





MISSION OF THE UNITED BOARD

The United Board for Christian Higher Education in Asia works to support a Christian presence in colleges and universities in Asia.

ABOUT US

Founded in 1922, the United Board is a Christian organization that works in partnership with higher education institutions across Asia to express values such as justice, reconciliation and harmony between ethnic and religious communities, gender equity, care for the environment, and civil society. The United Board operates as both a programmatic and grantmaking organization.



LETTER FROM THE CHAIRMAN

The United Board's partner institutions are the most visible symbol of our commitment to Christian presence. Through them we are able to support education that is based on compassion and service, while meeting the requirements for twentyfirst century careers.

As this report on our 2010 activities illustrates, our partners have been pioneers in launching our programmatic initiatives related to the environment, local knowledge, and interreligious understanding and peacebuilding. They have helped us define the scope, reach out to interested parties and set the course for initial activities. Our partners also renew the value of our signature faculty and leadership development programs by sharing their insights about priority topics, identifying promising young teachers and administrators and creating an atmosphere in which new ideas and models are welcomed and shared. And it is through our partner institutions that we experience the great reward of seeing young faculty grow into leadership, students make the connection between learning and service, and colleges and universities become agents of positive change in their communities. It seems only fitting, therefore, to highlight our partners' accomplishments as we tell the story of the United Board's 2010 activities and programs.

I also take this occasion to introduce the United Board's new President, Dr. Nancy E. Chapman. (Please see the following page for her biography.) Nancy assumed this role on January 3, 2011, though her association with the United Board goes back many years. As a Trustee, she has been keenly aware of our partners' commitment to excellence in higher education. Now, as United Board President, she looks forward to building on the strong spirit of partnership that turns our goals into programs that serve students, faculty and communities throughout Asia.

On behalf of the United Board, I extend our deep appreciation to our partners, donors and friends for their support over the past year.

Ching-mai Wu

Chairman, Board of Trustees



The United Board's partner institutions are the most visible symbols of our commitment to Christian presence.

WELCOMING NEW LEADERSHIP

The United Board is pleased to welcome Dr. Nancy E. Chapman as its new President, effective January 3, 2011. Dr. Chapman served as a Trustee of the United Board from 2003 until her appointment as President.

Dr. Chapman brings to the United Board over 25 years of experience in the fields of higher education, philanthropy and non-profit management, including over 10 years of residence and work in Asia. She served most recently as Associate Master of Morningside College at The Chinese University of Hong Kong, where she was responsible for various aspects of institutional and programmatic development and for strengthening the cultural and intellectual life of the College. Prior to assuming this post, she oversaw strategic planning, new program development, fundraising and program management as Executive Director of the Yale-China Association. She also previously held positions with responsibility for Asia-based programs with the Institute of International Education, the Rockefeller Brothers Fund and the Lingnan Foundation.

Dr. Chapman was educated at Yale University, where she received a Bachelor's degree in History, and at Princeton University, from which she holds M.A. and Ph.D. degrees in East Asian Studies. She is proficient in Mandarin and Cantonese, and speaks and reads some Japanese, German and French.



The United Board is pleased to welcome Dr. Nancy E. Chapman as its new President.



UNITED BOARD INITIATIVES

United Board programs are initiated and located in Asia and, from inception through execution, driven by the needs and knowledge of the region. The United Board launched three initiatives in 2009 to address substantive issues that are highly relevant to Asian educators: Local Knowledge, Environment, and Interreligious Understanding and Peacebuilding. These programs also reflect the educational philosophy of our partners, as they promote the development of purpose and values as well as the pursuit of knowledge and skills.

In 2010, United Board partners took significant steps to implement these initiatives, facilitating consultations to define objectives and priorities and holding workshops to build skills and share knowledge.



United Board Partners: Defining Our Initiatives

United Board partners play a central role in our program initiatives. They identify the needs of their communities and the expertise they can share, which gives shape and form to the initiative. Partner institutions lead the capacity-building activities that provide educators with new tools for enriching curricula and engaging students in service learning and community-based research. Their creative vision and spirit of cooperation strengthen the United Board's network and open new opportunities for collaboration.



