



World Learning

Peace is Possible: Project Proposal

November 21, 2015

Proposed By: Jun Jiang, Karmen Mallow, Kaitlin Sommerfeld

Project Proposal: World Learning

Executive Summary:

The Peace is Possible project will bring 50 students from Colombia and Peru to the United States in order to promote cross-cultural exchange and peacebuilding between Latin America and the United States. Students will spend three months at a U.S. higher education institution taking courses in peace studies and conflict resolution. After the academic component of the program, they will spend three months with internship partners working within the realm of peace studies and conflict resolution. Within this theme students will be able to tailor their internship experience to align with their academic and career pursuits.

World Learning and its partners have the following goal and objectives in implementing this project:

- **Goal:** Develop a group of emerging Latin American student leaders, who will return home with increased knowledge of U.S. politics, society, educational systems, and culture. During their exchange they will also gain a better understanding of cross-cultural dynamics and will establish a network of friends and colleagues in the U.S. and Latin America. Through their internship experience participants will gain first hand experience working with various peace building initiatives, which will give them a strong set of skills with which to return to their home country.
 - **Objective 1:** Provide a substantive exchange experience for emerging student leaders. They will be exposed to the U.S. education system while they attend courses at a higher educational institution. They will also be able to apply their coursework directly during a 3 month internship which will follow. Throughout the entire program they will be exposed to diversity, society, and culture within the United States.
 - **Objective 2:** Lay a foundation for mutual understanding and trust between the U.S. and Latin America, through focus on student leader participants and their engagement with Peacekeeping and Conflict Resolution both within and outside of their academic institutions.
 - **Objective 3:** Have a positive impact on host institutions, internship partner organizations, and local communities both in the U.S. and in home countries.
 - **Objective 4:** Provide students with experiences where they gain practical skills and enhance their ability to participate constructively in civic life upon returning to their home country.

Social Conflict in Peru & Colombia:

Like many countries around the world, Peru and Colombia face social conflict problems regarding issues such as discrimination, mining, poverty, inequality, and drugs.

Consequently, our program is targeted towards students in Colombia and Peru who are studying conflict resolution and peace studies. Our hope is that after participating in the program, these students will be able to return to their home countries and become leaders in this field. Not only will these students gain knowledge, skills, and tools within

the arena of peace studies and conflict resolution, but they will also expand their professional networks to include leading American professionals in this field. Through their participation in this program, students will return to their home countries prepared to enact positive change regarding the social conflict issues their countries face.

Participating Organizations

World Learning

World Learning administers a number of international exchange and development programs offered both domestically and internationally. This nonprofit organization has programs in 60 countries, such as youth exchange, undergraduate study abroad, graduate education, professional exchanges & training, and global development. Our work empowers people on a global scale and gives them the opportunity to experience new places, cultures, and ways of life.

University Partners

For the academic component of this program, we will be partnering with four higher education institutions in four different cities. Each institution will be hosting around twelve students. Students will be attending classes at their selected institution for three months. These university partners were specifically chosen for their Peace Studies or Conflict Resolution programs. While disruption to the university community may be a concern because students will not be enrolled for the entire semester, we have collaborated with each partner institution to make arrangements within the courses to accommodate the three-month academic component of our program.

- **Chapman University**

Chapman University is a private, nonprofit university located in southern California. During their time at Chapman, students will take classes in the peace studies department, such as Conflict Resolution or International Organization and World Order. They will also be paired with a conversation partner, which will help them to engage with American students. Our students will also be encouraged to join one of Chapman's many student clubs and organizations, such as the Chapman Dance Alliance or the Active Minds at Chapman University club.

- **University of California, Berkeley**

UC Berkeley is a large, public university located in the Bay Area of California. We selected UC Berkeley as a partner because of their Peace & Conflict Studies program. During their time at UC Berkeley, students will take classes in this department, such as Peace Theory: Approaches and Analysis. They will also be paired with a conversation partner, which will help them to interact with American students. Program participants will also be encouraged to join one of the student clubs and organizations at UC Berkeley, including the International Youth and Students for Social Equality group, or the Students for Social Change group.

