

Message from the President



If the ultimate goal of higher education is creation of a citizenry capable of thinking critically, as Derek Bok recently stated, then expanding one's critical perspective beyond the local, the mono-lingual and the culturally-bound frames of reference that govern our perceptions must be central to all levels of the educational enterprise.

For the earliest European universities, the "journeyman" period was an obligatory part of academic learning, part of coming of age as an educated person. While international student mobility has remained an important part of European education, it nearly vanished in the U.S. in the wake of intellectual as well as pragmatic trends related to American isolationism, massification of U.S. higher education under the G.I. Bill, and ever-expanding (post-Sputnik) content requirements in engineering, medicine, and the sciences, which objectively left no time for overseas study.

While U.S. student mobility has increased over the past decade, the total number of Americans studying abroad (224,600) annually represents less than two percent of the total enrollment in higher education in 2006 (17.5 million). If one excludes from this number visits abroad to English-speaking countries and visits of less than two months in duration, then the number is very small indeed: less than one percent.

In 2007, American Councils designed, organized, and/or supported the study and travel of more than 450 U.S. students, teachers, scholars, and professionals at all levels. Most of our participants traveled to countries whose language and culture they knew well prior to arrival, and many stayed from four to ten months to teach, pursue research, or study language and culture in depth. Primary destinations of our exchangees were Russia, Central Asia, Ukraine, South Caucasus, Syria, and Southeastern Europe.

Inbound participants in 2007 exceeded outbound Americans eightfold: 3,271 students, teachers, researchers, and professionals were recruited and placed at U.S. institutions or organizations over the same period, approximately half of whom resided in the U.S. for the full academic year. Application rates to all programs remain high, approaching 40:1 in some cases, although isolated attempts by local officials to discourage study in the U.S. have been noted in several of the large-scale programs, such as FLEX, YES, and Open World.

The impact on participants and their communities of these large flows of international activity is constantly assessed by American Councils: mean levels of language gain are tracked for language students, as are numbers of books and articles published, lectures and conference presentations delivered, students taught using new materials and methods, and new approaches shared with colleagues in the workplace and community. Multiplier effects — a key element in impact analysis — based on alumni follow-on reporting indicate that 30-40 additional persons are influenced by exchangees, both while on program and upon their return home, as they share ideas and best practices within the community workplace. Of particular note is American Councils' emerging new data on diffusion rates based on multipliers and innovation adoption patterns reported by returning school and university teachers, who train colleagues and share views and new approaches with hundreds of students and co-workers annually.

As an organization, American Councils is committed to converting its values and integrity into results for all the clients and communities we serve. During the past year, the organization has devoted significant time to discussion of a new strategic plan that will strengthen our overall work environment as an international, multi-site nonprofit, be more supportive of managers at all points in the system, and empower all staff members with better technology and improved training opportunities. None of this can be done without the wholehearted support of our Board of Trustees, our donors, our volunteer corps, and our talented, and richly diverse staff members who translate American Councils' mission into practice on a daily basis for individuals, local institutions, and governments.

—Dr. Dan E. Davidson, President

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Mission and History

American Councils for International Education: ACTR/ACCELS, an international non-profit organization, believes in the fundamental role of education in fostering positive change for individuals, institutions, and societies. American Councils advances education and research worldwide through international programs that provide the global perspective essential for academic and professional excellence.

Founded in 1974 as an association for area and language professionals, American Councils has focused its expertise on academic exchange, professional training, distance learning, curriculum and test development, delivery of technical assistance, research, evaluation, and institution building.

Originally incorporated as the American Council of Teachers of Russian (ACTR), American Councils has worked to advance research, training, and materials development in the fields of Russian and English, as well as strengthen communication within and among the communities of scholars and educators in language, literature, and area studies of the United States and the former Soviet Union. In 1987, the ACTR Board of Directors created the American Council for Collaboration in Education and Language Study (ACCELS), which quickly became a leader in the design and administration

of exchange and training programs funded by the U.S. government.

In its four decades, American Councils has developed into one of the premier American education and international training organizations, administering more than 35 exchange and training programs, including U.S. government and national fellowship programs. The organization develops collaborative and partnership initiatives between individuals and institutions in the United States and China, Afghanistan, Southeastern Europe, Eurasia and the Middle East; consults on project design and education innovation programs; and actively contributes to the development of language and area studies in the United States. The organization maintains its commitment to the teaching of the Russian language, with over 100,000 textbooks and educational materials sold and 6,500 Russian-language learners registered online.

To reflect the organization's development and expanded activities, in 1998, the ACTR Board created a new organizational structure with a new name, American Councils for International Education: ACTR/ACCELS. ACTR and ACCELS are divisions of American Councils. American Councils employs a full-time professional staff of over 370 in 24 countries of Europe, Eurasia, South Asia, the Middle East, and the United States.



Funding comes from public and private sources, including the Carnegie Corporation; the governments of Kazakhstan and the Russian Federation; the Language Flagship; the Open World Leadership Center; the MacArthur Foundation; the National Endowment for the Humanities; the Open Society Institute; the U.S. Agency for International Development; the U.S. Department of Education; the U.S. Department of State; and the World Bank.

“Growing up in a decade of constant change and turmoil has made me realize the importance of good leadership and the consequences that come from the lack of it. It was, in fact, this realization that influenced my decision not to stand idly by the processes that affect the future of my society, but instead to engage them proactively.”

—Graduate Fellowship Program Participant, Southeastern Europe

Board of Trustees



American Councils could not have achieved what it has without the support of people like Larry Kurlander. A member

of American Councils' board of trustees since 2000, Larry has offered his time and his in-depth knowledge of best business and governmental practices to help American Councils strengthen its mission and its programs. Larry's vision and experience have given direction and inspiration to the organization and its employees. After seven years of service, Larry will step down from the American Councils' board this year. American Councils, its staff and trustees, would like to thank Larry Kurlander for his many years of service.

