

THE MUSKIE QUARTERLY

VOLUME 6: SPRING 2004

The Power and Value of Muskie Linkages



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President Mikheil Saakashvili of Georgia is greeted by current Muskie Fellows.



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The *Muskie Quarterly* is a publication for participants in the Edmund S. Muskie Graduate Fellowship Program. Alumni and current Fellows are invited to share their Muskie experience, expand the Muskie network, and keep in touch with program administrators. MQ strongly encourages participants to contribute to this publication by submitting essays, short articles and photographs for the following regular features:

Perspectives ■ Topic for Next Issue: "Time and Life Management." Alumni

Consultants & Trainers: MQ is seeking articles, checklists, resource suggestions, and other submissions for professional advice on time management skills, goal-setting, stress management, career management, personal finance management, balancing the personal and professional, interpersonal/communication management, and other insights and tips on living a fulfilling and successful life as a Muskie. Current Fellows: Share your tips for juggling papers, exams, internships, clubs, classes, reading, friends and family. Tell others about the resources you use to support your studies and other activities.

On the Move ■ Share your promotions, awards, achievements, conference participation, new jobs, volunteer activities, and other news with the Muskie community. Include a photo of yourself!

Muskie Matters ■ Highlight a recent alumni event in Eurasia or an interesting program activity in the U.S.

Muskie Pix ■ Send us your photos from alumni events, conferences, workshops, reunions, and professional, academic and community service activities. Number your photos and include a description with the names of those pictured. Hard copy originals will be returned to you.

Opportunity Knocks ■ Announce upcoming events and opportunities, such as reunions, re-entry seminars, and LIGP and SCOUT deadlines, for alumni in your region.

Topics for future issues of MQ ■ Help us keep MQ interesting and relevant. Tell us what topics you would like to see discussed or featured in future issues.

Deadline for submissions for the Summer 2004 issue: April 30, 2004.

Submission Information ■ Send all of your submissions, inquiries, and other communication about MQ to the Moscow office of American Councils. MQ submissions must be texts in English. Be sure to include your name, U.S. university, years of study, field of study, current position, employer, city and country of residence. Due to space limitations, not all submissions can be published. All text is subject to editing.

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Muskie Alumnus Mikheil Saakashvili Becomes President of Georgia...and Doesn't Stop There

On February 25, 2004, the new President of the Republic of Georgia, Mikheil Saakashvili, met with U.S. President George W. Bush in the Oval Office of the White House. While certainly not uncommon for an official state visit by a foreign head-of-state, the meeting held special significance for President Saakashvili, as it did for the entire Muskie community. Mikheil Saakashvili, after all, is only 36 years old, and not even ten years removed from his own Muskie experience at Columbia University, where he studied Law and earned an LLM in 1994.

By all accounts, President Saakashvili's trip to the U.S., which included meetings with top administration officials and members of Congress, was a remarkable success. President Bush praised Saakashvili, saying, "I'm impressed by this leader. I'm impressed by his vision; I'm impressed by his courage. I am heartened by the fact that we have such a strong friend, a friend with whom we share values." Saakashvili countered with pledges to remain a close friend and ally of the United States and to do everything in his power to fight corruption, expand democracy and foster an open economy.

Even though the stated goals of the Edmund S. Muskie Graduate Fellowship Program are to "support democracy and economic development in Eurasia," few would have dared to dream that this type of change would take place so quickly when the program was created back in 1992. It was during



▲ Meeting in the White House on Feb. 25, 2004. Photo by Paul Morse.

the Georgian delegation's visit to Washington D.C. in February that the Muskie community began to realize just what kind of changes Saakashvili intends to make – starting with his new cabinet, many of whom accompanied him to the United States. Surrounding himself with like-minded individuals was foremost in his mind when Saakashvili created what he himself has dubbed his "American Cabinet" of Muskie Alumni (see *On the Move*):

- Tamar Beruchashvili (Indiana University, MPA, 1996-1998) – State Minister for Integration with European Structures;
- Gela Bezhuashvili (Southern Methodist University, Law, 1996-1997) – Minister of Defense;
- George Papuashvili (American University, Law, 1999-2000) – Minister of Justice

- Giorgi Bedineishvili (Berkeley, MBA, 1992-1994) – Chief Economic Adviser
- Lily Begiashvili (University of Illinois, Law, 2002-2003) – Deputy Minister of Infrastructure and Development
- Giorgi Tabuashvili (University of Illinois, Economics, 2000-2002) – Deputy Minister of Finance.

Saakashvili's whirlwind visit to the United States began with a gathering at the George Washington University, where he spoke to a small group of students, faculty and government officials. Telling them that he owed much of his success to the education he received while in the United States, he also joked that he could have gotten better grades and would have liked a higher stipend. Beginning what would be a Muskie theme for his

visit, Saakashvili was introduced by current Georgian Muskie Fellow, Marine Egutia (George Washington University, Public Administration, 2002-2004). Egutia recounted the story of when Saakashvili showed up at her family's home outside of Tbilisi with flowers and chocolates, promising to fight for real reform in Georgia. Saakashvili laughed at the irony of having shown up at a Muskie Fellow's house. He then challenged all those in attendance to seize opportunities as they arise and to make the most of every "window of opportunity" that they are given.

Speaking later in the week at the School of Advanced International Studies (SAIS), Johns Hopkins University, Saakashvili pointed to the enthusiastic reception the Georgian delegation received in their meetings with congressional leaders. Quoting Senator Bill Nelson of Florida, "Georgia is a breath of fresh air for all freedom loving people." Saakashvili said that he and his cabinet know that they face many challenges and that they have much to do, but he also stated, "I believe that we have a vision that can transform a nation and an entire region."

