



# 2020

## IMPACT REPORT

# OUR MISSION

## AND GLOBAL REACH

Our mission is to enhance the capacity and commitment of individuals, institutions, and communities to create a more sustainable, peaceful, and just world. The World Learning Inc. family delivers on this mission through a diverse portfolio of programs across our three divisions—The Experiment in International Living, School for International Training, and World Learning—that support everyday citizens in becoming leaders and driving positive change at home and globally.



The Experiment is where it all started. In 1932, we began sending young people abroad to learn how to live together by living together. We continue that mission today as the nation's most experienced provider of summer exchange programs abroad for high school students, and a leader in international virtual youth exchanges through The Experiment Digital.



Founded in 1964 as a training center for outbound Peace Corps volunteers, SIT is our accredited higher education division. SIT programs are developed around a framework of the most Critical Global Issues of our time—from SIT Study Abroad's undergraduate programs across all regions, to its comparative International Honors Programs, and new virtual options, through to SIT Graduate Institute's certificates, master's degrees, and doctorate.



In 1970, we harnessed our experience and established a global nonprofit dedicated to empowering people and strengthening institutions. Today, we help build brighter futures for individuals and communities through our six core areas of expertise: people-to-people exchanges, global education, institutional strengthening, youth workforce and entrepreneurship, civic engagement, and TESOL English teacher training.

# WE'VE GONE DIGITAL!

Dive deeper into these stories by exploring our 2020 Impact Report online.

Access our digital Impact Report in one easy step!  
Type the address below into the web browser on your phone, computer, or tablet.

[worldlearninginc.org/ir2020](http://worldlearninginc.org/ir2020)



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## A LETTER FROM CAROL JENKINS

WORLD LEARNING INC. PRESIDENT & CEO



Welcome to our 2020 Impact Report. This year did not unfold in a way any of us could have predicted. It has tested us all in unexpected ways, big and small. We have had to overcome daunting challenges and make difficult choices, both as individuals and as an institution. However, these experiences have solidified my belief that this organization is needed now, more than ever, to foster the understanding, engagement, and cooperation that will see us through this crisis.

This spring, faced with the spread of the COVID-19 pandemic, we had to pivot from our original plans and develop strategies to continue delivering our programs through adaptive new models, including global virtual learning—we had to make the best of difficult

circumstances. Amidst these uncertain times, I have been heartened by the incredible dedication, generosity, and collaborative efforts of our network. Our staff, faculty, alumni, program participants, partners, and supporters are stepping up, doing their part to help their communities, their countries, and our world. I am sincerely grateful for all of your invaluable contributions.

Additionally, I am so proud of everything we have accomplished together this year, including safely repatriating 920 School for International Training (SIT) students, connecting over 900 young people through The Experiment Digital virtual exchange, providing more than 150,000 boxes of educational materials and resources to support Lebanese primary school students, and more. We have also partnered with Diversity Abroad to bolster our commitment to diversity, equity, and inclusion and ensure our programs and internal operations truly uphold our core values, especially social inclusion and justice.

The strength of this organization lies in the diversity of our programs, people, and areas of expertise, which have enabled us to endure the pandemic and continue supporting individuals and communities worldwide. Since 1932, we have been fulfilling our mission to create a more sustainable, peaceful, and just world by training leaders at local, organizational, national, and global levels. Leaders with a sense of responsibility toward others, a commitment to collective action, and the skills to turn aspiration into action. In this report you'll find stories about the everyday citizens who have become changemakers confronting the most critical global issues of our time, as well as our efforts to support their vital work.

The stories of our participants and alumni inspire me and give me hope for a better future. I sincerely believe that if we work together, we will continue navigating through this difficult time and emerge stronger and more resilient on the other side.

A handwritten signature in green ink that reads "Carol Jenkins". The signature is fluid and cursive, with a large initial 'C'.

OUR RESPONSE TO  
**A GLOBAL CRISIS**

SCHOOL FOR INTERNATIONAL TRAINING

920

STUDENTS SAFELY REPATRIATED  
from around the world

58

PROGRAMS MIGRATED ONLINE  
with 10 new virtual programs  
launched this summer

WORLD LEARNING

15,300

VIRTUAL PROGRAM PARTICIPANTS  
connected from 90 countries

42

INTERACTIVE VIRTUAL  
PROGRAMS LAUNCHED

THE EXPERIMENT IN INTERNATIONAL LIVING

922

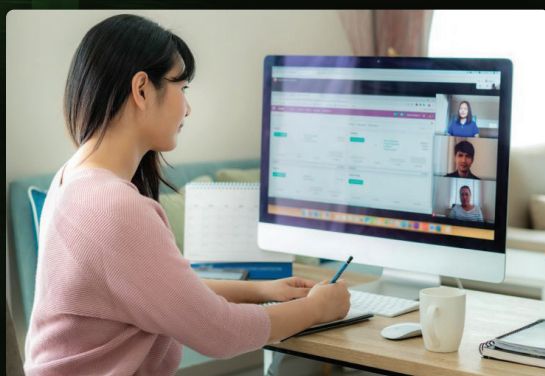
VIRTUAL EXCHANGE PARTICIPANTS  
connected from the U.S.,  
Algeria, Iraq & Yemen

