



RE|IMAGINE LEADERSHIP

CELEBRATING **85** YEARS



World Learning Inc.
EDUCATION | DEVELOPMENT | EXCHANGE

IMPACT REPORT

RE | IMAGINE LEADERSHIP

There are many ways to imagine leadership.

Who gets to be a leader? What does good leadership look like? How can leadership make a difference in the world?

Over the last 85 years, World Learning Inc. has continually challenged itself to reimagine leadership through its programs that impact more than 150 countries and emphasize collaboration, respect, and cross-cultural understanding. World Learning Inc. encourages people to solve problems—local and global—together.

It started in the summer of 1932, when a group of young Americans sailed to Europe with a mission to foster peace. The Experiment in International Living founder Donald Watt believed people of all ages could make a difference if they worked collectively.

Our ideas for leadership expanded with our organization. World Learning Inc. is now the parent company of The Experiment, School for

International Training—which includes SIT Study Abroad and SIT Graduate Institute—and the global development and exchange nonprofit World Learning. As we've grown, we've refined our approach to leadership and become leaders ourselves in practicing inclusion.

We amplify the voices of youth, women, people with disabilities, and people from communities traditionally excluded from public life. Our education, exchange, and sustainable development programs provide these leaders with the tools, connections, and confidence they need to remake their communities and forge their futures.

In the pages ahead, you'll read about some of these trailblazers, what they've already accomplished, and how they plan to make the world a better place. They include:

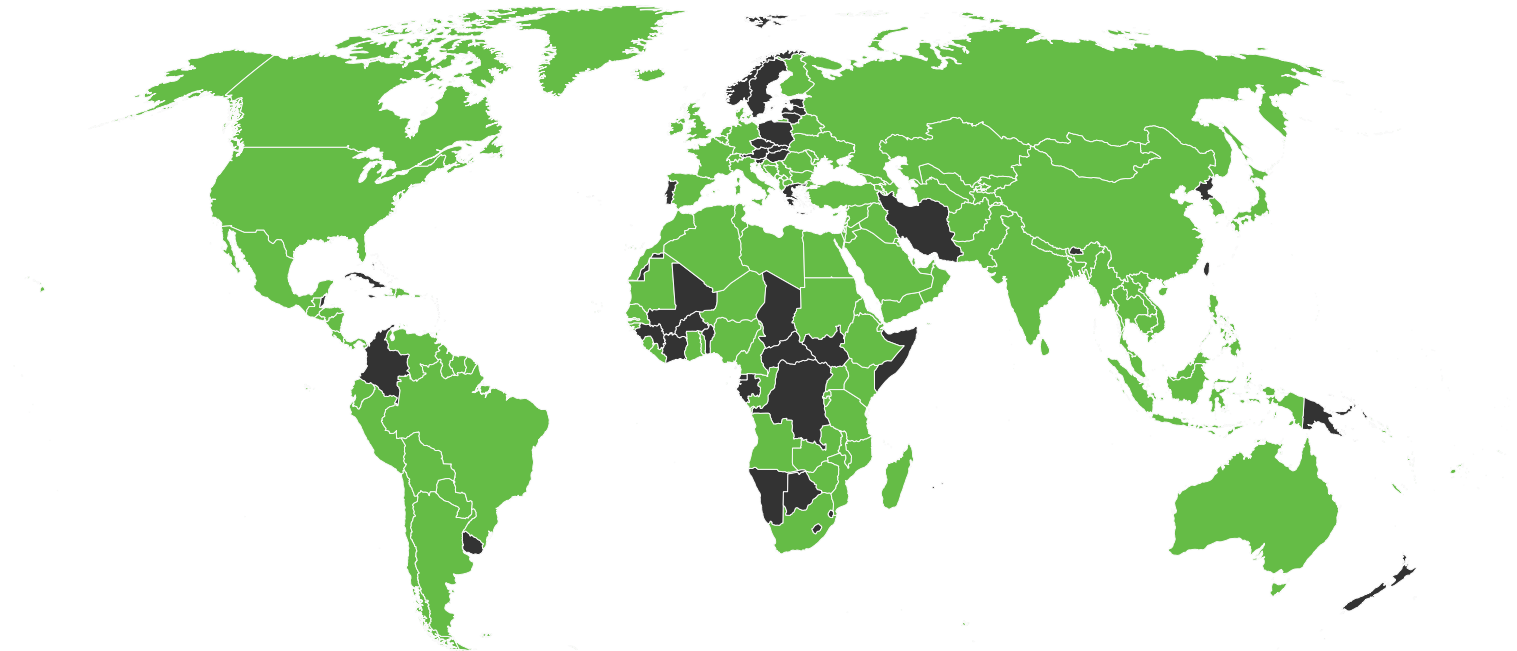
- High school students who reimaged the possibilities of cross-cultural experience during their summer with The Experiment.

- A team of Mongolian activists who reimaged their community by persuading employers to adopt inclusive hiring practices.
- A research scientist-turned-cardiologist who reimaged a classroom outside of the lab during a year abroad with SIT's International Honors Program.

Since that first Experiment trip, World Learning Inc. has not wavered in its pursuit of a more peaceful and just world. We remain committed to helping emerging leaders of all kinds tackle the many challenges of a complex world—together.

PLEASE JOIN US.

World Learning Inc. works with global citizens from over 150 countries on six continents. The countries in green represent where we have programs or participants.



CONTENTS

WELCOME FROM THE INTERIM CEO	5
SECTION 1: THE EXPERIMENT IN INTERNATIONAL LIVING	6
SECTION 2: SCHOOL FOR INTERNATIONAL TRAINING	20
SECTION 3: GLOBAL DEVELOPMENT & EXCHANGE	36
SECTION 4: FINANCIALS, BOARD, PHILANTHROPY	56

© World Learning Inc.
November 2017

Front Cover: **Glass**/World Learning/The Experiment Leadership Institute/Public Health & Community Development/India



Welcome to World Learning Inc.'s 2017 Impact Report, celebrating our 85th anniversary. I am honored to write to you as World Learning Inc.'s interim CEO, as Donald Steinberg transitions to his new senior advisor role. I want to express my gratitude for his years of service to this organization and its mission, and look forward to working closely with him in the months ahead.

This summer, our flagship program, The Experiment in International Living, continued to provide high school students with meaningful, immersive study abroad opportunities, by sending 504 students to 25 countries. These inspiring young people spent their summer breaks building vital intercultural and leadership skills and developing cross-cultural friendships. Next summer, The Experiment will continue expanding its portfolio with three new programs in two new countries, and will introduce inbound exchanges to the United States.

The School for International Training also continues to evolve. This spring, we were delighted to welcome Dr. Sophia Howlett as our new president. Under her leadership, the school is preparing to launch new SIT Graduate Institute and SIT Study Abroad programs focused on critical issues including climate change, digital and social innovation, and youth leadership.

We are also looking to the future of our Global Development & Exchange programs with our Vision Toward 2020, which aims to expand and strengthen our reputation as a leader in programs seeking local pluralistic solutions to the world's most pressing challenges. We're working toward diversifying our funding sources, and this year, we implemented innovative programs dedicated to virtual exchange, girls' STEAM education, and democratic leadership.

Though the world is facing many challenges, the results I have seen from our programs demonstrate that there is

still so much to be hopeful about. I am fortunate to lead an organization full of such dedicated and hard-working staff members, who are truly passionate about improving their communities and the world. I hope with this report's stories, photographs, and impact data you will see that together, we can continue to make this world a better place.

Carol Jenkins
Interim CEO, World Learning Inc.

RE|IMAGINE EXPERIENCE

THE EXPERIMENT IN INTERNATIONAL LIVING

In the 85 years since our first group of students sailed to Europe, The Experiment in International Living has designed singular experiences for young people wishing to explore the world.

Our immersive summer programs give high school students the opportunity—many for the first time—to discover new cultures

and skills, while forging lifelong friendships. Experimenters live with host families, engage in community service, and take part in sports or the arts.

The Experiment is also leadership, reimagined. We believe young leaders are instrumental to remaking a more peaceful and just world. We nurture youth leadership with programs

exploring critical global themes such as arts and social change; sustainability and the environment; language and cultural discovery; and peace, politics, and human rights.

In 2017, The Experiment offered 34 programs in 25 countries around the world. Students examined LGBTQ+ rights in the Netherlands, studied sustainability in Ecuador, and practiced their anime in Japan. The Experiment Leadership Institute taught students how to become advocates in fields

like public health and human rights.

Students return home transformed. Their new understanding of the world gives them the flexibility, tolerance, and practical skills to flourish in school and in life. Learn about their experiences—in their own words—in the pages ahead.





TANZANIA: AFRICAN CULTURES & LANDSCAPES

When we push ourselves to our limits, we find that we can go even further than we ever thought we could. Like a difficult stretch, we always find the strength to push an extra inch.

Back home, I fancied myself living a simple life. I rarely shop for clothes, recycle like a demon, and turn off the water while I brush my teeth. This trip, I imagined, would only be a slightly more difficult extension of my already "simple" life. After the first few days in country, I felt satisfied that I had been correct. Secretly, I was proud that I had adjusted so well.

I was in for a rude awakening when the group arrived for our rural homestay in Stahabu. Gone were the nightly showers, the luxury of chairs, the promise of light to journal by in the evening. Even the simplest pleasures, like acquiring chocolate, were now monumental undertakings, requiring ten times the effort and determination they might have taken back home.

I was in awe of the villagers living around me. Lugging heavy jugs of water across the village from the pit well, wrestling with a goat for the evening meal, walking miles

in the blazing sun to reach school or the next village—how humbling for me, a girl who thought her life was no-frills, to see a truer vision of a simple life.

Yet, life in Stahabu was neither backwards nor austere. The villagers seemed to have everything they needed and wanted, and were more than happy to shower me generously with home-cooked food and genuine love in their homes. Adjusting to life in the village was an experience that opened my eyes to the excesses in my own life. Back home, I told myself that I had stretched enough, met my limit. But to witness a lifestyle so pared down from the over-the-top extravagance we all know at home was a reality check. I realized I could stretch that extra inch—an extra few inches, perhaps.

Maybe I can get others to stretch a few inches as well.
— Sophia



FRANCE: FRENCH LANGUAGE & CULINARY ARTS

On our way to see the Eiffel Tower, I was so excited. I knew emotions were going to be shown, but I never thought I'd cry. As my group left the Métro and

VOICES

walked closer, I began to see a gold light that shined like a bright moon in a dark night. I then realized that this wasn't a dream. I was actually in **PARIS!** I was actually seeing the **EIFFEL TOWER!**

I thought of the moment my parents told me how proud they were that I was the first in the family to go to Europe. At that moment, I felt the happiness they felt. — Laura



VIETNAM: ECOLOGY & CONSERVATION

When I first arrived in Vietnam, I knew nothing of the language. Sure, I could say "hello," "goodbye," and "thank you," but I could not truly understand them. However, I started to notice something: Everywhere we traveled, from the bustling metropolis of Ho

Chi Minh City to the rural villages of the Mekong Delta, there was passion shared by the Vietnamese people that even I, who had never left North America, could completely understand. Our mutual connection was not made by language but developed through a love for the beautiful game that captivates millions around the globe.

Walk down any street in Ho Chi Minh City and you're bound to see any number of football fans proudly toting their favorite club's jersey, from Real Madrid to Juventus; there is an unspoken solidarity between them. Start to look closely in any Vietnamese city and you are guaranteed to find football pitches tucked between buildings; maybe you will even be lucky enough see a match.

I was fortunate enough to stumble across one of these stadiums in the

middle of a match and what I saw made me feel more at home than anything I had experienced so far. I saw two competing sides trying desperately to defeat the other, playing not only with passion and ferocity but enjoying themselves as they played the game they love.

Later in the trip, once in Ho Chi Minh City and twice in the Mekong Delta, I was able to share my own infatuation with the game with local students we met. Playing with them made me realize that, through sports and competition, we are able to make meaningful and lasting connections with people thousands of miles away from home. While we spoke a different language, we all lived an international language: the language of football. — Jeff



HOMESTAY REFLECTIONS



IRELAND: IRISH CULTURE & LEADERSHIP DEVELOPMENT

This week continued to be more than amazing and such a valuable life experience. It was my first time living with a host family, and I got the real experience of living with an Irish family. I got to try home-cooked meals, learn more specific information about Ireland, play Irish sports with Irish kids, tour around town, and go sea kayaking!

My family was so interested in learning about me and my personal experiences living in America. Not every African American boy from Brooklyn gets the opportunity to travel abroad and stay with a host family, but I was able to. I never knew such a bond could be built in five days. I know I will take what I learned from them—besides recipes—and keep in contact with them forever!
— **Dajourn**



THAILAND: BUDDHIST TRADITIONS & THAI CULTURE

My host mother and father spoke no English, but it did not stop us from communicating

exactly as I hoped we would. We spent the week making hand gestures to each other and laughing at my attempts at Thai. — **Ethan**



PERU: ANCIENT & CONTEMPORARY EXPLORATION

Wow... has it really been a month? This amazing trip has come to an end—the trip that has been filled with learning experiences, heart-to-heart conversations, and plenty of laughs. I am proud of myself and my group for stepping out of our comfort zones and traveling to another country to learn and live in another culture.

Back in January, I made a list of goals for myself this year, and traveling made the list. I decided that I wanted to travel because there's a lot of hate in the world that's steered by stereotypes. There are people in America whose minds are made up about a certain culture or religion because of sources such as social media, but who have never traveled to experience different cultures themselves. I didn't want to be that type of person.

One thing I loved about this trip was living with a

Peruvian family. I was not expecting to be so attached to them and feel so connected with my host family. I learned that we all have a lot in common. We all want to feel loved, we all want to feel safe, and most importantly, we are all human. The only difference is that we all come from different backgrounds. I am ready for my next journey and my next life-changing lesson! — **Toi**



ARGENTINA: COMMUNITY SERVICE & THE GREAT OUTDOORS

If I remember anything from my trip to Argentina, it will be my experience with my homestay family. During the two weeks with my family, I learned and did so much—trying new things and making memories to last a lifetime. I've always wanted a sister, and on this trip I was lucky enough to get two.

