Our Mission

Our mission is to enhance the capacity and commitment of individuals, institutions, and communities to create a more sustainable, peaceful, and just world. World Learning Inc. encompasses a global nonprofit organization and an accredited academic institution that deliver on this mission through a diverse portfolio of programs across three brands—The Experiment in International Living, School for International Training, and World Learning. These unique yet interconnected branches support the emergence of everyday citizens as leaders driving positive change at home and around the world.

We’ve Gone Digital!

Dive deeper into these stories by exploring our 2021 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/ir2021

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WE ARE ONE WORLD, LEARNING

Welcome to our 2021 Impact Report—a brief snapshot of the impact World Learning and SIT have had through hundreds of programs delivered online and in person around the world over the past year.

As we prepare to celebrate our 90th year, our mission to create a more peaceful, sustainable, and just world has never been more relevant or more important. Across World Learning and SIT, these past 18 months have posed some of our greatest challenges, but with this anniversary comes an opportunity for reflection—a chance to honor our past, acknowledge the present, and look with confidence toward the future.

Our long history, which started in 1932 with our flagship program, The Experiment in International Living, reminds me that collectively we have weathered myriad challenges together from the very beginning. Despite the Great Depression of the 1930s, and over nine decades of tragedy and triumph worldwide, The Experiment continued to send young people abroad to meet different peoples and experience different cultures. What’s more, World Learning and School for International Training would grow out of that foundational concept of experiential learning, expanding our mission and reach to people on every continent.

Today, the world faces pressing challenges that compel us to continue to adapt and innovate. This year we worked hard to maintain and enhance the global connections necessary for sustainable solutions. Both internally and externally, we have redoubled our commitment to diversity, equity, accessibility, and inclusion. And we continue to plant the seeds essential to growing a more just and peaceful world.

This report is a small sampling of the work we do, but it represents the values we carry forward through our participants and alumni. Notably, our tens of thousands of program alumni include Nobel laureates and elected officials, Olympians, and community leaders. We owe it to our program participants, to our current community, and to the world’s future leaders and citizens to be reflective and thoughtful about what we do and how we do it.

We are profoundly grateful for your support and partnership in these efforts. Like those first Experimenters in 1932, we are all part of one world, learning together to live together, building a more peaceful and just world.
Each challenge faced by The Experiment, World Learning, and SIT over our 90-year history has been a learning opportunity that has expanded our worldviews and the way we approach our work. Today, our learning environments, whether digital or real-world, have grown with deeper thinking, closer bonds, and broader perspectives that connect our program participants and classrooms with the world.
THE EXPERIMENT DIGITAL

59
PROGRAMS
(39 virtual & 20 abroad)

SIT STUDY ABROAD

10
GRADUATE-LEVEL PROGRAMS
including 8 MA degrees, 1 certificate, and 1 NEW DOCTORATE

SIT GRADUATE INSTITUTE

161
countries worldwide

DEVELOPMENT & EXCHANGE
PROGRAM PARTICIPANTS FROM

36
ACTIVE EXCHANGE PROGRAMS

40
ACTIVE DEVELOPMENT PROGRAMS

THE EXPERIMENT DIGITAL

2,043
PROGRAM PARTICIPANTS
from 27 countries and 33 U.S. states & territories

WORLD LEARNING

SCHOOL FOR INTERNATIONAL TRAINING

2021 IMPACT REPORT • 3
In the 90 years since Donald Watt launched an “experiment” that took 23 students abroad to experience a new culture and country, The Experiment in International Living, SIT, and World Learning have faced any number of challenges. Each has been a learning opportunity that has expanded our worldviews and the way we approach our work.

When the pandemic, by necessity, propelled our expansion into a virtual space, some saw it as a fast track to an online learning trend that had been coming for years. Many of my colleagues at The Experiment and World Learning’s global development and exchange programs had been preparing for this transition and were able to convert to a digital format in near record time. As you’ll read in this report, the results were inspiring; by shedding some of the economic and societal constraints of in-person programming, we saw more participation from women, young people, and ethnic minorities around the world.