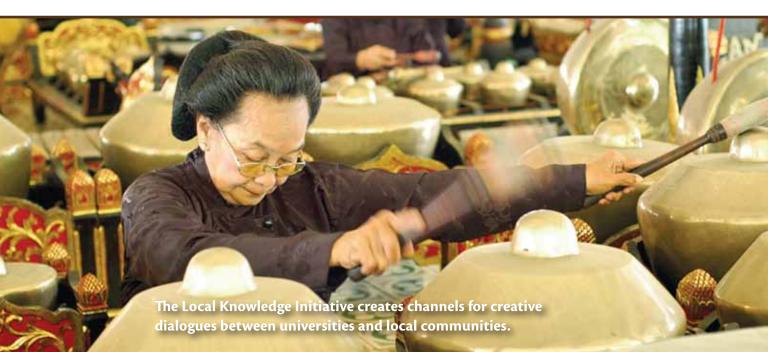
LOCAL KNOWLEDGE

The United Board's Local Knowledge Initiative encourages Asian colleges and universities to integrate local knowledge into the undergraduate curriculum. Through institutional grants, training workshops and online networking, the initiative encourages the development of courses that actively involve students in the process of collecting, organizing, and analyzing information related to cultural practices, languages, music, dance, agricultural practices, social relations, livelihood and other forms of local knowledge. The initiative enriches and supports undergraduate teaching and learning in ways that strengthen ties, understanding and awareness among the institution and the local community. Institutions are encouraged to make the collected local knowledge available online, which makes this data readily accessible to students, teachers and researchers. It also creates channels for creative

dialogues between universities and local communities, and among faculty and students in Asia and around the world.

The Local Knowledge Initiative supports projects in academic disciplines in the arts, social sciences, humanities, and sciences, as well as interdisciplinary projects. Priority is given to projects that create and share replicable models of uses of local knowledge for teaching and learning in higher education. The initiative embraces a rich range of projects, including those which integrate local knowledge into community outreach, service-learning and similar service activities.

With the facilitative leadership of Miriam College, the Local Knowledge project has convened training workshops in Indonesia and the Philippines and launched an online forum in the past year.



Local Leadership: Miriam College

United Board initiatives are led by Asian colleges and universities, enabling educators and specialists in the region to identify priority needs and develop the resources to address them. Miriam College, the lead institution for the United Board's Local Knowledge Initiative, demonstrates that small institutions can play pivotal roles in building capacity and strengthening networks in Asia. Located in Quezon City, Philippines, Miriam College offers basic, tertiary, postgraduate and adult education programs. Faculty members also have expertise in using digital tools for education, which they have used to design two training workshops and an electronic platform for sharing information, the Asian University Digital Resource Network (http://people.audrn.net/).

Joel Yuvienco of Miriam College highlights the initiative's potential to open new avenues for Asia's teachers, researchers and students to share knowledge with peers in the region and around the world. "Individuals get their knowledge tested and validated 24/7 by a global audience as technology tools become simpler, smarter and more social," Joel observed. "Yet the technology part is easy. It is the openness to discourse across time and space that will fuel this initiative."

Local Knowledge Program Activities

Planning Meeting, January 13–16, 2010, Miriam College (Quezon City, Philippines);

Preserving and Sharing Culture through Digital Tools, March 23–25, 2010, Duta Wacana Christian University (Yogyakarta, Indonesia)









This initiative combines training in digital tools with community research.

ENVIRONMENT

Asian universities and colleges can be agents of change in their communities, through research that leads to improved environmental protection and through education of local leaders, residents and media. They also can promote compassion, service and responsible community engagement among students and faculty, in order to preserve environmental quality for future generations.

The Environment Initiative has two components: an established interdisciplinary project on coastal resources and an emerging network on environment and health. The Coastal Resource Management project, launched in 2003, is facilitating a new phase of cooperative research and advanced study among Madras Christian College (India), Artha Wacana Christian University (Indonesia), Sam Ratulangi University (Indonesia) and Silliman University (Philippines). Project partners

see opportunities to collaborate on biodiversity and climate change research, connectivity among ecosystems and community participation in coastal resource management.