The way my family brought me in and introduced me as one of their own was so welcoming and so loving. I love my family and I'm beyond grateful for meeting them. I definitely plan on seeing my family and will definitely return home to Chicaoana. — **Divya**



ECUADOR: THE GALÁPAGOS ISLANDS & THE ANDES

As soon as I walked into my host family's home, I felt loved. They treated me as if I was their own child. I am beyond grateful for this experience. — **Lucas**



GERMANY: INTERNATIONAL RELATIONS & THE E.U.

Our limited language skills pushed us to connect through other things:

jamming to music during late-night car rides, dancing to both German and American songs, and running and laughing through the rain are just some of the many memories that I have with my family. — **Cordelia**



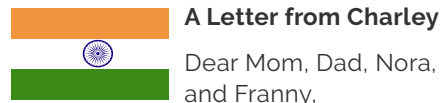
SOUTH AFRICA: LEADERSHIP & SOCIAL CHANGE

My host sisters and mama taught me a lot about communication, love, and how to make a stranger feel an overwhelming sensation of being welcomed and at home. — **Mya**



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 hundreds of 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 Letter from Charley

Dear Mom, Dad, Nora, and Franny,

I am writing this sitting in the back of a jeep going down a winding mountain road. Ahead of me are the Himalayas, which I never expected myself to be lucky enough to see. Now, after less than a week in Satoli, they seem like part of my daily routine. They will never not be amazing, but every morning when I wake up, I am more used to them greeting me in my bed like you do at home, Mom.

Today, we did something that made me think of you all. We took a long, steep hike up the mountain, where, at the top, there was a stunning view and a small, quiet temple to Shiva. The mountainous view, the granola bars and water bottles in my backpack, and the most perfect

breeze of all time reminded me of summers we've spent together. It's hard to be here without you.

As we near the midway point of the program, we are all feeling homesick. Though we may have cleared the wall of culture shock that hit us when we landed in New Delhi, we can no longer pretend we are just visiting India. It's real now. We have stopped seeing the differences and started paying attention to what those differences mean. We feel overwhelmed, shocked, and, often, stifled. However, the initial, intense culture shock we experienced makes the beauty we see in India now so much more beautiful.

There is so much beauty in laughing so hard with your host sisters that your stomach hurts because your host brother is dancing like a maniac and your roommate is trying to copy his moves. There is so much

beauty in the way clouds envelop everything after it rains, including the small school you are in, so it feels like you're floating through the sky. There's beauty in watching your friends discover something new with exuberance on their faces, like hand washing clothes, taking a bucket shower, or eating with their hands.

India fascinates me. The culture is vibrant, and the food is delicious. However, the best part of this trip has been traveling with 14 amazing teenagers and three truly inspiring group leaders. These are some of the most accomplished, intelligent people I've ever met. Like Mariah, whose dream is to be a surgeon and open hospitals in areas that don't already have them. And Megan, who spent the last year abroad in Germany and is handling reentry shock on top of culture shock with not only grace, but pure joy.

Every person in our little family cares so much about every other person; when people ask you how you are, they really want to know. If you're not okay, they'll do anything to make you feel better. In a culture in which I feel so isolated, this group makes sure I feel included. They accept everyone for who they are. We learn from and teach each other. We are all growing so much because of this trip and each other.

It's why we're here: we want to explore, learn, immerse, then change the world. We want to make the world better for everyone to live in.

And I think we may just succeed.

Lots of love,
Charley



DONOR IMPACT



Virginia Loeb

Living abroad with The Experiment in International Living shatters assumptions—which is what board member Virginia Loeb has always liked about it.

In 1970, Loeb embarked for the small eastern French town of Saint-Vit to live with a family and polish her language skills. Having grown up in the culturally diverse New York City, Loeb figured she didn't have much else to learn about the world. As she quickly realized, she was wrong. There was plenty to learn, and not just about France.

"The Experiment gave me a different, broader view of life across the United States," Loeb says of meeting her classmates from suburban and rural communities. **"To see that not everybody from my own country is like me or thinks like I do is where it all starts."**

For 85 years, The Experiment has encouraged young people to see the world and themselves differently. Students gain a better understanding of their own culture from traveling with a diverse Experiment group, and they broaden their global perspectives by living in a foreign community. Loeb says its immersive nature makes The Experiment successful.

"There's a depth to it," she says. **"From that you understand it's more difficult to make assumptions about people or places before you get to know them."**

Loeb remains devoted to The Experiment's mission. Even as she pursued a career in counseling and sat on the boards of various organizations, she served World Learning Inc. as a member and vice chair of the board, and chair of the Advancement Committee. Loeb and her husband James Sperling (another Experiment alumnus) also recently joined the Infinity Club by including the organization in their estate plan.

"I believe that the more people are exposed to different cultures and the more people embrace difference, the more we will work toward a more peaceful and just world," she says. "I have a real passion for giving that opportunity to as many people as possible."



Betsy Michel

Betsy Michel was looking for adventure when she embarked on her Experiment trip in the summer of 1962. At 20 years old, she hadn't traveled much beyond the East Coast and wanted to experience a vastly different culture. So, she boarded a ship to Japan with an ultimate destination of Nagano City.

Back then, Michel didn't speak Japanese—nor did her hosts, the Koide family, speak English. But that didn't stop them from communicating. They worked hard, long hours. Using dictionaries to point to what they hoped were the right translations, they were able to share their lives and form the basis for a friendship that endures to this day.

She returned transformed. "I thought I could do anything when I got

back," Michel says. She went on to Yale Law School, practiced law, and held trustee and director positions for various organizations, including twice serving as a member of World Learning Inc.'s Board of Trustees, from 1999-2004 and 2010-2013. All the while, she continued to travel.

Michel never forgot her time with The Experiment or the Koide family. They visited one another in Japan and America, and in 1994, she established the endowed Koide Family Fund for Experiment scholarships.

"If young people are to become effective global citizens, it is important to remember that nothing that they read or see, nothing we can tell them, has the enduring shaping power of face-to-face engagement," she wrote in a letter at the time.

Michel remains determined to reach even more young people. She recently made a generous gift to The Experiment Leadership Institute, which offers programs in South Africa and India that promote intercultural leadership, civic engagement, and an understanding of critical global issues.

"It seems to be an exceptional experience for some exceptional kids," she says. "For young people to get out of their comfort zones and see that the rest of the world isn't like us is a good thing. We don't all get those chances. It will change them and who knows—maybe one day they will help to change the world."



DONOR IMPACT

Joan Boyce

The Experiment in International Living wouldn't be what it is today without Gordon and Joan Boyce.

"They're one of the founding families of The Experiment," says Tom Navin, vice president of Philanthropy and Alumni Engagement.

Having worked alongside Donald Watt in The Experiment in International Living's early days, Gordon served as its second president from 1950 to 1974. He created an effective Board of Trustees, professionalized the staff, and assisted Sargent Shriver in designing the Peace Corps. His fundraising efforts led World Learning to purchase its Brattleboro campus; the Boyce House is named in his honor.

Joan, too, fulfilled The Experiment's mission in ways official and unofficial, traveling the world and fostering cross-cultural understanding. She and her husband raised their three children on what is now the School for International Training campus; all of the Boyce children and one grandchild were Experimenters, too.

Gordon and Joan passed away in 1987 and 2014, respectively, but their legacies continue to resonate—even in unexpected ways.

Not long ago, Navin received a call from the bank handling Joan's estate informing him that she had left an additional \$115,000 to The Experiment. Trouble was, there was no documentation to prove it as the gift was part of a pooled income fund from an anonymous donor.

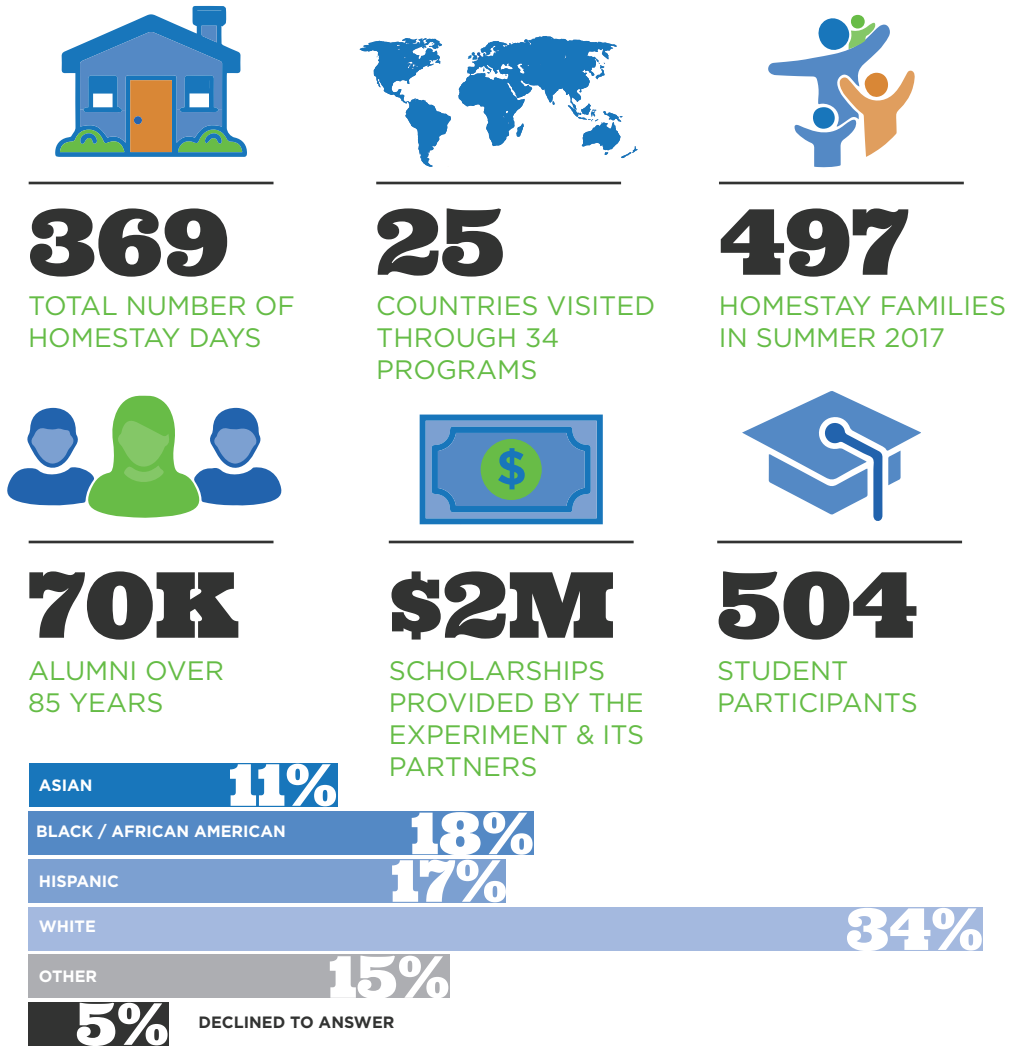
A pooled income fund is essentially a charitable investment fund: it provides a monthly income to a beneficiary like Joan. When the beneficiary passes away, the remaining funds go to a designated nonprofit—provided there's documentation from the original donor.

"We were combing through our files," Navin says.

With a little sleuthing, Navin tracked down the generous anonymous donor to release the funds. So, this past year, Joan posthumously donated \$115,000 to help The Experiment carry out the mission she and her husband helped to shape.

It shows the real power of planned gift giving, Navin says. **"It helps people like Joan Boyce continue to make an impact on a place they love."**

THE EXPERIMENT AT A GLANCE





SIT

RE|IMAGINE

THE CLASSROOM



SCHOOL FOR INTERNATIONAL TRAINING

Since it was founded in 1964 as a training center for Peace Corps Volunteers, School for International Training (SIT) has been a globally focused educational institution grounded in the experiential values of its forebear, The Experiment in International Living.

Over more than five decades, SIT has emerged as a pioneering graduate institute well-known for its TESOL, international education, and conflict transformation programs; and an

accredited study abroad provider partnering with hundreds of colleges and universities around the country to open a wide window to the world for undergraduate students.

This year, we began reintegrating these two main branches of SIT to develop a global university.

SIT has always been global, extending from a Vermont mountaintop to a refugee center in Jordan, from the steppes of Mongolia to

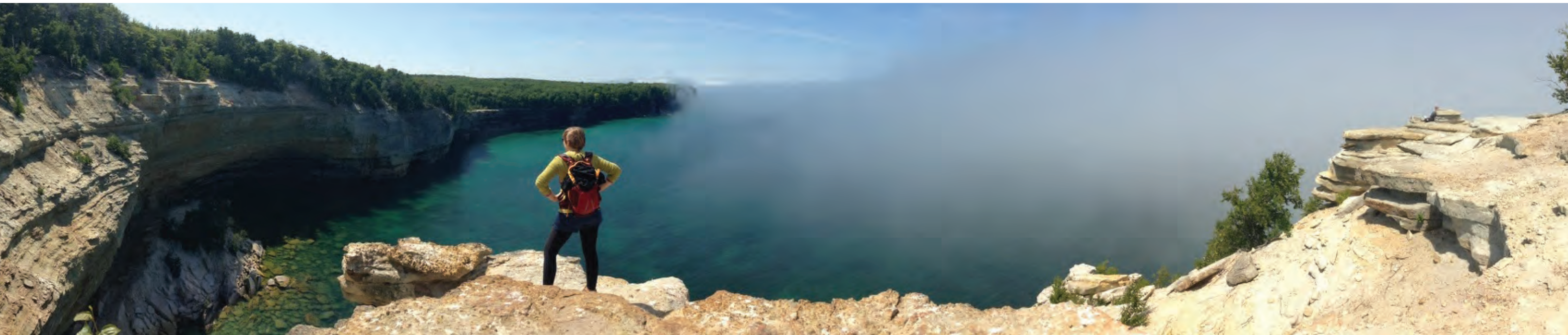
the creative economy of Seoul, and from a Quechua community council to the corridors of power in Geneva and Washington, DC.

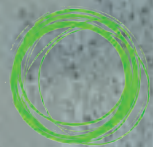
With its deep roots in social justice, its experiential framework, and its connections to local communities and leaders, SIT is uniquely positioned to pioneer a new model of global education, one that brings together students from around the world to learn from in-country experts about the critical global issues of our time.

