

Report on NAYEN 2020

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Slides used in most of the breakout sessions are available at
<https://drive.google.com/drive/folders/1th2rVrSuXEUxmMNnL5i-P8us88jOtdLc>

YEAH Database Users Meeting, Alan

The room overflowed with YEAH users, and other users were online via GoToMeeting. Al Kalter summarized various new capabilities that had been added since the last users meeting. Users submit requirements to a group of board members who prioritize requirements. Al reviews and implements as deemed appropriate. Future enhancements may include generating audit reports, implementing additional SCRYE requirements for issuance of DS 2019s, and others. I asked for a show of hands on who uses One Source for CBC. Only a few responded. Currently YEAH is linked to Intellicorp and InCheck.

Plenary #1, Alan

Approximately 100 RYE students presented an outstanding flag ceremony. Students representing the seven districts in Mexico presented 36 flags. A website to recruit students has been developed because 78% of Rotary Districts have declining participation in youth exchange. Students do not search "youth exchange," but look for "study abroad." The website is studyabroadscholarships.org. NAYEN Awards are given so that best practices can be recognized and promoted. District 5890 won Bronze! Frank Devlyn, Past RI President, speaking in Spanish and English, exhorted RYE to continue to innovate.

Culture Shock and Reverse Culture Shock, Session B101, Hannah

Culture shock is the profound sense of disorientation and discomfort that comes with extended travel or living in a foreign culture markedly different from one's own. It happens in part because every culture is ethnocentric, meaning that each culture sees its own values and practices as natural and correct.

There are four stages of culture shock:

1. Initial enthusiasm and excitement
2. Irritability and negativism
3. Gradual adjustment and adaptation
4. Integration and biculturalism

Many people forget that the process of readapting to your old society is very difficult. It's called reverse culture shock. The phases are almost the same as those of culture shock. Reverse culture shock can be defined as the often unexpected and difficult period of disorientation and readjustment experienced after returning to one's own culture after an extended period of living abroad. It is key to create a reintegration program for the students, and periodically check in with them to see how their readjustment is going. Many Districts require students to do a year's worth of activities to "graduate" from the exchange program after they've come back from their exchange year to not only help the kids mentally, but also maintain their interest in Rotary.

Sexual Abuse and Harassment Prevention, B102, Anais

Sexual harassment is behavior against the will of the victim in an aggressive and offending way without their consent. Harassment often starts on social media. It is very hard for teens to deal with this, and it sometimes leads to suicide. It is hard to recognize the perpetrator because they come in all sexes, sizes, ethnic groups, etc. Because the student is vulnerable, especially at the beginning of the exchange, the perpetrator takes advantage of this situation. Often the harasser makes the victim feel like they are responsible for the harassment. Sadly, this means danger is not a stranger which implies that the student being harassed often knows who the perpetrator is.

Many times, students do not feel comfortable talking to their counselors about sexual harassment. Rotexes can be used to help the student being harassed. The victim is more likely to talk to a Rotex than to an adult. When students say no, it must be emphatic. Presenters advised Rotarians should not do so much hugging with students.

US Department of State Update & Procedures, B103A, Alan

The Dept of State (DOS), which oversees the inbound student program only (not outbound program), was most impressed with RYE. Notify DOS if there are issues getting students back home. The number of inbound Rotary students is declining: 2017-18 (1248); 2018-19 (1189); 2019-20 (1116). DOS tasks include focusing on complaints/incidents, monitoring trends, and conducting onsite visits. Often incidents are not reported. When in doubt, report at <https://exchanges.state.gov/highschool/>. Report significant events even if student is not impacted, e.g., Bellaire High School shooting. DOS will give warning up front when coming for audit. Report to DOS and school when student moves to new host family. Kudos on NAYEN volunteer training. A policy document is being prepared on sexual misconduct, which is becoming the greatest problem. When a student goes home early, let ARO know if a) termination, or b) shortening (if termination, student won't be allowed back in country for X years).

