



World Learning

Education | Development | Exchange

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NOW MORE THAN EVER

IMPACT REPORT

A PATH TO GLOBAL WELL-BEING

Conflicts and hardship continue to impact communities in every region of our interdependent world. At World Learning, we believe a path to peace and well-being for all people is through an open and respectful exchange of ideas, beliefs, and perspectives.

For almost 85 years, we've focused on developing human connections to solve local problems and empower future generations of leaders. The lifeblood of World Learning and our many programs is simple – the interaction of people, whether around a dining table, on a hike, or in a classroom.

Inspired and powered by the basic goodness of the human spirit – one person listening to another, one family supporting another – we continue to do the work we've done for decades, fostering global understanding.

These participants express what many feel: *“World Learning changed my life, and opened my eyes to opportunities I didn't even know existed.” ... “Learning about different cultures and being able to share about mine helped me to understand*

the beauty of the world.” ... “World Learning is a global family. World Learning unites dreams and ideas. World Learning connects the world.” ... “This [experience] truly enriches your knowledge and makes you more tolerant of differences in people.”

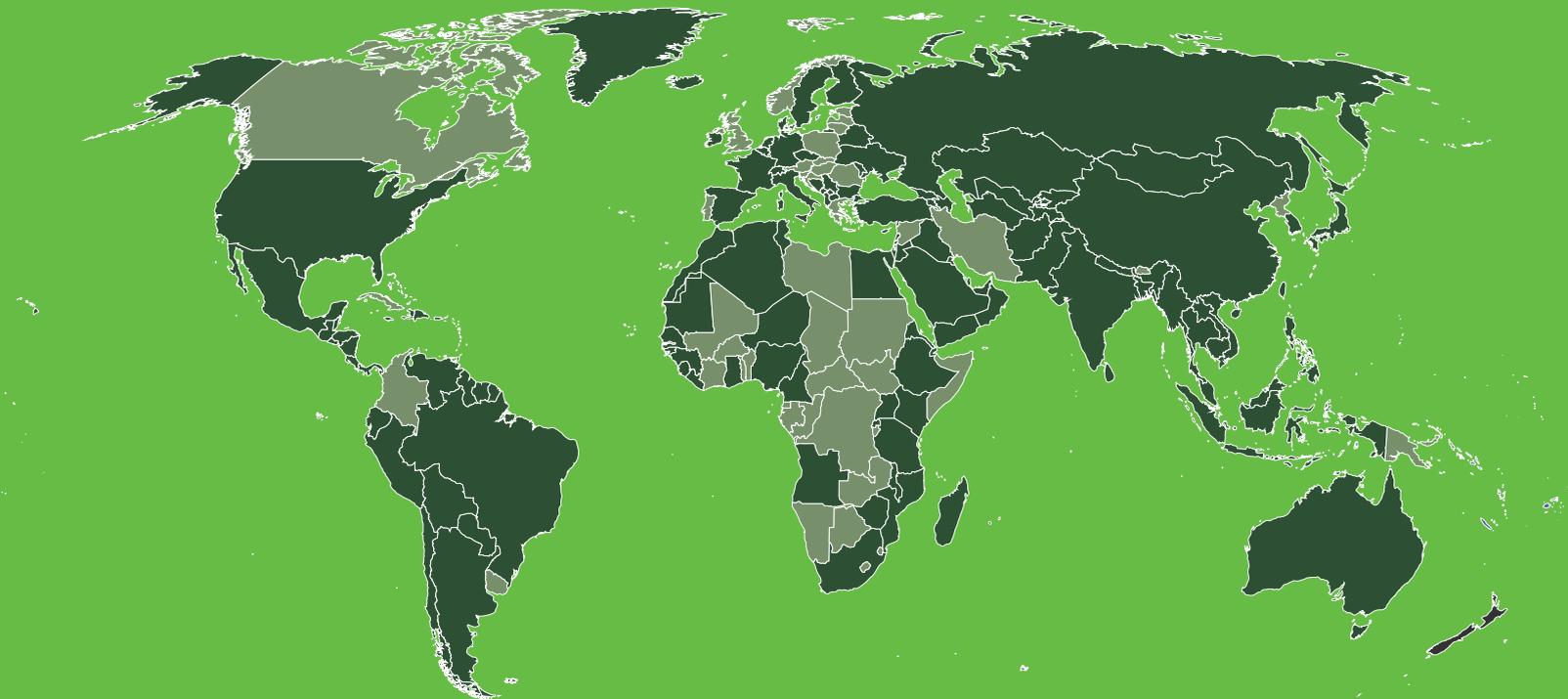
Through a broad array of programs in more than 100 countries we offer a continuum of learning for people around the world in high school, college, graduate school, and professional life.

Looking ahead, we're excited about continuing our development work in Mongolia, Lebanon, Pakistan, Algeria, and Malawi, to name a few places, the addition of the Fulbright Specialist program to our professional exchange portfolio, new study abroad offerings that address critical global issues, and new partnerships and custom programs with our high school summer abroad programs. We are also excited to have recently launched TAPP – “Transforming Access, Agency and Power” – a systematic analytical tool for our staff and others to design, manage, and evaluate gender and inclusion-sensitive programs. These, and so many other World Learning initiatives, are helping to solve many problems in

our complex world by providing the necessary ingredients for change: learning, understanding, dialogue, mutual respect, and camaraderie.

PLEASE JOIN US IN CHANGING THE WORLD

From Iceland to South Africa, World Learning works with global citizens from over 100 countries on six continents. The areas in green represent countries where World Learning works today.



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Front Cover: Winner SIT 2016 photo contest. SIT Graduate Institute/Greenwood. The photograph was part of the *“Hair, Femininity, and Sexuality”* exhibit held on SIT’s Vermont campus in December 2015.



A LETTER FROM **DONALD STEINBERG**

It has been an honor to lead the World Learning family for more than three years. Our mission – to build a more peaceful, and just world through cross-cultural understanding and international cooperation – has never been more important.

Despite remarkable improvements in global health, education, and economic opportunity, we continue to be concerned about rising international tensions, inequality, alienation, and conflict. In many countries, xenophobia and isolationism threaten to ignite even greater turmoil.

Founded eight decades ago, World Learning strives to address these threats head-on in more than 100 countries through education, exchange, and development programs:

- More than 650 young Americans continue to travel abroad each year with The Experiment in International Living to “learn to live together by living together.”

- We’ve worked with public-private partnerships to train 90,000 teachers in Pakistan to build a literacy system open to girls, help 320 communities in Lebanon manage the influx of Syrian refugees, establish STEM education in high schools in Egypt, and reform the higher education system in Kosovo.

- We introduced a new generation of foreign professionals, students, and officials to their counterparts in the U.S. by administering exchange grants under the International Visitors Leadership Program, the Iraqi Young Leaders Program, and dozens of others.

- Our SIT Study Abroad programs provide more than 2,200 undergraduates each year with opportunities to study critical global issues – from climate change in Iceland and Greenland, to refugee health issues in Jordan and Morocco, to the challenges of urbanization in Vietnam, to racial

reconciliation in South Africa.

- The SIT Graduate Institute brings together students from the U.S., Ethiopia, Iraq, Mexico, Liberia, Ghana, and many other countries for experiential learning with a social conscience. And soon we will provide tuition waivers for qualified refugees from Syria and elsewhere – building on our proud tradition of educating a quarter of a million Southeast Asian refugees.

In the following pages you’ll learn more about the impact of these programs and how we’re empowering a new generation of global citizens to create a better world and a brighter future – work that is needed now more than ever. We look forward to working with you on this vital mission.

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

Donald K. Steinberg
CEO, World Learning

GLOBAL DEVELOPMENT & EXCHANGE

SECTION 1

We envision a just, inclusive, and peaceful world where individuals are empowered to shape their own destinies and are supported by effective institutions and thriving communities. We strive to realize this vision through education, development, and exchange programs focused on youth leadership, civic engagement, teacher development, and institutional strengthening, among others.

With over 65 active programs, we work with local partners to help thousands of communities

EMPOWERING PEOPLE AND COMMUNITIES

address such critical issues as poverty and social exclusion, youth participation, educational access, the marginalization of women and children, and government accountability. Our objective is to encourage leaders to build consensus that will create positive, democratic change, while working to eliminate inequality, discrimination, and oppression.

World Learning also brings emerging leaders and students from around the world to the U.S. to participate in exchanges. Programs include professional development

through an array of short-term learning opportunities; academic exchanges that place international students in U.S. colleges to strengthen their leadership and professional aptitude; and youth exchanges that help young people understand their world, develop leadership skills, build friendships across cultures, and cultivate the confidence to make a difference in their communities.