After completing his Muskie Fellowship in 1994, Saakashvili became one of the most dominant political figures in Georgia, first winning election to the Georgian Parliament in 1995. By 1997, Saakashvili was well on his way to becoming one of the most popular figures in Georgian politics, even being named the political "Person of the Year" by the Georgian press. Saakashvili soon began drawing attention outside of Georgia – in 1998 he was profiled in a *New York Times* article by Stephen Kinzer, who labeled him "the most prominent of several dozen bright and energetic young people who are

playing important roles in building a new post-Communist order [in Georgia]."

In 2000, President Shevardnadze appointed Saakashvili Minister of Justice, a move that many interpreted as Shevardnadze's willingness to groom the young lawyer for upward mobility within Shevardnadze's administration. However, the relationship was short-lived, as Saakashvili resigned a year later, citing that corruption in the government made it impossible for him to remain in the position. By 2002, Saakashvili had formed his own opposition party, and was determined to challenge the President's party in the 2003 parliamentary elections. In fact, when interviewed regarding his Muskie Alumni Award in 2002, Saakashvili stated that, "the target for our country is creating a civil society and strengthening democratic institutions, as well as carrying out free elections – these are my plans."

When the elections of November 2, 2003 were marred with irregularities, charges of vote rigging, and for weeks failed to produce a clear victor, Saakashvili, and other leaders of the opposition, began to organize protests calling for Shevardnadze to step down. Saakashvili accused the authorities and President Shevardnadze of dictatorship and of falsifying the November 2 parliamentary elections and called on the population to unite to defend their dignity. "As long as I am alive, I will struggle against dictatorship in the country. Georgia will never live under conditions of dictatorship," Saakashvili told journalists.

Following his role in what has been termed Georgia's "Rose Revolution" Saakashvili immediately emerged as the front-runner to

become the country's next president. Even with the strong position he built as leader of the opposition, few would have predicted the overwhelming support Saakashvili garnered. With nearly 90% of the Georgian population voting, Saakashvili was elected the third President of the Georgian Republic with an astounding 96% of the vote.

Saakashvili knows he faces the very difficult prospect of pulling Georgia out of the conditions he worked so hard to oppose. The situation facing Saakashvili and his supporters is daunting and he will be watched quite closely. Knowing this, Saakashvili has quietly surrounded himself with individuals intent on aiding in the development of Georgia. Where better to turn, of course, than to his fellow Muskie Alumni.



▲
Mikheil Saakashvili receives 2002 Muskie Alumni Award from Rick Ruth, Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs.



PERSPECTIVES

Moscow Muskie Linkages

Muskie alumni gathered on February 26 to welcome the new Muskie Alumni Coordinator, Irina Mikhailova, to the Moscow office of American Councils. During the meeting, alumni shared what they value about their Muskie linkages and how these linkages have empowered and effected them. The monthly Muskie networking events in Moscow are a testament themselves to the power of Muskie connections—alumni seeking friends, business and project partners, or advice are rarely disappointed. If you are in Moscow on the last Thursday of the month, don't forget your business cards!

Alumni noted the things they value about connecting, Muskie-style:

- A better “knowledge of the professional biases and the ‘better quality’ of specific fields of study at other U.S. universities”
- “Meeting wonderful people with outstanding personal and professional qualities”
- “Effective professional network and international environments”
- Significant “international contacts with U.S. and non-U.S. citizens”
- Making “contacts with people previously employed in my field of interest”

On a more individual note, Dmitry Vishnyakov notes: “Personal linkages are very important in my pro-

fessional activities. My internship advisors and colleagues at the United Way of America still consult with me on different occasions and provide valuable advice. This [brings together] countries and different systems.”

Yelena Sazonova writes: “Linkages made through the Muskie Program helped me develop educational and research projects. I developed an academic partnership project with [my alma mater] East Carolina University, School of Public Administration, aimed at the development and introduction of an MPA program at the Urals Academy of Public Administration (UAPA). With my colleagues from the University of New Mexico, I developed a joint NASPAA-NISPAce project on course improvement and development. My colleagues from American universities participate in the conferences held at UAPA.”

Mobilizing Muskie Linkages in Georgia’s Business Sector

Aieti Kukava

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Clark University
Business Administration, 2000–02
Chief Financial Officer
Iberia Group*



Aieti Kukava was employed as a commercial loan officer with a local bank before taking part in the Community Connections Program administered by American Councils in Georgia. As a participant of the Community Connections Program, he was given the opportunity to visit the United States, and gain first-hand experience in the American business environment. Aieti’s work as an intern for several American banks inspired him greatly, and provided him with valuable insight into the developmental needs of the business sector in Georgia. He recognized a substantial need for two key elements, the

absence of which was hampering the development of Georgia’s financial sector. First, there was a need to establish new financial institutions in Georgia, including a credit bureau. Second, the lack of western educated professionals in Georgia would have to be rectified.

Seeking to do his part, Aieti decided to earn a business degree in the United States. He sought to build upon the practical experience that he had gained previously in a multicultural business environment, by strengthening it with the theoretical knowledge that an American graduate education could provide. He applied for the Muskie Program, and was awarded a fellowship to study business administration at Clark University in Worcester, Massachusetts.

During his studies, Aieti concentrated on courses that he felt would make him a more useful and competitive

professional in Georgia. Of particular interest was the research that he conducted under the supervision of Professor Gilbert E. McNeil during his final year of study. Through his research, Aieti attempted to identify the major obstacles to attracting foreign direct investments in Georgia, and the primary problems for the development of the local economy as a whole. He conducted a survey aimed at identifying conditions that would promote and encourage U.S. companies to make foreign direct investments in Georgia. He did this in cooperation with the American Chamber of Commerce in Georgia, the American Georgian Business Council, the Ministry of Economy, and the Ministry of International Trade and Foreign Economic Relations of Georgia.

Aieti’s internship with Jefferson Pilot Securities Corporation presented him with an opportunity to put into practice the theoretical knowledge he had gained at business school. This work experience demonstrated to Aieti just how important and valuable it is to have effective information exchange

mechanisms within Georgia. They are necessary not only for the overall efficiency of the financial markets, but also to serve as a driving force for the economy, to enhance cost effectiveness, and to provide general stability for the system.