Your District's Short-Term Program, Session B104, Jim

STEP is a family-to-family exchange program in which we try to match students. STEP is typically 30 days in and out and should be no longer than 90 days to avoid visa issues. Longer programs will likely have higher insurance costs. Districts have differing policies regarding insurance payments. STEP students to South America go to school, if the school approves. Independent travel while on exchange is not allowed. Notes:

1. Priorities for matches are gender, age, and interests.
2. Argentina, Brazil, and Turkey require visas for short-term inbounds.
3. Many Districts invite short-term students to all long-term student orientations.
4. Typical District fees are \$450. One Canadian District charges a flat fee of \$3750 for everything, including travel.
5. YEAH database makes it easy for a vetted STEP host family to become a vetted LTEP host family.

Exchange 101: Basics of Rotary Youth Exchange, B201, Kelley

KEY TAKEAWAYS:

1. Governor Nominee should put it in the budget to attend NAYEN.
2. The Youth Protection Officer may need help with situations if a student doesn't want to talk to them; ROTEX was suggested.
3. Make sure everyone signs off on the Data Protection Policy.
4. Make sure each country exchange partner agreement is signed.
5. Have a ROTEX-hosted event for inbound and outbound without Rotarians.
6. Make sure to review the RYE Handbook, YP guide, Privacy protection, and NAYEN Data Protection Policy.
7. Parents should visit students March 1-May 30 if they want to visit, but visits should be on a case-by-case basis. It was suggested that not allowing parents to visit is a negative.
8. Pair inbound and outbound students with ROTEX to help the experience.
9. Make sure to hold many inbound and outbound events.
10. Have inbound and outbound students at District Conference.
11. Duolingo is FREE and TRACKABLE. Set it up for students and give them a completion date.
12. A Club Counselor must identify as the student's gender.
13. Document any host family mental issues.
14. Make sure roles are outlined and everyone knows their role.
15. Make sure families understand what is expected.

STEP Summer Camps, Session B202, Mike

STEP Summer Camps have been going on since the mid-80's mainly in Europe and are now located all over the world.

Two Rotarians from North Star detailed how they started their own camp after having sent several students to camps around the world. They decided that in the spirit of Rotary's Four-Way Test (Is it Fair?) that they should be able to reciprocate when sending students out to camps then they could host a camp. Their camp is now 3 years old and growing every year. They have gotten many sponsors and are even getting unsolicited requests to sponsor pieces of the camp (locations wanting to invite the campers to their place of business). The key is to mix social activities with educational activities and physical activities.

Costs to campers vary all over the world but are anywhere from free (aside from travel costs) to \$400. Jakob from Denmark keeps a list of camps on the EEMA site. Positions go fast since most camps specify x number from each part of the world and sometimes it is only 2 or 4 Americans invited at the smaller camps. Sizes vary from 10 to 35 attendees.

Dealing with Emotions on Exchange, B203, Anais

Students on exchange will experience anxiety, stress, unhappiness, worry, and other fear emotions. This does not mean there is a mental health issue. However, it can be hard to deal with these feelings. Understanding how these are "normal" experiences and developing coping strategies are important tools for succeeding on exchange.

At the start of the exchange, all students are out of their "comfort" zones. Teach the students to say, "I am lost and need help." A good exercise for an outbound is to go out to eat at a restaurant or to a movie by him/herself. This is an exercise that helps students handle anxiety. For the student to experience loneliness, they should stay home by him/herself on a Friday night. When loneliness and anxiety hit, volunteering to help others makes a person grateful. Students need to pay attention to moments of joy.

Tools to help a student get over loneliness and anxiety are:

1. Systematic relaxation – Go for a walk, find a TV show that makes you laugh, do breathing exercises.
2. Grounding – Homesickness – You don't hate your parents as much as you thought.
3. Basic Cognitive Reframing – The students can make a memory wall to help them stay positive.
4. Behavioral Strategies – Help someone or cook something for your host family.
5. Journaling is for happy and sad times. Writing down what happens is good to do before the students talk to their host family or counselor.

We need to help kids realize not everyone is going to like them. Discuss with student the “worst” possible outcome. What if it happens? How are they going to deal with it? Thinking doesn’t make it true.