MYANMAR

SUPPORTING DEMOCRATIC REFORMS

INSTITUTE FOR POLITICAL AND CIVIC ENGAGEMENT – IPACE

World Learning supports democratic reforms in Myanmar through the Institute for Political and Civic Engagement – iPACE. The institute provides education and training to the country's up-and-coming grassroots leaders on such key issues as civic education, human rights, voter education, democratic transition, and organizational development. The goal: to help citizen activists gain a better understanding of fundamental democratic principles and promote citizen engagement.

Since the institute was established in 2012, more than 1,400 activists from around the country have participated in iPACE programs at the American Center in Yangon and the Jefferson Library in Mandalay, in addition to mobile field programs. iPACE reaches even greater numbers of people through regular networking and speaker events, and by maintaining an active online presence.

iPACE alumni come from all of Myanmar's states and divisions, reflecting the country's ethnic, religious, gender, sexual orientation, and disability diversity. Past participants represent 32 different political parties, seven labor unions, and more than 400 different civil society

organizations, including media, religious groups, student unions, and women's groups.

"My understanding of politics was very limited," says iPACE alumnus U Kop No, who is director of a civil society organization dedicated to voter education and training in underserved areas like Shen, Kachin and Chin States. "After attending the [iPACE] training, my perspective on politics has changed," he adds.

Free classes and training programs are designed to support critical thinking and democratic principles among Myanmar's diverse community of changemakers.

Funded by the U.S. Embassy in Yangon, iPACE has developed curricula for 26 different six-week courses. World Learning is also piloting anti-gender-based violence courses and events through iPACE for local civic organizations and activists.

"A few years ago something like iPACE wouldn't have been possible," says Gretchen Kunze, iPACE program director. "With political reforms, people are tremendously engaged. iPACE is tapping into the energy that's already there."



MALAWI

STRENGTHENING HEALTH SERVICES

MALAWI SCHOLARSHIP PROGRAM

In Malawi, pregnant women in rural areas lack access to quality medical care and cannot easily reach health centers – a major contributing factor to the country's high maternal and child mortality rate.

"When there is an emergency, the women fail to reach where they can receive proper help just because of the roads," says Marrium Lemula, who lives in a small community in southern Malawi.

Lemula recently earned a community midwifery certificate through World Learning's Malawi Scholarship Program and returned to her hometown where she can now help women have safer pregnancies and deliveries.

Funded by USAID, the program aims to improve the country's health services by supporting nearly 800 healthcare workers over seven years as they pursue certificates, diplomas, and bachelor's and master's degrees in such fields as public health, nutrition, midwifery, and reproductive health and family planning.

Participants are already gaining recognition for their achievements. The Bill & Melinda Gates Institute for Population and Reproductive Health recently named

participant Barwani Msiska one of this year's 120 Under 40: The New Generation of Family Planning Leaders. Msiska is studying public health at Emory University, and has championed the development of programs in Malawi to improve family planning education and access to contraceptives.

Another standout is Rose Kanyangalazi, who is studying for a master's degree in reproductive health. In addition to counseling pregnant women and their partners on HIV prevention, she is teaching other nurses at Bwaila Hospital in Lilongwe to do the same, which will help expand Malawi's pool of skilled healthcare workers even after the program ends.

"The Malawi Scholarship Program will assist me to mentor other new nurses better because I'm now equipped with knowledge and skills in reproductive health," she says.

PEOPLE TO PEOPLE EXCHANGES

FOSTERING MUTUAL UNDERSTANDING



KOSOVO

DRIVING CHANGE FROM WITHIN



INTERNATIONAL VISITOR LEADERSHIP PROGRAM

Offering about 80 different programs each year to rising leaders around the world, the International Visitor Leadership Program (IVLP) plays a key role in World Learning's mission to engage, educate, and empower.

Each year, 750 to 800 emerging leaders in health, education, security, energy, private enterprise, and other fields gain a deeper and more nuanced understanding of the U.S. through IVLP's custom-designed programs. Participants from approximately 150 countries get a first-hand look at trends, best practices, and new ways of tackling shared challenges with their counterparts in the U.S. through company and community visits, roundtable discussions, and one-on-one meetings.

The benefits are two-sided. *"The program broadens our networks, helps us understand the deeper issues in countries and dramatically increases our connections with rising leaders around the world,"* says Patricia Harrison, director of professional exchanges at World Learning.

Women and girls' empowerment has increasingly become a focus as a means to stimulate economies, improve

educational prospects, and lift entire populations.

World Learning had the honor in March of administering the International Women of Courage Award to 14 extraordinary women on behalf of the State Department. Since 2007, the award has recognized women who have demonstrated exceptional courage and leadership in advocating for peace, justice, human rights, gender equality, and women's empowerment, often at great personal risk.

"It's very humbling for us to work with these women who face discrimination and hostilities in their home country," says Harrison, noting that coming to the U.S. to receive the award is in itself an act of bravery. "The award has a huge impact. It legitimizes the work these women are doing and helps to support their cause. We believe the granting of the award itself moves their work forward," she adds.

One of this year's recipients, Nisha Ayub, a transgender rights advocate from Malaysia, enthusiastically agrees. "This award is not just about me," she says. "It's about recognition and acceptance of transgender women around the world."

TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

Kosovo, Europe's newest country, is also one of the youngest. More than 70 percent of the country's population is under age 35, making youth key to the country's development.

World Learning's Transformational Leadership Program-Scholarships and Partnerships (TLP-SP) aims to help train a new generation of Kosovar leaders to drive significant economic, political, and social change. Funded by USAID and the Government of Kosovo, the program provides scholarships for nearly 300 young Kosovars to pursue master's degrees and professional certificates at American universities in a variety of fields. World Learning and its partners are also working with the University of Pristina to prepare its graduates to meet the needs of the growing economy and developing state.

"They're extraordinarily talented people with big dreams for themselves and for their country," says Carl Hammerdorfer, chief of party for TLP.

Many participants are already using those talents to make their mark on the world.

As part of her master's degree in video game design, Agnesa Belegu is developing an interactive game that explores the effects of conflict on children, inspired by her experiences growing up in a war-torn country. She said the program has helped her break through "self-imposed barriers," which she wants to help others in Kosovo do as well.

Lum Zhaveli, who is studying computer science at the University of Arizona, made history this summer in Brazil as a member of Kosovo's first Olympic team. He wants to use his experience in the U.S. to improve computer science education at home and inspire others to go into the field. Zhaveli said the TLP program is training participants to "help Kosovo reach its full potential in future generations."

When Zhaveli, Belegu, and the other young leaders return to Kosovo, they will work in major institutions in the public sector, using their new knowledge and skills to help influence change from within.

IRAQ DISPELLING STEREOTYPES



IRAQI YOUNG LEADERS EXCHANGE PROGRAM

This Summer, 137 Iraqi youth participated in the Iraqi Young Leaders Exchange Program (IYLEP) for four weeks in the U.S., where they learned about leadership, respect for diversity, civic responsibility, and community engagement.

The high school students came from Basra, Baghdad, Erbil, and other cities, representing the dominant ethnic and religious fabric of Iraq – Kurds, Shiite, and Sunni Muslims.

“To see these groups - which are in conflict at home - interact in the program is very inspiring,” says Aaron Brazelton, IYLEP program associate. *“They are eager to build bridges and make connections with their American peers and dispel stereotypes of Iraqis.”*

Following workshops in Brattleboro, Vermont, the students, who ranged in age from 15 to 18, went on to stay with host families in one of 11 cities: Seattle, Ann Arbor, Helena, Charlotte, Denver, Salt Lake City, Portland,

Chicago, Raleigh, and Louisville. They participated in programs such as peacebuilding through sport and arts, diversity and human rights, environmental leadership, and public health. They also took part in community service programs and cultural activities, and engaged in dialogue with American peers.

Program alumni returned home to organize community projects and engage with local youth. Since IYLEP launched in 2007, nearly 1,300 young Iraqi leaders have participated in the State Department-funded program.

Meanwhile, a virtual exchange program launched this year extends the opportunity for leadership training to even more students, and uses innovative technology to increase dialogue, understanding, and learning between high school youth in Iraq and the U.S.

Known as The Stevens Initiative Digital Young Leaders Exchange Program or DYLEP, and funded by The Aspen Institute Stevens Initiative, this digital program was developed in memory of J. Christopher Stevens, the late U.S. Ambassador to Libya, who was killed during the 2012 attack on the U.S. consulate in Benghazi.

MEXICO EMPOWERING AT-RISK YOUTH



JÓVENES EN ACCIÓN

Tamara Ventura did not have to look far to see the effect of substance abuse in her community in Puebla, Mexico. “Most of my high school classmates drank alcohol or smoked cigarettes, and many missed classes,” Ventura says. So she and a few friends decided to take action.

