

**INTERNATIONAL ASSOCIATION FOR
HUMAN VALUES**

Annual Report 2010



About The International Association for Human Values

IAHV is an international humanitarian and educational non-governmental organization committed to promote resurgence of human values in all aspects of life across the globe. It was founded in 1997 by Sri Sri Ravi Shankar, and has its headquarters in Geneva.

IAHV along with its sister organization, Art of Living Foundation has one of the largest volunteer based networks in the world. It has reached over 20 million people in over 140 countries with a wide range of social, economic, cultural and spiritual activities. We collaborate with governments, educational institutions, other NGOs, corporations, businesses and individuals, to develop and promote programs of community development, youth leadership training, disaster response, and personal development.

The organization also works in special consultative status with the Economic, Social and Cultural Council (ECOSOC) of the United Nations, participating in a variety of committees and activities, related to health and conflict resolution. IAHV is also the initiator and chair of the Human Values and Spiritual caucuses at the United Nations Geneva office.

IAHV is known for its low overheads and strong organizational capacity. This is possible because of our large inspired volunteer base.



IAHV Mission

“Building One World through Shared Values”



WE BELIEVE THAT

- All human beings are equal.
- Harmony can exist in diversity.
- Socio-economic development, when built on human values, is sustainable.
- Human development and socio-economic development are inter-dependent.
- A sense of responsibility, accompanied by selflessness, is true empowerment.
- Peace, happiness, and compassion are intrinsic to all human beings.
- Incorporation of human values into all aspects of life will lead to a more peaceful, just and sustainable world.

Executive Summary

In 2010 the International Association for Human Values (IAHV) expanded its personal and social development programs, bringing relief to thousands, and inspiring transformation in communities around the world. His Holiness Sri Sri Ravi Shankar, the founder of IAHV, recognizes that “sustainable development requires, as a precondition, the development of the individual – developing the outer world from the inner self.” This principle is the cornerstone for IAHV’s comprehensive portfolio of programs that include disaster relief and rehabilitation, youth leadership training, education for rural villages, orphanages, public sanitation, women’s empowerment, environmental protection and much more.

This year IAHV distributed more than \$360,000 USD worth of aid overseas, and to provide disaster relief in Pakistan, St. Lucia and Haiti. IAHV responded to environmental disasters by mobilizing volunteers to serve their local and global community by distributing food and material supplies, conducting trauma relief courses in partnership with the Art of Living Foundation, providing vocational training and building homes and schools.

IAHV continued its commitment to empowering youth leaders in Haiti. The Nouvelle Vie Haiti program trains youth to revive Haiti’s land, economy and society through the Youth Leadership Training Program (YLTP). YLTP provides training in life skills, sustainable agroforestry, and micro-enterprise development. Through these programs, 4,359 community members participated in trauma relief workshops and 750 families were trained in Food Security during 2010.

In the United States, IAHV’s Youth Empowerment Seminar (YES!) continued to grow by leaps and bounds. In just the last year, the YES! program reached more than 12,500 students in high schools and middle schools around the country. IAHV also continued to provide trauma relief program to US war veterans, and 600 inmates in 19 correctional facilities across the US participated in Prison SMART programs.

PROGRAMS IN THE UNITED STATES

Youth Empowerment Seminar



YES! for Schools or the Youth Empowerment Seminar is a life skills educational program that provides high school students with a comprehensive set of tools they can use to achieve their full potential as students, leaders, and community members. It works to create a stress-free, violence-free learning climate in schools by giving students, teachers and parents the ability to better deal with stress and manage emotions. The combined effect of these techniques is a safe and positive learning environment, improved student behavior,

enhanced academic performance, greater connection with family, teachers and peers, a greater sense of belonging and improved behavior on the school campus. The YES! curriculum includes elements of stress management, character education, social-emotional learning and conflict resolution. This year 12, 750 U.S. high school students in 33 schools and 7 states participated in the YES! Program.

Five Main Curriculum Areas:

Stress Management - Students learn tools for relaxation and stress reduction, including innovative breathing techniques and engage in interactive processes that increase their self-confidence and enhance their ability to feel comfortable in challenging situations.

Conflict Resolution Students participate in experiential processes for developing effective problem-solving skills and strategies for successfully dealing with peer pressure. Teamwork exercises highlight cooperation and conflict resolution, and develop student's interpersonal skills.

