J. William Fulbright Foreign Scholarship Board

FULBRIGHT

Annual Report 2001

Photo Credit: Steven Freeman

"Educational exchange can turn nations into people, contributing as no other form of communications can to the humanizing of international relations."

Senator J. William Fulbright

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LETTER FROM THE CHAIRMAN

Writing the "Year in Review 2001" section of the Annual Report for the past year was an emotional and stressful experience. While the Annual Reports to Congress of the J. William Fulbright Foreign Scholarship Board are typically upbeat, and highlight the positive accomplishments of all of the people from 141 countries who contribute their time, effort, and energy to the educational exchanges that are at the heart of the Fulbright Program, this year involved a sea change.

The events of September 11 — the brutal murders of thousands of innocent civilians from 88 countries who were simply attending to their daily activities — cast a pall around the globe. Suddenly, the world seemed a much less safe place. Suddenly, Americans, in particular, realized — in many instances for the first time — how fragile life is for millions of people in countries and regions where conflict is endemic.

The need for rapid action to combat terrorists who attack innocent civilians, and the nations that harbor them, was immediately apparent, but such an approach is, inevitably, only a tentative step toward a more peaceful world. As has happened before, the world is at a cross road. Leaders can throw up their hands and say little can be done to reduce violence and conflict among peoples and nations, or they can seek solutions.

The Fulbright Scholarship Program, like the Marshall Plan after World War II, represents a pragmatic and proactive approach to the emerging crisis. Operating on a shoestring financially, the Program creates the seeds of hope for a more tolerant world by person-to-person experiences of educators, professionals, and future political leaders from our partner countries who spend substantial time living in the United States and by Americans who study, teach, and do research abroad. Fulbrighters return to their home countries, where they are able to spread the knowledge, information, and perspectives that can be gained only by such a firsthand experience.

We have chosen to focus the Annual Report for 2001 on the Fulbright Program in the Muslim world, and the response by the Fulbright community — current and former grantees, professional staff members in Fulbright Commissions around the globe, government officials, staff of non-profit organizations, and volunteers — to the challenge of terrorism. Subsequent sections of the Report provide an in-depth picture of Fulbright activities in the United States and our partner countries during the year.

I am convinced that the Fulbright Program — a program of bi-national cooperation — is effective because it benefits all of the countries which participate. Senator Fulbright's vision that participants in the Program will expand their horizons and dedicate themselves to greater tolerance and understanding of foreign cultures, values, and peoples is not a naïve ideal, but a practical means toward an important global goal for the 21st century.

Alan Schechter

ALAN SCHECHTER, CHAIRMAN
J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD

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2001 Board Members from left to right: Sen. John C. Culver, Victoria McCammon Murphy, Gus Weill, Hoyt Purvis, Caroline A. Matano Yang, William H. Mauk, Jr., Lee Williams, Jane Slate Siena, Alan Schechter, Huel D. Perkins (not in photo: Sen. Birch Bayh and Sara Castro-Klaren).

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Members and Staff as of December 2001.

In November of 2001, the President announced his intention to name the following four individuals to the Fulbright Board. In March of 2002, they joined the Board.

Mr. John Willard Johnson	Chairman Permian Mud Service, Inc Houston, TX
Mrs. Jan O'Neill	Midland, TX
Mr. Steven Uhlfelder	Uhlfelder and Associates, P.A. Tallahassee, FL
Mr. Donald Vermeil	Principal Renco Properties, Inc. Palo Alto, CA

New Board Members join the current Board members at the December 2001 Board meeting. From left to right: Lee Williams, Don Vermeil, Sara Castro-Klaren, Sen. Birch Bayh, Hoyt Purvis, Steven Uhlfelder, Victoria Murphy, Caroline A. Matano Yang, Alan Schechter, John Willard Johnson, and Jan O'Neill, (not in photo: Gus Weill).

The Fulbright Program in the Islamic World

On September 11, 2001 thousands of innocent men, women and children from all over the world were killed in New York, Washington, and Pennsylvania, and hundreds of firefighters and policemen died heroically. This one day brought home to the people of the United States the degree of distrust and misunderstanding that exists between peoples of westernized countries and those in some predominantly Islamic countries.

The Fulbright Program was started in the aftermath of World War II, when Senator J. William Fulbright, his colleagues in Congress, and President Harry Truman searched for ways to reduce the misunderstandings that bred hatred and set the stage for open conflict. Fulbright argued that exchanges of individuals — particularly individuals who were likely to play a leadership role in their societies — would lead to greater understanding and tolerance of differences. He believed that living in another country for a substantial period of time would help individuals to comprehend cultural differences, which might obscure the common interests of humanity in peace, dignity, freedom, security, and opportunity.

Thus, the Fulbright educational exchange program was started, and it played a major role in efforts to bring democracy and progress to America's former enemies in World War II. It also played an important role in both the struggle against communist totalitarianism and the rebuilding of nations after the demise of communism.

Today it appears that while conflicts between nations or groups of nations will undoubtedly continue, "asymmetrical conflicts" between nations and organized terrorists are as dangerous and threatening as the conflicts between nations that dominated the 20th century.

