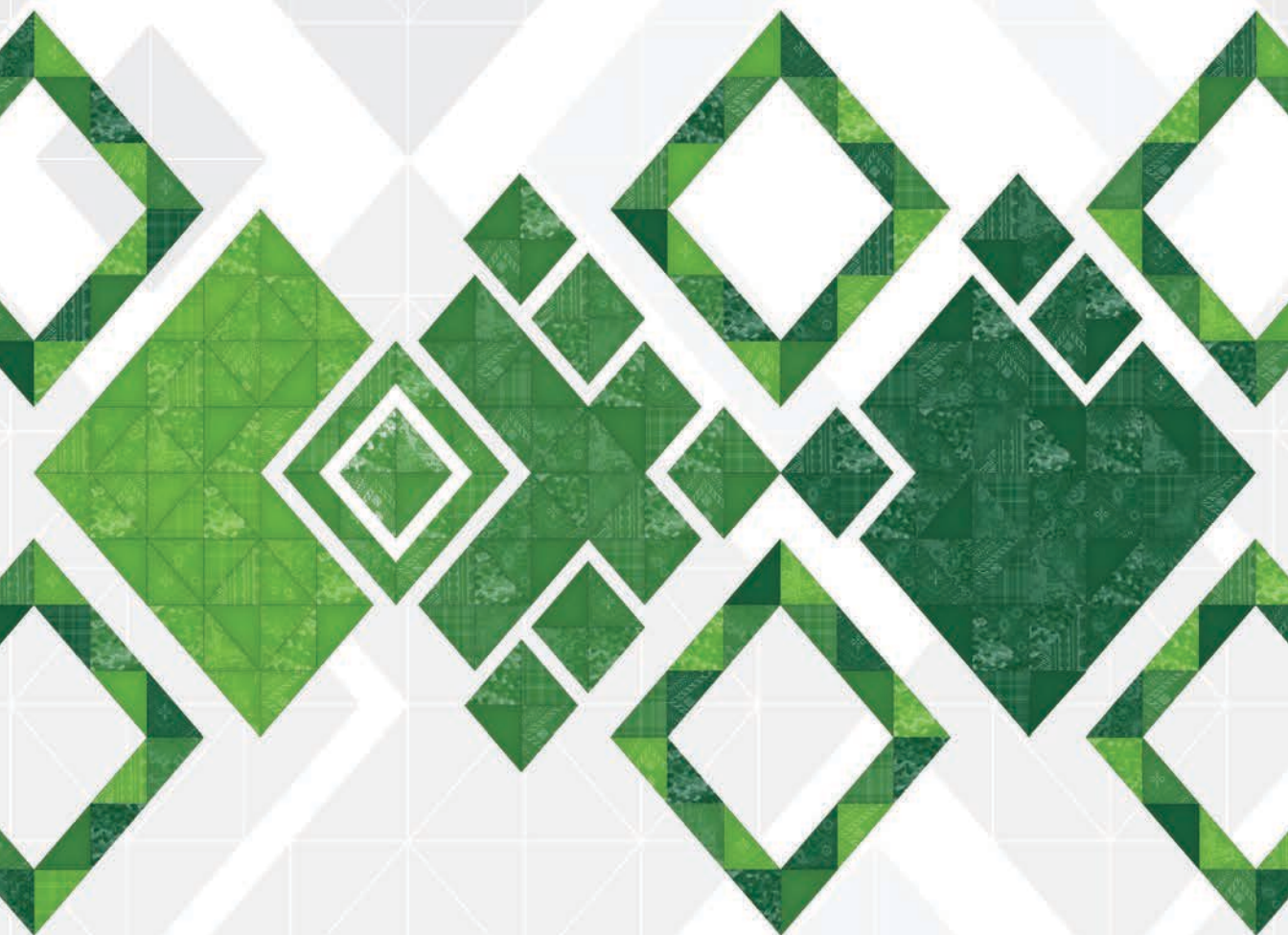




World Learning Inc.



IMPACT REPORT

2019



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 World Learning Inc.



A LETTER FROM CAROL JENKINS

WORLD LEARNING INC. PRESIDENT & CEO



Welcome to our 2019 Impact Report. As I reflect on my second year as CEO, I feel honored to lead such an amazing organization that is creating positive change in communities around the globe. I truly believe the power of our organization lies in our global scope and breadth.

This year we have focused on building the strength of our programs to maximize our impact by not only making the world a better place today, but for generations to come. Fulfilling this vision starts with a clear set of shared ideals that hold meaning and inspire our participants, staff, and alumni. After surveying staff and stakeholders in 32 countries, a working group of faculty and staff identified and introduced a refreshed set of values that reflect the deeply ingrained principles and beliefs that shape our

collective identity. I'm proud to share these core values with you in our Impact Report. World Learning Inc's Core Values are intercultural understanding, community, social inclusion and justice, and sustainability.

Our values unite us and inform our internal and external relationships, guide our actions, and are reflected in the ways we work and fulfill our mission. They are woven into the fabric of all of our programs. Therefore, we decided to organize our 2019 Impact Report around these values to highlight their influence in our work, as well as the interconnectedness of all our brands and programs.

This year, I had the privilege of seeing these values in action when I visited some of our programs around the world. In Ecuador, I met with SIT Study Abroad students examining environmental issues and sustainability in the rainforest. I attended a regional meeting in Spain that brought together academic directors from across Europe, the Middle East, and North Africa to share how SIT carries out its work across diverse cultural contexts. Finally, in Kosovo, I met with representatives from the University of Pristina, the Ministry of Higher Education, and other World Learning partners who are strengthening community bonds in the country.

These interactions are just a few examples of the ways in which we as an organization strive to live our values every day. You will find many more stories in the pages ahead. This work is only possible because of you. We are so grateful for your support. I know if this community works together, we can achieve our mission of creating a more sustainable, peaceful, and just world.

A handwritten signature in black ink that reads "Carol Jenkins". The script is fluid and cursive.

OUR CORE VALUES

The World Learning Inc. family is connected by four core values: community, intercultural understanding, social inclusion and justice, and sustainability.

In this World Learning Inc. 2019 Impact Report, you'll discover how these values are reflected in all of our programs and how our participants, alumni, and staff help carry them forward.

COMMUNITY

We value active togetherness, reciprocity, and respect as the essential ingredients for sustainable community-building. With our presence and our programs, we create a global network of learners empowered to become community builders and collaborators.



INTERCULTURAL UNDERSTANDING

With open minds, empathy, and courage, we facilitate understanding of and respect for the commonalities and differences between people. We do this through cultural immersion and experiential learning, which lead us to seek and create a better world.



SOCIAL INCLUSION & JUSTICE

We champion inclusion in all that we are and all that we do, from ensuring our community and our programs amplify the voices, agency, and dignity of all people to deliberately instilling the principles and practices of inclusion in all our work. We seek a world in which individuals and communities are self-determining, interdependent, and equitable.



SUSTAINABILITY

We are committed to human and environmental well-being and contributing to a better world for all living and future generations.



THE WORLD LEARNING INC. FAMILY

World Learning Inc. is both an accredited academic institution and a global nonprofit with three divisions woven together over the course of our vibrant history:

The Experiment in International Living: The Experiment is where it all started. In 1932, we began sending young people abroad to learn how to live together by living together. We continue that mission today as the nation's most experienced provider of summer abroad programs for high school students.

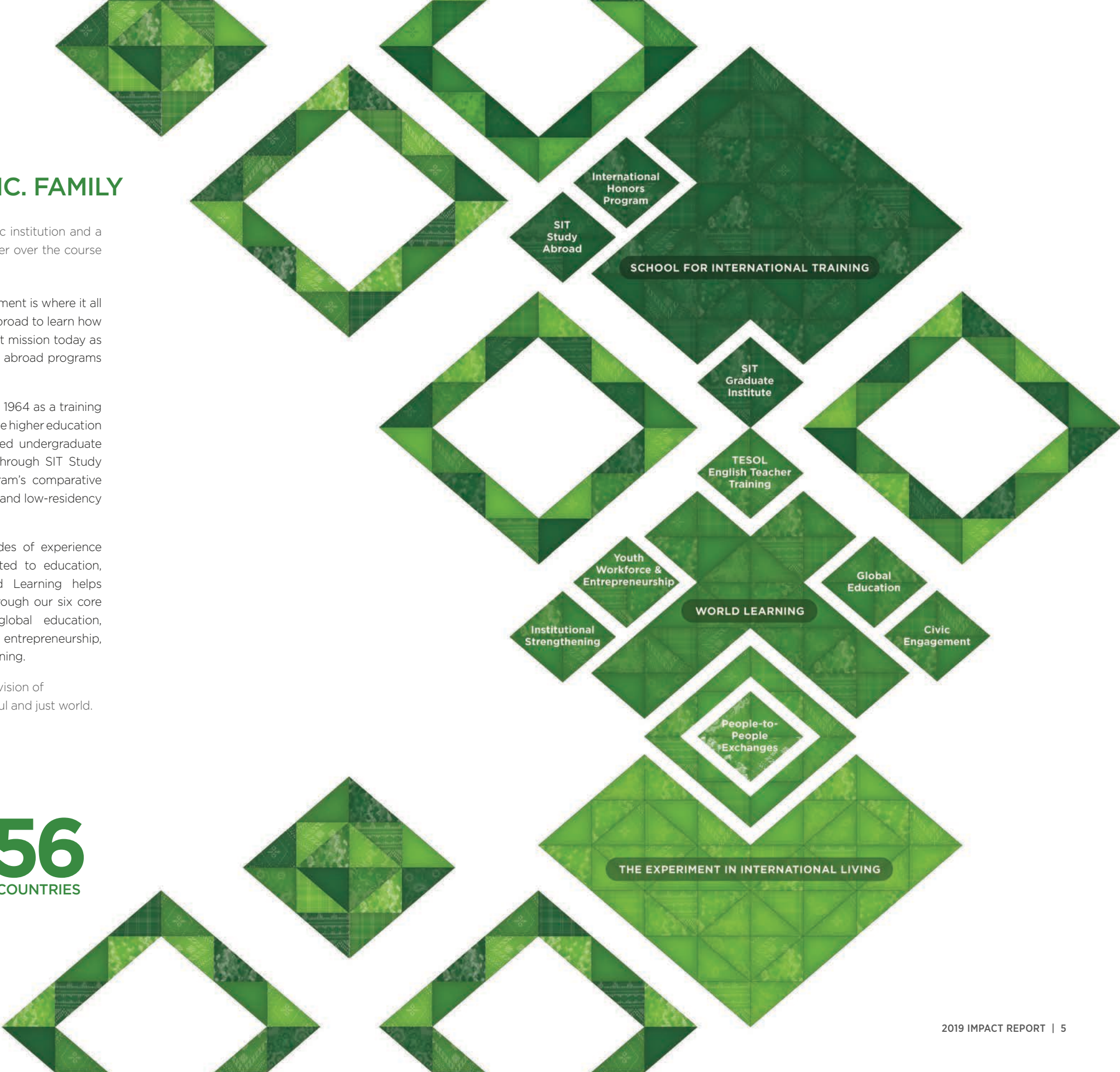
School for International Training (SIT): Founded in 1964 as a training center for outbound Peace Corps volunteers, SIT is the higher education division of World Learning Inc. We offer accredited undergraduate study abroad programs on all seven continents through SIT Study Abroad—including the International Honors Program's comparative programs on multiple continents—as well as global and low-residency master's degrees through SIT Graduate Institute.

