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Emerging Youth Leaders: A Redesign of a two-way youth exchange between the US and Senegal

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PIM 69

A Capstone Paper submitted in partial fulfillment of the requirements for a Masters of Arts in International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

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Abstract

The U.S. Department of State's Bureau of Educational and Cultural Affairs is increasingly focused on youth exchange programs to build bridges of understanding between peoples and address ongoing social, environmental, and political challenges in an increasingly globalized world. The Emerging Youth Leaders program is a unique Department of State exchange program that brought a group of thirty Senegalese and American students together for 6 weeks in Dakar and the San Francisco Bay Area in the summer of 2010 around the themes of democracy and governance in civil society. Over the course of the U.S. based portion of the program I observed a need for the program to be restructured and strengthened, by starting pre-departure work earlier, conducting appropriate orientations and re-entry components, and infusing the curriculum with additional experiential design elements. This capstone paper is a detailed outline of the restructured program, emphasizing experiential education theory and best practices in the field.

By redesigning the program, the thematic scope is enriched and broadened. Experiential education philosophy and theory are incorporated during all of the program activities. Participants learn from each other about real life issues faced by many communities, and are challenged to develop and implement a community project that addresses an issue of their choice. The enhanced program is a fresh and necessary addition to AYUSA's current portfolio of youth exchanges, focusing on a diverse demographic. The redesigned Emerging Youth Leaders program is a strong model for AYUSA as the organization continues to increase its focus on providing opportunities for youth to develop leadership skills and engage with real world challenges.

Introduction

Program Background

This Capstone paper redesigns and strengthens an existing youth exchange program by incorporating pre-departure and re-entry components and infusing the curriculum with experiential methodology and activities lacking in the pilot year of the program. The new program design takes a fresh approach, expanding the potential for deep, sustainable learning in an education abroad program. The Emerging Youth Leaders Program (EYL) is a two-way exchange between fifteen American and fifteen Senegalese high school students. The program was implemented for the first time by AYUSA Global Youth Exchange in 2010, funded by a grant from the U.S. State Department Bureau of Educational and Cultural Affairs (ECA). The first iteration of the program encountered significant obstacles to achieving the intended program objectives. Specifically the program lacked pre-departure and re-entry orientations as well as experiential learning components. The restructured program design is more robust, addressing the need to enhance participatory learning, engagement with the host culture, and intercultural awareness and communication skills. It also emphasizes community engagement in creating meaningful, social change. A redesigned series of orientations integrated throughout the program, along with a strengthened curriculum and assessment plan, round out the EYL program, establishing a strong program model for AYUSA as it continues to build its capacity for running quality, short-term educational exchange programs.

AYUSA Global Youth Exchange is an experienced leader in the field of high school youth exchange programs, administering a variety of programs since 1980. The organization is a founding member of the Council on Standards for International Educational Travel (CSIET) and has been the recipient of several prestigious ECA grants, such as Future Leaders Exchange (FLEX), Congress Bundestag Youth Exchange (CBYX) and the Kennedy-Lugar Youth

Exchange and Study (YES) program. AYUSA focuses heavily on programs that impart leadership skills and prepare today's youth for the global nature of our society and world.

AYUSA believes that today's youth are tomorrow's leaders, and understands that they must gain skills and competencies that can be learned through cultural exchange.

It is of vital importance, in an increasingly globalized world, that we continue to create and maintain programs that cultivate leadership skills and global knowledge. The exchange experience not only provides a perspective on students' own culture, but gives them a more profound understanding of their important role in the global community. Out of their comfort zone, a student's character is enhanced, their confidence expanded, and ultimately they embrace their potential as a future leader in the world (The Emerging Youth Leaders Program, 2011).

In 2009, AYUSA was awarded the Emerging Youth Leaders (EYL) grant from the U.S. Department of State Bureau of Educational and Cultural Affairs (ECA) to administer a short-term, reciprocal exchange between a total of thirty Senegalese and U.S. American high school students during the summer of 2010. The grant was established to "increase mutual understanding between the people of the United States and the people of Senegal and to develop an understanding of civic involvement, responsibility and commitment to the global community" (The Emerging Youth Leaders Program, 2011). The program provided a unique opportunity for cultural learning, gaining an understanding of the social issues and challenges faced by Senegalese and American youth, and a call to action through community involvement and a deeper awareness of civic responsibility.

Program providers increasingly recognize the need to diversify program destinations and content to educate youth about global issues and challenges. The program was particularly important to AYUSA because of its focus on urban and minority youth. Traditionally, AYUSA has focused on a narrow demographic. The average AYUSA participant (particularly on AYUSA's fee-paying programs) is from a white, middle to upper class community in the United

States, or from predominantly Western Europe and Asia on inbound programs (personal communications, 2011). The EYL program demographic was very different, with participants coming from urban and underrepresented neighborhoods in their respective countries.

Students spent approximately three weeks in the San Francisco Bay Area, participating in a curriculum that included classroom lecture-style learning, as well as one or two excursions to local nonprofits and youth organizations, and a homestay component. Immediately following the U.S. portion of the program, participants traveled to Dakar, Senegal where they attended classes at Cheikh Anta Diop University, and participated in excursions throughout the Dakar area.

Program recruitment targeted diverse youth from historically under-represented communities in both countries. Fifteen American students were recruited by AYUSA through College Track, an organization that provides after school programs and mentoring for youth from under-resourced areas around the San Francisco Bay Area, with the goal of helping them graduate from high school and succeed in college. College Track supports its mission through programs that focus on community service, civic engagement and global awareness (College Track, 2010). All fifteen of the students accepted on the program were from urban neighborhoods in Oakland and South San Francisco and from historically underrepresented populations, primarily African-American, Asian and Latino.

For the recruitment and implementation of the Senegal portion of the program, AYUSA partnered with iEARN, a non-profit organization comprised of various youth organizations and schools in more than 130 countries that connects educators and youth online to collaborate in learning and development projects (iEARN, 2011). Many of iEARN's country offices, including Senegal, are also involved in recruitment of students for the Youth Exchange and Study (YES) program and implementation of alumni activities. iEARN's office in Senegal recruited fifteen

students from in and around the city of Dakar. The selection of participants from both groups was a logical match for the program theme and goals of connecting youth from diverse and historically underrepresented communities in the U.S. and Senegal to engage in dialogue around shared critical issues in both countries.

Emerging Youth Leaders is one of many Department of State initiatives to strengthen connections and build bridges between people and cultures through youth exchange, such as the National Security Language Initiative for Youth (NSLI-Y), Global Connections and Exchange, and the YES program. The Department of State is increasingly interested in employing public diplomacy efforts in developing nations, saying “The Youth Programs Division is committed to empowering the next generation and establishing long-lasting ties between the United States and other countries through exchange programs and institutional partnerships. Programs focus primarily on secondary schools and promote mutual understanding, leadership development, educational transformation and democratic ideals” (U.S. Department of State Youth Programs Division, 2011). ECA’s youth exchange programs on the African continent, as with its other public diplomacy initiatives, reflect U.S. foreign policy goals throughout the region, including “strengthening democracy and governance, helping mitigate conflict, promoting economic growth and development, assisting with addressing health issues”, and “focusing on prevailing over certain transnational problems” (U.S. Department of State, Bureau of African Affairs, 2011).

The Department of State is also focusing on specific sectors of the population, including youth. In a January 2011 brief on U.S. government policy in Africa, Deputy Assistant Secretary for African Affairs, Bruce Wharton said, “we’re very much focused on a few critical audiences. In addition to the traditional bilateral diplomacy in which we deliver demarches to foreign

ministries, we're working as carefully as we can to develop better connections and engage with young people, with women, and with entrepreneurs" (U.S. Department of State, 2011).

Senegal is an appropriate country selection for public diplomacy and youth exchange programs. The CIA World Factbook describes Senegal as "one of the most stable democracies in Africa" (2011) and the United States and Senegalese governments historically enjoy good relations. Currently, 43% of the population in Senegal is 0-14 years of age with the median age being 18 (CIA World Factbook, 2011). These factors, in addition to the fact that Senegal is a developing democracy, make it a logical choice for a youth exchange program with a focus on community involvement, social issues, civic engagement, and youth empowerment and leadership.

The San Francisco Bay Area was selected as the base for the US portion of the exchange for several reasons. Its unique cultural and geographic characteristics and diverse social, economic and political aspects make it an appropriate context for this particular program. With an ethnically and linguistically diverse population, the Bay Area is home to people from many backgrounds and belief systems. It is also known for its social activism and community involvement, making it a good place for participants to explore a variety of leadership styles, and explore civic engagement in action (EYL Grant Proposal, 2009).

Needs Assessment

The need for a short-term, two-way program like EYL is addressed in this capstone paper at the macro and micro levels. Organizationally, establishing a strong model and curriculum for a short-term leadership program is essential for AYUSA to remain competitive in the field of educational youth exchange. More and more students are seeking short-term programs abroad and their reasons for doing so are numerous. "The international community", say Spencer and

Tuma, “has moved toward short-term programs abroad in a big way...we recognized that if the goal of giving vastly more students an overseas experience was to be realized, short-term programs were the key to that vision (Spencer & Tuma, 2007, Introduction). Such programs take a variety of forms. They may be credit bearing or entirely experiential, like Emerging Youth Leaders. Most importantly, to be effective, the program must be built on “sound pedagogical activities [to] ensure that participants derive maximum learning opportunities throughout the process” (Fantini, 2004, p. 11).

AYUSA got its start more than 30 years ago as a provider of traditional, academic-year home-stay programs for high school students mostly from Japan. In the decades since, AYUSA began to enhance its portfolio by offering programs in Western Europe and South America. In the past ten years, specifically since the events of September, 2001, AYUSA (and its parent company, INTRAX) has expanded its focus from language learning to emphasizing the need to teach youth about leadership, diversity, social justice and critical, global issues, and empower them as future leaders who will be faced with the significant and daunting challenges of climate change, terrorism, food security, environmental degradation, and others.

The Emerging Youth Leaders program is the first of its kind for AYUSA. The program not only provides either just an inbound or outbound experience for participants, but has the additional benefit of programming that takes place both in the U.S. and Senegal. This two-way exchange model, while challenging, is beneficial for many reasons. It strives for reciprocity by forging bonds between participants during intensive immersion experience in each other’s home countries. Conducting the program as a combined group also offsets the potential for English to be the dominant language, as the Senegal portion of the program will be conducted in French and

participants will be expected to communicate in French both with their host families and during activities in and around Dakar.

At the micro level, the need for a redesigned program stems both from my personal observations during the three week U.S. portion of the program, as well as discussions and a survey of participants of the pilot year of the program. The survey was given at just one point, after both Senegal and U.S. portions of the program were over. American and Senegalese participants indicated that they felt that there was an overall lack of organization and focus to the classroom sessions and activities. Only a very few participants responded to the survey, so it was difficult to gather information about their program experience, other than anecdotal evidence based on Facebook or other social networking sites. This demonstrates both a need for activities that address diverse learning styles, as well as a need for a stronger assessment plan, both of which are incorporated in the redesigned program.

Rationale for a Restructured Program

I began my internship in June, 2010, when the program was in motion and before the Senegalese students arrived in the United States. I had not been involved in the program design and my role was to assist the project manager in the implementation of the program. During the U.S. -based portion of the program I observed that several components of a responsible, complex, and well-planned education abroad program were not adequately developed. Chief among these, the curriculum did not include thorough orientations and program elements neglected the significance of cultural sensitivity and intercultural communication. In fact, intercultural communication and sensitivity was mentioned only briefly in the EYL Grant Proposal.

The curriculum was weakened by a heavy load of classroom time and very little experiential educational activities that would help to ensure that different learning styles were

addressed and that program objectives were achieved. A redesign of the program to include specific pre-departure work, a clear and strong focus on intercultural communication, experiential learning activities, and re-entry and evaluation will create a strong program model to serve as a framework for AYUSA as it continues to diversify its programs in Sub-Saharan Africa and other parts of the developing world.

Several factors contribute to the rationale for needing to have a second iteration of the program in the San Francisco Bay Area, with a diverse group of participants from the US and an African country. African nations are significantly under-represented in study abroad, both inbound and outbound, so program diversification should remain a priority for third party providers like AYUSA. The Council on Standards for International Educational Travel (CSIET) recently released its 2010-2011 statistical report on international exchange at the secondary level, and African countries rank among the lowest in overall numbers of both countries hosting U.S. exchange students and countries sending students to the United States to study on a semester or academic year program. Only 24 American students at the secondary level chose to study in an African country during the 2010-2011 academic year, and just one hundred sixty-two African high school students studied in the United States during the same year. Western European destinations like Germany, France, and Italy, remain the preferred destinations for both inbound and outbound students (CSIET, 2011).

As a provider of international educational exchange opportunities, AYUSA needs to be concerned about the significant under-representation of African (among others) students and programs in available exchanges and the Eurocentric preferences of North American students when selecting a program. While study abroad in almost any context has the potential to result in a meaningful experience for the sojourner, study abroad in African and other developing nations

is of particular importance. American students' understanding of Africa tends to be very shallow and based on stereotyped images depicted in the mass media (Pires, 2000, p. 39). Pires says "we should find it disheartening that most Americans continue to have a rather abysmal understanding of the world's second largest continent, on which 12 percent of humanity lives" (2000, p. 39). Participating in an exchange experience in Africa gives American students an opportunity to broaden their worldview and go beyond the stereotypical images of African nations depicted in the media.

