

# MANY STORIES **ONE WORLD**





# Everyone has a story to tell.

For more than 85 years, World Learning Inc. — a nonprofit organization dedicated to global education, sustainable development, and international exchange — has helped

global citizens from

# 162 countries tell their stories.

It all started in 1932 when Dr. Donald Watt founded The Experiment in International Living. Our flagship program, The Experiment now sends high school students abroad to immerse themselves in new cultures through homestays and other adventures that help them develop cross-cultural understanding and build leadership skills.

In the early 1960s, Sargent Shriver, founding director of the Peace Corps and an Experiment alumnus, tapped The Experiment to train the first class of Peace Corps volunteers, giving birth to the School for International Training (SIT), which now offers accredited undergraduate semester and summer abroad programs and internationally focused master's degrees, certificates, and professional development programs.

In the 1970s, the organization began putting decades of experience into practice around the world through its nonprofit global development and exchange division, World Learning, which works with individuals, communities, and institutions to find comprehensive solutions to some of the world's most pressing challenges, such as poverty, conflict, and inequality.

Combined, the three unique branches of World Learning Inc. form a singular story, one that is experiential and global. People aren't the subjects of our programs. They are creating their own narratives that are woven together to create a more peaceful and just world.

In the pages ahead, you'll read stories about some of these changemakers including:

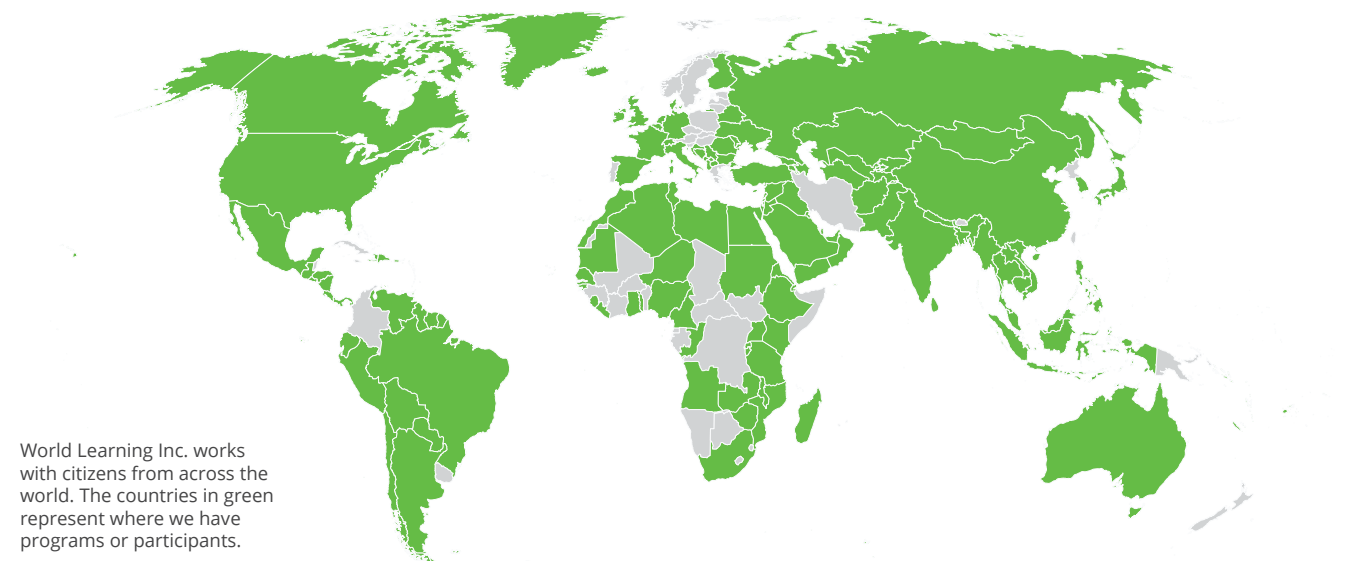
- A high school student whose summer with The Experiment Leadership Institute taught her to look

beyond a "single story" to gain a broader understanding of the world

- Three foreign policy experts who discovered on an excursion to Zimbabwe that each of their impressive careers sprang out of their transformative experiences through SIT Study Abroad
- A young English teacher in Myanmar who learned his language skills and realized his calling through a World Learning training program

We believe storytelling is a powerful way to bring people together, illuminate the world, and inspire change.

There are many stories yet to be told. With your support, we look forward to sharing them for years to come.



World Learning Inc. works with citizens from across the world. The countries in green represent where we have programs or participants.

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## A LETTER FROM OUR CEO CAROL JENKINS

Welcome to our 2018 Impact Report. This year, I was honored to be named CEO of World Learning Inc. I'm excited to lead this amazing organization, which is dedicated to building a more sustainable, peaceful, and just world. My vision is One World Learning, building on the strength of all our programs to maximize our impact and make the world better today and for generations to come.

Our work, grounded in our experiential approach to learning, helps people become the best version of themselves. By offering opportunities for people to learn about and experience the world and develop their skills, confidence, and understanding, we create leaders who effect positive change in their communities and around the world. As both an accredited academic institution and an international nongovernmental organization (NGO), we offer the best of theory and practice to individuals and institutions in 162 countries. We are guided by our core values of integrity, respect, innovation, engagement, and life-long learning.

World Learning's development and exchange programs remain dedicated to supporting individuals and institutions as they address the world's most pressing problems — from conflict to inequity — across all 93 of its global programs. In 2018, World Learning led the development community to move beyond diversity and toward a more radical inclusivity with the launch of the Transforming Agency, Access, and Power (TAAP) initiative.

Under the leadership of Dr. Sophia Howlett, the School for International Training (SIT) continues to be a leader in global education, with inclusion, social justice, and reciprocity among its values. This year SIT Graduate Institute launched a new global master's degree format in which students research climate change or humanitarian assistance while living in

countries directly impacted by those critical issues. SIT Study Abroad also expanded, now sending undergraduate students across all seven continents.

And, as they have for more than 85 years, The Experiment in International Living's immersive programs allow high school students to explore the world in authentic and impactful ways, while developing enduring friendships through cultural experiences and homestays. In 2018, The Experiment offered 30 programs in 23 countries around the world, including a new U.S.-based program focused on human rights and college discovery.

I hope you will discover, in the pages to follow, how World Learning Inc. creates leaders and changemakers to make this world more sustainable, peaceful, and just. I invite you to join us on this journey.



Carol Jenkins, CEO, World Learning Inc.



# WORLD LEARNING INC. AT A GLANCE


FY18

FOUNDED IN  
 **1932**

 OPERATING IN  
**60**  
COUNTRIES WORLDWIDE

PARTICIPANTS FROM  
**162**  
COUNTRIES

  
STAFF WORLDWIDE  
**1,242**

 HEADQUARTERS  
WASHINGTON, DC  
BRATTLEBORO, VT

ANNUAL REVENUE  
**\$137.4M**

## PROGRAMS BY DIVISION

**30** HIGH SCHOOL SUMMER  
ABROAD PROGRAMS  
 **The  
EXPERIMENT**  
in International Living

**79** ACTIVE DEVELOPMENT AND  
EXCHANGE PROGRAMS  
 **World Learning**  
EDUCATION | DEVELOPMENT | EXCHANGE

**72** UNDERGRADUATE STUDY  
ABROAD PROGRAMS

**12** GRADUATE DEGREE AND  
CERTIFICATE PROGRAMS  
 **SIT**







World Learning  
EDUCATION | DEVELOPMENT | EXCHANGE

CREATING A MORE PEACEFUL AND JUST WORLD

# GLOBAL DEVELOPMENT AND EXCHANGE

## WHEN PEOPLE WORK TOGETHER, THEY CAN SOLVE THE WORLD'S MOST PRESSING PROBLEMS.

World Learning — the nonprofit global development and exchange division of World Learning Inc. — is building the foundations to make that possible. In 2018, our 79 global programs helped young people and professionals alike find their voices, connect with their communities, build relationships across cultures, and unlock their own life stories. They come together in pursuit of solutions to critical issues like poverty, conflict, and inequality.

Change begins with education. World Learning's literacy initiatives in Lebanon and Pakistan lay the groundwork for long-lasting and sustainable change by working with ministries of education and local governments to strengthen their ability to tackle the global literacy crisis. And our English language programs open up new possibilities for students in Myanmar and beyond.

Our youth workforce and entrepreneurship programs help people cultivate the skills they need for the 21st century economy. In El Salvador, our career center development programs connect university students with potential

employers as they develop hard and soft skills such as communication that are critical in the workplace.

World Learning also draws upon more than 85 years of experience in creating international exchange programs that transform how people see the world and connect to new professional and academic opportunities. Our people-to-people exchange programs provide a platform on which young people, university students, and professionals build a truly global community.

We couldn't do it without our partners. In addition to our generous individual donors, we work with governments and corporations on projects worldwide. In 2018, World Learning launched Kids Can Code, a program that teaches basic coding and English language skills to children living in a refugee camp in Iraq. This innovative program is supported by Kano, a technology company; our local partner, Kurdistan Save the Children; and our funder, the Catalyst Foundation for Universal Education. And there are so many other examples like this.

Whether they're government officials reshaping the face of education in their country or young artists sharing the importance of Deaf heritage, people who participate in World Learning's global development and exchange programs are all actively seeking to build a more peaceful and just world — together.





# LITERACY AT WORLD LEARNING



Improving literacy is a critical global challenge. Approximately 250 million children across the world don't have — and struggle to access — basic reading skills.

World Learning is working to change that.

Our global education team is building reading skills among children in Pakistan and Lebanon through the Pakistan Reading Project (PRP) and the Quality Instruction Towards Access and Basic Education Improvement (QITABI) program, funded by the U.S. Agency for International Development (USAID).

World Learning's approach makes a difference. To create long-lasting change, we focus on strengthening education systems, working with ministries of education and local governments to build their capacity to tackle literacy. We train and coach their trainers and teacher mentors and provide them with tools — like learning resource

kits with lesson plans and books targeted to students' reading levels — to put them in charge of their own transformation.