At School for International Training, we faced the challenge of replicating online the production, reflection, and application of knowledge that are at the core of our experiential learning model and planning for an even more engaging future. In other words, how could we create online the immersive experiences—gained from staying with a family, speaking another language, and meeting new communities—that open our students’ hearts and minds?

As we grappled with this question, the pandemic became our own experiential learning environment. Although divided into geographic regions, our program teams across the world came together with common goals: to share and process our challenges, reflect on our solutions, and apply knowledge that could move our organization into the future.

We devised digital language courses and virtual internships that continued to bring our students into direct relationships with instructors, academic directors, and organizations abroad and introduced new students from diverse backgrounds to SIT. We launched the SIT Critical Conversations Webinar Series—webinars available for free to anyone, anywhere—that bring the knowledge and lived experiences of SIT faculty, alumni, students, and others into homes, libraries, and classrooms worldwide. While these measures are not substitutes for an immersive experience abroad, they keep an open window on the world—a starting point from which our students can continue their global education when the time is right.

Meanwhile, we have been planning for that moment when we can all get back together in “real life.” We know our students are still ready for that international learning experience. We know that new students who have joined us online will continue to value the impact of being connected globally virtually. We also know that our students share our priorities: to confront the most critical global issues of today. We are all resolute, resilient, and ready to change the world.
At School for International Training, challenges gave rise to innovation in 2021, as faculty, staff, alumni, and students came together in creative new ways to surpass barriers to keep classrooms and students connected to the wider world. One innovative solution was our SIT Critical Conversations Webinar Series. SIT presented more than 90 free webinars in fall 2020 and spring 2021. At a time when people throughout the world were separated from colleagues, family, friends, and communities, these conversations became important connections, bringing us closer to one another through learning and sharing.
It’s estimated that 65 percent of today’s primary school-aged children will be working in jobs that don’t yet exist.

That’s a formidable statistic when it comes to teaching marketable job-readiness skills. It’s also why World Learning is expanding its interdisciplinary STEAM approach to learning.

Based on the acronym STEM (science, technology, engineering, and math), STEAM is defined as “Science and Technology, interpreted through Engineering and the Arts, all based in Mathematical elements.” By highlighting relationships between subjects, students learn how each discipline relates to the other.

Since 2016, World Learning’s approach to STEAM has been researched and developed extensively at our center in Algeria and has now expanded to other World Learning locations in Latin America and the Middle East.

The World Learning approach incorporates “the four Cs: critical thinking, creativity, collaboration, and communication,” says Riyadh STEAM Center Director Dr. Mohamed Abdelaziz.

“Our challenge is to equip students with skills in cutting-edge fields to be prepared in areas that are directly responsive to the needs of local employers,” Abdelaziz adds. The approach has proved so successful it has attracted the attention of—and funding from—major corporations like Boeing and Dow.

The approach is rooted in discovery of a learner’s passion in primary, middle, and high school. Children are exposed to different STEAM subjects during exploratory workshops so they can pursue what they’re most interested in and be given the equipment and space to innovate.

World Learning has expanded its STEAM programming with partner organizations in each country by involving parents and other community stakeholders and by providing teacher training at the centers and online.

With support from CISCO, World Learning has also developed The Global STEM Toolkit that educators anywhere in the world may download for free, says German Gomez, director of TESOL education at World Learning. The Toolkit has been downloaded more than 1,200 times, and 762 educators have received training in using it.

So, what does STEAM success look like on the ground?

One example comes from Algeria, where 14-year-old coder and game design enthusiast Yacine joined daily summer activities. At 15 he became a mentor to other students, at 16 he represented Algeria in an international robotics competition in Dubai, and today he has a scholarship to attend American University in Beirut.

[World Learning incorporates] the four Cs: critical thinking, creativity, collaboration, and communication.

DR. MOHAMED ABDELAZIZ
3,500 students from 40 Algerian provinces participated in our STEAM activities

280 teachers completed our intensive STEAM teacher training course

220 volunteer mentors & staff led over 2,000 workshops for students

10+ STEAM specialties/workshops offered at the Algiers STEAM Center

NextGen Coders Network graduated 431 participants over the course of five semesters

HOW CHILDREN IN LEBANON Learned to Love Reading

Children in Lebanon are discovering the joy of reading, thanks in part to a curriculum that includes classroom read-aloud time. It’s part of a program sponsored by World Learning and USAID called Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2.