His newly acquired knowledge and business experience in the U.S. served Aieti well. Upon returning to Georgia in July 2002, Aieti was offered the position of chief financial officer with Pepsi Cola Bottlers Georgia, LLC Iberia Refreshments. Concurrently, he made use of the valuable links that his participation in the Muskie Program had provided him. He gathered a team of Muskie Alumni, and presented the idea of establishing the National Credit Information Bureau. At last, the organization that he first envisioned during his internship at the Bank of New York back in 1998 was a reality. In December 2003 Aieti and his partners established the National Credit Information Bureau. The efforts of the young entrepreneurs to locate foreign and well-known credit bureaus soon brought remarkable results. They became partners of the world's largest business information provider company.

Currently Aieti and his team concentrate on establishing consumer credit bureau services in Georgia. They have visited most of the commercial banks, micro-finance institutions and insurance companies in Georgia. The team also conducted a survey of the commercial banking sector in order to gather information that would enable them to correctly design their product and meet market needs.

Aieti also took on a lead role in the establishment of the Muskie Union. The primary focus of the Union is to facilitate cooperation between Muskie Alumni, and to assist newly returning Muskie Alumni in getting re-established and finding jobs. The Muskie Union is a group of well-educated and experienced professionals playing a significant role in society, and fostering the development of the Georgian community.



SCOUT/CEP

Muskie Alumni Make a Difference with SCOUT: Support for Community Outreach and University Teaching

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I work full-time as an economic consultant for the Fiscal Reforms Project funded by USAID. The work is two-fold: our team assists the government in the technical aspects of policy analysis and development, and we are also involved in training staff of the Ministry of Finance in modern techniques of economic analysis, econometric modeling, and forecasting. I believe that the main obstacle in the development process of countries in transition is the lack of knowledge required for a market-oriented economy and governance fostering economic and social enhancement.

When I learned about the SCOUT program I thought it would be a good opportunity for professional and personal growth. I was already involved in the knowledge management and transfer process at my main job and I found that the SCOUT program gave me access to the training environment in a formal university setting. Moreover, it was a good opportunity for knowledge sharing, so that young

people coming to the job market would be more knowledgeable of the objective methods of analysis that improves policy development in the government and market decisions in the business environment.

The training seminar provided by the Civic Education Project (CEP) on methods of teaching was useful for me in acquiring effective ways of developing curriculum and presenting learning materials to students, exposing them to the subject in the most effective way.

The experience I gained in training government officials reinforced my teaching at the university, and later I found that the skills I obtained from the SCOUT program were also useful in training program development and implementation for government officials.

I would encourage all Muskie Alumni to find time for teaching and to share their knowledge and ideas with young people. The SCOUT program gives this opportunity. You will also become part of a large network of teachers and researchers that will enable you to discuss the issues in which you are interested and find advice when needed. ratbek@yahoo.com

Professional Development of University Faculty Members

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“Those who dare to teach must never cease to learn.”

The rapid growth of technology and changes in the socioeconomic environment require a prompt response from higher education institutions. At issue is the system of continuing the education and professional develop-

ment of university faculty and staff. *Who teaches our students?* If we take a quick look at various institutions of higher education in Russia, we see that technical, medical and other non-pedagogical universities in Russia employ instructors for teaching assistant positions whose major interest is research and building an academic career. Teaching is still one of the core elements of higher education institutions. To be an effective university teacher one needs not only excellent knowledge of the specialized field, but also a broad background in the theory and methods of higher educational instruction, in psychology, and in other humanities fields related to teaching. So, there is a need for the continual education of faculty and staff.

Faculty and staff members are motivated to improve their knowledge and skills in the field of their specialization—IT applications, English, teaching methodology, and other fields—that are directly related to their job duties, their professional growth expectations, or personal interests.

Teacher education is necessary for effective teaching. To improve the quality of instruction, it is necessary to provide at least some introductory course work in the theory and methods of teaching in higher education to instructors with less than three years of teaching experience. This is especially important to those who have not previously received this kind of training.

Some of these needs have been addressed through my projects supported by Support for Community Outreach and University Teaching (SCOUT) grants.

As a SCOUT fellow, I conducted several courses, such as Education for Undergraduate Students and Education for Graduate Students. I also conducted a workshop for university instructors on the motivation of learners in higher education.

The course called Education for Graduate Students was introduced at Omsk State Technical University in 2002 under a SCOUT grant. There are similar courses conducted at other universities as well. Many graduate students view their future career in the academic field, so they need knowledge in the theories and methods of higher education. The classes were extremely interactive, which demonstrated great motivation and an interest in learning educational theory. The interactive aspect also provided a means to share practices. The graduate students presented final papers in order to receive credit for the course.

Teaching the course for graduate students was an excellent opportunity to discuss with them various educational issues related to teaching at our university. The graduate students were able to bring real cases from their teaching experience, and to immediately improve their teaching methods by applying the knowledge gained from the course to the instruction they were currently providing.

The themes discussed were relevant to the students needs and interests, and included the following:

- Theory and methods of higher education (introduction)
- Motivation of higher and adult education; learning needs assessment
- Program planning and development in higher education
- Methods of instruction; interactive methods of instruction
- Content-based instruction
- Individual learning styles
- Cooperative learning
- Methods of assessment in higher education.
- Marketing in higher education
- Distance learning: methods and opportunities
- Quality management in higher education
- Creating effective teaching materials

I used various techniques to assess students, with a focus on different leaning styles. Basically, I assessed how well they could solve real-life problems, and how well they used theoretical knowledge in solving those real-life problems. Assessment included in-class participation during discussion, and term papers.

The SCOUT program provides a good incentive to develop and improve new courses. Being a SCOUT grantee helps one to be involved in the CEP community and to share information and ideas among some of the best scholars in Russia, as well as to compare your own teaching practices to those of the best in the world.