We're also agile in our approach, understanding that results won't

come overnight — and that each country context has its own unique challenges. World Learning employs USAID's Collaborating, Learning, and Adapting set of practices, ensuring that we can adjust as necessary to create sustainable change.

Finally, our programs are deeply rooted in the principles of experiential learning and inclusion, two of World Learning's hallmarks. We encourage teachers to shift from lecture-based learning to hands-on activities, role-play, and other exercises that immerse students in their learning. And we make sure everything we do reaches all students, particularly those from vulnerable populations.

"We believe everyone has the right to a high-quality education," says World Learning Director of Global Education Rajani Shrestha. "If we want kids to prepare for the 21st century, literacy is essential."



Funded by the UK Department for International Development (DFID), *Jasoosan Sheeba and the Private Detectives* is a series of 36 educational comic books for emerging readers in grades 2–5. "When we want kids to read, we want kids to have materials to read," Shrestha explains.



“WE BELIEVE EVERYONE HAS THE RIGHT TO A HIGH-QUALITY EDUCATION.”

## QITABI BY THE NUMBERS

**73k**

Students benefiting from reading intervention

**6k**

Vulnerable students gaining access to education

**2.2k**

Public school teachers trained

**4.8k**

Classrooms equipped with Arabic libraries

**580k**

Leveled and read-aloud books

**1.5k**

Parents attending parent reading circles



# CONNECTING STUDENTS TO WORK IN EL SALVADOR

## HIGHER EDUCATION FOR ECONOMIC GROWTH

Searching for work was once a challenge for students at the Universidad Centro Americana José Simeón Canas (UCA).

Though the university had relationships with local employers, its staff didn't always understand the difficulties students were having in finding jobs — or what employers were looking for in new hires.

That changed in 2017.

World Learning worked with five Salvadoran universities to establish career development centers (CDCs) as part of the USAID-funded Higher Education for Economic Growth Project. These centers provide connections to the local job market and prepare students for careers through skills trainings.

“World Learning had a way of customizing their global experience to fit the reality of El Salvador,” says Mario Dimas, director of the university's CDC.

Since late 2016, World Learning's university partners have created a total of 312 connections with local employers.

UCA, in particular, has doubled the number of internship and job opportunities for students and increased its employer partnerships by 127 percent. Major companies like Unilever now send staff to lecture at the university, conduct recruiting activities on campus, and bring students on tours of their technical sites. Students return with a newfound understanding of the technical skills employers desire, which helps the university improve its curricula.

World Learning also worked with the university to develop new practices to develop students' soft skills. Now, counselors at the career center employ role-playing techniques to help students practice for job interviews and offer personal attention to students developing their resumes.

“Students must go beyond what they learn in their technical abilities,” Dimas says, explaining that companies are looking for recruits who can express their ideas, engage in teamwork, and prepare for leadership roles.

Ultimately, everyone benefits, he adds. “These companies receive students who understand how to work in real life.”



# FROM ZERO TO HERO IN ENGLISH LANGUAGE



Kaung Sett was disappointed when he took his high school exams, having scored lower than he hoped on English language. But the young student from Myanmar was determined to improve. So when

he heard about a program at the American Center in Yangon, he decided to apply.

Seven years later, Kaung Sett not only speaks English fluently, he is the head teacher at a private English language school.

“My life started at zero English, but now I've become a hero in my career,” he says.

World Learning manages the English Language Program (ELP) — hosted at the American Center in Yangon as well as the Jefferson Center in Mandalay — in collaboration with the U.S. Embassy in Yangon. Since World Learning began implementing the

## “NOW I'VE BECOME A HERO IN MY CAREER.”

program, ELP has helped approximately 4,685 young people, ages 16 and up, gain language skills.

“Level 1 totally changed my life,” Kaung Sett says. He discovered that learning can be an active experience. Rather than simply giving lectures, his teacher encouraged students to engage in their education through exercises and field trips.

“I didn't learn only about English,” he says. “I also learned teaching strategies.”

Kaung Sett developed his passion for teaching as a facilitator for a student reading group during his second year. He watched proudly as the participants progressed. And so, upon completing Level 6, Kaung Sett found a teaching position at the George English Training Centre language school in Yangon.

Now, at 23, he has won two teaching awards and landed the coveted spot as head teacher, a position in which he trains other teachers.

Kaung Sett hopes to further develop his abilities by earning a Certificate in Teaching English to Speakers of Other Languages (CELTA). He also envisions leading school systems to share this valuable skill with Myanmar's youth.

“If your English is very good, then so many opportunities open for you,” he says.



# KIDS CAN CODE: TEACHING TECHNOLOGY IN IRAQ

Five days a week, around 200 school-aged children huddle around U-shaped tables in the activity center at the Arbat refugee camp in northern Iraq. Together, the children build computers and learn basic coding, all while they practice English and develop strategies for coping in a difficult environment.

These lessons are at the heart of Kids Can Code, a club for refugee children born out of an innovative new partnership that World Learning has launched alongside technology company Kano and Kurdistan Save the Children (KSC), with funding from the Catalyst Foundation for Universal Education.

"This is a really terrific partnership," says Emily Daughtry, senior program officer at Catalyst. "We were thrilled to find an organization equipped to put together a program that would use this

innovative product, which teaches a valuable skill and gets kids engaged with STEM."

Kids Can Code builds upon Kano's intuitive technology and computer coding lessons, which give young people the skills they need to find jobs in the modern workforce. World Learning adapted that curriculum to make it accessible for students in the camp, most of whom speak little to no English and often struggle with trauma.

Dr. Kara McBride, senior education program specialist at World Learning, led the effort to form the curriculum. She likens her approach to the way Kano teaches kids to "hack" coding by offering easy-to-use lessons and games.

"I ended up taking that concept and hacking English," she says.

McBride built vocabulary and grammar lessons and games designed to help students progress through the Kano coding lessons, which begin with simple and direct commands but grow more challenging each week. For example, McBride introduced a game called "Move If..." in which students switch places with one another in response to commands their teacher gives in a combination of English and Kurdish. The game prepares students to use commands to move the cursor around in one of the Kano applications and later to understand "if...then" statements.

Though English and technology skills are the main aims of the club, McBride says the curriculum design also builds soft skills — like collaboration and problem solving — and is embedded with psychosocial support elements to help children feel safe in the classroom and develop skills for making friends and handling emotions. Kids Can Code teachers are trained to provide the emotional support their students need. "From the very first minute they walk in, you're greeting them and being interested in their lives," McBride says.

## KIDS CAN CODE TEACHERS ARE TRAINED TO PROVIDE THE EMOTIONAL SUPPORT THEIR STUDENTS NEED.

Kids Can Code's daily operations will be sustained by KSC, an Iraqi humanitarian organization. World Learning connected with KSC through the extensive alumni network of another World Learning program, the U.S. Department of State-funded Iraqi Young Leaders Exchange Program (IYLEP). McBride says that partnership was essential.

"It is huge," she says. "There's no way we could access the camp without them."

Catalyst, the funding partner, was also critical to the success of Kids Can Code. Catalyst supports projects that encourage kids to strive for higher education as well as nonformal education projects that help keep them engaged in education no matter their circumstances. Daughtry says the Kids Can Code project perfectly bridges those two pillars.

"It's an exciting way to engage young people in a 21st century skill that's really valuable," she says. "And hopefully, it will also spark their interest and keep them engaged with STEM skills in a way that will make it easier for them to stay on a pathway to higher education."





# SUCCESSING AS A WOMAN IN TECHNOLOGY

## SKILLS FOR YOUTH PROGRAM

Women across the globe often hesitate to study and pursue careers in technology. Durr-e-Nayab, a programming teacher at the University of Engineering & Technology in Peshawar, Pakistan, is an exception.

She has always been curious. Her earliest memories are of tearing apart her toys. She imagined herself as an engineer who built programs and designed things.

"I really looked up to my brother, who was an engineer," she says. "Luckily, my parents encouraged me to follow my interests."

Nayab opted for a computer science postgraduate degree and began teaching at the Computer Systems Engineering department at UET Peshawar. She is also pursuing a PhD.

Seeing her passion, the university management nominated her for a training offered by the U.S. Agency for International Development (USAID) called

the Skills for Youth Program (SYP). Through SYP, youth in the critical stabilization regions of Khyber Pakhtunkhwa and the Federally Administered Tribal Areas learned information and communications technology skills and were linked to employment opportunities.

Nayab enrolled in Cisco Certified Network Associate (CCNA) Routing & Switching and CCNA Security training. Thanks to the hands-on experience with networking, she is now able to explain concepts to her students in a more engaging way. "SYP was different because we were taught as future instructors," she says.

Aside from becoming a better teacher, Nayab also has the option to work in the field. "There is a difference between theoretical knowledge and practicality, and this training has helped me bridge that gap," she says.

Soft skills were also a focus of the SYP program. Nayab said the sessions on public speaking were particularly helpful, and today, with both subject knowledge and confidence, she often takes the lead in faculty meetings and is seen as a candidate for a senior leadership position.

Nayab is the first woman in her family to pursue a technical education. She is an inspiration for her younger cousins and nieces. It's clear that Nayab is not only breaking stereotypes, she's bringing change to society around her.



# INSPIRING YOUTH TO SERVE THEIR COMMUNITIES



In January, during an exchange program to the United States, a group of 52 Brazilian high school students and their adult mentors pitched in to help fight poverty. These students

spent an afternoon organizing donations of clothing and household items as volunteers for A Wider Circle, a nonprofit organization outside of Washington, DC.

"It surprised me how everybody [at A Wider Circle] is so committed and how they work so hard to give people opportunities and give it with dignity," says Pedro José Santana Cirqueira Ferreira, a 17-year-old student from Salvador. "By doing this, I'm getting ideas and [building] networks to volunteer in my community. It's so useful to me and my peers from Brazil."

The participants had traveled to the U.S. for three weeks as part of the prestigious Youth Ambassadors Program, sponsored by the U.S. Department of

State, with funding provided by the U.S. government. The program has been administered by World Learning since 2007.