“The read-aloud sessions invite students to express themselves, interact with other students, and actively participate during class,” says first-grade teacher Mary Bou-Rached, whose class was among those that received a library of read-aloud and leveled reading books.

QITABI’s literacy specialists say reading aloud builds listeners’ interest in books, improves comprehension skills, and encourages children from an early age to adopt reading as a lifelong learning activity.

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Set up 5,000 classroom libraries throughout Lebanon & supplied them with:

550,000+ leveled reading books
75,000+ read-aloud books
25,000 e-stories

I was surprised and pleased to see that struggling readers jumped at the opportunity to read aloud during class.

FIRST-GRADE TEACHER
MARY BOU-RACHED
A just and peaceful world is also a sustainable world. At World Learning and SIT, we demonstrate our commitment to sustainability through programs and partnerships that weave together environmental and social justice. We come to this both as guides and learners, dedicated to listening and learning across cultures and disciplines to address an existential challenge of our time.
The Experiment Digital’s Climate Change & the Environment program took more than 60 students from 21 countries on an educational journey to gain a comprehensive understanding of climate change and sustainability. Students from World Learning’s Jóvenes en Acción program completed projects on:
- Deforestation
- Waste Reduction
- Recycling
- Water Scarcity

The Experiment, World Learning, and SIT have 28 sustainability programs and 28 steam programs.
But this purpose-driven exploration can start at an even younger age. On The Experiment, high school students can engage with and study climate change in Portugal or sustainability in the Galápagos and the Andes.

At our campus in Vermont—traditionally the training site for The Experiment group leaders and SIT faculty, and home to SIT Graduate Institute programs like the CONTACT summer peacebuilding program—we demonstrate our commitment to sustainability with green energy projects like state-of-the-art heating and cooling systems and a large solar array that helps to meet the energy needs of the campus and the Brattleboro community.

At the same time, World Learning programs and projects worldwide have taken a deeper critical look at sustainability while enabling emerging leaders to enhance their knowledge and skills. Over the past year, we have addressed water scarcity, waste reduction, and recycling and repurposing in Mexico through Jóvenes en Acción (Youth in Action) and environmental safeguards in Peru through the Youth Ambassadors program. We have further pursued renewable energy at a child welfare center in a ger district of Mongolia and addressed urban emissions and pollution across the Indo-Pacific region, among other programming.

These experiences often influence our students’ academic and career paths. Graduates of our MA in Climate Change & Global Sustainability have gone on to promote green energy approaches at the Union of Concerned Scientists and to work in sustainable agriculture with the U.S. Department of Agriculture, in sustainable forestry in Montreal, as a researcher at the International Network of Mountain Indigenous Peoples in Peru, and as a climate policy consultant for the World Bank, to name just a few examples.

Whether it is the first step or a series of on-the-ground and lifelong learning efforts, at World Learning and SIT, our focus is firmly on how to build and support a more sustainable future for all.
“Few contemporary challenges are as urgent or contested as climate change and its impact on our environment. The collective efforts of scientists, scholars, politicians, activists, indigenous communities, and concerned citizens are needed to gauge and mitigate environmental and social impacts.”

That excerpt is from SIT’s Critical Global Issues framework, where “Climate and Environment” is one of seven priority areas upon which all SIT programs are built. SIT recognizes these Critical Global Issues as the most pressing challenges of our time, crossing borders and continents to touch everyone on the planet.

In the past year, a new group of SIT students and alumni stepped courageously into a world in need of action and solutions. Their studies inspired them to forge innovative paths to a more sustainable future.

One of those students is Gretta Marston-Lari, whose experiences on the SIT program Peru: Indigenous Peoples and Globalization inspired her to write and stage a hard-hitting theater production that tackles subjects like sexual assault, domestic and police violence, and exploitation of women. Como la Tierra (Like the Earth) is set against the backdrop of the real-world struggles of an indigenous community fighting a multimillion-dollar mining company—a conflict that was playing out during Gretta’s 2019 semester in Peru. “To me, theater in a large way is an exchange of knowledge. … I thought this was the best way I could connect to what was happening and contribute to... their struggle.” Gretta hopes to return to Peru to stage her play, originally written in Spanish. Meanwhile, the Lin Manuel Miranda Fellow is also working on an English-language version set for the New York stage in 2022.