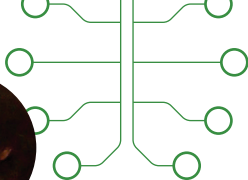
95%

PARTICIPANTS ARE CONFIDENT IN  
WORKING ACROSS CULTURES  
upon completion of  
The Experiment Digital

# RESILIENCE THROUGH INNOVATION

Over the past 88 years, our institution has found its best and most authentic self when faced with times of crisis and uncertainty. As an organization committed to experiential education, people-to-people exchanges, and field-based development programs, the World Learning Inc. family has faced significant challenges from the COVID-19 pandemic. However, we have drawn on our core strength—our diverse program portfolio and areas of expertise—to innovate and continue creating a more sustainable, peaceful, and just world.





## MOVING MINDS ACROSS BORDERS THROUGH VIRTUAL EXCHANGE

When the COVID-19 pandemic halted in-person programs, World Learning quickly gave its people-to-people exchanges an intense virtual makeover. Drawing on in-house expertise, organization staff have created virtual exchange programming for thousands of participants, providing a vital outlet for intercultural exchange in a time of crisis.



The organization was able to tap into the experience and expertise gleaned from our pioneering virtual youth program, The Experiment Digital\*, which launched in 2016. When The Experiment in International Living was unable to send students abroad this summer—a first in our 88-year history—the 2020 cohort was invited to join The Experiment Digital instead. The program nearly doubled in size compared to 2018, ultimately connecting 922 students from Algeria, Iraq, the U.S., and Yemen for a dynamic, eight-week virtual exchange.

World Learning also utilized this model to move its U.S. Department of State-funded summer youth exchanges online and connect another 325 students from the Americas and Iraq through the Youth Ambassadors Program, Jóvenes en Acción, and the Iraqi Young Leaders Exchange Program (IYLEP).

“I heard participants share that this program was the only ‘good’ thing for them during the summer—a bright spot in an otherwise long and lonely summer,” says Melanie Brubaker, senior program officer for Youth Exchange at World Learning.

Meanwhile, the International Visitor Leadership Program (IVLP), which brings professionals from across the globe together in the U.S. with experts and colleagues in their field, went from

***“I didn’t think that it would be possible to get along with people from different countries and backgrounds, but here I am, a month later, thinking how easy this whole process was.”***

**2020 IRAQI PARTICIPANT  
THE EXPERIMENT DIGITAL**

## OPERATION BRING OUR STUDENTS HOME

This spring, in response to the COVID-19 pandemic, we rapidly set into motion an organization-wide effort to bring 920 SIT students home from all corners of the world. Students completed the semester online and we have since launched a new suite of virtual study abroad programs to offer international education experiences for students who are unable to travel.



[worldlearninginc.org/ir2020](https://worldlearninginc.org/ir2020)

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*No one expects virtual programs to replace in-person ones, but the virtual format enhances and expands them in unexpected ways.*

PATRICIA HARRISON • DIRECTOR OF INTL. PROFESSIONAL EXCHANGE PROGRAMS

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paused to virtual, hosting 13 distinct programs during the second half of 2020—the same program-count as a pre-pandemic 2019. Other exchanges that transitioned to digital include the Alumni Thematic International Exchange Seminars (Alumni TIES), the International Sports Programming Initiative, and the Professional Fellows Digital Communications Network program.

In addition, staff found creative ways to connect diverse areas of expertise across the organization to support participants. For example, the academic exchange and TESOL teams collaborated to provide intensive online English training for Global Undergraduate Exchange Program (Global UGRAD) students who needed to strengthen their language skills before spending a semester at a U.S. college or university through the program.

While staff are eager to resume face-to-face exchanges, once it is safe to do so, they are also excited about continuing to leverage



technology to strengthen programs and make them more accessible and inclusive.

“No one expects virtual programs to replace in-person ones, but the virtual format enhances and expands them in unexpected ways,” says Patricia Harrison, World Learning’s director of International Professional Exchange Programs.

**Read more about World Learning’s virtual exchange programs and our pivot to digital by visiting the link below.**

[worldlearninginc.org/ir2020](https://worldlearninginc.org/ir2020)

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

*All other programs referenced in this story are funded by the U.S. Department of State.*





## ALUMNI LEAD THE WAY

THROUGH A GLOBAL CRISIS

Our programs prepare participants to confront the most critical global issues of our time. This year, alumni around the world have been using these skills to respond to the COVID-19 pandemic, supporting their fellow citizens and local communities as they grapple with the impacts of a global crisis.

In late December 2019, the novel coronavirus was detected in Wuhan, China, and by January the city was shutting down to contain its spread. From the epicenter of the outbreak, Wuhan Consul General Jamie Fouss, an SIT Graduate Institute alumnus (*pictured above with his classmates*), headed up the U.S. Consulate's evacuation from China. This meant hurriedly preparing 43 American personnel and family members to leave the country and quarantine at an Air Reserve Base in Southern California. Together with the rest of the 195 Americans on board their flight, they were the first U.S. citizens quarantined since 1963. Fouss credits his time at SIT with helping him develop the skills required to handle such an urgent and complex situation.