The Effectiveness of AIDS Education in Nizhny Novgorod, Russia

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The Nizhny Novgorod region ranks eighth in the spread of HIV among the Privolzhsky Federal Okrug (PFO) with an occurrence level of 83.4 cases per 100,000 people. Despite the decrease in the incidence rate since 2002, the total number of HIV-infected people is increasing. By November 2003 there were 3,270 HIV-positive persons registered in the region. Among them there are 1,036 persons between the ages of fifteen and twenty years old. Since January 2001 the number of patients in this age group has nearly doubled. Currently this group accounts for approximately 32% of the total amount of HIV-positive persons registered in the region. Almost 70% of HIV-infected persons in the Nizhny Novgorod region are intravenous drug users (IDU). By the year 2003

there were 6,399 officially registered drug users in the region. The actual number is assumed to be significantly higher. Four out of five drug users is younger than age twenty-five. Observations have shown the rapid spread of drug use among young people attending schools and colleges. Additionally, an increase in the number of cases of HIV transmission among heterosexuals has been found.

The situation is reaching epidemic proportions, and those affected face two major obstacles to treatment: there is no specific vaccine available and antiviral therapy is difficult to find and costly. This being the case, health education is being relied upon to help stop the spread of HIV, and prevent its social consequences. World Health Organization (WHO) experts believe that systematic and appropriately arranged AIDS education, which embraces a significant proportion of the community, can account for at least a two-fold decrease in HIV incidence (Harvey J., Wallace B., 1989). Federal anti-AIDS programs set community education as a priority among the methods of AIDS prevention, especially in youth. Teenagers and young adults are the groups most at risk of contracting HIV and other sexually transmitted diseases (STDs). They are also the most likely to begin drug use. For these reasons, the implementation of innovative approaches aimed at preventing AIDS and drug use among vocational school teenagers is considered to be an important task. Special classes on AIDS-related topics present excellent opportunities to directly communicate with young people and allow the dissemination of knowledge about personal HIV prevention.

The main goal of the AIDS Education in Vocational Schools project, carried out with the support of the SCOUT program, was to prevent the spread of HIV among vocational school students in Nizhny Novgorod. Project activities were implemented in five vocational schools within the

city during the fall semester of 2003. Project teams consisted of five specialists from the Privolzhsky Okrug AIDS Control and Prevention Center. Each team was responsible for carrying out project activities in one of the selected vocational schools.

The following project objectives were identified:

- To increase awareness of AIDS and drug addiction prevention methods among the students of five vocational schools in Nizhny Novgorod.
- To increase awareness of AIDS and drug prevention among the teachers of five vocational schools in Nizhny Novgorod.
- To improve access to AIDS and drug abuse education for the vocational school students and teachers in Nizhny Novgorod.
- To assist the vocational school students of Nizhny Novgorod in developing a positive attitude toward their health.

Course materials for students and teachers were prepared to accomplish these objectives, and workshops for teachers were arranged. In total, forty-one teachers took part in the workshops. Up-to-date information on HIV and drug use was distributed, a syllabus for course instruction was developed, and techniques of "advanced lecturing" were explored. The creation and sharing of these materials will enable teachers throughout the region to carry out seminars on AIDS prevention with the students even after the project has concluded.

The curriculum developed for students consisted of two interactive seminars. During the seminar sessions students were provided with printed booklets focusing primarily on



ways to avoid contracting HIV, including safe sex promotion, and the avoidance of drug use. Several activities took place at the end of the project including parental discussions, teacher round tables, movie screenings, and student discussions. Finally, students were provided with condoms, and colorful anti-AIDS leaflets were distributed.

To evaluate the progress made with regard to students' knowledge about HIV transmission and prevention, surveys were administered before and after the courses and were compared. In total 1,130 second-year students were involved. The overall age of participants was between fourteen and twenty years, the majority (68.8%) being between the ages of sixteen and seventeen. The survey was voluntary and anonymous. The effectiveness of education was evaluated by monitoring the increase in the percentage of correct answers using paired comparison.

The increased knowledge level among students before and after the program is shown in Table 1. An essential and significant increase in the number of correct answers was found ($p < 0.001$). In the post-program survey, the "don't know" answers mainly turned into correct ones. Overall, the percentage of correct answers increased to 95.6%.

An analysis of questions concerning the effects of the virus on the human body revealed that three quarters of students knew that HIV destroys the immune system and decreases the body's resistance to infections. However, the fact that AIDS is an incurable disease was

known by only 38% of students prior to taking the course. After the course, 74.8% indicated that they knew this to be true.

The surveys demonstrated that the students were much more knowledgeable concerning HIV transmission than they were about the disease itself. They indicated an awareness that HIV can be transmitted through blood (92.0%), sexual contact (96.7%), and from mother to child (73.1%). They clearly identified drug use as a high-risk behavior (93.8% before and 98.6% after the seminars), and the risk of contracting AIDS was the top reason for avoiding drug use among 64% of students. Alarming however, students did not clearly understand that both partners in a couple are capable of being the source of infection to the other. After the completion of the program, the level of knowledge regarding male and female roles increased (92.5% and 83.8% respectively). The risk of breast-feeding for babies born of infected mother was also clarified.

Several survey questions evaluated students' perception of condom use, and role of condoms in personal HIV prevention. Prior to taking the seminars, approximately 90% of respondents perceived condom use as a protective measure. After completion of the course however, 97.5% of trainees demonstrated that they knew this to be true. The question of whether contraceptive pills might prevent HIV contraction proved to be more difficult for the group. Even after the program, approximately

22% of students were embarrassed, and 6% answered incorrectly, indicating that they believe oral contraceptives protect against HIV contraction.