Rotary International Certification, Session B204, Nick

Section 2.12, having to do with youth protection, and Section 41 of the RI Code of Policies are relevant to RYE. Training on youth protection is required annually. Incidents must be reported within 72 hours. Only 4% of allegations are proven to be false. Each US District must have liability insurance. Two or more host families are no longer required, but sponsor and host families must approve. Both inbounds and outbounds should do monthly reports. Short-term exchange students should have Club Counselors. An RI Survey is required annually (Aug-Sep). Retention of records, GDPR, is a developing requirement originating in Europe. In April or May, Governors will get a certification renewal form. (Nick will contact Scott.) DGs and DG Elects should be fully vetted, because they oversee the program.

Plenary #3, Jim

Dennis White, former Peace Corps to Iran, spoke about culture and reverse culture shock. (Watch *American Coup* on Amazon Prime. “To stop a war in the Middle East, send poets.”) Dr. Todd Jenkins spoke about going from diversity to inclusion. James Dittrich presented a RYE staff update: The Youth Protection Guide is being updated. 91% of Rotary Districts are certified for RYE. There are 490 certified Districts in 128 countries, 9333 exchanges involving 5768 clubs, and 28,218 RYE volunteers. District service projects involving youth exchange students are active in 314 Districts.

Tried and True Interactive Exercises to Teach Culture, B301, Fabiola

First, the group learned the technique, “raised hands, closed mouths,” to get a large group quiet. Dennis White reviewed exercises used to teach cultural differences. Materials for the following exercises can be found at <https://drive.google.com/drive/folders/12spcKSGcB5jE1Op8rfvBWEBRTClcGnHt>: 1) The Shield Exercise, 2) Broken Squares, 3) Build a Tower. (We are already using Build a Tower). At the same website are six discussion questions that can be used to debrief students upon their return. There are 5 stages of typical culture shock: 1) Excitement, 2) Irritability, 3) Acceptance, 4) Bi-cultural, and 5) Reverse culture shock.

Sustainable Peace through Agriculture, B302, Jim

Heidi Kuhn of Roots of Peace is dedicated to eradicating landmines. Her organization works to replace Mines with Vines. (Sadly, the US is not a signatory to the 1997 Mine Ban Treaty and since January 2020, the US is again manufacturing and using landmines.) Mines to Vines is working now in the Holy Land, which is rife with landmines. Black pepper is being grown on former minefields in Vietnam, where in the Quang Tri Province 80% of the land is still contaminated with landmines. An idea for a service project for inbound Rotary Youth Exchange students was discussed. The idea was to "Pepper the World with Love," whereby inbound students would raise funds for Roots for Peace by selling jars of late harvest black pepper. That pepper would come from the former landmine fields in Vietnam that have been converted through the efforts of Roots for Peace into pepper fields.

Inbound Service Project: Global Disaster Relief, Session B303, Hannah

ShelterBox is an Official Rotary Project Partner whose mission is to provide global disaster relief. They work with many different emergency situations such as forced human migration and natural disaster relief. They constantly monitor global politics and current events to determine where their resources are most needed. They are most well-known for providing shelter in the form of tents, but also offer tools, pots and pans, water filter, lights and sometimes even stoves to families who are going through hardships. They've provided shelter to over 1,500,000 people in over 100 countries. Fundraising for Shelterbox can be a great service project for exchange students and clubs alike. Here are some suggestions as to different fundraisers that could be held:

1. Spend a night (or more) in a ShelterBox tent: Rotarians (or non-Rotarians) sentenced to stay in tent until bail amount is reached.
2. Make calendars or memory books of exchange student photos and sell them.
3. Have the kids take pledges for every hour they are "off the grid" or without the use of electronics
4. Kids can cook a dinner, each bringing a dish from their country and we could sell tickets to it.

Supporting LGBTQ Students in Rotary Youth Exchange, B304, Anais

RI is now very committed to Diversity, Inclusion and Equity. This includes supporting students who are Lesbian, Gay Bisexual Transgender and Queer (LGBTQ). How can we ensure these students have a positive experience?

LGBTQ students have a high attraction to youth exchange. Youth exchange gives them time for self-discovery. They see it as an opportunity to come to terms with who they are.