They started after-school activities to gain trust and then enlisted professionals to explain how consuming alcohol and smoking negatively affect health. They developed this community service project based on what they learned in the U.S. during Jóvenes en Acción, World Learning’s leadership exchange for Mexican youth.

Jóvenes en Acción focuses on youth empowerment, helping teenagers in Mexico promote a culture of lawfulness among their peers. Students apply for the program in project groups of four or five, submitting a proposal for how they hope to address social problems in their communities. The winning teams participate in a four-week exchange program to the U.S., which includes living with American host families and visits to community outreach projects like those they want to create in Mexico.

“The Jóvenes program is really about helping these youth realize they already are leaders in their communities. It’s a pay it forward effect,” explains Lisa George, the Jóvenes en Acción program officer.

Established in 2011 and funded by the State Department, the U.S. Embassy in Mexico City, the Mexican Ministry of Education and private donors, the program has helped 500 Mexican high school students learn leadership and communication skills they can use at home. Students have successfully addressed a number of tough social issues plaguing their local communities, such as bullying, dating violence, high school dropout rates, domestic violence, and drug addiction.



THE EXPERIMENT IN INTERNATIONAL LIVING

SECTION 2

When young people have the opportunity to go abroad – to develop a deeper understanding of critical global issues and foster cross-cultural relationships – they are not only enriching their own lives but also helping to create a better and more understanding world. This is a primary goal of The Experiment in International Living, which offered 33 immersive programs in 23 countries in 2016.

During these three-to-five week programs, high school students participate in leadership development and explore such relevant subjects as sustainability

EMBRACING THE WORLD

and the environment; arts and social change; language and cultural discovery; community service; and peace, politics and human rights.

“Experimenters” get an authentic taste of what it’s like to live in a foreign country and be a citizen of the world. They connect and engage deeply through homestays, outdoor excursions, and meetings with local leaders and civic groups. And they forge lifelong bonds with their host communities, host families, and fellow Experimenters.

In 2016, The Experiment teamed up with The Fellowship Initiative (TFI) on an important new venture – taking 110 young men of color from New York, Chicago, and Los Angeles to South Africa on a trip of a lifetime. Our partnership with TFI strengthens our mission to connect people from different parts of the world while promoting diversity and inclusion.

THE FELLOWSHIP INITIATIVE

SOUTH AFRICA



THE OPPORTUNITY OF A LIFETIME

“You are here because somebody believes in you.”

This is how a group leader from The Experiment greeted The Fellowship Initiative participants when they arrived on their 16-day adventure in South Africa.

Supported by JPMorgan Chase, TFI is mentoring 120 young men of color throughout high school to help them enter college and capitalize on their potential. TFI asked The Experiment to teach them leadership skills, using its signature model of experiential, cross-cultural learning – starting with team-building exercises before they began to explore the country.

In Cape Town, students discovered the city with a scavenger hunt. One group got lost in the hills of Bo-Kaap, a neighborhood that’s home to many in the vibrant Cape Malay Muslim community, where they watched daily life unfold. “This is my kind of place,” says Winston, comparing the communal vibe of the neighborhood to his home in the Bronx. “I want to put this neighborhood in my pocket and take it home.”

The next day, students hiked up Lion’s Head, a 2,195-foot mountain. A dirt trail took them along a steep cliff and eventually to the summit’s brilliant panoramic views. The day also included a visit to the world’s brightest lighthouse and sightings of splashing whales at the Cape of Good Hope and African penguins at Boulder’s Beach.

LESSONS FROM MANDELA

Next was a two-day visit to Robben Island, home to many of the apartheid regime’s political prisoners, including Nelson Mandela. In the evenings, students discussed what they learned, grappled with the meaning of freedom and the choices of leaders, like Mandela, in the wake of apartheid’s fall. Many students connected the difficult lingering issues of apartheid to those of America’s civil rights struggle and today’s #BlackLivesMatter movement.

Later, in the Northeast corner of the country, the students found themselves in the African bush – miles of rocky scrubland tapped for industrial forestry and mining. And they woke up with the sunrise, getting their blood pumping by zip-lining 250 feet down a mountain. Despite jittery nerves, every TFI fellow took the plunge.

They also toured natural wonders of the region: Blyde River Canyon, one of the world’s largest canyons; Bourke’s Luck Potholes, a mesmerizing array of natural pools and waterfalls; God’s Window, the site of a nearly 2,300-foot high cliff that overlooks miles of Lowveld; and Kruger National Park, where lions and elephants roam freely.

This is what they were all waiting for. During a two-night stay in the park, they got to see Africa’s “Big Five” game animals: The African lion, African elephant, Cape buffalo, African leopard, and rhinoceros.

THE LEGACY OF APARTHEID

Johannesburg was the final stop. Fellows learned about the city’s evolution – from a mining-fueled boomtown to the troubled capital of apartheid to a turbulent hotbed of black resistance – to today’s Johannesburg, which is experiencing a rebirth fueled by the energy and creativity of young artists and entrepreneurs.

They also visited Soweto, a sprawling shanty town outside the city. It’s one of the few areas that blacks were permitted to live during apartheid, made famous by the student uprising. A visit to the Apartheid Museum made

a big impression. “I’m not used to coming to museums,” says Mike, “but this one hit home. [Resistance leaders] used their words and their education to overcome, which is powerful.”

Their Experiment experience concluded with several intensive days at the African Leadership Academy, where they synthesized the trip’s leadership lessons and developed projects for leading positive social change back home.



TRANSFORMATIVE PROGRAMS

NICARAGUA AND CUBA



ON THE CUSP OF CHANGE

Arts and social change played a central role for Experimenters who participated in this summer's program to Nicaragua and Cuba.

In addition to Spanish language immersion and bonding with host families in Managua, students met an array of artists who use music, fine arts, literature, and digital media to generate new ideas and perspectives about their lives. "I think the Experiment stands out from other programs because it really brings students into the culture," says one student.

Experimenters also spent an afternoon at a community center called Podcast for Peace, located in Acahualinca, a neighborhood where people make their living recycling garbage from the city dump. They learned about a youth media program, which teaches literacy, production skills, and community activism, and screened a series of videos made by local youth about social inclusion and efforts to clean up city pollution. Their visit ended with a discussion about how the arts and media could be used to raise awareness in U.S. communities.

SOCIAL AND POLITICAL COMPLEXITIES

Experimenters also got a glimpse of the country's social and political complexities during celebrations marking the 37th anniversary of the Sandinista Revolution. From Managua's working class Máximo Jerez neighborhood, they celebrated revolution day with their host families and took salsa classes at a local student center.

And in Leon – the country's second largest city, known for its crumbling colonial charm and arts scene – students met with teen skateboarders and learned about how Nicaragua's young people struggle with poverty and social issues.

During their week in Havana, students met with young artists from the Casa de la Cultura de Centro Habana, got to know their host families, and visited a public school where they gave short presentations and connected with Cuban high school students.

They also traveled to Callejón Hamel, a vibrant area known for its funky street murals, psychedelic art shops, and frenetic rumba music. Here the students discovered the richness of Afro-Cuban history, culture, and religion.

"Cuba was an eye opening experience for all of us," says Ellie. *"Now we can compare what we have learned to what we had been told before."*



LEADERSHIP INSTITUTE

INDIA AND SOUTH AFRICA

LAUNCHING GLOBAL LEADERS

The Experiment Leadership Institute is a highly competitive and intensive leadership training program fully-funded by our generous donors. Based on leadership potential, 30 students are awarded full scholarships from a pool of hundreds of applicants following a rigorous application and interview process.

The six-week summer program focuses on leadership development, global issues, and civic engagement, including a themed study abroad component.

Students explore *Community Development and Public Health* in India or *Peace, Politics, and Human Rights* in South Africa. Both programs begin with leadership training in Washington, DC, and conclude in Vermont with re-entry debriefings and project planning sessions.

For a second year, The Institute awarded two Digital Media Fellowships thanks to support from Experiment alumna Peggy Koenig. The 2016 fellows were Marissa Mizroch, a journalism student at Northwestern University, who traveled with the students to India, and Sara Maria Glanowski, a freelance journalist originally from Denmark, who covered the trip to South Africa. The fellows captured

hundreds of hours of video footage and photos, and helped students create blogs about their experiences.

By Patrick for his homestay sister

Dear Sisi,
I came to your country much like the Dutch and English settlers long before you and I were born, and I brought the same mindset as they did centuries before me. Some call it a savior complex; I describe it as a need to help you and your family. I had seen pictures and videos of your country on the news and I thought that maybe I could be the one to “fix” it. I have volunteered at my local Boys & Girls Club, helping kids with their homework, and I organized canned food drives at my school to serve underprivileged families in my community. So why couldn’t I help you as well?

