a dear friend. I’m going over to celebrate her 60th birthday in a few months.”

“One of the things that struck me during my time as the director of the New York office was the commitment of the people volunteering for The Experiment,” recalls Edelmann. “They taught me that it was important to give back, to do things well, and to do things conscientiously. I’ve tried to do that—with my time, my abilities, and now with my estate.”

“I think people should give to something they believe in,” says Edelmann. “For me, it’s World Learning.”



*Susan Edelmann is the former director of The Experiment’s New York City regional office.*

**“They taught me that it was important to give back, to do things well, and to do things conscientiously. I’ve tried to do that—with my time, my abilities, and now with my estate.”**

## Experiment in International Living Community Partners

The Experiment has built ongoing partnerships with leading youth mentoring organizations and public and parochial schools from all regions of the United States. These partnerships are key to recruiting highly motivated lower income and minority youth and individuals with disabilities.

Each local partner helps The Experiment identify motivated students, works to prepare students for the rigor of Experiment programs, and serves as liaison with parents and guardians. Partners also help students raise additional money for program expenses. A priority in this task is helping to maximize the investment of scholarship resources by providing multiple opportunities for returning participants to apply their Experiment experience back home and to encourage others to participate.

World Learning and The Experiment are honored to recognize these outstanding partners that make it possible to enrich our programs with participation of dynamic teenagers from Brooklyn, NY, to the Navajo Nation in Arizona.

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World Relief  
World Vision

# Leadership: Raising Scholarship Funds

**L'Quentus Thomas**, *New Albany, Ohio*

*Experimenter to Brazil '91 and Kenya '92; Group Leader, Kenya '00*

**L'Quentus Thomas had a life-changing conversation with his guidance counselor during his freshman year in high school. "I wasn't doing well in school at the time," Thomas recalls. "And she told me, 'Find something you want to do this summer and no matter what it is, I'll help you make it happen.'"**

Thomas chose international travel. "I had lived in Brooklyn all my life, and to that point the only place I'd ever really been was to visit my family in North Carolina," he explains.

His counselor fulfilled her promise through The Experiment in International Living's Outbound Ambassador Scholarship program. Thomas couldn't believe it. "My family could never have afforded this," he says. "It was the scholarship that made this possible for me."

He opted to go to Brazil. "It was other-worldly to me," Thomas notes. "I couldn't help but be open to new things and learn from those around me." The following year, Thomas was an Experimenter to Kenya, where he later returned as a group leader.

After receiving his MBA from NYU Stern School of Business, Thomas worked in finance in New York and served as a trustee of Newark's North Star Academy, where he met students like himself: students who would benefit from The Experiment experience, but whose families couldn't afford the program.

"I called Tony Allen [Experiment co-director] and suggested that we start sending North Star students on Outbound Ambassador Scholarships," Thomas says.

Allen responded with a challenge: if Thomas could raise scholarship funds, then the North Star program would have legs. Undaunted, Thomas began calling friends. "There's only so much one person can give," he explains. "But if I could get a number of people to contribute, we could really make a difference."

Asked about the challenges of asking friends to donate, Thomas responds: "These are the easiest conversations I've ever had. It's a pretty easy sell for those who have been on an Experiment. It's something you want others to be able to experience."

*Scholarship funds given and raised by L'Quentus Thomas make it possible for four to six North Star students to become Experimenters each summer.*



*L'Quentus Thomas helped fund Outbound Ambassador Scholarships for students at Newark's North Star Academy.*

**"It's something you want others to be able to experience."**

## Corporations, Foundations, and Other Organizations

**A growing number of foundations, corporations, and organizations are providing funding for World Learning programs. These commitments reflect an increasing interest in our efforts to provide education, exchange, and development programs that empower people and strengthen communities.**

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# Leadership: Scholarship Support for Vermont Students

## Merchants Bank Experiment in International Living Scholarship

**T**his past summer four Vermont high school students were able to participate in The Experiment in International Living thanks to a new scholarship provided by Merchants Bank. The scholarship enabled Meyru Bhanti to travel to Turkey, Maeve Burke to Ecuador, Willow Holschuh to France, and Ashley Palmisano to Costa Rica.