You can't look at someone and know their sexual orientation. Sexual orientation is very personal. Never assume anyone is gay or straight. RYE has long been sending LGBTQ students abroad. Often, they have not revealed their sexual orientation. Society's acceptance of the LGBTQ community is happening at different rates in different cultures/countries. Many people have gender identity issues. As volunteers who promote peace and understanding, Rotarians need to be open-minded and tolerant.

Gender Dysphoria is a condition where a person experiences discomfort or distress because there's a mismatch between their biological sex and their gender identity. Also known as transgenderism. A transgender person is one whose genitals don't match what they feel they are. Transgenders more and more want to participate in RYE. This creates a lot of issues, i.e. sleeping arrangements, bathroom and sports team selections. The transgender students need to be well-adjusted. They may be working with a psychiatrist or having hormone treatment. It is OK for Rotary to say no to a transgender student. Some but not all transgenders seek medical assistance to change their sexual orientation. Transgenders may be gay or straight. Some transgender students feel you must adapt to me. This is totally different from the Rotary tenet that the students must adapt to the situation they are in. Gender Non-Conforming may be males who like to use make-up. They may express their sexual orientation in their own way. You should ask what pronoun you should use in describing the student.

You should ask the LGBTQ student if you can share the information of their sexual orientation with your overseas partner. If student gives permission, partners should share the information with the host District. Rotary should create an atmosphere of tolerance and acceptance. Students should feel acceptance in a supportive, open-minded way. RI was a discriminating organization. It is now on a growth path to diversity and inclusion.

Non-Binary (a new word used on RYE LT app). These students are not sure what their sexual orientation is. Rotarians need to understand where these students are in their process. There are sometime medical questions. Binary students need to be adaptable to go on an exchange. Our host families must be open to a Binary student because these students need family support

Non-Binary description can be:

He/Him/His

She Her/Hers

They/Them/Their

Why Inclusion, Diversity and Equity?

1. It's appropriate to be inclusive.
2. Good business – program should be open to more types of students.
3. Smart – All human beings deserve the same opportunities.

Today's students come from diverse families. RYE's mission is to promote peace and cultural understanding; promoting peace is our mission. If Rotary wants to attract younger members, it must be open to diverse people. We, as a group, need to look at things differently now.

Teaching Empathy to Outbound Students, B401, Kelley

The group role-played, being the empathetic person and practicing how to listen to another person. It is important to teach empathy to students because it will help them through trouble and help them help others. So much of empathy is nonverbal, and we need to remember our gestures and actions. Be aware of cultural differences. For example, in some Asian cultures, looking into eyes is considered impolite. Be positive and open to new ideas. Promote a feeling of confidence.

The key factors that affect empathy are:

- E ye contact
- M uscles of facial expression
- P osture
- A ffect
- T one of voice
- H earing the whole person
- Y our response

The Six B's (Key Behaviors) of Exchange, Session B402, Leenette

The D's have nothing to do with world peace but are simply a means to further protect the students - NO Drinking, Drugs, Dating, Driving, Downloading. The B's were created as a way of giving students a way to meet the actual intent of their exchange, to be successful and to have a positive, fun experience:

Be First, Be Curious, Be On Purpose, Be Grateful, Be of Service, Be Here Now

When the students arrive, the exchange can be a pressure cooker of emotions and everything new, so providing the students with a way of setting attainable goals in a visible way will help them cope with the changes and they will be able to enjoy your exchange. Teach to be in the moment, to say yes – just do it even if it doesn't sound like something

you'd like or if you're scared. One possible tool for teaching this is Linda Elli's poem "The Dash."

Best Practices: STEP, Session B403, Mike

Marketing, Marketing, Marketing! This program needs to be marketed both internally and externally from Rotary. Internally, STEP is shown and talked about at every RYE function. Also, in Mexico, the DG made it a point to bring it up at every club during his visits and their numbers quadrupled in one year. The importance of District STEP Coordinators meeting each other at EEMA and NAYEN was discussed and how building that trust between countries makes it so much easier (I heartily agree!). Insurance requirements were discussed as well as database requirements. Also, stressing honesty on medical issues so the host families are not surprised by issues or special requests.