Dr. Richard D. Brecht
Co-Founder, Board Chair
Executive Director, Center for
Advanced Study of Language
University of Maryland



Ambassador James F. Collins
Director and Senior Associate
Russian and Eurasian Program
Carnegie Endowment for
International Peace



Dr. Dan E. Davidson
President and Co-Founder
American Councils



Harriet Mayor Fulbright
President, J. William &
Harriet Fulbright Center



Dr. Billie Davis Gaines
Director, National Museum
Fellows Program
Atlanta History Center



David J. Gotaas
Owner/Manager, One Northfield Plaza



Michael Hora
CEO, Hora Enterprises

Lawrence T. Kurlander
Chairman, Central Asia Partners

Ambassador Richard L. Morningstar
Adjunct Lecturer
Kennedy School of Government
Harvard University

Robert Rose
President, Rose Communications, Inc.
U.S. Fuel Cell Council

Dr. Roald Z. Sagdeev
Distinguished Professor of Physics
East West Space Science Center
University of Maryland

Jane W. Shuffelton
President, American Councils
of Teachers of Russian

Where We Work



Afghanistan

Kabul

Albania

Tirana

Armenia

Yerevan

Azerbaijan

Baku

Belarus-ACER

Gomel, Minsk, Mogilev

Bosnia and Herzegovina

Sarajevo

China

Beijing

Croatia

Zagreb

Egypt

Alexandria

Georgia

Tbilisi

Jordan

Amman

Kazakhstan

Almaty, Astana

Kosovo

Pristina

Kyrgyzstan

Bishkek

Macedonia

Skopje

Moldova

Chisinau

Montenegro

Podgorica

Russia

Moscow, Novosibirsk, St. Petersburg,
Vladivostok, Yekaterinburg

Serbia

Belgrade

Syria

Damascus

Tajikistan

Dushanbe

Turkmenistan

Ashgabat, Dashoguz,
Turkmenabat, Turkmenbashi

Ukraine

Kyiv

Mrs. Jane Blair evaluates applications for the Future Leaders Exchange (FLEX) Program and volunteers to promote teachers' programs. For Mrs.



Blair, reading applications—which she has done since the program's inception in 1992—is a part of her larger devotion to volunteerism. Through the FLEX program, Mrs. Blair ensures that the value of volunteerism is passed on to future leaders throughout Eurasia. "Reading applications for FLEX is the best volunteer job in Washington... It's a well-run program. And it's a good thing that fosters understanding between nations." Together with hundreds of other volunteers, Mrs. Blair provides essential expertise and energy to the FLEX program, helping change the lives of thousands of students from across Eurasia.

Promoting the Study of Critical Languages



Ludmila Verbitskaya

Since 1974, American Councils has been advancing education and research worldwide through international programs that provide the global perspective essential for academic and professional excellence. The organization's groundbreaking work in the field of language acquisition established the foundations for American Councils' continuing growth and enhancement of language and exchange programs throughout the world.

Underscoring its commitment to the Russian language, American Councils hosted scholars and practitioners—nearly 100 strong—at the Carnegie Endowment for International Peace on October 17, 2007 for the opening of the international conference “Current Issues in the Study and Teaching of Russian Language and Culture: International Forum on Research, Theories, and Best Practices.”

Russian Ambassador H.E. Yuri Ushakov opened the event, which coincided with the celebration of the “Year of the Russian Language.” Ludmila Verbitskaya, president of St. Petersburg State University and of the International Association of Teachers of Russian, emphasized the vital role of teachers and scholars in maintaining the integrity of the language, while Vyacheslav Nikonov, acting director of the Russian World Foundation, celebrated Russian



Vyacheslav Nikonov

as a global language. Ambassador John O'Keefe, Executive Director of the Open World Leadership Center, described the role of exchanges in raising awareness of contemporary Russian culture, while Richard Brecht, Director of the University of Maryland's Center for the Advanced Study of Language, called on the scholars and teachers in attendance to contribute to the growing interest in Russian language and literature indicated by recent publicity surrounding the

release of a new translation of **War and Peace**. American Councils President Dan Davidson spoke of the current status of Russian language teaching in the United States.

The opening ceremony kicked off three days of workshops, roundtables, and presentations at American Councils. During the conference, Jane Shuffelton, president of ACTR, was honored with the Pushkin Medal for her distinguished service in the teaching of Russian.

Of the attendees, 40 were U.S.-based scholars and practitioners; 24 were Russia-based; and one was from Granada, Spain. A total of 15 sessions were held, during which 54 presentations were given. Twelve U.S. universities from eight different states were represented at the conference, as well as numerous high schools and other institutions, primarily from the Washington, D.C. metropolitan area. In addition, 14 Russian institutions of higher education from eight different regions were represented.



H.E. Yuri Ushakov, Ambassador of the Russian Federation and Russian language student, Atticus Brigham

Working for a Better Future

American Councils relies on the civic spirit of people around the world to accomplish its mission. Every year, thousands of host families open their homes to foreign exchange students, and hundreds of professionals volunteer their time to read and evaluate applications for its various programs. In so doing, they demonstrate their commitment to forging ties between the countries of the world.

As the world becomes more closely interconnected, and as cultures come into greater contact and engage with one another, the need for educational



programs that build the capacity for mutual understanding becomes more and more vital. American Councils will expand the scope and depth of its programs to meet the challenges we face in creating a tolerant and peaceful world. This expansion requires the commitment not only of governments, corporations and universities, but also of individuals willing to serve as volunteers, host families, and donors.

To understand the importance of American Councils' programs, one need only to ask the participants themselves. Every year, tens of thousands of people apply to programs administered by American Councils. The demand for these programs is so high that applicants will go to great lengths to participate in the competition process. Students seeking to participate in American Councils' Secondary School programs, for example, often travel for days just to take part in the first stages of the open, merit-based competitions that determine program finalists. Once they are selected as finalists, participants willingly leave friends and family for a year or more in order to fulfill their dream of seeing firsthand the culture and values of another country.