For example, students in our Climate Change and Global Sustainability master's program will spend one semester in Iceland and another in

Tanzania before completing their practicums in a country of their choice. Those studying Global Leadership and Social Innovation will spend four months among the social entrepreneurs of India. Other students may examine humanitarian assistance in Jordan or environmental management in Rwanda.

With SIT's connections and expertise on the ground in more than 30 countries, the potential for this type of internationalized education is limitless. Our challenge—and our promise—is to leverage this extraordinary network to provide exceptional education that builds thoughtful leaders and changes lives.





SIT

Study
Abroad



Alice Rowan Swanson Fellows: Returning to Reciprocate

Documenting languages, improving the environment, fighting for women's health—these are just some of the ways Alice Rowan Swanson Fellows have helped the communities where they studied abroad. Their work is a living testament to a young woman who would have spent her life advancing human rights around the world.

Alice Rowan Swanson traveled to Nicaragua with SIT Study Abroad as an Amherst College student in 2006. Two years later, when she was just 22, Rowan Swanson was struck and killed while riding her bicycle to work at an international NGO in Washington, DC. The following year, her family established a fellowship in her name to honor Rowan Swanson's passion for bridging cultures and the role SIT Study Abroad played in her life.

The Alice Rowan Swanson Fellowships are awarded twice each year to support SIT Study Abroad and International Honors Program alumni as they return to their program countries to pursue community-based projects that advance human rights.

Recent fellows have created a graphic novel aimed at changing the way Brazilians perceive domestic workers. They've produced a documentary about daily struggles on the Ngäbe-Buglé reservation in Panama. They've established a community garden and seed bank for the Ampasy-Nahampoana commune in Madagascar. They've developed a clean energy source to ease air pollution in Mongolia. And much more.

Through these community projects, Rowan Swanson's fight for global human rights carries on. In 2017, her family created an endowment so

that Rowan Swanson's legacy will continue for many years to come.



Preserving a Disappearing Language in Nicaragua

While traveling through Nicaragua on his fall 2016 SIT Study Abroad program, Eli LaBan was struck by the indigenous cultures of the Caribbean communities and their isolation from the rest of the country.

Ninety percent of the Nicaraguan population—predominantly Catholic Spanish speakers—lives on the Pacific side of the country. Meanwhile, the Caribbean side has no more than a few native language speakers left. "The Caribbean side is like a completely different country," LaBan says.

As a 2017 recipient of the Alice Rowan Swanson Fellowship, LaBan returned to Nicaragua with plans to develop the tools to help the Caribbean Rama community preserve and digitize its disappearing language.

"Culture is an integral part of autonomy for these communities, including language," he says. "Without language, they lose their identity."

During his 2016 SIT Study Abroad program, LaBan connected with community initiatives and learned about the framework for autonomy for local cultures and communities. He then produced four short videos highlighting indigenous Rama languages.

They received an enthusiastic response from Nicaraguans and foreigners alike. Spanish-speaking Nicaraguans commented that they had no idea these endangered languages even existed, while Caribbean Rama Nicaraguans saw their culture highlighted in a modern way for the first time. "I felt like I was tapping into something really powerful," LaBan says.

The series of short videos also won a prestigious national College Emmy Award from the Television Academy Foundation.

When a local university asked him to return to work with their language preservation institute, LaBan was able to expand the scope of his project with the help of the Alice Rowan Swanson Fellowship.

At the end of 2017, LaBan was back in Nicaragua creating language content, video templates, and a basic multimedia space for community members to participate in documenting and promoting their endangered culture. He also led the current group of SIT Nicaragua students to visit the Rama community and create their own video projects for his database. Through media, LaBan is building a global community.



Discovering a New Species in Ecuador

Very few people can claim they've spotted a new species. Study with SIT in Ecuador, however, and the odds go up: Three students in the past year have helped scientists identify potential new species in Ecuador. Mindee Goodrum was one of them.

Goodrum discovered a new frog species during her fieldwork for SIT's Ecuador: Comparative Ecology and Conservation program, which she says was **"definitely an adventure."** Because many frogs are nocturnal, she had to conduct her work at night. "We'd leave around 3 or 5 o'clock. There were five different study locations, and they were usually an hour hike."

In one case, the trip involved crossing a river by gondola.

Once there, she and her mentor, headlamps aglow, walked a 500-meter path looking for frogs. "I was a little nervous the first few nights," Goodrum says. "I saw a few lemur-looking mammals, and there were some rustlings we couldn't pinpoint."

Before long, she grew accustomed to the sounds and sights. Still, she had no idea what she'd discovered when she found the new species in her second week. "I was still learning the species, and my adviser was helping me with the identification," she says. "I was on the lookout for that genus—it's much more rare. It's typically out in the day and not as abundant."

Her frog has since been confirmed as a new species by Santiago Ron of PUCE University and Natural History Museum of Quito, who first spotted it a few years ago.

Though he initially doubted whether the frog was a new species, Ron says Goodrum's pictures proved it.

Goodrum says her SIT Study Abroad experience was unique. "My friends who were abroad—they were doing completely different things," she says. "Even the ones doing science were in the cities. Meanwhile, I was saying, 'OK, guys, you're not gonna hear from me. I'll be in the Amazon for a week.'"

This program not only goes deep into the Amazon, but also visits the Galápagos Islands, the famous site of Charles Darwin's studies that helped form his theory of evolution. "The work was challenging," says Goodrum. "Kind of rare for study abroad."

Because students do hands-on scientific work, the competitive program requires them to have a

strong interest in the field, high grades, and a background in biology and environmental studies.

Their work is often vital, explains Academic Director Xavier Silva. "If its habitat is destroyed, a species disappears altogether. This one that Mindee discovered lives in an area of only 1,000 acres. This is why in Ecuador we still find new species every year and why preservation of these habitats is so important. You can easily lose two or three species in a very small area."

The rewards that come from SIT's academic focus are considerable. "I hope to be part of the paper where they're going to describe the new species," Goodrum says. She may also seek publication of her Independent Study Project, a core component of most SIT Study Abroad programs.

Silva says Ecuador is a particularly good place for students who want to study biology and ecosystems, as it has tremendous ecological diversity and habitat types. "We also have a network of reserves and national parks, and we work with local scientists," Silva says. "We work in every corner of the country."





Dr. Michael Siegal

Michael Siegal had a plan. He would complete his undergraduate degree at Harvard College and go on to become a research scientist. But somewhere in the back of his mind there was also a question: Was this the right path?

In 1968, Siegal took a break from hard science to join SIT's yearlong International Honors Program (IHP), traveling to seven countries to study political science and sociology. "I had been programmed to become a basic research scientist, and I guess on some level I wasn't sure that was right for me, so I spent a year doing something completely different," he says.

When he returned home, Siegal graduated magna cum laude from Harvard, but his focus had changed. Instead of pursuing research, he went on to earn MD and PhD degrees at Columbia University, became a cardiologist, and has spent his career involved with patient care, medical education, and medical administration. His IHP experience, he says, prompted that shift.

"It was a fabulous year because it became very clear to me that I was very much a people person and doing

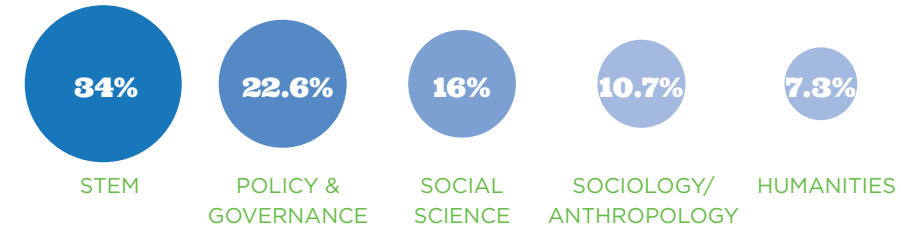
basic science in an isolated lab setting would not work for me," he recalls. **"That program was incredibly important in clarifying the ways in which I could benefit from a global perspective."**

Siegal's love of human interaction shines through in his roles as a donor to IHP and a World Learning Inc. board member. "I have tremendous enthusiasm and excitement for the new directions we're taking: expanding options for both undergraduate and graduate programs and thinking across the whole spectrum of the organization, from the summer high school Experiment all the way through the graduate degree level."

Today, Siegal prescribes a study abroad experience for young people. "It's hard to make meaningful life decisions in the age range of 18 to 21," he says. "Being out in the world is hugely beneficial, and the best time to explore your options is as an undergraduate. That kind of experience is the only hope we have for understanding that the 'other' is us; that we're all in this world with the same concerns and aspirations."

SIT STUDY ABROAD AT A GLANCE

TOP 5 AREAS OF STUDY



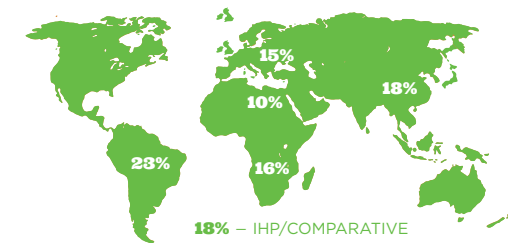
\$1.8M

SCHOLARSHIPS & GRANTS AWARDED

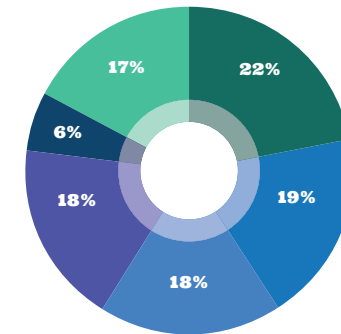


3.51

AVERAGE GPA



WHERE STUDENTS TRAVEL



PERCENTAGE OF STUDENTS IN THE PROGRAM

GLOBAL HEALTH
CLIMATE | ENVIRONMENT
DEVELOPMENT | ECONOMY | INEQUALITY
PEACE | HUMAN RIGHTS | SOCIAL MOVEMENTS
MEDIA | ARTS | SOCIAL CHANGE
MIGRATION | IDENTITY | RESILIENCE

TOP 10 SENDING SCHOOLS





SIT

Graduate
Institute



SIT Global Scholars: Training to Rebuild Communities

School for International Training has worked with refugees in the United States and abroad throughout its history. In late 2016, SIT launched the Global Scholars Program in response to the growing refugee crisis and rising tide of xenophobia and isolationism around the world. We're proud to introduce the first five Global Scholars, who began their degree programs in January 2017:



**Tamam
Abulteaf**
Syria

**Peacebuilding
& Conflict
Transformation**

A member of the minority Druze community in Syria, Tamam Abulteaf is fluent in Arabic, Japanese, and English. He was studying and tutoring in the

Japanese language in Damascus when conflict broke out in 2011. Abulteaf fled to Turkey to escape the violence. He hopes to one day return to Syria to work with young people.



Abdou Edris
Sudan

**Sustainable
Development**

Abdou Edris graduated from the University of Omdurman with a degree in rural development and became a community advocate for the rights of young people and war victims. In 2002, the regime in Khartoum detained and tortured him. He fled to Egypt two years later, where he worked with refugees, victims of trafficking, and people living with trauma. In 2015, Edris resettled in the U.S. He aims to help young victims of conflict see themselves as

leaders and promote peace in their countries.



**Bahati
Kanyamanza**
*Democratic
Republic of
Congo*

**Sustainable
Development**

When violence came to his community after the Rwandan genocide in 1996, Bahati Kanyamanza and his family fled to Uganda, where they lived in refugee camps for 18 years. At age 22, he and two friends established Coburwas International Youth Organization to Transform Africa (CIYOTA), a nonprofit organization that provides primary and secondary schooling to refugees and helps students find the resources to continue their education. Kanyamanza moved to the U.S. with his wife and daughter

in 2016. He continues to work with CIYOTA while studying at SIT.



**Kenneth
Mukonyezi**
Uganda

**Peacebuilding
& Conflict
Transformation**

Kenneth Mukonyezi grew up in rural Uganda. After high school, without enough money for a university education, he joined the Ugandan People's Defense Force. In 2014, Mukonyezi was detained and tortured when the government began cracking down on military personnel suspected of having contact with opposition figures. Fearing for his life, he fled to the U.S. Mukonyezi wants to help people from marginalized communities and vulnerable populations be "leaders of change rather than the victims of stagnation."



Fadia Thabet
Yemen

**Peacebuilding
& Conflict
Transformation**

Fadia Thabet received

the U.S. Department of State's International Women of Courage Award in March 2017 for her work in Yemen. For six years, she rescued children who had been abducted and forced to be soldiers or raped, helping them reintegrate into their communities. Thabet later came to the U.S. as a Hubert Humphrey Fellow at the University of Minnesota Law School. She plans to work as an advocate for children's and women's rights.

"These five are educating their fellow students and their professors, and sharing stories that motivate all of us. Isn't that a metaphor for immigration into the United States? We think we're helping these individuals and they're helping us far more than we could ever imagine."

— Donald Steinberg,
World Learning Inc.



ALUMNI



PROFILES

LGBTQ+ History Unerased

In 1986, when Debra Fowler filled out paperwork to join the U.S. Army, she came to a question asking if she was gay. At the time, the military did not allow gay people to serve. So, she checked no.

"I knew it was a lie," she says, "but a small lie."

The Army hired Fowler as a Korean language specialist, but eventually it came to light that she'd dated a woman. Fowler was dishonorably discharged.

She is not alone. People in the LGBTQ+ community have long seen their careers and accomplishments thwarted or even erased. Fowler aims to change that with History UnErased (HUE), a nonprofit she founded in 2013 that makes their stories part of classroom conversation.

Fowler's SIT training helped make this possible.

After being discharged, Fowler moved to South Korea to teach English. "I realized that's what I was meant to do," she says.

She came to SIT Graduate Institute to earn a master's degree in Teaching English to Speakers of Other Languages (TESOL). "What I learned at SIT translated into so many aspects of [my career]," she says. **"It was so deeply entrenched in social justice. That's SIT—social justice through education."**

Later, while teaching high school English in Massachusetts, Fowler was asked to develop a gender and identity course. She began by sharing examples of forgotten LGBTQ+ history, including the "Lavender Scare" of the 1950s, an effort to remove gay employees from the federal government.