Another compelling reason for strengthening the program design is the current focus in the field of International Education on globalization. Jane Knight says that globalization "is probably the most pervasive and powerful feature of the changing environment" of education (2008, p. 4). Globalization has become a buzzword, with frequent references in the media as well as academia (Kubow & Fossum, 2007, p. 284). Most study abroad providers, whether at the secondary or tertiary level, emphasize the need for students to develop "global skills" and "intercultural competence" in order to be successful on a personal and professional level given today's interconnectedness of societies.

While terms like "intercultural competence" and "intercultural sensitivity" are widely used in the field of International Education, there is still not a clear consensus about what they actually mean and how to assess them (Fantini, 2005). Fantini offers a definition that is helpful for the purpose of strengthening the EYL program. "One definition of ICC is that it is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (2005, p. 1). Since increased intercultural competence and sensitivity is a primary goal of the EYL program, its curriculum needs appropriate pedagogical methods to provide opportunities for youth to grow on a personal

level and develop such intercultural skills and competencies. The redesigned program philosophy and curriculum reflect Fantini's findings that "valuing and evaluating ICC development is consistent with recent trends in higher education to address the competencies necessary for our global age that go beyond academic and professional ones" (2005, p. 3).

Kubow and Fossum also say that "in societies worldwide, the use of the term globalization is on the rise, contributing to a sense that globalization, as a concept, has captured the public imagination because of its power to describe the current state of affairs in which peoples of the world find themselves" (2007, p. 284). While many "scientists, educational researchers, and citizens alike have come to believe that globalization is an appropriate construct to define 21st-century life" (2007, p. 284), others take a critical view, arguing that issues of social justice are neglected by those who view globalization in a more positive light (Kubow & Fossum, 2007). Although there is room for debate about the effects of globalization, what seems certain is that with the increased flow of information due to new technology "people become increasingly aware of the social dilemmas that cross national borders. For instance, poverty, environmental degradation, HIV/AIDS, natural disasters, terrorism, and wars represent global dilemmas for which people everywhere will need to be accountable if these dilemmas are to be addressed successfully" (Kubow & Fossum, 2007, p. 285). Cultural exchange and study abroad in the context of these social dilemmas are critical for today's youth.

It is unrealistic to expect that a study abroad or cultural exchange experience alone will result in a sophisticated understanding of the impacts and dynamics of globalization, but exchange programs carefully designed to encourage critical thinking and allow for examination of self and "other" "can offer learning experiences of unprecedented depth and potentially contribute to a general atmosphere of inter-civilization tolerance, even appreciation" (Falk &

Kanach, 2000, p. 157). Falk and Kanach argue that all people, especially Americans, need to be immersed in “foreign realities” (2000, p. 167) as much as possible. They say that study abroad can lead to greater understanding of one’s own societal context and its impact on individual lives in a globally connected world (2000). The EYL program seeks to open a door for American youth to think beyond themselves and begin to understand their relationship to others in the world.

International exchange in Senegal provides opportunities for American youth to engage with critical, global issues directly. Senegalese participants will also have the chance to examine social and community issues faced by American peers, such as access to education, minority rights, family and community violence, gender equality, and social identity. Participants from both countries will explore these topics together through journal reflection, small group dialogue lead by experienced facilitators, a community development project, topical presentations from professors and experts, community service projects, and host family immersion and engagement.

By redesigning and deepening the EYL curriculum, the larger program purpose changes in a meaningful way. The first iteration of the program, in its U.S. component, focused largely on the American democratic system. The Senegalese component neglected a comparative overview of Senegalese democratic ideas and simply provided a general cultural overview for the American participants. The changed program design will not impose a one-sided, American interpretation of democracy. Instead, the redesigned program will focus on the idea of democracy as a community-centered process. It will emphasize current social issues and needs of the diverse youth participants, addressing the importance of community action and civic involvement in the democratic process in the American and Senegalese societal contexts. It will reach outside of the classroom to “engage students in the problems of the world around them”

(Ehrlich, 1997, p. 236). The program will also focus on fostering reciprocity and providing the opportunity for deep learning through carefully designed experiential activities.

The reciprocal exchange model of Emerging Youth Leaders is especially challenging and complex. Since learners from both the U.S. and Senegal are simultaneously participating in the curriculum as a group, international educators must be aware of the diversity of learning styles, varying degrees of language ability in English and French, as well as the implications of two different education systems within a larger Western and Non-Western framework. Careful attention must be given to designing curriculum appropriate to youth sojourners, recognizing that their needs differ significantly from those of adult participants. The participants must learn to communicate with teens from another society and culture (often for the first time) to gain the substantial and full benefits of the experience. In order for such a program to be successful it must be designed with a strong focus on cross-cultural communication and incorporate meaningful and thorough pre-departure and re-entry work. The increased attention to a thorough orientation, assessment and re-entry work, will deepen the program and provide a more meaningful and quality educational experience for all involved.

The literature makes it clear that educational exchange programs need to focus, at least in part, on cross-cultural communication. For educators seeking to infuse culture learning into the curriculum, short-term exchange programs often pose a significant challenge. It becomes more difficult to teach “global skills” and cross-cultural communication when the time abroad is approximately one to eight weeks on average (Spencer & Tuma, 2007). Because students cannot enjoy the benefit of having a substantial amount of time to adapt to another culture, pre-departure and reentry work become even more significant. A program with focus on culture-specific training and preparation can result in deeper learning than one that only superficially touches on

these components (Kinsella, Smith-Simonet & Tuma, 2007). The redesigned Emerging Youth Leaders program model will incorporate a structured pre-departure series of educational, culture-specific and culture-general activities, pre-departure orientation, intercultural communication skills training and re-entry orientations designed to maximize and continue the learning process beyond the six-week program experience.

Theoretical Foundations

Rationale

As established previously, this exchange program between Senegalese and American students focuses on recognizing and learning about critical community, and social issues faced by citizens of two very different societies. It isn't sufficient to engage youth in examining and addressing critical issues faced by underserved populations in the US and the developing world without considering the pedagogy behind the program and its implications. The redesigned EYL program draws on various theoretical and pedagogical foundations. Program providers must ask: what is the purpose of international education and what is to be gained from a short-term program abroad? The EYL program draws on the pedagogical views of John Dewey. Dewey emphasized the "need to link theory and practice, part of his broader view that experience is the catalyst for learning, and that experiential learning is essential for a democratic society" (Ehrlich, 1997, p. 236). Dewey's strategy and approach are grounded, in part, in the importance of collaborative, group learning, rooted in real problems observed and experienced within a community (Ehrlich, 1997, p. 237).

Dewey believed that "democracy should be the goal of education, and education for democracy requires a community of learning in which members learn together and from each

other” (Ehrlich, 1997, p. 232). Democracy, he believed, is “a great experiment, one with no first and ultimate truths” (1997, p. 229). The Emerging Youth Leaders program follows Dewey’s thinking about Democracy. The program does not focus on an interpretation of Democracy as a system, but instead, emphasizes the importance of civic learning, interpreted by Ehrlich as coming “to understand how a community functions, what problems it faces, the richness of its diversity, the need for individual commitments of time and energy to enhance community life, and, most of all, the importance of working as a community to resolve community concerns” (1997, p 240).

One must recognize that observation and experience alone are not educational in and of themselves (Lutterman-Aguilar & Gingerich, 2007). Lutterman-Aguilar and Gingerich discuss Dewey’s (1997) notion that “activity that is not checked by observation of what follows from it may be temporarily enjoyed. But intellectually it leads nowhere. It does not provide knowledge about the situations in which action occurs, nor does it lead to clarification and expansion of ideas” (2007, p. 3). The potential for real and sustained learning is enhanced when experiences are intentionally chosen and supported through critical reflection, analysis and action (Lutterman-Aguilar & Gingerich, 2007). Experiential educational philosophies draw from Jean Piaget’s model of cognitive development and learning, which posits that “learning takes place as people test concepts and theories in their lived experience and as they develop new concepts and theories based upon their experiences” (Lutterman-Aguilar & Gingerich, 2007, p. 3).

Through an experiential and participatory curriculum, participants will share their thoughts and knowledge about selected issues in their own communities, as well as learn about the issues deemed important by their counterparts. Although there will be some classroom time involved, most of the curriculum involves actively experiencing communities and youth

organizations in the San Francisco Bay area during the U.S. portion of the program, and within Dakar during the Senegalese portion. By interacting with other youth and community members who are actively working to address social issues, participants will gain greater understanding of community life and the importance of various community stakeholders in not just resolving those issues, but addressing the underlying causes.

While the program has a strong focus on the importance of civic engagement in creating social change, AYUSA also strives to create a rich educational experience that expands participants' global and cultural learning, as well as personal growth and awareness of self. According to Gillespie, Braskamp and Dwyer, "education abroad offers an ideal setting for students' significant learning and development because they encounter new places and people, take in new ideas and information, test themselves, and in the process, discover something new about themselves and their potential" (2009, p. 445). Indeed, learning in an environment outside of one's comfort zone can have a powerful impact on program participants. Cross-cultural immersion and contact have a high potential for learning because "the exchange frequently must deal with major and minor crises brought about by the constant necessity to act and react in the absence of familiar cues" (Grove, 1998, p. 6). Grove says that crises can be a foundation for profound learning because they challenge the participant to think critically and creatively and acquire new skills to cope with the unfamiliar stressors (1998).

Gillespie, Braskamp, and Dwyer's 3-D Program Model of Holistic Student Learning and Development Abroad (2009) also informs the EYL program. The holistic student development theory recognizes that "students' intellectual, social, and interior lives are inextricably linked" (2009, p. 445). Holistic development and intercultural communications theorists emphasize the importance of focusing on both intellectual and personal growth to "enable the student to mature

and become a full participant in civil society” (2009, p. 446). Intercultural communication theory is also particularly applicable to the adolescent participants of EYL. It emphasizes “the cognitive, attitudinal, physical and behavior change required by the sojourner in a new culture, regardless of age” (p.445). Both perspectives “share the cultural and narrative metaphor of the journey as personal change” (p.445). In the holistic student development model, both the classroom and the community are considered integral parts of the learning environment. Cultural integration is central to the goal of increasing awareness of intercultural communication and global perspective (Gillespie, Braskamp & Dwyer, 2009).

Immersion in an unfamiliar society, language and culture, however, does not necessarily result in increased intercultural sensitivity. Many students at the secondary level, most having never been outside of the United States or their own communities are generally situated in an ethnocentric view of the world. “Intercultural sensitivity is not natural”, says Bennett (1993, p. 1). Indeed it seems to be characteristic of human nature to stay within the confines of likeness and similarity. Venturing outside of one’s language and unspoken understanding amongst others of the same language, history and customs often feels threatening and causes an urge to retreat to what is familiar.

The EYL program is designed with Bennett’s Developmental Model of Intercultural Sensitivity (1993) in mind. EYL educators recognize that adolescent participants are likely entering the program at a place of ethnocentrism and will hopefully begin to take small steps on a “continuum of increasing sophistication in dealing with cultural difference, moving from ethnocentrism through stages of great recognition and acceptance of difference, termed ethnorelativism” (Bennett, 1993, p. 2). According to Bennett, the key concept associated with intercultural sensitivity is differentiation. He says that people “differentiate phenomena in a

variety of ways, and cultures differ fundamentally from one another in the way they maintain patterns of differentiation, or worldviews” (1993, p. 2). If learners can begin to understand and accept ethnorelativism as a basic premise and start to interpret events and behavior through its lens, intercultural sensitivity and effectiveness of communication seems to increase. He also says that the idea of fundamental cultural differences can be threatening and problematic to learners, making them avoid “confronting the implications of such difference” (1993, p. 2). One can say then that pre-departure training needs to begin well in advance of arrival in the new culture, and that orientations play a significant role in the ability of participants to make progress towards becoming more culturally sensitive and aware. On a short-term, two-way exchange like EYL, the challenge of making progress towards ethnorelativism is significant, and must be addressed with careful planning, design, and sensitivity towards each learner.

Theory to Practice

Specific program elements, including pre-departure orientations, culture specific sessions, and intercultural communication and awareness training, are not necessarily educational in and of themselves. The theory that informs the programming must also lead to practice. In order for sustainable learning to occur, learners must actively reflect upon and analyze their experience. Experience must be transformed into knowledge, which is then “applied and tested through action” (Lutterman-Aguilar & Gingerich, 2007, p. 3). Experiential learning theory and philosophy are embedded in the EYL pre-departure work, participant and host family orientations, on-program activities, as well as re-entry and alumni programming. Kolb’s model of experiential learning (1984) brings the program elements to life and serves as a foundation for the new EYL program design. According to Kolb, “learning is the process whereby knowledge is

created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it” (Kolb, 1984). In Kolb’s four-stage cycle, concrete experience provides a basis for observation and critical reflection. Reflection then leads to abstract conceptualization with implications for action, which the learner can test through active experimentation (Kolb learning styles, n.d.). The model is also particularly effective since a wide variety of learning styles are touched upon in the four stages of the learning cycle. EYL participants will work through these stages throughout the program, as outlined here.