Keeping in mind the demonstrated success of existing programs, American

Councils has a clear and compelling vision for the future: to expand the scope of existing programs, reaching new populations and geographies, while at the same time continuing to design new and innovative ways to connect people, places, and ideas. Over the next year, American Councils plans to expand the organization's work in China, Afghanistan, Southeastern Europe, Eurasia and the Middle East. American Councils also seeks to deepen its reach inside the United States, offering students from underserved American schools educational and exchange opportunities. American Councils likewise hopes to continue to play a leading role in the development of effective foreign language programs through teacher training and curriculum development.

As nations become more interdependent, citizens of every country must become more familiar with the languages and cultures of people living on the opposite side of the globe. For more than 30 years, American Councils has helped thousands of students achieve proficiency in foreign language and travel to experience life in other countries. As connections between the world's peoples deepen, American Councils will play a vital role in preparing citizens for the globalizing world.



“Each of us has the energy and capacity to not only predict the future but also develop it. We need to believe that if we really want, we can participate in making the world a better place for all its citizens.”

—American Councils' alumnus

American Councils administers over 35 cultural exchange, study abroad, research, and professional development programs, each of which uniquely contributes to our vision of connecting the peoples and cultures of the world. Our participants are the best ambassadors for our programs, demonstrating fairness and parity of selection achieved through open, merit-based competitions. From the U.S. and China to Kosovo and Kazakhstan, American Councils' programs represent a broad, comprehensive effort to build knowledge and understanding between the U.S. and the world.

U.S.-CENTRAL ASIA EDUCATION FOUNDATION INAUGURATES BUSINESS FELLOWSHIP PROGRAM

In 2007, the U.S.-Central Asia Education Foundation, a private not-for-profit corporation, was established by a grant to American Councils to provide educational opportunities in business and economics, and initiate other activities to cultivate a principled entrepreneurial environment in Central Asia. The Foundation's work in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan focuses on fostering the growth of free enterprise and open markets. The U.S.-Central Asia

Education Foundation is funded by a grant of approximately \$15.8 million from the Central Asian-American Enterprise Fund. The Foundation's initial Enterprise Fellowship Programs provide:

- Need- and academic-based scholarships for undergraduate business students at several universities within the region that have adopted western-style curriculum and teaching practices, with English as the primary language for instruction;
- Business faculty training and curriculum development; and
- Internships that provide fellows with the opportunity to work or study abroad in countries with open market economies.

The Enterprise Undergraduate Business and Economics Fellowships program was launched with three partner universities in Central Asia: the American University of Central Asia in Bishkek, Kyrgyzstan; the International Business School in Tashkent, Uzbekistan; and the Kazakhstan Institute of Management, Economics, and Strategic Planning in Almaty, Kazakhstan. The first Enterprise Faculty Fellowships were awarded for study in Summer 2007 at the Carlson School of Management of the University of Minnesota and the University's Office of International Programs.

HELPING TO SHAPE AFGHANISTAN'S CIVIL SOCIETY WITH LINC

The Partnership for Learning Thematic Youth Projects Initiative: Linking Individuals, Knowledge and Culture (LINC) provides a platform for U.S. and Afghan youth projects that benefit communities and lay the foundations to nurture enduring ties. According to Zalmay Khalilzad, U.S. Ambassador to the United Nations and former Ambassador to Afghanistan, "The United States has a special historic responsibility to share knowledge and experience in the development of civil society with Afghanistan, and particularly with Afghan youth, as we seek to create a relationship based on mutual understanding and the development of common interests." American Councils, in partnership with World Link, is responsible for recruiting, selecting, and monitoring 40 Afghan secondary school students and eight Afghan teachers for a three-week U.S.-based exchange program.



FLAGSHIP PROGRAMS

The Language Flagship Program is a federally funded initiative that addresses the shortage of speakers of critical languages in the U.S. workforce, both public and private sectors. Overseas Flagship programs are designed for advanced-level students who are prepared to pursue academic study, intensive language training, and practical internship programs to attain “superior” or professional-level language and cultural proficiency in their chosen language.

American Councils was awarded a grant to design and implement the Russian Overseas Flagship Program in St. Petersburg, Russia in 2004, and the following year became a member of a consortium of U.S. universities focused on the improvement of undergraduate training in Russian at the advanced level. In 2006, American Councils established the Center for the Study of Persian and Central Asian Languages in cooperation with Tajik National University in Dushanbe to support advanced level study. And in 2007, the organization began administration of the Arabic Overseas Flagship Program in Damascus, Syria. Both the Russian and Arabic programs have produced excellent results, with students from both programs in 2006–2007 having achieved superior test results and many having entered careers that utilize their language skills. In 2007, American Councils placed the first students in the

Persian Overseas Flagship Program in Dushanbe, Tajikistan, and the Central Asian Languages Overseas Flagship Program, which is in the developmental stage. In summer 2008, American Councils will inaugurate its first undergraduate Flagship Program, the Arabic Overseas Flagship Program, at Alexandria University, Egypt.

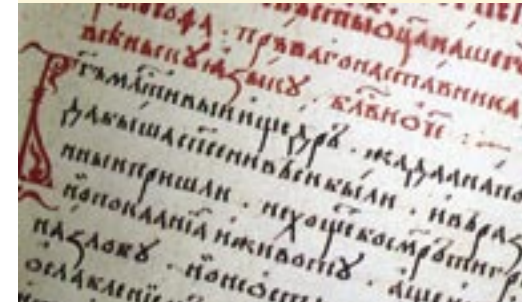
The Overseas Flagship Programs combine regular academic work at major research universities in the student’s chosen field of specialization with intensive immersion training at the professional level. Funded by the Language Flagship, the Overseas Flagship Programs are based in cities in which the target language is spoken: Arabic in Damascus, Syria and Alexandria, Egypt; Persian in Dushanbe, Tajikistan; Russian in St. Petersburg, Russia; and Central Asian languages in various Central Asian capitals. Each program includes a home-stay with a family from the host culture, an internship with a local or international organization, and the opportunity to enroll in local university classes in the student’s area of specialization.