"Most [students] had an initial visceral response of anger that they were just learning about these things for the first time," Fowler says.

Fowler realized just how big a difference her lessons could make when one Iraqi refugee student told her, "Everyone in the world needs to learn about this. This can change the world."

That's when Fowler founded HUE, which uses a grassroots strategy to bring its curriculum to schools across Massachusetts and beyond. Ultimately, HUE's goal is to "reimagine equality in the classroom, the culture, and consciousness."

Fowler says it all comes back to what she learned at SIT: "That's where human rights can flourish: in the classroom."

Driving a Dream

Aquila Ledbetter arrived at SIT via Uber, but not as a passenger. Having recently resigned from her job with the DC government, Ledbetter was driving full-time for the ridesharing service as she pondered her next steps. "Something was seriously wrong in terms of finding my passion," she says.

Ledbetter had once known her passion while serving as a Peace Corps Volunteer in Namibia a decade ago, where she wrote a business plan to bring economic empowerment to residents. She wondered now if she could make that plan a reality.

One day, the right person got into her car. "I picked up a Liberian woman. She saw my head wrap, and asked, 'Where did you get that?'"

When Ledbetter told the student about her time in Namibia and her hope to return, the student said, "You're driving Uber? My sister, why? Where you're dropping me off is a place called SIT. You need to get upstairs and talk to them."

It was quickly clear that SIT Graduate Institute was a great fit, particularly when Ledbetter learned that the school's DC academic director, Deborah Robinson, had also worked in Namibia. Ledbetter received a partial scholarship and ultimately earned her master's degree in sustainable development from SIT. Through that program, she says she learned how to write proposals and case studies, build collaboration, and hone her entrepreneurial skills.

Already, she's made her passion a reality. During the practicum phase of her degree program, Ledbetter founded an organization called

Afrisource Innovation Center in Ondangwa, Namibia.

"We aim to support small farmers with farming technology and training," she says. "We're doing workshops on things like hydroponics, water conservation, and bookkeeping, and we've got about seven partner organizations."

Her goal for Afrisource is to open a tech shop where entrepreneurs, particularly farmers, can get the tools and skills to realize their dreams.

Ledbetter says she's grateful for the opportunity to pursue her own dream of using her skills to empower others. Though she had begun to fear she might never realize it, she says, **"SIT helped me to ignite my dream."**



Stuart and Manjula Salomon

A little school on the side of a mountain has had a big impact in the lives of Stuart and Manjula Salomon. SIT has been at the nexus of their journey as TESOL students and teachers; as friends and colleagues; and as partners and parents.

Now the Salomons are having a big impact on SIT. They recently made a generous donation to support travel expenses for SIT graduate students studying or pursuing their practicums abroad.

The Salomons met in 1969 when Stuart, fresh from SIT training in Vermont, took up his Peace Corps post in southern India and attended a reception hosted by Manjula, a university student and daughter of the professor who ran the community's Peace Corps English training program.

"Stuart took out his guitar toward the end of the party and taught a group of Indians how to sing 'California Dreamin','" Manjula recalls. "I was at the edge of that group."

Stuart returned to the U.S. and got a job in New York City, and a few years later Manjula came to SIT to study for her master's degree in TESOL. When she began her practicum at a United Nations school in New York, Stuart was teaching English in Iran, thanks to an SIT connection. That's where he proposed to Manjula and where, in 1974, the couple was married, surrounded by SIT friends.

Through a quarter century of travel and teaching abroad, the Salomons have maintained and expanded their SIT circle. Friends from SIT watched over their daughter during her gap year; others visit the couple in Florida; and when they return to India each year, the Salomons make

sure to visit SIT alumni. In fact, when the couple fled Hurricane Irma in September, they stayed with an SIT friend in Jacksonville.

"What that place has is a spirit of internationalism," Stuart says. "It is the attitude that came along with the early inception of The Experiment: the spirit that the world is full of people who want to be friends."



SIT GRADUATE INSTITUTE AT A GLANCE



17%

OF CURRENT STUDENTS HAVE PARTICIPATED IN SERVICE

(such as Peace Corps, AmeriCorps)



88%

OF STUDENTS RECEIVED SCHOLARSHIPS



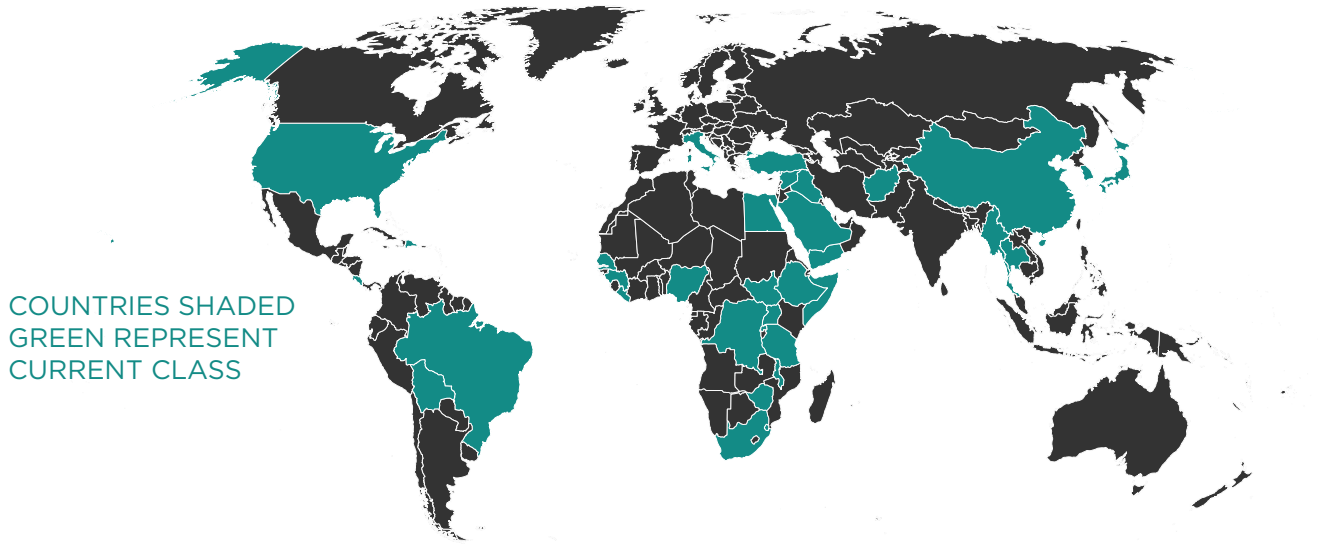
78%

OF CURRENT STUDENTS RECEIVED OTHER TYPES OF AID



\$1.5M

IN FINANCIAL AID AWARDED



COUNTRIES SHADED GREEN REPRESENT CURRENT CLASS



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE

RE|IMAGINE COMMUNITY

GLOBAL DEVELOPMENT & EXCHANGE

Everyone has a role to play in a thriving society. World Learning believes that when people come together with mutual understanding and respect, they can lead strong communities, adaptable institutions, and peaceful global partnerships.

Our 92 programs worldwide encourage people to reimagine themselves as leaders—and we equip them with the skills to make change.

In Lebanon, we support public schools in providing children with high-quality reading instruction, the foundation for lifelong learning.

In Algeria, our STEAM Center (Science, Technology, Engineering, Art, and Mathematics) and workforce development programs help children and adults build promising futures for themselves.

In Mongolia, we support the development of a rising

generation of democratic leaders, equipping them to engage in their communities, find solutions to local and global issues, and advocate for the inclusion of traditionally excluded populations.

And, in Ethiopia, our HIV prevention and treatment initiative strengthens the abilities of employers and the government to reduce new HIV infections.

Our programs also bring people together. People-to-people exchanges like the Fulbright Specialist Program and our Women in Science Girls STEAM Camp offer people of all ages professional and academic development opportunities that promote leadership and collaboration.

We emphasize inclusion, tolerance, and empathy in all our work. These values help people create communities and address the world's most urgent challenges—together.





Algiers STEAM Center

World Learning is training young Algerians in cutting-edge skills to meet the needs of modern employers. Our Youth Employment Project is preparing more than **2,000 youths** for the workforce by establishing career centers in nine vocational training schools in rural areas across Algeria, training young job-seekers in high-demand technical and soft skills, and connecting them to employers.

In 2016, World Learning launched the Algiers STEAM Center. With funding from Boeing, Anadarko Petroleum, and DOW Chemical, it has trained more than 900 students and 25 teachers.

Cyrine Souffi didn't always think of herself as a leader. Just a few years ago, she jokes, you'd be more likely to find her at home in Algiers watching videos than engaged in her community.

Now, though, this 17-year-old is a coder, a mentor, and a member of Algeria's first-ever international robotics team. She's determined to help others unlock their own potential.

Souffi partially credits her transformation to World Learning's Algiers STEAM Center, which offers hands-on educational activities in the fields of Science, Technology, Engineering, Art, and Mathematics. "It changes your way of thinking," she says. **"The STEAM Center shows you what you're really passionate about."**

Initially drawn to the coding classes, Souffi became passionate about robotics after working with the

STEAM Center's LEGO robotics kit. It gave her insight into the real-life applications of coding: robots that aren't Hollywood characters, but machines that do helpful work like decontaminate water.

Robotics also gave Souffi an extraordinary opportunity to compete against high school students from 160 countries at the FIRST Global international robotics challenge in Washington, DC. **"This experience has shown me how different our cultures are and how exciting it is to discover this world,"** Souffi says.

She wants her peers to have the same experience. Just as World Learning is working to expand the STEAM Center to other parts of the country, Souffi would like to teach robotics to kids who can't reach the capital city. "I want to show the youth we can do a lot more," she says. "We have to think globally."



Ghina, a second-grade student in the southern Lebanese city of Nabatieh, has a newfound passion for storytelling.

She discovered that she enjoys playing the role of *hakawati*—Arabic for storyteller—when her teacher asked her to read aloud a story from QITABI's classroom library. As her classmates gathered for story time, Ghina read the entire story just as she'd seen her teacher do.

The USAID-funded QITABI, or Quality Instruction Towards Access and Basic Education Improvement, is a project led by World Learning to improve reading and access to education and instruction in Lebanon. The program addresses the needs of teachers and almost

43,000 students in grades 1 to 4 attending public schools across Lebanon.

QITABI creates classrooms that are more conducive to learning by actively involving students. During story time, for instance, students gather on a carpet to listen and interact with the story rather than staying in their seats. The program also provides classroom materials that help students and teachers practice reading comprehension strategies, phonics, vocabulary, grammar, and more.

In addition, QITABI takes an innovative approach to teaching reading by providing schools with equipment such as a laptop, projector, projection screen, and a speaker to read aloud e-stories and conduct group reading activities. This improves the volume and quality of content.

Students like "Omar," a first grader in Beirut, have made great strides thanks to the skills training QITABI provided to Ministry of Education and Higher Education trainers and teacher mentors. This training, as well as QITABI's early grade reading facilitator coaching, helped Omar's teacher navigate some of his problem areas. **QITABI has trained 1,224 teachers to date.**

Principal Dina Al Kassas says that special training and innovative techniques contribute to the success of QITABI's Early Grade Reading program. But what's also key is the content of the books themselves, which keep students engaged. **"The topics of these books were carefully selected, in a way that students can easily relate to their daily lives and events,"** Al Kassas says. "I personally am a fan of these stories."



When Aynalem Hunde was diagnosed with HIV, she was scared, but felt hopeful that with proper treatment she could still lead a full and productive life.

"It is very difficult to be positive for any disease," the soft-spoken Ethiopian woman says. **"Nevertheless, you need to take possible measures helpful to live."**

Hunde's confidence to get tested and seek treatment came from the knowledge and support she gained through an HIV peer education group at the Wush Wush Tea Development where she works in southwest Ethiopia.

The group is part of World Learning's MULU Worksite HIV Prevention program. Funded by the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through USAID, MULU has established HIV prevention interventions at 85 large-scale worksites across Ethiopia, including farms, construction sites, mining projects, and factories.

Since it launched in 2012, the program has reached about **800,000 individuals through its peer education groups**, provided testing and counseling services to more than 400,000 people, and **distributed more than 11.5 million condoms**.

In Amharic, "mulu" means complete, and true to its name, the program takes a comprehensive approach to HIV prevention and treatment through three pillars: behavioral, biomedical, and structural. The first educates workers through activities

like the peer education groups and awareness events. The second provides employees with access to HIV counseling, testing, and treatment referrals. The final pillar ensures sustainability by partnering with worksites to establish policies and practices necessary to continue these activities when the project ends in February 2018.

"What makes MULU innovative is that it incorporated HIV prevention activities to the usual business of those work sites," says Gemechu Ashimo, MULU regional coordinator.

Four years after her diagnosis, Hunde is still healthy and now has a daughter, who is HIV negative. MULU inspired her to educate her daughter about the disease early. "I don't want her to face what I have faced," Hunde says. "So, I am helping her to grow up aware, telling her about HIV and other facts, which can help me shape her life positively."

LEAD MONGOLIA

Unemployment is one of Mongolia's critical challenges. Last year, nearly 12 percent of Mongolians were out of work. That's why one group of emerging civic leaders has banded together to tackle the unemployment crisis—in an equitable way.

World Learning's Leaders Advancing Democracy (LEAD) Mongolia program—funded by USAID—works with diverse groups of young activists, offering training, networking, and international exchanges while instilling the values of democracy and social inclusion. These leaders then team up to carry out projects addressing issues like

corruption, the environment, and unemployment.

In 2017, one of the LEAD teams released a film titled "Journey to Job," which tells the story of three people from disadvantaged communities who are struggling to find work. The film argues that Mongolia's unemployment crisis cannot be tackled without acknowledging social inequalities.

"The LEAD program made me see the broader picture," says Ganzorig Dolingor, LEAD Fellow and co-founder and chief editor of the popular news site Unread Today. **"After taking these workshops, we wanted to speak for as many identities as possible in a really big way."**

The group has circulated "Journey to Job" widely to raise awareness, particularly among employers.

Mongol TV aired the film twice. "We want to make an impact on hiring practices," says Enkhjin Selenge, one of the team leaders. "If companies start hiring disadvantaged groups, then we succeeded."