Building Diversity and Inclusion in RYE, B404, Anais

As Rotary Youth Exchange leaders, we need to understand the critical difference between diversity and inclusion so that all our program participants know they are invited, valued, respected and have opportunities. Diversity is the term used to describe the incredible range of human differences and backgrounds. When talking about diversity, most people don't know where to start. Bias is real and creeps into our world. We need to start the discussion. We need to have an intentional inclusion plan. We need to make some goals and develop some metrics to measure how we are doing.

Diversity is being invited to the party. Inclusion is being asked to dance. We need to have inclusive marketing and outreach because Rotary wants to do the right thing. Inclusive marketing involves inclusive language.

When a club has an exchange student, it's like a marriage for a year. The club must commit to a strong relationship. The student should be involved in club activities. The club members will give them a sense of belonging. You can watch the growth and maturation of the student throughout the year. One nice thing to do is to give them a badge for the year, host an arrival party, and make a welcoming video. Always include students in club projects. Let the students do two programs, one when they first arrive and another right before they leave. Teach students how to engage and communicate. Ask the kids what the top things are they want to do this year. Once you have the list, ask members to sign-up to take them to these sights/activities. District could give an award for the "Best Host Club of the Year." Also, could award "Inbound Student of the Year."

In summary, diversity is essential. Inclusion is taking it one step further in practice by creating an environment that is welcoming, participatory, and values the voices of all.

How to Manage Early Returns, B501, Nick

Some Districts in Europe collect a 1000 Euro deposit as early return insurance. If a student returns early, the District keeps the deposit. If the student completes the exchange year, the District returns the deposit. Early intervention into problems is necessary. Overuse of the internet is a warning sign. Upon return, an exit interview is necessary to determine if the student should be included in ROTEX.

How to Find & Train Host Families, B502, Leenette

FINDING HOST FAMILIES

Start promoting Youth Exchange to younger students in Elementary and Middle School by attending scout meetings and other school or community events. Have the youth exchange students participate and attend your Early Act First Knight programs. Arrange for the inbounds to speak to classes, a great way to promote Rotary and Youth Exchange. There are many events that Rotary can attend: PTA events, High School College and Career Days, School Fairs and Fundraising Events. Use marketing funds wisely: water bottles with logo and bumper stickers seem to be successful, according to many in this break out. Church and other community organization newsletters are great places to support and promote youth exchange.

Use Community Programs such as library events to promote Rotary Youth Exchange. Many libraries have events featuring speakers for young students. An international student teaching about his or her country is an ideal way to market Rotary to the students and their parents. Remember, home schools, CO-OPs, and Montessori schools, whose families often host students, have families who are more open to exchanges. All these events heighten student interest and educate parents, teachers, and communities about the safety and professionalism of Rotary and its Youth Exchange Program.

Programs such as the Fulbright Program, Peace Corps, Doctors without Borders, Mission Programs have volunteers who are internationally connected and may have the time and ability to host a student and promote Rotary.

Promote the students within your clubs by offering Rent Not Own Days. Challenge members to take a Youth Exchange student to an event, activity or just out for fun with their family members.

TRAINING HOST FAMILIES

Use NAYEN Resources. There are several training modules online that connect directly to the YEAH training files. Use face to face training opportunities, but don't train too much. Focus on relationships, fellowship, and fun. These are adults, so make them part of the training. Incorporate their ideas and feedback. MAKE IT FUN. Be sure the families have required letters and forms. Using the new YEAH database will make this easier to complete and record document for audits. Follow up, not only the initial and two-month visits but during the year.

Educating District Leadership, B503, Alan

My thought – concept for improving DGE training most appropriate and most needed, but presentation given at the NAYEN conference had many holes. Don't think this presenter – although a PDG – is the one to develop the training material. DGE's oriented on Foundation, Membership, Public Image, *et al.*, but little on RYE. Three webinars being developed as online training courses:

1. General information
2. Details on inbound, outbound, and short-term programs
3. Value of program and liability

How to Engage Club/Student Interaction, B504, Jim

Before the student arrives:

1. Order the student a club name badge.
2. Have a signup sheet with suggested activities. Members can sign up or add their activity.
3. Sign up student for two presentations on the speaker schedule (Fall & Spring).
4. Write a welcome letter to the student with information on his/her new community.
5. Organize club/community welcome parties.