Concrete Experience – Participants will begin with their own experiences of and concerns about democracy, human rights and social justice. The program takes a problem-based approach, starting with real concerns that participants have identified in their communities prior to the start of the program. Such an approach “involves the whole student on both the affective and cognitive level, engaging the learning in the learning process by connecting the subject matter to the life of the student” (Lutterman-Aguilar & Gingerich, 2007, p. 10). Although this approach begins with the problems identified by participants in their home communities, it is important that it does not end there. International educators need to expand students’ awareness of global issues by asking them to identify and reflect upon the pressing issues and concerns of those in the global community (Lutterman-Aguilar & Gingerich, 2007). One activity that embodies this philosophy is Community Mapping. Participants will be asked to map a local neighborhood or community, both in the San Francisco Bay Area and Dakar. The exercise asks participants to explore the community and create a physical map, after interviewing local residents, business owners, religious figures, and other community stakeholders. The map includes central places in the community and those the participant has discovered to be significant in community life. Facilitated discussions about the mapping exercise allow

participants to draw connections between the neighborhood they explored and their own communities and neighborhoods. The exercise also emphasizes the importance of seeking input and feedback from community members when planning to implement a project intended to benefit the community.

Community service will be incorporated throughout programming as a means of understanding community stakeholders and promoting the role of service in democratic societies. AYUSA and iEARN will provide community service options that illustrate styles of community leadership, mutual understanding and civic responsibility. Through volunteer projects, visits with youth organizations, and local action groups, participants will have the opportunity to explore these concepts in action in two different cultural and societal contexts.

Reflective Observation – Problem-based or experiential education requires reflection and critical analysis for real learning to occur and for participants to understand the needs of a particular community. EYL’s design incorporates reflection and analysis in the curriculum during all stages of the program, including orientation and re-entry. After the Community Mapping exercise for example, participants discuss their findings in small groups and journal about the experience. They actively make meaning out of the experience, identifying issues and needs and thinking about the underlying factors that created the needs.

Dialogue is an important component of reflective observation and experiential education. Lutterman-Aguilar and Gingerich say that “for many students, testing ideas, engaging in dialogue, and sharing what they have learned with their peers is one of the most important aspects of the educational process” (2007, p. 16). It also makes salient Paulo Freire’s idea of “the collective nature of education, which he saw as a dialogical process” (2007, p. 4). Small-group dialogue sessions are led by experienced facilitators and are structured to encourage deep

reflection about the program themes. Some dialogue sessions will focus heavily on the ongoing learning about community issues and activism, while others will ask participants to reflect on the homestay component of the program, and their sense of the progress they are making in terms of language and intercultural communication. Dialogue is particularly useful as a tool for learning in that it asks participants to collaborate and to consider a problem from other angles. Program leaders hope that through critical analysis and reflection, participants will move beyond their own views and perspectives to new and different understandings brought about by group or community dialogue (Lutterman-Aguilar & Gingerich, 2007).

Abstract Conceptualization – Reflective observation leads naturally into the third phase of Kolb’s experiential education cycle. At this point participants have distilled and assimilated their observations and reflections and can begin to take this knowledge and awareness and formulate new ways to take action. Participants will be asked to select a “critical incident” and write a one-page paper in which they describe relevant details, the people involved, their own role in the situation and an analysis of it: i.e. how they feel they handled the incident, what they did well, and what they wish they had done better (Lutterman-Aguilar & Gingerich, 2007). They will conceive of and present an alternate approach in a group feedback session with their peers and program educators to hear other perspectives on the critical incident they chose.

Active Experimentation - Active Experimentation is considered the “doing” phase of Kolb’s cycle. Participants, through observing and reflecting on problem-based content on an ongoing basis during the program, “can become empowered and develop the skills they need in order to take action that makes a difference in the world” (Lutterman-Aguilar & Gingerich, 2007, p. 21). One of AYUSA and EYL’s goals is to guide youth and give them tools to take action in their home communities and eventually in the global community. During the course of the

program, participants will develop a community action plan that includes concrete steps they will take when they return home as EYL alumni. The plan includes elements of fundraising, involving stakeholders, developing a long-term vision and goal, and project evaluation.

Goals and Objectives

The goal of the EYL program is to develop newly aware, interculturally sensitive young leaders, equipped to create tangible social change for the growth and betterment of their communities, countries and the world. AYUSA will provide an intensive, cross-cultural immersion for a group of 15 Senegalese and 15 American participants over the course of a six-week program during the summer of 2012. The educational experience will be relevant to both the U.S. American and Senegalese participants through creation of a well-planned, experiential curriculum. To this end, the following have been established as the core participant objectives:

- Increased knowledge of Senegalese and U.S. culture, society, and community life by the end of August 2012. Increased knowledge is demonstrated through final program evaluations and reflective journaling assignments
- Increased leadership skills that will enable participants to begin to enact change in their own communities, measurable through monitoring of alumni activities and the implementation of community development projects
- A demonstrated understanding of the concept of civic engagement and its importance in a democratic society
- Respect and tolerance for differing value systems with regard to religious beliefs, social norms and cultural expectations

- Increased ability to communicate, interact, and collaborate successfully with individuals from another culture
- Increased competency in spoken English and French to high conversational level

Specific program objectives are:

- To provide program activities that engage a group of adolescents with diverse learning styles and needs
- To fortify institutional connections between AYUSA and iEARN, AYUSA's partner in program recruitment and implementation in Senegal
- To support and embody the INTRAX mission of inspiring a "lifetime of cultural understanding, global awareness, and citizen diplomacy" (INTRAX, 2011)
- To become a strong program model for future multi-way exchanges with participants from around the globe

Program Description

Program Scope and Timeline

With the goal and objectives established, the redesigned EYL program will offer an experientially based curriculum that incorporates a wide variety of activities and participant-driven learning. The second iteration of EYL is scheduled to begin in January of 2012 and will take place over the course of several months rather than just the six weeks of programming of the pilot year. Because of the short-term nature of the program, participants do not have the luxury of time to come to understand and adapt to their new environment little by little. Advance preparation becomes critical in maximizing student growth and learning once in the host country (Kinsella, Smith-Simonet, and Tuma, 2007, p. 179).

- January - March, 2012

Participants in both countries will begin preparatory work in January of 2012. Pre-departure preparation includes after-school seminars about the various program themes of community involvement, social justice, and democracy in both an American and Senegalese context. American students accepted in the program will also begin learning about Senegalese history, culture and society during after school sessions with guest speakers from universities and cultural organizations around the Bay area. Senegalese participants will likewise begin to learn about some of the issues faced by minority groups in the U.S. A consular officer from the U.S. Embassy in Dakar will give several topical lectures, as will professors from Cheikh Anta Diop University. iEARN, AYUSA's partner in Senegal, will ask Alumni from the Kennedy-Lugar Youth Exchange and Study Program to participate in orientation sessions to help Senegalese youth dissect their image of the U.S. based on what they have seen in the media and how these perceptions may be accurate or inaccurate.

- April – June, 2012

Beginning three months prior to the Senegalese students' departure from Dakar to San Francisco, they will participate in a series of orientations designed to lay the groundwork for their experiences abroad. Grove says that "a wide range of specific orientation activities can be related to the fundamental objective of promoting intercultural learning by reducing ethnocentrism" (1989, p. 11). Students from both countries will start thinking about broad concepts of culture and ethnocentrism by examining their own cultural background and its impact on their development and identity (Grove, 1989, p. 11). American students will also talk about Islam and its central role in Senegalese society, while Senegalese participants will discuss the diversity of religion and its various roles in U.S. society.

Students' parents will also be asked to attend orientation sessions. By learning about the program activities, the cultural immersion experience, including its stresses and potential challenges for their children, parents will gain a better understanding of what to expect from the program. They will also be much more at ease sending their children abroad if they have an understanding of what their children might experience, physically, emotionally and intellectually. In addition to learning about cultural adjustment, participants' families will learn about the hosting process and begin to prepare for hosting their American or Senegalese participant, respectively.

- July – August, 2012

On-site program activities begin with the arrival of the Senegalese group at the beginning of July, 2012. Both country groups will participate in the curriculum together, with the Senegalese students matched with their American counterpart for the home stay component of the program. All students then depart for Dakar at the end of July, where the curriculum continues with community service-learning, cultural excursions, and weekend or evening topical seminars. Participants will compare and contrast Senegalese and American experiences of participatory democracy and discover the challenges that Senegalese youth face in their communities. Experiential education, as a powerful medium for deep learning, will be prioritized throughout the curriculum.

American students will return to San Francisco on August 21st, 2012. Learning does not stop when both groups are once again in their home communities and countries. The redesigned program includes re-entry programming both immediately post-program, and again six months and one year after the program has concluded. These activities include structured group discussions, helping participants to begin integrating and assessing their learning, exploring their

personal growth, and sharing questions raised by the intercultural immersion. Participants will take part in an assessment before beginning the program to establish a starting point for evaluating personal growth and learning outcomes. Program evaluation is divided into phases and will take place after each orientation and major curricular piece. Participants will complete an overall program evaluation once they are settled in back at home.

Potential Participants

AYUSA will recruit fifteen U.S. American students from the San Francisco Bay Area, primarily from urban neighborhoods in Oakland and other nearby cities. In the pilot year of the program, AYUSA partnered solely with College Track in recruitment efforts, thereby potentially excluding a much more diverse pool of applicants from applying. In the new program design, AYUSA will collaborate with several other youth organizations and high schools. American applicants for the 2012 program will be between the ages of 15 and 17 at the time the program commences, have two years of French language instruction, be able to demonstrate an interest in global issues, and express a clear commitment to community involvement. Senegalese applicants must have an intermediate to high level of English (as determined by a standardized SLEP testing), be interested in the program themes, and demonstrate leadership potential (through assessments completed by teachers and/or other adult mentors). Many of them may speak French as a second language (with first languages being Wolof and others) as well, but must be proficient in both French and English.

The pilot year of the program only involved students from historically underrepresented communities, particularly the U.S. participants. This approach proved to have advantages and disadvantages. On one hand, the program provided a full scholarship for youth whose socio-economic backgrounds would likely prevent them from being able to participate on a fee-paying

cultural exchange program. The value of providing such opportunity to underrepresented youth is not insignificant, but by excluding participants from other, perhaps more privileged backgrounds, the program unintentionally created a rather homogenous group. The redesigned program recognizes that participants from varying ethnic and socio-economic backgrounds can benefit from and contribute to the potential learning that takes place during the EYL program.

Curriculum

Orientations

Kinsella, Smith-Simonet and Tuma address the importance of orientations for all study abroad programs, emphasizing that “particularly for short-term programs, pre-departure and reentry orientations play a critical role in making a visit to another society a valuable learning experience” (Spencer &Tuma, 2007, p. 175). An appropriate pre-departure orientation is one of the key components to ensuring a successful program for students, host families, and natural parents. According to Grove, almost any cultural exchange program “can lead to personal and educational benefits for participants by bringing them into direct contact with things, people, and ideas that were unknown previously” (1989, p. 2). Not only will participants experience new people and ideas, they will also live with host families for most of the program. The additional component of a home stay can take the learning to a deeper level, if conducted responsibly and thoughtfully. Grove says “because an intercultural home stay involves the participant’s complete immersion in an unfamiliar family and culture over a sustained period of time, it is potentially one of the most challenging, and therefore enlightening and competence-building, experiences that is widely available to young people” (1998, p. 2). Orienting host families thus is crucial to helping ensure a meaningful program experience for participants.

The host family plays an integral role in creating the context of the exchange experience and family members become active participants in the program. American and Senegalese host families will receive a thorough program orientation prior to their student's arrival. They will receive extensive information during the host family recruitment and selection process, but will go through an additional training about what to expect immediately after their student's arrival. They will learn about the signs and symptoms of mental and emotional distress, culture "fatigue" (Grove, 1989), and feelings of isolation and homesickness. Educating families about the common behaviors associated with the stress of being immersed in a new culture, such as depression, irritation, disorientation, bouts of crying, and excessive sleeping, can help create an open and non-judgmental support network for participants.

The host-family and participant orientation (for US families and students) will also provide information about Islam and its role in Senegalese society and family life. After the pilot year of the program, host family feedback indicated a lack of preparedness with regard to hosting a Muslim student, so AYUSA and iEARN will better prepare host families by providing written materials and time for discussion and questions and answers during the in-person host family orientation. Host family alumni will be invited to attend this session to share their own experiences and answer questions.

Though international educators like Kinsella, Smith-Simonet and Tuma acknowledge the critical nature of thorough orientations, they also recognize the challenge of creating meaningful orientations for short-term programs (2007). Is it even possible for adolescent participants to learn something meaningful about self or to become more cross-culturally "competent" during a six-week program? How can educators prepare youth for the experience? Significant research on the impact of study abroad suggests a strong correlation between the length of time of

immersion and the degree to which participants become more cross-culturally competent, but more and more program providers are moving towards short-term programs as a more diverse pool of participants seeks study abroad opportunities (Hovde, 2002, p. 2). The importance of orientation can not be neglected.

According to Kinsella, Smith-Simonet and Tuma, although some general cross-cultural skills, like improved language ability, adaptability, and respect for differences, can be learned on a short-term program, it would be dishonest not to acknowledge that the same level of learning that is possible on a semester or year-long program is not possible in just a few weeks. The approach educators take to designing pre-departure and re-entry programming must change significantly to “make short-term experiences abroad more meaningful personally and intellectually to the students who take part in them” (2007, pp. 176-177). Short-term program goals need not be the same as those of long-term programs, and should incorporate both culture-general and culture-specific learning (2007). An approach discussed by Kinsella, Smith-Simonet and Tuma (2007) involves focusing on a specific program theme or issue related to the host societies and using a variety of tools and exercises to engage them in thinking critically about the issues during a series of pre-departure seminars.