"I think SIT prepared me well for my career," says Fouss. "It made me realize that I learn from my environment and taught me about managing cross culturally."



In Dhaka, Bangladesh, Tawhida Shiropa (*pictured above*), the founder and CEO of the social enterprise Moner Bondhu, has been applying the training she received on World Learning's International Visitor Leadership Program (IVLP) to counteract a parallel contagion spreading through her community—fear. Soon after returning home from her IVLP exchange in February 2020, the first cases of COVID-19 were confirmed in Bangladesh and

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***The program I participated in, Media Responsibility in an Age of Disinformation, could not have been more relevant. I immediately jumped to work with my organization to ensure that we provide correct information to not spread panic but, instead, to calm everyone down.***

TAWHIDA SHIROPA • 2020 IVLP PARTICIPANT

”

a climate of anxiety and confusion took hold. Shiropa says IVLP equipped her with the exact tools she needed at that time.

“The program I participated in, Media Responsibility in an Age of Disinformation, could not have been more relevant,” says Shiropa. “I immediately jumped to work with my organization to ensure that we provide correct information to not spread panic but, instead, to calm everyone down.”

“

***There is a great need for programs, campaigns, and activities that help demonstrate and have youth feel the real impact and power their participation can bring... if I had not been to LEAD, I would not have understood the importance of my participation.***

**ENKHBAYAR TUMURBAATAR  
2019 LEAD MONGOLIA FELLOW**

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Elsewhere in Asia, alumni of World Learning’s USAID-funded Leaders Advancing Democracy (LEAD) Mongolia program have been essential in helping free and fair national elections continue across the country during the pandemic, assisting with election observation efforts, and working to increase young Mongolians’ civic participation. As the pandemic canceled international election observation missions, local civil society observations became all the more important. Enkhbayar Tumurbaatar, a 2019 fellow, says her LEAD Mongolia experience showed her the importance of civic participation in a democracy and inspired her to participate as an election observer for the first time this June.

“There is a great need for programs, campaigns, and activities that help demonstrate and have youth feel the real impact and power their participation can bring...if I had not been to LEAD, I would not have understood the importance of my participation,” says Tumurbaatar.

## STRENGTHENING EDUCATION DURING COVID-19



Many students are at risk of falling behind in their education because of the impacts of the COVID-19 pandemic. Our global development programs are working to minimize disruptions to student learning by providing accessible educational resources and materials, launching new online courses, and supporting teachers as they transition to virtual learning.

[worldlearninginc.org/ir2020](http://worldlearninginc.org/ir2020)

**150,000**

**boxes of educational school supplies**  
distributed to public primary school  
students across Lebanon



EMPOWERING  
INDIVIDUALS &  
**COMMUNITIES**

SCHOOL FOR INTERNATIONAL TRAINING



**MAJOR ALUMNI ACHIEVEMENTS**

This year, SIT alumni:

Exposed human  
rights abuses

Advanced NASA's  
satellite database

Ran for Congress in  
a hotly contested race

Published award-winning  
research in global development

WORLD LEARNING



**PARTICIPANT-DRIVEN  
COMMUNITY PROJECTS**

The *On-Demand Youth Leadership  
Program* is enabling high  
school students to impact their  
communities worldwide

THE EXPERIMENT IN INTERNATIONAL LIVING

92%

**PARTICIPANTS ARE CONFIDENT  
IN THEIR ABILITY TO LEAD**

upon completion of  
The Experiment Digital

# THE RIPPLE EFFECT

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We believe one individual can make a difference. Our programs equip participants to confront the most critical global issues of our time. From standing on the frontlines of the fight against climate change to advancing equity and social justice to devising strategies that shape the future of public health; our alumni transform the world. They create the ripple effect that inspires others to join in and become agents of change.





## THE RIPPLE EFFECT

### TRANSFORMING THE WORLD

Alumni of The Experiment in International Living, School for International Training, and World Learning's exchange and development programs are supporting progress worldwide. These are just a few examples of what some of our talented and driven alumni have accomplished this year.

#### THE EXPERIMENT IN INTERNATIONAL LIVING

In communities throughout the U.S., Algeria, Iraq, and Yemen, alumni from The Experiment's virtual exchange program, The Experiment Digital\* (formerly the Digital Young Leaders Exchange Program), are carrying out innovative social change projects supported by small grants from our partners.

#### SCHOOL FOR INTERNATIONAL TRAINING

Janessa Goldbeck, an alumna of SIT Study Abroad's Uganda: Global Development Studies program, ran as a first-time U.S. Democratic candidate in one of the most hotly contested congressional primary races of 2020, the 53rd district in California. Goldbeck, who is an LGBTQ, ex-Marine captain, says her SIT experience showed her how to face enormous challenges—and overcome them.