Another SIT alumna ready to roll up her sleeves for the planet is Danielle Purvis, a 2021 graduate of the SIT MA in Climate Change & Global Sustainability. Danielle’s program took her to Iceland and Zanzibar to witness national and regional struggles for economic, environmental, and social survival.

“I am completing this experience with a global lens of how we are inextricably connected to each other and to our natural environment,” she said during her commencement speech. “And I know, more than ever before, that the ways of this world are unsustainable and must change, and that we get to be on the front lines of building new bridges and creating a new way of life.”
In May 2021, The Experiment Digital’s Climate Change & Environment program took more than 60 students from 21 countries on an educational journey to learn how the climate crisis intersects with social issues like racial inequality, public health, and education. We caught up with some of the program alumni to find out what inspired them to participate, what lessons they took from the program, and how they put that learning into practice. Here’s what they told us:

**José Rivera Martínez | Mexico**

I finished high school and got a full scholarship to study sustainability engineering at Tecnológico de Monterrey. In the future, I would like to get involved in environmental protection and conservation-related projects, as well as creating my own projects to help the environment and vulnerable communities.

**Joanna Masa | Germany**

I learned that teenagers have the ability to cause and contribute to change through activism. Additionally, I learned about grassroots activism and a regenerative economy. Lastly, I was also able to learn about organizing and leading a successful public campaign. The amazing people I met through the program gave me hope for the future of our planet.

**Josué Corona | Mexico**

Now I see everything with a different perspective. ... I try to see literally everything focused on sustainability. [I also gained] confidence and the ability to express myself with ease.

**Nour Hazem | Egypt**

I have learned a lot throughout this course about the different environmental problems caused by extractive economies and organizations and how youth can cause change for such organizations for a better future.

**Visha Kistama | Guyana**

I went on to be a part of the first cohort of Guyanese youth to be admitted to the Yale Young Global Scholars Program in 2021 and led 20 youths from over 10 Caribbean countries to plan a project that would help spread awareness on climate change.

**Jordi López López | Spain**

I came up with an idea called World Zero CO₂, where we propose international and ecological digital courses to palliate the effects of climate change and achieve zero CO₂ emissions by 2050. ... I can say that without any doubt it’s an experience that has changed my life.
The search for sustainable solutions demands broad leadership. This year, we supported women in the Fulbright Specialist Program who are working to promote science education to the next generation of girls and young women. “It’s really important that we bring women into the STEM workforce,” says Alicia Santiago, a 2020 Fulbright Specialist, scientist, and informal science educator focused on community outreach and mass-media STEM programs for Latinx youth. “Otherwise, we all lose if only half the population participates in science.”

“We all lose if only half the population participates in science.”

ALICIA SANTIAGO, 2020 FULBRIGHT SPECIALIST

FULBRIGHT Specialist Program

Since May, the Fulbright Specialist Program has sent 63 participants to 24 countries. Specialists conducted activities in diverse fields including:

- ANTHROPOLOGY
- BUSINESS ADMINISTRATION
- ECONOMICS
- PEACE AND CONFLICT RESOLUTION
- GLOBAL HEALTH
- URBAN PLANNING

AUSTRIA
BAHAMAS
BULGARIA
CAPE VERDE
COLOMBIA
CROATIA
DENMARK
EGYPT
FRANCE
ICELAND
IRELAND
ITALY
KOSOVO
MEXICO
MOLDOVA
MOROCCO
NETHERLANDS
NORTH MACEDONIA
ROMANIA
SERBIA
SOUTH AFRICA
THAILAND
TURKEY
UKRAINE

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Since we began this bold, cross-cultural “experiment” 90 years ago, diversity, equity, and inclusion have been the guiding principles that have steered our programming and partnerships. As we continue to reflect and strengthen these values in the programs we carry out around the world, we also rededicate ourselves to elevating diversity, equity, accessibility, and inclusion among the people, processes, and systems within World Learning.
The world faces pressing challenges that compel us to continue to adapt and innovate. This year we worked hard to maintain and enhance the global connections necessary for sustainable solutions. Both internally and externally, we have redoubled our commitment to diversity, equity, accessibility, and inclusion. And we continue to plant the seeds essential to growing a more just and peaceful world.