Much of the short-term program literature available in the field is based in theory and design for adults and university-level students. Because EYL participants are adolescents, and developmentally very different from adults, the EYL orientation design is not overly academic in nature and takes into account where students are at developmentally. Orientation activities begin once a participant is accepted on program and include webinars about the program themes and topics, online chat sessions with participants in the U.S. and Senegal, and in-person information sessions about program themes and country-specific issues. Recognizing that “short-term

programs do not have the luxury of time for students to really experience cross-cultural adaptation in a profoundly personal way” (Kinsella, Smith-Simonet & Tuma, 2007, p. 177), the sessions will have a clear focus on culture-specific preparation and training about the U.S. and Senegal, as well as beginning to introduce some of the broader concepts of ethnocentrism and the continuum of development towards ethnorelativism.

Prior to departure from their respective countries, Senegalese and American participants will attend a meeting that covers logistics regarding visas, essential documents, passports, and all travel arrangements. This session will also include information about cell phone and email service while abroad, packing recommendations, emergency contact information, and health and safety awareness.

Program activities in the United States

The first two days of the program in the U.S. will consist of an arrival orientation and welcome workshop that introduces Senegalese and U.S. participants to each other over the course of two and a half days at a YMCA camp in Sausalito, CA (see Appendix H). The agenda for the weekend includes an additional review of program rules and AYUSA’s expectations. These two days will be dedicated to laying the foundation for developing a safe learning environment. Educators will emphasize respect for diversity and building a sense of trust that different points of view can be expressed openly and without retribution (Lutterman-Aguilar & Gingerich, 2007, p. 15). Participants and educators will focus on team building, getting to know each other, and creating a cohesive group identity. Participants will establish their own program norms and guidelines with the guidance of facilitators, recognizing these as guiding principles for the duration of the program. The concept and practice of structured dialogue will also be

introduced as an ongoing method for participants to learn about different points of view and to critically analyze their own and others' experiences.

Activities for the weekend will include starting to write in program journals, and small-group dialogue sessions about concepts of leadership, cultural and personal identity, religion in each society, and others. Participants will be encouraged to reflect upon their home communities, recognizing that these communities have significantly shaped their values and beliefs. Sparrow says “self-awareness is crucial to intercultural learning. Our predispositions, expectations, and reactions affect our perceptions. Our perceptions affect our judgments, how we solve problems and make decisions, and ultimately how we are perceived and trusted by others” (in Lutterman-Aguilar & Gingerich, 2007, p. 15). It is crucial for educators to acknowledge that issues of power and privilege will certainly surface during the program. When facilitators use such moments to guide students through a sensitive exploration of stereotypes and perceptions, the potential for powerful learning is heightened.

Dialogue sessions and other activities are interspersed with snack breaks, meals, outdoor activities, and an art project. In small groups, participants will discuss their ideas for a community action project that they will take steps towards developing over the course of the six-week program. On the second night of the workshop, participants will gather around a campfire to sing, dance and celebrate the program commencement. On the final day of the arrival weekend, host families will greet their students and take them to their homes around the Bay Area.

The following three weeks of programming will be based at UC Berkeley and include a combination of topical sessions, guest speakers, dialogue sessions, community excursions to youth organizations, meetings with local policy makers and activists, and group projects (see appendix G). Participants and facilitators will explore the concepts of neighborhood, community,

leadership, and participatory democracy. They will examine these concepts at the local, state, and global level through ongoing discussion, journaling, and other activities. Host families will be encouraged to introduce participants to their specific cultures, traditions, and activities on the weekends.

Program Activities in Senegal

Program activities in Senegal build on the participants' experience in the United States, mirroring the curriculum design with guest speakers, community excursions, volunteer activities, and cultural excursions (Appendix G). Emphasis will be placed on the Senegalese experience of democracy. Participants will discuss the concept and practice of community service in the Senegalese context and compare and contrast with what they experienced in the United States. The Community Mapping exercise will continue with participants (in pairs) asked to explore and map various neighborhoods around Dakar. The exercise includes interviewing community members from different backgrounds and professions, followed by a debriefing session with the larger group. Participants will be asked to draw conclusions about similarities and differences between the U.S. and Senegalese societal context of community and discuss implications. The exercise will lead to furthering the community action plan that participants have developed during the program and will pursue as program alumni.

Other program activities in Senegal include visits to Youth Crime Watch Senegal, Empire des Enfants, a shelter for abandoned children, and Village Pilote, an organization that runs an outreach program for street kids. An excursion to Goree Island, known for its history as a major port for slave trade from the African continent, will round out the experience and provide a powerful venue for impactful learning. Again, experiential learning is emphasized through participation in service, dialogue, journaling, role-playing, and debriefing. Participants drive this

process, with educators acting as facilitators. The exploration of program themes through the lenses of Dakar and the Bay Area in the U.S. supports critical thinking about local and global issues, and asks participants to increase their cultural sensitivity and intercultural communication skills at the same time. The homestay is the core venue for participants to learn about Senegalese family life, customs, society, language, and values.

Re-entry and Alumni Programming

The redesigned program incorporates structured and ongoing re-entry activities that were not implemented in the pilot program. The re-entry component may be the most important of all according to Kinsella, Smith-Simonet and Tuma, although it is often neglected (2007). This concept of education, in which learning is a one-way process, is prevalent in the United States, and may be one reason that curriculum design for educational exchange neglects the importance of re-entry (2007). The work done upon re-entry “enables the student to re-interpret, integrate, and formulate their learning into a whole experience. It enables them to stand back and see the structure or connectedness of things. It should also help students recognize the personal growth they have undergone as a result of the program abroad” (2007, p. 182).

At the “end” of the program, and once participants have settled back into their daily routines, they may feel isolated from friends and family, and not know how to communicate the impact of their international experience. Kinsella, Smith-Simonet & Tuma say that “for the success of a learning experience to be fully realized, from an experiential perspective, there must be a structured means through which students bring the experience home and apply what they have learned to their everyday lives” (2007, p. 182). The program manager will plan and implement an initial re-entry seminar during which participants can debrief the experience, share journal entries, and reflect on the changes they perceive within themselves. The session will also

address the very real phenomenon often referred to as “reverse culture shock”, in which participants have difficulty describing their experiences to others, feel misunderstood, and generally have difficulty re-integrating into home life and culture.

A program that seeks to maximize the potential for ongoing learning and self-discovery must provide a series of re-entry activities, not only during the immediate post-program weeks, but for months and years to come. AYUSA and iEARN will do so by developing creative and effective alumni activities that reinforce the awareness, knowledge, and leadership skills that participants have learned on program. Drawing upon iEARN’s expertise with connecting youth via the internet and bridging the digital divide, AYUSA and iEARN will create an online environment that will keep participants connected. The site will serve as a peer-to-peer support network for participants, where they can chat, post questions, and share their thoughts with each other. They will also post videos, pictures, and ideas related to their program experiences as well as their subsequent community action project they conceived of and began to develop while in the U.S. and Senegal. They will be required to document their progress on the community project and present it to each other during a webinar that will take place approximately four months after the official program end.

iEARN and AYUSA will encourage participants to continue their learning and utilize their leadership skills gained on the program, by actively assisting in the recruitment and orientation process for future participants of youth exchange programs administered by the two organizations. They will also be asked to give presentations at local youth organizations and schools, with the goal of sharing their cultural learning as well as knowledge of critical issues, thus inspiring other youth to become active in their own communities.

Staffing Plan

AYUSA's priority is to ensure conditions that help minimize risk and protect the health and safety of participants while on program, as well as to provide ample opportunity for substantial learning and growth. This is accomplished by staffing the program with experienced educators and program managers, both in the United States and Senegal. AYUSA's Program Manager will have experience working with U.S. Department of State ECA programs and knowledge of Francophone Africa, specifically Senegal. The Program Manager will work collaboratively with the AYUSA Grants Director, as well as iEARN Senegal staff from the time the grant approval is received to final evaluation and implementation of follow-on activities and alumni programming. He or she assumes responsibility for all program components, including logistics such as dissemination of DS-2019 forms, visa applications, ensuring that selected participants are aware of and receive required vaccinations in a timely manner, international and domestic travel and housing arrangements, and identification of potential issues and problems before and as they arise while students are on program. AYUSA's Executive Director will also provide support and input to the Program Manager as needed to ensure that students are supported emotionally, intellectually, physically and academically throughout the program.

Program staffing includes two experienced high school educators from the United States and two from Senegal. These individuals will have extensive experience with youth and experiential education methods, and will be responsible for carrying out program activities in both the U.S. and Senegal for the duration of the program. A UC Berkeley professor and a panel of guest educators and speakers, including staff from local youth organizations like World Savvy, Youth Alive, and Amigos de Las Americas, will deliver the EYL curriculum. Excursions, community service projects and small group dialogue sessions will be lead by the high school

educators selected to participate in and facilitate the program. The Project Manager oversees all program activities and relays information to the iEARN Senegal office during the U.S. portion of the program. He or she will travel to Senegal with the group and act as the on-site coordinator, ensuring strong support and guidance for American students as many of them journey overseas for the first time. The Program Manager is also the first point of contact for emotional support for all participants and in collaboration with the Senegalese staff, provide guidance and support during the program.

Program Marketing and Promotion

AYUSA has developed various program marketing materials, including an EYL program web page that features a program fact sheet and FAQs. EYL program staff will promote the program at youth organizations, school presentations at local high schools, educational fairs and community group gatherings. Although EYL is a scholarship program and therefore participants do not incur any fees, AYUSA recognizes the challenge of recruiting American high school students to participate in even a short-term program abroad. AYUSA will therefore market the program through all available avenues, including online forums and person to person outreach.

A program in a Sub-Saharan African country also carries perceived risks to health and safety, making program recruitment even more challenging. “Unfortunately, Africa as a whole often is perceived as suffering from chronic political instability, and countries that are politically stable suffer from guilt by geographic proximity” (Metzler, 2002, p. 50). To alleviate such concerns, AYUSA’s promotional materials will include some statistical information about Senegal and its suitability as a location for an experiential educational program abroad for youth participants.

Participant Recruitment and Admissions

Recruitment in both the U.S. and Senegal will draw on AYUSA and iEARN's expertise to recruit a diverse pool of applicants, including participants with disabilities. The AYUSA EYL Program Manager will also work in consultation with the designated ECA Program Officer to develop recruitment and outreach plans that respect ECA's statement on diversity:

The Bureau of Educational and Cultural Affairs of the United States Department of State strives to ensure that all programs conducted under its mandate reflect the diversity of the intended audiences. The Bureau aggressively seeks and actively encourages the involvement of U. S. and international participants from traditionally underrepresented audiences in all its grants, programs and other activities. These audiences include, but are not limited to women, persons belonging to racial and ethnic minorities, persons living in underserved geographic locations, persons belonging to religious minorities, persons of lower socio-economic status and persons with disabilities. The Bureau seeks fairness, equity and inclusion (Bureau of Educational and Cultural Affairs, 2011).

Recruitment in Senegal

AYUSA's partner for recruitment in Sub-Saharan Africa, iEARN, has been successfully recruiting participants for the YES program for several years from Senegal, Sierra Leone, Mali, Cameroon, Liberia and other West African nations. AYUSA will seek iEARN's expertise in recruiting 15 Senegalese students for the 2012 EYL program. iEARN will implement an open, merit-based application process that will enable the in-country interview panel to evaluate candidates on their English proficiency, leadership potential, interest in the project themes, maturity, and flexibility. Through participation in other ECA citizen diplomacy programs, iEARN has established a close relationship with the U.S. Embassy in Dakar and will collaborate

with Embassy officials during the recruitment, selection and implementation of the EYL program. The program application, developed in consultation with ECA and the U.S. Embassy in Dakar, includes biographical information, a thorough medical background summary, academic transcripts, letters of recommendation, a personal essay on a topic related to the program themes, and other relevant information (EYL Proposal, 2010).

iEARN will also cooperate with various departments of the Senegalese Ministry of Education, and public secondary schools in and around Dakar to coordinate program marketing and recruitment. iEARN's extensive network of partners that will support recruitment efforts include Schoolnet Africa, e-learning Africa and Open Society Institute. iEARN's mission, vision, and established network of students and organizations, make it a suitable partner for recruiting motivated participants for EYL. The following quote from iEARN's website demonstrates its commitment to engaging youth in the issues of a globalized world and diverse societies.

In addition to connecting students' learning with local issues and meeting specific curriculum needs, every project proposed by teachers and students in iEARN has to answer the question, 'How will this project improve the quality of life on the planet?' This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world (iEARN, 2011).

Recruitment in the U.S.

AYUSA will partner with local high schools, both public and private, as well as youth leadership organizations like Amigos de las Americas, World Savvy, and Youth Alive, to identify a diverse applicant pool. Several of AYUSA's strategic partners, including World Savvy and College Track, also work directly with students from minority groups, and will partner with

AYUSA to identify qualified applicants for the program. Some students will already have a strong interest in volunteerism, community involvement, and global issues, while others may not have as much exposure or awareness of the program themes. Recruitment will emphasize, but not be limited to minority groups, to ensure a diverse learning environment for all participants.