The most difficult questions for teenagers seemed to be those related to how HIV *cannot* be contracted. Initially, less than 75% of students knew that one cannot contract HIV via air (by coughing, sneezing) or by touching an infected person. Although these situations were discussed in details, the number of correct answers only slightly increased after the seminars. Barely half of students recognized that it is safe to use public toilets and swimming pools. The final survey found that only 68% of students answered these questions correctly. Better results were achieved in the understanding of mosquitoes' role in HIV transmission. There were 37.1% correct answers before the course, but 84.7% after.

Discussions about HIV testing helped students to understand when it is appropriate to be tested for HIV after having sexual contact with a casual partner. Before the course, nearly half of the students believed that it is necessary to be tested the day following sexual contact. After the program 83.4% of participants chose the date of testing correctly.

Data was also collected regarding the sources used by students to get information about HIV/AIDS (Table 2).

Students were asked for their opinions of what sources of information

they find most interesting and useful. Among the most attractive sources of information for teenagers were meetings and lectures held by medical specialists (70%), movies and videos (28.6%), booklets and leaflets (23.7%), and personal counseling (23.2%). Less popular sources of information included television and radio (21.2%) and newspapers (14.1%). Approximately 9% of respondents said they do not need any information.

Survey analysis indicated that the project objectives were accomplished. By the end of the project, students of the selected vocational schools became more aware of HIV/AIDS transmission methods, disease progression, and outcomes. Perhaps most importantly, they were able to evaluate their own personal risks of being infected. Students received unrestricted access to up-to-date information about ways in which they can protect themselves personally, which will enable them to master a positive attitude toward their own health. It was proven that the implementation of an education program has greater impact than a single preventive activity. It was also determined that AIDS education courses should more strongly emphasize the low risk of contracting HIV through everyday activities. Finally, concluding the seminar with an interesting event, such as a movie on a relevant topic followed by students' discussion, was determined to be very effective.

Acknowledgement

I'd like to acknowledge Dr. Nikolay Nosov, Dr. Elena Altova, Dr. Natalya Ivanova and Dr. Natalya Zaitseva from Privolzhsky Okrug AIDS Control and Prevention Center, who took active part in project implementation and were of great help in preparing this article.

TABLE 1

| Survey know(%) | Number of students | Correct(%) | Incorrect(%) | Don't |
|----------------|--------------------|------------|--------------|-------|
| Pre- | 1130 | 63.5 | 12.0 | 24.5 |

TABLE 2

| | | | | |
|-------------------|-----------------|----------------------------|----------------|----------------|
| Mass media 62% | Teachers 53% | Medical specialists 42% | Friends 32% | Parents 32% |
|-------------------|-----------------|----------------------------|----------------|----------------|

International Education Days in Tatarstan

Tatiana Tregoubova

Kazan, Russia

University of Toledo

Education, 1994–95

Chair, Department of International

Professional Development Education

Russian Academy of Education

Fourth annual International Education Week activities were highlighted in Tatarstan by an international conference, "Innovations in Specialists' Professional Training in Russia and Abroad." The conference was held in November 2003 in Kazan, the capital of the Tatarstan Republic of Russia.

The conference was initiated and organized by the Social-Juridical Institute and the Research Institute of Professional Education, Russian Academy of Education, with close collaboration by the American Center in Kazan and financial support from the SCOUT program. Alla Komandirova, SCOUT Program Coordinator, opened the conference and participated in its sessions.

The organizational committee, chaired by Tatiana Tregoubova, invited about 100 Russian, American, and European scholars and alumni of exchange programs for discussions of the following topics:

- Professional education, globalization, and modernization in Russia and abroad
- Russia in the unified educational sphere: perspectives and possibilities
- Modern labor market and professional education: cooperation conditions, problems and perspectives
- The role of educational institutions in the professional education of specialists in the regions
- Modern tendencies in the linguistic training of specialists
- Professional education, international experiences, and transferring problems

The main goals of the conference were to:

- Foster higher education collaboration and solidarity in teaching, learning, and researching international education with a view to reducing regional disparities across the globe
- Reveal the basic problems of Russian educational reform management
- Compare the processes of professional education, globalisation, and modernisation in Russia and abroad; the modern labour market and professional education; and the professional education international experiences as a transferring process.
- Enhance and increase the capacity of CEP and SCOUT alumni to impact decision making processes and policy outcomes at the local level of government and communities

Eight SCOUT and CEP alumni and fellows participated in the conference:

- Natalia Kondrashova, Moscow (Kent State University, Education, 1999–2000)
- Ludmila Petrova, St. Petersburg (American University, Law, 1994–95)
- Olga Salnikova, Omsk (Rutgers University, Education, 1997–98)
- Elena Novikova, Kirov (Catholic University, Library and Information Science, 1995–96)
- Elena Zhidkova, Samara
- Elena Kouzovatova, Nizhny Novgorod (University of Alabama, Public Health, 1999–2000)
- Ildus Nurgaliev, Moscow (Boston University, Education, 1995)
- Tatiana Severjukhina, Izhevsk

All SCOUT and CEP alumni and fellows made presentations on the benefits of international education and exchanges and shared their experiences with their Russian colleagues and students.

The conference involved alumni of many exchange and training programs supported by the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State, including Business for Russia, Community Connections, International Visitors, FLEX, and FSA Undergraduate, as well as the staff and volunteers of the American Center in Kazan.

The conference organizers intend to use university resources to establish an open network of educational professional activity to promote university collaborative projects to the local community. University cooperation will help:

- develop multi- and interdisciplinary research initiatives
- enhance teaching-learning methods and materials
- conduct seminars and roundtable discussions with unemployed groups of the population, including the socially unprotected stratum of the population, on the basis of adult education
- define priority areas of research on the quality of education, social partnerships in adult education, and methodological aspects of distance education for the handicapped

The conference was widely promoted on the Internet and in the Tatinform Press. One of the main results of the conference is the publication of a book containing conference materials. The book will be published in both English and Russian. Five hundred copies of the 300-page book will be distributed among students of the Kazan Social Juridical Institute, teachers, educators, and others in the field of international professional education. As soon as the book is ready, a book presentation will be organized and, as a donation, the book will be presented to CEP and SCOUT fellows, the Ministry of People's Protection of the Tatarstan Republic, the Ministry of Education, and to all the conference participants.