CAROL JENKINS, PRESIDENT & CEO

THE EXPERIMENT DIGITAL

The Experiment Digital alumni launched or continued these projects centered around diversity, equity, and inclusion:

- LGBTQIA+ YOUTH HISTORY ARCHIVE
- POSITIVE I SPEAK UP SPEAK OUT PODCAST
- DIVERSE BOOKS
- TEACH TOLERANCE

SCHOOL FOR INTERNATIONAL TRAINING

1,045 PARTICIPANTS joined our Global South webinar series
means building on the strength of all our programs—through World Learning, The Experiment, and School for International Training—to make the world better today and for generations to come. **How do we do that? Through your support.**

World Learning’s programs empower students to form meaningful connections with communities worldwide. Your generous support will not only help fund ongoing innovations—it will create a lasting impact globally.

You could change someone’s life, and ultimately the world, by funding:

| **A scholarship for a student who will build on their experience with World Learning to create a tech company focused on elevating small businesses and job creation in local communities.** |
| **A new digital learning model that increases access to thousands of students worldwide, allowing us to continue our work in global exchange when we couldn’t leave our homes. This digital program model will have a lasting impact by giving opportunities to those who can’t travel outside of their countries for political, social, or financial issues.** |
| **Programs that inspire a student to pay it forward through education by establishing a children’s museum.** |
| **Curriculum that leads a student to put in the work to preserve endangered indigenous languages, keeping the spirit and culture of a community alive for years to come.** |

How do we know this is possible? Because these are real stories of real people: World Learning, The Experiment, and SIT students and participants. Our supporters have made experiences like these come to life. Our supporters have proven that when students and participants leave our programs, they go on to change the world. All they need is someone like you to believe in them and the future they can create.
THERE ARE SEVERAL WAYS THAT YOU CAN HELP US CHANGE THE WORLD. YOU CAN:
Provide opportunity and education to students.
Create a more sustainable, peaceful, and just world.
Promote diversity, equity, and inclusion.
Spark innovation, or the next “big idea.”

MAKE AN IMPACT

For questions, to schedule a conversation about how you can give back,
or to share your story, please reach out to giving@worldlearning.org.
We would love to get to know you!
By Tim Rivera

Interim Program Manager & Advisor to the CEO, Diversity, Equity, and Inclusion

We are in the midst of a collective reckoning around questions of diversity, equity, and inclusion (DEI), one in which we must face the stark realities of racism, inequality, and discrimination in our societies. World Learning is no exception.

World Learning and SIT are committed to doing the work required by this DEI journey, ensuring that our values are reflected in our internal practices and culture as much as they are in our external work. To be sure, it is a journey with a set direction, one that is constantly being negotiated, but without a firm destination or end date. It is challenging, takes time, and requires investment.

In broad terms, 2020 was about determining where exactly we were on our journey, principally through an independent analysis conducted by Diversity Abroad. We continued that work in 2021, reflecting on Diversity Abroad’s conclusions and recommendations. They found that World Learning’s staff and faculty were passionate about our mission, and that we could do better in several areas, from breaking down internal siloes and creating a more inclusive culture to moving toward a more proactive stance on DEI. Strong commitment from leadership and a comprehensive strategy cutting across the organization—from core corporate functions to academic and student affairs—would be essential.

The coming year will focus on transforming broad conclusions into concrete actions.

We are embarking on a salary compensation project to ensure equitable pay, which is critical to attracting and retaining diverse staff and a key component of a truly inclusive organization.

We are also preparing to launch a Diversity, Equity, and Inclusion Committee that will include a diverse group of faculty and staff from all corners of World Learning and SIT. This committee will help create an organization-wide DEI Strategic Framework and engage with senior leadership to provide support and accountability on its implementation.

The Strategic Framework will focus on people, programs, culture, and capacity, each with priority actions and specific timelines.