They have already met success. Selenge's employer, Toyota Mongolia, plans to revise the company's hiring policy and will soon hire its first employee with a disability, while the construction company where another LEAD Fellow works just hired a former convict and a deaf welder.

But their advocacy journey is just beginning. In the years ahead, all the young LEAD Mongolia fellows—and future classes, too—will continue to take on projects that champion democracy. Together, they will transform their communities.



LEADERS FOR DEMOCRACY FELLOWSHIP PROGRAM

Mohand Arezki Lahdiri is an English teacher from Tizi Ouzou, Algeria, who has long dreamed of building a school in his community that teaches peace and tolerance.

He sees a need for it to help put the country back on track even though the decade-long Algerian civil war ended 15 years ago.

Lahdiri decided to participate in the Leaders for Democracy Fellowship (LDF) program, run by World Learning and funded by the U.S. Department of State, after hearing about it from a colleague.

"I thought the program was interesting because it focuses on leadership, and it teaches methods such as how to implement a new project," he says.

This year, 43 civil society leaders from across the Middle East and North Africa participated in this leadership development program that provides civic leaders the opportunity to spend 12 weeks in the U.S. (for English speakers) or Lebanon (for Arabic speakers) to gain academic and practical experience in leadership as well as to network with other professionals.

The fellows attended sessions at the University of Virginia and the American University of Beirut to focus on leadership, consensus-building, conflict resolution, communication, project management, advocacy, and participatory governance. Following their training, the fellows embedded in political, non-governmental, or public policy organizations in their fields to obtain real-world experience.

During his eight-week LDF practicum, Lahdiri attended George Mason University's School for Conflict Analysis and Resolution, where he studied conflict resolution.

"We learned about conflict based on identity, region, borders, and politics and how resolutions can mitigate conflicts," he says.

He also had the opportunity to network. During his practicum, he met a professor who said she would work with him to establish a school for peace in Algeria. As he returns home to Algeria, Lahdiri hopes these new contacts and project management skills will help him make his dream school a reality.



DYLEP
DIGITAL YOUNG LEADERS
EXCHANGE PROGRAM

Baghdad high school students took to the streets last year to fill their community with hope. They attached flowers and uplifting quotes to balloons and handed them out to passers-by in the first of many "Lollipop Campaigns."

The students had been inspired by their virtual exchange program, which screened a TED Talk about the power of an act of kindness—like giving a lollipop to a stranger.

"The truth is, we are all leaders," the students declare on their website.

"Leadership shouldn't be about changing the world, but about lollipop moments where you make somebody's life better by something you say or do."

For 10 years, World Learning has

encouraged everyday leadership, civic engagement, and teamwork among young Iraqi and American students through the highly regarded Iraqi Young Leaders Exchange Program (IYLEP), which brings Iraqi students to the U.S. for homestays and workshops. Last year, World Learning built on that success with the launch of the Digital Young Leaders Exchange Program (DYLEP).

This online program connects Iraqi and American students in virtual host families. They play games, watch lectures, and discuss digital citizenship. Students can access DYLEP anywhere and at any time. "It helps us reach those who typically may not have the opportunity to do an in-person exchange, including refugees, IDPs (internally displaced persons), and people with disabilities," says World Learning Program Officer Jennifer Chen.

At the end of the program, students

present community action plans. Turner Payne, an American participant, is developing an online forum to challenge misconceptions about immigrant students. "The DYLEP program challenged me to see critical global issues from a new perspective," he says.

DYLEP highlights the importance of virtual exchange programming. It's easily replicable in other countries as it requires minimal resources, and it achieves results: At program's end, the number of participants who described their knowledge of civic engagement as "advanced" **tripled to 72 percent.** Another **90 percent** said they're more confident to lead.

That was certainly true for 16-year-old Rojeena Ragheed Jalil. "The motivating and inspiring people I worked with made me realize I want to do more to build my country," she says. **"DYLEP was the cornerstone of building my confidence."**



In 2017, World Learning added the Fulbright Specialist Program to the organization's portfolio of global professional exchanges. Each year, the program sends more than 400 U.S. faculty and established professionals to over 150 countries for two to six weeks as expert consultants on academic matters as well as real-world issues faced by governments, nonprofit organizations, and cultural and medical institutions. Fulbright Specialists have worked with university faculty in Africa, Asia, and Europe, cultural institutions in Pakistan and the Middle East, and rehabilitation centers and hospitals in India and Taiwan.

Joseph Bock has extensive experience managing disaster relief. Still, the Fulbright Specialist to Greece says he's never seen a humanitarian crisis as raw and disturbing as the refugee crisis in Athens.

Many of the refugees he encountered had fled a bloody civil war in Syria, oppression in Iran, or ongoing instability in Afghanistan, Eritrea, Ethiopia, and Somalia. They endured treacherous journeys in small, battered wooden or inflatable boats to reach Europe, often losing loved ones along the way.

"What these people had been through already and the predicament of the city was unbelievable," says Bock, director of the International Conflict Management Program at Kennesaw State University in Georgia.

During his almost six weeks in and around Athens, he advised municipal officials trying to manage the influx of refugees. "Fulbright is known for academics and this was a humanitarian response," Bock explains. "I think it's a really good direction for Fulbright to go in."

He worked on a strategic plan that addressed violence prevention and identified the social benefits of language training, acculturation classes, student visas, and temporary work permits to help new arrivals while maintaining stability.

The Fulbright Specialist Program, Bock says, is "on the cutting edge," serving as a bridge between two worlds by enabling academics to become practitioners who use their expertise overseas in crisis situations. **"The people of Greece are so generous. There is no way I could have understood this from reading *The New York Times*."**

Mary-Ellen Boyle, a liberal education advocate, traveled to Vietnam as a Fulbright Specialist with a mission: to show how a broad education that prepares students to deal with complexity, diversity, and change is compatible with concentrated studies in science, economics, and business.

The Clark University associate professor of management completed a three-week grant to Ho Chi Minh City's Hoa Sen University, which focuses on those majors. Boyle believes liberal education prepares students for the real world by helping them develop communication and critical thinking skills, the ability to problem-solve, and a basic understanding of ethics and social responsibility.

"I don't think it should be either/or," says Boyle, who as associate provost and dean of the college at

Clark University was instrumental in facilitating the integration of Liberal Education and Effective Practice (LEEP) into the university's undergraduate curriculum. The pioneering program links liberal education with practice through internships, study abroad experience, and projects.

In Vietnam, her role was to show how liberal education's values and philosophy could be incorporated into instruction to better equip students to manage the complexity and rapid changes in an emerging economy.

"It was a brand-new idea for some of the faculty," Boyle says.

She offered 15 three-hour workshops for faculty and professional staff, introducing tools, ideas, and techniques to support more active learning as opposed to rote learning.

Boyle modeled interactive teaching styles and facilitated discussions encouraging instructors to do the same in their classrooms. Her aim was to show them how they could replace strictly passive approaches, like lectures and memorization, which are the norm for schools in Vietnam and much of Asia.

Although she spent most of her waking hours working, Boyle says the Fulbright Specialist experience recharged her batteries.

"It made me rethink the purpose of higher education."



WiSci¹⁷ GIRLS STEAM CAMP | MALAWI

When 100 high school girls from seven countries arrived in Malawi this year, they were in for more than just a typical summer camp: Over two and a half weeks, these teens from Uganda, Tanzania, Rwanda, Zambia, Malawi, Liberia, and the U.S. learned how to code, met with civic leaders, and built everything from robots to windmills to heart-rate monitors. They imagined how they could use science and technology to make a difference.

World Learning's WiSci (Women in Science) Girls STEAM Camp explores the fields of Science, Technology, Engineering, Art, and Mathematics (STEAM). This year's camp was a public-private partnership with the U.S. Department of State, Intel,

Google, and the United Nations Foundation initiative Girl Up. Partners offered funding, staff, and technology to teach participants about science.

Since the camp ended, World Learning has awarded mini-grants to 14 girls as they embark on projects to raise awareness about sexual health, empower women, bridge the gender gap in STEAM fields, and send disadvantaged girls back to school. They're not campers anymore. They're change-makers.



"Art, music, science, technology, laughing, smiling, and being a girl are universal. The cross-cultural experience will stay with me forever." — 2017 WiSci participant



If you ask Loc Xuan Le to use one word to describe his Vietnam-based organization, Make Science Make Sense, he quickly replies, "Inspire."

Le was selected to attend the U.S. Department of State's Alumni Thematic International Exchange Seminar (Alumni TIES) in Bangkok, Thailand, where he won a small grant that helped him launch the educational nonprofit.

Alumni TIES is funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs and implemented by World Learning through a cooperative agreement. The program brings alumni of U.S. government-sponsored exchanges together to participate in seminars

focused on key regional issues. The seminar in Thailand was focused on "Community Organizing and Project Management," and the regional embassies select alumni based on their motivation to create positive change in their communities.

Le explains that the mission of Make Science Make Sense (MSMS) is to "nurture a passion for science by engaging students using a non-academic method with a simple, interdisciplinary approach." The organization used the Alumni TIES small grant funding to host a science fair in 2016 in Ho Chi Minh City. The MSMS team has since hosted several science camps and events across Vietnam.

Their latest campaign, "Go! Science: Together We Spread Science Spirit," brought together hundreds of high school students to explore topics like dendrology, robotics, programming, and electronic prototyping. The

MSMS team uses an experiential learning approach to help students gain hands-on experience in health and applied and environmental sciences and inspire reflection on possible career trajectories. **"I have never imagined science as so close to everyday life like that,"** says Khiem, 18, from Ba Ria.

Le says the positive student feedback is a source of pride for the team. He sees MSMS as "just doing our part to spread the science spirit among Vietnamese youth."



GLOBAL DEVELOPMENT PROGRAMS

Access PLUS, Algeria	Jasoosun Sheeba & The Private Detectives, Pakistan
Algiers STEAM Resource & Training Center, Algeria	Job Readiness Skills Training, Myanmar
Alumni Global Health Seminar, Ethiopia	Leaders Advancing Democracy (LEAD), Mongolia
American E-Teacher: Online Teacher Professional Development Courses & MOOCs, Global	Legacy International Exchange, Algeria
Anadarko Sponsorship for the Ouargla Career Center, Algeria	Light & Hope, Egypt
Asian University for Women, English Program Evaluation, Bangladesh	Mexico Civil Society Activity, Mexico
Best Practices in TESOL for Professionals, Global	MULU HIV Prevention Project, Ethiopia
Blended Career Development for Madrassa English Teachers, India	Myanmar Council on Persons with Disabilities Capacity Development Project, Myanmar
Combating Gender-Based Violence, Myanmar	Pakistan Reading Project, Pakistan
Developing Rehabilitation Assistance to Schools & Teacher Improvement Program II (DRASATI-II), Lebanon	Professional Certificate in English Language Teaching (PCELT) with AMIDEAST, Middle East & North Africa
Dominican Republic English Program (DREAM), Dominican Republic	Promoting Education, Altruism & Community Engagement (PEACE), Algeria
Egypt STEM Schools Project, Egypt	Quality Instruction Towards Access & Basic Education (QITABI), Lebanon
Electoral Empowerment of Civil Society, Nigeria	Research for Results: Teacher Performance, Lebanon
El Salvador Higher Education Program, El Salvador	Special Programs to Address the Needs of Survivors (SPANS/GSM), Global
English Access Microscholarship Program, Algeria	Strengthening Tomorrow's CSO Leaders, Myanmar
English for New Americans with AmeriCorps, U.S.	Supporting Organizational Development for Stronger Civil Society, Myanmar
English for Teachers of Young Learners, Global	Transforming Agency, Access & Power (TAAP), Global
English for Teachers of Adults, Global	Teaching Assistant's Certificate, Global
English Language Assessment Services, Global	Youth Employment Project (YEP), Algeria
English Language Program, U.S. Embassy, Myanmar	Youth Leadership & Civic Engagement, Nigeria
Eye Kutoloka – NGOs Engaged in Health, Angola	Young Southeast Asian Leaders Initiative (YSEALI) Generation: Youth Unite Against Drugs, Myanmar
Global Online Course Development, Global	World Learning SIT TESOL Certificate, Global
Institute for Political & Civic Engagement (iPACE), Myanmar	

GLOBAL EXCHANGE PROGRAMS

Advancing Leaders Fellowship Program (ALF), Global	Kosovo Transformational Leadership Program–Scholarships & Partnerships, Kosovo
Arts Envoy Program, Global	Leaders for Democracy Fellowship Program (LDF), Global
Chemical Security Capacity Building & Sustainability Programs, Iraq	Legislative Fellows Program (LFP), Global
Community Connections Program, Belarus	Maharat Mentorship Program, Iraq
Communities Connecting Heritage, Global	Malawi Scholarship Program, Malawi
Countering Violent Extremism (CVE) Study Tour, France & U.S.	Master's Scholarship Program, West Bank & Gaza
Digital Young Leaders Exchange Program (DYLEP), Iraq & U.S.	Participant Training Program, Ukraine
Education USA Academy, Global	Professional Fellows On-Demand Program, Global
Future Leaders Exchange (FLEX), Global	Thematic Exchange Seminars for Alumni (U.S. Alumni TIES), U.S.
Fulbright Specialist Program, Global	Training for Pakistan Program, Pakistan
Georgia Immersive Study Tours, Georgia	U.S. Border Security Program (EXBS), Global
Global Chemical Security Engagement Activities, Global	U.S. Speaker Program, Global
Global Undergraduate Exchange Program, Global	U.K.-U.S. Dialogue Program, U.S. & U.K.
Governors Institute, Global	Women in Science Girls STEAM Camp (WiSci), Malawi
International Exchange Alumni Enrichment Seminars (International Alumni TIES), Global	Youth Ambassadors Program (YAP), South America
International Sports Programming Initiative, North Africa	Youth Exchange & Study Program (YES!), Global
International Visitor Leadership Program (IVLP), Global	Youth Leadership Program, Belarus
Iraqi Young Leaders Exchange Program in Arabic for High School Students (IYLEP), Iraq & U.S.	Zimbabwe Exchange Program, Zimbabwe
Iraqi Young Leaders Exchange Program for High School Students (IYLEP), Iraq & U.S.	
Iraqi Young Leaders Exchange Program for Undergraduate Students (IYLEP), Iraq & U.S.	
Jóvenes en Acción Program, Mexico	



Boeing

When aerospace giant Boeing sought to cultivate a modern workforce in Algeria and Egypt, World Learning was ready to heed the call. Between Boeing's background in STEM education—Science, Technology, Engineering, and Mathematics—and World Learning's expertise in contextualizing curricula to meet local needs, the stage was set for a successful partnership.