Just like the settlers, I traveled to your great nation repeatedly asking myself: What is South Africa? Wikipedia told me that it’s a young democracy with an 82.3 percent black, 15 percent white, and 2.7 percent “other” population, that South Africa hosted the World Cup in 2010, is considered a developing nation, and exports gold, sugar, and wheat. Yet, I traveled to your nation still asking myself: What is South Africa?

I waltzed around your country searching for answers: Is it the inequality among its citizens? The history of apartheid? The new democracy?

I was searching for that thing, that object, concept, sentiment, or idea that would make me understand the true value of your country. From my place of privilege – my skin color, my place of birth, my male gender – I saw value in the things your country had to offer and I wanted to know more. To fully understand your country and my own privilege as a white American male, **I had to study, read, and observe. Or so I thought. But then I met you.**

You were jumping rope in the front yard and asked me to join. My feet were tired and my head was full after a long day of workshops, site visits, and museums, but you convinced me to play anyway. Our game evolved into hurdling over a stick supported by a precariously positioned pile of rocks. As we jumped back and forth, you couldn’t stop laughing. Your laugh grew louder with every jump until we were both in pain – I from exhaustion, you from laughing too hard. As I slowly caught my breath I realized I had been asking the wrong question all along. What I really should have been asking was this:

Who is South Africa?

South Africa is your grandmother welcoming me into her home, treating me like her son. South Africa is your sister showing your family South African Idol videos on her iPhone, rolling on the floor laughing as the tone-deaf man tries to hit a tune. South Africa is your neighbors playing outside from dusk until dawn and your brother flashing me a comforting thumbs up in the middle of a rapid fire Zulu exchange to show that everything is okay. South Africa is you, Sisi, who doesn’t need Xboxes, iPads to know that life is good, who finds joy in the face of adversity.

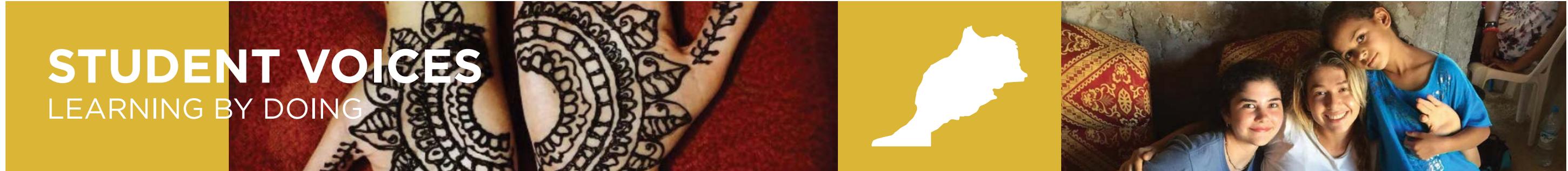
Sisi, you showed me that my real privilege is not having a better life than you. In many ways, your life is just as joyful as mine. But my joy was handed to me while you have to work for yours. Because of you, I will leave as a white boy who found a true home in South Africa. Because of you, I finally understood my true privilege. In those ten days we spent together, you taught me more about myself than I learned in the past 17 years. I hope you will preserve my words to remember me as long as I will remember you.

*With love,
Patrick / Bhuthi (Brother)*



STUDENT VOICES

LEARNING BY DOING



FINDING YOURSELF IN INDIA

PUBLIC HEALTH AND COMMUNITY DEVELOPMENT

By Fern

Experiential learning goes beyond anything that can be taught in a classroom. I've not only learned about India's healthcare system, the many NGOs that are working toward betterment of the country, and the incredibly rich culture, but I've also learned about myself as a person, as a leader, as a friend, and as a traveler.

I've learned that I have no idea what I want to do with my life, and it's okay not to know. I've learned that I am resilient and I am stronger than I ever gave myself credit for. I've learned that I care deeply about others, and I'm willing to go out of my way for the people I love. I've learned that I'm capable of seeing something out of nothing. I've learned that dancing breaks down language barriers. I've learned that if you sing "The Lion Sleeps Tonight" in the middle of the Amber Fort, people will, in fact, stare. I've learned more than I can possibly process or even put into words. But one thing I know is true: there's something to learn in everything, so live in the moment and try to soak it all in.

A SENSE OF BELONGING IN CHINA

CULTURAL TRADITIONS IN THE NORTH

By Maya

My most memorable moments of the trip occurred when I was alone with my host family. On our last day in my urban homestay, our leaders ended the group activity early, giving us the opportunity to spend free time with our host siblings. Sibling pairs went to water parks and out to lunch, cooked dinner, and explored. My sister and I went out to a hot pot lunch, and I got the chance to try pig brain! After lunch we walked around the city of Guiyang, browsing shops, nibbling on street food, hopping on buses, and even going to the movies.

It was then, holding hands with my sister and running down the street giggling, that I felt a complete sense of belonging. As we waited at the bus stop, heads turned to stare, as always, at the one commuter who was not Chinese. But for the first time, I stared right back at the curious onlookers and told them (in perfect Mandarin), "Don't look at me! I'm a Chinese person!" My sister and I dissolved into laughter. Exploring the city together was a truly priceless gift.

FORGING DEEP BONDS IN MOROCCO

MULTICULTURALISM IN THE ARAB WORLD

By Aidana

On the last day of our week living with a host family in Ait Ouahi, Morocco, I walked with my homestay mother to the bus that would take us to Fez. During the walk, she took my hand, and in that moment everything was said through our interlaced fingers. I realized this was not a goodbye, but the beginning of a wonderful friendship.

As we walked hand-in-hand, I heard some neighborhood children running behind us. The 15 other students and I had given them English lessons and they amazed me every day by picking up the language so quickly. Some of my favorite memories were playing silly games with them as their mothers watched in amusement. My eyes filled with tears as we hugged and said our farewells.

I took in the beauty of the village and realized just how much I was going to miss it. I'll never forget the smell of hay and lavender in the wind, the bees buzzing through the tree branches, and the view of the moon and a million stars shining in the clear night sky.

DISCOVERING THE HUMAN SPIRIT IN GERMANY

CONTEMPORARY POLITICS & THE EU

By Cia

We visited a German high school and talked to students in different grades. It wasn't until I started talking to a student named Zara that I realized where we were.

Johanna-Eck School is a high school in Berlin whose mission is to educate and integrate migrants. Zara, for example, was 14 when he left his family behind in Syria and went to Germany to escape the war. For two years, he's been living alone and hasn't had the opportunity to see his family. So many other students had similar stories of seeking asylum in Germany because of the safety and overall better life that Germany would provide them. Meeting the teenagers also reinforced the idea that just because someone seems happy doesn't mean they aren't hurting. All of the students were so nice and welcoming, and I doubt that any of us would have known that many of them were refugees if they had not shared their stories with us.

DONOR IMPACT

BUSH HELZBERG



HELPING KIDS HAVE THE EXPERIENCE HE HAD

Former World Learning board member Bush Helzberg's 1988 trip to France with The Experiment in International Living had a transformative impact on him. "That summer really ignited an interest in learning about other cultures, travel, and experiencing the world," he says.

For 15 years, Helzberg has been helping high school students have a similar experience through a summer study abroad scholarship fund at University Academy in Kansas City, Missouri.

In fact, each year about 14 students from the public charter school participate, fully-funded. Since nearly 70 percent of the school's students come from socio-economically disadvantaged backgrounds, they would not otherwise be able to afford these programs.

Helzberg's parents co-founded the school, and he became involved in 2002 when he proposed establishing the scholarship. The program initially sent two or three students abroad each summer. By graduation, more than 70 percent of the class of 2017 will have studied abroad with The Experiment or a similar program. Helzberg is

aiming for 100 percent in the future, and he wants to encourage other schools to establish similar programs.

As chairman of the school's board of directors, Helzberg says studying abroad has a definite positive impact on students. Those who participate complete college at a much higher rate than those who do not, and each student who has studied abroad receives an average of \$240,000 in college scholarships--compared to \$90,000 for those who have not studied abroad. Helzberg believes student success is based on the confidence they gain by learning to "survive and thrive" in another country, which makes leaving home to attend college feel less daunting.

"When it started in 2002, it just seemed like a good thing to do," he says. "We didn't realize at the time that it would eventually become something that really helps us achieve our mission."