The Youth Ambassadors Program brings together young adults throughout the Americas to promote mutual understanding, respect, and collaboration and to foster relationships among youth from diverse backgrounds. It includes exchange programs hosted in the U.S. for participants from other countries as well as internationally based exchanges for U.S. youth. In 2018, 422 participants representing 22 countries participated in Youth Ambassadors exchanges.

Throughout the exchange, Youth Ambassadors engage in workshops, meet community leaders, take part in local cultural activities, and live with host families. Upon their return home, students organize community-based service projects.

Inspired by his experience at A Wider Circle, João Gabriel Lenza Venerando de Lima, a 16-year-old student from Guara, hopes to launch his own anti-poverty organization back home.

"I think this is not a project just for the United States," he says. "I come from a country where people really have difficulties. Taking this idea to Brazil is a way to help our brothers, our citizens."





# TELLING THE STORY OF DEAF CULTURE

## COMMUNITIES CONNECTING HERITAGE

Thirteen young artists from Belgium and the United States teamed up this year to tell an important story: their Deafness isn't a disability; it's a cultural heritage transcending borders and language.

"I want hearing people to know that deaf people have a global Deaf community," signs Bram Jonnaert, a Belgian member of the group. "Deaf people have common experiences, common fears, common feelings."

Jonnaert and his peers met through Communities Connecting Heritage (CCH), a U.S. Department of State-funded international exchange program that launched in 2017. For the program's inaugural year, World Learning paired 12 organizations from around the world and offered them funding to collaborate on cultural heritage projects. The program's first cycle included 117 participants from Belgium, Bosnia, Serbia, Egypt, India, and the U.S.

Among the matches were BOZAR, an international cultural center in Brussels, and Gallaudet University, the world's only Deaf university, located in Washington, DC. World Learning helped the organizations build their capacity to host cultural heritage projects, and, in turn, they jointly designed their project and recruited the 13-person artistic collective.

Other international exchange programs are not always accessible to the Deaf community, so this was a special opportunity for participants to learn about their common heritage and share it with the world.

One of the many storytelling techniques the team used was visual vernacular, an art form incorporating sign language, body movements, and advanced gestural techniques. In the group's story, three caterpillars make their way in a world that doesn't understand them. Together, they learn to climb a tree, spin cocoons, and transform into butterflies.

While these artists have already succeeded in sharing the richness of Deaf culture, they don't plan to stop.

"We have a huge responsibility to keep moving forward," Jonnaert says. "This is the start of a path; it's not the end of it."



# LEARNING TO IMPROVE REFUGEE INTEGRATION

## PROFESSIONAL FELLOWS ON-DEMAND

In the early years of the Syrian refugee crisis, Adriana Aralica noticed an important issue was missing in the public debate: while there was plenty of conversation focused on the humanitarian response, there was little discussion about creating a welcoming environment for Syrian refugees in other countries.

Aralica, who serves as the policy and information officer for a Slovenian network of NGOs working in international development, global education, and humanitarian aid, wanted to find out where those conversations were happening.

"I was interested to learn about the structures supporting refugee integration in the United States, but also to see how diversity is managed and how different stakeholders are working toward strengthening a welcoming environment for newcomers," she says.

That's why Aralica joined a U.S. Department of State-funded Professional Fellows On-Demand program, which took her to the front lines of the refugee crisis in Turkey as well as to the U.S., Slovakia, and Austria to learn about efforts to support integration and diversity.

Administered by World Learning, Professional Fellows On-Demand is a custom international exchange program for professionals seeking career development. As global events often unfold at a rapid pace, this program allows individuals to quickly gain insight for the present and the future. World Learning has worked with 306 participants from 50 countries since it began implementing this program.

During her international exchanges, Aralica visited refugee camps in Adana, Turkey; met with U.S. government officials who work on refugee resettlement in Washington, DC; and participated in a fellowship with the International Rescue Committee in Miami. "I was able to see how it works in practice," she says.

The experience has informed her work in Slovenia. Aralica and her cohort organized workshops in their countries to share what they learned and created an online network, NGO4refugees, to promote dialogue and collaboration. They also developed policy recommendations for their respective governments.

"It was extremely valuable," Aralica says.



# 10 YEARS OF GLOBAL UGRAD

In 2018, World Learning celebrated its 10th anniversary of implementing the Global Undergraduate Exchange Program (Global UGRAD). Over the past decade, Global UGRAD has brought:

**2,562** undergraduate students from **71** countries

to study at U.S. universities. They engage in community service, professional development, and cultural enrichment activities that help them become leaders in their professions and communities. Here are some of their stories:



*I'm living my dream life. The Global UGRAD program helped me realize my love for international education and my passion to spread the word about different opportunities. I am currently the junior adviser at EducationUSA Paraguay, and I have the privilege to guide people on their journey to study in the U.S. #OnceaUGRADalwaysaUGRAD*

— Sandra Sanabria, Paraguay  
Global UGRAD 2015–16  
at University of Southern Indiana



*When I first read about the community service requirement, my heart jumped in excitement at the opportunity to build my social skills. To my delight, the availability of volunteer opportunities is endless in the U.S. The places where I chose to volunteer enabled me to explore the mitten-shaped state of Michigan. My social skills improved; I became more outspoken and less shy. The time I spent volunteering was eye-opening and pushed me to become a better person. Once I stepped back on the hot and humid earth of Malaysia, I realized that pieces of my heart were left behind, leaving it in a shape none other than a mitten. This new chapter in my life has been so very beautiful and nurturing.*

— Tze Ling Chen, Malaysia  
Global UGRAD 2017–2018  
at Grand Valley State University



*Global UGRAD was a once-in-a-lifetime journey I would like to live over and over again. Global UGRAD empowered me. It enriched my life in all senses. Global UGRAD is not about just seeing the United States; it is about seeing the entire world.*

*I wanted all girls in my country — who are respected for silence rather than words — to see the things I have seen through this program. After returning from the U.S. filled with so much inspiration, I set a goal to empower girls from rural areas of my country. I recently launched a project called Village Girl Initiative. I want them to start believing in themselves, to reach their full potential and live their dreams, because I know ANYTHING IS POSSIBLE!*

— Meerim Nurlanbekova, Kyrgyzstan  
Global UGRAD 2016–17  
at East Tennessee State University



*Growing up in Mozambique I had the opportunity to meet and build strong friendships with American Peace Corps volunteers. At the time, I was a 16-year-old boy trying to sell cashews and seafood to survive and pay for my studies. During my junior year, a former Peace Corps volunteer sent me a link to apply for Global UGRAD. I am glad I made the decision.*

*I was the first Mozambican to be selected as a Global UGRAD scholar. I went to study international relations at Endicott College in Beverly, Massachusetts. When I arrived, I got involved in many activities. I was even given the honor of becoming a presidential ambassador. Before I returned to Mozambique, I was offered a full scholarship to get my master's in business administration. This would not have happened without the help of Global UGRAD. A single opportunity can open many others.*

— Euclidio "James" Alberto, Mozambique  
Global UGRAD 2013–14  
at Endicott College





# TRACKING ENVIRONMENTAL JUSTICE WITH AN APP



When Devon Payne-Sturges was selected as a Fulbright Specialist, she had no idea that a month in Bochum, Germany, would fine-tune her academic focus and enrich her students' learning opportunities.

Her host institution — the Hochschule für Gesundheit Department of Community Health — was looking for a U.S. environmental expert to teach, lecture, and collaborate on research on health disparities and cumulative exposure to multiple risk factors.

Payne-Sturges' focus on environmental justice — an area that addresses racial and economic disparities in exposure to environmental contaminants and associated health risks — made her a good fit.

She holds joint appointments at the University of Maryland with the Department of Epidemiology and Biostatistics and with the Maryland Institute for Applied Environmental Health, School of Public Health.

Her German host, Dr. Heike Köckler, introduced her to a digital participatory lab where students interact with communities around environmental issues. The first topic: noise pollution, which may cause serious health problems such as sleep deprivation and increased cardiovascular risk.

"I didn't identify with it at first as something I needed to work on," admits Payne-Sturges. However, after observing Köckler pilot a smartphone app to identify low-income neighborhoods with high levels of noise, Payne-Sturges drew the connections to her own work in cumulative environmental burdens.

Since returning to the University of Maryland, Payne-Sturges has used the noise survey app with her own students and facilitated a video conference about their findings between students at both universities.

During her Fulbright, Payne-Sturges and Köckler also convened a workshop with international academic researchers to examine how cumulative risk and environmental justice are addressed in Germany, the Netherlands, and the U.S. They've continued their partnership through a collaborative manuscript based on the workshop.

"It's almost like I haven't left," Payne-Sturges jokes.

She wants to build on the University of Maryland's global classroom initiative by creating a virtual course to teach students at both universities.

"None of this would have been possible without the Fulbright Specialist Program," she says.



World Learning believes that engaging all members of society — including those who are historically marginalized — is essential to true progress in any sector. Ensuring inclusion requires a deliberate approach to designing and carrying out development projects.

**Now there's a resource to help development practitioners do just that.**

This year, World Learning launched the TAAP Toolkit and Guide for Inclusive Development. TAAP — which stands for Transforming Agency, Access, and Power — engages development practitioners, organizations, and policymakers to move beyond diversity and amplify the voices, opportunities, and dignity of all people. The toolkit was created in collaboration with the Women's Refugee Commission, IREX, HelpAge International, Mobility International USA, and Leonard Cheshire Disability.

"TAAP forces its users to think deeper and find more sustainable and transformative solutions," says World Learning Inc. CEO Carol Jenkins. "We believe this tool is the most comprehensive tool to date to ensure everyone is at the table, heard and respected."

World Learning has also established the TAAP Community of Practice, a group of committed stakeholders who come together to solve problems, cultivate best practices, and innovate to advance social inclusion in development projects and individuals' lives.