World Learning: In the 1970s, we put our decades of experience into practice by establishing a nonprofit dedicated to education, sustainable development, and exchange. World Learning helps people and communities build brighter futures through our six core program areas: people-to-people exchanges, global education, institutional strengthening, youth workforce and entrepreneurship, civic engagement, and TESOL | English teacher training.

Read on to learn more about how each division of World Learning Inc. works to create a more peaceful and just world.

932 STAFF
WORLDWIDE

OPERATING
IN 56
COUNTRIES





World Learning—the nonprofit global development and exchange division of World Learning Inc.—works globally to find comprehensive solutions to pressing challenges such as poverty, conflict, and inequality. Our programs:

IMPROVE

global education to ensure schools and teachers have the tools they need to support students;

EXPAND

access to English language instruction through our **TESOL | English Teacher Training**;

ENCOURAGE

people in communities around the world to become their own greatest champions through our **civic engagement** programming;

HELP

our partners better serve their constituencies through our **institutional strengthening** approach;

CULTIVATE

the skills young people need to succeed in the modern economy through **youth workforce and entrepreneurship** programs; and

CREATE

connections among people of all ages through a robust portfolio of **people-to-people exchanges**.

Find stories about World Learning by looking for its signature shade of green.



School for International Training (SIT)—World Learning Inc.'s nonprofit educational institution—provides accredited, experiential programs that address today's most critical global issues.

SIT Study Abroad offers field-based undergraduate study abroad programs on all seven continents, including comparative programs on multiple continents through the **International Honors Program**.

SIT Graduate Institute prepares students to be effective leaders, professionals, and citizens through its innovative, full-time global master's programs that are delivered entirely abroad, as well as flexible low-residency programs that accommodate students living and working around the world.

All SIT programs are developed within a framework of the most critical global issues of our time so that the next generation of leaders has the expertise needed to engage all identities, perspectives, and cultures in respectful, enduring, and meaningful responses.

Find stories about SIT by looking for its signature shade of green.

CRITICAL GLOBAL ISSUES

Climate & Environment

Development & Inequality

Education & Social Change

Geopolitics & Power

Global Health & Well-Being

Identity & Human Resilience

Peace & Justice





The Experiment in International Living—World Learning's flagship people-to-people exchange program—is the nation's most experienced provider of summer abroad programs for high school students. For 87 years, these immersive programs have allowed participants to authentically explore the world while developing enduring friendships through cultural experiences and homestays, leaving a lasting impact on their lives.

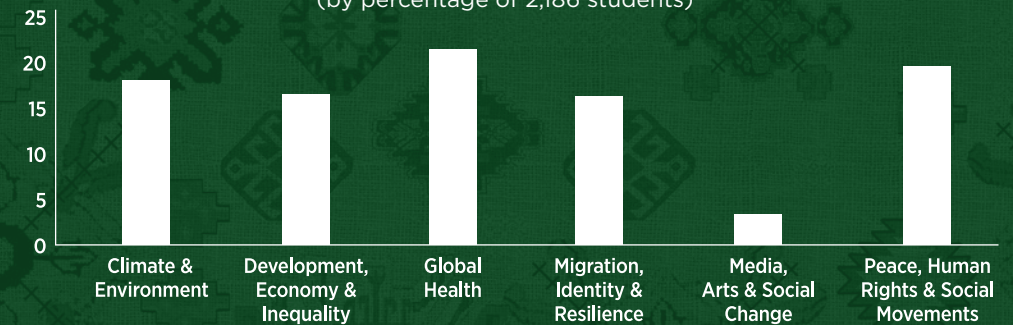
The Experiment offers three- to six-week summer immersion programs in more than two dozen countries in Africa, Asia, Latin America, North America, and Europe. Program themes include language and cultural discovery; arts and social change; sustainability and the environment; and peace, politics, and human rights.



Find stories about The Experiment by looking for its signature shade of green.



SIT Study Abroad Critical Global Issues Studied (by percentage of 2,186 students)



82 UNDERGRADUATE STUDY ABROAD PROGRAMS INCLUDING **6** INTERNATIONAL HONORS PROGRAMS

7 GRADUATE DEGREE AND CERTIFICATE PROGRAMS

79 ACTIVE PROGRAMS THROUGH **115** PROJECTS

PARTICIPANTS FROM **175** COUNTRIES



19,137 PARTICIPANTS COMPLETED OUR PROGRAMS

524 EXPERIMENTERS CAME FROM **35** STATES **9** COUNTRIES



70k ALUMNI

546 HOMESTAYS

The Experiment data is from summer 2019; SIT and World Learning data is from FY19.

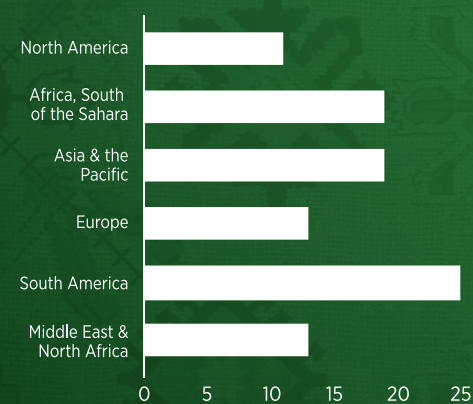
OUR REACH

WORLD LEARNING INC. IS OPERATING
IN 56 COUNTRIES WORLDWIDE.



SIT STUDY ABROAD
STUDENTS TRAVELED
TO **55** COUNTRIES
IN **6** REGIONS

WHERE SIT STUDY ABROAD STUDENTS TRAVEL
(PERCENTAGE BY REGION)



SIT GRADUATE INSTITUTE
STUDENTS COME
FROM **45** COUNTRIES
IN **6** REGIONS

WORLD LEARNING
AND THE EXPERIMENT
TRAINED PARTICIPANTS
FROM **151** COUNTRIES
IN **6** REGIONS



COMMUNITY

World Learning Inc. is creating a more peaceful and just world—community by community. Our programs build global networks among people and encourage them to work together. Understanding that we have much to learn from the communities that host our programs, we strive to give back in a meaningful way. Learn about our approach to community in the pages ahead.

COMMUNITY CHANGEMAKERS

We believe in building communities sustainably. Our alumni return home determined to make lasting change.

TRANSFORMING CONFLICT IN SOUTHERN VERMONT

SIT alumna and adjunct professor Suzanne Belleci first learned about restorative justice while living on Pohnpei, an island in Micronesia, where she joined a weeklong community healing ritual after the murder of a young islander. Intrigued, she then set out to learn about global indigenous restorative justice practices in Rwanda, Iraq, and beyond. Today, Belleci practices what she learned as director of the Great Falls Community Justice Center in southern Vermont.

Restorative justice is an alternative to the traditional western criminal justice system, bringing together the victim, perpetrator, and community members to understand what happened, why, and what could make things right. “We could wait all day for Washington and Montpelier to solve our problems,” Belleci says. “But we have the resources within our own villages to begin now.”

BUILDING COMMUNITIES OF HOPE IN PHILADELPHIA

Communities across the United States are grappling with an opioid crisis that is still too little understood. In Philadelphia, one young artist is shifting the narrative around addiction by telling the stories of those who suffer from it.

In September, Amanda Shaffern debuted *Siren Songs*, a theatrical production exploring addiction through the real stories of seven people on the road to recovery. An alumna of a U.S. Department of State exchange program, Shaffern created the show after attending an Alumni Thematic International Exchange Seminar (Alumni TIES)*, implemented by World Learning, titled “Building Communities of Hope: Collective Action to Tackle Addiction.” *Siren Songs* was funded through an Alumni TIES small grant from the U.S. Department of State.

“So often, we are taught to turn away from helping those in need,” Shaffern says. “Through *Siren Songs*, we hope to create a safe, truthful show in order to help the community.”

DEFINING THE TRUE MEANING OF LEADERSHIP

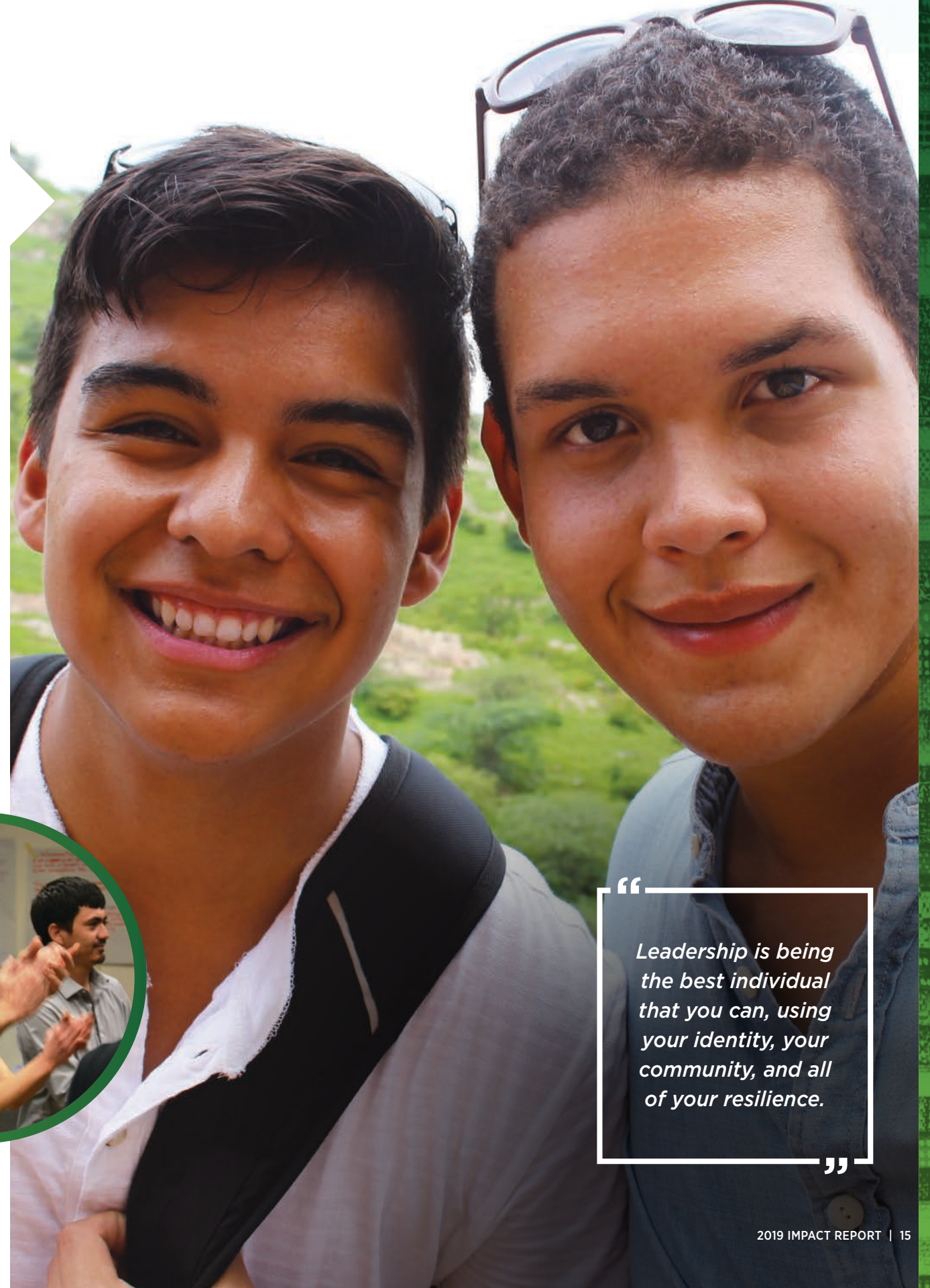
For Ryan Rodriguez, traveling to India with The Experiment Leadership Institute in 2017 was an opportunity to learn more about himself and how he could support his various communities—whether formed through activities like Model UN or his identities as an LGBTQ+ Puerto Rican person from Chicago.