Shannon Service, an International Honors Program (IHP) alumna, is driving awareness through filmmaking and directed the award-winning documentary *Ghost Fleet*, which unmask human rights abuses in the fishing

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*My time in Uganda taught me how we can all have a role not just in changing the country, but in changing the world. I came back to the U.S. all fired up.*

JANESSA GOLDBECK • SIT STUDY ABROAD ALUMNA

”

Mia Lazar is using her passion for filmmaking to combat bigotry in Charlottesville, Virginia, in response to white supremacist violence. Lazar organized a film festival, the Filmshakers Festival†, held in October 2019, to start dialogue among local youth and advocate for a more just society.

“I [wanted] the audience to come away from the film festival motivated and hopeful—motivated in that they feel like they can help with change and hopeful that change can happen,” says Lazar.

Maged Alawadhi is collaborating with five fellow alumni of The Experiment Digital on Being Inspired to Make a Difference‡, an entrepreneurship program that provides training and support to women in Sana'a, Yemen. The project will help previously unemployed women develop sewing, marketing, and professional skills, creating a path to start their own small businesses.

industry in Southeast Asia. Service says her year with IHP changed her life by bringing her face-to-face with the devastating consequences of “unregulated, rampant capitalism.”

“I think that's part of the power of IHP. As I was learning about the scientific and economic underpinnings of how that narrative happened—that it's a human creation; it has a historical trajectory—I was living with people who I really connected with who were being impacted super negatively by all of this,” says Service.

Caitlan Rivera, an alumna of SIT Graduate Institute's master's degree in TESOL, was selected by the U.S. Department of State for a prestigious English Language Specialist assignment—a four-month English project where she is virtually supporting the Habla Inglés Access Teacher Training Program in Ecuador.

## WORLD LEARNING EXCHANGE PROGRAMS

Alumni of an On-Demand Youth Leadership Program<sup>§</sup> are continuing to collaborate across the Pacific on ocean conservation projects through the International Teens Upholding Nature Association, which they created during their 2019 exchange. The projects are community-specific, but have ranged from education initiatives to environmental cleanups and climate strikes.

“We all have these different ideas, but we’re working towards one goal,” says Nayantara Arora, a U.S. alumna.

Jack Turman helped create Morocco’s first Master’s of Public Health program as a Fulbright Specialist<sup>§</sup> in 2016. Since then, he has stayed engaged with university faculty and students in the country to continue advancing public health education and assist in developing strategic plans to address community health concerns like juvenile diabetes and access to clean water.

## WORLD LEARNING DEVELOPMENT PROGRAMS

Djamila Azzouz, an alumna of the Bawsala Mentorship Program<sup>◇</sup> in Algeria, has used the leadership and professional skills she gained from her program to foster safe and engaging conversations between The Experiment Digital participants. She has been a facilitator for The Experiment Digital for the past two summers and says the experience expanded her ideas about future career opportunities.

Kezang Dorji (*pictured at right*), a former LEAD Alliance<sup>^</sup> Fellow, uses rap music to inspire youth to become more civically engaged in his home country of Bhutan. He says attending the 2017 LEAD Alliance summit, which connects emerging Mongolian leaders with counterparts in the region from Bhutan, Kyrgyzstan, and Myanmar, was a turning point in his career as an activist and unlocked opportunities to participate in future youth leadership programs.

“What I learned from LEAD and other programs continues to influence my work and will benefit me for the rest of my life,” Dorji says. “I remain very grateful for all these opportunities.”

**Read more about the incredible impact our alumni are making by visiting the link below.**

[worldlearninginc.org/ir2020](https://worldlearninginc.org/ir2020)



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

*† Funded by the Digital Young Leaders Exchange Program Fellowship, supported by the Putnam Foundation and World Learning trustee emerita Rosamond Delori*

*‡ Funded by the Stevens Initiative Alumni Small Grants project*

*§ Program sponsored by the U.S. Department of State*

*◇ Program sponsored by the U.S. Embassy in Algeria*

*^ Program sponsored by USAID*

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*This organization is committed to advancing the movement for social justice and equity. Our partnership with Diversity Abroad is an important milestone in our journey as an institution to make sure we are doing our part to support this vital work.*

CAROL JENKINS  
PRESIDENT & CEO,  
WORLD LEARNING INC.

”

# STRENGTHENING OUR COMMITMENT TO DIVERSITY, EQUITY & INCLUSION

As advocates for diversity, equity, and inclusion, we must continue to hold ourselves accountable and evolve to ensure that our organization truly does amplify the voices, agency, and dignity, of all people. This year, we have been reflecting and taking intentional action to ensure our internal operations and all of our programs uphold our commitment to social inclusion and justice.





## PARTNERING WITH DIVERSITY ABROAD

In June, World Learning and School for International Training entered into a new partnership with Diversity Abroad, which aims to create positive, systemic change within the organization to ensure our internal and external operations reflect our core values, especially social inclusion and justice. The partnership strengthened our long-standing relationship with Diversity Abroad, which is the leading professional consortium of educational institutions, government agencies,

and for-profit and nonprofit organizations dedicated to advancing diversity and inclusive good practices that increase access, achieve equitable diversity, and foster inclusive excellence in global education.