Merchants Bank, which is Vermont's only independent statewide community bank, is also World Learning's bank of record, and was looking for a way to enable Vermont students to participate in The Experiment. "We're delighted to be partnering with World Learning," says Michael Tuttle, President and CEO at Merchants. "We believe that Vermont's future leaders will require a depth of understanding about our planet that only programs like The Experiment can offer. Our aim is to assure that high potential Vermont scholars of modest means are able to benefit from this unique opportunity."

In announcing the scholarship, World Learning President and CEO Adam Weinberg noted that "this generous scholarship from Merchants Bank will help World Learning provide Vermont's next generation of leaders with the global literacy they need to flourish, ultimately benefitting our community."

Willow Holschuh, who received a scholarship to spend six weeks in France with The Experiment's theater program, wrote in her post-experience essay: "Although I was appreciative even before I went to France, I feel more so now that I've been there. I realize that not everyone gets to have such a wonderful and life-changing experience as I've had this summer. The Experiment, the French people, and the country have made me a new and better person, and for that I will always be grateful."



*Merchants Bank Corporate Banking Division Vice President Pat Mangan, left, and Community Banking Manager Pam Matweecha, right, join Experimenters Ashley Palmisano, Meyru Bhanti, Maeve Burke, and Willow Holschuh for a welcome back event on World Learning's Vermont campus.*

**“We believe that Vermont’s future leaders will require a depth of understanding about our planet that only programs like The Experiment can offer.”**



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*An Experimenter makes new friends in China.*

## Matching Gift Companies

**Many corporations match the donations their employees, employees' spouses, retirees, directors, and board members make to charitable organizations. If your gift qualifies for a corporate match, the value of your gift may be doubled or even tripled. The following is a list of companies that provided matching gifts to World Learning donors during the 2012 fiscal year.**

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*To find out if your company matches gifts, please contact your human resources department, or call the World Learning Office of Advancement at **802 258-3173**.*

## World Learning Endowed Funds

### Below is a selection of endowed funds established by our generous donors.

Endowments are a perpetual source of funding that benefit every aspect of the organization. World Learning is committed to maximizing the impact of these funds for today and for generations to come.

World Learning has also received many non-endowed restricted funds that support scholarships, fellowships, and our programs. For more information about creating an endowed or restricted fund, please contact the Office of Advancement at 802 258-3173.

The Sam Achziger Memorial Scholarship Fund  
 Cornelia Aldis Fund  
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 The Anderson Family Fund  
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 Faith Wilcox Barrington Fund  
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as of June 30, 2012

# Financials

## Statement of Financial Position June 30, 2012

2012 Total

### Assets

Cash and cash equivalents	\$ 3,082,263
Accounts and notes receivable, net	6,070,697
Contributions receivable, net	798,408
Prepaid expenses	4,525,111
Other assets	614,968
Investments	43,126,382
Property, plant and equipment, net of accumulated depreciation	6,666,591

**Total assets** **64,884,420**

### Liabilities and Net Assets

#### Liabilities

Accounts payable	\$ 2,733,444
Advance payments and deferred revenue	6,482,259
Borrowings under line of credit	2,355,570
Notes payable	501,144
Capital lease obligations	224,119
Federal loan program advances	878,072

**Total liabilities** **13,174,608**

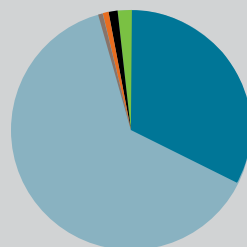
#### Net Assets

Unrestricted	10,224,466
Temporarily restricted	11,002,858
Permanently restricted	30,482,488

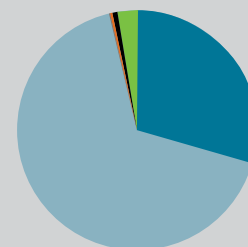
**Total net assets** **51,709,812**

**Total liabilities and net assets** **\$ 64,884,420**

## Operating Revenues and Other Support



## Operating Expenses



## Consolidated Statement of Activities

Year Ended June 30, 2012      2012 Total      Percentages

### Operating Revenues and Other Support

Net tuition and program fees	\$53,594,459	40.4%
Grants and contracts	72,625,410	54.7%
Investment income availed under spending policy	2,027,498	1.5%
Contributions	2,868,096	2.2%
Auxiliary services	949,392	0.7%
Other revenue	591,032	0.4%