THE EXPERIMENT 2016 AT A GLANCE

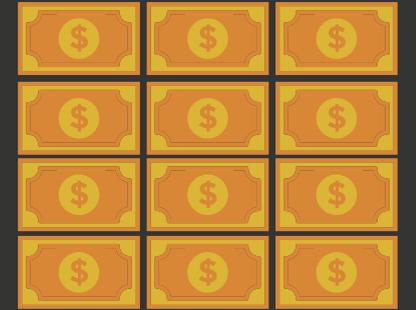


HOMESTAY DAYS



COUNTRIES VISITED

\$2.4
MILLION
FINANCIAL AID



HOMESTAY FAMILIES
in 34 programs



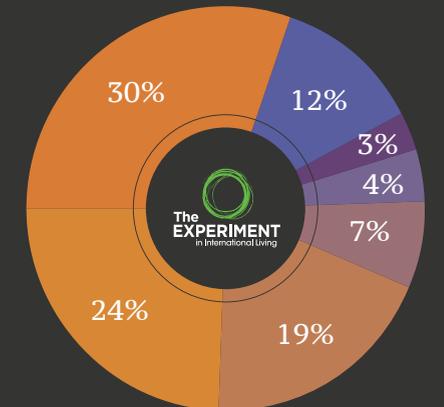
SCHOLARSHIPS
RECEIVED by
Experimenters in
summer (490)



STUDENTS
who traveled on an
Experiment program



WHITE
BLACK OR AFRICAN AMERICAN
HISPANIC
ASIAN
DECLINE TO ANSWER
DID NOT INDICATE
OTHER





SIT STUDY ABROAD

SECTION 3

Learning through direct experience is not just an aspect of what we do; it has been our foundation for more than 50 years. A pioneer in experiential, field-based study, SIT Study Abroad offers more than 70 semester and summer programs that take undergraduate students to Africa, Asia and the Pacific, Europe, Latin America, and the Middle East.

We also feature comparative International Honors Programs (IHP) in multiple locations. IHP and SIT Study Abroad have long shared a profound and defining commitment to intercultural communication, social justice,

DEVELOPING CHANGEMAKERS

and experiential learning.

All SIT Study Abroad programs blend structured and unstructured experiences through lectures, field visits, independent study, internships, language study, homestays, and day-to-day interactions with local communities. We also introduced internships on more than 25 programs starting this year, giving students the opportunity to develop professional skills in an international setting.

As a result of this unique combination of experiential

learning, field work, independent study, and professional development, students come away from SIT Study Abroad programs with greater curiosity, confidence, and self-awareness, and a broader understanding of the world.

CONFRONTING CRITICAL GLOBAL ISSUES

NEW PROGRAMS TACKLE COMPLEX PROBLEMS

SIT Study Abroad opened enrollment on a wide range of new programs in 2016. Like all of our programs, each allows students to examine one of six critical global issues: climate and the environment; development, economy, and inequality; global health; media, arts, and social change; migration, identity, and resilience; and peace, human rights, and social movements.

New African Diasporas: Transnational Communities, Cultures, and Economies will take students to Senegal, Italy, the U.S., and China to examine migration in the context of vibrant and complex African diaspora communities.

South Korea: Digital Futures will look at cutting-edge digital innovation in one of the most active sharing economies in the world.

Iceland and Greenland: Climate Change and the Arctic has quickly become one of our most popular programs as students clamor for the chance to examine the impact of climate change on Arctic ecosystems and human communities.

Our three Summer Innovation Labs—in India, Jordan, and South Africa—take a close look at grassroots projects that are contributing to new thinking about the challenges of food, water, and housing in those countries, and more broadly in the world.

These are just a few examples of the more than 70 SIT Study Abroad programs that draw on the skills and knowledge of local academics, artists, scientists, community activists, entrepreneurs, indigenous leaders, and community members to bring our students the broadest possible range of perspectives and ideas.



SHAPING FUTURE STORYTELLERS

JOURNALISM FOR THE 21ST CENTURY

In spring 2017, SIT Study Abroad, in collaboration with Round Earth Media, will introduce an exciting new journalism track on its program *South Africa: Social and Political Transformation*. The program will pair students with professional mentors from Round Earth Media and South Africa's Times Media Group in a story-rich and diverse setting. South Africa is one of the most famous battlegrounds for equality, democracy, and human rights. It also produced some of the greatest peacemakers in history, including Nobel Prize winner Albert Luthuli and Mohandas Gandhi.

This will be the third SIT Study Abroad program offering a journalism component. The other programs are *Morocco: Field Studies in Journalism and New Media* and *Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans*. All three programs work with Round Earth Media, founded by Mary Stucky, also an advisor with SIT, to develop a new generation of correspondents who can cover issues and places that have all but disappeared from the media landscape.

Students who choose the journalism track will spend the final four to six weeks of their semester-long program working with professional journalists to produce a story for print, video, audio, photography, and/or multimedia. Students in the Morocco and Balkans programs have published stories with The New York Times, Al Jazeera, Newsweek, USA Today, Thompson Reuters, U.S. News & World Report, and National Public Radio, among others.



ALUMNI SPOTLIGHT

ALEXIS RAMIREZ



ADVANCING LEADERS FELLOWSHIP

World Learning created the Advancing Leaders Fellowship program to engage alumni, form a community of global leaders, and support their growth as passionate and innovative individuals committed to creating positive change in the world.

The program provides comprehensive training for alumni in social innovation, project management, and leadership. It supports selected high-achieving fellows with grants and a network of mentors and peers so that fellows can implement an original social innovation project in their home communities. Alumni of all World Learning programs, including SIT Graduate Institute, SIT Study Abroad, and The Experiment in International Living are eligible to apply.

HELPING ADOLESCENT GIRLS

Advancing Leaders fellow, Alexis Ramirez, is a 26-year-old social innovator and founder of a hip hop dance program called Majestic Movers, designed for underserved girls from low-income families.

Originally from California, Ramirez is a recent graduate of Macalester College in Minnesota, where she earned a B.A. in anthropology and dance. She moved to Seattle, Washington, with the dream of combining her passion for dance with her desire to work with youth.

The Advancing Leaders Fellowship is designed to support agents of change from World Learning's vast alumni network. Ramirez and 45 other alumni were selected from a pool of more than 150 applicants.

"When I found out I was accepted, I started crying. I was so overwhelmed," recalls Ramirez, who went to Spain with The Experiment in International Living and to Bali, Indonesia, with SIT Study Abroad.

After completing the three-month virtual training course, which includes project design, implementation, monitoring and evaluation as well as proposal writing and fundraising, Ramirez competed for project funding and was awarded a \$5,000 grant.

With the grant, she was able to establish her first hip hop dance club in Aki Kurose, a public middle school

in Seattle's south side, where 82 percent of students qualify for free or reduced lunch. Months later she launched a second program at Denny, another public middle school in West Seattle.

"Leadership in Seattle is very male-dominated and predominantly white," Ramirez explains. By using hip hop as a teaching tool, she says her "ultimate goal is to empower girls, help the emerging generation of young adults of color become leaders for social change, and develop confidence in their own abilities," she adds.

"Just like Majestic Movers helps girls see what they are capable of, World Learning helped me realize I can do bigger things."



DONOR IMPACT

JOHN SOMMER



DECADES OF DEDICATION TO STUDY ABROAD

When John Sommer became dean of study abroad at SIT in 1981, his task was to marry the immersive and experiential quality of The Experiment in International Living programs with high academic standards so American universities would recognize the value of study abroad semesters for their students.

“It took a while for colleges to take it seriously,” he says. “There really weren’t any programs of this kind.” Not only did SIT raise the academic bar for study abroad during Sommer’s nearly 20-year tenure, it also expanded the number of countries and continents where students could travel.

“At the time, most study abroad programs were in France, England and Spain,” he recalls. “It was our mission to expand the world for students by offering programs in Africa and Asia,” he says, pointing to the critical need for programs outside of Western Europe.

From India, Nepal, and Kenya, SIT expanded broadly to Africa – the first to Cameroon, Madagascar and even South Africa during apartheid. “Our students met Nelson

Mandela,” Sommer says. “And we were the first to go into Vietnam, and particularly Saigon, even before the U.S. opened diplomatic relations,” he adds.

CONTINUING HIS SUPPORT

Now Sommer is supporting the program with a generous gift – a donation that will help students pay for their study abroad experiences in South and Southeast Asia. “Study abroad is an eye-opening experience that I believe everyone should have,” Sommer explains. Supporting students in these regions of Asia was prompted by his experience living there for nine years when he worked for International Voluntary Services, the Ford Foundation, the Peace Corps and USAID. He also spent his early career working in Vietnam before the war.

Reflecting on his time as dean, Sommer says, “It’s the most rewarding job I ever had. I never met a student who didn’t say it was one of the most meaningful experiences of his or her lifetime.”