We look forward to reporting on our progress in a year’s time as we continue this important journey.
LEADING THE WAY ON

Inclusion in Mongolia

“When the employees feel included and heard, and when the workplace is equally inclusive, employers benefit more.”

LEAD MONGOLIA 2018 FELLOW
TELLEN GERELT, CHIEF EXECUTIVE OFFICER AT ARD CREDIT

World Learning’s USAID-funded Leaders Advancing Democracy (LEAD) Mongolia program leaves a lasting legacy with the Mongolian version of the World Learning Transforming Agency, Access, and Power (TAAP) Toolkit, an interactive guide for more inclusive development. The Mongolian translation of the TAAP Toolkit will serve as an invaluable resource for development practitioners, civil society, the private sector, and government officials.

From its inception in 2016, LEAD has prioritized inclusion as a hallmark of its programming—from initial program design to outreach and implementation. Five years later, LEAD has supported thousands of young people in gaining new knowledge and skills in democracy, advocacy, civic engagement, and social inclusion.

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246 LEAD Mongolia Fellows

80 LEAD Alliance Fellows

26 community action projects implemented by LEAD Fellows

9,000 people directly benefitted
The Experiment Digital alumni are working in big and small ways to build a more diverse, equitable, and inclusive world.

Nicole Munoz says her experience with The Experiment Digital helped immerse her in the diverse cultures of the Middle East without leaving the safety of her home during the global pandemic. She says her “homestay” experience in Egypt was lifechanging.

“Before this, it was easy to insert myself in a bubble, thinking that my small town was the extent of this wide world,” Nicole says.

All that changed last summer, when one of her homestay siblings took Nicole on a video tour of their Egyptian neighborhood. Nicole met neighbors and watched how strangers greeted each other in the street. In the market she saw rows of brightly colored spices.

Peers from Iraq, Yemen, and Algeria shared stories of home that were nothing like what Nicole knew about these countries from the news or classes. Before joining The Experiment Digital, what Nicole knew about people of the Middle East/North Africa region was from statistics, news of tragedy, and hardship. Now she knows names and faces, what they eat for breakfast, and what they love about their homes.

Nicole is spreading that message through an Instagram account and podcast series called Positive I, that normalize differences and create a more understanding world.”

Another Digital Experimenter, Nayantara Arora, who is first-generation Indian American, is fostering cross-cultural connections and empathetic exchange through a podcast, Speak Up/Speak Out, that highlights the personal stories of immigrant and refugee students in Portland, Oregon. After her summer with The Experiment Digital, Nayantara, who describes herself as passionate about social justice, equity, and inclusion, received a small grant from World Learning and the Stevens Initiative to support the podcast.
In any given classroom anywhere in the world, children come from different backgrounds, speak different languages, and have vastly different needs. Universal Design for Learning (UDL) is a framework for reducing barriers to education and helping every child become an expert learner.

World Learning Algeria has been developing practical UDL solutions and ways to implement them in the classroom. Algeria Country Representative Leah Bitat’s presentation on UDL at a July Global Education Summit. Go online to hear her presentation and to watch a video about World Learning Algeria’s UDL programming.

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HONORING OUR
PAST, PRESENT & FUTURE

At World Learning Inc., we are transforming agency, access, and power. We do this to honor the leadership of the past and build the leadership for a sustainable future, ensuring that those who are helping to fulfill our mission have the tools they need to be successful.
In 1932, The Experiment in International Living launched the first immersive international exchange program for young Americans to learn about other cultures. Over the next nine decades, The Experiment has changed the lives of tens of thousands of students from all walks of life. What’s more, the program’s core values—education for global leadership, peace, and international understanding—have become the heartbeat of World Learning, the global organization that emerged from that first experiment in 1932.

Today, World Learning Inc. includes our flagship program, The Experiment; School for International Training, a global education institution; and World Learning, an international development and exchange organization. Guided by the mission to build a more just and peaceful world, these three branches have opened the hearts and minds of tens of thousands of people the world over.

The original “experiment” was the brainchild of sociologist Dr. Donald Watt of Syracuse University. Guided by the belief that people learn to live together by living together, he organized a trip for two dozen U.S. college students to travel by ship to Europe to attend a summer camp with their Swiss and German counterparts.