“This organization is committed to advancing the movement for social justice and equity. Our partnership with Diversity Abroad is an important milestone in our journey as an institution to make sure we are doing our part to support this vital work,” says World Learning Inc. President and CEO Carol Jenkins.

The long-term goal of this initiative is twofold, to build a culture of inclusion and belonging in the workplace that attracts, retains, and advances professionals from diverse and historically marginalized backgrounds, and to increase participation, improve the experience, and enhance the learning of marginalized and underrepresented participants in global



*In order to move forward, you’ve got to know where you are. Even if where you are isn’t where you want to be, knowing that puts you in a really strong position to move forward in a thoughtful, sustainable way.*

ANDREW GORDON • DIVERSITY ABROAD FOUNDER & CEO



education and exchange programs. As part of this initiative, Diversity Abroad is conducting an evaluation that will consider three areas: strategy and communications, operations, and academics and student/participant success.

The first phase of Diversity Abroad's evaluation involves gathering information about the current state of the organization, which Diversity Abroad founder and CEO Andrew Gordon says is crucial to creating a roadmap for change.

"In order to move forward, you've got to know where you are," he says. "Even if where you are

isn't where you want to be, knowing that puts you in a really strong position to move forward in a thoughtful, sustainable way."

This assessment will make use of quantitative data, staff surveys, focus groups, and interviews with partners, among other methods, and is expected to continue through late December 2020. Diversity Abroad will then analyze their data and compile their findings and recommendations and submit their final report to World Learning and SIT by mid-February 2021. World Learning and SIT will then be responsible for applying the recommendations, which will include some changes that can be made immediately and others that the organization will need to work toward over time.

"This will not be a quick or easy solution, but I know it will be meaningful," says Jenkins. "I look forward to what we will learn through this process and how it will help us grow as an organization."



## SIT NAMES

### NEW ACADEMIC LEADERSHIP

SIT has appointed Dr. Said Graioud and Dr. Cheikh Thiam to senior academic leadership positions within the new Office of the Dean of Faculty. As dean of faculty and academic dean, respectively, they will oversee all of SIT's academic programs and faculty, as well as lead an initiative to review SIT's curriculum and pedagogy to ensure our commitment to diversity, equity, and inclusivity in the global classroom.

[worldlearninginc.org/ir2020](https://worldlearninginc.org/ir2020)



***Dr. Graioud and Dr. Thiam have been leading voices for diversity, equity, and inclusivity both externally in the fields of international and U.S. higher education, and internally at SIT. They will be bringing their exceptional critical expertise and guidance as we work through this process.***

**DR. SOPHIA HOWLETT • PRESIDENT,  
SCHOOL FOR INTERNATIONAL TRAINING**



## EXPANDING INCLUSION

### IN EDUCATION & EXCHANGE

Across the organization, we are carrying out programs and initiatives that aim to enhance inclusion in study abroad and intercultural exchange and ensure the needs of all students are considered and accounted for in our education programming.

[worldlearninginc.org/ir2020](http://worldlearninginc.org/ir2020)



## “BOUNDLESS POTENTIAL” WITH STEM EDUCATION

STEM—science, technology, engineering, and mathematics—education has the power to transform the lives of young people by exposing them to new academic and career opportunities. But equity in STEM remains a challenge. World Learning is working to bridge this gap and empower those who have been excluded from STEM through a variety of initiatives.

World Learning’s NextGen Coders Network\*, a virtual exchange supported by the Stevens Initiative, connects university students and young professionals from Iraq, the Palestinian Territories, and the U.S. to solve real-world problems using code. Through the program, participants are introduced to coding languages and concepts like project management and design thinking.

Students work together in teams, collaborating across borders during a ten-week “hackathon” to create a website or app that will help solve problems in their communities. The program has sought to recruit young women as participants to encourage them to pursue STEM fields. Several of the team projects also focused on addressing issues related to equality in education, including illiteracy, regional education challenges, and helping students choose their university specialization.



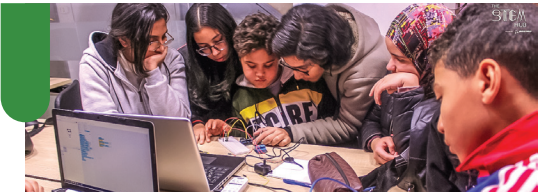
"We need more creative minds in STEM," says Aseel Jawazri, an alumna from Iraq who is interested in the bioinformatics field. "Encouraging more girls to join means encouraging more people overall. This way, our societies might discover more hidden talents and great minds."

***We're proud to support our participants as they discover their interests and develop their boundless potential.***

**YASMINE EL BENDARY  
STEM HUB DIRECTOR**

This spring, World Learning also unveiled a free Global STEM Toolkit<sup>†</sup> to further expand access to high-quality education in STEM and assist educators in tailoring lessons based on the unique needs and resources of their students and communities. The team is continuing to support STEM education during the COVID-19 pandemic by hosting a webinar on adapting STEM lessons for a virtual context and related updates to the toolkit.