And it’s this life-changing impact on each and every student that made him want to continue contributing to SIT’s study abroad programs, long after serving as dean.

ALUMNI SPOTLIGHT

KATE CONDON & JENNIFER ALLEN



JOINING FORCES TO HELP CHILDREN

Two former SIT Study Abroad students found each other while working to break down barriers for people with disabilities. Jennifer Allen, who participated in SIT’s *Comparative Education and Social Change* program in Chile and Argentina in 2010, and Kate Condon, who participated in SIT’s *Development, Politics and Languages* program in Ecuador in 2009, connected through their mutual interest in helping people with intellectual disabilities in Uganda.

Approximately 2.5 million children are living with disabilities in Uganda, a nation undergoing significant economic and social change. These vulnerable children are typically stigmatized within their communities, where people believe that disability is contagious or caused by witchcraft or the mother. As a result, approximately 98 percent of children with disabilities are kept out of school, locked and hidden away, abused, neglected, and sometimes even killed.

Condon, co-founder of embraceKulture, works throughout Uganda to break down this stigma by training teachers,

increasing sensitivity in communities, promoting inclusion, and much more.

Her interest was initially sparked as a child when she became involved with Best Buddies, an organization that provides opportunities and promotes inclusion for people with intellectual disabilities. Condon realized the organization could help her efforts in Uganda through a program of one-to-one friendships. When she contacted Best Buddies, she connected with Allen, the organization’s director of international programs.

This summer, the two met in Entebbe, Uganda, to develop a Best Buddies implementation plan and to visit the schools where friendships have already begun. While a lot of work still needs to be done, they both feel this new partnership in Uganda is a positive step toward forming a more inclusive society for youth and adults with intellectual disabilities.

DONOR IMPACT

ALEXIS DALMAT COHEN



INSPIRED TO CREATE COMMUNITY

Alexis Dalmat Cohen likes to bring cultures together. Following a life-changing experience on the International Honors Program (IHP) studying indigenous cultures in Mexico, India, New Zealand, and Canada, Cohen became the executive director of Culture Connect, a nonprofit social enterprise organization that helps people thrive by bridging language and culture.

Under her leadership, the Atlanta-based organization grew its interpreter program by 700 percent and developed a first-rate medical interpreter training program, which was launched in the Greater Georgia area and then offered online.

But if that wasn't enough, Cohen again successfully bridged different cultures by facilitating the acquisition of the not-for-profit Culture Connect by a for-profit company specializing in written translation and language instruction.

"It made perfect sense," says Cohen, an Atlanta native who has been a World Learning donor since 2008. "Their program is national, online, and in industries Culture

Connect hadn't served yet. It was an effective way to maximize impact."

Cohen, who now works in the marketing department for UPS, has always been passionate about cultures and bringing people together, but she credits her IHP experience abroad with her interest in creating community at home. *"It was the most life-changing experience I've had thus far,"* she says.

That's why she became a donor, making monthly contributions to help fund IHP's scholarship program.

"It is easier to manage when I give regularly – it fits into my monthly budget. I just automate it," Cohen explains.

"Monthly giving," she adds, "is a great way for younger alumni like me to support a scholarship fund that will give other students the opportunity to have a life-changing, mind-altering experience like I did."

SIT STUDY ABROAD 2016 AT A GLANCE

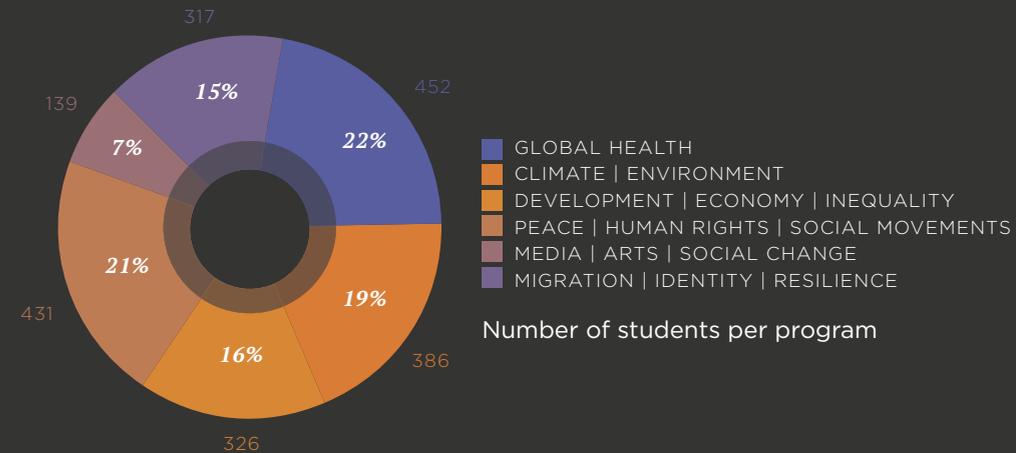
\$1.5

MILLION
SCHOLARSHIPS &
GRANTS AWARDED

TOP 5 MAJORS

- ANTHROPOLOGY
- BIOLOGY
- POLITICAL SCIENCE
- SOCIOLOGY
- ENVIRONMENTAL STUDIES

CRITICAL GLOBAL ISSUES



Number of students per program

TOP 10 SENDING SCHOOLS



SIT GRADUATE INSTITUTE

SECTION 4

STRENGTHENING GLOBAL LEADERS

SIT Graduate Institute offers much more than a degree or certificate. SIT transforms lives and helps to turn passions into meaningful careers.

SIT's master's degree and certificate programs are based on outstanding academic curricula that include field-based practice, reflection, and application – learning rooted in our successful experiential education model combining theory and practice. The SIT Graduate Institute also offers a range of options to study abroad, including short-term, intensive field courses.

With a close-knit community and low student-faculty ratio, we have created a collaborative learning environment led by professors who also practice in the field. International students make up nearly 25 percent of the student body, and virtually all of them have experienced life in another culture, which profoundly shapes the conversation.

With an emphasis on group work in the field, students develop the skills and capabilities needed to collaborate with people from all walks of life.

They emerge from SIT Graduate Institute as skilled practitioners who have a commanding knowledge in their professional lives, deep experience in the field, and a keen understanding of their own capabilities, values, and ethics.



MEANINGFUL CAREERS START HERE

VERMONT-BASED PROGRAMS

SIT Graduate Institute prepares students from across the globe to be effective leaders, professionals, and citizens. Students can choose from various master's degree, certificate, and professional development programs of varying duration and format offered on-campus, online, and at overseas field sites.

SIT's campus in Brattleboro, Vermont, provides a supportive learning community within the broader socially and politically dynamic environment of southeastern Vermont. Master's degrees offered in Vermont include international education; conflict transformation and peacebuilding, sustainable development; teaching English to speakers of other languages (TESOL); and the self-designed Intercultural Service, Leadership, and Management program.

SIT alumna Jennifer Sato earned a master's degree in conflict transformation and peacebuilding and is now program coordinator at the Boston Center for Refugee Health and Human Rights.

"Not a day goes by that I don't use what I learned at SIT," she says. "It is thanks to SIT that I am able to deliver appropriate, well-informed care to a population that truly needs and deserves it."

In addition, the Vermont campus is the base of the CONTACT Summer Peacebuilding Program, which brings participants from around the world together for three weeks to learn about conflict transformation and peacebuilding. A second CONTACT program is offered in Nepal for working professionals from South Asia and Myanmar.

WASHINGTON, DC-BASED PROGRAMS

SIT also offers a master's degree in sustainable development at its Washington, DC Center, which is also home to World Learning's global development and exchange programs and close to many other international development organizations headquartered in the U.S. capital.

"We encourage our students to use Washington, DC as their classroom by connecting with our expert guest

speakers and taking advantage of the vast networking opportunities in DC," says Deborah Robinson, academic director for the Washington, DC Center.

As with all of SIT's master's degree programs, students at the SIT Washington, DC Center complete a practicum, during which they work full-time for an organization related to their course work and career goals.

SIT DC alumnus Miguel Menez completed his practicum with Integra, an international development organization in Washington, DC.

"I'm trying to get exposure in information communications for technology. So something new, something I haven't done before," Menez says. "The practicum is a really good opportunity to get your feet wet."

The Washington, DC Center also offers a new graduate certificate in inclusive security, which focuses on ensuring that women are active participants in peace and conflict resolution to develop sustainable approaches to peacebuilding.

ONLINE PROGRAMS

In addition to on-campus programs, students living and working around the world have the opportunity to advance their education through online programs with short residencies on the Vermont campus. Options include master's degrees in international education and TESOL and graduate certificates in international education and conflict transformation.

These programs feature active online engagement with faculty, advisors, and fellow students and give students the chance to build a strong cohort during their time in Vermont. SIT also offers TESOL certificate programs at training centers around the world.