Admissions

AYUSA's selection and admissions process is rigorous and ensures that the most appropriate candidates from both countries are selected for this unique scholarship program. A panel of reviewers, including the EYL Program Manager, AYUSA Grants Director, and Director of iEARN Senegal will review applications with a variety of criteria in mind. Finalists will be selected based on the strength of their personal essays, demonstrated level of maturity (reflected in personal essays), academic strength, demonstrated beginning to intermediate level of spoken French (advanced level of English for Senegalese participants), adaptability and openness to cultural learning, and depth of vision for a community service project outlined in the application. The application process includes the Assessment of Intercultural Competence (Fantini, 2005) as a tool to establish each applicant's level of cultural awareness and openness to new cultures.

Logistics

A central, logistical consideration of the program is the homestay. The program is designed so that Senegalese participants live with the family of one of the American participants during the U.S. portion of the program and vice versa in Senegal. The participant selection process takes into account the willingness of natural families to host a student for up to three weeks of the program, however applicants will not be disqualified if the natural family is unable to host. Program administrators found during the pilot year of the program that some natural

families, particularly in Senegal, were unable or unwilling to host because of financial concerns as well as lack of room in the home for an additional person. In these instances, alternate host families will have been identified during the Program Manager's pre-program visit to Senegal, in collaboration with iEARN. American host families must pass a criminal background check and submit a full application, which includes three references as well as information about the home environment. U.S. Department of State regulations also require that American families receive a program orientation in the home, which will be administered by AYUSA field staff.

Pre-departure work in the US will be planned and implemented by the Program Manager and the Director of Grant Programs. This includes scheduling topical sessions, culture-specific training, guest speakers, as well as the pre-program host family and student orientation. The Program Manager will create and distribute information about health, safety, and recommended vaccinations for American students and families. The iEARN Senegal staff will prepare and disseminate all pre-departure materials related to vaccinations for Senegalese participants.

The Program Manager will coordinate all travel and transportation in the U.S. and Senegal. He or she is responsible for disseminating information about the passport and visa application process and ensuring that participants apply for them according to schedule. He or she also works with the designated program officer at the DOS Bureau of Educational and Cultural Affairs to ensure that all forms DS-2019 (certificate of J-1 exchange visitor eligibility) are issued in time for Senegalese participants to apply for their visas at the U.S. Embassy in Dakar. The Program Manager also enrolls each participant in the mandatory insurance policy.

Health and Safety Plan

The health and safety of each participant and educator is AYUSA's top priority. The organization follows the CSJET guidelines that inform best practices for ensuring the health and

safety of youth program participants. Any type of youth program holds inherent risks, but youth program managers face additional complexity running programs in an international context. Adolescents are particularly vulnerable and may be unaware of the nuances of cultural sensitivity (CSIET, 2011). Of particular concern to youth program organizations is the screening and selection process for host families wishing to welcome an international student into their home, whether on a short or long-term program. AYUSA complies with all Department of State regulations governing secondary level student exchange programs, including conducting a criminal background check on every adult member of a U.S. host family. Because a similar screening system is not in place in Senegal, AYUSA will work with iEARN and the U.S. Embassy in Dakar to screen and select appropriate host families for the Senegal based portion of the program.

While the families of EYL participants are encouraged to host, AYUSA recognizes that hosting a teenager for three weeks may place an undue burden on many of the families involved. Other options for finding suitable host families include reaching out to alumni of the Kennedy-Lugar Youth Exchange and Study program and other educational exchange programs. Senegalese families need not be wealthy to host a student. AYUSA asks families to have a genuine desire to learn about U.S. culture and be willing to share their home and two meals per day with a host student. The AYUSA Program Manager will travel to Dakar to interview and screen interested families (in collaboration with iEARN representatives) and ensure that housing meets basic criteria related to safety and hygiene as established by iEARN, the DOS Program Officer and the U.S. Embassy Officer in Dakar.

AYUSA believes that no organization can offer a complete guarantee of participants' safety abroad, but takes every precaution to help prevent the possibility of a participant getting

injured or ill, or becoming the victim of a crime while on the program. Through thorough pre-departure education, many risks can be avoided once participants travel and arrive in their program country. Pre-departure information will be sent to all participants and their families, including country-specific information and health guidelines. The guidelines include information about recommended and/or required vaccinations and immunizations, and information related to environmental risk factors and other safety concerns.

AYUSA also provides a link to the U.S. Department of State's International Travel Information website, and encourages parents to research this and other online resources before their children travel. Pre-departure materials also include information about how to identify and report sexual abuse or harassment, appropriate dress in the context of the host community and country, transportation safety considerations, and general precautions to take while traveling. A list of medical facilities in Dakar and Berkeley, California is included in the written materials sent in the pre-departure materials as well.

The Department of State uses ASPE as its grant program insurance provider, and the policy covers all treatment related to accidents or injury while on program, including evacuation and repatriation. Participants and their families should read the summary of coverage well before departure, and may wish to consider purchasing supplemental insurance. Required vaccinations and immunizations will be funded by the grant. Optional vaccinations and medications such as those intended to prevent Malaria, will be the participant's financial responsibility.

Mental and Emotional Health

Emotional and Mental health is a crucial component to the program. Students' mental health is of primary concern during their program. International educators recognize that youth sojourners are experiencing a great deal of physical and emotional stress. To an extent, this is

necessary for learning and growth to occur. But if the stress becomes incapacitating, additional support is always available. Whether the participant is experiencing anxiety, conflict with another participant, or an adjustment related issue, AYUSA's Project Manager and on-site educators are available for support and guidance. If a mental health concern persists after consultation with the Program Manager, the student will visit a mental health professional as necessary. Such services are covered by the Department of State's health insurance plan for each participant.

Crisis Management

It is crucial for all international program providers to have a clear crisis management plan in place, but short-term programs carry additional considerations. Incidents on a longer program that would not be considered critical, for example an illness that runs the course of a week or two, may all but end a short-term program for a participant. Slind and Spencer say that "whereas semester- or year-long programs allow the luxury of time to solve many problems that may occur overseas, the critical short-term issue is lack of time" (Spencer & Tuma, 2007, p. 201). AYUSA and iEARN hope to minimize the chance of a crisis occurring so that participants can benefit fully during the short duration of the program.

AYUSA and iEARN staff is trained in emergency response and crisis management. A crisis plan is in place and each staff member, student, educator, and host family, receives an overview during pre-departure orientations, as well as printed materials. Conditions requiring crisis management (from St. Olaf College Crisis Management Plan) include:

- Serious illness, injury or death.
- Emotional or psychological stress that appears to require removal from the situation or professional attention.

- Being the victim of a crime – theft, assault, rape, harassment, etc. or being accused of committing a crime.
- A situation in-country arises that causes serious concern, i.e., a political uprising or a natural disaster (Spencer & Tuma, 2007, p. 223).

The AYUSA Program Manager who will be on site in both locations communicates directly with AYUSA Executive Management. AYUSA's Director of Grant Programs is responsible for communicating to the Department of State, students' natural families, the media, and other stakeholders. By educating participants (including host families and staff), many potentially risky situations can be avoided. Participants are asked to act in the best interest not only of themselves, but of fellow participants as well, through vigilance and responsible decision-making.

Budget

Expenses	Fixed Costs	Variable Costs	Quantity	Units	Total		
Program Costs						Assumptions	
Staff Travel and Per Diem						AYUSA students	15
a. Planning trip to Senegal						iEARN students	15
1. International travel		\$2,000	1	/person	\$2,000	Total Student Participants	30
2. Per Diem (Lodging/Meals)		\$261	5	/nights	\$1,305	AYUSA eudcators	2
3. Local Transportation		\$30	6	/days	\$180	iEARN educators	2
TOTAL					\$3,485	Total Educators	4
						Total Participants	34
b. Planning meeting with iEARN USA staff							
1. Domestic Travel		\$600	1	/person	\$600		
2. Per Diem (Lodging/Meals)		\$424	2	/nights	\$848		
3. Local Transportation		\$60	3	/days	\$180		
TOTAL					\$1,628		
c. Arrival Orientation in SF							
1. Per Diem (Lodging/Meal)		\$100	2	/days	\$200		
2. Local Transportation		\$50	3	/days	\$150		
TOTAL					\$350		
Program Materials							
a. Ayusa Handbook, training and orientation materials	\$340				\$340		
b. Internet marketing, media, newsletter	\$340				\$340		
c. Public relations	\$1,500				\$1,500		
d. Host Family brochures	\$200				\$200		
e. Website	\$1,000				\$1,000		

TOTAL					\$2,700
Field Staff Operations Expense					
a. Office supplies, postage, telephone		\$22	30	/participant	\$660
b. Mileage		\$25	17	/AYUSA participant	\$425
c. Background checks		\$25	17	/host family	\$425
TOTAL					\$1,510
Personnel					
a. 1 professor		\$1,250	4	/week	\$5,000
b. Program Coordinator (6 weeks @ \$1000/week)		\$1,000	6	/week	\$6,000
c. Curriculum Development (part-time)		\$750	4	/week	\$3,000
TOTAL					\$14,000
Classroom Supplies & Rental					
a. Textbooks and materials		\$150	34	/participant	\$5,100
b. Classroom rental		\$500	20	/day	\$10,000
TOTAL					\$15,100
TOTAL PROGRAM COSTS					\$38,773
Participant Program Costs					
1. Field representative stipend		\$150	34	/participant	\$5,100
2. Host Family orientation		\$25	34	/participant	\$850
3. Participant travel to/from Senegal		\$2,000	34	/participant	\$68,000
4. Local transportation to/from Berkeley		\$200	34	/participant	\$6,800
5. Participant activities (4 activities)					
a. Transportation		\$25	34	/participant/activity	\$3,400
b. Meals		\$100	34	/participant/activity	\$13,600
c. Activity fee		\$100	34	/participant/activity	\$13,600

6. Student Stipend from DOS		\$125	34	/participant/activity	\$4,250
7. Emergency fund allowance		\$100	34	/participant/activity	\$3,400
8. Incidental allowance for educators		\$300	4	/educator	\$1,200
9. Participant health insurance		\$52	34	/participant	\$1,768
10. Arrival Orientation in San Francisco					
a. Ground Transportation		\$30	34	/participant	\$1,020
b. Per Diem (Lodging/Meal)		\$200	34	/participant	\$6,800
c. Meeting Room Rental		\$170	3	/day	\$510
d. Excursion		\$30	34	/participant	\$1,020
11. Alumni Activities	\$4,000				\$4,000
12. Sub-Grants with Consortium Members					
a. iEARN-USA	\$14,750				\$14,750
b. iEARN-Senegal	\$61,090				\$61,090
TOTAL PARTICIPANT PROGRAM COSTS					\$211,158
Administrative Costs					
a. Indirect Administrative Costs		\$480	34	/participant	\$16,320
b. YES Prime Administrative Expense	\$32,595				\$32,595
TOTAL ADMINISTRATIVE COSTS					\$48,915
OVERALL TOTAL COST					\$298,846
TOTAL COST PER PARTICIPANT					\$8,789.59

Budget Notes

Most aspects of the budget are explained clearly within the budget itself. AYUSA will contract with Michael's Transportation Service to pick the Senegalese students up upon arrival in San Francisco and transport them to the YMCA Point Bonita in Sausalito, CA where the arrival workshop will be held. Meals are provided during the workshop and then host families provide breakfast and dinner to participants during the three weeks of programming. Students may either choose to bring their lunch to the Berkeley campus with them or to purchase lunch using their stipend, provided by the grant. Meals in Senegal are provided through a combination of host family provisions and grant funds, depending on program activities. Local transportation around Dakar and outlying areas will be by a taxi company called "Taxie Soeur". Public transportation options in Dakar are minimal, so students will not be expected to take the bus.

Evaluation/Assessment

"International experiential education requires ongoing evaluation and assessment to ensure that learners are accomplishing their objectives, and to continuously improve the overall quality of the educational program" (Lutterman-Aguilar & Gingerich, 2007, p. 25). One of the major components that was lacking in the original EYL program was the implementation of a meaningful assessment plan. The enhanced program design takes into account the importance of program evaluation and includes assessment at several points before, during, and after the program. AYUSA and iEARN will also integrate evaluation into alumni activities in the U.S. and Senegal, to measure the longer-term learning and commitment to program themes that are among the intended program objectives. Participants, host families, faculty, staff and administration will be asked to

assess all aspects of the program design to determine its strengths and weaknesses. Evaluations will primarily be based on the program's relationship to the organizational mission, the program and participant objectives, the impact on participants and the impact on the greater communities involved in the program.

In order to assess participant growth and development in the realms of intercultural sensitivity and cross-cultural communication, participants will be asked to keep journals starting from the time of admission into the program. They will be given probing questions related to their own culture, values, beliefs and worldview. Journaling continues throughout the program on a variety of topics and participants will be asked to share portions of their journals as a way to assess learning. Educators will also evaluate participants' critical incident papers and ask participants to reflect on those incidents again at the end of the program, noting how they feel they have grown.

Another useful tool for assessment is a student-created learning plan. Students will be given instructions and a framework for creating a basic learning plan at the beginning of the program, documenting their own goals for learning with regard to cross-cultural communication, social action, and community involvement. Self-assessment forms that refer back to the participant objectives and their learning plans will be distributed to participants at the close of the program. This allows participants to provide their own feedback about their experience and the degree to which they feel they have accomplished their goals (Lutterman-Aguilar & Gingerich, 2007, p. 26). The evaluation plan also assesses the extent to which program goals and objectives were met. Stakeholders will be asked to evaluate each of the phases of the program, including orientations, on-program activities, and re-entry.