Through the environment and health component, higher education institutions will develop new channels to share knowledge and skills with community-based organizations and local governments. The initial set of activities takes place in India, with a particular focus on solid waste. Nearly 20 Indian institutions are working on tools to introduce environmental audits on their campuses and green curricula in their classrooms. A second phase will be launched in Indonesia, where participating institutions will assess the carbon footprints of their campuses. As these collaborative national models mature, they can serve as templates that other Asian countries or regions can modify to meet their local needs.



Consultative Approach: Bishop Heber College

Our partner institutions facilitate consultations within the region that help set the focus for United Board initiatives. To determine the best way to examine environment and health in the Indian context, Bishop Heber College, a highly regarded center for environmental studies in Trichy, convened a meeting with environmental educators from across the country. "All their presentations indicated that solid waste is a direct or indirect reason behind all environmental issues, including health and hygiene," said Moses Alagappa of Bishop Heber College, who was one of the meeting's facilitators. "Based on their feedback, we reached a consensus that we should make issues related to solid waste and the associated health problems the focus for this initiative."

Bishop Heber College's expertise in environmental audits — and its strong interest in exchanging experience with colleagues — helps set the foundation for this initiative's first set of activities. Consortium members are now conducting campus audits, and their feedback will be used to create a practice manual.

Environment Program Activities

Putting Principles into Action: Toward Environmental Action in Higher Education, February 11–13, 2010, Bishop Heber College (Trichy, India);

Partner Institutions Meeting, Coastal Resource Management Program, June 2, 2010, Chinese University of Hong Kong.



INTERRELIGIOUS UNDERSTANDING AND PEACEBUILDING

Throughout Asia, tensions and conflicts arising from competition for resources and religious, ethnic, economic, and political difference have been increasing in number, scope and severity. Working in partnership with Asian higher education institutions as agents of peace, the United Board is developing programs in interreligious understanding and peacebuilding that train faculty and students, and engage local communities through service and experiential learning.

Following a November 2009 consultation, the United Board identified a set of lead institutions for developing programs tailored to the diverse cultures, political realities and historical experiences of East, Southeast and South Asia. During discussions with these and other

partners, priorities were further articulated and refined, setting the stage for a round of pilot projects beginning in October 2010. Seventeen proposals in seven Asian countries were selected for funding, all with a focus on faculty training and/or curriculum development in the fields of interreligious understanding, peacebuilding, conflict transformation, and peace studies. The United Board's Regional Faculty Scholarship program was also expanded to include five new faculty scholarships in fields related to interreligious understanding and peacebuilding. The new scholarships will be hosted at International Christian University (Tokyo, Japan), the Institute for Religion, Culture, and Peace at Payap University (Chiang Mai, Thailand), and the Indonesian Consortium for Religious Studies in Yogyakarta.



Local Context: Payap University

Payap University's Institute for Religion, Culture and Peace, formerly the Institute for the Study of Religion and Culture, was established in 1996 to foster increased mutual appreciation and cooperation among the world's different religious communities. It has developed a general education course on peace and reconciliation, which is a required course for Payap undergraduates, and offers a PhD program in peace-making and peacebuilding.

The Institute makes its programs more meaningful by connecting theory to realworld conditions, particularly at the local level. "The local context is important so that those involved — students, community members can see that interreligious understanding and peacebuilding are not just academic topics only relevant to global conflicts," says Mark Tamthai, Director of the Institute for Religion, Culture and Peace. "Interreligious understanding and peacebuilding can be an important part of everyone's life journey in different ways." The Institute's experience in training academic professionals, community advocates and even those who have been the parties in conflict can be models for other colleges and universities that want to promote peace within their own regions, nations and communities.

Interreligious Understanding Program Activities
Planning Consultation, November 11–13, 2009, City
University of Hong Kong

Institute for Advanced Study in Asian Cultures and Theology

The Institute for Advanced Study in Asian Cultures and Theology (IASACT) provides theological scholars with a forum for research, reflection and writing. The five-week residential program strengthens theological education in Asia, encourages cross-disciplinary and interreligious discussions and convenes scholars from different countries to work together toward an intra-Asian theological dialogue.