During the exchange year:

1. Student acts as weekly club greeter.
2. Students share their host country holiday traditions.
3. Get student on speaker schedules for other clubs.
4. Encourage student to visit projects or job-shadow with local Rotarian.
5. Club competition for members who engage with student.

Helicopter Parents and How to Manage Them, B505, Kelley

Helicopter parent: A parent who takes an overprotective or excessive interest in the life of their child or children. They swoop in when their child is distressed or challenged.

Lawnmower parent: A lawnmower parent will intervene or "mow down" any person or obstacle that stands in the way of them, saving their child from any "inconvenience, problem or discomfort."

Research has shown that there is a correlation between helicopter/lawnmower parenting and children who develop depression and anxiety. This research also showed that these young adults had poorer coping skills, less ability to think creatively on their own, and had difficulties in problem-solving. Once parenting becomes governed by fear and/or decisions based on what "might" happen, it can have a negative effect on their student's exchange.

Signs of helicopter or lawn-mower parents:

1. A parent may turn in the paperwork for their student.
2. Parents may make complaints that their student didn't receive the host country they wanted, or the country isn't safe.
3. A parent may try to select host countries for their student.
4. A parent asks too many questions.
5. A parent states that the 30-day non-communication rule will not apply to them.
6. Parents may try to negotiate conflicts for their student.

Give parents guidelines:

1. Start the year off with rules and stick to them. Examples: no parent emails the District chair or no phone calls to their student in the first 30 days of the exchange.
2. Keep them informed of District meetings and events.
3. Have parents sign a document, just like their student, stating they will abide by the rules.
4. Explain the Rotary Support System to remove excess worry.
5. Give parents a Do's and Don't's list.
6. Make sure parents know upfront what you expect of them regarding their participation and communication.
7. Remind parents that having their student complete projects or meet deadlines on their own will build confidence, which will be beneficial once on exchange.

Plenary Session #5, Alan and Leenette

Liz Hulley is a Rotex from S. Africa who now lives in Canada. She was accosted at the beginning of her exchange in New York by African American male who said, "Go home." In response, she spoke to grade schools and numerous other groups, giving 342 presentations in all. Giving the speeches changed her life. The talks addressed changing perceptions, deepening understanding, breaking down barriers, and world peace. RYE does what no diplomat can do in fostering world peace.

Diversity is one of the keys to growing Rotary's exchange Program. There will be a Diversity Awareness Questionnaire under NAYEN's YEO Resources.

Rotary International has asked that we remove the acronym RYE in our speeches and communications. We want ROTARY to be in Rotary Youth Exchange. We need to distinguish our program and keep our brand.

Introverts and Extroverts, B601, Kelley

Myers-Briggs personality tests show that 75% of US citizens are extroverts, whereas Asians are 50.7% introverts, and the New York Times reports that there are no introverts in Brazil.

Why would youth exchange be better for introverts?

1. Introverts already live in a different culture—the culture of the extroverts. So, they have had years of experience adapting to a different culture.
2. Introverts tend to observe the social customs before speaking or acting like a native.
3. More likely to intensely study the culture and language before they go.
4. More comfortable in small social settings such as families.
5. Only introverts who want new experiences are likely to apply.

Why would youth exchange be more difficult for introverts?

1. More difficulty making friends.
2. Preference for being alone versus interacting.
3. Problems associating names with faces.
4. Uncomfortable in large social settings.

Why would youth exchange be easier for extroverts?

1. Make friends easily.
2. Thrive in large social settings.
3. Most embrace new experiences.
4. Have something to say on everything.
5. Less likely to be upset by criticism.

Why would youth exchange be a challenge for extroverts?

1. More likely to take inappropriate risks.
2. Difficulty in recognizing the social clues of a foreign culture.
3. Tendency to make socially insensitive comments because they did not pick up on social clues.
4. Emotionally more difficult to deal with lack of social interaction, which often results because of language issues.

Building a Strong Rotary Youth Exchange Committee, B602, Leenette

All attendees agreed that District participation is declining. The numerous reporting requirements and now issues with visas, data protection, and other administrative tasks have put a burden on committees. Much focus is on administration, but it is time to re-focus on

marketing. The Rotary Youth Exchange Program is still the cheapest program with the most oversight. We have connections all over the world, close connections with hosting clubs. We need to market this heavily in our recruitment.