Umid A. Aripdjanov

*Tashkent, Uzbekistan
Case Western Reserve University
Law, 2001–02
Counsel, USAID Enterprise Development
Project
Pragma Corporation*

Umid Aripdjanov, a SCOUT fellow, co-organized the students’ workshop titled, “Constitutional Developments in Uzbekistan: Contemporary Issues and Comparative Perspectives,” at the Westminster International University in Tashkent (WIUT) in January 2004. The event was generously funded through the SCOUT program and Civic Education Project (CEP). Law students from four law schools in Tashkent, including WIUT, Tashkent State Institute of Law, the University of World Economy and Diplomacy, and the National University of Uzbekistan, were given an opportunity to make their own presentations and to participate in discussions of recent constitutional developments and tensions in Uzbekistan. Umid Aripdjanov presented on “Constitutional Guarantees of Human Rights and the Absence of Habeas Corpus in the Uzbek Criminal Procedure,” that spurred heated discussions amongst students. The workshop also featured the speeches of the guests—prominent practitioners and scholars in the area of constitutional law. Dr. Brian Kidnay presented on “Excessive Executive Power under the American Constitution.” Sureyya Yigit spoke on “Constitutional Guarantees of Human Rights in the Turkish Con-

stitution.” Dr. Leonid Khvan, covered the topic, “Constitutionalism and Reformation of the National Bar Association in Uzbekistan,” and Dr. Erkin Norbutaev spoke on “Prospects of Judicial Reformation in Uzbekistan.” All presentations were followed by student panel discussions of the most crucial issues of constitutional development. The best student papers were posted on WIUT’s web site.

As globalization has fostered closer internationalization and transparency of national orders, the need to study constitutional issues comparatively seems even more urgent. The constitution of Uzbekistan is among the youngest constitutions in the world, and many legal principles contained in it originated from the legal traditions of developed nations. Recent amendments to the Uzbek constitution require analytical and comparative research by students.

The main goal of the project was to provide a discussion forum on constitutional developments in Uzbekistan for students studying law at different higher educational institutions (WIUT, Tashkent State Institute of Law, National University, the Academy of Internal Affairs, and the University of World Economy and Diplomacy). Outcomes enumerate the students’ interaction and involvement in the discussion of fundamental issues of government, improvement of their presentational and research skills, publication of the best

works on the Internet, and an opportunity to get to know western standards of freedom of speech and academic freedom.

WIUT generously provided the premises and facilities for the event. Although many participating students came from the host university, law students from other institutions of Tashkent also attended. Almost half of all presentations and discussions were in English.

ON THE MOVE

Armenian Alumna Fights Corruption in the South Caucasus

In fall 2003, **Amalia Kostanyan** (Duke University, Public Policy, 1998–2000) of Armenia participated in the Fleishman Civil Society Fellows Program at Duke University. She was one of a small group of potential leaders in civil society from around the world, who were selected on a highly competitive basis to spend four weeks working with faculty on issues related to the development of civil society. Amalia’s project focused on strengthening the role of civil society in fighting corruption in the South Caucasus region. She currently works as chairwoman of the Center for Regional Development, which serves as the representative for Transparency International in Armenia.

Alumnus Named Deputy Chairman of the National Bank of the Republic of Kazakhstan

Askar Yelemessov (Washington University, Business Administration, 1992-1994) was appointed Deputy Chairman of the National Bank of the Republic of Kazakhstan by President Nursultan Nazarbayev in Feb-

ruary. Prior to his appointment, Askar was the President of Deutsche Bank Securities in Kazakhstan. Under his stewardship, Deutsche Bank Securities Kazakhstan received two prestigious *EuroMoney* awards: "The best foreign securities house in Kazakhstan," in July 2000, and "Debt House of the Year, Kazakhstan," July 2003. At the time Askar was the only local national who was a CEO of a subsidiary of a major international bank in Kazakhstan.

Uzbek Alumnus Speaks at Joint BISNIS/AUCC Event in Washington, DC

Alisher Djumanov (Columbia University, International Affairs, 1994-1996) is currently Executive Director of the National Association of Investment Institutions (NAII) and CEO of Carhill/Uzbekistan. In March, he traveled to Washington, DC as a presenter at a joint BISNIS/AUCC event focusing on development and business opportunities in Uzbekistan. Alisher's presentation entitled "Capitalizing on Emerging Investment Opportunities in Uzbekistan" focused on attractive investment and market opportunities for US businesses and investors within various sectors of the Uzbek economy.

Alumnus from Kyrgyzstan Receives Distinguished Leadership Award

Myrza Karimov (University of Minnesota, Education, 1995-1997) was awarded The Distinguished Leadership Award for Internationals by the University of Minnesota. This award is a new University-wide award for alumni, former students, and friends of the University who have distinguished themselves in their post-university work as leaders in their professional careers. In naming Myrza as a winner of the award, the selec-

tion committee cited his understanding of the key importance of education reform to the future of Kyrgyzstan, his role as an agent of change in the field, as well as his leadership in internationalizing the curriculum by reaching out not only to the U.S., but also to countries in South East Asia.

President Mikheil Saakashvili Looks to Georgian Alumni for New Cabinet

Tamar Beruchashvili (Indiana University, Public Administration, 1996-1998) has been appointed State Minister for Integration with European Structures within President Saakashvili's new government. Prior to this permanent appointment, Tamar served temporarily as Acting Deputy State Minister during the transitional period following Eduard Shevardnadze's resignation as President, and as Minister of Trade and Economic Relations in the Shevardnadze government. She is

▼ *Tamar Beruchashvili with Mikheil Saakashvili*



also well known for her significant role in increasing Georgia's participation in the World Trade Organization (WTO).