DOWNLOAD THE TAAP INCLUSION TOOLKIT: [taapinclusion.org](https://taapinclusion.org)

JOIN THE COMMUNITY OF PRACTICE: [taapinclusion.org/community-of-practice](https://taapinclusion.org/community-of-practice)



# WORLD LEARNING AT A GLANCE

6

## CORE PROGRAM AREAS



PEOPLE-TO-PEOPLE  
EXCHANGES



YOUTH WORKFORCE  
AND ENTREPRENEURSHIP



GLOBAL  
EDUCATION



CIVIC ENGAGEMENT



INSTITUTIONAL  
STRENGTHENING



TESOL



12

## INTERNATIONAL OFFICES

ALGERIA, EGYPT, ETHIOPIA, KOSOVO, LEBANON,  
MALAWI, MEXICO, MONGOLIA, MYANMAR,  
PAKISTAN, UNITED KINGDOM, UNITED STATES



79

## ACTIVE PROGRAMS

PROGRAM PARTICIPANTS COME FROM **162 COUNTRIES**

545

STAFF WORLDWIDE



22,912

PARTICIPANTS COMPLETED  
WORLD LEARNING TRAINING  
AND PROFESSIONAL  
DEVELOPMENT OPPORTUNITIES

4,339

PARTICIPANTS IN OUR  
EXCHANGE PROGRAMS

553

INSTITUTIONS STRENGTHENED

7,293

TEACHERS IMPROVED  
PEDAGOGICAL PRACTICES







SIT

A LEADER IN GLOBAL EDUCATION



# SCHOOL FOR INTERNATIONAL TRAINING

School for International Training (SIT), the higher education arm of World Learning Inc., was founded in 1964 as a training center for outbound volunteers on a new program called the Peace Corps. These idealistic young Americans came to SIT for training and language instruction before setting off to teach — and learn — across the globe. Many of them still cherish their SIT experience, which often led to lifelong connections.

Today, SIT has evolved as a leader in global education, with undergraduate study abroad programs on all seven continents and graduate degrees on SIT's beautiful Vermont campus and at our centers abroad. This year, we launched a new global degree format with our master's in Climate Change and Global Sustainability, which takes place in Iceland and Tanzania, and we expanded our portfolio of summer- and semester-long study abroad programs with more countries and more internship opportunities.

While much has changed since 1964, there is also much that has not. Our immersive programs take students deep into the cultures and languages of their host countries, where they learn from local academics, activists, businessmen and businesswomen, artists, indigenous leaders, and government officials to develop a deep understanding of the issues and innovations surrounding them.

Our programs combine classroom study with hands-on work in the field, and our students are imbued with

the importance of reciprocity, giving back to their host communities in myriad ways such as sharing their scientific research, recording fading languages, and creating documentary films or children's books.

Perhaps most important, SIT remains deeply rooted in social justice and committed to the principle from which it sprang: that cross-cultural understanding leads to social change.

Whether they searched the Amazon for new species, hiked a glacier, worked side by side with a South African journalist, dismantled a stubborn stereotype through community-based peacebuilding, or experienced the intensely personal interaction of a TESOL residency, SIT students emerge as part of a worldwide network of individuals and organizations committed to responsible global citizenship.

“AT SIT THE WORLD COMES INTO THE CLASSROOM AND THE CLASSROOM GOES OUT INTO THE WORLD.”

—2018 TESOL GRADUATE NICOLE ABETTI



## RECIPROCITY DRIVES A BOLIVIA DOCUMENTARY

As documentary filmmakers on SIT Bolivia: Multiculturalism, Globalization, and Social Change in fall 2014, Hayley Stuart, Courtney Blackmer-Reynolds, and Shaya Christensen talked about making an all-women documentary. At the time, all three were producing short films for their Independent Study Projects (ISP) that addressed the issues of indigenous people and the Amazon region.

Christensen, a 2018 Middlebury College grad, explains, “Hayley did her ISP on a mega-dam project, and she had her eye on similar projects in the Amazon. She had contacts from her ISP work around the hydroelectric projects. With those connections, our idea blossomed into our current project.”

That would be *Still River, Silent Jungle*, the working title of a film that captures a 2018 whitewater kayaking expedition down Bolivia’s Tuichi River aimed at raising awareness and aiding conservation of Bolivia’s Madidi National Park.

Christensen says that in making the film, the team

placed tremendous importance on something they learned at SIT — the Andean concept of *ayni*, or reciprocity. “It’s a common concept in many indigenous cultures,” Christensen says.

“Documentary film work can be extractive, not something that gives back,” she says. “We talked about how to avoid that: ‘What is it doing for the people you’re working with and researching?’”

While hydroelectric dams provide renewable energy, they also cause environmental damage. “And often they’re servicing the more privileged population within a country,” Christensen says. “Our goal is to create a multilingual film that can be used widely by activists, and especially by the coalitions in the Amazon fighting these mega-dams.”

Today Christensen works as a refugee services caseworker in Denver, Colorado, but she plans to continue to pursue filmmaking, and she’s clear where that idea came from. “SIT inspired me to end up working in film.”



## AFRICA EXPERTS DISCOVER A COMMON THREAD: SIT

When three foreign policy experts met on an excursion to Zimbabwe in summer 2018, they discovered that their careers all sprang from SIT Study Abroad. The three experts were part of an excursion to examine the situation in Zimbabwe before that country’s first election in decades without longtime ruler Robert Mugabe.

One of them, Todd Moss, says that when he first went to Zimbabwe with SIT in 1990, “the world suddenly seemed like an endless opportunity.” He went on to work for the U.S. Department of State, serving in 2007–08 as deputy assistant secretary for West Africa. Today, he’s a senior fellow at the Center for Global Development in Washington, DC.

Michelle Gavin, senior fellow for Africa Studies at the Council on Foreign Relations, was U.S. ambassador to Botswana in 2011–14, a special assistant to President Obama, and senior director for Africa at the National Security Council. That impressive resume began with SIT Cameroon.

“SIT was my first experience outside the U.S. and set the course for much of my career,” Gavin says. “I’m very grateful to have had the broadening experience of studying abroad in a context that encouraged independent research, thereby getting me out of a small circle of expats and really engaged with people on the ground.”

The third alum was Alex Noyes, senior associate with the Africa Program at the Center for Strategic and International Studies. From 2015 to 2017, he led the Niger and Nigeria team for the U.S. Security Governance Initiative at the White House. Alex studied with SIT Brazil. “I had a great learning experience...that worked well with my style of learning through doing.”

Moss sees a common thread among SIT alumni. “Almost everyone says it changed their lives, opened their eyes. It changed the realm of the possible for their careers.”



# JACQUES DELORI PAYS IT FORWARD THROUGH SIT

## DONOR IMPACT

For Jacques Delori, study abroad was like a rite of passage.

His grandparents were a host family to foreign students on The Experiment in International Living; his mother, Rosamond Delori, went to France and later served as board chair for World Learning Inc.; and two older sisters traveled to Madagascar and Vietnam on SIT programs.

While doing a BA in philosophy at Kenyon College in 1999, he spent a semester in Australia with SIT Study Abroad. The program focused on human and natural ecology in Cairns, in the northwest corner of the country, home of the Great Barrier Reef and rainforest.

“The program embedded learning into travel,” says Delori. “The highlight was being in the field.”

A whole new world opened to him and, as a result, he pursued a minor in anthropology. But he was hungry for more.

So he took a year off to learn about social movements with the International Honors Program (IHP), traveling to the United Kingdom, Tanzania, India, New Zealand, and Mexico.

“It was an amazing experience,” he says.

He went on to earn an MBA from Babson College’s Franklin W. Olin Graduate School of Business.

Today, Delori lives in Brooklyn, New York, and works at Waze, a GPS navigation tool owned by Google.

“We’re working on a new app that helps people carpool, taking cars off the road and reducing emissions,” he says. He’s also active in philanthropy and nonprofit work — pursuits for which he credits his SIT and IHP experiences.

“It made me much more aware of social and environmental issues and putting these values to work,” he explains.

Becoming an SIT donor came naturally to Delori.

“I’ve always supported the SIT scholarship fund so others would have the opportunity to study abroad,” he says.

“You gotta pay it forward. If you found benefit and value, it’s important to support the organization that made a change in your life.”

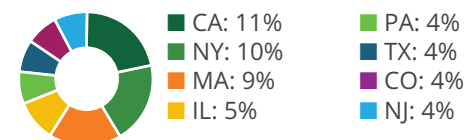


## SIT STUDY ABROAD AT A GLANCE FY18

### TOP AREAS OF STUDY



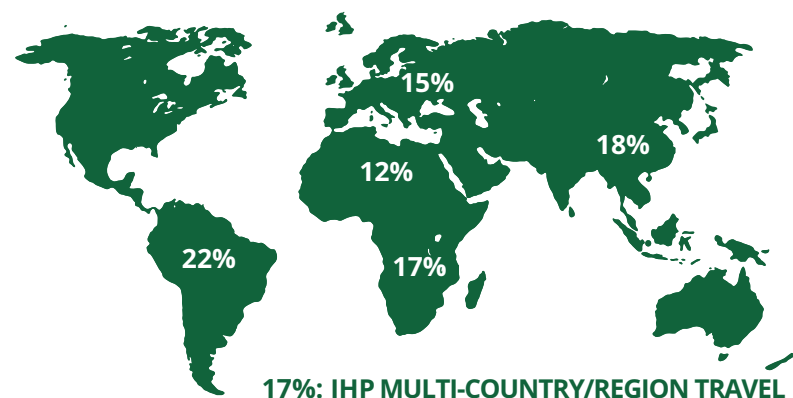
### TOP SENDING STATES



### CRITICAL GLOBAL ISSUES STUDIED



### WHERE STUDENTS TRAVEL



## SCHOLARSHIPS & GRANTS AWARDED

**\$1.8M**

### GENDER

**81%** Women **19%** Men

**1%** Other/Transgender/Nonbinary

### TOP SENDING SCHOOLS



### INTERNATIONAL HONORS PROGRAM STUDENTS

**368**

### STUDENTS ENROLLED

**2,221**



## HOW STUDY ABROAD LED TO “DANCING GRANNIES”

In China’s parks, shopping centers, and public squares, groups of retired women have been gathering to dance. This recent phenomenon, which involves an estimated 100 million participants, has made international headlines. Claudia Huang, a PhD candidate studying anthropology at UCLA, has been studying these “dancing grannies” in Chengdu, China, for the past two years on a Fulbright-Hays Doctoral Dissertation Fellowship.