The programs provide fellowship support on a competitive basis for students seriously interested in a career in public service. In addition, students are eligible to receive partial funding directly through American Councils, from the U.S. Department of Education (Fulbright-Hays) and the U.S. Department of State (Title

VIII Program). FLAS and Boren Fellowships may also be applied for study on the Overseas Flagship Program for students who meet the program’s admissions requirements (2 or 2+ in at least two skills in the target language at the time of application).

BUILDING ON A LEGACY OF LEARNING IN AFGHANISTAN WITH QuiLT

American Councils continues to build on its commitment to address one of Afghanistan’s most critical needs: re-establishing education as the single most meaningful and vital concern for a country devastated by war. The power of learning to improve the lives of young people is clear, and nowhere is this more evident than in the international programs administered by American Councils. Building on the success of the U.S. Embassy’s investment in a 2006 pilot to create certified English language teachers, and by leveraging



Mastery of the critical languages continues to be a dominant theme in discussions of global priorities. Without these skills, citizens of diverse cultures will be unable to address key issues in all sectors of modern society, including business, politics, diplomacy, academia, the third sector, and international relations.



the Bureau of Cultural Affairs of the U.S. Department of State's existing investment in the YES program, the goal of the Qualification in Language Teaching (QuiLT) teacher training and language immersion program is to create 400 certified English language teachers and, as a by-product, 30 English language teacher trainers from October 2007 through February 2008. American Councils' partner, the School for International Training (S.I.T.–World Learning) in Brattleboro, Vermont, will offer Qualification in Language Teaching (QuiLT) courses to establish a vibrant, sustainable, and scalable professional teacher training certificate in Afghanistan, which will be delivered by and to Afghan nationals at locations throughout the country.

OPEN WORLD PROGRAM

American Councils has played a leading role in the Open World Program since 1999. Funded by Congress and overseen by the Open World Leadership Center at the Library of Congress, the program brings emerging leaders from Russia, Ukraine, and other countries of Eurasia to the U.S. for ten days of intensive professional development training. Since its inception, over 13,000 individuals from a wide variety of professional fields have traveled to hundreds of communities throughout the United States to meet and share knowledge with their professional colleagues, and to learn about life in

America. Open World has sponsored visits by members of the Russian Duma, and has an ongoing Rule of Law component which brings judges to the U.S. to learn about the American judicial system. The Open World Cultural Leaders Program brings musicians, writers, and arts managers to the U.S. to collaborate with their counterparts.

Open World's program alumni represent an enormous public diplomacy investment by the U.S. Congress. The Open World Leadership Center has invested substantial resources for American Councils to track the work and progress of the program's alumni, and beginning this year, the development of lasting professional ties between Open World alumni and their American counterparts will now begin before the Russian participants even arrive in the U.S., allowing for stronger bonds to form even before they meet in person. A Russian-language newsletter, published three times a year and mailed to all participants, is also available online at the Open World website, or distributed electronically by email. The newsletter will actively engage alumni and encourage them to explore the creation of partnerships, even if they participated in Open World years ago.

“On films and television, we’ve all seen tall buildings in cities. I feel like I’ve seen what I call ‘first floor America’— where real American life happens.”

—Open World Alumnus



HIGHER EDUCATION PROGRAMS

The National Bank of Serbia Graduate Fellowship Program (NBS) offers Bank staff members professional development opportunities through internationally renowned master's degree programs in the U.S. NBS Fellows receive top-notch academic training in their fields of expertise, enabling them to further their careers at the National Bank. Degree programs available include Master of Science in Finance, Master of Science/Arts in Economics, and Master of Business Administration. Upon completion of their studies, NBS Fellows contribute to the further success of the Bank.

Under an agreement signed with the government of Tatarstan, a semi-autonomous region within the Russian Federation, American Councils will administer the Republic of Tatarstan Higher Education Fellowship, which will provide scholarships for up to 50 undergraduate and graduate students to study for one year at a U.S. university. Graduates of the program will meaningfully contribute to the social, economic, and educational development

of Tatarstan. The success of these programs in jump-starting national and institutional development has paved the way for the ongoing development of similar initiatives in Azerbaijan and Turkmenistan, and serves as a model for achieving sustainable development through education.

TURKMENISTAN AMERICAN UNIVERSITY OF CENTRAL ASIA SCHOLARS PROGRAM (TASP)

In August 2007, the first graduating class of the Turkmenistan American University of Central Asia Scholars

Program (TASP) was honored at a reception organized by American Councils. This year, 17 new TASP scholars began their studies at American University of Central Asia (AUCA) in Bishkek, Kyrgyzstan. The scholars' fields of study include journalism, international comparative politics, law, business administration, and American Studies. Fifteen TASP students graduated this year from AUCA, and a total of 54 TASP scholars are now studying at AUCA during the 2007-2008 school year. The TASP scholarship program was initiated in 2003 in response to the demand for quality higher education programs for Turkmenistan's youth. TASP scholarship winners receive four years of tuition to AUCA.



“There are many international NGOs in Afghanistan, but until now, none of them has paid attention to building this school. Why? No one has asked them. Now that I am home, that is my job.”