That integration didn’t go quite as Watt had envisioned because language immersion proved challenging, according to Alvino Fantini, SIT professor emeritus and head of institutional archives.

The second summer, Watt introduced a month-long homestay that created a true language immersion for U.S. students and built special, sometimes lifelong, bonds between the young participants and their local host families. That homestay experience remains a cornerstone of The Experiment and the SIT programs that emerged from it.

In the 1960s, a former Experimenter and The Experiment youth leader named Sargent Shriver was tagged by his brother-in-law, President John F. Kennedy, to lead a new federal program called the Peace Corps. Shriver turned to The Experiment for language expertise, and its Vermont campus became one of the original language training sites for outbound Peace Corps volunteers.

In 1964, that center was named School for International Training. Today, SIT Graduate Institute continues to offer leading-edge language training in addition to master’s programs and a doctorate in a wide range of global subjects, and SIT Study Abroad provides undergraduates with immersive study abroad experiences on every continent.

Eventually, under the umbrella of World Learning Inc., the organization added World Learning international exchange and development programs as part of a vibrant and resilient nonprofit organization with global impact.

Since 1932, The Experiment, SIT, and World Learning have fostered intercultural competency and understanding between people as a way to bring the world closer together. It was an “experiment” that worked—one that continues to take new approaches, adapt to new challenges, and transform lives.
A popular refrain of The Experiment in International Living founder Dr. Donald Watt was “Expect the unexpected.” Those words are certainly as true today as they were 90 years ago when we first began.

I think Dr. Watt would be proud of the way we have come together—yes, over the past nine decades, but especially during these past 18 months—to learn from one another how to confront the unexpected.

In this report you find one example after another of people who, when faced with challenges—from viruses to climate change to racism—have refused to stand down. Whether in Mexico or Lebanon, Mongolia or the United States, they are drawing inspiration and hope from difficulty and finding ways to learn and grow as leaders in their communities and countries. They are coming together to devise and share solutions and expand their understanding of each other.

Their stories are poignant and powerful reminders that difficulty can lead to opportunity. Through our innovative STEAM education, virtual language programs, hybrid graduate degrees, real-world exchanges, digital climate change challenges, classroom innovations, and much more, we have witnessed the determination and resilience of our program participants and students, our faculty and staff to step up to the challenges we face now, as well as those that may confront us in the future.

That determination has fueled our imagination of what one just and peaceful world could look like—a vision of diverse and equitable societies and leaders living and learning together in an interconnected and sustainable world.

These are the values we have always brought forward into the world. In the sweep of nine decades since The Experiment was founded, we have grown and evolved, changed and innovated to address the critical needs and conversations of our times. Our values haven’t changed over the decades, but our mode and methods must always shift and adapt. To this end, World Learning and SIT have embarked on a journey to examine our own structures and practices through a more diverse, equitable, and inclusive lens—a process that we believe will make us even stronger advocates of these principles.

I am grateful to all of you for your participation in and support of these efforts, and I look forward to continuing our journey together as one world, learning from and with one another.
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.

GOVERNMENT PARTNERS

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Consolidated Statements of Financial Position
JUNE 30, 2021 (UNAUDITED)

ASSETS
- Cash & cash equivalents 7,689,816
- Accounts & notes receivable, net 5,340,123
- Contributions receivable, net 1,365,531
- Prepaid expenses & other assets 2,020,822
- Investments 49,094,884
- Property, plant & equipment, net 3,999,554

TOTAL ASSETS 69,510,730

LIABILITIES & NET ASSETS

LIABILITIES
- Accounts payable & accrued expenses 6,391,227
- Advance payments, deferred revenue & other liabilities 6,192,573
- Government loan 1,999,999

TOTAL LIABILITIES 14,583,799

NET ASSETS
- Without donor restrictions 6,939,096
- With donor restrictions 47,987,835

TOTAL NET ASSETS 54,926,931

TOTAL LIABILITIES & NET ASSETS 69,510,730
**Consolidated Statement of Activities**
**YEAR ENDED JUNE 30, 2021 (UNAUDITED)**