In high school, inspired by The Experiment, Rodriguez led a campaign to educate his classmates about Puerto Rico and collect donations in the wake of Hurricane Maria’s devastation. Now, as a student at Florida International University, he continues to advocate for the things he cares about. Here, Rodriguez shares his definition of leadership:

“Leadership is being the best individual that you can, using your identity, your community, and all of your resilience. If everybody is leading their own lives and living the best version of themselves, there’s no need for this concept of leaders and followers. We know when to lead a group—and we also know when to support people and be an ally. And we use all of our life experiences and our identities to propel our communities forward and lead them in that process.”



**This program is sponsored by the U.S. Department of State with funding provided by the U.S. government.*



“
Leadership is being the best individual that you can, using your identity, your community, and all of your resilience.
”

THE POWER OF CONNECTING PEOPLE

Building a more peaceful and just world starts with creating communities. A strong global network not only helps people thrive in their careers and lives, but also gives them the support they need to bring about a better world—together.

BUILDING A DIGITAL COMMUNITY OF YOUNG CHANGEMAKERS

This year, The Experiment added a new virtual exchange program to its portfolio. The Experiment Digital* helps high school students across the world connect without leaving their living rooms. This two-month virtual exchange encourages young people in the United States and the Middle East to get to know each other through videos, discussion forums, online chats, webinars, games, and even creating poetry that challenges cultural stereotypes. As they make new friendships across cultures, students also discover ways to make change in their communities.

**The Experiment Digital is supported by the Stevens Initiative, which is sponsored by the U.S. Department of State with funding provided by the U.S. government, and is administered by the Aspen Institute.*



CREATING GLOBAL COMMUNITIES FOR PROFESSIONALS

The Digital Communication Network (DCN) is dedicated to building a strong global information ecosystem of likeminded journalists, entrepreneurs, lawmakers, civil society leaders, and communications specialists across Europe and Central Asia. These professionals join together through exchanges, forums, conferences, fellowships, training programs, and more to share information on key issues facing communicators today—from the role of digital influencers to the proliferation of “fake” news.

This network was born out of Professional Fellows On-Demand, an exchange program through which professionals gain insight into challenges in their fields. It is sponsored by the U.S. Department of State with funding from the U.S. government and implemented by World Learning. In 2015, Professional Fellows On-Demand administered a grant to several program alumni who ultimately founded DCN, which has grown significantly in the time since.

“The program was perfectly designed to give us courage and motivation to explore new things, connect with people, and grab new opportunities. It was the best exchange program I have ever participated in.”

—DCN Fall 2018 U.S. Exchange Participant

CULTIVATING COMMUNITY IN THE CLASSROOM

There’s a special sense of community among SIT Graduate Institute students. Students in our master’s degree and certificate programs—which are rooted in experiential education—cultivate close ties they’ll be able to rely on for support throughout their careers.

In August, the graduates at SIT’s master’s degree conferral ceremony in Washington, DC, made clear the importance of their new relationships. Speaking from the podium, Michael Keel told his classmates in the Sustainable Development program that they had shown him the true purpose of his chosen career. “Sustainable development is about people,” he said. “It’s about all of us. It’s about taking care of people and lifting each other up.”

“The people who get the most done, for themselves and for the world, are the people who have networks that support them, and networks that they support.”

—Ian Fisk, executive director of the Mentor Capital Network and keynote speaker at SIT’s 2019 degree conferral ceremony



GIVING BACK IN A MEANINGFUL WAY

Reciprocity is essential to the way World Learning Inc. approaches community building. Our exchange program participants take on service projects that, unlike “voluntourism,” meaningfully engage with their host community’s culture.

RECIPROCITY IN ACTION

Ten years ago, children in Bolivia didn’t have many options to read about their own cultural heritage. Bookstores and libraries mainly stocked translations of foreign titles like Cinderella rather than books written for Bolivian audiences.

Kids’ Books Bolivia has changed that. Founded in 2008—when two SIT Study Abroad students wrote a children’s book about their host mother’s childhood for their Independent Study Project (ISP)—Kids’ Books Bolivia is a collection of bilingual children’s books written entirely by SIT students. It’s a natural fit for SIT’s Bolivia: Multiculturalism, Globalization, and Social Change program, which challenges students to examine cultural identity in Bolivia as they find ways to engage with their host community.

Kids’ Books Bolivia has been a clear success. It now comprises 47 titles that can be found in libraries across the city of Cochabamba. SIT students work with the community to develop book ideas, and not only do the student volunteers write the books, they also read them aloud to schoolchildren.

“It’s easy to discuss reciprocity, and it’s something else to see reciprocity in action.”

—Aliya Ellenby, project coordinator of Kids’ Books Bolivia

GO TO LEARN, NOT TO TEACH

World Learning Inc.’s ethos—going abroad to learn, not to teach—is personified in the case of Hadi El Rabbat, an alumnus of two SIT Study Abroad programs, including the International Honors Program (IHP) Health and Communities: Globalization, Culture, and Care, which took him to China, South Africa, and India.

El Rabbat is returning to India as an Alice Rowan Swanson Fellow, a program in which SIT Study Abroad alumni carry out community-based projects that promote human rights. El Rabbat plans to build a research and education center with the Rangkal tribe, whose culture and traditions are endangered as modern development has begun to take root in the region. El Rabbat envisions a space where people can gather and share their knowledge, which he can help archive both on paper and digitally.

“The purpose of my being is to protect Mother Earth. My dream is to do that from the roots, to serve people as a light. They are the knowledge keepers.”

—Hadi El Rabbat, IHP alumnus



“
It’s easy to discuss reciprocity, and it’s something else to see reciprocity in action.
”

A NEW GENERATION OF COMMUNITY LEADERS

Young people are the problem-solvers we need right now on hot-button issues like climate change. World Learning's youth exchange programs encourage high school students around the world to get involved in civic life, offering the tools to help them make a difference.

CREATING SAFE SPACES FOR CHILDREN IN CHILE

Alexia Paz loves serving her community of Iquique, Chile, whether through beach clean-ups, visiting with senior citizens, or volunteering at animal shelters. Hoping to learn how to do so even more effectively, Alexia joined the Youth Ambassadors Program.

The Youth Ambassadors Program* brings together high school students and adult mentors from across the Western Hemisphere for exchanges to the United States that promote mutual understanding, increase leadership skills, and prepare youth to make a difference in their communities.

Alexia found inspiration for her next project during her U.S. exchange: She plans to create a healthy space for children ages 4 to 12 to take a break from their problems through games and fun activities.

"I'm learning values. I'm learning how to make those values work. I'm learning how to be useful in my community."

—Alexia Paz, Youth Ambassadors Program participant

CULTIVATING A CULTURE OF RECYCLING IN IRAQ

Meer Mohammed hated to see trash littering the streets of his hometown, Sulaymaniyah, Iraq. So, this high school student founded a service organization that undertakes various recycling campaigns, including installing recycling bins at the University of Sulaimani.

He did so with the help of a small grant that World Learning awarded to alumni of the Iraqi Young Leaders Exchange Program (IYLEP).** IYLEP brings Iraqi high school and undergraduate students to the U.S. for exchanges that develop their leadership

and peacebuilding skills. Students volunteer in their U.S. host communities—then, like Meer, return home more engaged than ever.

CAMPAIGNING TO END BULLYING IN MEXICO

Bullying is pervasive in Valeria Fonseca Jimenez's community of Querétaro, Mexico. That's why she's launching an anti-bullying campaign to raise awareness of the problem and help kids who suffer from bullying.

This project arose from Valeria's participation in Jóvenes en Acción, a civic education and leadership program for students from diverse communities throughout Mexico. The program begins with a four-week U.S. exchange before participants return home to carry out projects. It is sponsored by the U.S. Department of State and the U.S. Embassy in Mexico City with funding provided by the U.S. government, La Secretaría de Educación Pública, and private funders.

"I joined Jóvenes en Acción because I want to make a change in my community. I want people to feel heard and to know that we can do something."

—Valeria Fonseca Jimenez, Jóvenes en Acción participant

86% OF ALUMNI SAY THEY BECAME INCREASINGLY ACTIVE IN THEIR COMMUNITIES AFTER IYLEP

SOURCE: 2019 WORLD LEARNING SURVEY OF 166 ALUMNI

"I'm learning values. I'm learning how to make those values work. I'm learning how to be useful in my community."



* This program is sponsored by the U.S. Department of State with funding from the U.S. government.

** This program is sponsored by the U.S. Embassy in Baghdad and the U.S. Department of State with funding from the U.S. government.



INTERCULTURAL UNDERSTANDING

Building relationships across cultures is vital to creating a more peaceful and just world. When people from diverse cultures and backgrounds know and understand one another, they form the partnerships that undergird global security and economic stability. Learn about World Learning Inc.'s approach to intercultural understanding in the pages ahead.

INTERCULTURAL UNDERSTANDING BUILDS A BETTER WORLD

Throughout our immersive, experiential programs, World Learning Inc. is cultivating open-mindedness, empathy, and courage—as well as the cross-cultural relationships that make for a more peaceful and just world.

PROMOTING GLOBAL STABILITY

Leaders Advancing Democracy (LEAD) Mongolia is one of World Learning's many programs that contribute to global stability through intercultural exchange. Funded by the U.S. Agency for International Development, LEAD Mongolia provides emerging democratic champions with leadership training and civic engagement skills.