- **Georgetown University**

Georgetown University is a private research university located in Washington D.C.. During their time at Georgetown, students will take classes in the Justice & Peace Studies department, such as Nonviolence in Theory & Practice or Cultural Approaches to Justice and Peace. They will be paired with a conversation partner, which will help them to engage with American students. Our students will also be encouraged to join one of the student clubs and organizations at Georgetown, such as the Amnesty International club or the Big Buddies club, which will give participants the opportunity to interact with local youth.

- **Earlham College**

Earlham College is a private, liberal arts college located in Richmond, Indiana. During their time at Earlham, students will take classes in the Peace & Global Studies department, such as Intro to Diplomacy or Global Dynamics and World Peace. They will each be paired with a conversation partner, which will help them to interact with American students. Joining one of the student clubs and organizations at Earlham, such as the Model United Nations club or the Outdoors club will give participants more opportunities to integrate within the campus community.

Internship Partners

For the internship component of this program, we will be partnering with ten organizations in three different cities, each of whom will be taking five participants.

Interns will work with their partner organization for a period of three months.

Partner Organizations for this project, broken down by region, are as follows:

- **Boston**

- **The Consortium on Gender, Security and Human Rights** is housed at the University of Boston. Students will work with international researchers and practitioners to organize international speaker events. They will also have the opportunity to participate in projects involving the Consortium and the NGO Working Group on Women, Peace, and Security, amongst other projects.
- **Peace Action: Massachusetts**, students placed here will have the opportunity to work with the Cambridge, MA chapter of Peace Action, an organization that focuses on building grassroots networks that work to communicate with members of congress on a multitude of issues. Students will have the choice of working with the Public Relations or Legislative aspects of the group.
- **The Multicultural Village** in Natick, MA works to build peace through various youth programs. These include retreats where students participate in several days of team building, conflict resolution training, and open discussion, which is followed by community service (i.e. Habitat

for Humanity.) Students interested in peace studies and youth education will work with this organization in developing various program offerings.

- **WAND (Women's Action for New Directions)** based in Arlington, MA works to empower women and develop their leadership skills so that they can get more involved in challenging and promoting alternatives to militarism and violence as a solution to conflict. Interns involved with this organization will be given projects relating to either Nuclear Non-Proliferation or Women, Peace, and Security.
- **Washington D.C.**
 - **Washington Peace Center** has traditionally been focused on many issues ranging from nuclear non-proliferation to fair trade and economic issues. Intern participants here will work first hand in organizing educational events built around informing the community about current issues. They will also attend rallies operated by ally organizations and report back about the events.
 - **United States Institute of Peace** is a Congress funded initiative to increase the ability of the U.S. to resolve conflict without violence. Interns interested in working in the research area of Peace Studies will have the opportunity to work with research fellows on a variety of current issues.
 - **United States Institute of Peace's Global Peacebuilding Center** Another department of the United States Institute of Peace, this center focuses on educational resources about conflict management and resolution, as well as other peacekeeping issues. Interns in this area will work on updating current digital learning resources such as the "Virtual Passport" a program where participants collect digital passport stamps as they finish segments of the website. They will also have the opportunity to brainstorm and develop new projects during their internships.
- **New York**
 - **Seeds of Peace** Focusing on personal and interpersonal transformation resulting in wider societal change, this organization develops and operates camps that bring youth from around the world together to live and share experiences together. Interns working in the New York office of this organization will work on various event planning projects for regional programs as well as learn administrative duties for youth peace promoting programs.
 - **United Nations Office of Project Services (UNOPS)** Working in the UN Headquarters in New York, interns placed with this partner will learn about successful implementation of peacekeeping and humanitarian projects around the world.
 - **International Center for Transitional Justice (ICTJ)** focuses on massive human rights violations and building civic trust to promote peace. Interns interested in working within this area of peace studies will work on

projects in departments such as Gender Justice, Reparations, and Truth and Memory.

Program Content

- **Engagement of U.S. Citizens**

In order to ensure mutual understanding between both U.S. citizens and the program participants, we have built into our program many opportunities for cross-cultural engagement and exchange. As previously mentioned, students will be partnered with a U.S. peer during the academic component of the program. Program participants will also be staying with host families, both in the city of their higher education institution and in the city of their internship. Although it might have been beneficial to have program participants staying in the dorms on campus with American students, we felt it would be too disruptive to the dorm community if they were to finish the academic component of the program and leave campus before the end of the semester. However, World Learning feels that by staying with host families in two cities, program participants will have the benefit of experiencing American home life with two different families. The host family experiences will supplement the interactions that program participants have with their American peers at their higher education institutions.