Through each of these programs SIT students gain the leadership skills and cross-cultural competencies needed to advance international understanding, work effectively in multicultural environments, and foster a more socially just and economically sustainable world.

FIELD STUDY

A PRACTICUM MAKING A DIFFERENCE



SUPPORTING GIRLS' EDUCATION IN INDIA

When Stephanie Pena and Lindsey Miller-Voss began graduate school at SIT in Washington, DC last year, they didn't expect the program to lead them to India.

Both came to SIT with international development experience. Pena had recently returned from Peace Corps service Zambia, and Miller-Voss had been teaching in rural Mexico. But they wanted to learn even more, so they chose SIT's accelerated one-year *MA in Sustainable Development*. Pena specialized in monitoring and evaluation and Miller-Voss focused on social innovation.

The most valuable part of the program for them was the intensive four-month practicum.

Miller-Voss and Pena were drawn to the Girl Child Education Fund at the Shreyas Foundation in Ahmedabad, India, a Montessori school serving more than 1,000 children each year. For more than five years, the foundation has hosted SIT practicum students.

The school had historically covered most of the cost of the scholarship fund, and the foundation was looking to build a long-term network of support.

"I was asked to come work on this because of my experience with marketing and branding in the business world," says Miller-Voss. "Stephanie was asked because of her experience with education programs. We were both thrilled that the practicum presented a way for us to take our prior experiences and combine them in a new way."

Miller-Voss and Pena partnered with school employees and consultants to launch a fundraising campaign to fully support the fund. The first two weeks were filled with challenges, including language barriers and different communication styles. Ultimately, Miller-Voss, Pena, and their team were able to successfully launch a campaign that included a video and website.

While Miller-Voss returned to Washington, DC to advance the fundraising campaign with events and donor meetings, Pena stayed in India to host local events, meet corporate donors, and provide administrative support.

Both women look forward to seeing the program's long-term impact.

"An internship like this is a chance to make a very real difference in the life of a girl, which in turn has the ability to impact her family, her community, her country, and the world," notes Miller-Voss.





INNOVATIVE PARTNERSHIPS

CONTACT PROGRAM



ALUMNI SPOTLIGHT

AICHA COOPER

MUSIC FOR PEACEMAKING

This year, SIT's *Conflict Transformation Across Cultures* (CONTACT) Program, designed for peace activists, teamed up with Musicians without Borders to create a program focused on the power of song and dance in peacemaking.

Twenty global artists spent a week in traditional peacebuilding theory and practice classes and a second week exploring how to run community music programs. Workshop leaders engaged participants in community music activities, including songwriting, drum circle facilitation and cooperative musical games to foster empathy and connection.

“What I think is so magical about peacebuilding through the arts is that when governments won’t or can’t make peace and people are divided, the arts are an immediate connection,” says CONTACT Executive Director Bruce Dayton. “We can all sing and use our voice, and we all can perceive beauty.”

Each June, CONTACT invites about 50 international peacebuilding professionals – often from opposing sides of a conflict – to spend three weeks at SIT in Vermont and Washington, DC, where they explore the sources of conflicts and the historically peaceful approaches that resolve them.

The partnership is a good fit. Musicians without Borders has spent 17 years training local musicians in conflict-ridden communities to establish sustainable music programs aimed at social inclusion and community empowerment. This is the first time the group has brought its programming to the U.S.

“These are conversations that don’t happen in the real world, so CONTACT is working to create a space where this interaction can take place,” Dayton says.

If the model is successful, Dayton hopes to broaden the CONTACT curriculum to include visual arts and filmmaking. “It’s a powerful symbol of trust-building and re-humanizing the adversary necessary for peace,” Dayton says.

FROM REFUGEE TO GLOBAL LEADER

Aicha Cooper was five years old in 1989, when Liberia’s Civil War broke out.

“As a child I was scared and confused,” she recalls. “We were told that we would leave our homes and come back the next day.” But that didn’t happen. The conflict lasted 14 years. More than 250,000 people were killed and more than a million were forced to flee.

During a ceasefire in 1996, Cooper’s family returned to Monrovia, Liberia’s capital. Her mother put her on a crowded cargo ship with relatives, and after a week at sea, they docked in Ghana where they joined thousands of other Liberians. Over time, Cooper relocated to a number of different refugee camps.

Despite the hardship and trauma, Cooper saw the immense strength of the women around her. They discovered their own fortitude and resilience – experiences that shaped her and inspired the work she went on to do promoting women’s rights and peacebuilding.

Eventually, Cooper made her way to the U.S. After earning a degree in international studies from the University of Minnesota, Duluth, she enrolled in SIT’s graduate school in Washington, DC to study sustainable development and international policy.

“This program gives people the tools to become changemakers,” she says of her SIT education, which would have been impossible without the generous scholarship she received.

Today Cooper is a consultant at the World Bank and a program coordinator for Andi Leadership Institute, which trains young women to become peacebuilders. She is also a member of World Learning’s Global Advisory Council.

“At SIT, the work is bigger than you are. It’s about helping other people find their voice,” she says. *“This is also part of World Learning’s vision to empower the next generation of global citizens to build peace, prosperity, and inclusion.”*

DONOR IMPACT

STEPHEN LOWEY



SUPPORTING WORLD LEARNING FOR DECADES

Stephen Lowey is part of World Learning's DNA. From a program participant to a visionary leader, he has been involved in the organization for more than six decades. In 1952, he traveled to France with The Experiment, returning several years later as a group leader. From 1986 to 2000, Lowey served on World Learning's board of trustees, including three years as board chair. He was then named board chair emeritus, a position he has held for 16 years. World Learning honored his contributions and commitment with The Experiment Citation Award.

This year, Lowey and his wife, New York Congresswoman Nita Lowey, deepened their support for the organization by generously donating \$500,000 to establish The Stephen and Nita Lowey SIT Graduate Institute Scholarship Fund. The five-year fund will provide \$100,000 in needs-based scholarships to students enrolled in SIT master's degree programs.

"Through its experiential educational model, SIT Graduate Institute prepares students for careers in international development and teaching," Lowey says.

"They will become leaders meeting global humanitarian challenges and strong forces for good in the world. Nita and I are proud to support them as they join a worldwide network of individuals and organizations promoting responsible citizenship and peace."

This is not the first time the Loweyes have provided funding for students to participate in World Learning programs. In 1995, they created an endowment to provide scholarships for high school students from Westchester County, New York, to participate in Experiment programs. The Experiment now provides more financial aid than any other high school summer abroad program.

The Loweyes are also among the founding donors of the Experiment Leadership Institute, a fully-funded program for exceptional young people to develop leadership skills and study public health in India or human rights in South Africa.

SIT GRADUATE INSTITUTE

2016 AT A GLANCE

\$1.5
MILLION
SCHOLARSHIPS &
FINANCIAL AID AWARDED



CURRENT STUDENTS
receive aid



RETURNING
Peace Corps
volunteers, alumni,
or other service
organizations in
current class



LANGUAGES SPOKEN
by current class



COUNTRIES
held internships/
practicums in last 5
years



COUNTRIES REPRESENTED
by current class



SECTION 5

FINANCIALS, BOARD & PHILANTHROPY

A MESSAGE FROM OUR BOARD CHAIR

It is with great pleasure that I greet you as the new Chair of World Learning's board. It is an honor and a challenge to pick up where my good friend Tom Hiatt —our outgoing board chair— left off. I am so grateful for his hard work and passion supporting the mission of this vibrant organization. I was drawn to serve on the board because World Learning is a demonstrated leader in fostering positive change in the world. Supporting it gives you and me the opportunity to be part of that change. In a world of increasing multicultural complexities and tensions, World Learning's programs cross many boundaries to connect people in meaningful ways. It is through those human connections that minds are opened, people feel more empowered, lives are changed, and communities are strengthened.

World Learning's core values define and distinguish all of our programs: a commitment to experiential learning, working together to solve complex global issues, and facilitating dialogue and understanding across cultures, races, and religions. Our motto is "we do nothing about them without them."

I have seen the transformative power of these programs.

This summer, I met with students and academic directors from two of our SIT Study Abroad programs in Cape Town, South Africa. Not only did these bright and engaged students learn about South Africa's history and culture, they learned so much about themselves. The program directors I met with had a deep understanding of the local culture and a passion to help students learn and grow.

Our students are receiving the kind of rich, global education that is essential for a 21st century job market,



and in my view, essential to a peaceful, multicultural society. People-to-people connections are the salve the world needs.