LEAD Mongolia fellows visit the U.S. to learn how its democracy was founded and how it is sustained today. These visits have exponential benefits for the global community. Fellows return better equipped to advocate for their own young democracy and having built relationships with U.S.

citizens. Exchanges also provide an occasion for residents in towns like Staunton, Virginia, to learn about Mongolian culture—a valuable opportunity, according to Staunton Mayor Carolyn Dull. “To hope for a more perfect union, you’ve got to know each other,” she says. “You can’t stay strangers.”

“To hope for a more perfect union,
you’ve got to know each other.
You can’t stay strangers.”



A Q&A WITH HARRY MYO LIN

Harry Myo Lin believes intercultural understanding is critical to building peace in Myanmar. Recognized by TIME magazine as one of eight young leaders shaping the coming decade, he has been promoting interfaith dialogue since conflict broke out in his country in 2012.

Harry is also a World Learning and SIT alumnus. In 2013, he joined World Learning as a trainer at the U.S. Department of State-funded Institute for Political and Civic Engagement (iPACE), leading courses in conflict transformation and more. Then, in 2014, he participated in SIT's Conflict Transformation Across Cultures (CONTACT) summer peacebuilding program. Here, he shares his experiences:

Why should people study at iPACE?

iPACE is still the only institution in Myanmar that within four to five weeks can build up certain skills that are needed for people who are working on civic engagement and peacebuilding. It's a very effective program. iPACE also has a huge network; it brings together people from different parts of Myanmar.

What about CONTACT?

CONTACT is a life-changing experience. It creates a lot of opportunity and links your experience and skill with theoretical approaches. In a short time, they teach a lot about peacebuilding—and experiential and cross-cultural learning. It also brings a good diversity of people to learn about cultural differences, teaching sympathy to people in the same field from different countries.

How did that change your work?

CONTACT made me think more about sustainable approaches to peacebuilding. I co-founded an organization together with a CONTACT alumnus to reach out to different faith communities and I also started to do more policy work, reaching out to decisionmakers so they could take steps to overcome structural problems and build a sustainable peace.

SOFT SKILLS FOR PEACEBUILDING

Soft skills—like empathy, dialogue, and intercultural communication—make it possible for people like Harry Myo Lin and his CONTACT classmates to understand each other. Dr. Bruce Dayton, executive director of CONTACT and chair of SIT master's programs in Peace and Justice Leadership and Diplomacy and International Relations, says soft skills are integral to his curricula: “Soft skills help people understand one another's experiences and recognize that truth is often subjective, an important starting point for conflict transformation.”

“Soft skills help people understand
one another's experiences and
recognize that truth is often
subjective, an important starting
point for conflict transformation.”



IMMERSIVE & EXPERIENTIAL PROGRAMS WORLDWIDE

World Learning Inc.'s teaching philosophy has held steadfast since 1932, when Donald Watt took the first group of Experimenters to Europe to learn to live together by living together. Through immersion and experiential learning—which incorporates theory, practice, and reflection—participants gain a deep understanding of local cultures.

A REFLECTION ON EXPERIENTIAL LEARNING BY PROGRAM OFFICER SEAN MOONEY

I walked into The Waterman's Wharf exhibit at the Chesapeake Bay Maritime Museum in St. Michaels, Maryland, and found myself in a profoundly familiar setting: I could hear the breeze rustling the tall grass just outside the exhibit. I noticed the open crab pots on the ground, full of molting blue crabs.

Just a few days earlier I was pulling a crab pot to the surface from a nearby dock, scooping “peelers” and “busters” (the stages of blue crab molting) out of climate-controlled tubs.

I had not only learned about the cultural heritage of the Chesapeake Bay; I had experienced it for myself.

I was traveling with Saving What Matters, a Communities Connecting Heritage (CCH) project carried out jointly by cultural heritage organizations in Maryland and Bosnia and Herzegovina. Sponsored by the U.S. Department of State with funding provided by the U.S. government, CCH pairs organizations from the U.S. and abroad to carry out cultural preservation projects.

Experiential learning was key to Saving What Matters. Instead of being told about the traditional way of life, our participants were able to feel, smell, taste, hear, and see how these communities are preserving the maritime cultural heritage of the bay in their day-to-day lives.

LEARNING TO LIVE TOGETHER BY LIVING TOGETHER

Time and again, our alumni tell us that homestays are transformative. In 2019, The Experiment designed a custom program to Costa Rica for The Fellowship Initiative, a college prep program for young men of color sponsored by JPMorgan Chase. Justice Vincent, a participant from New York City, says his homestay changed his entire outlook:

“When I was leaving, both my tia and my abuela started tearing up. That hit home. It's been engrained in me now, the values in their culture and in their home to always be open. It reminds me of Bob Marley—he would leave his door open for anyone. I'm not saying I'm going to literally leave my door open, but in more of a metaphorical way: If you need something, even if you're not my family or my friend, I'll give it to you.”

“I chose to study with SIT in Cameroon because I wanted a more hands-on, in-person experience versus just reading or being taught about a culture or society in a classroom.”



Samantha Trotter, an anthropology major at Oregon State University, was drawn to SIT Study Abroad's Cameroon: Development and Social Change program for its experiential nature. The program offered excursions—like gliding down a river in a hollowed-out tree and hiking to see the country's oldest and largest tree—as well as the homestays in urban and rural areas of the country.



LIFELONG OPPORTUNITIES FOR CULTURAL EXCHANGE

World Learning Inc. has been creating opportunities for cultural exchange since The Experiment in International Living's first summer abroad program in 1932. Today, our people-to-people exchange programs reach individuals from more than 150 countries at all points in their lives.

YOUTH EXCHANGE

In 2019, a group of high school students had a once-in-a-lifetime opportunity for cultural discovery through The Experiment in International Living. During their four weeks in India, the students traveled to the northern city of Dharamsala, home to the Tibetan government-in-exile. There, they had the chance to learn about Tibetan culture and healing practices from none other than His Holiness the Dalai Lama.

"We sat in happy attention as he spoke on a range of subjects: the importance of the preservation of Tibetan culture and language, the necessity of a holistic perspective of health that includes mental and physical well-being, and the importance of lifelong learning, critical thinking, and logic....Afterwards, we recollected our strongest impressions from his teachings, including a call for living with compassion, nonviolence, and peace."

— Group Leaders, India: Indian Culture & Traditions

ACADEMIC EXCHANGE

Global citizenship is critical for students to excel in work and life. World Learning works with higher education institutions, preparing their students to be global citizens through academic exchanges that help students understand and respect their commonalities and differences.

The Global Undergraduate Exchange Program (Global UGRAD)* brings future leaders from all over the world to study and share their cultures at U.S. universities.

World Learning has seen Global UGRAD enrich academic life at our partner universities. At Bennett College in North Carolina—where international student enrollment has risen through Global UGRAD—hosting a student from the Palestinian Territories inspired the development of a new course examining issues in the Middle East.

"International students provide an amazing perspective on their country, their culture, and their faith if they belong to a different faith group than ours. What they bring to the campus, you can't buy those kinds of things."

—Kelly Mallari, director of the Bennett College Center for Global Studies

PROFESSIONAL EXCHANGE

The International Visitor Leadership Program (IVLP)* brings emerging leaders from more than 140 countries to the U.S. to share ideas, learn best practices, and build their professional networks.

Cross-cultural exchange is also key. IVLP's Home Hospitality program allows participants to get to know their host communities, even celebrating U.S. holidays with citizens and one another.

"I didn't see any differences among us. We all love, work, eat, sleep, travel, and think in the same way. Home Hospitality gives people a chance to see these similarities and contributes to building bridges among us."

—Monika Chochla, a participant from Poland in IVLP's Social Entrepreneurship and Innovation exchange

*This program is sponsored by the U.S. Department of State with funding provided by the U.S. government.

IN FY **2019** WORLD LEARNING WORKED WITH:

1,443 YOUTH EXCHANGE PARTICIPANTS

1,135 ACADEMIC EXCHANGE PARTICIPANTS

3,429 PROFESSIONAL EXCHANGE PARTICIPANTS



WORLD LEARNING WORKS WITH **78** PARTNER UNIVERSITIES

PROFESSIONAL EXCHANGE PARTICIPANTS COME FROM **31** CAREER SECTORS

MORE THAN **330K** EXCHANGE ALUMNI IN 87 YEARS

REAL WORLD EXPERIENCE

Through School for International Training (SIT), U.S. and other students can get a hands-on, experiential education on all seven continents. Our accredited undergraduate and graduate programs encourage students to step beyond the boundaries of a traditional classroom to analyze the issues shaping communities around the globe.

NOT YOUR ORDINARY STUDY ABROAD

SIT Study Abroad continually seeks new ways to help undergraduate students in our accredited semester and summer programs better understand the world. In 2019, SIT Mongolia launched a new and unique cultural experience: an excursion to Siberia, an extraordinarily beautiful (and cold) region of Russia.

SIT Mongolia and Siberia: Nomadism, Geopolitics, and the Environment offers students a deeper understanding of Mongolia by learning about its cultural commonalities and differences with its neighbor. This excursion to the Lake Baikal region—a UNESCO World Heritage Site—ties into the program’s main themes of geopolitics, development, pastoralism, and natural resource management.

THE BEST WAY TO GET TO KNOW ANOTHER CULTURE IS BY LEARNING ITS LANGUAGE

SIT Study Abroad immerses students in languages they won’t find on any other program.

Our languages include:

Afrikaans	Icelandic	Portuguese
Arabic	isiXhosa	Quechua
Asante Twi	isiZulu	Samoan
Bahasa Indonesia	Kinyarwanda	Serbian/Bosnian/
Bahasa Malaysia	Kiswahili	Croatian
Chinese	Luganda	Spanish
Czech	Malagasy	Tibetan
Dutch	Mongolian	Vietnamese
French	Nepali	Wolof
Hindi	Pidgin English	

2018–2019 SIT GRADUATE INSTITUTE PROGRAMS

FULL-TIME MASTER’S PROGRAMS

Climate Change and Global Sustainability
Intercultural Service, Leadership, and Management
International Education
Peacebuilding and Conflict Transformation
Sustainable Development
TESOL

HYBRID MASTER’S PROGRAMS (WASHINGTON, DC)

Sustainable Development

LOW-RESIDENCY MASTER’S PROGRAMS

International Education
Peace & Justice Leadership
Sustainable Development
TESOL

PROFESSIONAL CERTIFICATES

International Education
CONTACT

GRADUATE DEGREES WITH A GLOBAL EDGE

SIT Graduate Institute had something special to celebrate at commencement this year: the first class of graduates in our new global master’s format.

SIT launched its Climate Change and Global Sustainability master’s degree last fall. Taught entirely abroad, the program offers a range of issues-based courses and hands-on fieldwork in Iceland and Tanzania, countries that provide a diverse look at climate change in the communities that are most affected.