Leadership - Students take part in interactive games and projects that cultivate leadership abilities, cooperation, and an understanding of group dynamics. Activities emphasize the importance of effective goal setting, time management, and follow through.

Character Education Students explore human values such as respect, integrity, forgiveness, friendliness and nonviolence.

Social-Emotional Learning Students engage in group discussions and interactive processes that help them develop personal and academic goals for success, positive social relationships, good decision-

making and the power of responsibility. They learn breathing techniques that allow them to manage and release their negative emotions and stress.

Accomplishments for the Year

- 12, 750 U.S. students in 33 schools and 7 states participated during the 2010-2011 school year.
- 6,000 students became involved in the Kids for Kids program.
- A Children's Trust Grant allows ART Excel to reach children at four schools in Miami.
- A study at Columbia University showed YES! students had statistically significant increase in conflict-resolution ability, planning, concentration, anger management, and self-esteem, and decreased distractibility and irritability.
- Research at six New York high schools, showed that 93% of students experienced a reduction in stress after participating in YES! and 86% experienced reduced anger and irritability.



Participant Experiences

"It helped me to breathe better and I haven't needed my asthma pump. I feel fortunate that I can take this course because now I can practice yoga on my own and have the privilege of knowing how to calm myself whenever I get upset, etc." -**Mack, 17**

"YES! has interesting and deep points about how to live life happily. The breathing exercises help me to feel much more energetic and happy. I am waking up earlier and I don't feel like sleeping 24/7! I feel very good as if I am a better person. YES! Should stand for Young Exceptional Students!" -**Olivia, 15**

<http://www.youthempowermentseminar.org>

Project Welcome Home Troops

Project Welcome Home Troops Breath Workshop provides training in a unique set of natural stress relief practices to veterans and their families. Many Vietnam era veterans' lives are still influenced by the trauma they experienced forty years ago, often despite decades of therapy. There is a need for something more substantive to relieve severe combat stress. Our Iraq and Afghanistan veterans deserve every opportunity to rid themselves of the residual stress from their combat experience. Stress management instructors in consultation with health professionals who work with veterans, designed the Welcome Home Troops program. The training is usually taught over 6 consecutive days with classes lasting 3 1/2 hours each. Once learned, participants are self-sufficient in the techniques and can continue practicing on their own.



Some of the practices can be used as needed, day or night to reduce sudden anxiety or to help one sleep. After training, periodic group sessions help support individual practice and provide the extra benefit of an extended guided practice lead by a certified instructor. Training can be customized to suit severe PTSD and most physical disabilities. Those with physical disabilities, including hospitalized patients who may have limited physical movement, can still benefit greatly from the program's breathing practices and guided meditation practices.

Participant Experiences

"The course was very beneficial for me uncovering things about myself that I never realized had been bothering me. It helped me be at peace with myself from issues, feelings and the things that I participated in at war... Through that I have been able to come to peace with some of the things that I did and the way I felt about them. I wish I could have learned this breathing 40 years ago."

-Noel, Vietnam Combat Veteran



"For me the [breathing practices] greatest benefit was getting sleep. Without sleep you slowly destroy your body and that was what was happening. I found it as a way to relax and get essential sleep. The rhythm of the breath literally helps you relax alleviating a lot of your everyday stresses."

-Troy, combat veteran Operation Iraqi Freedom and Desert Storm

"I think the breathing released a lot of stuff I had kept bottled up."

- Low, Iraq war veteran

"I just completed a 6 day course on breathing and today I feel peace... its just a wonderful feeling of empowerment, and energy came over me. I highly recommend doing the course, its very beneficial."

-John, Vietnam combat veteran

"After getting out of the Army I did not adjust well to civilian life. I was short-tempered toward everyone. After learning the breathing techniques most of my anger dropped away. Now I approach life with a calmness I never had before. On the rare occasions when I do get angry, I have easy-to-use techniques to relax and get rid of the stress. I have a new-found confidence to meet any challenge that arises".

-Ron Bayes, U.S Army, Gulf Veteran

<http://www.pwht.org/>

Prison SMART

The mission of the Prison SMART program is to make a life-transforming difference in the lives of all members of the criminal justice system by teaching skills for reducing stress, healing trauma, and providing practical knowledge of how to handle one's emotions, in order to help them live up to their highest potential and contribute positively to society. To date programs have been offered to more than 200,000 participants worldwide.