Gela Bezhuashvili (Southern Methodist University, Law, 1996-1997) has accepted the post of Georgian Minister of Defense under President Saakashvili. Concurrently, he is an Expert-Member of the European Council's committees on corruption,

international law, foreign affairs, and the issue of national minority defense. He also authored a book entitled *International Legal Aspects of the Foreign Policy of Georgia*.

Giorgi Papuashvili (American University, Law, 1999-2000) is the new Minister of Justice. Prior to this position, Giorgi was Program Director for the Anti-corruption and Law Programs with the Open Society Georgia Foundation. In January 2004, he was appointed to the post of Director of Public Law Legal Entities Development and Reforms Department of the President of Georgia. He has also published a number of works on the regulation of activities of political parties, the development of the presidential system, and constitutional engineering.

Giorgi Bedineishvili (University of California-Berkeley, Business Administration, 1992-1994) has recently joined the Georgian Government as Chief Economic Advisor to President Saakashvili. Prior to his position with the government, Giorgi was Managing Director of the private equity fund Salford-Georgia. He's also worked as Financial Manager for RJ Reynolds Tobacco International, and as an Equity Analyst for Schroder, Salomon, Smith, and Barney specializing in the Russian, Turkish, and Central European oil industries. In a 1999 Reuters survey of Global Emerging Markets he was ranked among the top five analysts by fund managers, and in 2000 he was ranked fourth by the Greenwich Survey.

Giorgi Tabuashvili (University of Illinois-Urbana Champaign, Economics, 2000-2002) is the Deputy Minister of Finance in the administration of President Saakashvili. Previously he worked at the Resident

▶ *Giorgi Tabuashvili (University of Illinois, Economics, 2000-2002) New Georgian Deputy Minister of Finance.*



Lily Begiashvili (University of Illinois, Law, 2002-2003) has been appointed Deputy Minister of Infrastructure and Development. Her prior experience includes working as a legal advisor to the International Foundation for Election Systems (IFES), conducting election law training for judges, and interning with the Permanent Mission of Georgia to the United Nations in New York.



MUSKIE MATTERS

Myrza Karimov talks to his audience about U.S. government-sponsored exchanges.

Alumnus Meets High Level U.S. Government Officials in Dushanbe

Ambassador Carlos Pascual, Coordinator for U.S. Government Assistance to Europe and Eurasia (center), with alumni of U.S. government-sponsored programs, including Muskie Alumnus, **Noor Umarov** (Monterey Institute of International Studies, Public Policy, 1994-96) on his right, in February.

Muskie Alumni Encourage Community Development in Kyrgyzstan

Three Muskie Alumni led seminars during a community development project organized in the Isyk-Kul region of Kyrgyzstan in December. Organized by American Councils and the Civic Education Project, the three-day conference featured work-

shops of interest to students, teachers, and those working in the non-profit development field. Myrza Karimov (University of Minnesota, Education, 1995-97) led the discussion on the American system of higher education. Urmat Tynaliyev (University of Kansas, Public Policy, 1996-98) talked about the unique responsibilities of international managers. Akylbek Joldoshev (University of Minnesota, Education, 2001-03) introduced instructors to active teaching methods and new research methods. More than 150 students, faculty and NGO representatives participated in the conference.

MUSKIE PIX

Muskie Alumni Gather In Moscow



▲ *Anna Grouzdeva (Western Michigan University, International Affairs, 2001-03), Svetlana Romanshko (University of Oregon, Business Administration, 1995-97), and Anastasia Kuzmina (University of Delaware, Public Administration, 2000-02).*



▲ *Irinia Sinelina (New School University, Public Administration, 1998-2000), Alexander Kribokov (University of Colorado at Denver, Business Administration, 1998-99).*



▲ *Grigory Zadoroshniy (Monterey Institute of International Studies, International Affairs, 2000-02) and Dmitry Trusilov (Claremont Graduate School, Public Policy, 1996-98).*



▲ *Nemat Khanbabaev (Tulane University, Business Administration, 1999-2001), Alexander Galchin (University of Georgia, Public Administration, 1995-97) and Denis Minov (San Jose State University, Journalism and Mass Communications, 2001-03)*



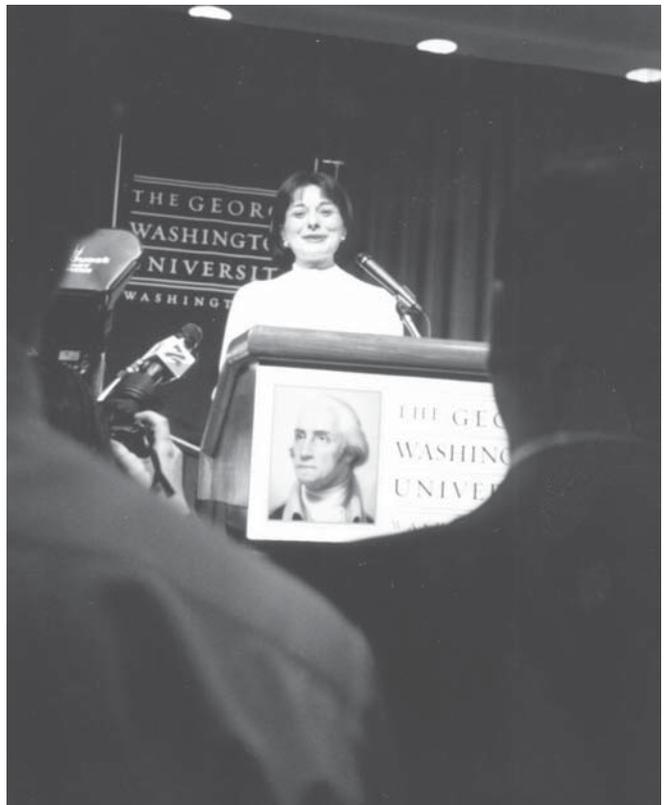
▲ *At the Alumnia Reunion: Sofo Bzhshvili, Cultural Affairs Assistant, U.S. Embassy, Georgia; Tako Japaridze and Rati Japaridze, Muski Alumni.*

▶ *Noor Umarov (Monterey Institute of International Studies, Public Policy, 1995-96) meets with Ambassador Carlos Pascual (Coordinator for U.S. Assistance to Europe and Eurasia, U.S. Department of State) in Dushanbe.*





▲
President Saakashvili at a reception hosted by George Washington University in February 2004.