IASACT resumes in 2011 with a class of 12 Asian scholars and three European and North American participants. Since the program was introduced in 2004, 92 scholars from 14 countries have participated in IASACT.

"I'll always cherish the diversity, friendship and collegiality that I experienced here."

— San Myat Shwe, Holy Cross Theological College, Myanmar



LEADERSHIP AND FACULTY DEVELOPMENT

Within United Board partner institutions, young faculty members and administrators have high hopes for the future. Our capacity-building programs help these rising academic leaders turn their aspirations into concrete plans, through study for advanced degrees, short-term fellowships, skill-building seminars and networking. When program participants return to their own colleges and universities, they are ready to transform individual experiences into institutional strengths. Over the course of our history, we have seen countless examples of how a modest investment in one individual has benefited generations of students.



Asian University Leaders Program: Advancing Institutional Missions

Dynamic leaders are essential to the success of Asia's institutions of higher education. The Asian University Leaders Program helps the heads of our partner institutions turn their visions into reality by offering an annual forum to exchange best practices. The value of Christian presence in higher education is woven throughout the program, giving participants opportunities to share some of the ways their institutions strive toward this ideal as they discuss common challenges related to liberal education, faculty and student recruitment, benchmarking or internationalizing their campuses.

Each year, about 20 leaders from across Asia — trustees, presidents, vice presidents, deans and other key administrators — take part in the four-day program. Often these individuals are new to their leadership roles, so they appreciate the chance to absorb new information and build a network with their peers. In recent years, specialized training sessions have been added to the agenda, to introduce practical skills in quality assessment, fundraising and other issues of increasing importance to sustaining higher education institutions.

"AULP 2010 provided a wonderful opportunity to meet the leaders of other institutions in Asia and we could share some of the concerns of common interest."

—Dr. A. Mercy Pushpalatha, Principal and Secretary, Lady Doak College, Madurai, India

Regional Faculty Scholars: Developing Outstanding Educators

Our partner institutions are dedicated to preparing undergraduate students for careers in a rapidly changing world. This requires faculty with the knowledge to introduce students to the core content of a field of study and the tools to promote critical thinking. The United Board's Regional Faculty Scholars Program helps develop and retain outstanding educators by offering young faculty members the opportunity to pursue advanced degrees.

United Board partners take the lead in recruiting young faculty and overseeing their programs of study. Host universities in Australia, China, India, Indonesia. Japan, Korea, the Philippines and Thailand open their campuses to Regional Faculty Scholars, offering them coursework, research guidance, exposure to new styles of teaching and learning, and a network of their peers. The scholars return to their home institutions with more than their PhD or master's degree: they bring innovative ideas and an international network that enrich their classrooms for years to come.

The institutional benefits flow two ways. The home institution will see the value of new courses and teaching methodologies. Host institutions initiate relationships with scholars, colleges and universities across the region that will internationalize their own campuses in concrete, valuable ways.

In 2010, there were 33 Regional Faculty Scholars engaged in study at ten universities in Asia and Australia. They



join nearly 150 other scholars who have benefited from this program since its inception in 2001.

"This United Board program is a valuable opportunity for teachers like me to develop our expertise, participate in national and international seminars and conferences, and share our knowledge with Asian scholars and teachers and other international fellows."

— Regional Scholar Sri Mulyani of Sanata Dharma University, Indonesia, is a PhD candidate at Ateneo de Manila University in the Philippines.

United Board Fellows: Acquiring Best Practices

Participation in the United Board Fellows Program gives young faculty members and administrators valuable exposure to best practices in their respective fields. Through two short-term placements — four months each at universities in Asia, Australia or the United States — Fellows work alongside their peers at colleges and universities in other countries, absorbing new models and creating international networks.

"Just seeing another way of administration, teaching or leadership broadens our capacity for change," one institutional leader wrote, when asked to evaluate the impact of a colleague's participation in the Fellows Program. The experience stimulates fresh thinking about teaching and learning, in fields as diverse as agriculture, theology, architecture, botany, and library and information sciences. Fellows return to their campus communities with a renewed sense of service, eager to share their knowledge with colleagues and students.