Another initiative, the STEM Hub Egypt<sup>‡</sup>, offers programs specially designed to allow participants, age 8-16, to explore, apply, and innovate through inclusive, hands-on activities and a project-based learning approach. At the onset of the pandemic, the STEM Hub team quickly transformed their curriculum into virtual challenges and courses that students could take online for free. Over the summer, students worked remotely on projects about COVID-19, raising awareness about global citizenship, and combatting racism, among other topics. One of the center's workshop facilitators and content creators, Bassam Fotouh, says the process is filled with trial and error—explaining "that's how learning happens."



"We're proud to support our participants as they discover their interests and develop their boundless potential," says STEM Hub Director Yasmine El Bendary.

\* The NextGen Coders Network is funded by the Stevens Initiative, which is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute.

<sup>†</sup> Program sponsored by CISCO

<sup>‡</sup> Presented by The Boeing Company

## AMPLIFYING MULTICULTURALISM & IDENTITY

As part of our commitment to diversity, equity, and inclusion, we are implementing programs focused on preserving cultural heritage and highlighting the voices and experiences of those who have been historically marginalized.



[worldlearninginc.org/ir2020](https://worldlearninginc.org/ir2020)



## LOOKING FORWARD

### OUR VISION FOR 2021 & BEYOND

Despite the challenges of this past year, the contributions and achievements of our colleagues, program participants, and alumni give us hope for a brighter future. As we look forward to 2021, they inspire us to continue striving to make our vision of a better world a reality.

In the new year, we are eager to resume in-country programming, but only once we can do so safely. This fall, SIT's undergraduate and graduate students were able to take part in immersive programs in Iceland, Rwanda, and Uganda, utilizing appropriate COVID-19 safety measures, and we anticipate sending

SIT students out into the world on additional programs in spring and summer 2021. Next year we also look forward to welcoming the inaugural cohorts for five SIT Graduate Institute programs: our ground-breaking EdD in Global Education, SIT's first doctorate and the first degree of its kind in the U.S.; part-time, hybrid master's degrees in Global Leadership & Social Innovation and Humanitarian Assistance & Crisis Management; and global master's degrees in Diplomacy & International Relations and International Education.

In the interim, we will continue to offer opportunities for intercultural education and exchange through innovative virtual programming, such as SIT Study Abroad's popular virtual internships and online language courses and The Experiment Digital: STEAM Discovery Lab, which will launch this winter. This fall, SIT also hosted a semester-long Critical Conversations webinar series, which brought together nearly 700 speakers and attendees, including faculty, staff, alumni, and prospective students in community-wide dialogue on the most Critical Global Issues—challenges that transcend borders and touch every human on the planet.

Since our organization's beginning, we have imagined a world bound by our common humanity and shared sense of responsibility toward one another. This resonates especially true in the face of tragedy, like the devastating explosion in Beirut in August, which has seriously impacted hundreds of thousands of people, including our own staff there. Since then, we have been supporting our colleagues in Lebanon as they recover from this terrible tragedy and carry on their vital work improving public primary school education across the country.

Through all of this we are guided by our Board of Trustees, which now encompasses four new trustees, Jack Benson, Elizabeth Clay Roy, Aicha Cooper, and Roopali Phadke, as well as returning trustee Rye Barcott. They bring diverse perspectives and rich experience in their respective fields, which range from nonprofit leadership to marketing, international development, social justice, and climate resilience. We are so proud they have decided to join us and contribute their time and expertise to our organization.

We hope that you are inspired to continue on this journey with us as well. Together we can overcome whatever obstacles the next year may bring and work in partnership, as members of a global community, to fulfill our shared mission of creating a more sustainable, peaceful, and just world.



## CREATE CONNECTIONS. TRANSFORM THE WORLD.

**MAKE A GIFT TODAY: [worldlearninginc.org/support-us](https://worldlearninginc.org/support-us)**

For more than 88 years, we have fostered peace, understanding, and cooperation by building bridges. By supporting the World Learning Inc. family—The Experiment in International Living, the School for International Training's graduate and study abroad programs, and World Learning's global development and exchange programs—you will help us connect and empower emerging leaders at a time when the world needs them the most.

Despite the challenges of the past year, seeing our participants engage with one another from across the world, develop their skills as changemakers, and collaborate to tackle pressing community problems, has given us hope for a better future. We have been able to continue providing these vital opportunities thanks to dedicated donors, like you.

Few things impact World Learning's ability to remain agile and innovative more than your generous support. Please make a tax-deductible donation today to help us relaunch our on-the-ground programs, catalyze creative initiatives, fortify our day-to-day operations, and sustain the important scholarships which extend our reach and accessibility. Each gift is an investment in hope for a brighter tomorrow, strengthening our ability to prepare everyday citizens to take action on the most critical global issues of our time.

To make a gift, please contact Director of Philanthropy Alexis Page by calling 802.258.3141 or emailing [giving@worldlearning.org](mailto:giving@worldlearning.org). You may also use the enclosed envelope or give online at [worldlearninginc.org/support-us](https://worldlearninginc.org/support-us).

## AWARDS & ACHIEVEMENTS EXPRESSING OUR GRATITUDE

We are humbled by and incredibly grateful for the recognition our organization's work has received this year. Credit for these achievements goes to our extraordinary staff and faculty.