I hope you have enjoyed exploring this year's annual report, which provides a wonderful snapshot of World Learning's accomplishments in 2016, and that you are inspired to re-new and re-invigorate your commitment to global education, exchange, and development. Your support helps us provide scholarships, reach out to refugees, create innovative new programs, and make a difference. Most of us don't have the opportunity in our daily work to transform lives across the globe — by supporting World Learning, that's exactly what you can do! And we need your support for these programs, now more than ever.

I am looking forward to seeing what we can accomplish together in 2017, our 85th anniversary.

Thank you to the staff, partners, administrators, stakeholders and everyone who works tirelessly to advance the goals of World Learning. And most of all, thank you to our generous donors who make these programs possible. Your continued support is essential to the creation of a more peaceful and just world.

Lynne M. Maguire

Board Chair, World Learning

INDIVIDUAL DONORS | Recognizing giving based on cash received from July 1, 2015 – June 30, 2016.

Global Visionaries Society (\$100,000 and above)

Rosamond and Francois Delori*
Ann and Thomas Friedman*
Stephen and Nita Lowey*
John Sommer*

President's Leadership Circle (\$50,000 to \$99,999)

Anonymous (2)
Bush and Jamie Helzberg*
Morelle Lasky Levine*
Bill and Pam Michaelcheck*
John R. Padget*
Rita Sator†
Susan West*

Global Ambassadors (\$25,000 to \$49,999)

Edith and Erik Bergstrom
Linda and David Glickstein*
Dorian Goldman and
Marvin Israelow*
Alan and Vivien Hassenfeld
Thomas and Nora Hiatt*
Anne and John Iskrant*
Richard and Virginia Keim*
Cheryl and Glen Lewy*
Virginia Loeb and James Sperling*
Emilie and Douglas Ogden*
Marsha and Alan Paller*

World Learning Society (\$10,000 to \$24,999)

Robert and Pamela Adams*
Truman Anderson*

Jane Beamish†
Michael Clarfeld and
Tamar Huberman*
Allen and Elizabeth Cutler*
Susan Garner
Tod and Mary Caroline Hunt*
Peggy Koenig
Lynne Maguire and William Miller
Joseph and Elizabeth Mandato
Clare and Howard McMorris*
Betsy Michel*
Paul Muther and Ulla Dagert-Muther*
Marnie S. Pillsbury
Sandy and Lew Rosewater*
Ann Rosewater*
Nancy and Richard Saunders
Michael Siegal and Nomi Ghez*
Betsy Rosewater Snyder and
Bertram Snyder*
Donald Steinberg*
Sydney Temple and
Sarah Kupferberg*

Joan and Edwin Tiffany*
James L. Wilson*
Nina and Patrick Wilson*

Odyssey Club (\$5,000 to \$9,999)

Anonymous (4)
Alice and Walter Abrams*
Richard and Anne Adler*
Henry Arnhold*
Margherita and Michael Baldwin*
Jane Condon and
Kenneth G. Bartels*

David Blair and Lina Hervas*
Larry Bucher
Margot Egan*
Lawrence Cooley and
Marina Fanning*
Patricia Glaser and Sam Mudie
Leonade Jones*
Robert Kuhbach and
Sherrell Andrews*
Richard and Dale Levy*
Charles MacCormack*
Susan and David Plimpton*
Susan Ross
Michael Savage*
Kristin Baldwin Seeman*
Jan Solomon and
Kenneth D. Simonson*
Brian and Kirbie Stephens*
David Strasburg*
Sharon Lim and Lance Wallin*
Nancy Hamill Winter*

Sandanona Club (\$2,500 to \$4,999)

Eric Hall Anderson*
Faith Wilcox Barrington*
Robert and Joan Chase*
Judith Ehrman*
Sarah G. Epstein and
Donald A. Collins*
Thomas and Elizabeth Fox*
Stephen and Grace Gamble
Vidar and Kathleen Jorgensen*
Lynn and Phil Lilienthal*
Cynthia B. Lloyd*

Margaret P. Manlove*
Judith and Michael Meyers*
C. Reed Parker*
R. F. Bonewitz and
L. Adriana Rosado-Bonewitz*
Gail Stennies†
Lisa Todd

Donald and Leslie Watt Society (\$1,000 to \$2,499)

Anonymous (5)
Peter Alford*
Louis and Laura Alpern*
James Attwood and Leslie Williams
John and Madeline Baer
Mary Brass*
Sandra Brown
Terry-Ann Burrell
Susan Caldwell*
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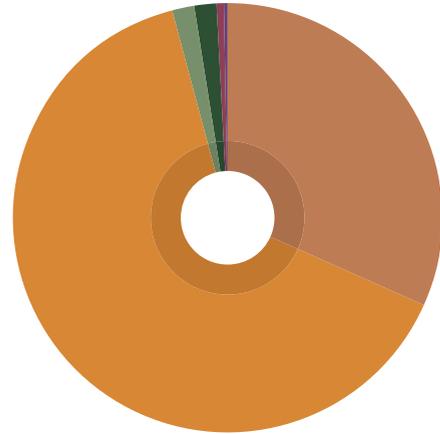
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

AS OF JUNE 30, 2016 (*unaudited*)

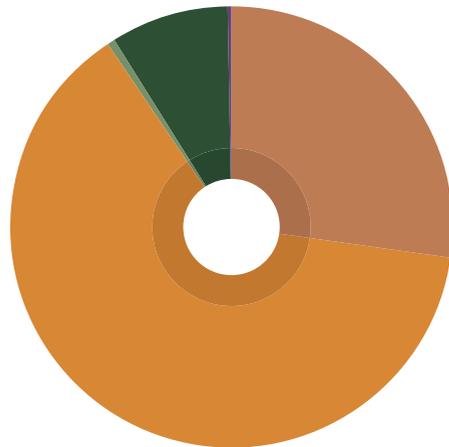
	2016	2015
ASSETS		
Cash and cash equivalents	4,562,573	3,813,799
Accounts and notes receivable, net	15,689,947	18,496,399
Contributions receivable, net	1,320,366	1,126,461
Prepaid expenses and other assets	5,281,021	4,694,241
Investments	44,304,964	48,715,299
Property, plant and equipment, net	5,478,875	6,060,115
Total Assets	76,637,746	82,906,314
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	7,693,075	7,121,568
Advance payments and deferred revenue	10,168,754	9,036,401
Borrowings under line of credit	7,822,249	9,303,282
Capital lease obligations	67,952	114,883
Notes Payable	17,791	23,561
Federal loan program advances	785,917	878,072
Total Liabilities	26,555,738	26,477,767
NET ASSETS		
Unrestricted	9,771,927	11,998,608
Temporarily restricted	9,091,147	13,384,837
Permanently restricted	31,218,934	31,045,102
Total net assets	50,082,008	56,428,547
TOTAL LIABILITIES AND NET ASSETS	76,637,746	82,906,314

CONSOLIDATED STATEMENT OF ACTIVITIES

AS OF JUNE 30, 2016 (*unaudited*)



REVENUES AND OTHER SUPPORT		2016 TOTAL
OPERATING REVENUE:		
	TUITION AND PROGRAM FEES	50,364,571
	LESS SCHOLARSHIPS	(5,529,668)
	NET TUITION AND PROGRAM FEES	44,834,903
	GRANTS AND CONTRACTS	84,775,944
	FEDERAL GOVERNMENT GRANTS AND CONTRACTS	84,775,944
	OTHER GRANTS AND CONTRACTS	6,084,220
	INVESTMENT RETURN AVAILED UNDER SPENDING POLICY	2,175,623
	CONTRIBUTIONS	2,233,714
	AUXILIARY SERVICES	715,671
	OTHER REVENUE	367,245
	TOTAL OPERATING REVENUE AND OTHER SUPPORT	141,187,320



EXPENSES		2016 TOTAL
OPERATING EXPENSE:		
	EDUCATION AND GENERAL:	
	PROGRAM AND INSTRUCTION	33,719,016
	PROGRAM SUPPORT*	3,712,601
	STUDENT SERVICES	1,980,916
	GRANTS AND CONTRACTS	84,775,944
	FEDERAL GOVERNMENT GRANTS AND CONTRACTS	84,775,944
	OTHER GRANTS AND CONTRACTS	5,506,742
	AUXILIARY SERVICES	856,485
	GENERAL SUPPORT*	12,190,058
	INTEREST ON INDEBTEDNESS	109,114
	OTHER	250,748
	TOTAL OPERATING EXPENSE	143,101,624
	CHANGE IN NET ASSETS FROM OPERATIONS	(1,914,304)
	TOTAL NON-OPERATING REVENUE (EXPENSE)	(4,432,235)
	CHANGE IN NET ASSETS	(-6,346,539)

*Amount presented net of Indirect Cost Recovery



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