Now, World Learning and Boeing are engaging hundreds of students of all ages in both countries, ensuring that the next generation workforce possesses the technical expertise and soft skills to succeed in today's rapidly evolving job landscape.

CREATING AN INCLUSIVE NEXTGEN WORKFORCE IN EGYPT

In Egypt, Boeing and World Learning are teaming up to introduce Iridescent's Boeing-supported "Curiosity Machine" to students nationwide.

The project-based platform is a perfect match for World Learning's experiential learning philosophy: It presents students with real-world engineering design challenges, and encourages them to learn by discovering solutions in partnership with professional trainers and science teachers. This hands-on approach not only engages students—pushing them to learn both the how and the why of engineering—but it also links schoolwork more closely to professional work.

World Learning was well-positioned to introduce the Curiosity Machine in Egypt, having worked with the Ministry of Education for more than five years to open STEM-focused public secondary schools across the country. This past summer, World Learning launched the Curiosity Machine at 11 public STEM school summer camps in Cairo, Giza, Alexandria, Daqahleya, Assiut, Kafr El Sheikh, Ismaleya, Luxor, Red Sea, Menoufeya, and Gharbeya.

Boeing and World Learning are also working together to connect some of Egypt's most marginalized populations with job opportunities. With a Boeing grant, World Learning is building the capacity of a local grassroots nonprofit, Light and Hope, to increase opportunities for people with sight disabilities. This program includes direct training for visually impaired people and their

caretakers, plus training for the Light and Hope's staff and board members, who will sustain the work in the years to come.

CURIOSITY RISING IN ALGERIA

Boeing's Curiosity Machine was also a fit for World Learning's STEAM (Science, Technology, Engineering, Art, and Mathematics) Center in Algiers, Algeria. Structured around real-world problems, the STEAM Center helps students make connections between school, community, and the global world of work.

Since it launched in April 2016, the STEAM Center has trained more than 900 students (including 150 who regularly participate in activities), and has taught 25 teachers across Algeria to bring interactive STEAM teaching approaches to their own classrooms. In July 2017, it sent a

team of young tech enthusiasts to the U.S. to participate in the FIRST Global Robotics Challenge.

Boeing's support and cutting-edge learning platform is at the heart of the center's success. Yakdane Bakelli, Curiosity Machine head mentor, says the program quickly became one of the STEAM Center's more popular offerings. "It adds a high value of creativity and engineering to students," he says. "Even when we have a break, some students refuse to rest, preferring to work to find a solution. Generally, those students are the ones who were reserved at the beginning of the workshop."

Bernard Dunn, president of Boeing Middle East, North Africa, and Turkey, says the company is proud to bring the Curiosity Machine to classrooms:

"By investing in high-quality,

engaging education, Boeing is committed to empowering and inspiring a new generation to explore the fields of STEM and aerospace engineering."



DONOR IMPACT



Robert Chase

Robert Chase was hooked when he first set foot in World Learning's headquarters in 1992. He had just completed 30 years of public service—mainly with USAID and most recently in Rome as an assistant secretary general for the United Nations World Food Programme—when he got a call from his friend, Charlie McCormack.

As CEO of World Learning at the time, McCormack was looking to bolster the nascent global development program that complemented The Experiment in International Living and School for International Training. It aimed to create a more peaceful and just world by focusing on three mutually reinforcing industries: education, exchange, and development.

Chase was on board. **"I just liked the whole feel of it,"** he says. **"I thought the mission had enormous possibilities."**

At the time, World Learning had a small portfolio of development programs, many serving the refugees streaming out of Southeast Asia. Over the next 12 years as senior vice president of the global development programs, Chase and his team built the foundation for the breadth and depth seen today: 92 active programs affecting people in more than 150 countries focusing on global education, workforce development, institutional

strengthening, civic engagement, and people-to-people exchange.

Chase is proud that World Learning has always kept its mission in mind as it responds to changing foreign policy priorities and cultural landscapes. That capacity for change was another reason he joined World Learning in 1992. "I thought I detected that as part of the DNA," Chase says.

His own story is also woven into the fabric of the organization. Chase served as interim president of World Learning in 2005 and then as a member of the board until his retirement in October. He and his wife Joan are members of the Infinity Club, too. "It's my passion," Chase says. "I never cared about doing anything but public service."



GLOBAL DEVELOPMENT & EXCHANGE BY THE NUMBERS



92

ACTIVE PROGRAMS IN 31 COUNTRIES



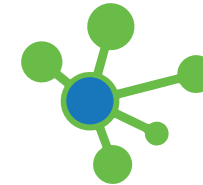
150+

COUNTRIES REPRESENTED



400+

STAFF IN 15 DIFFERENT COUNTRY OFFICES



130

SUBRECIPIENTS



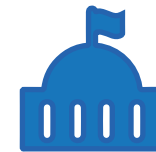
\$90.9M

ANNUAL REVENUE
FY2016



\$2.7M

GRANTS MADE TO
LOCAL INDIVIDUALS AND
INSTITUTIONS



556

INSTITUTIONS
STRENGTHENED



7,869

TEACHERS IMPROVED
PEDAGOGICAL PRACTICES



280,785

PEOPLE TRAINED IN
PROFESSIONAL DEVELOPMENT

RE|IMAGINE GENEROSITY



A MESSAGE FROM OUR BOARD CHAIR

A Message from World Learning Inc. Board Chair Lynne Maguire

As I come to the end of my first year as World Learning Inc. board chair, I wanted to take time to thank our incredible staff, board, and our community of supporters around the world for all that they do every day to help the organization thrive and grow. This has been a year of change and transitions both globally and at World Learning Inc.; thanks to the skills, energy, and dedication of our senior leadership team, we are strong and ready to create new leaders and stronger communities around the globe.

I especially want to thank and recognize Don Steinberg for his visionary leadership of World

Learning Inc. as president and CEO over the past four years. We all have learned so much from Don; the more than 100 global education, exchange, and development programs that he and his team have built are making a real difference in people's lives. I look forward to working with Don as he assumes a new role as senior advisor.

One of Don's lasting legacies has been the top-notch senior management team he put in place. The board has appointed Carol Jenkins, our outstanding president of Global Development & Exchange programs, as World Learning Inc.'s Interim CEO. Her deep insight, experience, and focus will serve us well during this time of change.

We are also so fortunate to have Dr. Sophia Howlett, who joined us this spring as president of School for International Training. Sophia has an exemplary record of leadership and achievement in international education, and I am inspired by her vision of SIT as a truly global institution that leverages the assets of both SIT Study Abroad and SIT Graduate Institute.

The future is bright for World Learning Inc. The demand for our one-of-a-kind educational training and development is growing every day, and we have the leaders and the team to meet and overcome the unique challenges of our time.

Thank you for your support. We cannot continue to have the impact we do without the support of our partners, donors, and friends.

Lynne M. Maguire
Board Chair, World Learning Inc.



Since 2013, Don Steinberg has led World Learning Inc. with an agenda of inclusive development and visionary impact in the world. He has raised the organization's profile, attracted top talent, and created new, vibrant partnerships.

In everything that he has done, he has truly embodied the philosophy, "Nothing about us without us." We thank him for his four years of service and welcome him in his new role as senior advisor.

INDIVIDUAL DONORS

Recognizing giving based on gifts received from July 1, 2016 - June 30, 2017

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

Joan Boyce †
Rosamond and Francois Delori*
Ann and Thomas Friedman*
Stephen and Nita Lowey*
Betsy Michel*
Brian Swanson and Ruth Rowan*

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

Alan and Vivien Hassenfeld
Bush and Jamie Helzberg*
Morelle Lasky Levine and
Norman Levine*
Bill and Pam Michaelcheck*
John R. Padget*
Marsha and Alan Paller*
Susan West*

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

Edith Bergstrom and
Erik Bergstrom*
Allen and Elizabeth Cutler*
Linda and David Glickstein*
Michael Clarfeld and
Tamar Huberman*
Anne and John Iskrant*
Cheryl and Glen Lewy*
Barbro Osher
Virginia Loeb and James Sperling*
Donald Steinberg*

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

Henry Arnhold*

Lawrence Cooley and
Marina Fanning*
Susan Garner*
Thomas and Nora Hiatt*
Tod and Mary Caroline Hunt*
Dorian Goldman and
Marvin Israelow*
Richard and Virginia Keim*
Sally Knapp*
Peggy Koenig*
Richard and Dale Levy*
Joseph and Elizabeth Mandato
Clare and Howard McMorris*
Lynne Maguire and William Miller*
Paul Muther and
Ulla Dagert-Muther*
Emilie and Douglas Ogden*
Michael Pometta
Ann Rosewater*
Sandy and Lew Rosewater*
Manjula and Stuart Salomon*
Nancy and Richard Saunders
Betsy Rosewater Snyder and
Bertram Snyder*
James L. Wilson*
Nina and Patrick Wilson*

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

Anonymous (2)
Richard and Anne Adler*
Margherita and Michael Baldwin*
Carol and Michael Churkin*
Sarah G. Epstein and
Donald A. Collins*

Ronald and Cindy Conarroe
Margot Egan*
Ric Fouad
Ann Hollos*
Michael Geisler and Alice Leo*
Constance and Henry McPhee*
Judith Brown Meyers and
Michael Meyers*
Patricia Glaser and Sam Mudie*
Jennifer Backus and J. Pagano
Marnie S. Pillsbury*
Susan and David Plimpton*
James and Judith Putnam
Charles MacCormack* and
Susan Ross †
Paul Sack
Michael Savage*
Kristin Seeman*
Laurel Cox and Adam Sharp*
Jan Solomon and
Kenneth D. Simonson*
Sharon Lim and Lance Wallin*
Nancy Hamill Winter and
Wallace Winter*
Sally Wright

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

Anonymous
Margery Anderson
John and Anna Anderson*
Faith Wilcox Barrington*
Prudence Clendenning and
Robert Clopp*
Jane Condon and
Kenneth G. Bartels*

Judith Ehrman*
Sadie Garrick
Jacques Delori and Kristen Graf*
Christina Holt*
Judy and Robert Huret*
Thomas G. and
Alexandra MacCracken*
Leah Goldstein Mosimann and
Pearl Mosimann
Sherry Lee Mueller
Justine Neely
Laura Roos
David Strasburg*
Astrid and Todd Warden*
**Donald and Leslie Watt Society
(\$1,000 to \$2,499)**
Anonymous (2)
Robert and Pamela Adams*
Peter Alfond*
Louis and Laura Alpern*
Michelle Hayward and
Jeremy Anderson*
Stephen Barefoot*
Mary Brass*
Sandra Brown
Susan Caldwell*
Tonya Carmien*
Don Cash*
Peggy Lewis Cash and Paul Cash*
Meenoo Chahbazi
Roger Cogswell*
David and Joanne Corey*
Geraldine Critchley
Kenneth Cyrus
Peggy and Richard Danziger*
Michael and Roxann Van Dusen*
Dorothy Koopman and Mark Eaton*

John Mackie and Kathleen Ecker*
Fred Erisman and
Patricia Longley-Erisman*
Margaret and Keith Fredrickson
Nancy and Richard Fryberger*
Donald Gant*
Lisa Gurwitch*
Robert and Ellen Gutenstein
Patrick and Cynthia Hansen*
Megan Heister*
Richard and Mary Hertel
Jesse Herzog
Phyllis and Tudor Ingersoll*
Midori and Ichiro Iwano
Carol and Robert Jenkins
Melinda Kassen*
Susan and Curtis Koster*
Christopher and Catherine Kramer*
Jeffra Ruesink and Dylan Kuckes
Paul and Betsy Von Kuster*
Joan and John Von Leesen*
Cynthia B. Lloyd*
Donald and Laura MacDougall*
Margaret P. Manlove †*
Joan Murdoch
Cate Muther
Jackalyn Noller
Thomas Navin and Michael O’Neil*
Peter Orthwein
Susan Peck*
W. and Marguerite Pitts*
Roger and Elaine Ralph
Mark and Elizabeth Richards*
Peter Richards
Eric and Harriet Rothfeld*
Benjamin Rubenstein*
Betsy and Edward Schiff

Robert and Vicki Selzer
Ivan Shulman*
Neil O’Flaherty and Carlos Sosa †*
Robert Stableski*
Brian and Kirbie Stephens*
William and Coralie Stevenson*
Sean Jones and Asfia Tareen*
Robert and Judith Terry*
Kathleen and Carlton Tucker*
Katharine and William Van Wie*
Kathryn Yoselson
**Gordon Boyce Society
(\$500 to \$999)**
Anonymous (3)
Terry Adkins*
Leslie and Gary Barbour
Margery Beebe*
Andrew and Carol Bell*
Renee Robins and Brad Botkin*
Cynthia and John Bracken*
Larry Bucher
Kimberly Warren and
John Cammack*
David Celentano
Ira Cohen*
Patrick Collier
Andrea Cosby
William and Jean Crocker
Roberta and Philip Cronin*
Sally Cutler*
Dawn and Mark Deaton
Lindy Dejarne and
B. Siomko Dejarne*
Betty Dodds*
James and Sara Donnell
Leonard and Jennifer Dulski
Karen Eckhart

Jane Eisner*
Richard Epstein*
Walter and Anne Gamble
Edward and Julie Ginsburg*
Dana and Sharon Gire*
Susan and Bill Gloyd
Sheila and Timothy Gothmann
Meloni Hallock
Grafton Harper*
Ann Harrod*
Van and Elizabeth Hawn*
Stevens and Nann Hilyard*
Penelope Hull*
Hannelore and Konrad Jarauschk
John Jones
Sarah Epstein and Joe Junkin*
David and Peggy Kehe*
Susan Kelley*
Elizabeth and Andrew King*
Susan Corbett and Steve Kremm*
Katherine and David Lee*
Ralph and Sally Majak*
Peter Swift and Diana McCargo
Elisabeth McMorris
Kay Montagne
Judith Mysliborski*
Nancy Niemann*
Wanjiku Njoroge
Elizabeth and David Ogilvy
Martha Darling and Gilbert Omenn*
Rosamund Palmer*
Theodore and Elizabeth Peyton
Jada Phillips
Helen and Lawrence Pomeroy
Cheryl C. Price*
Betty Rauch
Margot and Mark Rawlins

Nina R. McCoy and John Reilly
Ronaleen and Thomas Roha*
Richard Rome
Tedd Saunders*
Barbara and Herbert Schade*
Wilson Schoellkopf*
Philip and Marcia Steckler*
Sandra Stone*
Matthew Stone*
Marv Strasburg
Philip Hunsicker and
Denise Stromme
Priscilla Toomey*
Peregrine Whittlesey
David and Betsy Wice*
Eric Wirth*
John and Mary Wright*

†Deceased

***Global Loyalty Donor:**

Recognizes donors who have
provided critical support to
World Learning for at least three
consecutive fiscal years



INFINITY CLUB
AS OF JUNE 30, 2017

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**.