Accomplishments for the Year

- Over 600 inmates and staff in the US participate in Prison SMART programs
- 40 new Prison SMART teachers and assistants were trained
- 19 Correctional Facilities around the country implement Prison SMART
- Philadelphia Prison System has signed an MOU with IAHV and pledged to conduct the course with its entire inmate population.



Facilities and Locations Participating this Year

- Stateville Max Prison, Joliet, IL
- Cook County Jail, Chicago, IL
- Cook County Boot Camp, Chicago, IL
- Cheshire Corrections, CT
- King County Corrections, Seattle, IL
- Rikers Island Juveniles, Flushing, NY
- Rikers Island Adult Males, Flushing, NY
- Manhattan House of Detention, Manhattan, NY
- Indianapolis Reentry Center, Indianapolis, IN
- Hudson County Corrections, New Brunswick, NJ
- Iowa State Penitentiary, Ft Madison, IO (
- Delaware Department of Corrections, DE
- Philadelphia Prisons, PA
- Middlesex Juvy Detention Center, Middlesex, NJ (7)
- San Jose Juvy Detention Center, San Jose, California
- Austin TX Juvy Dtention Center
- Shenandoah Juvenile Detention Center, VA

- Milwaukee Reentry Facility, WI

Participant Experiences

"I think that the classes were very productive not only for the human body, but for the mind. It help me realize and find what was wrong with me and how to fix it. It also helped me find the centre of my being, how to calmed my self using a few tricks. I also think this is a program that should be taken by everyone that will soon be release to the street so that they too find a way to cope with this world that have treat us so bad."

- adult male, Federal Correctional Institution, Englewood, CO

"This class should be mandatory for all inmates. This experience has helped me heal my inner-self and the relationship that I have with my creator, by getting rid of all the negative things I was holding on to. There are places in my heart that are still closed, but this class has helped me realize this and I am now able to work through some of the pain."

- adult male, Grafton Correctional Institution, Grafton, OH



"I enjoyed my time here and I would like to return. It allowed me to relax my mind, as well as clear it, and build confidence that was hidden deep within I didn't know about. My times aren't the best right now, but I will strive on to survive. At one point in time in my life I wanted it to end, but as I concentrated and looked deep inside myself, I found vital value. There is a lot for me to live for. There is responsibilities I have to take care of; there is a lot for me to change for. Thank you for all you've done."

- 17 year old juvenile male, Challenger Memorial Youth Center, Lancaster, California

"The Art of Living has been a healing experience for me. I can now look out from the inside and see the sense of strength, inner peace and new found wisdom of the breath. It is allowing me to trust and let other people be there for me. There is a feeling of power, a feeling of joy and excitement that comes from learning these new techniques. I like the woman I am finding in me."

- adult female, Northeast Pre-Release Center, Cleveland, OH

<http://www.prisonsmart.org/>

Bhutanese Refugee Integration & Self-Empowerment (RISE) Program

In 1990, the Bhutanese government started requiring Bhutan's Lhotshampas people, with their origins in Nepal, to abandon their traditional dress and culture. Demonstrations protesting these requirements led to a government crackdown. Amnesty International reported that soldiers raided homes, arresting and torturing many, and as a result there was a mass exodus of Nepali-speaking people from Bhutan. Many who did not leave were jailed, tortured, and eventually forced to leave Bhutan in exile. One-sixth of Bhutan's population eventually fled the country. Currently, more than 34,000 refugees live in cities across the U.S. The refugees are given a few months of support from resettlement agencies, and after that they are required to become self-sufficient.



In 2009, IAHV launched a campaign to help meet the needs of the U.S. refugees. The Refugee Integration & Self-Empowerment (RISE) program helps these refugees deal with trauma and become economically self-sufficient, and is helping many who suffer with anxiety and depression find peace and calm in the midst of the uncertainty they are experiencing as refugees in a new country.