What is the role that the Fulbright Program can and should play in this new era? In order to begin to answer that question, this report on the Fulbright Program in the Islamic World has been divided into three sections: the first on September 11 and its aftermath, the second on the Fulbright Program in the Islamic World prior to September 11, and the third on the future direction of Fulbright exchanges with predominantly Muslim countries.

SEPTEMBER 11 AND ITS AFTERMATH

On the morning of September 11, over 2,000 Fulbright student grantees, research scholars, lecturers, and professionals from 140 countries had recently arrived in the United States and host countries abroad. Nearly all Fulbrighters are attached to universities, and the academic year had just begun in most countries.

The Fulbright Scholarship Board was meeting in Washington, at the State Department Annex building, which houses the Bureau of Educational and Cultural Affairs (ECA). When the plane hit the Pentagon, just across the Potomac River, the State Annex building was evacuated. By the next day, however, everyone was back at work, preoccupied with the fate of colleagues, and Fulbright students and scholars in the New York and Washington areas.

ECA staff, as well as their colleagues from non-profit organizations which provide administrative support, contacted grantees who might have been in harm's way to confirm their safety and to offer support if needed. Fulbright Commissions in 50 countries and Public Diplomacy officers at 90 U.S. Embassies abroad contacted the American grantees who had just arrived in their host countries. Fortunately, there were no casualties among the current Fulbrighters.

The next major task was to ensure that visiting students and scholars were shielded from any possible public backlash in the United States. President Bush, Secretary of State Powell, and Attorney General Ashcroft made strong statements against harassment, threats and attacks on Arab-Americans and other individuals perceived to be of Middle Eastern origin. Messages of sympathy and support poured into Washington, to Fulbright Commissions abroad, and to U.S. Embassies from hundreds of Fulbright and Humphrey Program alumni from all over the world.

The attacks were a clarion call to the Fulbright Program to redouble its efforts to increase understanding of American society in the Muslim world, as well as increase knowledge of the cultures, values, and hopes of the diverse peoples of Muslim nations. Many actions were taken by Fulbright grantees, both in the United States and abroad, to share their special insights into the nature of cross-cultural conflict and the ways in which it can be reduced by developing mutual respect and understanding.

A partial list follows:

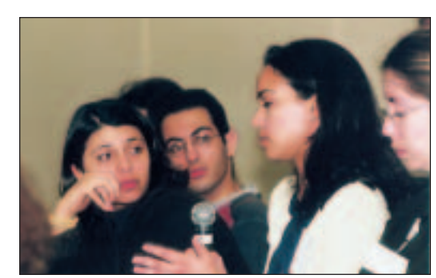
• A colloquium featuring 20 Arab Fulbright graduate students from 11 countries with 20 American graduate students from the University of Maryland was held for two days in October to discuss reactions to the September 11 events and Arab-American relations. The colloquium was one of several events on college campuses nationwide sponsored by the State Department and AMIDEAST aimed at open dialogue about U.S.-Arab relations. ABC's *Nightline* covered the colloquium, and articles were published in *The New York Times*, *The Washington Post*, *The Chronicle of Higher Education*, and other U.S. and Arab media. In addition, the Arab Fulbrighters participated in a live two-hour interview in Arabic on *Al Jazeera* television, the most popular television network in the Arab world. This broadcast received widespread coverage in the Middle East and North Africa.

AMIDEAST held a conflict resolution conference with Middle Eastern grantees to discuss the events surrounding September 11th, and its impacts on the global community. Students also discussed their own personal feelings, and discussed views on tolerance.

One participant, **Riham Bahi**, an Egyptian student on a Fulbright at Northeastern University, said that "The point is that you hear the other party's view, and it gives you a chance to respond and clarify points. Despite what conflict you have between governments, people can always try to understand each other. That's really important now."

Amal Almurbati, a student from Bahrain attending Old Dominion University, said both Arabs and Americans have misperceptions because of biased and inaccurate reporting.

Nadia Abdulhaq, a Palestinian studying at the University of Florida, said, "I was expecting the U.S.A. I had imagined from movies, but realized it's not all tall buildings and people who have everything. Our images of each other are far simpler than reality." She spoke from personal



experience about the importance of face-to-face discussion, saying, "I live in Palestine, and though we are in conflict with Israel, I have attended camps with Israeli friends. We did discuss things fiercely, but we got a perspective on what's going on." She added, "Fear of the unknown is the problem."

• In December, the Lontar Foundation of Jakarta published *Manhattan Sonnet*, a book of poems, essays, and short stories about New York composed by Indonesian writers, including pieces by three Fulbright alumni who are among that country's most renowned thinkers, poets, and essayists. The book is dedicated to the memory of the victims of the attacks, and profits from sales will go to the American-Indonesian Exchange Foundation (AMINEF), which manages the Fulbright Program. Three of the six members of the Lontar Foundation Board are Fulbrighters, and one of the editors is on the AMINEF Board.