Since 2002, more than 100 Fellows have participated in the program.

2010 was a year of transition in the program, as the 2008-2010 class of 28 Fellows completed its program with a leadership seminar in Yogyakarta and a new group of 20 Fellows was selected for the 2010-2012 program. To help multiply the impact of this successful leadership development model, some members of the class of 2010-2012 specialize in disciplines related to United Board initiatives in local knowledge and the environment. The experience and contacts they acquire during their fellowship placements will add new resources to the initiatives.

"I think I changed so much, with the help of professors at Valparaiso University and with the friendship of my friends, that I found another new person in myself."

— 2008–2010 United Board Fellow Cui Guiying of Yanbian University, China



STRENGTHENING CAMPUS INFRASTRUCTURE

United Board partners recognize the central importance of people — faculty, students and communities — in achieving their educational missions. Yet physical facilities also are an integral part of creating an atmosphere that maximizes opportunities for learning. Support from the U.S. Agency for International Development's Office of American Schools and Hospitals Abroad (ASHA) has enabled several United Board partner institutions to make significant improvements to their campuses.

ASHA provides grant assistance to American organizations on behalf of schools, libraries and hospitals overseas that are funded or sponsored by U.S. citizens and incorporate America's high standards for education. Since 1976, the United Board has received ASHA grants on behalf of seven of its partners, valued at more than \$12 million. The United Board administers these grants at no additional cost to the partner institution or the funders.

ASHA's most recent grants to the United Board are for Payap University in Thailand and Hwa Nan Women's College in China. Payap University will renovate its campus to make it fully accessible to people with



disabilities. Hwa Nan Women's College will use its grant to furnish and equip its new library (see photo at left).

Fujian Hwa Nan Women's College

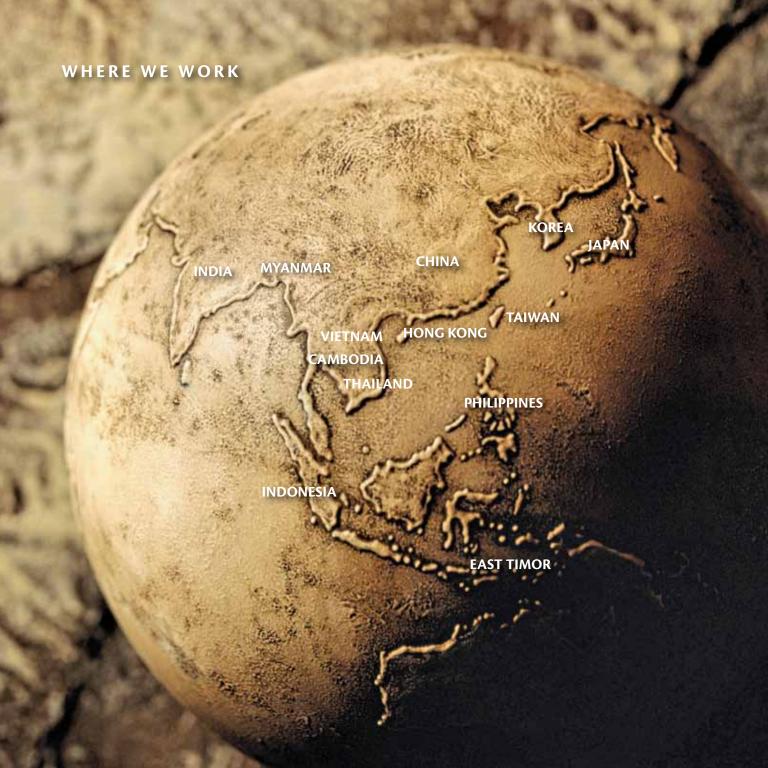
A small college in China's Fujian Province is having a big impact in preparing young women for 21st century careers. Fujian



been a pioneer in setting up professional majors that shift the focus from theoretical, abstract learning to practical training. As a result, 85 percent of its graduates have found employment in China's increasingly competitive jobs marketplace. The majority of its 2,000-plus students are from rural peasant families.