**U.S. DEPARTMENT  
OF STATE  
English Language  
Fellow Top  
Producing  
Institution Award**

SIT celebrated  
for success  
preparing TESOL  
professionals to  
become Fellows



**GOABROAD  
2020 innovation  
in Crisis  
Response Award**

SIT recognized for  
"Operation Bring  
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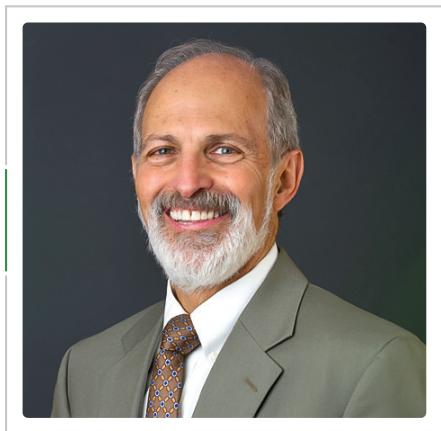


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## A MESSAGE FROM LARRY COOLEY

WORLD LEARNING INC. BOARD CHAIR



When I began my term as board chair in October 2019, no one anticipated how much would change in just a few short months and how quickly we would need to adapt to a new reality. This year has been one of the most challenging the organization has ever faced and I am grateful to our dedicated board, staff, faculty, participants, and supporters for everything they have done to help us navigate this global crisis.

In a world facing increasing divisiveness, isolationism, and inequality, our mission has never been more relevant and important. The World Learning Inc. family builds bridges—helping future leaders and everyday global citizens engage with other cultures, listen to different

perspectives, and combat divisive rhetoric. Even during this time of social distancing, we are touching lives around the world. More than 15,000 participants from 90 countries have participated in our virtual program offerings over the last several months—providing a vital outlet for global connection during this critical time. While in-person exchanges remain the foundation of our organization, this year has pushed us to explore new approaches to international engagement that can enhance our future programming and strengthen our ability to fulfill our mission of creating a more peaceful and just world.

Since 1932, this organization has been known for its resilience in the face of the unknown and ability to adapt in times of change. During key moments in our history, when the instinct of many Americans was to disengage from the world, World Learning and SIT advocated for openness, humility, and understanding. We have done this by advancing practical solutions to engage with and learn from other cultures, appreciate different points of view, and combat fear of the other.

Our experience over the last 88 years shows that building relationships is a critical step in confronting these challenges. We believe it is vital to bring people together and learn from one another if we want to truly solve the most pressing critical global issues facing individuals and communities around the globe and create a better world for all people.

Your support plays a crucial role in this process. It will help us relaunch our invaluable in-person programs as well as continue developing innovative new programming to provide opportunities for intercultural learning and exchange at a time when it is needed most. Thank you for being part of our global family.

A handwritten signature in green ink that reads "Larry Cooley". The signature is fluid and cursive, with a large initial "L".

---

IN MEMORIAM

## PHYLLIS WATT INGERSOLL (1933–2020)

### A LIFE-LONG ADVOCATE FOR INTERCULTURAL UNDERSTANDING AND COMMUNITY

Phyllis Watt Ingersoll, a beloved trustee, alumna, and supporter of World Learning, passed away peacefully at her home in Massachusetts this April. Perhaps no single human being embodied the spirit and history of World Learning better. Phyllis was the proud daughter of Donald and Leslie Watt, co-founders of The Experiment in International Living, and traveled to Mexico, France, Guatemala, Austria, Germany, and Yugoslavia with The Experiment. Three of her four children also went on to become Experimenters.

In ways big and small, Phyllis fostered intercultural understanding throughout her life. In 1966, Phyllis and her husband, Jerry, moved their young family to Kumasi, Ghana, to follow their commitment to international service and education. While there, she taught history of art and architecture at the University of Science and Technology. After the family returned to Cambridge, Massachusetts, in 1971, Phyllis became active in building her community and hosting foreign students and friends at her home.

Phyllis served as a World Learning trustee for decades and was named trustee emerita in 2004. Over the years, she rarely missed a board meeting, a committee call, or a request for help, and regularly attended the General Assembly of the Federation of The Experiment in International Living. Phyllis became for World Learning something akin to “true North,” reminding us all of where we came from, who we are as an organization, and the need to evolve in order to fulfill our mission in a rapidly changing world. She committed every fiber of her being to our principles and mission—to work globally to enhance the capacity and commitment of individuals, institutions, and communities to create a more sustainable, peaceful, and just world.

Phyllis will be deeply missed by many. We are grateful for her service, leadership, and passion, not only for World Learning, but for the entire international exchange community.

The intercultural bonds The Experiment continues to foster have built a foundation of mutual understanding that will be critical to overcoming the world’s increasingly complex challenges. In honor of Phyllis’ legacy, and with the help of her family and friends, we have created **The Phyllis Watt Ingersoll Experiment Fund**, which will provide operational, programmatic, and scholarship support to The Experiment. If you would like to donate to this fund, please visit [experiment.org/donatenow](https://experiment.org/donatenow).