—Alumnus of the YES Program, Afghanistan



American Councils' dynamic approach to educational and program development is a hallmark of its work throughout Eurasia, South Asia, Southeastern Europe and the Middle East by creating programs that speak to the vitality and advancement of language training and cultural enrichment. American Councils not only designs programs and provides technical assistance in education for governments, it is also a recognized leader in improving educational systems. American Councils helps its partners to achieve their goals with established resources and permanent representation, including programmatic and administrative offices in the countries in which we work. American Councils' Curriculum Development, Testing and Multimedia Department offers the highest quality materials for teaching and learning the languages of Eurasia by designing, developing, and producing print and electronic publications, educational websites,

teacher training seminars, learning style assessment tools, and language testing instruments. Recent projects include Russian language textbook development and production; curriculum and test development for the new Advanced Placement (AP) Russian program for high schools; Internet authoring tools that allow teachers to create and to develop their own online curricula and exercises; and collaboration with the National Foreign Language Center (NFLC) to produce Turkmen, Chechen and other less commonly taught language learning materials.

American Councils extends its expertise to technical assistance and consulting services in rural education; administrator training; information and communication technology (ICT); national assessment programs; teacher training; test development and administration; and short-term professional development trainings.

“...What a positive experience the Chinese program has been this year for my 15-year-old daughter, Emily. She... started Chinese this year as a freshman at North Atlanta and by far, the Chinese program has been the highlight of her year. She has excelled in Chinese and has come to love both the spoken and written word. Clearly, the main motivator has been her Chinese instructor Ping, provided through the American Councils for International Education. Ping is a passionate and interested teacher who has inspired many students, and Emily and another student plan to visit Ping next year in China for a month, and attend the high school where she teaches.”

—Parent, North Atlanta High School

AMERICAN COUNCILS LAUNCHES USETI IN UKRAINE TO SUPPORT STANDARDIZED TESTING

One of the goals of the recently-launched Ukrainian Standardized External Testing Initiative (USETI) program is to create testing capacity in Ukraine that will lessen corruption, which the government acknowledges is a serious impediment to the country's economic, political, and social development. The new standardized testing process will replace the flawed entry examinations currently administered by individual universities, thus offering applicants more equitable access to higher



education, ultimately contributing to broader education reform. USETI is a two-year technical assistance project to support the Ukrainian Center for Educational Quality Assessment (UCEQA), which is developing and will administer standardized tests for university admissions. American Councils and the American Institutes for Research were selected by USAID to administer the project. UCEQA (www.testportal.com.ua) is working with nine regional testing centers to strengthen their capacity to perform core functions. Plans call for an expansion to some 25 test centers covering the entire geography of Ukraine.

On September 5-8, 2007, UCEQA held a three-day seminar in the town of

Yaremche, in the Eastern Carpathians. "Logistics and Backup for External Standardized Testing in 2008" gathered over 70 participants from Kyiv, Donetsk, Kharkiv, Dnipropetrovsk, Simferopol, Vinnytsa, Odesa, Lviv and Ivano-Frankivsk, representing UCEQA and its regional branches. The meeting was dedicated to plans for the success of conducting external testing in 2008, and the challenges inherent in the undertaking.

On October 9, 2007, USETI hosted a roundtable entitled "External Assessment 2008: Prospects and Challenges," to which over 20 participants were invited to discuss the key issues of external testing implementation. The participants

included Consultant of the Administration of the President of Ukraine Mykola Berizko; Deputy Head of the Secretariat of the Parliament Committee on Education and Science Ihor Zhylayev; newly elected Members of Parliament of Ukraine Vitaliy Kurylo, Yuriy Kliuchkovsky, and Volodymyr Polokhalo; Head of the Department of Higher Education of the Ministry of Education and Science of Ukraine Yaroslav Boliubash; Deputy Head Henadiy Kolesnyk; Head of the Department of Education of the City of Kyiv Lilya Hrynevych; Ukrainian Center for Educational Quality Assessment Director Ihor Likarchuk; Head Scientist of the Academy of Pedagogic Sciences of Ukraine Olexandr Liashenko; and representatives of the Ukrainian institutions of higher education.

International experts participating in the project included American Councils President Dan Davidson; Managing Research Scientist of American Institutes for Research and USETI consultant Jeff Davis; Senior Research Scientist of American Institutes for Research Howard Everson; Principal Research Analyst of American Institutes for Research Zarko Vukmirovic (Croatia); Educational Assessment Consultant Steven Bakker (the Netherlands); and Kyrgyzstan Center for Educational Assessment and Teaching Methods Director Inna Valkova.

Inna Valkova is the Director of the Center for Educational Assessment and Teaching Methods (CEATM) in Bishkek, Kyrgyzstan. In 2004 CEATM succeeded the Independent Testing Organization (ITO), established in 2002 by American Councils with funding from USAID, to promote a fair and transparent testing process for university admissions in Kyrgyzstan.



Mrs. Valkova works extensively with teacher training at the secondary and university levels. As Director of Test Development of ITO, she mastered the many facets of test creation and administration. With CEATM, Mrs. Valkova and American Councils founded Central Asia's first and only self-sustaining independent national student assessment organization. Under Mrs. Valkova's leadership, CEATM has given hundreds of thousands of Kyrgyzstani students the chance to apply to university through an open, transparent and merit-based selection process.





“Imparting service as a philosophy of life is an important part of the program. Teenagers are impressionable, and if you can reach them you will give them something to carry with them for the rest of their lives.”

—Volunteer, Future Leaders Exchange Program

KYRGYZSTAN'S RURAL EDUCATION PROJECT: IMPROVING EXISTING EXAMINATIONS

In June 2006, the Ministry of Education, Science, and Youth Policy of Kyrgyzstan and American Councils signed a contract for technical assistance for Improving Existing Examinations within the framework of the World Bank's Rural Education Project, “Strengthening Student Assessment.” The goal of the project is to reinforce the ability of the Kyrgyz system of education to accurately and fairly assess the academic achievements and shortcomings of youth studying in primarily rural school districts. If this goal is achieved, the Kyrgyz Ministry of Education will be able to more effectively implement reforms to address student needs in these generally underserved districts. Like most of American Councils' work in educational development, the project seeks to promote widespread systemic change through improving a small though vital part of that system.