With a \$400,000 grant from ASHA, Fujian Hwa Nan Women's College is equipping its library to better serve the teaching and research needs of faculty and students. The new library will give the Fujian Hwa Nan community greater access to information, through printed materials, electronic media and conferences convened in the new facility. This will add greater depth and variety to courses of study and further improve the capabilities of the school's already computersavvy students. The new facility is expected to be completed in 2011.

This is the first ASHA grant the United Board has received on behalf of a Chinese university.



UNITED BOARD PARTNER INSTITUTIONS

The United Board's partner institutions are essential to the successful development and implementation of its programs. Through this network of colleges and universities, the United Board is able to support leadership and faculty development and address pressing issues in higher education.

CAMBODIA

Royal University of Phnom Penh

CHINA

Amity Foundation Beijing Dongfang University China Agricultural University China Center for Advanced Science and Technology Chinese Academy of Social Sciences Fudan University Fujian Hwa Nan Women's College Ginling Women's College Guizhou Normal University **Huazhong Normal University** Nanjing Normal University Nanjing University Peking Union Medical College **Peking University** Qinghai Normal University Renmin University of China Shaanxi Normal University Shanghai University Sichuan Normal University Sichuan University Suzhou University Xiamen University Yanbian University

Yanbian University of Science and Technology Yanjing Theological Seminary Yunnan University Zhejiang University

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Hong Kong Baptist University
Hong Kong Polytechnic
University
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Lingnan University

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INDONESIA

Artha Wacana Christian

University Duta Wacana Christian University Gadjah Mada University Indonesian Consortium for **Religious Studies** Maranatha Christian University Parahyangan Catholic University Paulus Christian University Petra Christian University Sam Ratulangi University Satya Wacana Christian University Soegijapranata Catholic University Universitas Kristen Indonesia Maluku Universitas Kristen Indonesia Universitas Pelita Harapan

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TAIWAN

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THAILAND

Assumption University Payap University

VIETNAM

An Giang University
Hue University
Institute for International
Relations
University of Social Sciences
and Humanities
Vietnam National University

UNITED BOARD FRIENDS

The United Board's support for higher education in Asia is magnified by the gifts of many individuals, who so generously contribute to the organization directly or to its partner colleges and universities. Contributors

often are motivated by their own experiences in Asia, particularly when education opened the door to greater opportunities.

Helena Yu

As the daughter of two educators, and the third of six sisters, it is perhaps no surprise that Helena Yu has been so devoted to the education of young Chinese women. Her unwavering support for Ginling College, her alma mater, is one way that she has

demonstrated her belief in education. In this respect, she shares her late father's view that "education is important to make a better and stronger China."

Born in Tianjin, she was enjoying the life of a happy teenager in the summer of 1937 when the Japanese invaded. Her father, C.C. Yu, successor of Dr. P.L. Chang, founder of Nankai Middle School, helped relocate the school to China's wartime capital, Chongqing. The family followed months later, traveling by sea to Hong Kong and Vietnam, before re-entering China.

Helena entered Ginling College in 1941 after the college moved from Nanjing to Chengdu. The seeds of her friendship with the United Board were planted when she took a class offered at the University of Nanjing, which also had relocated to Chengdu. "Since Ginling was a missionary college, naturally it liked to get together

with other missionary colleges and universities," she says. "It is such a thrill that I could take a course that Dr. William P. Fenn offered — Shakespeare. I heard he was good and decided to take his course. He was not only a good professor but a good actor!" Years later, they crossed paths again, when he was executive secretary of the United Board, based in New York, and she was working toward her master's degree in library sciences at Columbia University.



Helena Yu in the United Nations library in 1983.

During her 35-year career as a librarian for the United Nations — with postings in Shanghai, Bangkok and New York — and throughout her retirement, Helena has maintained her support for Ginling College. Through the United Board, she has provided support for student scholarships, faculty development and other projects at Ginling. She also has been a generous contributor to the United Board itself. "The United Board has helped Ginling in every possible way. My life has followed the spirit of the Ginling motto — 'Abundant life,'" she says.