For Cass Madden, who previously studied abroad with SIT Peru, joining the program was a no-brainer. She knew getting a master’s degree through SIT would be academically rigorous, providing her with both a deeper understanding of climate change and the real-world experience necessary to pursue a career working with indigenous people globally.

And it did: For her practicum, Madden worked with an organization in Peru to create a spatial model of an agricultural “park” of indigenous communities that have brought the potato back to prominence.

“I really liked the idea of being able to spend time abroad as a graduate student; it’s what SIT does well,” Madden says. “This is a new model for a master’s degree, but I had faith that SIT’s many years of experience running programs abroad meant the program would be well-run and thoughtful.”

“*This is a new model for a master’s degree, but I had faith that SIT’s many years of experience meant the program would be well-run and thoughtful.*”



Cass Madden earned a master’s degree in Climate Change and Global Sustainability this year as a member of the first cohort of SIT Graduate Institute’s new global format. During the program, which was taught entirely abroad, Madden traveled to the likes of Iceland (pictured here) and Tanzania for a firsthand look at the effects of climate change.



SOCIAL INCLUSION & JUSTICE

Society is stronger when all people have a say in shaping their communities. At World Learning Inc., social inclusion and justice are at the heart of everything we do. We continually reflect on how our programs can reach more people and amplify their voices and their agency as they push for progress and inclusion across the world.

SOCIAL INCLUSION & JUSTICE FROM THE INSIDE OUT

At World Learning Inc., we believe it's important to hold ourselves accountable as champions of inclusion. Meet some of our colleagues who are working to ensure that our programs include and amplify the voices of all members of society.



SONNY SINGH,
SIT SOCIAL
JUSTICE EDUCATION
SPECIALIST

Tell us about your new role.

I'm tasked with trying to equip our staff around the world with the knowledge, skills, and space for dialogue and understanding so they can better support and challenge our students with regards to social justice issues. Our staff need to be able to provide students the context for how these issues of power and privilege and oppression are playing out in their countries. But they also need to understand what these conversations are like on U.S. campuses.

How will you be working with our academic directors and staff?

[My goal is] to make sure the leadership of SIT is on the same page when it comes to both our language and analysis of various systems of oppression. [We will be] building relationships and learning from the folks who have been doing this work for a long time. Then, together, we'll identify the gaps and how we can do better.

Why SIT?

Challenges related to race, gender, class, sexuality, and disability are really important and really urgent. It's exciting to work at an institution that's prioritizing these issues.



JUANITA ADAMES,
WORLD LEARNING
SOCIAL INCLUSION
OFFICER

What's the importance of inclusion in global development and exchange programs?

Including new voices gets to the core of development—you can't solve international problems if you're not reaching all communities. It's on us to make sure they have access, agency, and power to participate. It's not on them, it's on us.

What sets World Learning's approach to inclusion apart from others?

Its intentionality and focus on bias. So many people think that they're being inclusive without recognizing how their own biases affect those efforts. World Learning took a really innovative and challenging approach with the launch of the Transforming Agency, Access, and Power (TAAP) Toolkit, which is designed to help you identify those biases and how they will affect your programming. If you are privileged, you don't necessarily see the gaps that affect excluded communities.

How are you integrating the TAAP Toolkit into World Learning's programs?

Right now, World Learning is doing a lot of internal staff training. This is really important; we are only as inclusive as our staff. We've launched an Introduction to TAAP brown bag series, getting everybody's feet wet with the idea and pushing forward meaningful, inclusive programs that matter and make a difference.

We also have a TAAP Community of Practice, which has 79 members across the international development community, to move forward meaningful methodologies in the social inclusion space.



DIVERSITY, EQUITY, AND INCLUSION (DEI) TASKFORCE

World Learning's DEI Taskforce works to strengthen the reflection of our core values in our operations and workplace culture. Program Officer Kareen Ross says 2019 has been a building year for the group, which has held discussions on topics like gender and the TAAP Toolkit to better understand what diversity, equity, and inclusion mean to staff members.

Next, the taskforce will hire a consultant and undertake a staff survey and focus groups—efforts that will inform World Learning's strategy for the coming fiscal year.

Ross says this work is essential to positioning World Learning as a leader in its field. "We're living in a time in which society has a deeper understanding of history and its impacts—who has been left behind, who holds power, and why and how groups and resources have been marginalized and exploited," they say. "Our core values reflect our concern for society as a whole."

TAKING INCLUSION FROM THEORY TO PRACTICE

In our programs, participants have an opportunity to learn the theories of social inclusion and justice and see those practices in action. They leave committed to protecting the rights and dignity of all people.

LEARNING HOW TO FIGHT FOR WHAT'S RIGHT IN SOUTH AFRICA

History repeats itself. Sierra Randolph-Azim had always heard that phrase growing up, but she didn't fully understand what it meant until she visited South Africa this summer with The Experiment in International Living. On the South Africa: Leadership & Social Change program, students learn about the country's racist history and the anti-apartheid movement through hands-on experiences like a visit to the Apartheid Museum.

Randolph-Azim returned home inspired to stop the vicious cycle of racism. As she told Jeanette Lam, World Learning's Digital Media Fellow who captured the program through photos (including the one below) and video: "Leadership and social change means being willing to put yourself out there no matter the consequences. You have to be brave enough to fight for what you believe is right. I will be brave enough when I get home to fight for what I believe is right."

PROMOTING OPEN GOVERNANCE IN MINNESOTA

Can an SIT Study Abroad program lead to more inclusive governance in the United States? Jaime Tincher, deputy mayor of the city of Saint Paul, Minnesota, says yes.

In 1997, Tincher, a junior at Denison University, traveled to Mexico with SIT. There, she became fascinated with politics and power dynamics and was particularly inspired by the program's perspective on class disparities and racism. "I saw more clearly the barriers that prevented people from participating in the system," she says. "I wanted to help create opportunities for those who were historically left out."

Those lessons still resonate. As deputy mayor, Tincher manages the daily operations of Saint Paul's government—and strives to ensure policy decisions are made with greater participation from the larger community.



“Leadership and social change means being willing to put yourself out there no matter the consequences. You have to be brave enough to fight for what you believe is right.”

"Politics and government are not just about votes and hearings," she says. "Understanding the diverse needs of people and connecting with those who have traditionally been left out of the political system are incredibly valuable."

LEARNING THE LANGUAGE OF EMPOWERMENT

When Shinichiro Matsuguma came to SIT in 2012 for his master's degree in TESOL, his intention was to return to Japan to become a teacher. Instead, SIT's experiential learning approach laid the foundation for a different profession. Today, "Shin," as he likes to be called, has a PhD in positive psychology and directs the Strength Association, a group he founded to work with Japan's hikikomori, socially

isolated youth who often don't leave their houses for years at a time. Suicide rates among this group are extremely high.

"SIT didn't just teach us how to teach English effectively, but also how to empower people through experiential learning," Shin says. That's the basis for his approach, which focuses on his patients' strengths. For example, because most of his clients play videogames, he often talks with them about their play styles and motivations to identify strengths such as teamwork, strategy, or leadership.

"They come to see their own experiences as a learning opportunity and they develop their strength while they're having that experience, whether it's real or virtual."



AMPLIFYING THE VOICES, AGENCY & DIGNITY OF ALL PEOPLE

Every voice is vital in the mission to create a more peaceful and just world. Across the globe, our alumni champion this inclusive vision by amplifying the voices, agency, and dignity of all communities.

DISABILITY RIGHTS ADVOCACY IN BELARUS

How can public spaces become more accessible to people with disabilities? In July, World Learning brought 11 Belarusian disability rights advocates to the United States to investigate that question through the Community Connections Belarus program. Funded by the U.S. Agency for International Development, the program brings together professionals from Belarus with U.S. counterparts to build networks and share best practices in a variety of fields.

In this particular exchange, participants gained key insights into protecting the rights and dignity of people with all abilities.

"I was hoping to explore the best practices for designing accessible, barrier-free urban environments for people with disabilities," says participant Aliaksei Kurt-Nazarau. "Thanks to this program, I've seen how an environment that enables people of all abilities to move and function freely and safely should be designed and executed. I will make every effort to replicate this experience in Belarus."

“

Thanks to this program, I've seen how an environment that enables people of all abilities to move and function freely and safely should be designed and executed.

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COMBATING GENDER-BASED VIOLENCE IN MYANMAR

Violence against women is a serious problem in Myanmar, yet troubling gaps remain in providing services for survivors. Walking the Walk on Combating Gender-Based Violence in Myanmar, funded by the U.S. Embassy in Yangon, set out to change this by training civil society organizations to better serve survivors and advocate for an end to gender-based violence.

World Learning led the trainings at the Institute for Political and Civic Engagement (iPACE) and administered small grants to participants like women's rights activist Soe Soe Khaing, who used the funds to host a series of awareness trainings for 154 teenagers. "iPACE's gender-based violence course enhanced my confidence to teach clear messages about gender stereotypes," she says.

HUMAN RIGHTS ACROSS THE GLOBE

Uprooting oppression and affirming human dignity starts with understanding. SIT Study Abroad invites students to compare and contrast critical issues through the International Honors Program (IHP), semester-long programs that explore specific issues across four continents. Through the years, our alumni have shared with us how the IHP Human Rights: Movements, Power, and Resistance program—which focuses on human rights movements in Chile, Nepal, Jordan, and the U.S.—has made a difference in their lives and encouraged them to pursue a more inclusive and just world.

"The program was a mind-blowing experience for me. I realized that for a large part of my life I had been in a kind of slumber; not concerned about the injustices and sufferings around the world and seeing the world from my position without closely examining it."

—Sophia Normark, Spring 2015

"IHP showed me that pursuing a career in human rights is what I want to do for the rest of my life."

—Miranda Padilla, Fall 2017



115 PARTICIPANTS
TRAINED
FROM ALL **14** STATES AND
REGION OF
MYANMAR



EDUCATION IS A HUMAN RIGHT

Too often, children are denied their right to an education because of their abilities or identities. World Learning has long worked in communities across the globe to transform classrooms into inclusive spaces that allow all children to access a high-quality education. Each year, we deepen our commitment to inclusive education—and 2019 has been no exception. Here's an overview of our work through the years:

LEBANON

In recent years, the Quality Instruction Towards Access and Basic Education Improvement (QITABI) project* has provided a fleet of 100 buses to help students in remote areas of the country get to school; stocked libraries with books targeted to students' reading levels; and coached government teacher trainers in strategies to help students who struggle to read.

EGYPT

In the Egypt STEM Schools Project, World Learning worked with the Ministry of Education to develop a network of 11 STEM high schools with gender parity in mind. By the end of the program in 2017, 1,586 boys and 1,213 girls were enrolled in STEM schools. "It has been inspiring to witness the dramatic increase of girls in STEM in Egypt," says Josephine Clark Kennedy, World Learning's divisional vice president of Global Education and Development. "This shift not only provides greater opportunities for young women, but it also ensures that a new generation is ready to collaborate and innovate to solve their communities' most pressing problems."