In June, under the leadership of Steven Bakker, a team of five specialists conducted a detailed survey of existing assessment methods in rural Kyrgyz schools. This survey became the basis for introducing Kyrgyz specialists to the recognized instruments and procedures in testing as practiced



elsewhere in the world, and building the capacity to develop them. In August, national consultants were identified as counterparts to an international team of consultants that introduced the national consultants to the principles of modern educational assessment.

The full team of international consultants visited Kyrgyzstan in November 2006 and again in February 2007 in order to deliver five-day seminars on the two topics of vital interest to the project: national consultant training and item production (the writing of questions for the exams). Despite political upheaval in Kyrgyzstan, the American Councils Team Leader returned to the country in spring 2007 to help national

consultants produce a series of model examinations to test the effectiveness of the project's work to date. On April 6, tests on Kyrgyz as a native language, Russian, Math, English as a Foreign Language, Science and Social Science were administered in Talas, Bishkek, and Issyk-Kul. In September 2007, the test results were collected and analyzed by national and international consultants, and recommendations for continued improvement were made. Looking ahead, the project goals include support to local experts, further improvement of the pilot tests, dissemination of knowledge and skills gained during the project's seminars, and the introduction of improved exams on the national level.

PROTOTYPE AP® RUSSIAN LANGUAGE AND CULTURE EXAM 2007

American Councils is honored to cooperate with the College Board and ACTR members across the U.S. in the development and piloting of the AP Russian Language and Culture Course and Examination. Known officially as the "Prototype AP® Russian Language and Culture Course and Exam," the Russian Examination provides standards-referenced and proficiency-based assessments of students' levels of control in all four modalities: reading comprehension, listening comprehension, Oral Proficiency Interview and integrated written communication (IWC). Each section contributes 25 percent to the overall final grade.

In May 2007, ACTR administered the fourth online pilot AP examination to 184 high school students attending 31 schools across the country. The Oral Proficiency Interview was administered separately by telephone to the examinees. The spring 2007 online exam was assembled, using the results of statistical analyses performed on data collected from fall 2006 and spring 2007 field-testing of exam items to college level students of Russian. Based on these results, revisions included rearranging test items based on difficulty level, rewriting select multiple choice options, discarding items flagged as not discriminating sufficiently among students, and adding new items in order to meet the required number of items and exam specifications for each exam section. In July 2007, American Council of Teachers of Russian, with the support

of Bryn Mawr College, offered a professional development workshop for teachers who will participate in the Prototype Advanced Russian Course during the 2007-2008 school year. This is the fifth professional development workshop offered. Representing different regions of the country, the seven selected participants introduced various teaching techniques and experiences for different types and sizes of Russian programs. The seminar provided an overview of the pilot exam design, on-line test administration, and curriculum methodology. All participants worked with RussNet's lesson planner for shaping the web-based curriculum (www.russnet.org) for their own teaching needs, with particular attention paid to performance tasks and assessment. The Prototype AP® Russian Examination represents a new model for addressing long-standing school-to-college articulation challenges, as well as the development of a fully operational examination that meets the requirements of today's Russian language programs for competency-based external testing entering heritage and non-heritage students alike. This pioneering project in online curricular support and assessment has received critical funding from the National Security Education Program (NSEP), the U.S. Department of Education (Title VI/IRS), the Language Flagship, and the College Board.



"I came to the conference with one piece of luggage. I am leaving with five: one filled with new knowledge, another with know-how, wisdom fills another and a huge one is full with memories, new friends and colleagues. But these new bags of luggage weigh nothing because of the new energy that I have!"

—American Councils Alumnus and attendee of the 2007 Alumni Coordinators Conference



American Councils provides a number of services to academic communities in the U.S. and across Eurasia, South Asia, and Southeastern Europe, including academic advising, test administration for both academic and professional audiences, research, and travel support.

INTERNATIONAL TEST ADMINISTRATION

American Councils administers tests for a variety of professional and educational clients in Eurasia. American Councils staff are trained to conduct test registration, security, and administration, and may be contracted for regular testing or individual test events in any of the countries where it works. American Councils operates both computer-based testing centers and pencil-and-paper testing in Russia, the Western Newly Independent States, Central Asia and the Caucasus. In 2006–07, American

Councils administered thousands of exams for individuals and institutions throughout Eurasia and the U.S.

American Councils provides informal and formal oral language assessments to students seeking to gauge their progress in acquiring a foreign language. In 2006–2007, American Councils provided oral language assessments to over 200 individuals.

ADVISING

American Councils administers 17 EducationUSA Advising Centers (EACs) throughout Eurasia. These centers are part of the U.S. State Department-supported EducationUSA Advising Center network that provide:

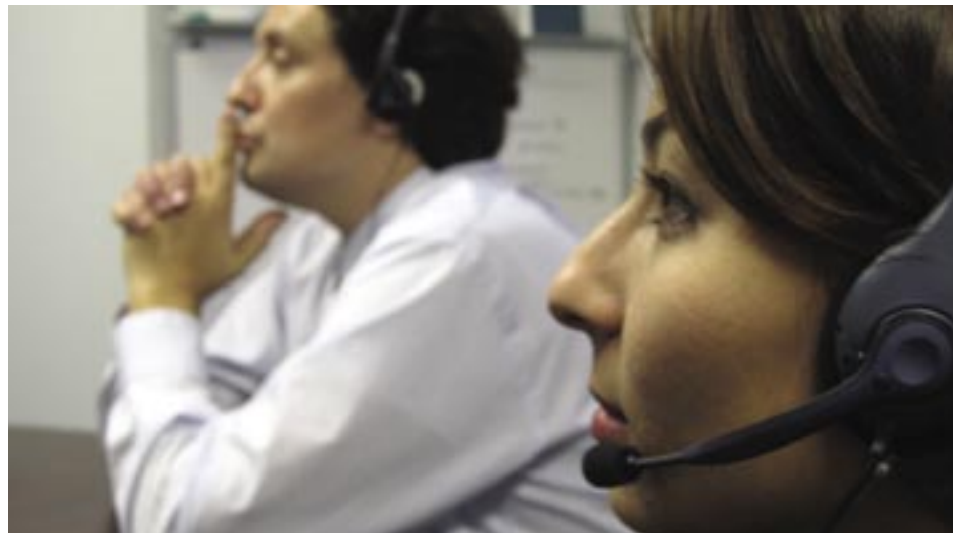
- Accurate information about the educational system in the U.S.
- Relevant and up-to-date materials available for researching