Anonymous (5)

Robert Adams
Herbert Adler
Eric Hall Anderson
Dorothea de Zafra Atwell
Stephen Barefoot
Faith Wilcox Barrington
Carl Bauer
Edith Bergstrom
Randall Bollig
Whitford Bond
R. F. Bonewitz
Sandra Brown
Kathleen Brown
Elizabeth Brownstein
Katherine Bryant
Marion Bundy
Peggy Lewis Cash
Joan Chase
Robert Chase
Virginia Cheney
Gregory Chislovsky
Michael Clarfeld
Prudence Clendenning
Elizabeth Conant
Lawrence Cooley
Susan Corbett
Audrae Coury

Catherine Crane
William Crocker
Allen Cutler
Mary B. Davidson
Ann Denton Day
Gale Day
Sally Deitz
Rosamond Delori
E. Hazel Denton
Betty Dodds
Kimberly Doren
Stephan Draganis
Roger Drexler
Margaret Drucker
Sarah Dunmeyer
Lelah Dushkin
Laurence Ebner
Karen Eckhart
Susan Edelmanna
Jane Edwards
Judith Ehrman
Joan Elliston
Billie Embree
Sarah G. Epstein
George Ewan
Marina Fanning

Suzanne FitzGerald
Margaret Fohl
Nancy Fryberger
Richard Fryberger
Francesca Galluccio-Steele
Amy Garcia
Mitchell Goodman
Margaret Grimes
Charles Grimes
Lisa Gurwitch
Susan Gutchess
Eleanor Hamric
Conrad Harper
Marsha Harper
Bonnie Helms
Mary Heltsley
Apphia Hensley
Nora Hiatt
Thomas Hiatt
Bill Hoffman
Patricia Hogan
Dolly Howe
Tamar Huberman
Nancy Hunter
Anne Iskrant
Leila Jahncke

Donald Jennings
Lynne Jennings
Keith Johnson
Leonade Jones
Judith Justice
Laura Kaiser
Karen Kale
Margery Katz
Maurice Katz
David Kehe
Peggy Kehe
Justine Keidel
Susan Kelley
Sally Kennedy
Irene Kleinsinger
Susan R. Klenk
Sally Knapp
Steve Kremm
Carole Kropschot
Cecilia Lacks
Gordon Lankton
Barbara Larson
Marshall Lasky
Mary Lasky
Melissa Laughner
Anne Lauriat

Marion Levy
Laraine Lippe
Tou Pao Lor
Edward Lynn
David Madson
Joseph Mandato
Stephanie Maull
Peter May
Nina R. McCoy
Marilyn Meardon
Janet Hughes Mersereau
Marilyn Morris
Sherry Lee Mueller
Eunice Murphy
Anne Nickerson
Francesca Nicosia
Nancy Niemann
Kathy Jones Nixon
Jackalyn Noller
Susan Papp
Maude Pervere
Marnie S. Pillsbury
Don Pillsbury
David Plimpton
Susan Plimpton
Susan Post
Lisa Rae
David Rein
Kathryn Riley
John Riordan
Susan Ritz
Louise Rose
David Rose
Jane Rotch

William Sage
Manjula Salomon
Lisa Salzman
Susan Santone
Ann Imlah Schneider
Howard Schuman
Marilyn Schwartz
Robert Schweich
Van Seasholes
Ruth Shepherd
Cleta Skovronski
Ellen Smith
Gary Smith
Irene Smith
John Sommer
Donald Steinberg
Gail Stennies
Brian Stephens
Kirbie Stephens
Judith Stoffer
Richard Stollenwerck
Susan Sunflower
Donna Svirsky
Masako Takada
Elizabeth Tannenbaum
Susan Terry
Robert Terry
Joan Tiffany
Priscilla Toomey
Lucy Carothers McRae Vollet
Judith Vore
Ann Weigand
Adam Weinberg
Beth Weisberg

Susan Whittlesey Wolf
Nancy Hamill Winter
Ellen Wormser
Elizabeth Yacubian
Robert Youker
Nancy Zinner
Elizabeth Zorski

MATCHING GIFT COMPANIES

Abbott Laboratories Fund
Matching Grant Plan
Bank of America
Boeing
Capital Group Charitable
Foundation
Chevron Companies
Cisco Systems, Inc.
Dodge & Cox
Fidelity Investments Charitable
Gift Fund
Goldman, Sachs & Co.
IBM Corporation
KeyBank National Association
Kresge Foundation
Northern Trust Company

CORPORATIONS, FOUNDATIONS, AND OTHER ORGANIZATIONS

A growing number of corporations, foundations, and other organizations are providing funding for World Learning programs. These commitments reflect an increasing interest in our efforts to provide education, exchange, and development programs that empower and strengthen communities. The list below recognizes organizations that made donations of \$5,000 and above. Learn more about developing a corporate partnership with World Learning at worldlearning.org/support-us/ways-to-give.

Arnhold Foundation
Boeing
Brownington Foundation
Cisco Systems, Inc.
Community Foundation for the National Capital Region
Hilda and Preston Davis Foundation
Dell Computer Corp
Ann B. and Thomas L. Friedman Family Foundation
Friends of University Academy
Garfield Foundation
Goldman, Sachs & Co.
Joyce and Irving Goldman Family Foundation
Horace W. Goldsmith Foundation
Hamill Family Foundation
Roy A. Hunt Foundation
MoneyGram Foundation
Monroe County Education Foundation
Morgan Stanley Smith Barney Global Impact
Funding Trust, Inc.
Munger Charitable Trust No. 6
Northern Trust Company
Barbro Osher Pro Suecia Foundation
Peco Foundation
Rosewater Fund
Stuart Family Foundation
Wallin Foundation

Marjorie H. Wilson Charitable Lead Trust
Windham Regional Commission
Rae Wohl Trust
Woodlawn Foundation



COMMEMORATIVE GIFTS

GIFTS IN MEMORIAM

In Memory of Grace B. Adam

Christine Ellis and Marc Cohen
Julia Frisby
Thomas Grasso and Linda Whelihan
Lynette Hamilton
Mia-Lisa Lucas
Patricia McNamara
Richard Olander
Sarah Page and Myles Danaher
Kristina Wiley

In Memory of Thomas L. Bass

Anne Esson
Sissy Schram-Levy

In Memory of Norma Burow Coleman

Rosalie Resch

In Memory of William K. Condrell

Sarah G. Epstein

In Memory of Ellen Peters Dennis

Martin Shimmel

In Memory of Ellen Mary Druke

Mary and Charles Becker

In Memory of Susan Donna Lessenco

Susan Corbett and Steve Kremm

In Memory of Judy Hendren Mello

Sidney Lovett

In Memory of Aaron Messing

Virginia Messing

In Memory of Jim Oakley

Anne Chartier and Jim Oakley

In Memory of William Childs Schenck

Rosamond and Francois Delori

In Memory of Carlos D. Sosa

Rebecca Ingerslev

James Bilbra

Christopher Foley

Julia Frazier

Sarah Havekost

Joyce Howland

Carol and Robert Jenkins

Linda Koza

Andrew Maguire

Rebecca Morrison

Thomas Navin and Michael O'Neil

Neil O'Flaherty

Melissa Oppenheimer

John Peters

Radmila Popovic

Mary Scholl

Squeak and Steven Stone

Roya Zahed

In Memory of Hanne Steinmeyer

Kathe Burns

In Memory of Alice Rowan Swanson

Rebecca Morrison

In Memory of Richard C. Wyatt

Sherry Lee Mueller

GIFTS IN HONOR

In Honor of Lisa Anne Ballantine

Thomas Navin and Michael O'Neil

In Honor of Karen J. S. Blanchard

Victoria Chertok

In Honor of Amanda Boaventura

Erin Lynch

In Honor of Michael Reid Clarfeld

Patrick Collier

Sara Karby

In Honor of Norma Burow Coleman

Daniel and Nancy Small

In Honor of Allen B. Cutler

Sarah Cutler

In Honor of Anthony Elite

Linda Tobin and Stephen Pepper

In Honor of Sarah Gamble Epstein

Pamela and Robert Adams

Barbara Burge

Shirley Capron

Geraldine Critchley

Herbert Eilberg

David and Linda Epstein

Richard Epstein

Beatriz and Alvino Fantini

Robert Gamble

Walter and Anne Gamble

Sarah Epstein and Joe Junkin

Barbara Tamerin and Hendrick Laverge

Ruth Messinger

Jane and Armand Van Nimmen

Lise Sparrow and Claude Pepin

Susan and David Plimpton

Jane Rotch

Elizabeth and Prentiss Smith

Bente Torjusen

Amy Wilson

In Honor of Alvino and Beatriz Fantini

Christina Fantini

Rosemarie Rauzino-Heller

In Honor of Halley Sophia Gradus

Gale Gradus

In Honor of Genevieve James Fleming-Hollinger

Nathalie Stepherson

In Honor of Ann Elizabeth Huston

Michael and Mrs Mary Ann Huston

In Honor of Richard and Virginia Keim

Henry Arnhold

Thomas Keim

Joseph and Jan Weil

In Honor of Christiane Magnido

Cora Hirschfeld

In Honor of Alexis Page

Thomas Navin and Michael O'Neil

In Honor of Dunia R. Rkein

Lillie Rodgers

In Honor of Diane Robinson

Anonymous

Ellen Holmes

Emily McAdoo

In Honor of Ruth Ellen Rowan

Linda and Edwin Decker

In Honor of Donald K. Steinberg

Karen Blanchard

Fredrick and Karla Carr

Bruce Dayton

Elizabeth Tannenbaum and Peter Falion

Sora Friedman

Kenneth and Linda Gobbo

Leslie Turpin and Thomas Griffith

Marti Anderson and Michael Silberman

Rachel Slocum

John Ungerleider

Ryland White

Kenneth and Cheryl Williams

In Honor of Elizabeth Ward Tannenbaum

Heather Satrom

In Honor of Vasha Camilia Thomas

Valeria and Glenn Thomas

In Honor of Joan T. Tiffany

Eric Gilchrist

Alyssa Grinberg

In Honor of Meredith Charlton Tilp

Toni and Colin Callahan

In Honor of Wayne O. Wells

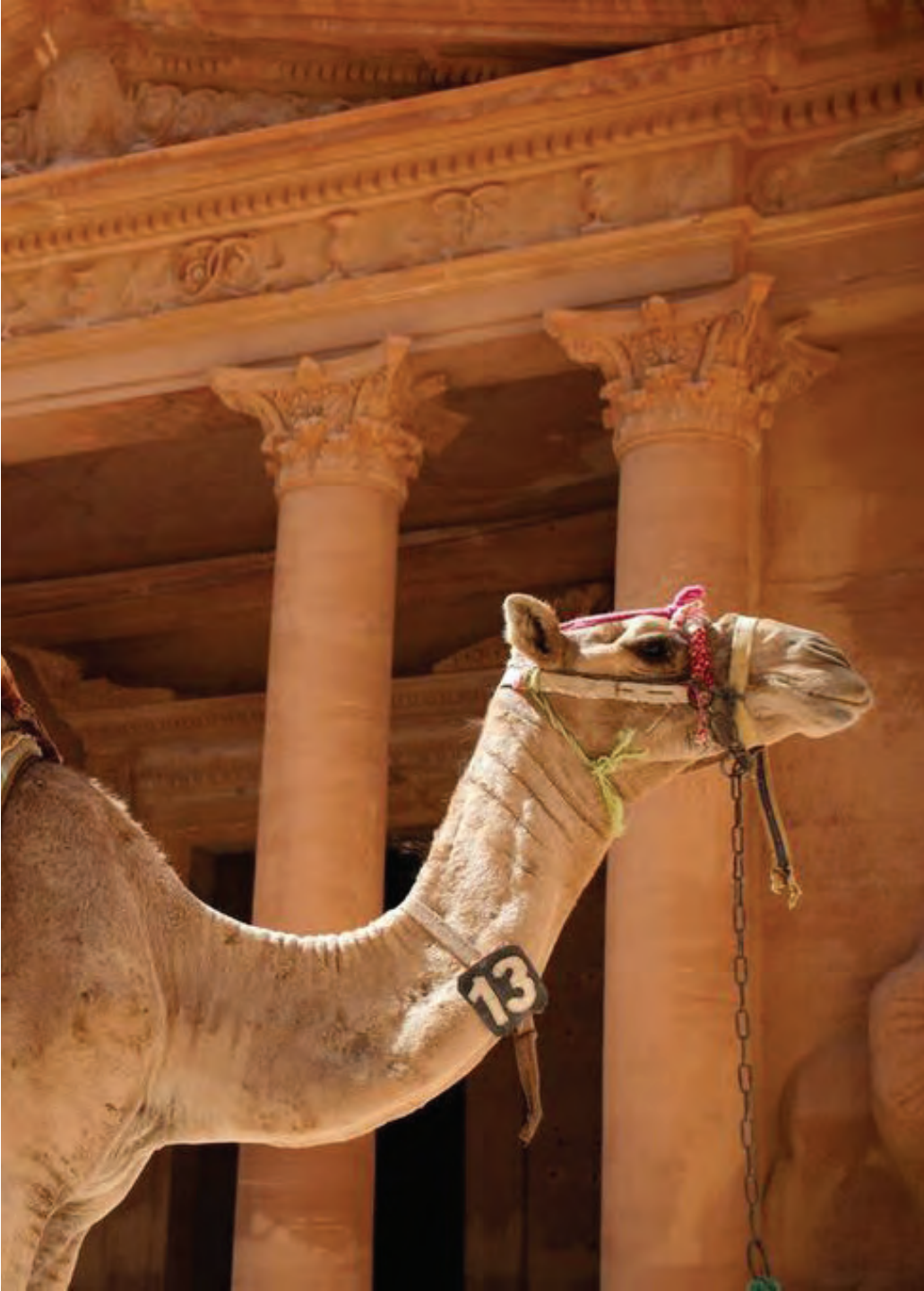
Christine Perry

Kenneth A. Williams

Victoria Chertok

In Honor of Amy Wolfe

Elizabeth and Warren Boyd



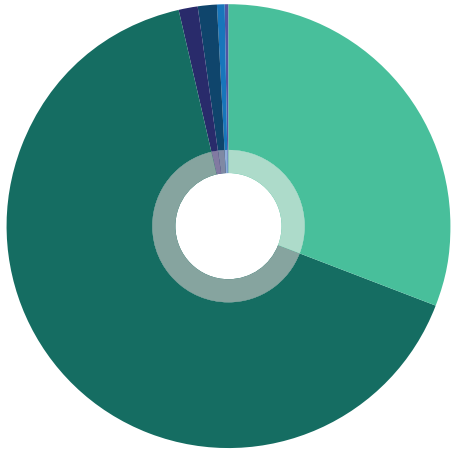
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