“I wanted to understand what it’s like to grow old when the world around you is nothing like the one in which you were born,” Huang says. She points to China’s “compressed development trajectory” as providing fertile ground for such observations about China’s elders. “In many ways, they’re in uncharted territory.”

When Huang was a junior at Boston University, she spent a semester studying in Brazil, South Africa, and New Zealand with the International Honors Program. She says this experience

“taught me how to feel at home in the world even when things look unfamiliar, frightening, or incomprehensible.” It also “set the foundation for the kind of research that I do now.”

Of her current work, she says, “I wanted to tell this story about changing practices of aging from the elders’ own perspectives.

“So much research on gerontology and aging in general focuses on quantitative data or is conducted with the goal of providing better care,” she continues. “That’s incredibly important, but I’m making the case that we also need to pay more attention to retirees’ subjective experiences.”

The Fulbright isn’t the first award Huang has received. Her 16 academic awards include a Boston University Mellon Fellowship, a UCLA Graduate Research Mentorship, and a Confucius China Studies Doctoral Research Fellowship. She has also published in the peer-reviewed journal *Asian Anthropology* and has organized panels and presented papers at multiple conferences. She plans to continue teaching and conducting ethnographic research. “There are a lot of options, so I’m keeping my mind open!”



## COUPLE SHARES A COMMITMENT TO IHP

### DONOR IMPACT

The International Honors Program (IHP) has changed in many ways since Roopali Phadke and Mike Arquin met 25 years ago on the Global Ecology Program, but husband and wife agree that IHP remains a transformative experience. That’s why they’ve become donors.

Phadke is professor of environmental studies at Macalester College in St. Paul, Minnesota. Her research and teaching focus is water, energy, and climate policy.

“I have steered many students to IHP over the years because of its model of experiential learning,” she says.

“I believe in it as a pedagogy to get young people out into the world and learn comparatively,” adds Phadke, who is a former IHP Trustee and member of the IHP Advisory Board.

In 1992, Phadke took a year off from her studies

at Wellesley College, where she majored in political science, to participate in IHP. The program started in Boston and went on to the United Kingdom, India, Thailand, Malaysia, Fiji, New Zealand, and Mexico and wrapped up in Washington, DC.

“It was a fantastic experience going to eight countries and learning about environmental issues in other cultural contexts,” Phadke explains.

Arquin’s career has also centered on the environment and sciences. He is the founder of Kidwind — a nonprofit that helps students and teachers learn about wind energy. Prior to this, he was a middle and high school science educator as well as a lead developer and teacher trainer at the Boston Museum of Science.

“We use what we learned on IHP every day,” he says.

Phadke and Arquin, who have three children, are giving back to IHP by becoming donors because they want more students to have the opportunity to have an international education.

“Studying abroad, particularly through IHP, helps to build bridges and inspire careers focused on making the world a better place,” adds Arquin.





# CHANGEMAKERS

At SIT Graduate Institute, students learn to turn their ideals into practical, long-term solutions to critical global issues. When they venture out into the world, they become part of a network of thousands of changemakers who embody the values that drive SIT's experiential education, blending big ideas and real-world skills to create authentic, meaningful change.



## ARLINE SATURDAYBORN

ENGLISH TEACHER,  
PORTLAND ADULT EDUCATION

MA, TESOL, 2015  
CERTIFICATE, CONTACT\*

Arline Saturdayborn was 66 when she found SIT's master's degree program in Teaching English to Speakers of Other Languages (TESOL). She knew it would lead her to the work she had been looking for her entire life. But Saturdayborn was also worried about how her age would be perceived. What she found was a culture of inclusion. "You take in limiting bias about yourself unconsciously; SIT does not support that. There was acceptance of who I was and what I was doing."

Now 76, Saturdayborn refuses to let age define her, and her work continues to evolve. "If I'm inspiring — whatever that energy is — it was ignited and supported and sustained by SIT."

\*Conflict Transformation Across Cultures



## ALEX STONE

FOUNDER, AMANDLA PROJECT  
MA, INTERNATIONAL EDUCATION, 2016

When Alex Stone interned in South Africa in 2011, he bought along a companion — his service dog, Fraser. Stone, who has cerebral palsy and uses a powered wheelchair, worked for the African Disability Alliance. He wanted others to have the same opportunity, so he sought a degree to help realize his vision. "I had a concept, but no idea how to make it a reality," Stone says.

He joined SIT's low-residency MA in International Education, graduating with "a plan ready to launch." His idea? The award-winning Amandla Project, offering students with disabilities internships with organizations serving South Africans with disabilities. "I'm in close contact with my SIT cohort. I gained a whole network of advisors. I feel very lucky to have pursued this degree."



## JOSHUA DAVIS

EXECUTIVE DIRECTOR, GROUNDWORKS  
COLLABORATIVE

MA, SUSTAINABLE DEVELOPMENT, 2010

SIT's focus on social justice and critical thinking helped Josh Davis learn to ask tough questions — like why homeless rates are so high in his community. Davis helped to expand Groundworks Collaborative, which plays a major role in serving the Brattleboro, Vermont, community. "I think that at its best, SIT creates professional activists.... The work that I do is professional activism — trying to change the conversation around people that are experiencing homelessness," he says.

How does he do that? "Roll up your sleeves. Get involved. You can make change from within."

# KATHRYN RILEY PROUDLY SUPPORTS SIT'S VISION

## DONOR IMPACT

When Kathryn Riley returned from serving in the Peace Corps in Uganda, she wanted to continue her education and teach English to speakers of other languages (TESOL). At the time, there were few institutions offering such programs, but she found what she was looking for at SIT.

"There wasn't the same demand at that time," recalls Riley. "Now it's huge. SIT got in at the very beginning."

Riley earned a Master's in Teaching Languages (MAT) from SIT Graduate Institute in 1974. Since then, she has taught English as a Second Language (ESL) at Roxbury Community College as well as graduate courses in teacher education programs at the University of Massachusetts and Salem State and in Pakistan as part of a TESOL initiative.

"SIT made me understand the incredibly powerful role a teacher could have by creating a space

that is accessible," Riley says. "It prepared me for teaching people who were not like me."

Riley went on to serve as administrator of the Commonwealth of Massachusetts Office of Language Acquisition and Academic Achievement and initiated the Ray Clark Scholarship for Excellence in Teaching, an endowed fund that supports students in SIT and MAT programs.

"SIT gave me a rich professional life in all its aspects. I'm very grateful for the start I got and the quality of the people," she says.

Riley's connection with SIT has been long and deep. She's taught at SIT, supervised practicums, and even hired SIT as a subcontractor. For years, she stayed in touch with colleagues and faculty during visits to the Brattleboro campus.

As a donor, her strong support for SIT continues.

Riley is intrigued by the new graduate programs launching around the world and says it's like watching history repeat itself.

"The world is changing," she says. "Once again, SIT has a vision and knows what's needed."



# GOING GREENER IN THE GREEN MOUNTAINS

## DONOR IMPACT

SIT is now greener than ever. This year, in addition to the installation of a new solar panel array on campus, SIT joined a regional Ecovation Hub consortium with partner schools Antioch University New England, Greenfield Community College, and Keene State College. The cooperative effort is aimed at training students to become part of the green economy.

The solar project was funded in part with \$100,000 in grant funding from Windham Regional Commission's (WRC) renewable energy program. The project, a partnership with Dynamic Organics, based in Putney, Vermont, is expected to permanently reduce SIT's electricity costs. It also is the site of a unique agriculture research project by local agroecologist Dr. Tatiana Schreiber.

"By installing the 150-kilowatt array coupled with demonstrative agriculture, SIT once again is taking a leadership role in this important cause," says WRC spokesperson Marion Major. "WRC

celebrates the success of the installation and looks to the project as an important illustration of the possibilities in innovative land use and design."

Part of that innovation comes through Schreiber, who planted test crops to explore possibilities for agriculture among solar panels. It's an increasingly common, if little-researched question, Schreiber says.

SIT Graduate Institute students joined in the greening effort, thanks to the Lessenco Fund, which honors the life of SIT student Susan Lessenco. A vegetable garden now adjoins the panel installation. There, students and project managers Jack Haskell and Talisien Haugh hold workshops for students in World Learning and other youth programs including the Vermont Governor's Institute, Jóvenes en Acción, and Youth Ambassadors.

Graduate Institute Dean Ken Williams says the new panels and involvement with the Ecovation Hub are important steps to advance SIT's goals: "We hope to become even more integrated and collaborative in our projects on sustainability and resilience."