In building the committee we must get back to the basics. Have a committee strategic plan with succession planning built in. Some key elements are: Youth Protection and Crisis Incident Team, Organizational Charts of Committee, students, club committee members are great as they give ownership and bridge gaps in the District. Be sure to have a yearly calendar to keep everyone focused. Concentrate on one program at a time: recruitment, training, marketing, etc.

Some great lessons learned: Make sure every position has two individuals: a lead and an assistant or team partner. Fund their training at SCRYE or NAYEN to build knowledge and add credibility. Use technology wisely and all the time to reduce labor hours. NOTE: The 40+ folks in my session were all using the YEAH system. At a minimum Districts must have inbound, outbound, compliance/protection, training, and recruitment covered to be successful.

Attracting and Developing Young Leaders, B603, Alan

Get into schools and use testimonials on the website. Short-term camps are on the up rise and easy to do. Use key words – not Youth Exchange – but “Study Abroad Scholarship” – to get more hits on the web. Use videos for showing students the rewards for leaving the nest. Start the selection process in spring. Invite students to attend the leadership workshop (RYLA). (We need to brainstorm how to promote RYE to RYLA students; make them aware of our website.) The website that outbound students should visit prior to applying is <http://rotarypositivepeace.org/>. Get outbound students involved with Toastmasters. I asked for examples of videos for host clubs; Northstar sent three videos to me which I forwarded to Jeremy.

Online NAYEN Training, Session B604, Nick

Almost all this training is accessible through YEAH.

Coming Home: Training Rebounds, Session B701, Kelley

How do rebounds feel:

1. Most people back home don't have a clue how hard, different, growth-producing the exchange experience was...nor how much the student came to love the host country/culture.
2. Most rebounds are as baffled as their parents and friends regarding exactly how they benefited from their experience.

3. Rebounds only know they miss the hell out of where they were, and they can't go back soon, if ever.
4. What you have is a rebound and the rebound's parents and friends wanting to communicate with each other, but live (in their minds) in such different worlds that they can't find common ground for more than surface discussion.

Rotary can help rebounds by organizing a Rebound Weekend, Friday to Sunday (we are only doing one night). Use 60% of the weekend to focus on recalling a personal story and then writing about it, and 40% to deal with return culture shock, dealing with parents/friends, future Rotary opportunities, surveys, etc. Work mostly in moderator-led small groups, which facilitates person-to-person sharing in a trusting environment. The result is mutual support. Everyone shares his/her story after breakfast on Sunday morning.

How to get the buy in? Ask how many would like to have a short document by the end of this weekend that you can use on university applications, scholarship applications, job applications, NGO applications, military academy applications, State department applications, etc.

African Outbound-only Exchanges, Session B702, Jim

Such exchanges are already happening in Africa, the second largest continent by area and population. There are Rotary clubs in 51 African countries. The immediate goal is to establish one-way exchanges with five Districts under an initiative called "Power of One." The program focuses on 15 to 17.5-year-olds. If interested, a Memorandum of Understanding (MOU) can be sent to the Power of One Committee. The interested host District will indicate full, enhanced, or standard funding. There are 15 signed MOUs currently, two from the USA. There are two main challenges to the program: (1) Will the African student not return home? and (2) What will all this cost?

Rotex and Alumni: What happens next?, Session B703, Hannah

The establishment of a District Alumni Chair is key. This person will promote and develop strategies for Rotex inclusion at the local level. The idea is to standardize retention strategies (for Rotex). This alumni chair, who will be part of your District board, will work to build a sustainable, independent Rotex club.

Here are some of the responsibilities of the Alumni Chair:

1. Involve alumni in club and district activities like service projects, meetings, and conferences
2. Make sure that club and district leaders know about alumni in your district and recognize that they are an important part of the Rotary family

3. Develop an action plan for keeping alumni involved in Rotary activities and inviting them to become members

Whether the alumni are part of our District YE team, or a standalone Rotex Club, the key to keeping them interested and engaged is to let them feel valued. This can be done by giving them real and meaningful tasks and roles in our organization.