▲
Marine Egutia (George Washington University, Public Administration, 2002-04) introduces her country's new president.



▲
Dina Mukhamedkhan (Boston University, Education, 1993-1995) presents Educational Community Development Project to other ECA-sponsored alumni in Almaty, Kazakhstan.



▲
Myrza Karimov from Kyrgyzstan (University of Minnesota, Education, 1995-1997) Receiving "Distinguished Leadership Award for Internationals."

OPPORTUNITY KNOCKS

Quarterly Alumni Events: Contact your local Muskie or SCOUT/CEP alumni Coordinator for details.

Career Fairs/Business Lunches:

The Edmund S. Muskie Business Lunches and Career Fairs are sponsored by ECA and organized by IREX with support from American Councils for International Education.

Yerevan, Armenia - April 9, 2004

muskiecareerfair@irex.am

IREX/Yerevan - 57-53-36; 57-18-96.

Kyiv, Ukraine - April 17, 2004

careerfair@kyiv.irex.org

IREX/Kyiv - 537-0604

Moscow, Russia - April 24, 2004

fair@irex.ru

IREX/Moscow - 234-0144, 956-0978

Tashkent, Uzbekistan - April 24, 2004

careerfair@irex.uz

IREX/Tashkent - 152-5147

Vladivostok, Russia - May 13, 2004

dmotovilov@irexvlad.ru

IREX/Vladivostok - 40-42-37; 40-42-39

Regional Activity:

American Councils, Central Asia

May 7-9 2004 CAR Muskie

Regional Alumni Conference in

Bishkek: "The Muskie Alumni Impact on Central Asia"

Alumni Events by Country:

American Councils, Armenia

April 2004 Workshop on Academic

April 2004 Training on Interactive Teaching

Methods

TBA SCOUT/CEP: Forum for the

American Graduate Association

American Councils, Azerbaijan

April 2004 Professional Skills Development

May 2004 Lobbying activities: Springtime

June 2004 U.S. Foreign Relations and Islam: Round-Table Discussion with the U.S. Embassy

June 2004 Muskie alumni meeting and Finalist Gathering

TBA SCOUT/CEP: Conference: "Azerbaijan Alumni in the New Century"

American Center for Education and Research, Belarus

April 17-18 SCOUT/CEP: Workshop on Conflict Resolution

May 2004 Round-table Discussion: "How to make life in America as easy as possible"

American Councils, Georgia

April 2004 Easter Egg Hunt

May 2004 "Passing on the Experience"

TBA SCOUT/CEP: Reception and meeting with key political figures of Georgia

American Councils, Kazakhstan: Almaty

May 2004 Reforming Teaching and Learning in the 21-st Century

Monthly American Alumni Club meeting (second Friday of every month)

American Councils, Kazakhstan: Astana

April 2004 Outreach Event: "Earth Day"

May 2004 Charity Event: "Celebration of Veterans Day"

American Councils, Kyrgyzstan

May 2004 How to prepare presentations for different purposes

May 2004 Teacher training on innovative teaching methods

April 2004 Environmental Security of the State

May 2004 International Curriculum Development Conference

May 2004 Planning Meeting

American Councils, Moldova

May 21-22 SCUT/CEP: Workshop on
Negotiation Skills/Training of
Trainers

American Councils, Moscow

April 28 Muskie Networking Evening
TBA SCOUT/CEP: Panel discussion
on Socially Responsible
Businesses and Projects,
followed by networking event for
Muskie alumni and VIP guests.
June 30 Muskie Networking Evening

American Councils, Russia: Nizhny Novgorod

April 2004 Understanding Media: Media and
Society in New Russia

American Councils, Russia: Novosibirsk

June 2004 Operation Smile' Medical
Mission
April 2004 Successful company tours

American Councils, Russia: St. Petersburg

April 2004 Presentation Skills Training
April 2004 Workshop on Wheels to
Cherepovets and Vologda
May 2004 Workshop on Wheels to Pskov
and Pskov Region
May 29 SCOUT/CEP: Training
Workshop: "Creating New Ideas:
Be Creative!"
Monthly Open House Cultural Evenings

American Councils, Russia: Vladivostok

April 2004 Mentorship roundtable
April 2004 Professionals for Cooperation
April Conference
May 2004 Vladivostok Botanical Gardens
Clean-Up and Beautification
Project

American Councils, Tajikistan

April 2004 "Transformation of International
Accounting Standards
May 2004 1st Annual Teachers' Conference
June 2004 Public Financial Reform in Tajikistan

American Councils, Ukraine: Kyiv

May 2004 Project: "Scientific and Educational
Methodology and Practice"
Mar-Aug Outreach Trainings in Voter
Awareness
April 2004 Alumni Advisory Board Meeting
June 2004 Round Table on Pension Reform

American Councils, Ukraine: Lviv

April 2004 Registering an NGO
June 2004 Conference "Women, Work and
Society"

American Councils, Ukraine: Odesa

April 2004 Cross-Cultural Studies

American Councils, Uzbekistan

April 2004 Monthly Networking Event
April 2004 Expressing a Point of View
May 2004 Cross-discipline Program
Management

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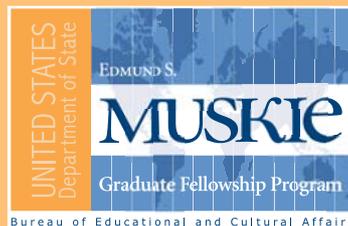
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