PAKISTAN

The Pakistan Reading Project* aimed to improve the reading skills of 1.3 million children across the country by developing teachers' skills and establishing a culture of reading. Since the program launched in 2013, World Learning has trained nearly 4,859 teachers at 3,160 public schools, encouraging them to shift from lecture-based learning to hands-on activities that immerse students in their education.

IRAQ

Kids Can Code teaches basic coding and English language skills to Syrian refugee children—who are often left out of education opportunities. Last year, World Learning adapted our partner Kano's coding curriculum to make it accessible for students—most of whom speak little to no English—and

trained teachers to provide psychosocial support to students so that they feel safe and able to learn.

ALGERIA

Our STEM Center in Algeria has had great success using the Universal Design for Learning (UDL), an educational framework recognizing that all people have individual ways of learning, and equipping teachers with strategies to reach each learner. "Through the merits of the UDL approach, we have students who would not traditionally engage in STEM activities," says Algeria Country Representative Leah Bitat.

GLOBALLY

In 2019, World Learning launched a free online course, Teaching Struggling Readers Around the World, that addresses gaps in literacy for multilingual children. In its first iteration, the course attracted more than 7,500 participants from 99 countries—and, in a post-program survey, 99.8 percent of them agreed the course was a good resource to learn about different reading skills that help identify learners' strengths and weaknesses.

SIT INTRODUCES A NEW TESOL CONCENTRATION IN PLURILINGUISTIC PEDAGOGY

In 2019, SIT added a new concentration in plurilinguistic pedagogy to its Teaching English to Speakers of Other Languages (TESOL) master's degree program. In this approach, language teachers tap into the prior linguistic and cultural knowledge of their students, celebrating their differences and moving classrooms away from language hierarchy and marginalization of communities.

"In this day and age, we are all linguistic and cultural border-crossers," says Professor Elka Todeva. "The beauty of [plurilinguistic pedagogy] is it's egalitarian. People's languages and cultures are recognized, and people can see the beauty and uniqueness of each language."

**Funded by the U.S. Agency for International Development.*



“Too often, children are denied their right to an education because of their abilities or identities. We’re transforming classrooms into inclusive spaces.”



SUSTAINABILITY

At World Learning Inc., we understand that sustainability is key to creating a more peaceful and just world. Our programs encourage and equip people around the world to transform their communities and their own lives in an enduring and meaningful way while also ensuring the health and well-being of our environment for generations to come.

COMMITMENT TO SUSTAINABILITY

It's our responsibility to protect the environment, for those here today and for future generations. World Learning Inc. cares deeply about this responsibility and we're continually working to improve the sustainability of our programs and workplaces.

SIT ICELAND GOES CARBON NEUTRAL

Leave no trace is one of the first lessons of wilderness exploration, and it's increasingly applied to travel, too. Now, the first track of SIT's Iceland: Renewable Energy, Technology, and Resource Economics summer 2019 program is set to become one of the first in the U.S. study abroad market to achieve carbon neutrality.

Nash Keyes, an applied mathematics major at Yale who was one of 20 students on the program, says, "I feel lucky to have been a part of this program that is so conscious of its own impact."

SIT Academic Director Michelle Stewart and lecturer Guðmundur Sigurðarson worked with the green-energy city of Akureyri to plant about 220 trees to offset the environmental impact of students' air and ground travel. Stewart says carbon capture through reclamation and reforestation is critical to addressing the climate crisis, especially in Iceland, which has lost 92 percent of its forest coverage.

SIT'S COMMUNITY GARDEN & TREE PLANTING

World Learning Inc. strives for sustainability on our campus in Brattleboro, Vermont, through the SIT Community Garden and tree planting initiatives, both supported by the Lessenoco Fund.

In its second year, the SIT Community Garden provided food for the campus cafeteria this summer, with enough left over to donate fresh, organic vegetables to the local foodbank and community food shelf. The garden also served as a teaching space for World Learning summer youth program students and was essential to at least two SIT Graduate Institute capstone projects.

In addition, Brattleboro community members joined SIT staff, faculty, and alumni to reforest approximately three acres on our Vermont campus. The project stemmed from a 2019 capstone project by Sustainable Development alumnus Taliesin Haugh and involved planting nearly 200 saplings and shrubs. We're thrilled to report that this area now has the potential to sequester 250 tons or more of carbon dioxide over the next 40 years.

THE EXPERIMENT & SUSTAINABILITY

Sustainability and the Environment is one of The Experiment's five program themes. These programs give students the opportunity to explore new perspectives on critical environmental challenges, diverse ecological systems, and natural resource conservation and sustainability. Students might visit nature reserves in Costa Rica, the country with the highest density of biodiversity on Earth; or learn about conservation on the Galápagos Islands, the famous site of Charles Darwin's research. Local sustainability is also a key component of all Experiment programs and many Experimenters contribute to sustainability in their host communities.



220 MILLION TREES

Students on this summer's Experiment Leadership Institute to India were among more than one million people across Uttar Pradesh state who helped plant 220 million trees in a single day. Experimenters joined their host families and other members of the community in Satoli for the event, which was part of a national campaign to combat climate change and improve the environment.

CREATING SUSTAINABLE FUTURES FOR ALL

Societies are stronger when everyone has an opportunity to contribute. World Learning’s global development programs make it possible for all people to flourish in their lives and careers.

IDENTIFYING THE SKILLS ALGERIAN YOUTH NEED TO SUCCEED AT WORK

Entering the workforce can be daunting for young people in a world where work is rapidly changing.

World Learning helps youth develop the hard and soft skills they need to succeed through programs like the Youth Employment Project (YEP). Supported by the Middle East Partnership Initiative, a program of the U.S. Department of State, YEP employs World Learning’s WorkLinks Employability Skills Curriculum—which has reached more than 8,000 young people to date—to build these skills among youth at its career centers across the country.

But which skills matter most? In 2019, World Learning Senior Youth Workforce Specialist Dr. Catherine Honeyman examined the specific skills needed for employment in Algeria, where young people face challenges such as regulatory obstacles, nepotism, and gender discrimination. Honeyman discovered that 18 skills (listed to the right) can make a difference.

World Learning will incorporate this research into our work as we continue to build a future in which all people are equipped to find or create fulfilling livelihoods.

JOB SKILLS

- Language (English and French)
- General IT and profession-specific software skills
- Career planning
- Job search strategies
- CV and online profile creation
- Job interviewing skills

SOFT SKILLS

- Positive self-concept
- Self-motivation
- Goal orientation
- Social skills
- Communication skills
- Perseverance
- Adaptability
- Managing emotions
- Planning/time management
- Conscientiousness/work ethic
- Problem-solving
- Professionalism

“SIT has a certain ethos that comes out through the students. As opposed to getting a master’s degree to teach, SIT [TESOL] students get a master’s degree to create opportunities for others to learn.”

LEARNING ENGLISH OPENS DOORS

English—the de facto language of global business, STEM, and higher education—opens the door to better opportunities.

SIT and World Learning work together to create those opportunities through our Teaching English to Speakers of Other Languages (TESOL) programs. With more than 50 years of experience in the field, SIT offers both a master’s degree and the SIT TESOL Certificate. In 2019, the U.S. Department of State recognized SIT as the top institution whose graduates have gone on to serve as cultural ambassadors through the prestigious English Language Fellow Program. World Learning has built on SIT’s reputation, licensing language centers across the globe to deliver the certificate course and TESOL instructor trainings.

Through it all, we take a common approach. Mary Scholl, founder of Centro Espiral Mana, a language learning institute in Costa Rica, has seen that approach from both sides. She earned her master’s degree in TESOL from SIT and is also a licensed trainer of trainers who has delivered the certificate course more than 80 times.

“SIT has a certain ethos that comes out through the students,” Scholl says. “As opposed to getting a master’s degree to teach, SIT students get a

master’s degree to create opportunities for others to learn.” She adds that World Learning takes the same approach to training instructors. In fact, Scholl only hires those who have taken World Learning’s Training of Trainers course—which addresses the theory, practice, and logistics of running a TESOL program—because of its rigor and respect for lifelong learning.

This approach works. Many of the instructors Scholl has trained have gone on to obtain master’s degrees and Fulbright scholarships—and even start their own language schools—as a result of the course. When teachers are passionate and prepared, she adds, it positions English language learners across the world for success and stability.

By the Numbers: Centro Espiral Mana has...

Trained over 1,000 teachers from more than 20 countries in the SIT TESOL Certificate course	Licensed 59 people from 15 countries as trainers for World Learning programs	Supervised more than 45 SIT master’s degree students from 8 countries
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IN FY 2019,
WORLD LEARNING
SUPPORTED
173
INSTITUTIONS



JOURNEY TO SELF-RELIANCE

For progress to be sustainable, people need to be able to solve their own challenges. World Learning partners with local institutions and government ministries to build their resilience and capacity to make enduring change.

CREATING SUSTAINABLE CHANGE IN LEBANON'S PUBLIC SCHOOLS

Public schools in Lebanon are better prepared than ever to help primary school students learn to read.

Since 2014, World Learning and the Lebanese Ministry of Education and Higher Education (MEHE) have worked together to make that possible through the Quality Instruction Towards Access and Basic Education Improvement (QITABI) project, funded by the U.S. Agency for International Development.

QITABI has tackled literacy in Lebanon from a variety of approaches, including teacher training, integrating technology into classrooms through offline e-resources, introducing universal screening tools to assess student progress, establishing an early warning system to help struggling readers, and more.

QITABI was designed to be sustainable. Like all of World Learning's global education programming, QITABI brought together teachers, administrators, government officials, and community members and offered them tools to ensure students receive a high-quality education.

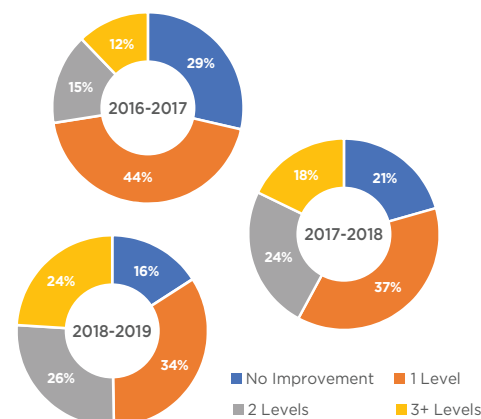
Understanding that students do better in school when their teachers are positioned for success, QITABI trained more than 1,000 Arabic language teachers in an evidence-based approach to literacy—including tailoring lessons for students' reading levels and leading engaging activities like daily read-aloud sessions—then reinforced that training with an in-school coaching system of workshops and pause-and-reflection sessions with program facilitators and teacher mentors from MEHE.

In addition to teachers, the project also trained 60 master trainers and mentors from the Lebanese government so it could eventually manage the training and coaching on its own. "The ministry coaching system will permit the government to gain the self-reliance to finance and implement the QITABI coaching model across all [public] primary

schools in Lebanon," says QITABI Reading Expert Dr. Eva Kozma.