Preparing & Sending Great Ambassadors, B704, Anais

We need to use Rotexes to communicate with RYE students. Recommended making them the program coordinator.

Give out postcards to club members to write a message to your outbound students; stagger sending the cards while student overseas. Notes:

1. This generation is tied to their phones.
2. They want to make a difference in the world.
3. Rules and values are changing.
4. Students think Rotary has too many rules.
5. This generation wants to belong.
6. Good way to communicate is through an email group.
7. Provide leadership workshop for current RYE students (I feel we do this with RYLA.).
8. Make a service project part of the selection process.
9. Get a psychologist to talk to the prospective students.
10. Need to educate students on vaping

Some of our challenges:

1. Rotarians in other countries offering our students alcohol
2. Students driving E-bikes, E-scooters while on exchange
3. No dating – definition changing; chance to get pregnant or having a venereal disease
4. No disfigurement – dangers of getting tattoos; danger of getting sick & being vulnerable

Accommodating Students with Medical Needs, Session B801, Jim

RI reports from the past eight years show that early returns range between 3.3% to 4.3% with the primary cause being homesickness. Medical and mental health issues account for only about 10% of the returns. Any “yes” answer on the medical history form on the application could become a serious problem. The US and Canada do not have blanket restrictions, and any restriction is determined on a case by case basis. Do you accept inbounds who have mental health checks on their application? A dialog should be

established with the sending District for a fuller understanding. Do you send an outbound with mental health checks? In some cases, the host District should find a psychologist or psychiatrist in the District to review the situation and advise on it. Who makes the decision on accepting an inbound student with physical or medical issues? Some rely on the inbound chairman, others on the YE committee. Some Districts will not accept an inbound with an active eating disorder. Some will not accept students with a medical condition that cannot be adequately treated within the District's area.

Forced Host Families, B802, Nick

Forced host families are a problem in Europe, where the outbound student is required to find three host families for the inbound student. About 20% of those families do not want to host, but agree to do it to support the outbound student. Forced families are three times more likely to have sexual harassment problems. Such families need more intensive interviews to ensure that they really want to host.

New Challenges for the D's, Session B803, Mike

There are limitations and challenges in both prescribing which D's apply and enforcing the D's. The subject came up about some Rotary clubs offering drinks to the students at club meetings and events. (Makes it hard to enforce when the club is handing them drinks!) Different views were offered. Some districts tell the students that if they want tattoos or piercings, Rotary will not stand in the way, if they have written permission from parents. In France they add an additional "D" of no demonstrating as that is part of the French culture and some of the students want to go join the demonstrators for any stand being taken.

Finally, it came down to zero tolerance for Drugs and a case by case basis for other D's as a common practice. One strike? Two strikes? Of course, there are always other factors that go into how some of these are enforced

Changing RYE to Keep up with GenZ, B804, Leenette

Students born 1995-2012 expect a work/life balance. These are the most diverse and interconnected individuals. They are very social media savvy and will have two Instagram accounts, one for their parents and other adults to see and the other the real account.

These young people value equality, uniqueness, and want authentic experiences. They do like recognition (hence Instagram posts), and they love to share their experiences giving Rotary great marketability venues. Promote the Rotary Positive Peace Academy Online Training to these students. Make this a part of orientation/training.

Given the connection to social media, we had a lot of discussion of how to get the students immersed into their new host family and country. Some Districts are using the 30-day blackout rule. During training and orientations they advise inbounds and outbounds that they want them to have minimal contact with family and friends for their first 30-days, giving them an opportunity to let their parents know they are okay but keeping them from spending too much time on the internet.

History shows us that students with the least amount of daily contact back home to family and friends have the best exchanges and have less stress and anxiety. Among the group of almost 40 participants in this class, ALL said stress and depression was a key factor in early returns and exchange problems. A lot of this was attributed to their constant contact with family and friends from home while some believed it was due to poor training of the students and host families, including lack of oversight with appointed Rotarians.

The key is to engage these students in worthy projects. They are creative and have knowledge of numerous resources to make projects successful. Give them a purpose and let them be in charge. The Rotary Positive Peace Online Training can be helpful to hone their skills and further promote Rotary initiatives.