- *Trauma relief*, including the Breath Water Sound trauma-relief program, the Part 1 Course for adults, and YES! and ART Excel programs for youth and children.
- *Financial assistance*, facilitating networking among community leaders to locate funding for women's projects, tutoring in English, and mentoring.
- *Mobility*, facilitating networking with community leaders to find funding for vehicles, and transportation to trauma-relief programs and preferred places of worship.
- *Economic self-sufficiency*, including home-cleaning on-the-job training, jewelry making, knitting,

Participant Experiences

"It's been a month that I'm feeling like [I'm] without any destination. . . . Now I came here and took this class [and] gained more happiness. . . . Now I'm fully conscious and willing to do anything by keeping healthy and happy." — Female RISE participant

Transformational Leadership for Excellence (TLEX)

In addition to the personal development programs administered by IAHV as part of its Community Development and Trauma Relief segments, we also offer these programs to institutions. The aim of this initiative is to foster a stress-free environment and to emphasize on the idea of responsible community outreach among these organizations. One of these program is referred to as the TLEX.

TLEX or the Transformational Leadership for Excellence program seeks to create a developmental framework for leaders through personal paradigm shifts. The program consists of three modules:

- The first module, the Personal Empowerment and Dynamism module, comprises of techniques designed to aid participant achievement of a calm and peaceful state of mind, the necessary prerequisite toward transformation.
- The second module, the Visioning and Modeling Change module, focuses on tangible steps towards realizing participant vision for sustainable and progressive development. The module addresses vision and planning; participant perception and communication skills; and potential personal, social and economic challenges and methods to overcome them.
- The third module, the Enhancing Connectedness and Teamwork module, combines the first and second modules, and demonstrates how personal transformation translates into leadership. The module places emphasis on ethics, interpersonal skills, team building, and mentoring.



Accomplishments for the Year

170 managers and team members of The World Bank Institute (WBI) participated in TLEX designed exclusively for them in July 2010 during the WBI Coalescing Week. Conducted in Washington DC, the workshop aimed at equipping the participants to tap into their personal storehouse of dynamism leading to better connectedness and teamwork resulting in the achievement of the team goals and vision. The WBI team received the workshop very positively.

Participant Experiences

“TLEX brings more cohesiveness, greater caring, more generosity. Greater recognition of contribution of strong self to be a member of a strong team.”

“TLEX is a most wonderful experience I ever had in WBI in last 12 years.”



Quantitative Feedback from the workshop

97 % reported that TLEX was very useful to them in their lives

83 % reported a improved state of mind & feel to be equipped with techniques for personal dynamism

85% received insights into connectedness and teamwork

82% felt they were better enabled to model change and broaden their vision

SERVICE PROJECTS ABROAD

Nouvelle Vie Haiti

IAHV's project Nouvelle Vie Haiti empowers, educates and supports Haitian youth to become leaders in order to revitalize Haiti's spiritual, economy and environment. Once a Caribbean paradise, Haiti is currently the 4th poorest country in the world, and in one of the worst economic, environmental, and social crises the world has ever witnessed. 98% of Haiti has been deforested, which leads to soil erosion, flooding, and a breakdown of natural food systems. Poverty, lack of educational opportunities and political corruption has left 70% of Haiti's population, and most importantly its youth, hopeless and desperate.

Nouvelle Vie Haiti is creating a generation of inspired Haitian leaders committed to serving society, strengthening the economy, and creating an abundant environment.

This is done through the Youth Leadership Training Program (YLTP), Sustainable Agroforestry Training, and Micro-Enterprise Development. The first step of the program is personal transformation: releasing trauma, restoring hope, and



fostering personal responsibility of individuals, opening minds to people's ability to improve their own lives. The second phase is to support this shift in attitude and behaviors through service programs that empower self-reliance including: food security gardens, local waste management, sexuality education workshops, and street child mentorship programs run at minimal cost by community volunteers. From these programs, leaders and entrepreneurs emerge who embody a sense of total responsibility, innovation, and integrity in action. This year the Nouvelle Vie Haiti youth leaders have even appeared on national radio and television!

Accomplishments for the Year



- 16 youth leaders begin pre-training as IAHV and Permaculture trainers
- 4,359 participated in trauma relief workshops
- 400 learn how to grow their own food
- 4 intensive food gardens
- 2 vermicomposting systems
- 3 centers in Les Cayes, Port au Prince, and Cap Haitian, and workshops in two other

cities - Hinche, and Nouvelle Vie as well.