**Total operating revenues  
and other support** **\$132,655,887** **100.00%**

### Operating Expenses

Education and general	\$42,097,605	32.2%
Grants and contracts	72,664,649	55.5%
Auxiliary services	1,048,875	0.8%
General support	12,800,179	9.8%
Operations reengineering	2,178,098	1.7%
Interest on indebtedness	58,557	0.0%
Other	9,630	0.0%

**Total operating expense** **\$130,857,593** **100.00%**

**Change in net  
assets from operations** **\$1,798,294**

**Endowment Funds**  
(as of June 30, 2012) **\$43.1 Million**

# The World Learning Distinguished Global Citizen Achievement Award

In February 2012, World Learning celebrated its Vermont roots and the global impact of its programs by presenting the 2012 Distinguished Global Citizen Achievement Award to U.S. Senator Patrick J. Leahy in recognition of his distinguished career and his commitment to human rights. More than 300 people, including nearly a dozen current and past members of Congress, attended the awards ceremony

## First presented in 2011, the World Learning Distinguished Global Citizen Achievement Award recognizes exceptional individuals who:

- have a record of outstanding service in their chosen international careers or vocations,
- embody and promote the values reflected in the mission of World Learning,
- demonstrate originality and creativity in their endeavors to address global challenges,
- promote and encourage international understanding and cooperation among diverse stakeholders.

held in the historic Union Station in Washington, DC. The event, chaired by former trustee Sherry Mueller, kicked off World Learning's 80th year of advancing leadership through education, exchange, and development programs in more than 60 countries.

"I am only one of many Vermonters—in and out of government—who take great pride in World Learning's history and work and have supported its mission," said Leahy in his acceptance speech. He mentioned World Learning's roles in administering a portion of the Leahy War Victims Fund, helping train early Peace Corps volunteers, and training leaders such as U.S. Ambassador to Haiti Pamela White, an SIT Graduate Institute alumna.

The 2013 World Learning Distinguished Global Citizen Achievement Award will be presented in February 2013 to Former U.S. Secretary of State, Madeleine K. Albright. She is currently chair of both Albright Stonebridge Group, a global strategy firm, and Albright Capital Management LLC, an investment advisory firm focused on emerging markets. The event will be chaired by World Learning Board Chair Emeritus Stephen Lowey.



*Madeleine K. Albright, U.S. Secretary of State 1997–2001, will receive the 2013 Global Distinguished Citizen Achievement Award. Portrait by Timothy Greenfield-Sanders.*



*Andrew Cunningham, an alumnus of World Learning's Experiment in International Living program, from Rutland, Vermont, presented Sen. Leahy with the award, alongside 2011 winner former Senator Harris Wofford and World Learning President and CEO Adam Weinberg.*



## Join World Learning's 80th Anniversary celebration

Join us for World Learning's 80th Anniversary celebration. Make a special 80th anniversary gift by increasing your support by \$80, \$800, \$8,000 or anything in between. As an 80th Anniversary contributor, you will receive a special thank you and recognition in next year's annual report.

### Is Your Name Missing?

If you think your name should have been included in this report, one of three things may have happened:

- *We made a mistake!* We apologize for any errors. Although we take great care in compiling our list of donors, there is always the chance that an error will occur. If we have accidentally omitted or misspelled your name or placed you in an incorrect giving society, please contact us.
- *Your gift was not made during the 2011–2012 fiscal year.* This donor report lists only those gifts received between July 1, 2011, and June 30, 2012. If you made a gift before or after those dates, it is not listed in this report.

- *You believe you gave a gift, but you are not sure.* If you think you made a gift, please call the Office of Advancement and we will be glad to check. Perhaps the gift was lost or not received. We can assist you with this. If you determine that it was not sent, you can mail it to us now, and be recognized in the 2012–2013 fiscal year.

To contact the Office of Advancement, call **802 258-3173**, or email us at **[giving@worldlearning.org](mailto:giving@worldlearning.org)**.

We invite you to help provide transformational experiences to others by making an online donation to World Learning by visiting **[www.worldlearning.org/donatenow](http://www.worldlearning.org/donatenow)**.

To promote sustainability, World Learning sends much of its communication via email. We encourage you to provide us with an email address by using the enclosed envelope or emailing us at [giving@worldlearning.org](mailto:giving@worldlearning.org).

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