- **Digital Storytelling Component**

In addition to their academic and internship components, participants will also work on a digital portfolio piece throughout the program. Each student will manage their own personal blog, which will be linked back to a home page for the cohort. During orientation they will be given a syllabus of weekly topics that they must cover. They can do anything from write a short article, post a photo gallery, or make a vlog (video blog) entry. Topics will vary from culture shock during the program, comparison of educational and work environments they experienced in America and their home country, as well as their plans for relating what they've learned into their future careers when they return home. There will also be opportunities for them to discuss projects that they might be interested in implementing or joining in the future. While they are required to post once a week, they are encouraged to include topics and experiences outside the syllabus in which they are interested. In order to keep students engaged and active in this project, we plan to have weekly contests that will highlight exceptional photographs, writing samples, or videos from the week. At the end of the project we will also be voting on the best blogs in the program, and the top three participants will be showcased at the annual "Voices of Change: Storywork in Activism, Education, and Public Service" convention, which focuses on digital storytelling in an international setting.

Timeline (2016 - 2017)

Month	Task	Details
October	Advertising	<ul style="list-style-type: none"> ● Advertise on Facebook and on campuses

November - December	Advertising Recruitment	<ul style="list-style-type: none"> ● Advertise on Facebook and on campuses ● Recruitment at universities ● Respond to inquiries
January	Advertising Recruitment	<ul style="list-style-type: none"> ● Week 1: Start of application ● Advertise on Facebook and on campuses ● Respond to inquiries ● Follow up with recruitment leads
February - March	Advertising	<ul style="list-style-type: none"> ● Advertise on Facebook and on campuses ● Respond to inquiries ● Follow up with recruitment leads
April	Application due Processing	<ul style="list-style-type: none"> ● Week 1: Applications due
May - June	Application Review	<ul style="list-style-type: none"> ● Application review
July	Decisions out Confirmation	<ul style="list-style-type: none"> ● Week 1: Acceptance letters sent ● Week 4: Participant confirmation
August - September	Matching	<ul style="list-style-type: none"> ● Matching students with universities and organization partners
October	Matching	<ul style="list-style-type: none"> ● Final confirmation of student university/organization placement
November - December	Orientation preparation	
January	Orientation	<ul style="list-style-type: none"> ● Week 4: Two orientations, three days each, 25 students per orientation
February	Classes begin	<ul style="list-style-type: none"> ● Week 1: Classes begin ● Week 4: Check-in survey for school
March	Higher Education institution	
April	Academic component is over.	<ul style="list-style-type: none"> ● week 4: End of academic component ● week 4: Check-in survey for school
May	Internships Begin	<ul style="list-style-type: none"> ● week 1: Start of internships ● week 4: Check-in survey for internship
June	Internships	

July	End of internship component	<ul style="list-style-type: none"> • week 4: End of internship component • week 4: Check-in survey for internship
August	Commencement trip	<p>Session 1</p> <ul style="list-style-type: none"> • Week 1: Exit orientation (workshops to share internship experiences and preparation for returning to home country) <p>Session 2</p> <ul style="list-style-type: none"> • Week 2: Exit orientation (workshops to share internship experiences and preparation for returning to home country)
September	Presentations	<ul style="list-style-type: none"> • Participants share their experience of school work and internships at their home universities

Timeline narration:

- Before the 24-month timeframe, we will have completed the program design and planning.
- We have considered different academic calendars of higher education institutions in both the sending countries and the U.S. for more effective cooperation. For example, we will make sure that all recruitment activities on campuses occur before mid-December when students start their long summer vacation in Peru and Colombia.
- Students will begin their studies at their host universities together with their U.S. peers when the spring semester starts for the purpose of maximizing immersion in the U.S. higher education system. The three-month length of study will cause them to leave their institutions before the semester officially ends. This has been communicated with the course instructors; alternatives to final exams such as final papers have been approved by the instructors.