AYUSA will assess growth in international competence and sensitivity through reviewing participants' program journals and the student-designed learning plans. Fantini's Assessment of Intercultural Competence (AIC) tool will be used throughout the program to guide learners as well as assess their learning at the end of the program (Fantini, 2005). Because of the short-term nature of the program, it is understood that intercultural competence will be established at a fairly basic level. As stated by Fantini, the immersion experience provides a framework for participants to establish their own level of comfort and discomfort and take steps towards deeper understanding of the experience;

The intercultural experience allows but does not demand native-like competence, recognizing that individual choices are both complex and personal. Nonetheless, it will help each person to clarify how far he or she is willing to go and why, and the consequences of their decisions. Often, the result is a clarification of those values most central to each person and their own identity. Yet, it would seem that a minimal expectation for all who embark on an intercultural sojourn must be understanding and tolerance of the host culture (and that, at the very least, allows the participant to stay), whereas not everyone may also develop similar levels of respect and appreciation (2005, p. 3).

Conclusion

The re-designed Emerging Youth Leaders program is a strong experiential education program model for AYUSA as the organization continues to develop its youth programs. The goal of educating youth to become compassionate, global citizens requires a curriculum that gives careful attention to not only what is learned, but how and why it is learned and what implications that learning has for the future. The program encourages youth to grow on a personal level and inspires and empowers them to begin to make meaningful changes in their local communities, while gaining an understanding of the complexity and interconnectedness of issues at the global level.

The redesign of the program places more emphasis on pre-departure orientations as a means to introduce the complex concepts of intercultural communication and competence, recognizing these as essential elements necessary for developing global mindedness. Its attention to more substantial preparatory and re-entry work acknowledges that learning does not start and stop within the confines of the overseas portion of the program for either of the culture groups. Rather, it encourages participants to incorporate the experience abroad into their lives on many levels for years to come. The redesign of the program also incorporates additional experiential elements and activities to add potential for deeper learning. The enhanced design goes many steps beyond the activities that were carried out in the first year of the program, and emphasizes the nature of learning as an ongoing process.

The U.S. Department of State and the U.S. government plays a vital role in international youth exchange programs, and must continue to do so if the U.S. hopes to empower a new generation of concerned, compassionate, globally aware leaders. American youth must interact with and learn from their counterparts in other countries, specifically countries and people that are impacted in a very tangible way by global inequalities. The government funding secured by the Department of State is crucial in providing international mobility opportunities to youth in the U.S. and the world. Without such funding, unique programs like Emerging Youth Leaders are not possible, and the losses are many. An entire demographic of young people would no longer have access to the invaluable and possibly life-changing experience of experiencing another culture directly. Youth exchange organizations like AYUSA also have a responsibility to carry out quality, educational programs for their participants. According to Fantini, this means

having “utmost clarity about the organizational mission, program goals and participant objectives, educational assumptions, and program design” among other factors (2004, p. 11). The fresh EYL program design attempts to embody that clarity by transforming the curriculum into one that is informed by experiential learning theory and philosophy.

The EYL program design still faces limitations and must continue to evolve and be transformed through ongoing assessment and evaluation. Program design is never final and changes over time, based on participant needs and styles. The author hopes that the fresh design of the program presented in this capstone paper will establish a strong model for AYUSA to remain competitive and respected in the field, but most importantly that participants will learn about themselves and the world, empowered and inspired to make change.

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Appendix A:

Cultural Interview Project

In small groups, explore the area around Wurster Hall and conduct interviews. Introduce yourselves and engage in conversation, but be sure to record answers to the following questions:

1. Where are you from?
2. What is your definition of culture?
3. Give one example of your culture's outward customs (e.g. food, dress, music):
4. Please place an one X per row in the box that most closely matches your culture on the spectrum below:

	Describes exactly	Describes somewhat	Not sure	Describes somewhat	Describes exactly	
Maintains constant eye contact						Does not make eye contact
Requires a lot of personal space						Requires little personal space
Uses many, large gestures						Uses few or very small gestures
Keeps strict timelines						Timelines are flexible or non-existent
Is comfortable expressing emotions						Makes effort to hide emotions
Women are seen as the head of the household						Men are seen as the head of the household
Age determines level of respect						Age does not determine level of respect
Meals are always shared						It is common to eat alone
Competition leads to success						Cooperation leads to success

Appendix B:

AYUSA Global Youth Exchange: Emerging Youth Leaders Re-Entry Resource Guide



Greetings AYUSA Students!

Congratulations on your successful completion of the Emerging Youth Leaders program! It's amazing how much you have accomplished—both in the US and abroad—during this journey. It just seems like yesterday when you all arrived at Point Bonita, eager to meet your Senegalese counterparts. Just as important as the preparation you received before you went abroad is the preparation you must make for what is called “re-entry”. Did you know that sometimes the adjustments that you go through when you return from abroad can be just as challenging as the adjustments you went through when you were overseas?

AYUSA has created this document to support you as you navigate your return home. Please take time to read through this important information.

*Through your recent experiences abroad, you've likely undergone some changes. These changes may influence the way you feel back at home. Re-entry adjustment refers to expectations upon returning home – just as you had expectations before going abroad. The process of re-entry happens to everyone in different ways. This document will explore what you may be going through now and will provide you with some tools to help you utilize the valuable learning and experiences you gained as a student abroad. This material is taken from the online course: **Global Student***

Reverse Culture Shock

Reverse culture shock is usually described in four stages:

1. ***Disengagement***
2. ***Initial Euphoria***
3. ***Irritability and Hostility***
4. ***Readjustment and Adaptation***

Disengagement begins before you leave the host country. You begin thinking about the end of the program and making your preparations for your return home. You also begin to realize that it's time to say good-bye to the people and to the place you've come to call home. The bustle of good-bye parties and packing can intensify your feelings of sadness and frustration. You already miss the friends you've made, or, you may make your last few days fly by so fast that you don't have time to reflect on your emotions and experiences.

Initial Euphoria usually begins shortly before leaving your host country, and it is characterized by feelings of excitement and anticipation about returning home. This is similar to the feelings of fascination and excitement you had when you first entered the country where you studied. You may be very happy to see your family and friends again, and they are also happy to see you. The length of this stage varies,

and often ends with the realization that most people are not as interested in your experiences abroad as you had hoped. They will politely listen to your stories for a while, but you may find that soon they are ready to move on to the next topic of conversation.

Irritability and Hostility often parallels the Culture Shock you may have experienced when you first entered the country where you studied. In fact, your transition into this stage might occur sooner than it did when you first went overseas. You may experience feelings of frustration, anger, alienation, loneliness, disorientation, and helplessness and not understand exactly why. You might quickly become irritated or critical of others and of American culture. Depression, feeling like a stranger at home, and the longing to go back overseas are also not uncommon. You may also feel less independent than you were abroad.

Most people are then able to move onto ***readjustment and adaptation*** and they gradually readjust to life at home. Things will start to seem a little more normal again, and you will probably fall back into some old routines, but things won't be exactly the same as how you left them. You have most likely developed new attitudes, beliefs, habits, as well as personal and professional goals. **The important thing is to try to incorporate the positive aspects of your international experience with the positive aspects of your life at home.**

Read What Some Recent Exchange Students Had to Say About Their Re-Entry Experiences

London, United Kingdom

Culture shock, culture shock, culture shock. It seems that International Programs Office warned us over and over again about the possibility of experiencing culture shock upon arrival in our host countries. I think that my culture shock in London lasted about a week ... and half of that was due to jet lag. Everything in London was so exciting and new. I didn't have time to feel culture shock while abroad...it's when I returned to the U.S. that I figured out what culture shock truly was. The first week at home was great! I saw friends and family that I missed, and I was happy to be surrounded by the comforts of home. But after that, I felt homesick...for London. I wanted to go back to my exciting city life. I missed the British accents, having afternoon tea, jogging through Hyde Park, and being a world traveler. I combated my reverse culture shock by talking about my trip with friends and family, looking at photos, and hanging out with the people on my program. Eventually, my culture shock subsided. I still miss London and the experiences that I had, but I know that I will return to London again. Who knows? Maybe I'll even live there someday." - London, United Kingdom Participant

Quito, Ecuador

When you come home from your study abroad experience, you'll notice that you may have been bitten by lots of bugs. Some of these might actually be insects from the Amazon rain forest or parasites from the not-so-safe-for-you-but-you-ate-it-anyway foods you got on the streets of a really quaint town. You also get bit by the travel bug and won't be happy unless your bags are packed for a quiet weekend at the beach or

for a hike in the Andes Mountains. I also got bit by another bug: the culture-shock bug. At times I had a hard time coping with the Ecuadorian culture. Also, when I returned home, I began to notice, and disapprove, of certain attitudes and values held by the United Statesians around me. Regardless, I'd rather have been bitten by these bugs than to have not had my unforgettable experience abroad." - Quito, Ecuador Participant

Top Challenges

There are many reasons to look forward to going home, but there are also a number of psychological, social and cultural aspects that can prove difficult - often because they are unanticipated. The following list was generated by interviewing students like you who have made it through this experience.

1. Boredom

After all the newness and stimulation of your time abroad, a return to family, friends, and old routines (however nice and comforting) can seem very dull. It's natural to miss the excitement and challenges that come with study in a foreign country, but it's up to you to find ways to overcome negative reactions.

2. No One Wants to Hear

Believe it or not, some people won't be as interested in hearing about your adventures as you will be in sharing those experiences. Be realistic in your expectations when describing your experience and be brief.

3. You Can't Explain

When given a chance to explain your experiences you had abroad, you can tell people about your trip, but you may fail to make them understand exactly how or why you felt a particular way. It's okay.

4. Reverse "Homesickness"

Just as you probably missed home for a time after arriving overseas, it's natural to experience reverse homesickness for the people, places, and things that you grew accustomed to overseas. Feelings of loss are an integral part of international sojourns and must be anticipated and accepted as a natural result of study abroad.

5. Relationships Have Changed

It's inevitable that when you return, some relationships with friends and family will have changed. These changes may be positive or negative, but expecting no change to occur is unrealistic. The best preparation is flexibility, openness and minimal expectations.

6. People See "Wrong" Changes

Sometimes people may concentrate on small alterations in your behavior. They may seem threatened or upset by your new ideas. Be aware of the reactions of those around you; this phase normally passes quickly if you do nothing to confirm their stereotypes.

7. People Misunderstand

People may misinterpret your words or actions. For example, what you may have come to think of as humor (particularly sarcasm, banter, etc.) and ways to show affection or establish conversation may not be seen as wit, but aggression or “showing off.” Conversely, a silence that was seen as simply polite overseas might be interpreted at home, incorrectly, as signaling agreement or opposition. New clothing styles or mannerisms may be viewed as provocative, inappropriate, or as an affectation. Continually using references to foreign places or sprinkling foreign language expressions or words into an English conversation is often considered boasting. Be aware of how you may look to others and how your behavior is likely to be interpreted.

8. Feelings of Alienation

Sometimes the reality of being back at “home” is not as natural or enjoyable as before you went abroad. Just as you remember the good parts of your host culture, try emphasizing the good in your home culture after your return. It may take some time now that you have different interests that you didn’t have before.

9. Inability to Apply New Knowledge and Skills

Many returnees are frustrated by the lack of opportunity to apply newly gained social, technical, linguistic, and practical coping skills that appear to be unnecessary or irrelevant at home. Be patient, and use the cross-cultural adjustment skills you acquired abroad to assist your own reentry.

10. Loss/Compartmentalization of Experience (Shoeboxing)

Being home, coupled with the pressures of job, family, and friends, often makes returnees worried that somehow they will “lose” the experience. You don't have to let that happen. Maintain your contacts abroad; seek out and talk to people who have had experiences similar to yours; practice your cross-cultural skills; continue language learning. Honor your hard work and the fun you had while abroad.

(Taken from Module 2.3.4-“Ten Top Challenges” What’s Up With Culture (<http://www.globaled.us/plato/culture.html>), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.)

Strategies for Effective Re-Entry Adjustment

1. Talk with others who have come back from abroad and share your experiences, frustration, and joys. You will likely find that these are the people who can help you through it.
2. Accept that you have changed and that things are not going to be the same as when you left and that's a good thing.
3. Exercise. Endorphins kill re-entry sadness.
4. Read a lot. It will get your brain working.
5. Don't isolate yourself.
6. Try new things. Take up a new hobby, residence, sport, mode of transport.
7. Don't dwell on the past.

8. Keep your memories alive – don't store them away in a shoebox. It wasn't a dream and it was important.
9. Get a recipe for your favorite food, or listen to some local music. Everything is available on the Internet!
10. Write down what you missed about the U.S. while you were abroad.
11. Use your cross-cultural study-abroad skills to observe your own culture.
12. Be spontaneous.
13. Don't let failures in your home culture be any less a learning experience than they would have been while you were abroad.
14. Continue to reflect on what you learned abroad.
15. Focus on how you are now better off from the experiences you have had.
16. Look for the good in the present situation.
17. Don't be upset if people seem indifferent to your experience abroad.
18. Recognize that things at home have changed while you were away and respect those changes. No one's life went on hold just because you were gone, and his or her experiences are just as important to him or her.
19. Don't talk about what happened abroad unless your listener wants to hear it, but find a confidant if you can.
20. Rekindle the spirit of adventure you had abroad. Explore home!
21. Go out of your way to make new friends, just as you did abroad.
22. Try to apply what you learned abroad to your life here. What can be saved? What is useful?
23. You will need to rebuild relationships, not merely resume them.
24. Remember: Like culture shock, re-entry shock passes in time.