- educational programs in the U.S.
- Skilled advisors who assist students to apply independently to U.S. higher education institutions
- Information on study-and research-abroad opportunities

In 2006–2007, more than 68,000 students received advising services from an American Councils-administered advising center.

CENASIANET AND RUSSNET

Central Asia and the South Caucasus are critical regions, with enormous natural and human resources prime for development. Composed of more than three million square miles, the region leads the world in natural gas production and contains some of the largest oil reserves on the planet. Demographically highly diverse—with more than 100 ethnic groups residing in Kazakhstan alone—the region's native Muslim population is also one of the fastest growing in the world, numbering 55 million persons in 2000. The growing economic, political, and strategic military importance of the region motivates scholars and policymakers to study and analyze the complexities of the political and business decisions made there.



CenAsiaNet

To expand and enhance the study of the Central Eurasian Turkic languages, American Councils, in cooperation with the Inner Asian and Uralic National Resource Center at Indiana University, began development of CenAsiaNet in 1998 to serve as a web-based language learning resource for U.S. university-level learners of four regional languages: Azeri, Kazakh, Turkmen, and Uzbek. The goals of CenAsiaNet are to bridge the gap in the quantity, availability, and versatility of curricula for these languages; to create content-based instruction modules that will serve as models for new courses in these and other critical languages; and to utilize new technologies to strengthen learning and broaden the enrollment in the Central Asian languages. The

website, www.cenasianet.org, provides Central Asian language learning services and product information, language modules, courses, materials, in-service teacher training, databases, discussion forums, and gateways to other language resources.

RussNet

American Council of Teachers of Russian (ACTR), a division of American Councils, develops materials and curricular modules to support the teaching of Russian. One of ACTR's signature programs, RussNet, www.russnet.org, is a vast online, interactive Russian language learning and teaching network where teachers, students and lovers of Russian can find a wealth of Russian language tools and resources. The program incorporates culturally

and linguistically rich materials from the classical, historical, and literary world of Russia as well as from the rapidly developing world of modern Russia to create thematically based modules for language study across all skills.

RESEARCH

American Councils' Research Division conducts vital grant-funded and contract research projects in the fields of international education, study abroad, standardized testing, and foreign language study. With decades of experience, American Councils evaluates all aspects of its programming and uses dozens of evaluation instruments. The organization annually conducts baseline surveys for more than 2,000 participants of 43 programs in 24 countries. American Councils Research Director, Dr. Susan Lehmann, oversees the development, review, and improvement of evaluation and assessment instruments and methods. For many of its funded initiatives, American Councils' project evaluation strategy is multi-modal and can include formal surveys, interviews, site visits, focus groups, debriefings, and regular monitoring. It is also multi-tiered, with baseline, short-term, and long-term assessments. This approach enables American Councils to evaluate the short- and long-term impact of programs on participants, organizations, countries, and communities.



American Councils achieves its mission by highly effective application of its diverse core competencies and through work with a diverse group of partner organizations. These include the governments of nations in which we work, non-governmental organizations, corporations, universities, libraries, and the United States government. American Councils views each partnership as a valuable resource through which each party furthers its own objectives. Due in great measure to the respect we hold for each of our partners and their unique vision, we have been able to build and maintain an unparalleled network of organizations committed to improving education around the world.



Program List

Teacher and Faculty Training

Elementary School Curriculum Development and Teacher Education Project
Junior Faculty Development Program
Linking Individuals, Knowledge and Culture
Teachers of Critical Languages Program
U.S.-Central Asia Education Foundation Faculty Development Program
U.S.-Russia Language, Technology, Math, and Sciences Teacher Program
U.S.-Russia Teacher Training Program
Visiting Teachers and Faculty Program

Youth Exchanges

American-Serbia and Montenegro Youth Leadership Exchange Program
Future Leaders Exchange Program
High School in America Program
Secondary Academic Cultural Exchange
Summer English Language Program
Youth Exchange and Study Program

Higher Education Programs

Bolashak Scholarship of the President of the Republic of Kazakhstan
Center for Advanced Studies and Education
Edmund S. Muskie Graduate Fellowship
Edmund S. Muskie PhD Fellowship
Kosovo American Education Fund
National Bank of Serbia Graduate Fellowship Program
Post-Graduate Fellowship Program
Republic of Tatarstan Higher Education Fellowship Program
Russian Presidential Fellowship Program
Short Term Professional Development
Turkmen-AUCA Scholar Program
U.S.-Central Asia Education Foundation Fellowship and Internship Program

Professional Training

American Practicum Program
Community Connections
Education Sector Development Project, Azerbaijan
Open World Program
Summer Work and Travel Program

Testing and Assessment

Georgian Testing Program (NAEC)
Independent Testing, Kyrgyzstan (CEATM)
Improved Learning Environment Project, Georgia
Russian Unified State Examination
Russian Advanced Placement Exam
Rural Education Project, Kyrgyzstan
Second Education Project, Kyrgyzstan
Ukrainian University Entrance Exam