The United Board is deeply grateful to Helena Yu and other members of the Ginling College community for their support of higher education.

GIVING TO THE UNITED BOARD

We invite you to support the United Board's work in the academic communities of Asia. Just as past contributions have established endowments that support much of our work, your contributions ensure the ongoing strength and vitality of the United Board. It strengthens the United Board's network of colleges and universities so that it can respond to the emerging needs of Asia.

We welcome both unrestricted gifts to support the work of the United Board and gifts designated for United Board approved projects at specific schools in Asia or for United Board projects, such as our initiatives for the Environment, Local Knowledge, Interreligious Understanding and Peacebuilding or programs for faculty and leadership development.

The United Board is a tax-exempt, charitable 501(c)(3) organization in the United States, and all contributions are tax-deductible to the full extent allowed by U.S. law. The United Board is also a registered charity in Hong Kong and gifts made to our Hong Kong office are tax-deductible in Hong Kong.





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Via the United Board's website: www.unitedboard.org/giving

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The United Board is grateful to the many donors who support its work.

This list recognizes contributions received during the period July 1, 2009 – June 30, 2010.

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Year ended June 30, 2010 with summarized information for 2009

	Unrestricted	Temporarily Restricted	Permanently Restricted	2010 Total	2009 Total
Support and Revenue					
Church board grants and gifts					
Foundation gifts	\$800,000			\$800,000	\$991,520
General public gifts	\$69,732	\$353,117	\$373,370	\$796,219	\$1,055,235
U.S. Government		\$304,686		\$304,686	\$1,006,327
Change in value of beneficial interest in remainder trust		\$23,506		\$23,506	\$(80,065)
Endowment income	\$2,965,680	\$559,276		\$3,524,956	\$5,817,914
Other investment income					\$8,790
Other income	\$516			\$516	\$30,110
Net assets released from	\$1,971,723	\$(1,971,723)			
temporary restriction					
Total support and revenue	\$5,807,651	\$(731,138)	\$373,370	\$5,449,883	\$8,829,831
Expenses					
Program services	\$3,680,146			\$3,680,146	\$6,700,785
Management and general	\$1,199,797			\$1,199,797	\$1,101,719
Fundraising	\$351,301			\$351,301	\$466,797
Total expenses	\$5,231,244			\$5,231,244	\$8,269,301
Excess (deficit) of support and revenue over expenses	\$576,407	\$(731,138)	\$373,370	\$218,639	\$560,530
Other changes in net assets					
Investment return in excess (deficit) of	\$6,396,842	\$1,136,033		\$7,532,875	\$(28,685,181)
amount designated for current operations					
Transfer between net assets	\$(311,190)		\$311,190		
Increase (decrease) in net assets	\$6,662,059	\$404,895	\$684,560	\$7,751,514	\$(28,124,651)
Net assets					
Beginning of year	\$68,383,663	\$7,774,266	\$10,823,361	\$86,981,290	\$115,105,941
End of year	\$75,045,722	\$8,179,161	\$11,507,921	\$94,732,804	\$86,981,290

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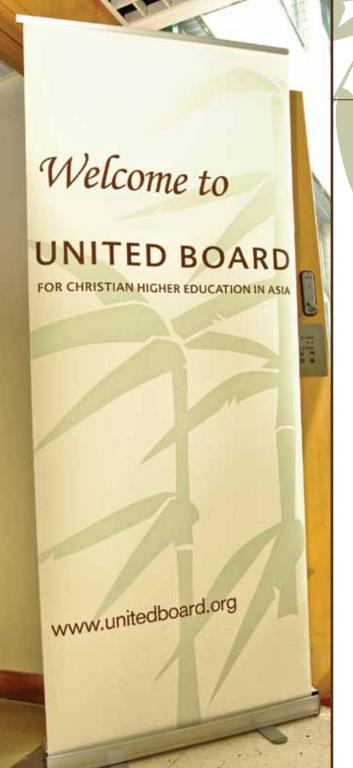
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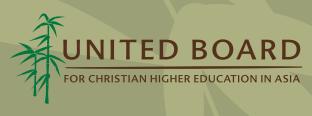
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