FOR THE YEAR ENDED ON JUNE 30, 2017 (*unaudited*)

	2017	2016
ASSETS		
Cash and cash equivalents	3,905,535	4,562,573
Accounts and notes receivable, net	14,942,961	15,689,947
Contributions receivable, net	1,126,305	1,320,366
Prepaid expenses and other assets	6,153,157	5,281,021
Investments	47,875,518	44,304,964
Property, plant, and equipment, net	4,955,252	5,478,875
Total Assets	78,958,728	76,637,746
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	7,618,848	7,693,075
Advance payments and deferred revenue	10,721,030	10,254,497
Borrowings under line of credit	10,039,297	7,822,249
Federal loan program advances	173,946	785,917
Total Liabilities	28,553,121	26,555,738
NET ASSETS		
Unrestricted	7,352,367	9,771,927
Temporarily restricted	11,790,016	9,091,147
Permanently restricted	31,263,224	31,218,934
Total net assets	50,405,607	50,082,008
TOTAL LIABILITIES AND NET ASSETS	78,958,728	76,637,746

CONSOLIDATED STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED ON JUNE 30, 2017 (*unaudited*)

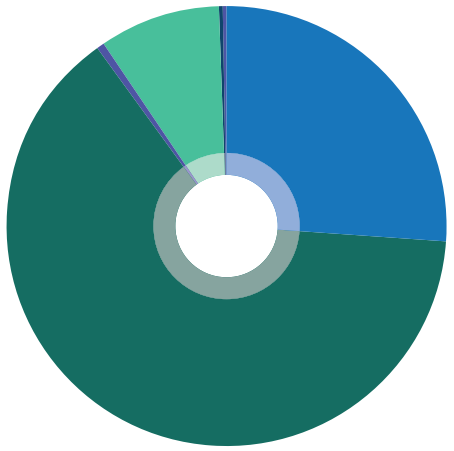


REVENUES AND OTHER SUPPORT

OPERATING REVENUES:

TUITION AND PROGRAM FEES	53,067,618
LESS SCHOLARSHIPS	(6,105,043)
NET TUITION AND PROGRAM FEES	46,962,575
GRANTS AND CONTRACTS	
FEDERAL GOVERNMENT GRANTS AND CONTRACTS	93,661,141
OTHER GRANTS AND CONTRACTS	5,338,261
INVESTMENT RETURN AVAILED UNDER SPENDING POLICY	2,191,391
CONTRIBUTIONS	2,202,970
AUXILIARY SERVICES	628,513
OTHER REVENUE	268,131

TOTAL OPERATING REVENUE AND OTHER SUPPORT 151,252,982



EXPENSES

OPERATING EXPENSES:

EDUCATION AND GENERAL:	
PROGRAM AND INSTRUCTION	35,523,213
PROGRAM SUPPORT*	3,185,579
STUDENT SERVICES	1,660,440
GRANTS AND CONTRACTS	
FEDERAL GOVERNMENT GRANTS AND CONTRACTS	93,661,141
OTHER GRANTS AND CONTRACTS	4,467,256
AUXILIARY SERVICES	909,498
GENERAL SUPPORT*	13,664,889
INTEREST ON INDEBTEDNESS	132,087
OTHER	331,214

TOTAL OPERATING EXPENSE 153,535,317

CHANGE IN NET ASSETS FROM OPERATIONS (2,282,335)

TOTAL NON-OPERATING REVENUE (EXPENSE) 2,605,934

CHANGE IN NET ASSETS 323,599

*Amount presented net of indirect cost recovery

GLOBAL ADVISORY COUNCIL

World Learning Inc.'s Global Advisory Council champions its mission to empower a new generation of global citizens.

Sheppie Glass Abramowitz
Board of Directors, Kids in Need of Defense

Alice Albright
CEO, Global Partnership for Education

Dr. Al-Nasir Bellah Al-Nasiry
IYLEP Alum, medical doctor and youth activist (Iraq)

Amir Ben Ameer
Founder, WeYouth (Tunisia)

Sanam Naraghi Anderlini
Founder, International Civil Society Action Network

David Arnold
President and CEO, The Asia Foundation

Ami Aronson
Executive Director, Bernstein Family Foundation

Alexandra Arriaga
Partner, Strategy for Humanity

J. Brian Atwood
Former Administrator, USAID; Fellow, Brown University

Rye Barcott
Founder, Double Time Capital and "Carolina for Kibera"

Susan Barduhn
Past President, International Association for TEFL

Patxi Beascoa
Director of Marketing, Penguin Random House

Betty Oyella Bigombe
Former Head, Post-Conflict Unit, World Bank (Uganda)

Jeanne Bourgault
President and CEO, Internews

Julius Coles
Director, Andrew Young Center for Global Leadership

Aicha Cooper
Research Associate, World Bank

Sarah Costa
Executive Director, Women's Refugee Commission (Brazil)

Ambassador Elizabeth Cousens
Deputy CEO, United Nations Foundation

Alex Dehgan
Founder, Conservation X Labs

Jennifer Dulski
President and Chief Operating Officer, Change.org

Abby Falik
Founder and CEO, Global Citizen Year

Antonio R. Flores
President, Hispanic Association of Colleges/Universities

Ali Gallagher
Founder and CEO, SCP Incorporated

Elizabeth Gips
Adviser to MasterCard Foundation and African Leadership Academy

Tamara Gould
Senior Vice President, Independent Television Service

Stephen Groff
Vice President, Asian Development Bank

Caren Grown
Senior Gender Coordinator, World Bank

Ambassador Michael Guest
Founder, Council for Global Equality

Mark Hanis
Director, Beeck Center for Social Impact and Innovation

Grant Harris
Former NSC Senior Director for Africa, White House

Ambassador Swanee Hunt
Founder, Hunt Alternatives Fund, Women Waging Peace

Shamil Idriss
President, Search for Common Ground

Mirza Jahani
CEO, Aga Khan Foundation USA

Steven H. Kaplan
President, University of New Haven

Tawakkol Karman
Nobel Laureate, journalist/human rights advocate (Yemen)

Alexander Knapp
CEO, AKC Global

Harold Hongju Koh
Sterling Professor of International Law, Yale Law School

Sefakor Komabu-Pomeyie
Founder, Enlightening & Empowering People with Disabilities in Africa

Carla Koppell
Vice President, U.S. Institute of Peace

James Lawrence
Chairman, Great North Star LLC

Sharon Lim
Former Board of Trustees, World Learning

Amy Logan
President, Bay Area US Committee for UN Women

Kristin Lord
President and CEO, IREX

John Lucas
President and CEO, International Student Exchange Programs

Hady Mahfouz
President, Holy Spirit University of Kaslik

Elisabeth McMorris
Former Advisor, SIT Graduate Institute

Philip von Mehren
Co-Chair, Venable Corporate Group

Ruth Messinger
President, American Jewish World Service

Melvin Ming
Former President and CEO, Sesame Workshop

Rajesh Misra
Principal, Management Consulting, KPMG LLP

Jaime Montoya
UGRAD Alum, Fulbright Scholar, social activist

David Morrissey
Executive Director, US International Council on Disabilities

Naana Jane Opoku-Agyemang
Former Minister of Education, Ghana

Carl Oppenheimer
Managing Partner, Oppenheimer and Close LLC

Allan Rock
Former President, University of Ottawa

Morris Rossabi
Professor of Asian Studies, Columbia University

Paul Sack
Founder, RREEF Real Estate

Chloe Schwenke
Former Vice President, Freedom House

Anastase Shyaka
CEO, Rwanda Governance Board

Tara Sonenshine
Former Under Secretary of State for Public Diplomacy

Michael Sutcliffe
President, City Insight

Susan Sygall
President, Mobility International USA

Tim Wainwright
Chief Executive, Water Aid UK (UK)

Bettina Wiedmann
Executive Director, Experiment Federation (Germany)

BOARD OF TRUSTEES

AS OF JUNE 30, 2017

Lynne Maguire

Board Chair
New York, NY
SIT Study Abroad Parent '09

Thomas Hiatt

Vice Chair
Indianapolis, IN
IHP '69

Virginia A. Loeb

Vice Chair
Cambridge, MA
Experimenter to France '70

Paul S. Muther

Vice Chair
Toronto, ON Canada
IHP '66

Experiment Parent '07, '10

Richard J. Adler

Greenwich, CT
SIT Study Abroad Parent '06

Jennifer Backus

Washington, DC

Robert C. Chase

Alexandria, VA
SIT Study Abroad Parent '87

Michael Clarfeld

New York, NY
SIT Study Abroad, Bolivia '97

Lawrence S. Cooley

Arlington, VA
IHP '69
SIT Study Abroad Parent '07
IHP Parent '08

Allen B. Cutler

New York, NY
Richard Keim
New York, NY
Experimenter to Spain '58

Cheryl Winter Lewy

Mamaroneck, NY
Parent '09

Charles F. MacCormack

Easton, CT
Experiment Leader '65
Experiment Parent '05

Emilie M. Ogden

San Francisco, CA
Experimenter to Switzerland
'79, Experiment Parent '10

Laura Roos

San Diego, CA
Michael Siegal

New York, NY
IHP '69

Donald K. Steinberg

Ex-Officio Trustee
McLean, VA

Carole Wood

Chicago, IL

Rosamond P. Delori

Chair Emerita
Lincoln, MA
SIT Study Abroad Parent '92,
'95,'01

Phyllis Watt Ingersoll

Trustee Emerita
Buzzard's Bay, MA
Experimenter to Mexico '46
Guatemala '47, Austria '49
Germany '50, Yugoslavia '51
Experiment Leader '56

Experiment Parent '79, '81,'85

Stephen Lowey

Chair Emeritus
Rye, NY

Experimenter to France '52

Susan B. Plimpton

Chair Emerita
Minneapolis, MN
Experimenter to Sweden '63

Experiment Leader '68

MA, SIT Graduate Institute '72

Experiment Parent '00

SIT Study Abroad Parent '01

SENIOR LEADERSHIP

AS OF JUNE 30, 2017

Donald K. Steinberg

Chief Executive Officer,
World Learning Inc.

Carol Jenkins

President, Global
Development & Exchange

Sophia Howlett

President, School for
International Training

Kote Lomidze, CPA

Senior Vice President of
Finance, Chief Financial
Officer

Lisa Rae

Senior Vice President of
Legal Affairs, General
Counsel

Bethaney LaClair

Chief of Staff, Corporate
Secretary

Kimberly Abbott

Vice President of Marketing
& Communications

Thomas Navin

Vice President of
Philanthropy & Alumni
Engagement

Rachel Henry

Vice President of Operations

PHOTO CREDITS

p. 6: Jill Lingenfelter | The Experiment in International Living/Buddhist Traditions and Thai Culture | Thailand

p. 8: Stacie Scott | The Experiment/Marine Biology in the Baja Peninsula | Mexico

p. 10: Lauren Bally | The Experiment/Digital Media Fellowship | Tanzania

p. 11: ©The Experiment/Ecology and Conservation | Vietnam

p. 12: Ethan | The Experiment/Buddhist Traditions and Thai Culture | Thailand

p. 14: Ella | The Experiment Leadership Institute/Community Development and Public Health | India

p. 15: Charley | The Experiment Leadership Institute/Community Development and Public Health | India

p. 20: Rena Meisler | SIT/Transnationalism and Comparative Development in South America 2016 | Argentina

p. 24: Martina Luger | SIT/Alice Rowan Swanson Fellowship | Nicaragua

p. 25: Bluefields Sound System | SIT/Alice Rowan Swanson Fellowship | Nicaragua

p. 36, 39 & 41: ©World Learning/QITABI | Lebanon

p. 40: ©World Learning/Algiers STEAM Center | Algeria

p. 42: ©World Learning/MULU | Ethiopia

p. 43: ©World Learning/LEAD Mongolia | Charlottesville, VA

p. 44: ©World Learning/Leaders for Democracy | Washington DC

p. 45: ©World Learning/DYLEP | Iraq

p. 46 & 47: Joseph Bock | World Learning/Fulbright Specialist Program | Greece

p. 30: ©World Learning/WiSci | Malawi

p. 48: ©World Learning/Alumni TIES | Ethiopia

p. 52 Boeing | Curiosity Machine

All other photos © World Learning Inc.



RE|IMAGINE
LEADERSHIP