Outbound Programs

Advanced Russian Language and Area Studies Program (RLASP)
Arabic Flagship Program
Business Russian Language and Internship Program (BRLI)
Collaborative Research Grants
Contemporary Russia
Eurasian Regional Language Program
Golden Ring Program
National Endowment for the Humanities Olympiada Program
Persian Flagship Program
Russian Flagship Program
Summer Russian Language Teachers Program
Title VIII Research Scholar Program
Travel Grants Program

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Council on Standards for International Educational Travel (CSIET)

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Financial Report

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION AND AFFILIATE

Consolidated Statement of Financial Position June 30, 2007
(With Summarized Financial Information as of June 30, 2006)

Assets	2007		2006		Revenue and Support	2007		2006	
Current Assets									
Cash and cash equivalents	\$	1,298,469	\$	134,058	Federal awards and contracts	\$	25,347,015	\$	27,813,589
Accounts receivable:					Other awards and contracts		20,285,183		6,924,708
Federal awards and contracts		2,560,325		3,126,158	Tuition		2,760,494		2,550,251
Other awards and contracts		892,192		1,245,800	Administration fees		1,981,694		1,400,189
Contributions		0		310,526	Curriculum fees		52,687		88,969
Less allowance for doubtful accounts		(115,704)		(115,704)	Contributions		46,076		41,805
		3,336,813		4,566,780	Other		61,405		156,168
Prepaid expenses and advances		1,566,305		414,088	Textbook royalties		128,768		127,468
Total Current Assets		6,201,587		5,114,926	Travel agency commissions		13,742		12,594
					Rental income		275,021		108,926
Certificates of deposit		10,056		10,022	Interest		331,735		43,911
					Total Revenue and Support	\$	51,283,820	\$	39,268,578
Restricted investments - Kosovo project		7,410,092		7,498,989					
Property and equipment, net		154,169		216,428					
Deposits		93,365		91,275					
Total Assets	\$	13,869,269	\$	12,931,640	Expenses				
					Student exchanges	\$	33,095,629	\$	22,696,354
Liabilities and Net Assets					Program development		13,396,375		10,513,973
Current liabilities:					Teacher exchanges		1,314,910		2,539,165
Accounts payable and accrued expenses	\$	3,641,793	\$	2,960,311	Research scholars		2,923,164		3,337,829
Deferred revenue		1,776,358		1,730,648	Multimedia educational materials		71,900		215,049
Total Current Liabilities		5,418,151		4,690,959	Curriculum exchanges		27,005		24,660
					Government relations		36,396		39,862
Deferred rent		354,564		415,979	Membership		57,692		21,901
					Total Expenses		50,923,071		39,388,793
Amounts held for Kosovo project		7,410,092		7,498,989					
					Change in net assets		360,749		-120,215
					Net assets, beginning of year		325,713		445,928
Total Liabilities		13,182,807		12,605,927	Net assets, end of year	\$	686,462	\$	325,713
Net assets - Unrestricted		686,462		325,713					
Total Liabilities and Net Assets	\$	13,869,269	\$	12,931,640					

INDEPENDENT AUDITORS' REPORT

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American Councils for International Education and Affiliate
Washington, DC

We have audited the accompanying consolidated statements of financial position of the American Councils for International Education and Affiliate (the "Organization") as of June 30, 2007 and 2006, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects the financial position of the American Councils for International Education and Affiliate at June 30, 2007 and 2006, and the changes in their net assets and their cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 19, 2007, on our consideration of the American Councils for International Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

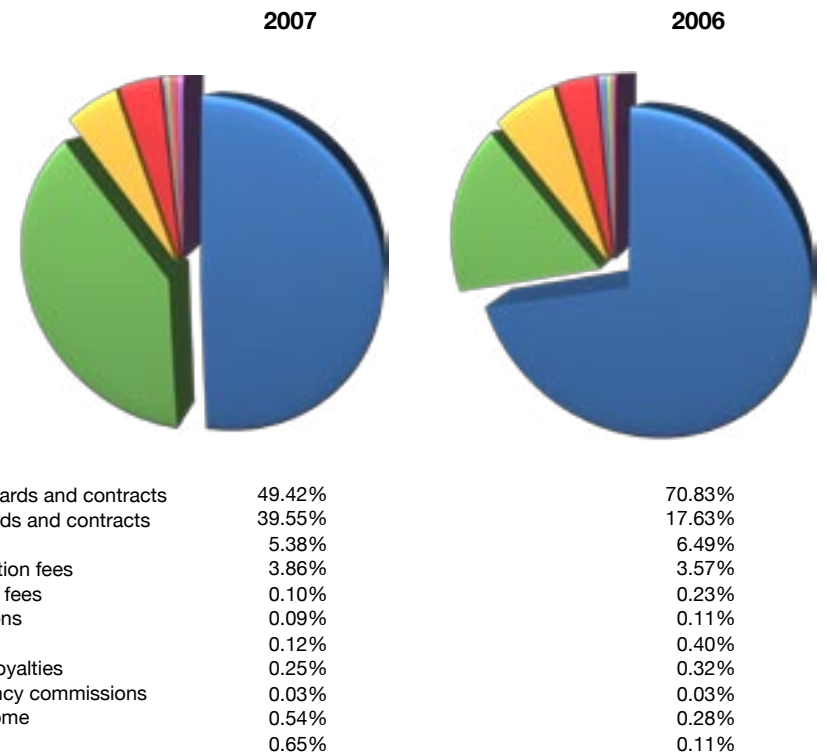
Our audits were conducted for the purpose of forming an opinion on the basic consolidated financial statements taken as a whole. The accompanying schedule of expenditure of federal awards is presented for the purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic consolidated financial statements, and in our opinion, is fairly stated, in all material respects, in relation to the basic consolidated financial statements taken as a whole.

LarsonAllen LLP
LarsonAllen LLP

Arlington, Virginia
October 19, 2007



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