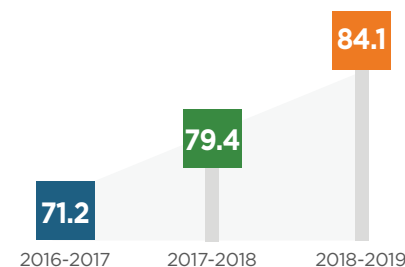
These trainings have ensured QITABI's approach is embedded in Lebanon's education system. World Learning is now collaborating with MEHE and the Center for Educational Research and Development (CERD) on QITABI 2, which will expand the project to all 910 primary public schools in Lebanon and further develop the foundations for long-lasting change.

PERCENTAGE OF QITABI STUDENTS BY NUMBER OF READING LEVELS IMPROVED



84.1% OF STUDENTS IMPROVED BY AT LEAST ONE READING LEVEL

PERCENTAGE OF LEARNERS WHO IMPROVED BY AT LEAST ONE READING LEVEL



PARTNERING FOR STEM EDUCATION IN IRAQ

Kurdistan Save the Children (KSC)—an Iraqi nonprofit dedicated to children's protection, health, and education—was eager to promote STEM education in the country's autonomous northern region.

First, though, the nonprofit needed to develop its capacity to carry out such a project. To do so, it turned to World Learning.

Last year, our organizations teamed up with the Catalyst Foundation for Universal Education and technology company Kano to launch Kids Can Code, which teaches basic coding and English language skills to Syrian children in refugee camps.

As the partner on the ground, KSC is responsible for hiring and training the program's teachers. To get them started, World Learning Senior Education and Research Specialist Kara McBride traveled to Kurdistan to teach key staff members how to train teachers in the curriculum, which includes building a Kano computer and programming it to make art, games, and music. She also showed them strategies teachers can use to incorporate experiential learning—engaging, hands-on activities—into a classroom.

Sara Rashid, a senior officer at KSC, says the training gave the nonprofit confidence in its ability to run this type of program on its own in the future.

"What we learned from World Learning in a month takes three years to learn independently," she says. "For World Learning to come in and train us in such a sustainable way will resonate for a long time."

“What we learned from World Learning in a month takes three years to learn independently. For World Learning to come in and train us in such a sustainable way will resonate for a long time.”

IN FY19,
WORLD LEARNING TRAINED
7,044 TEACHERS
FROM **122** COUNTRIES

POSITIONING FUTURE LEADERS TO TACKLE CRITICAL GLOBAL ISSUES

On our programs, participants learn how to advocate for sustainable change. They gain the knowledge and skills to develop effective, long-term solutions to problems in their communities and around the world.

CREATING A MORE SUSTAINABLE WORLD—ONE FOREST AT A TIME

Amavie Clement wants to help communities employ more sustainable forestry practices. As a student in the inaugural class of SIT's global master's degree program in Climate Change and Global Sustainability, Clement learned how healthy forests not only help the environment, but also support people's livelihoods as a source of food, fuel, and other raw materials. However, current forestry practices often harm the ecosystem.

He and his cohort spent their first semester in Iceland and their second in Zanzibar examining issues of climate policy, agriculture, and natural resource management, among others. Clement chose to complete his practicum and capstone in Liberia, where he has ancestral ties, focusing on sustainable charcoal production and community forests.

Clement was able to take the concepts he learned in Iceland and Zanzibar, such as using agricultural waste as an alternative fuel source, and apply them to the work he did in Liberia. Now that he has graduated, Clement wants to work in the forestry sector, helping other communities manage forests sustainably.

"I think there's a bridge where communities ... can still live and improve their lives by using forest resources, but do it in a way that's sustainable, so they're not the only ones that are benefiting from it, but future generations as well," he says.

EXPANDING NETWORKS AS A FULBRIGHT SPECIALIST

For Tetine Sentell, the benefits of being a Fulbright Specialist in Albania surpassed her expectations. The Fulbright Specialist Program* offers a unique opportunity for U.S. academics and established professionals to engage in two- to six-week consultancies at host institutions across the globe.

An associate professor at the University of Hawai'i at Manoa, Sentell spent three weeks at the Institute of Public Health (IPH) and the University of Medicine, Tirana, helping evaluate a nationwide preventative health screening program. When she returned home, Sentell continued to collaborate with Albanian and U.S. colleagues to write the program evaluation report and publish their findings. The experience brought about opportunities for research that extended far beyond her original project, creating an international network of health professionals.

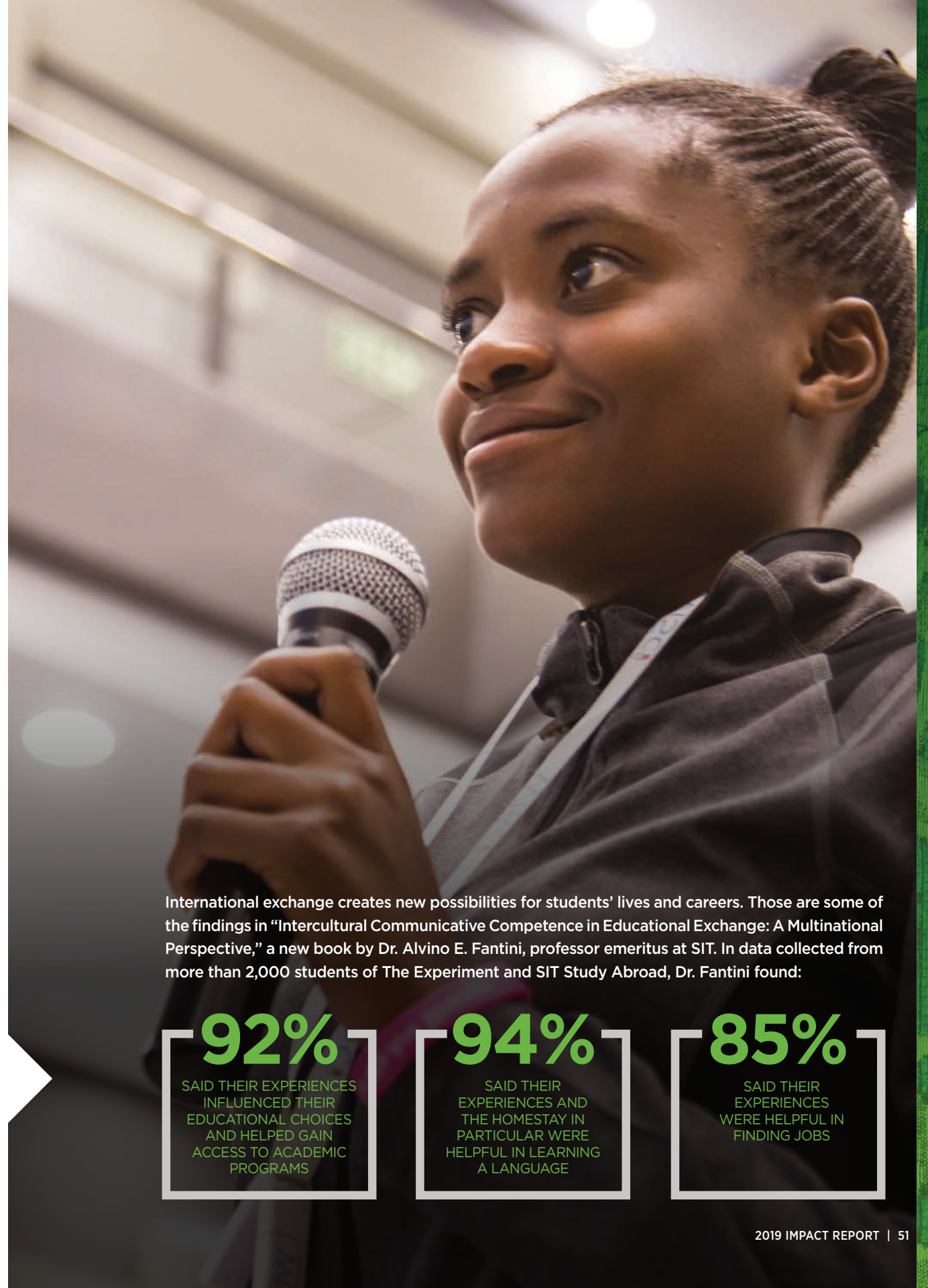
Sentell says the program also helped her gain the confidence to take on leadership positions, including serving as principal investigator for an evaluation of large-scale interventions for chronic disease in Hawai'i.

"The Fulbright Specialist Program expanded my focus," Sentell says. "It got me into new networks, plugged me into other researchers working on public health issues in other countries and at home, and helped me build wonderful and productive connections."

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STUDY ABROAD STUDENTS COMPLETED INTERNSHIPS WITH SIT

*The Fulbright Specialist Program is a program of the U.S. Department of State with funding provided by the U.S. government and administered by World Learning.



International exchange creates new possibilities for students' lives and careers. Those are some of the findings in "Intercultural Communicative Competence in Educational Exchange: A Multinational Perspective," a new book by Dr. Alvino E. Fantini, professor emeritus at SIT. In data collected from more than 2,000 students of The Experiment and SIT Study Abroad, Dr. Fantini found:

92%

SAID THEIR EXPERIENCES INFLUENCED THEIR EDUCATIONAL CHOICES AND HELPED GAIN ACCESS TO ACADEMIC PROGRAMS

94%

SAID THEIR EXPERIENCES AND THE HOMESTAY IN PARTICULAR WERE HELPFUL IN LEARNING A LANGUAGE

85%

SAID THEIR EXPERIENCES WERE HELPFUL IN FINDING JOBS



FINANCIALS, BOARD & PHILANTHROPY

A MESSAGE FROM OUR BOARD CHAIR

LYNNE MAGUIRE



As I come to the end of my term as board chair, I want to thank our dedicated board, staff, participants, and supporters for everything they do to help us bring World Learning Inc.'s mission to life. These past three years have been a journey of change, reimagining, and growth for our organization, and I am proud of the people who made it happen. As much as we all embrace change intellectually, making it happen is difficult. But in a rapidly shifting world full of uncertainties, a global organization needs to continuously reinvent itself to stay relevant and deliver effectively on its mission.

One of my key priorities as board chair was to partner with our CEO, Carol Jenkins, our senior leadership, and our board to develop a strategic plan that lays the foundations for a strong future and creates alignment across all of our

programs and branches. We've made great strides in growing World Learning Inc. as a unified institution made up of unique branches like The Experiment and SIT Graduate Institute, including leveraging opportunities to collaborate and enhance one another's work.

Some examples of our reimagining and strategic alignment include launching our new global master's degrees, which build on the reputation and resources of our SIT Study Abroad centers around the globe. The Experiment in International Living is also now part of World Learning's larger Youth Exchanges portfolio. In addition, staff from SIT and World Learning's Global Programs represented the organization together at the Comparative and International Education Society Conference this spring. We have only begun to scratch the surface of what is possible through cooperative ventures between our branches, and I am excited to see what other new ideas and initiatives develop across the organization.