Being back at home doesn't mean that you have to end the learning that you started overseas. Finding ways to use the knowledge you brought back is important as well. The following checklists should give you a start on how to accomplish this crucial step.

Read the following information and create a plan for how you will continue learning while at home.

Continuing your Learning

- Keep engaged with Senegalese news and culture—take a class, read a newspaper, etc.
- Check community listings for international groups around your community (i.e. Japan Society, Moroccan Society)
- Get involved in your community - there are many multicultural groups to offer your services to who will welcome your expertise.
- Check out foreign films from community library and see the ones showing in local theaters.
- Visit What's Up with Culture (<http://www2.pacific.edu/sis/culture/index.htm>) and take some of the reflection and skills assessment inventories.

- Correspond with friends and family from your host country.
- Seek opportunities to act as a cultural bridge for community-based organizations involved in international exchange (like AYUSA). You might volunteer to help welcome, or host, international visitors.
- Volunteer at local secondary education institutions to talk to young students about your overseas experience. Schools are always looking for interesting outside speakers.
- A good outlet for your slides, videos, and other media could be a local organization that is interested in “Traveler's Tales” where you could combine your pictures with a narrative of your experiences. Sometimes these are associated with photography or travel bookstores but they are also found at local library branches, senior citizen organizations, and adventure sports stores.
- Organizations such as AYUSA are devoted to international and intercultural exchanges for high school students and are constantly looking for local mentors. They provide an excellent opportunity for you to play a very direct role in helping young people make the most of their overseas sojourns and the return home. Check out AYUSA’s Student Ambassador Program: <http://www.ayusa.org/staff/newsletter/>!

Daily Life Practices

- Seek to apply cross-cultural skills in your everyday interactions in both international and domestic (multicultural) contexts.
- Cultivate intercultural sensitivity, especially across racial, religious, and socio-economic lines. Be aware of differences and how you evaluate and react to them.
- Try new experiences at home in the same spirit you once did abroad. You could try new ethnic food. Find a recipe for something that you came to appreciate overseas. Or you might attend a holiday celebration or public event of a group you know little about (e.g., Hmong New Year, Vietnamese Tet, Sikh Baisaki, Hindu Holi). Respectful and curious visitors are usually welcome.
- Push your comfort zone. Keep trying to find new ways to view the world, new ways to experience human culture, and new ways to interact with those who are culturally different from you. If you look for it there is often as much cultural diversity in your town as there was abroad. It may be a bit harder to see at home because most people, once home, operate within a relatively small set of social situations compared to their adventures overseas.

Please keep this document with you and refer back to it often, especially during the first few weeks and months that you return home. Feel free to share it with you family and friends – it might help them understand a bit more about some of the challenges you may face as you re-adjust to your home culture. On behalf

of AYUSA – Welcome Home!

Appendix C:

Emerging Youth Leaders: Fact Sheet

Name of Program	Emerging Youth Leaders - Two way exchange program with Senegal.
Program Theme	Democracy and Governance in Civil Society
Program goals	<ul style="list-style-type: none"> • To develop a sense of civic responsibility and commitment to the global community • To foster personal ties between participants and partner countries • To promote mutual understanding between the people of the United States and the people of Senegal
Program length	6 weeks; 3 weeks in Berkeley, California and 3 weeks in Dakar, Senegal
Participation Universities	UC Berkeley in the US and Cheikh Anta Diop University in Senegal
Participants	<ul style="list-style-type: none"> • Total of 30 urban youth; 15 from Senegal and 15 from the US • 2 educators from each country will also participate
US Recruitment Partner	College Track is an after-school, college preparatory program. Through their center-based approach and core service areas, College Track has created a culture of high expectations. They ensure that each student is college ready and provide support that many students do not have at home or school. For more information, please go to: www.collegetrack.org
Grant includes	<ul style="list-style-type: none"> • Air fare • Host family accommodations • Classes • Excursions
Living arrangements	Home stays
Program components	<ul style="list-style-type: none"> • Community service projects • Cultural enrichment activities • Global skills training • Curriculum developed by AYUSA on Democracy and Governance in Civil Society, Global Skills training, and Intercultural Communication



Appendix D:

AYUSA Global Youth Exchange presents: Emerging Youth Leaders

Spend **Summer 2012** studying at **UC Berkeley** and living in **Senegal**



To apply for this exciting opportunity contact Ayusa at EYL@ayusa.org

Application deadline: December 18, 2011!

"Studying abroad opened my eyes, and my heart. It made me more appreciative about everything." - Jessica Tarpeh, Panama, Summer 08

Program Components	15 Bay Area students and 15 Senegalese students will be selected to participate in this 7 week cultural exchange program. The first portion of the program will take place at UC Berkeley and the second will take place at a university in Senegal. Each Bay Area student will be paired up with a student from Senegal, hosting the student during the US portion and living with them during the portion in Senegal.
Themes	Democracy, Community Engagement, and Intercultural Communication for a Global World
Requirements	<ul style="list-style-type: none"> • Must be between 15 and 18 years old by the program start date • Must be academically motivated with a passion for global learning • Must have at least two years of French language instruction
What's included?	<ul style="list-style-type: none"> • Roundtrip airfare from the Bay Area to Senegal and local transportation stipend • Host family placement in Dakar, Senegal with three meals per day • All entrance fees to program related excursions • Classroom materials and textbooks
Volunteer Hosting Requirements (no compensation available)	<ul style="list-style-type: none"> • Host parents must be over the age of 25 • Provide a separate bed for the student, in a private or shared bedroom • Must be able to provide three meals per day • Host family members over 18 must be able to pass a criminal background check
Program Goals	The program aims to develop a sense of civic responsibility and commitment to the global community; and to promote mutual understanding between the people of the United States and the people of Senegal. We also aim to empower students and host families to take action on issues of international importance and to work towards creating a peaceful international community.
Dates	July 2, 2012—August 22, 2012



AYUSA Global Youth Exchange, a leading non-profit high school exchange organization, has been awarded a prestigious grant by the U.S. Department of State to lead this unique new high school exchange program between the U.S. and Senegal.

Senegal

Senegal is located in Western Africa, bordering the North Atlantic Ocean, between Guinea-Bissau and Mauritania.

Senegal has a long history of participating in international peacekeeping.

The flag: The green symbolizes the abundance of the land, yellow the sun, and red sacrifice and power. Senegal's openness to the world is shown by the five points of the star, each representing a continent.



Official language: French

Independence Day: August 20

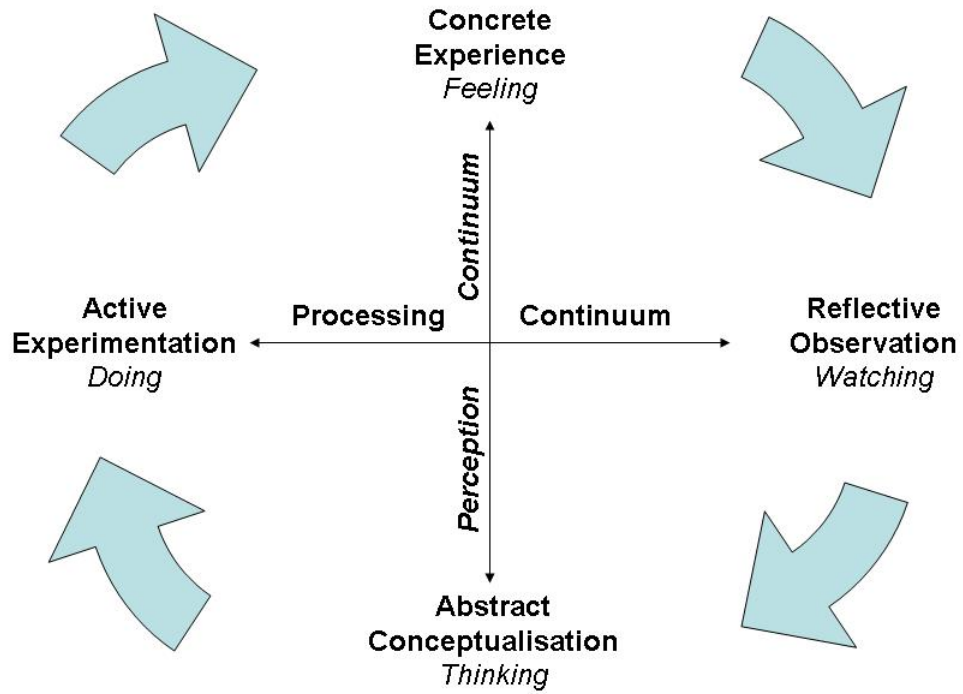
AYUSA
GLOBAL YOUTH EXCHANGE

IEARN

**INSTITUTE FOR
CITIES & SCHOOLS**
EDUCATION IN URBAN COMMUNITIES

COLLEGE TRACK ▶▶

Appendix E – Kolb's Cycle of Experiential Learning



Appendix F

AYUSA Partnership Emerging Youth Leaders (EYL) program Workplan/Timeline

Month/Year	Prime (AYUSA)	US Recruitment Organization	Senegal Recruitment Organization
October 2011	<ul style="list-style-type: none"> Grant notification for start-up funds Subrecipient agreement and scope of work finalized and sent to all partners 		
November 2011	<ul style="list-style-type: none"> Create student application Coordinate marketing and recruitment efforts Meet with partners for program planning in US and Oman (Grants Director will meet with IEARN Senegal at Consortium Conference) 	<ul style="list-style-type: none"> Review and Revise student application Begin recruitment efforts 	<ul style="list-style-type: none"> Review and Revise student application Begin recruitment efforts
December 2011	<ul style="list-style-type: none"> Hire Curriculum developer Quarterly report to ECA 	<ul style="list-style-type: none"> December 18 – application deadline Review and revise student applications Submit materials for quarterly report 	<ul style="list-style-type: none"> Student Recruitment Submit materials for quarterly report
January 2012	<ul style="list-style-type: none"> Conference call with all consortium partners 	<ul style="list-style-type: none"> Semi-finalist Selection Selection Interviews Selection follow-up with prime 	<ul style="list-style-type: none"> Review and revise student applications
February 2012	<ul style="list-style-type: none"> Identify two program educators in collaboration with US recruitment organization Reserve international flights 	<ul style="list-style-type: none"> February 1 – Finalist notification Identify/solidify host family recruitment commitment Send copies of student applications to overseas recruitment organization 	<ul style="list-style-type: none"> Semi-finalist Selection Selection Interviews Selection follow-up with prime Identify two program educators
March 2012	<ul style="list-style-type: none"> Book international flights Adapt and create educator training materials Students matched and assigned to host families Quarterly report to ECA 	<ul style="list-style-type: none"> Regular in-country orientations Submit materials for quarterly report Submit materials for quarterly report 	<ul style="list-style-type: none"> March 1 – Finalist notification Identify/solidify host family recruitment commitment Send copies of student applications to overseas recruitment organization Submit materials for quarterly report

Month/Year	Prime (AYUSA)	US Recruitment Organization	Senegal Recruitment Organization
April 2012	<ul style="list-style-type: none"> • Manage student and host family matches • Students matched and assigned to host families • Matches communicated to students, CC recruitment organizations 	<ul style="list-style-type: none"> • Regular in-country orientations 	<ul style="list-style-type: none"> • Students matched and assigned to host families • Matches submitted to prime • Matches communicated to students • Regular in-country orientations
May 2012	<ul style="list-style-type: none"> • Conference call with all consortium partners • Solidify program details, i.e.: itinerary, excursions, etc. 	<ul style="list-style-type: none"> • Regular in-country orientations 	<ul style="list-style-type: none"> • Regular in-country orientations
June 2012	<ul style="list-style-type: none"> • Distribution of Cultural Materials to US students and host family • Student pre-departure orientation • Host family orientation • Quarterly report to ECA 	<ul style="list-style-type: none"> • Submit materials for quarterly report 	<ul style="list-style-type: none"> • Student pre-departure orientation • Host family orientation • Distribution of cultural materials to field staff, students, and host families • Submit materials for quarterly report
July 2012	<ul style="list-style-type: none"> • Monitor program progress and ongoing needs • Arrival orientation in host community 	<ul style="list-style-type: none"> • July 6 – US portion of program begins • Approx. July 30 travel to Senegal 	<ul style="list-style-type: none"> • July 6 – Senegal Students travel to US • Approx. July 30 – Senegal portion of program begins
August 2012	<ul style="list-style-type: none"> • Develop and distribute post program survey • Quarterly report to ECA 	<ul style="list-style-type: none"> • August 21 or 22 – US student departure from Senegal 	<ul style="list-style-type: none"> • August 20 – Senegalese Independence Day
January 2013	<ul style="list-style-type: none"> • Submit final report to ECA 	<ul style="list-style-type: none"> • Submit materials for final report 	<ul style="list-style-type: none"> • Submit materials for final report