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Recognizing giving based on cash received from July 1, 2019 to June 30, 2020

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# INFINITY CLUB

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

**INFINITY CLUB AS OF  
JUNE 30, 2020**

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

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### **ALEXIS PAGE**

Director, Philanthropy

*As of November 2020*

# CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2020 (UNAUDITED)



## ASSETS

Cash & cash equivalents	6,377,498
Accounts & notes receivable, net	4,719,998
Contributions receivable, net	2,174,263
Prepaid expenses & other assets	1,871,405
Investments	46,646,804
Property, plant & equipment, net	5,015,977

**TOTAL ASSETS** **66,805,945**



## LIABILITIES & NET ASSETS

### LIABILITIES

Accounts payable & accrued expenses	6,914,736
Advance payments, deferred revenue & other liabilities	7,102,102
Government loan	4,876,000

**TOTAL LIABILITIES** **18,892,838**

### NET ASSETS

Without donor restrictions	7,646,662
With donor restrictions	40,266,445

**TOTAL NET ASSETS** **47,913,107**

**TOTAL LIABILITIES & NET ASSETS** **66,805,945**

# CONSOLIDATED STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2020 (UNAUDITED)

	Without Donor Restrictions	With Donor Restrictions	2020 Total
<b>REVENUES &amp; OTHER SUPPORT</b>			
Operating revenue:			
Tuition and program fees	46,417,466	-	46,417,466
Less scholarships	(3,469,392)	-	(3,469,392)
Net tuition and program fees	42,948,074	-	42,948,074
Grants and contracts:			
Federal government grants and contracts	55,564,377	-	55,564,377
Other grants and contracts	4,190,299	-	4,190,299
Investment return availed under spending policy	2,003,970	787,459	2,791,429
Contributions	1,635,262	264,995	1,900,257
Other revenue	243,005	-	243,005
Net assets released from restrictions	2,701,330	(2,701,330)	-
<b>Total operating revenues and other support</b>	<b>109,286,317</b>	<b>(1,648,876)</b>	<b>107,637,441</b>

<b>EXPENSES</b>			
Operating expense:			
Education and general:			
Program and instruction	32,861,719	-	32,861,719
Program support	2,911,278	-	2,911,278
Student services	954,934	-	954,934
Grants and contracts:			
Federal government grants and contracts	55,469,703	-	55,469,703
Other grants and contracts	3,967,721	-	3,967,721
Auxiliary services	61,944	-	61,944
General support	10,262,318	-	10,262,318
Interest on indebtedness	58,476	-	58,476
Other	45,233	-	45,233
<b>Total operating expense</b>	<b>106,593,326</b>	<b>-</b>	<b>106,593,326</b>
<i>Change in net assets from operations</i>	<i>2,692,991</i>	<i>(1,648,876)</i>	<i>1,044,115</i>

<b>NON-OPERATING REVENUE (EXPENSE)</b>			
Investment income, net of amounts availed	(395,877)	(1,158,557)	(1,554,434)
Contributions	-	2,093,621	2,093,621
(Loss) gain from sale and disposal of property	100	-	100
Gains (losses) on foreign currency transactions	(215,634)	-	(215,634)
Other non-operating gains (losses)	(757)	(2,565)	(3,322)
<b>Total non-operating revenue (expense)</b>	<b>(612,168)</b>	<b>932,499</b>	<b>320,331</b>

<b>CHANGE IN NET ASSETS</b>	<b>2,080,823</b>	<b>(716,377)</b>	<b>1,364,446</b>
NET ASSETS - Beginning of year	5,565,839	40,982,822	46,548,661
NET ASSETS - End of year	7,646,662	40,266,445	47,913,107

### 2020 IMPACT REPORT PHOTO CREDITS

**P.3:** MEGAN H. (UPPER LEFT) • THE EXPERIMENT DIGITAL

**P.3:** HAYLEY CANAL (UPPER RIGHT) • SIT STUDY ABROAD

**P.3:** JAMIE FOUSS (LOWER LEFT) • SIT GRADUATE INSTITUTE

**P.6:** JAMIE FOUSS (TOP) • SIT GRADUATE INSTITUTE

**P.6:** TAWINDA SHIROPA (RIGHT) • INTERNATIONAL VISITOR LEADERSHIP PROGRAM

**P.9:** MIA LAZAR (UPPER LEFT) • DIGITAL YOUNG LEADERS EXCHANGE PROGRAM/THE EXPERIMENT DIGITAL

**P.9:** JANESEA GOLDBECK (UPPER RIGHT) • SIT STUDY ABROAD

**P.9:** KEZANG DORJI (LOWER RIGHT) • LEAD MONGOLIA

**P.9:** WORLDOREGON (LOWER LEFT) • ON-DEMAND YOUTH LEADERSHIP PROGRAM

**P.11:** KEZANG DORJI • LEAD MONGOLIA

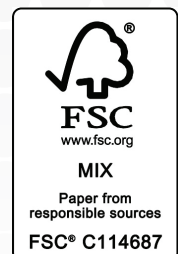
**P.16:** SHIREEN ALSHAIKHLI (BOTTOM RIGHT) • NEXTGEN CODERS NETWORK

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