World Learning will be in excellent hands with our incoming chair, International Honors Program alumnus Larry Cooley. Founder and president of the international development consulting firm Management Systems International (MSI), Larry has worked in more than 50 countries and brings years of experience and wisdom to the role of board chair. I will continue as a member of the board as we focus on enabling World Learning Inc. and its leaders to deliver the highest quality programs that expand our impact and move us toward a more sustainable, peaceful, and just world.

With your help, we can make that better world a reality. Thank you for your support.

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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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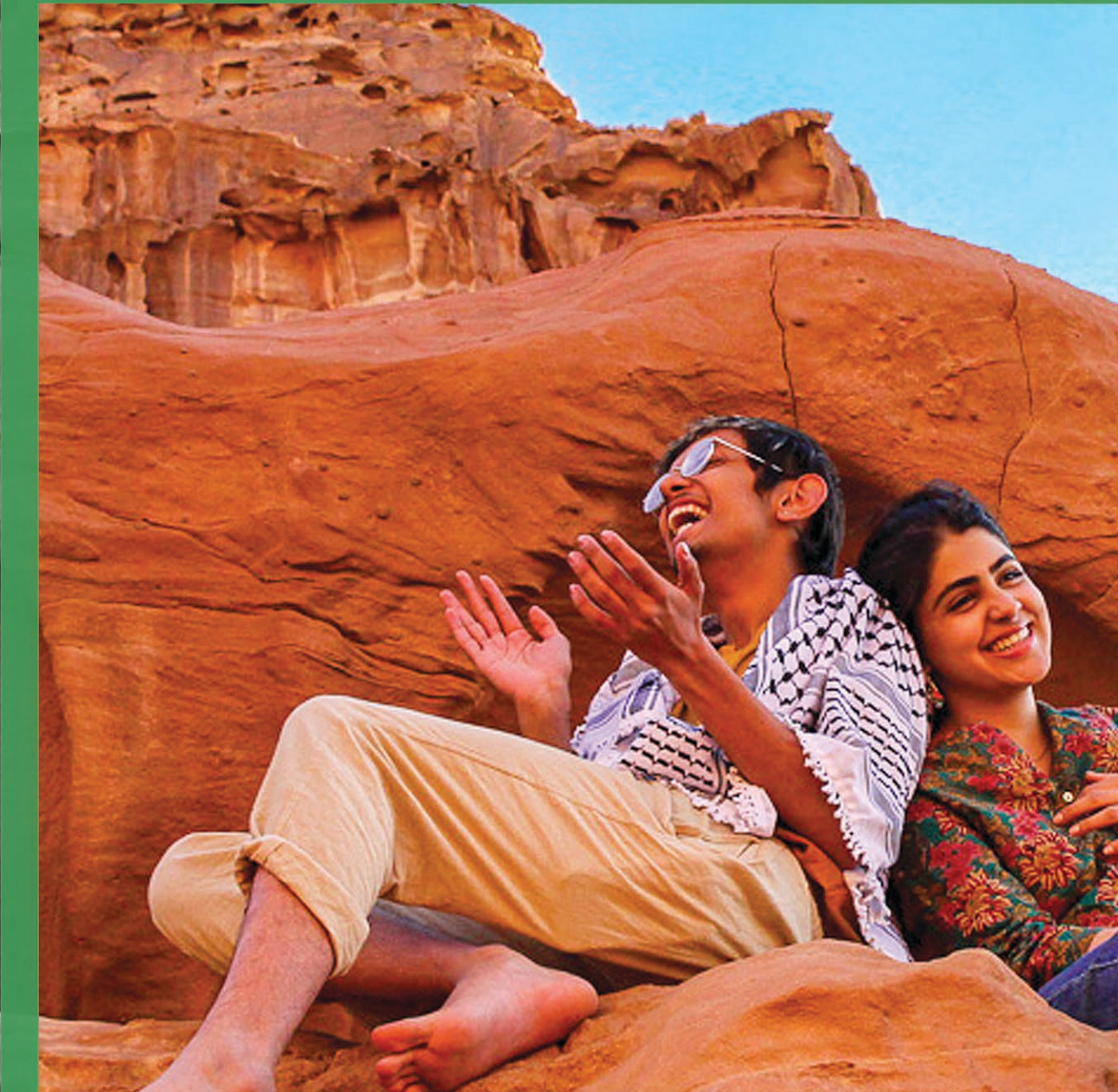
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By supporting the World Learning Inc. family—The Experiment in International Living, SIT's graduate and study abroad programs, and World Learning's global development and exchange programs—you are empowering an interconnected community of changemakers and programs built on the deeply ingrained principles and beliefs shared in this impact report.

Your gifts are not only vital contributions to the quality and diversity of our programs, they are endorsements that resonate with program participants and other funders. Each gift is an investment in future generations of leaders, entrepreneurs, activists, and professionals prepared to tackle the world's most critical issues.

Please make a tax-deductible donation today to help build the strength and impact of our programs and make the world a better place for generations to come.

TO GIVE NOW, VISIT: [WORLDLEARNINGINC.ORG/SUPPORT-US](https://worldlearninginc.org/support-us)



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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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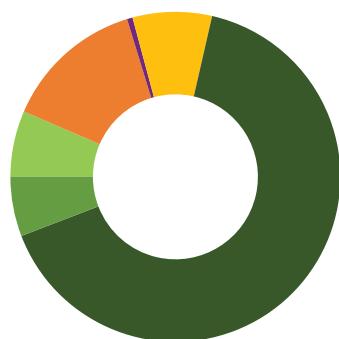
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CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2019



ASSETS

Cash and cash equivalents	4,752,492
Accounts and notes receivable, net	10,106,819
Contributions receivable, net	401,267
Prepaid expenses and other assets	5,692,621
Investments	48,090,451
Property, plant and equipment, net	4,279,603

TOTAL ASSETS 73,323,253



LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable and accrued expenses	7,509,236
Advance payments, deferred revenue, and other liabilities	13,402,921
Borrowings under line of credit	5,862,435

Total liabilities 26,774,592

NET ASSETS

Without donor restrictions	5,565,839
With donor restrictions	40,982,822

Total net assets 46,548,661

TOTAL LIABILITIES AND NET ASSETS 73,323,253

CONSOLIDATED STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2019

	Without Donor Restrictions	With Donor Restrictions	2019 Total
REVENUES AND OTHER SUPPORT:			
Operating revenue:			
Tuition and program fees	52,150,620	-	52,150,620
Less scholarships	(3,709,557)	-	(3,709,557)
Net tuition and program fees	48,441,063	-	48,441,063
Grants and contracts:			
Federal government grants and contracts	65,122,129	-	65,122,129
Other grants and contracts	2,319,583	-	2,319,583
Investment return availed under spending policy	2,120,113	1,089,310	3,209,423
Contributions	542,299	899,591	1,441,890
Auxiliary services	76,720	-	76,720
Other revenue	621,425	-	621,425
Net assets released from restrictions	2,593,786	(2,593,786)	-
Total operating revenues and other support	121,837,118	(604,885)	120,788,838
EXPENSES:			
Operating expense:			
Education and general:			
Program and instruction	37,866,944	-	37,866,944
Program support	3,301,735	-	3,301,735
Student services	1,347,891	-	1,347,891
Grants and contracts:			
Federal government grants and contracts	65,122,129	-	65,122,129
Other grants and contracts	2,404,234	-	2,404,234
Auxiliary services	192,278	-	192,278
General support	11,153,656	-	11,153,656
Interest on indebtedness	196,053	-	196,053
Other	148,615	-	148,615
Total operating expense	121,733,535	-	121,733,535
Change in net assets from operations	103,583	(604,885)	(501,302)
NON-OPERATING REVENUE (EXPENSE):			
Investment income, net of amounts availed	(184,182)	(1,402,377)	(1,586,559)
Contributions	-	35,562	35,562
Loss from sale and disposal of property	(93,867)	-	(93,867)
Change in Donor Intention	-	-	-
Gains from foreign currency transactions	979,120	-	979,120
Other non-operating gains (loss)	13,081	18,000	31,081
Total non-operating revenue (expense)	714,152	(1,348,815)	(634,663)
CHANGE IN NET ASSETS			
NET ASSETS - Beginning of year	4,748,104	42,936,522	47,684,626
NET ASSETS - End of year	5,565,839	40,982,822	46,548,661

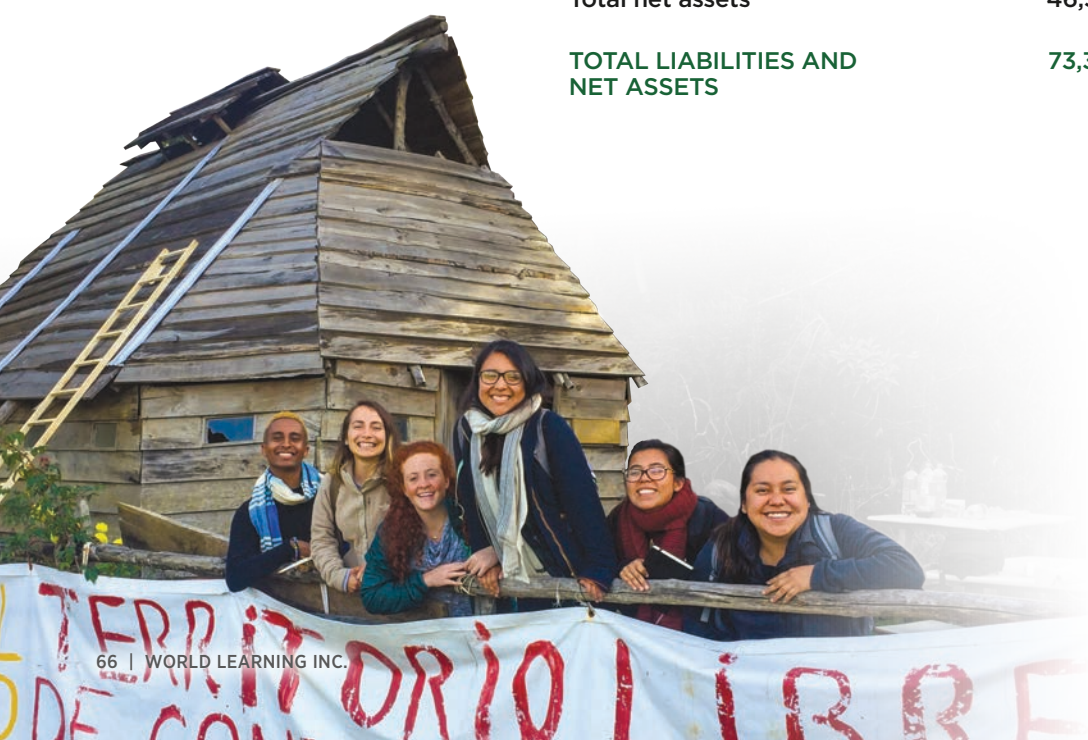




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