Appendix G Program Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						June 30
July 1	July 2	July 3	July 4	July 5 Senegal group arrives in San Francisco	July 6 Arrival Workshop Day 1.	July 7 Arrival Workshop Day 2.
				Travel from airport to Point Bonita YMCA Camp for arrival workshop	American students arrive and join the group	
July 8 Host Families arrive to pick up students. Group orientation and dinner at Point Bonita	July 9 Unit 1: Identifying issues that affect individuals and communities. Morning: Students discuss issues affecting their own communities in small groups. How do the issues affect me on a personal level? Lunch Afternoon: Activity: Community Mapping exercise around Berkeley and parts of	July 10 Teambuilding Exercise in quad at Wurster Hall: icebreakers, name games, small group activities. Students take turns leading when comfortable. Guest speaker: Concepts of Community and Leadership. Lunch Afternoon: Continue working on Community Maps.	July 11 Morning: Dialogue and Journaling. Topic: Expectations, pressure, family, self. Debrief Community Mapping and present community maps in groups. Afternoon Field Trip to a community garden in Oakland. Students meet with community organizer to help in the garden. Creating a safe/healthy community space.	July 12 Morning: Introduce community development projects and lay the framework for continuation. Begin visioning and identifying projects. Afternoon: field trip to Bayview Hunters Point neighborhood in San Francisco. Walk around the neighborhood and meet with youth activists to discuss issues faced by at-risk youth in this	July 13 Morning: Dialogue and Journaling/journal sharing about visit to Bayview Hunters Point Lunch Afternoon: Guest Presentation by Professor of Political Science at Berkeley. Citizen responsibility and involvement at the community and city level.	July 14 Weekend with host families

	Oakland. Students work in pairs.			struggling community, such as gentrification, crime, access to education, gangs, street kids, unemployment, and drugs. Guest speaker from Bayview Hunters Point Foundation for Community Improvement		
July 15 Weekend with host families	July 16 Unit 2: Citizen involvement in the political process. What responsibility do citizens have? Morning: Painting/drawing in quad outside Wurster Hall. Brainstorm and Story board/art representing issues faced by youth in US and Senegal as countries. Lunch Afternoon: Role Play. Students choose	July 17 Morning: Teambuilding activities Breakout into small groups, check-in to see how everyone is feeling thus far. Lunch Afternoon: Guest presenter from Berkeley Center for Cities & Schools (CC&S). Collaborating and getting involved with institutions/government for social change. Break-out group	July 18 Morning: Field Trip to a locally-owned business: Mission Pie. Creating healthy opportunities for at risk youth through sustainable farm to business practices. Topic: Food security. Participants make pies while learning about food security at the local level. Lunch Afternoon: Return to UC Berkeley. Dialogue topic:	July 19 All Day Event: Field trip to Sacramento and California state Capitol. Meetings with CA policy makers and elected officials to discuss the role of citizens in making change and having a voice in a democratic society. How do we make progress and work towards social justice in our societies.	July 20	July 21 Weekend with host families

	<p>an issue and set up a mock debate.</p> <p>Activity: Everyone goes to local community center in Oakland to visit with local teens and participate in sports and activities.</p>	<p>discussions with educators/facilitators. Setting goals and timeline for community development projects.</p> <p>Late afternoon: Game of kickball on the Wurster Hall Quad.</p>	<p>Alleviating poverty/ensuring food security at the national/global level. Where do we start?</p> <p>Prepare questions for meetings with elected officials in Sacramento.</p>			
<p>July 22 Weekend with host families</p>	<p>July 23 Community Service Day: Participants (in small groups) choose from various opportunities to work with non-profit or youth organizations in Oakland and Berkeley</p> <p>Morning: Meet at UC Berkeley campus for check-in, overview of the day. Facilitators accompany groups to sites.</p> <p>Late afternoon: Participants return to campus and journal about the day before returning to host families.</p>	<p>July 24 Morning: Heelotia simulation. Expose cross-cultural issues, stereotypes, generalizations, perceptions, and attitudes. This exercise takes most of the morning.</p> <p>Lunch</p> <p>Afternoon: Debrief Heelotia. Lead into Discussion of “isms” relevant to both cultures.</p>	<p>July 25 Morning: Guest speaker from the Center for African studies at UC Berkeley. Challenges facing the US and Senegal. Where can collaboration occur between students for social change?</p> <p>Lunch: Pizza Party on campus</p> <p>Afternoon: Swimming pool</p>	<p>July 26</p>	<p>July 27 Morning: Culture Fair. Students bring meaningful objects, pictures, music, food, stories, etc. from their culture or heritage to share. Educators & students teach a traditional Senegalese dance and a popular American style of dance.</p> <p>Lunch</p> <p>Afternoon: Students share their progress on community development projects and plan next steps.</p> <p>Evaluation of US programming distributed and collected.</p>	<p>July 28 Wrap up US portion of program.</p> <p>Pack</p> <p>Evening gathering for host families and students to celebrate the success of the first part of the program and prepare emotionally and spiritually for the journey to Senegal.</p>

<p>July 29 Entire group travels to Dakar.</p>	<p>July 30 Arrival-Day: Register for orientation at university. Overview of rules and safety guidelines during arrival workshop at university.</p> <p>Students call or email natural families to announce arrival.</p> <p>Dinner with iEARN program Director and staff.</p>	<p>July 31 Welcome & Orientation</p> <p>Topic 1: Senegal Through US Eyes and Overview of Senegalese History</p> <p>Orientation activities and overview of health & safety while in Senegal, emergency contact information, etc.</p>	<p>August 1 Morning: Community Mapping – neighborhoods around Dakar. Students explore in pairs, interviewing local residents, business owners, etc.</p> <p>Lunch</p> <p>Afternoon: Debrief community mapping exercise and begin creating actual maps. How are neighborhoods different/similar to neighborhoods and communities in the US? Identify the issues.</p>	<p>August 2 Morning:</p> <p>Small group discussions – gender roles in Senegal and the US.</p> <p>Lunch</p> <p>Afternoon: Attend Senegalese wedding ceremony</p>	<p>August 3</p> <p>Get acquainted with host families. Program overview with host families and students.</p> <p>Group dinner for all students and host families at university before departing for homes in and around Dakar.</p>	<p>August 4 Weekend activities with host families.</p>
<p>August 5 Beach outing with students and host families.</p> <p>Visit Point des Almadies.</p>	<p>August 6 Morning: Topical lecture: Role of Leisure & Sports in Senegal Dialogue groups and debrief first weekend with host families</p> <p>Afternoon Activity: Corniche & Parcours Sportif walk</p>	<p>August 7 Morning: Goree Island visit – Pre-discussion of history of slave trade in Senegal</p> <p>Afternoon: Activity: Gorée Island Visit. Walking tour of island and meet with local vendors and artists.</p>	<p>August 8 Morning: Debrief Goree Island visit</p> <p>Guest speaker: Education & Schooling in Senegal. Access to education.</p> <p>Afternoon Visit: Village Pilote</p>	<p>August 9 Morning: English Clubs visit and meet with alumni from YES program to present community development projects thus far and get feedback.</p>	<p>August 10 Morning: Topical Language & Society. French & Wolof and Colonialist past. Relationship of language, politics and power.</p> <p>Afternoon: Continue working on community</p>	<p>August 11 Weekend activities with host families</p>

					development projects. Structured presentation prep.	
<p>August 12 Visit to Reserve de Bandia – approximately 2.5 hours from Dakar.</p>	<p>August 13 Morning: Dialogue and journal – The experience so far. Visit with Alumni at Wayambame village Lunch Afternoon: Volunteer project at non-profit organization for street kids</p>	<p>August 14 Morning: Lecture: Women & Gender Issues Sister Taxie – presentation by owner of a women-owned business. Afternoon: Embassy visit, meet with US Embassy officials and discuss alumni activities.</p>	<p>August 15 Morning: Guest Speaker: Politics & Government in Senegal Lunch Afternoon: Visit to City Hall and National Assembly</p>	<p>August 16 Morning: Topic Values in Senegal & US. The role of family, individualism and collectivism. Scavenger hunt Urban questions Afternoon: Mosque visit. Ramadan Activity and the role of Islam in Senegalese society Religion in US Society. How does it shape the personal and political views/process of Americans?</p>	<p>August 17 Morning: Visit to Empire des Enfants. Community Service project. Lunch Afternoon: Development Panel – Q&A. Does the Peace Corps have a role in Senegal? What is the role of international aid organizations? Students present the community projects they’ve developed over the course of the program. Discussion of follow-on and alumni activities and expectations.</p>	<p>August 18 Weekend activities with host families</p>

<p>August 19 Weekend activities with host families</p>	<p>August 20 Morning: Program debrief. Where are we at now? What have we learned and how do we plan to take action? Afternoon: Prepare for departure: Celebrate, reflect, look forward. Evaluations of Senegal programming distributed and collected</p>	<p>August 21 US participants depart Dakar</p>	<p>August 22</p>	<p>August 23</p>	<p>August 24</p>	
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Appendix H

Arrival Workshop - Emerging Youth Leaders Program, July - August 2012

Thursday	<ul style="list-style-type: none">• US students arrive around 8pm and prepare welcome for Senegalese students• Senegalese students arrive around 10:30pm. Phone calls/emails to natural parents in Senegal to announce arrival• Bedtime
Friday	<ul style="list-style-type: none">• Breakfast• <u>Morning Session:</u> Ice-breakers Basic rules session/logistics Intro to the Bay Area Getting to know each other• Lunch• <u>Afternoon Session:</u> Outdoor activities Team-building• Dinner• Campfire or Movie Night

Saturday	<ul style="list-style-type: none"> • Breakfast • <u>Morning Session:</u> Simulation: Heelotia Intercultural communication and competence. Understanding Cultural Contexts Ethnocentrism and the journey to Ethnorelativism • Lunch • <u>Afternoon Session:</u> Outdoor activities Team-building Debrief and prep for the weeks ahead • Dinner
Sunday	<ul style="list-style-type: none"> • Breakfast • Morning Session: Dialogue, Norms, Teambuilding, Creating safe spaces for discussion and growth. • Lunch • Afternoon Session: Cultural Adjustment and Fatigue. Coping with the stress, leaning into discomfort and learning how to grow. • Dinner with host families and students • Students depart with families!

Friday

7:30-8:30: Breakfast

9:00 AM - 12:00 Noon – Morning session

- Icebreakers and fun activities

Name Whip

Ball Toss

Two truths and a Lie

Cultural Questions Bingo

- Review of Program policies and rules
 - General
 - Be safe
 - Be courteous and respectful of your fellow participants and teachers
 - Follow the rules
 - Attend all meetings, events and activities
 - Always be on time
 - Be in your room with lights out by the required time (curfew) each night at the YMCA and at your host family's home
 - Wear your name tag/badge at all times
 - Stay with your group and don't leave the event center or campus
 - Be respectful of facilities
 - Boys are not allowed in girls' rooms and vice versa. No exceptions!
 - During field trips/activities/tours:
 - Stay within sight of your group
 - Be on time to leave for your field trip
 - Be sure to take your workbook or notebook and a pen with and you keep your nametag on

- Health & Safety
 - If you feel sick or have any concerns, talk to your teacher or a staff member or host family member
 - Remember to drink plenty of water throughout the day to avoid dehydration. Soda doesn't work!
 - What to expect if you have to go to a hospital or doctor

- Emergency Contact Information
 AYUSA Headquarters: 1-800-727-4540
 600 California Street, 10th Floor, San Francisco, CA 94108

- **Getting to know you activities:**
 Never have I ever
 Preferences Game facilitated by staff or teacher
 Two truths and a Lie
 Question Ball

- **Breakout into small groups of US and Senegalese students for dialogue/discussion with facilitators:**
 - What might a "typical" family structure be like in both cultures?
 - What is the role of family in Senegalese culture? And American culture?
 - What are cultural norms about behavior in a host family in each country?
 - How do gender roles influence family life in each culture?

12:00 – 1:00: Lunch

1:00 – 5:00 Afternoon Activities

1:00 – 2:30: Go for a walk/hike around Sausalito!

2:30 – 4:30: Team Building Activities

5:00 – 6:00: Relax and spend time with friends!

6:00 – 7:30 Dinner

7:30 – 10:30: Campfire/Group Activities!

10:30 – 11:00 – In rooms with lights out

Saturday

7:30 – 8:30: Breakfast

8:45 – 9:00: Morning check-in with group

9:00 – 10:15: Heelotia Introduction and simulation

10:15:- 11:00: Heelotia Debrief

11:00 – 12:00 Noon: Introducing concepts of culture and Ethnorelativism – Overview by facilitator and breakout into small groups for activities/discussion

12:00 – 1:00: Lunch

1:00 – 2:00: Debrief Cultural Intelligence sessions

200 – 4:00: Outdoor and Team Building Activities

4:00 – 5:00: Journaling

5:00 – 6:00 Free time to hang out with new friends/relax

6:00 – 7:00: Dinner

7:30 – 9:00: Video

10:30: Lights Out and Bedtime

Sunday

7:30 – 8:30: Breakfast

9:00 – Noon: Morning Session

- Participants set program norms with guidance of facilitators
- Introduce concept and practice of dialogue, as a core activity that will take place during the entire program.

12:00 – 1:00: Lunch

1:00 – 5:00 Afternoon Session

- Cultural adjustment, Culture “fatigue”. Building knowledge and awareness to understand the process and cope with extreme changes to come.

6:00 – 7:30: Dinner

7:30: Host families arrive to pick up students!