Program Evaluation & Sustainability

Evaluation Principles

- **Audiences:** Our program will not only benefit the participants from Peru and Colombia, but also host U.S. university communities, organizations and host families. All audiences will be included in the process of our program evaluation.
- **Outputs:** A clear idea of the aspects that we are evaluating will help our evaluation to be more direct, specific and consistent.
- **Outcomes:** Many of our program’s impacts on participants, their host communities as well as home communities will not become apparent immediately or shortly after the program ends. Thus, we will conduct long-term and ongoing evaluations to measure our program’s lasting impacts.
- **Transparent and responsive process:** The evaluation will be a learning process for both the program administrators and the evaluation audiences. We will make sure that after evaluations have been conducted, findings will be shared with appropriate

audiences. Meanwhile, feedback and requests expressed in evaluations will inform future changes we make in the design and planning of our program.

- **Program planning, monitoring, and evaluating are all linked:** Evaluations will not be conducted only for evaluation's sake. In planning, we will set specific and measurable program goals for the effectiveness of evaluation. Throughout the program, close monitoring will help us target specific program components that require more profound evaluation or assessment.

Evaluation practices

- **Methods:** We will utilize a mix of evaluation methods according to different audiences, program components, and evaluation purposes. Specific evaluation approaches include: surveys about classes, activities and internships sent out to students, professors and internship supervisors; observation of program implementation such as sitting in on classes, work meetings and presentations and participating in engagement activities between the participants and their U.S. peers and host families; key informative interviews with program stakeholders when necessary.
- **Timing:** At both the beginning and end of the participants' study at higher education institutions and internships with the organizations, surveys will be conducted. The other evaluation approaches will be on-going throughout the program. After the program ends, we will continue to follow up with the participants.

Program sustainability

Program sustainability goes hand in hand with program evaluation. Our program sustainability will be fostered by evaluation in the following three aspects:

- **Financial sustainability:** Positive evaluation results and effective evaluation on the program's long-term impacts will support us in fundraising opportunities.
- **Operation sustainability:** The monitoring and evaluation processes will verify that our participants' needs are met, and whether the products and services we invest are working effectively.
- **Personnel sustainability:** We will ensure that our staff has sufficient expertise, training and resources to facilitate and administer the program. Also viewing the evaluation process as a learning process will help develop staff performance. It also helps verify whether or not the program is offering enough support and resources to the staff.

Citizen Diplomacy Considerations

This program provides participants with the following benefits:

- **Mutual Understanding:** During their time in the United States, students will have a number of opportunities to engage with U.S. citizens. While at their higher education institutions, students will be paired with a U.S. conversation partner. They will also engage with their U.S. peers throughout their classes. Each student will be staying with a host family which will give them the opportunity to build a relationship with an American family.

- **Deliverables:** By participating in this program, students will walk away with a number deliverables, skills, and resources which will be valuable in their future endeavors. These include:
 - An online portfolio of blog posts, photos, and videos
 - Concepts and skills learned in their peace studies and conflict resolution classes
 - Hands-on experience during their internships in the peace studies field
 - Tools to participate in peace / conflict resolution projects in the home countries in the future
 - Strong network of American peers and professionals in the field, with potential for partnerships in the future

Citizen Diplomacy Tenets

- **Reciprocity:** Not only will participants learn about American culture through their interactions with the host community, but also they will have the opportunity to share aspects of their own cultures.
- **International:** The fact that our program brings students to the U.S. from other countries does not automatically make our program an internationally focused initiative. It is the cooperation between all stakeholders which fosters our program's global vision.
- **Transformative:** Since transformative outcomes are based on individual attitudes, experiences, and aspirations, we cannot assess the degree to which the program is transformative for each participant. Instead we will focus on ensuring that we provide participants with the best possible program design, tools, and resources that will facilitate their experiences in the United States.
- **People-to-People Exchange:** This program is outside the traditional channels of diplomacy because it is administered by World Learning, which is a non-governmental organization. The program is split between time at U.S. higher education institutions and U.S. non-governmental organizations. As previously mentioned students will have numerous opportunities to interact with U.S. citizens and share their own culture.
- **Intention & Mission:** Because our program outlines clear learning objectives and goals for our students, there is concrete intention behind the interactions they will have in the United States.