<table>
<thead>
<tr>
<th>REVENUES &amp; OTHER SUPPORT</th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>2021 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating revenue:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and program fees</td>
<td>$4,682,402</td>
<td>-</td>
<td>$4,682,402</td>
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<tr>
<td>Less scholarships</td>
<td>(850,759)</td>
<td>-</td>
<td>(850,759)</td>
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<tr>
<td>Net tuition and program fees</td>
<td>3,831,643</td>
<td>-</td>
<td>3,831,643</td>
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<tr>
<td>Grants and contracts:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal government grants and contracts</td>
<td>39,100,218</td>
<td>-</td>
<td>39,100,218</td>
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<tr>
<td>Other grants and contracts</td>
<td>2,000,385</td>
<td>-</td>
<td>2,000,385</td>
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<tr>
<td>Investment return availed under spending policy</td>
<td>1,681,540</td>
<td>661,881</td>
<td>2,343,421</td>
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<tr>
<td>Contributions</td>
<td>590,572</td>
<td>449,479</td>
<td>1,040,051</td>
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<tr>
<td>Other revenue</td>
<td>141,555</td>
<td>-</td>
<td>141,555</td>
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<tr>
<td>Net assets released from restrictions</td>
<td>1,284,855</td>
<td>(1,284,855)</td>
<td>-</td>
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<tr>
<td>Total operating revenues and other support</td>
<td>48,630,768</td>
<td>(173,495)</td>
<td>48,457,273</td>
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</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Operating expense:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and general:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program and instruction</td>
<td>7,726,429</td>
<td>-</td>
<td>7,726,429</td>
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<tr>
<td>Program support</td>
<td>4,304,082</td>
<td>-</td>
<td>4,304,082</td>
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<tr>
<td>Student services</td>
<td>538,168</td>
<td>-</td>
<td>538,168</td>
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<tr>
<td>Grants and contracts:</td>
<td></td>
<td></td>
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<tr>
<td>Federal government grants and contracts</td>
<td>28,964,822</td>
<td>-</td>
<td>28,964,822</td>
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<tr>
<td>Other grants and contracts</td>
<td>1,465,980</td>
<td>-</td>
<td>1,465,980</td>
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<tr>
<td>Auxiliary services</td>
<td>450</td>
<td>-</td>
<td>450</td>
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<tr>
<td>General support</td>
<td>6,984,795</td>
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<td>6,984,795</td>
</tr>
<tr>
<td>Interest on indebtedness</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>289</td>
<td>-</td>
<td>289</td>
</tr>
<tr>
<td>Total operating expense</td>
<td>49,985,015</td>
<td>-</td>
<td>49,985,015</td>
</tr>
<tr>
<td>Change in net assets from operations</td>
<td>(1,354,247)</td>
<td>(173,495)</td>
<td>(1,527,742)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NON-OPERATING REVENUE (EXPENSE)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment income, net of amounts availed</td>
<td>736,337</td>
<td>7,639,532</td>
<td>8,375,869</td>
</tr>
<tr>
<td>Contributions</td>
<td>-</td>
<td>99,588</td>
<td>99,588</td>
</tr>
<tr>
<td>Other fund adjustments</td>
<td>(108,646)</td>
<td>108,646</td>
<td>-</td>
</tr>
<tr>
<td>Gain from sale and disposal of property</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Losses on foreign currency transactions</td>
<td>(23,017)</td>
<td>-</td>
<td>(23,017)</td>
</tr>
<tr>
<td>Other non-operating gains (losses)</td>
<td>42,007</td>
<td>47,119</td>
<td>89,126</td>
</tr>
<tr>
<td>Total non-operating revenue (expense)</td>
<td>646,681</td>
<td>7,894,885</td>
<td>8,541,566</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHANGE IN NET ASSETS</th>
<th>(707,566)</th>
<th>7,721,390</th>
<th>7,013,824</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET ASSETS - Beginning of year</td>
<td>7,646,662</td>
<td>40,266,445</td>
<td>47,913,107</td>
</tr>
<tr>
<td>NET ASSETS - End of year</td>
<td>6,939,096</td>
<td>47,987,835</td>
<td>54,926,931</td>
</tr>
</tbody>
</table>
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