- 177 Sexuality Education
- 140 Street Children Mentorship 140 children mentored weekly
- 1270 Food Gardens and Composting Education
- 750 families in Port au Prince participate in the Food Security Workshops
- 17 women leaders from Cap Haitian, Port au Prince, and Les Cayes Women's Leadership Course

Participant Experiences

“Through this training I have uncovered talents hidden in me and discovered my own power. It is my duty to spread this knowledge like a vital medicine. Like a newborn baby, I am continually learning by doing by applying and integrating this growing wisdom in my life by serving the community in collaboration with others.” **Maceus Aucelet**

“My Family has expanded into this new family, a family of youth who’ve come together to learn and share what they’ve learned to transform Haiti. I have learned how to really live in society. I have learned what a resource garbage is, and how to take care of the earth. I have learned how our bodies connect with our state of mind. For all that Nouvelle Vie has given me, I am so grateful.” **Michena**

India: Education and Development

Community Development Program: Education Initiatives

Since its inception, IAHV has stressed on the importance of education for sustainable development. Today, in collaboration with the Art of Living Foundation and Ved Vignan Maha Vidyapeeth, we operate approximately 100 free educational facilities across South Asia, in addition to two residential educational facilities (in Kashmir and Sri Lanka).

IAHV schools, which often double as an educational facility for children during the day and community centers during the night, emphasize on imparting value-based education in a stress-free and friendly environment. Combining human values with modern technology, students are encouraged to broaden their understanding of world cultures while still retaining respect for their own. Emphasis is also placed on hygiene awareness, socially relevant issues such as female infanticide, and on vocational training for older students.

Education Initiatives: Tribal Schools

Tribal areas in India are often hidden within the country's jungles. Often, residents of these areas find themselves dissociated from socio-economic progress due to inability to access facilities. In order to reach this hidden population, IAHV launched its Tribal School Education initiative in 1999 in collaboration with the Art of Living Foundation and Ved Vignan Maha Vidyapeeth. The project's astounding success (schools have an attendance rate of 95%) has triggered calls for more schools.

Tribal School: Hindoljuri School

Hindoljuri, Jharkhand, India

The Hindoljuri School is located in Jharkhand, India, and is comprised of two separate campuses. One is the Primary School and the other is the Middle School. Currently 438 students attend both the schools, with 94 girls and 108 boys enrolled in the Primary School, and 101 girls and 135 boys enrolled in the Middle School. The student's curriculum takes a holistic approach to education. Their academics are based on the NCERT curricula and syllabi and vocational training, arts and music education nurture creativity, imagination and expression of ideas and outdoor sports and games ensure physical fitness, build team spirit and allow the children to have fun. Meditation and yoga help the children to enhance their focus and inner peace while daily cleaning of the school by the students fosters a sense of community responsibility and belongingness. After class hours the school also provides community-based educational initiatives that promote good hygiene practices and environmental conservation to raise eco-consciousness and promote organic farming.

Accomplishments for the Year

- Began offering classes for 9th graders at Hindoljuri Middle School.
- Built a 4000 sq. ft. Teacher Training Centre so that students have local teachers who understand their language and background and can connect with them better.
- Installed a 250-watt solar panel to supply power to a projector and laptop so that students can have access to computer and Internet despite frequent power interruptions in the villages.



Tribal School: Guntur School

Kondaveedu, Guntur District, Andra Pradesh, India

The Guntur School is located in the Palnadu area of the Guntur District in Andhra Pradesh, India and has been a government affiliate school since 2004, ranking in the top 90% of schools in the region. The mission of the school is to uplift the members of the surrounding 15 villages and rural community who have limited access to education and health services by providing free education, textbooks, transportation and health care for the children, maintaining a residential facility for orphans and vulnerable children, and offering programs and services that support young widows, youth and senior citizens. A main focus of our programming is to offer quality education for both children and adults, reestablish traditional culture in an area that is facing widespread religious conversions, and offer vocational training and job placement support to members of the community who are unemployed. At present the school provides education for students nursery to 7th grade. Three hundred children are currently enrolled in the school: 145 girls and 155 boys, including 56 orphan residential students.

Community Initiatives at the School

- Vocational training and 100% guaranteed job placement for women and youth.
- Trauma relief and rehabilitation for young girls and women who have escaped human trafficking.
- Vision care, spectacles, and surgery for residents from the surrounding villages every other month.
- Zero Budget Organic Farming and suicide prevention for farmers overwhelmed by debt.
- Youth essay writing and drawing competitions with over 10,000 participants.
- Cultural revival and rebuilding of local temples that have been abandoned due to widespread religious conversion in the area.