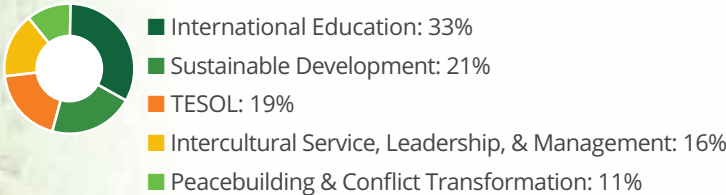




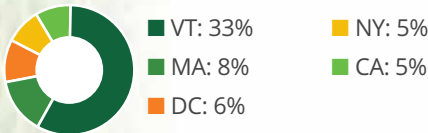
# SIT GRADUATE INSTITUTE AT A GLANCE

FY18

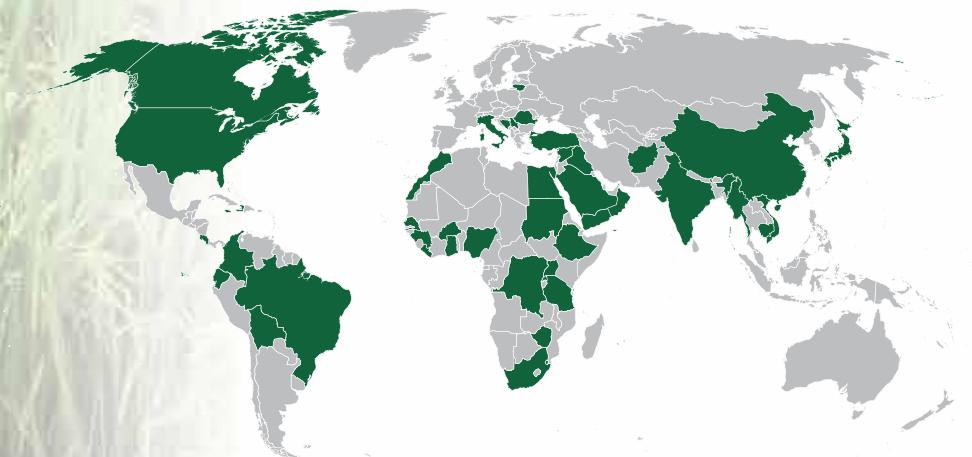
## ENROLLMENT BY DEGREE (%)



## TOP SENDING STATES



## WHERE OUR STUDENTS COME FROM



## GENDER

**64%**  
Women

**35%**  
Men

**1%**  
Other/Transgender/  
Nonbinary

## SCHOLARSHIPS & GRANTS AWARDED

**\$1.5M**

## FOUNDED IN

**1964**





# THE EXPERIMENT IN INTERNATIONAL LIVING

The Experiment in International Living is more than a high school summer abroad program — it's a transformative experience.

Since 1932, Experimenters have explored new countries and cultures and developed new depths of cross-cultural understanding, flexibility, and tolerance along the way.

Experimenters forge close relationships with their host families and with one another. They build leadership and language skills that will help them thrive in their lives and careers. And they learn about critical global issues while discovering new places through a thematic lens.

In 2018, The Experiment offered 30 programs in 23 countries around the world. Students explored multiculturalism in Morocco, studied marine biology in Mexico's Baja Peninsula, and discovered how technology is transforming urban life in Spain. The Experiment also introduced a U.S.-based program in which students

traveled from New York City to Atlanta, learning about the country's civil rights history and visiting the campuses of top universities.

These young people came away with many stories that will stay with them in the years to come. They've also learned how to tell their own stories. In essays written throughout the summer, they've shared how they:

- learned to communicate across a language barrier in a Mongolian outdoor market,
- gained a better understanding of the meaning of family by living with a host family in Argentina, and
- challenged their own preconceptions in Washington, DC, and India.

Discover those stories and more in the pages ahead — and be inspired.

“THIS WAS THE CRAZIEST, MOST IMPORTANT, MOST VALUABLE THING I'VE EVER DONE IN MY LIFE. I UNDERSTAND THE WAY LIFE SHOULD BE LIVED: SIMPLY, MODESTLY, AND TO THE FULLEST.”



# STUDENT VOICES

## SPAIN TECH BY FRANKIE:



To further our understanding of urban culture, my group and I worked with CivicWise, an organization that focuses on the impact citizens have in changing a city. They are stationed in an old, venerable monastery, across from the renowned Jardines del Turia, the massive park that runs through Valencia.

Each day, after being shown a thoughtful presentation about the patterns and structure of a city, we would break into two large groups to perform activities to assist us in understanding a city, using senses other than sight. One of these activities required us to walk around Valencia blindfolded, with no assistance besides one partner to help guide us if we stumbled, and another to take pictures of the various items we encountered. For me, this experience formed a new perspective on how to view a city. Without sight, and as a visual learner, my mind was constantly searching for hints that could determine exactly where I was and how everything looked. When my partners asked me to describe where I thought I was, I confidently stated my answer, only to hear them giggle at my response. Hearing this, I realized that it was not important to know what your surroundings look like, but to be able to feel your way through the city. The Experiment taught us that new perspectives are fundamental to creating a prosperous city and a better atmosphere for everyone in that community.



## ADVENTURE OF RIDING BOOTS

BY ANDERS, ANDREA, ANGEL, AND ANGELIKA:



The sun followed us for 24 hours. Its late-setting nature mimicked our shared feeling of exhausted excitement. Landing in Ulaanbaatar was like a sigh of relief; we had finally arrived! It's amazing how well you can get to know a group on a seemingly endless ride. However, we were all still a little nervous to go into "real Mongolia." The biggest test, according to our group leader, Luis, was navigating a local market to buy horseback riding boots.

The market was filled with hundreds of stands and thousands of local people making their weekly purchases. The outdoor market had a distinct smell most of us had never experienced before. The Mongolian language seemed so foreign to us.

The sellers showed us more boots as we tried each pair on. If they were too small, we tried to gesture to imply "one size bigger" or "smaller, please." We all, in the end, found our own riding boots! We will use these on our next adventure to Hatgal.

Sitting in the airport, heading to Hatgal feels like the beginning all over again. What will Hatgal be like? Our new boots await the open expanses and pounding of horses' hooves.

## GALÁPAGOS REFLECTION

BY BIANCA:



I remember times in my life when asked the question, "Where would you go if you could travel anywhere in the world?" "The Galápagos Islands" always flew out of my mouth within seconds. As a lover of marine animals, the ocean, and nature, the beauty and uniqueness of Galapagos' wildlife and natural environments always caught my attention. The opportunity to visit the islands at 16 was an unexpected dream come true, and a spectacular personal experience. Traveling from one island to the next and seeing their individuality was incredible. Although they had commonalities, each island seemed like its own little world. The activities we did on each of these different islands were amazing! I've never been snorkeling before, and that was probably my favorite thing we did the entire trip. I saw sea turtles and starfish and a beautiful white-tipped shark and swam through schools of fishes. Sticking my head below the water and discovering a whole new world of creatures was surreal. I could say so much more, but I'll end by saying how grateful I am for the experience. I arrived back in Quito less than a day ago, and I'm already planning how to visit those beautiful islands again.



# HOMESTAY REFLECTIONS

## MOROCCO BY JESS:



Upon first arriving at the village, I had no idea what to expect. The moment I stepped off the bus, our group was welcomed with wide-open arms and sincere smiles. My host family invited me into their home with delicious food and warm hugs. We shared plenty of laughs, and I enjoyed helping them every day with clothes washing, m'simmen making, and tree watering. My time in the village has taught me many things about life that I had forgotten about in the fast-paced life in the United States. Being disconnected from my phone and not worrying about social media has encouraged me to pay close attention to how loving a supportive community can be. It is beyond peaceful to just spend time enjoying every moment and cherishing conversations with new people. The community service our group participated in gave all of us a sense of purpose. We helped mold the adobe bricks used to build houses, painted the cooperative where the women cook couscous, and planted trees throughout the village. I have always been told how important it is to reciprocate as a way to express thanks, and I hope that is what I have done. I am beyond thankful that I had the opportunity to spend time here and appreciate a different way of life.



“FROM THIS EXPERIENCE, I’LL BE LEAVING WITH NEW GOALS AND ASPIRATIONS.”

## JAPAN BY ABRAHAM:



Although I only spent a couple of days with my homestay family, I feel as if I've grown an attachment to them that will never fade. Activities like participating in my brothers' soccer practices, late night talks, and even attempting to camp made my host family and me very close. They've given me an experience that I wouldn't have had in Japan without them. They've taught me the importance of trying new things and the value of family. From this experience, I'll be leaving with new goals and aspirations, one being to come back and visit them. They've not only helped me develop as a person but contributed to what my host mother calls my "character." She constantly uses this word to refer to someone's personality and has influenced my "character" for the better. I am beyond grateful that I had the opportunity to stay with my homestay family, even if it was only for a couple of days.



## ARGENTINA BY BRANDON:



During the last 10 days in Chicoana, I found the true meaning of family. I started out a little awkward toward my host family when they spoke to me in Spanish. My Spanish is only somewhat comprehensible. Throughout those 10 days, we explored the mountains and famous landmarks around the area. As we shared many fun activities together as a family, we began to connect more, and this made me act less awkward than I was before. By the end, I felt like we were family, bonding every second and bringing happiness to each other. If this is not what families are for, then what is family? I want to bring this experience back home to my own family to share even more happiness.

## ECUADOR BY IAN:



My homestay in Riobamba was a fantastic experience. It allowed me to connect with new people, form new friendships, and expand my knowledge of both Spanish and other cultures. My family was very close, and the kindness and caring they showed to me and other family members was incredible. I was able to live differently and see the world through the lens of a different culture. I loved playing soccer with my younger brother and working at my host dad's hat shop. Seeing the way people do things differently here also allowed me to reflect on my own life in the United States. My family and I laughed, watched the World Cup, ate meals, and explored Riobamba, all together. It was amazing to see how even in a culture different from my own, the same feelings of love, kindness, and caring made me feel right at home.



# THE EXPERIMENT LEADERSHIP INSTITUTE

The Experiment Leadership Institute is a highly competitive and intensive leadership training program fully funded by our generous donors. This year, out of a pool of 125 applicants, we awarded full scholarships to 30 students with exceptional leadership potential.

Throughout the six-week summer program, students focus on leadership development, critical global issues, and civic engagement. They explore community development and public health in India, or peace, politics, and human rights in South Africa. Both groups begin with leadership training in Washington, DC, and conclude in Vermont with debriefings and project planning sessions.

## A SINGLE STORY BY EMMA (INDIA):



The first time I heard about the concept of a “single story” was during the Washington, DC, portion of The Experiment Leadership Institute through the activity titled “DC Through Another Lens.” In the activity, we were broken into smaller groups and sent around the city to visit two of the eight wards. We went to the eighth ward, which is a predominately black neighborhood, and the second ward, which is home to DC’s Latino community. Within this activity, we were given a theme and a corresponding set of tasks. My group was focused around restaurants.

The first place that we navigated to was MLK Deli. At first, I was a bit underwhelmed to hear that we were going to a deli because I am not a huge fan of sandwiches. This was the first time I recognized

that I had single story of what delis should be like. I assumed that it would have a large variety of classic cold-cut sandwiches; this turned out not to be the case. The menu was short but perfect and offered a variety of sandwiches with unique names representing different people the deli has worked with. I ended up having a grilled veggie wrap and the best strawberry lemonade of my life. During our visit, we sparked a conversation with the man behind the counter; he told us about the history of the deli and how their mission is to bring affordable fresh food to the area where the primary options are fast food. This experience prompted me to question assumptions that I make about things before seeing them for myself and to try not to create single stories about people or places.

The concept of a single story has been extremely important throughout our time in India. Prior to the trip, I had so many ideas about what India



“I WENT INTO THE TRIP EXPECTING GOOD THINGS. I HAVE FOUND MUCH MORE.”



would be. The majority of them are not true or are much more complex than I thought. My expectations of what India would be like and how it actually is are two different things. I have listened to some of the most passionate people, eaten the best food, and made some of the best memories of my life. While I went into the trip expecting good things, I have found so much more.

Our leaders are constantly questioning the group to see if we have or had a single story and if our experience has changed it. For me, the concept of a single story has given me a new way to see the world. Reflecting on myself, I realize that it could be easy for people to see me as a single story — just another teenage girl from one of many Midwest college towns. Beyond my single story, I am much more. I have two moms and

have been by their side through the fight for marriage equality. I have a younger brother who is adopted from Guatemala, and a cousin who has grown up with me for the past 10 years. I was passionate about finding the high school that is the best fit for me and did months of research to make that a reality. I was one of the organizers at my school for two days of activism for the March for Our Lives Movement. I have dyslexia and constantly advocate for myself and what I need to have the most enriching learning experience.

Single stories are the product of expectations that have predetermined our ideas about something or someone. Single stories limit us to one idea about something, but by looking beyond we can see a much larger picture and better understand the world.





## SIX WEEKS LEADS TO A LIFETIME OF FRIENDSHIP

### DONOR IMPACT

Inez Noble Black chokes up when she tries to describe what The Experiment means to her.

"The impact was so significant it's hard to put into words," she says. "It's a deep heart connection."

That connection started 55 years ago between her junior and senior year at Wheaton College in Massachusetts, where she studied French literature. She loved speaking French and was excited to spend the summer with a French family during a six-week homestay in farm country about 30 minutes outside of Lyon.

"Every morning, the chickens would wake me up," she recalls, instantly transported back to their beautiful home where the family would talk late into the night.

In her senior year, she went to an Experiment reunion in Vermont hoping to reconnect with her group. There, she met a former group leader

to Germany, David Black, and they married a year later.

"That's not why The Experiment impacted my life," she protests, laughing.

Shortly after they married, Noble Black brought her husband to meet her French family.

After their children went to college, the Blacks went back to visit the family in France every other year — the last time in 2008 to celebrate the 100th birthday of her French mother, Colette Guigou. Noble Black planned to visit her French siblings again this October.

"To have a lifelong friendship with a family from another country that feels almost as close as one's blood family after living with them for six weeks many years ago is really quite remarkable," she says.

To honor her late husband and her Experiment mother, Noble Black set up a Greater Seattle Area Experiment High School Scholarship Fund and hopes other alumni will contribute to it.

"It blows my mind to see how The Experiment has grown," she adds. "It's important to keep it strong."



## A GIFT SEEKS TO HONE STUDENT LEADERSHIP

### DONOR IMPACT

Why would an innovative global health care company provide full scholarships to low-income high school students for an international education experience to help them succeed in college and become leaders?

Senior Director of Medtronic Philanthropy Dr. Sylvia Bartley explains it this way: "The Medtronic Foundation recognizes that improving social conditions for underserved populations is crucial to enabling health."

Aligning its mission with a global commitment, the philanthropy arm of one of the world's largest medical device companies is providing a \$50,000 grant to World Learning Inc.'s Experiment Leadership Institute program for students in North Minneapolis and Cedar Riverside.

The company's U.S. headquarters is in Minneapolis, Minnesota.

"We have a large footprint in Minnesota, where income and racial disparities — including poverty, employment, homeownership, education attainment, health and incarcerations — are some of the highest in the nation between white residents and residents of color. Supporting promising students from underserved neighborhoods is one way we can help close the gap," she says.

The four Medtronic Scholarship students will be part of a diverse 30-student group from across the country selected to participate in the merit-based Experiment Leadership Institute. During their summer study abroad program, the teens will learn about global issues, develop leadership and resilience skills, and plan community action projects.

Medtronic hopes the impact will go beyond the individual students selected to receive scholarships.

"It's our hope the students will learn about the societal challenges facing underserved communities in other countries and apply their learnings in their own community, empowering locals and leading programs which address these racial disparities head on," Bartley adds.



# THE EXPERIMENT AT A GLANCE

SUMMER 2018



EXPERIMENTERS

524

ALUMNI

70k

OVER 86 YEARS

ALUMNI REFERRALS

133

SCHOLARSHIPS

\$2.4M

INCLUDING 60 SPONSORING  
ORGANIZATIONS AND  
PARTNER SCHOOLS

PARTICIPANT DIVERSITY

37%

WHITE/  
CAUCASIAN

19%

BLACK/AFRICAN  
AMERICAN

15%

DECLINED  
TO ANSWER

15%

HISPANIC

7%

ASIAN

6%

OTHER

1%

AMERICAN INDIAN  
OR ALASKA NATIVE

NUMBER OF  
HOMESTAYS

507



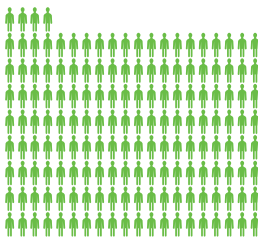
SELF-IDENTIFIED  
GENDER AS OTHER,  
TRANSGENDER,  
OR NONBINARY

13



FEMALES

347



MALES

164

EXPERIMENTERS CAME FROM

44

U.S. STATES

11

COUNTRIES



PROGRAMS

30







## FINANCIALS, BOARD, & PHILANTHROPY

# A MESSAGE FROM OUR BOARD CHAIR

## LYNNE MAGUIRE



As I complete my second year as board chair of World Learning Inc., I want to thank our dedicated board, staff, participants, and community of supporters around the world for everything they do to help us bring our mission to life every day.

One of the most critical jobs the board has is to ensure World Learning Inc. has a leader who is passionate about our mission and has the vision and ability to deliver impactful programs. I am therefore delighted to report that in February, the board appointed Carol Jenkins as our new CEO. With her deep experience with the organization, successful leadership track record, and her commitment to and personal demonstration of our values, Carol is in a strong position to lead World Learning Inc. as we evolve to meet the needs of a changing world.

Under Carol's leadership, the board's vision is to grow World Learning Inc. as a unified institution made up of unique and beloved brands that enhance the work of the others while maintaining distinct identities.

One example is SIT Graduate Institute's new global master's degree format, which builds on the reputation and resources of our SIT Study Abroad centers around the globe. This new format allows us to offer master's degrees in multiple countries outside of the U.S. I am grateful to SIT President Dr. Sophia Howlett and the rest of the SIT faculty and staff for all of the effort they put into creating this groundbreaking format.

In addition, The Experiment in International Living continued its commitment to providing immersive experiences for high school students this past summer with 30 programs in 23 countries. We're grateful to our more than 70,000 alumni; 133 of this year's 524 students were referred by past Experimenters.

Finally, World Learning's Global Programs implemented innovative exchange and development initiatives that supported public school students in Lebanon, established a coding camp for refugee students in Iraq, and created comic books that help children learn to read in Pakistan.

I look forward to seeing what other new ideas and programs develop across the organization. In these challenging times, I know our work is vital to creating a more peaceful and just world. Working stronger together, World Learning Inc. is finding innovative solutions to empower individuals to solve pressing issues in their communities.

You are part of that solution. With your support, World Learning Inc. is able to develop and carry out programs that help create new leaders and stronger communities around the globe. Thank you for your support.

Lynne M. Maguire,  
Board Chair, World Learning Inc.

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and Learning

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## Recognizing giving based on cash received from July 1, 2017–June 30, 2018

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The Infinity Club is a special group of supporters who have included World Learning, The Experiment in International Living, SIT Study Abroad, International Honors Program, or SIT Graduate Institute in their estate plans.

A planned gift in the form of a trust, gift of life insurance, charitable gift annuity, retirement plan assets, or bequest strengthens World Learning's future. We are deeply grateful to the Infinity Club members listed here and hope their leadership will inspire others. We also welcome our new members whose names appear in **bold**.

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AS OF JUNE 30, 2018

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Herbert Adler  
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Stephen Barefoot  
Faith Wilcox Barrington  
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**In Honor of Robert Burgess**  
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Leah McGowen-Hare