Disaster Response

Over the recent years, IAHV's disaster response activities have scaled up and met with international acclaim. Using Human Values as the basis for disaster, IAHV uses a three pronged approach: Relief, Rehabilitation and Post-Trauma Counseling.

Relief

Designed to serve as a Short Term Emergency Response System, this segments aims at alleviating short-term suffering. Here, focus is placed on shelter, food, medicines etc. This includes: immediate relief supplies such as food, water, and medicines, household items, make-shift shelters for orphans and destitute women, and training of local youth and women to impart safety awareness camps.

Rehabilitation

Long Term Rehabilitation programs are an extension of the relief programs. During this phase, IAHV works toward building homes, orphanages, educational facilities and on opening youth and women empowerment projects. Special care is taken to include capacity building and employment generation schemes.

Trauma Relief

Often, the fear and anxiety that follow a disaster are just as devastating as its more tangible physical implications. IAHV's emergency relief and rehabilitation programs are complemented by its workshops that address PTSD symptoms. Specially designed trauma relief programs, based on breathing techniques and interactive sessions, are offered to survivors of a tragedy. Effective stress-busters, these programs help groups of participants cope with the trauma-related stress on an individual level.

Disaster Relief

Pakistan

Pakistan is going through one of the most difficult times in its history. The floods have caused a catastrophe that is much more severe in human suffering and consequences than the Tsunami, Haiti or Kashmir earthquake. Over 20 million people are severely affected and displaced, their homes and means of income significantly impaired, fear of epidemics - all causing a huge amount of trauma and suffering.

In the wake of all this disaster, IAHV volunteers traveled to affected regions to provide food, clean drinking water, mattresses, blankets and other material relief, and to offer trauma relief workshops for victims affected by the floods.



Disaster Relief

St. Lucia

Hurricane Tomas struck St. Lucia triggering landslides. Prime Minister Stephenson King declared a state of emergency and appealed for international assistance. Bridges were destroyed, and some of the worst hit communities in the south could only be reached by boat.

The devastation left the people of the island in significant emotional and material distress with many dead and several more missing. IAHV volunteers conducted trauma relief programs and providing material relief to the affected.



Statements of Financial Position
For the Twelve Months Ending December 31, 2010

ASSETS	Unrestricted	Temporarily Restricted	Total
Current Assets:			
Cash and equivalents			\$813,328
Employee Advance			\$914
Total Current Assets			\$814,242
Total Fixed Assets			\$15,917
TOTAL ASSETS			\$830,159
LIABILITIES AND NET ASSETS			
Current Liabilities:			
Accounts Payable			\$2,934
Total Current Liabilities			\$2,934
Net Assets	\$425,917	\$401,308	\$827,225
Total Net Assets	\$425,917	\$401,308	\$827,225
TOTAL LIABILITIES AND NET ASSETS	\$425,917	\$401,308	\$830,159

Statements of Activities
For the Twelve Months Ending December 31, 2010

	Unrestricted	Restricted	Total
SUPPORT AND REVENUES			
Program Activities:	\$	\$	\$
Contributions	\$75,829	\$427,094	\$502,923
Course Income	\$208,351	\$67,150	\$275,501
Investment Income	\$2,476	0	\$2,476
Released from Restrictions	\$458,522	(458,522)	
TOTAL SUPPORT AND REV	\$745,178	\$35,722	\$780,900
EXPENSES:			
Program Expenses	\$681,627	0	\$681,627
Management and General	\$23,541	0	\$23,541
Fundraising	\$4,691	0	\$4,691
Total Expenses	\$709,860	0	\$709,860
Change in Net Assets	\$35,319	\$35,722	\$71,041
Net Assets, Beginning of Year	\$390,599	\$365,586	\$756,184
Net Assets, End of Year	\$425,917	\$401,308	\$827,225
Program Activities:			
5H Program			\$14,328
Disaster Relief & Rehab Program			\$179,181
Prison Smart			\$13,056
Education Program			\$168,400
YLTP			\$7,104
Human Values Campaigns			\$58,315
TLEX Program			\$33,037
Women Empowerment			\$8,572
Trauma Relief			\$14,943
YES Programs			\$184,690

APEX Corporate Programs			\$42,756
Total Program Activities			\$681,627

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