**In Honor of Allen Cutler**  
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**In Honor of Mary Davidson**  
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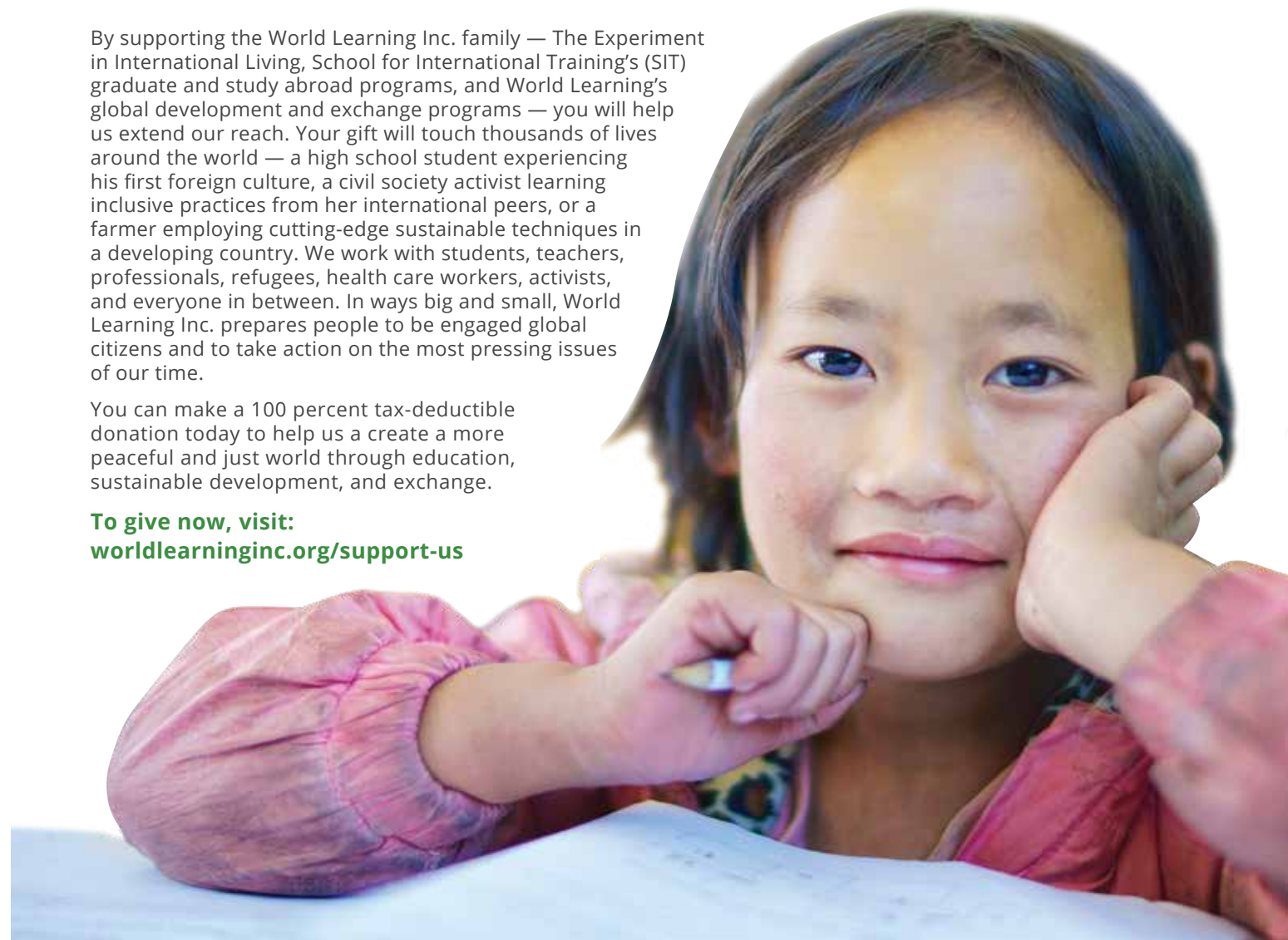
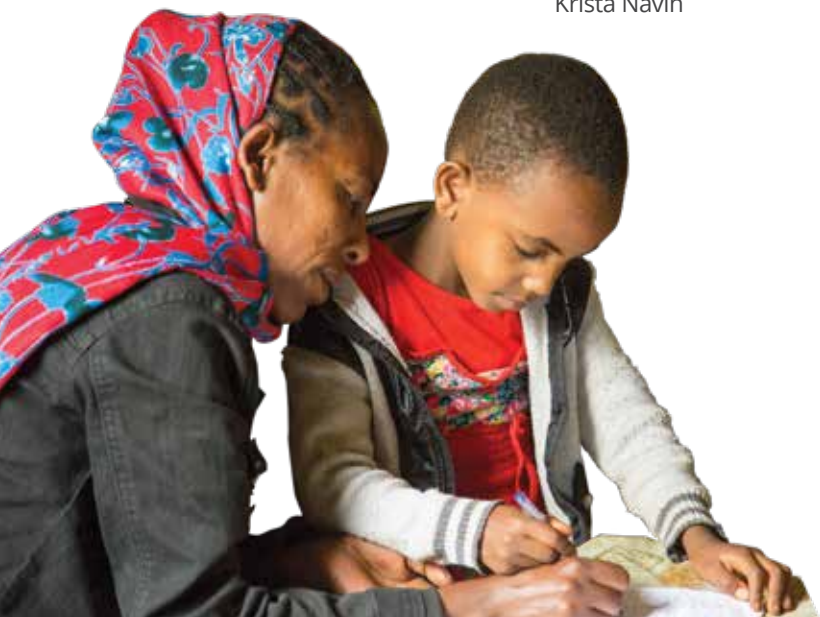
**In Honor of Crystal Williams**  
Leroy and Sheryll Williams

# GIVE A GIFT. CHANGE THE WORLD.

By supporting the World Learning Inc. family — The Experiment in International Living, School for International Training's (SIT) graduate and study abroad programs, and World Learning's global development and exchange programs — you will help us extend our reach. Your gift will touch thousands of lives around the world — a high school student experiencing his first foreign culture, a civil society activist learning inclusive practices from her international peers, or a farmer employing cutting-edge sustainable techniques in a developing country. We work with students, teachers, professionals, refugees, health care workers, activists, and everyone in between. In ways big and small, World Learning Inc. prepares people to be engaged global citizens and to take action on the most pressing issues of our time.

You can make a 100 percent tax-deductible donation today to help us create a more peaceful and just world through education, sustainable development, and exchange.

**To give now, visit:**  
[worldlearninginc.org/support-us](https://worldlearninginc.org/support-us)





# OUR PARTNERS

Partnerships help ensure that World Learning Inc.'s programs are relevant to the needs and contexts of the communities in which we work. We partner with governments to educate and empower youth and civil society leaders living in critical global regions; we partner with corporations to provide English language, STEM, and other training for the world's future workforce; and we partner with foundations to give young people worldwide access to transformational cross-cultural experiences.

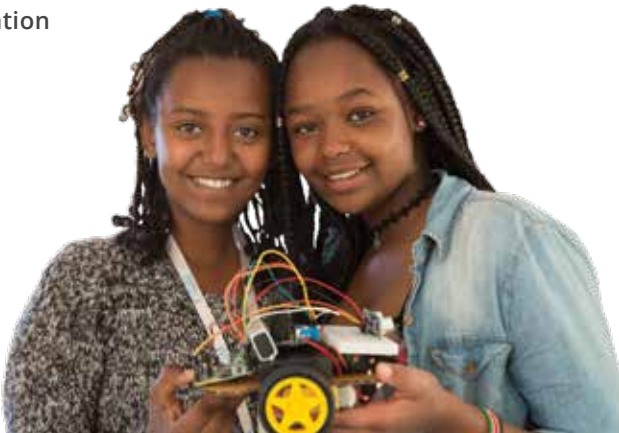
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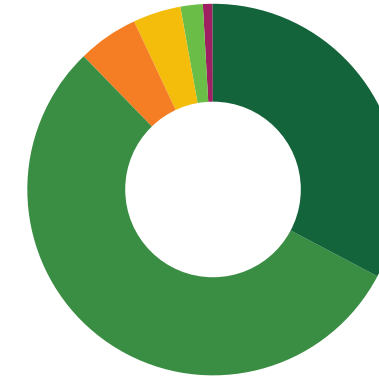
# CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

FOR THE YEAR ENDED ON JUNE 30, 2018 (UNAUDITED)

	2018	2017
<b>ASSETS</b>		
Cash and cash equivalents	\$ 4,113,629	\$ 3,905,535
Accounts and notes receivable, net	12,220,500	14,942,961
Contributions receivable, net	521,981	1,126,305
Prepaid expenses and other assets	5,949,166	6,153,157
Investments	48,907,041	47,875,518
Property, plant and equipment, net	4,405,327	4,955,252
<b>TOTAL ASSETS</b>	<b>\$ 76,117,644</b>	<b>\$ 78,958,728</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 8,435,101	\$ 7,618,848
Advance payments, deferred revenue and other liabilities	8,221,435	10,721,030
Borrowings under line of credit	11,604,419	10,039,297
Federal loan program advances	172,063	173,946
<b>TOTAL LIABILITIES</b>	<b>\$ 28,433,018</b>	<b>28,553,121</b>
<b>NET ASSETS</b>		
Unrestricted	4,698,920	7,352,367
Temporarily restricted	11,298,966	11,790,016
Permanently restricted	31,686,740	31,263,224
<b>TOTAL NET ASSETS</b>	<b>47,684,626</b>	<b>50,405,607</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 76,117,644</b>	<b>\$ 78,958,728</b>

# CONSOLIDATED STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2018 (UNAUDITED)



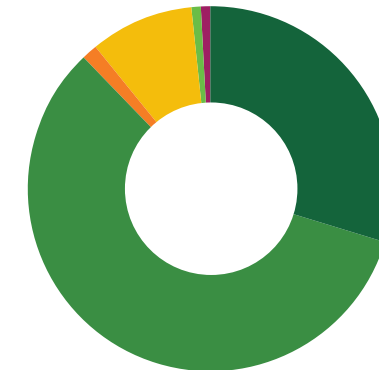
## REVENUES AND OTHER SUPPORT

Operating Revenue:

Tuition and program fees	54,038,258
Less scholarships	(4,405,539)
Net tuition and program fees	49,632,719
Grants and contracts:	
Federal government grants and contracts	78,037,287
Other grants and contracts	4,075,112
Investment return availed under spending policy	3,176,456
Contributions	1,659,841
Auxiliary services	483,811
Other revenue	303,410

**Total operating revenues and other support**

**137,368,636**



## EXPENSES

Operating Expense:

Education and general:	
Program and instruction	38,112,960
Program support*	3,556,016
Student services	1,524,357
Grants and contracts:	
Federal government grants and contracts	78,037,287
Other grants and contracts	4,025,534
Auxiliary services	755,608
General support*	12,521,747
Interest on indebtedness	212,231
Other	141,874

**Total operating expense**

**138,887,614**

Change in net assets from operations

(1,518,978)

Total non-operating revenue (expense)

(1,202,003)

**Change in net assets**

**(2,720,981)**

\*Amount presented net of indirect cost recovery.







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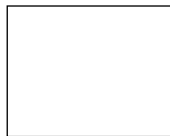
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