A program entitled *"Infinite Humanity: World Religions for Peace and Respect for Life, A Gathering in Prayer"* was created by Indonesian Fulbright alumnus I. Wayan Dibia and American alumna Jody Diamond and held at ground zero and other locations world-wide, including four sites in Indonesia.

Professor Jani Purnawanty, who was a Fulbright scholar at Temple University, called on the Indonesian government to end anti-American initiatives in an article published in the *Jakarta Post*.

• A Chilean Fulbrighter, Rodrigo Borja-Ceron, conducted *"Voices of Hope,"* a benefit concert for the World Trade Center Relief Fund in New York City in mid-November. Mr. Borja-Ceron is pursuing a Master's Degree in choral conducting at the Mannes School of Music.

• One key priority of the Bureau of Educational and Cultural Affairs and the Board is finding a way to enhance the Fulbright experience and ensure that the experience provides participants with a deeper understanding of U.S. society and engages them with Americans. ECA provides funds to cooperating agencies to do this. One example is Metro International's work. Metro is a New York non-profit organization that for many years has hosted and cared for international students and Fulbrighters from every part of the world.

Following the events of September 11, Metro International brought together New Yorkers and international students in a number of programs. An Open Forum on "Exploring the Meaning of September 11 in an International Context" was held in

October of 2001 for 80 participants from 32 countries, including locally based Fulbright students.

Metro International also began a new program called "Dinner Diplomats" to reach out to students by inviting them to private homes for informal dinners to show them that they were welcome in New York.

The Citizens' Committee for New York City gave Metro International a grant to underwrite Global Classroom programs in two public schools close to ground zero. Fulbright students are among those that visit classrooms to talk about their home countries. Also contributing funds to this project was the renowned graphic artist Milton Glazer, a Fulbright alumnus and friend of Metro International.

• Fulbright alumnus Philip Heymann, who is a Professor of Law at Harvard University, is donating the revenues and royalties from his critically acclaimed book *Terrorism and America: A Commonsense Strategy for a Democratic Society*, to the American Red Cross to aid the families of New York firefighters killed in the attack on the World Trade Center.

Photos from Metro International's Open Forum.

• Alumnus William C. Nelsen, President of the Citizens' Scholarship Foundation of America, created "The Families of Freedom Scholarship Fund" to aid the survivors and dependents of victims of the tragedy. He enlisted the aid of former Senator Bob Dole and former President Bill Clinton to raise funds.

• Fulbright alumnus Tom Gouttierre, considered one of America's foremost experts on Afghanistan, has given over 500 interviews to U.S. and foreign media organizations, and made presentations to policy makers, relief organizations, and educational groups. Now Dean of International Studies and Programs at the University of Nebraska at Omaha, Gouttierre spent nearly ten years in Afghanistan as a Peace Corps Volunteer, a Fulbright Fellow, and as Executive Director of the Afghan-American Educational Commission (the Fulbright Foundation) in Kabul from 1971 to 1974. Since his Fulbright experience, Mr. Gouttierre has worked tirelessly to improve relations between the U.S. and Afghanistan, establishing an exchange program with Kabul University, developing linkages between Nebraska and Afghan educational institutions in war-torn areas, and directing teacher training, curriculum development, and educational projects that benefited more than 130,000 Afghan school children between 1986 and 1994, when the Taliban came to power.

• Professor Michael Spath, a Fulbright Scholar at the Royal Institute of Inter-Faith Studies in Amman, Jordan in 1998, lectured on "Islam and Jihad: Clearing Up False Perceptions" in Fort Wayne, Indiana in late October. The lecture was taped and rebroadcast on radio station WBNI. Dr. Spath is a professor of philosophy and theology at the University of St. Francis in Fort Wayne.

• Dr. Tanja Popovic, a 1989 Scholar from Croatia, is the Centers for Disease Control and Prevention expert on anthrax. She is playing a key role in the CDC's work to improve the public health response to acts of bioterrorism.

• Five prominent Fulbright alumni, Dr. Joshua Lederberg, Laura D'Andrea Tyson, Philip Odeen, Martin Feldstein, and Edward Djerejian, are serving on the Council on Foreign Relations' "Task Force On America's Response to Terrorism."

Individual Responses to 9/11

While reports of many of the activities of Fulbright grantees and alumni in the months after the attacks in New York and Washington convey an impression of how the Fulbright community rallied, letters and first-person newspaper articles convey a profound emotional response to what happened. Three such statements are printed in the next few pages.

The first is a letter by Moroccan Fulbrighter **Mehdi Ksikes** *to the Moroccan-American Commission for Educational and Cultural Exchange and the members of the Fulbright Business Advisory Council in Morocco. Ksikes was an eyewitness to the attack on the World Trade Center.*

At the time I was selected for the Fulbright-Mobil Oil Maroc Award to pursue my studies in the United States, I felt certain it would be a life-changing experience. However, I never imagined that I would be an eyewitness to the horrific events of September 11th, which, to say the least, have marked me forever.

After completing my MBA at New York University in June 2001, I began a twelve-month internship with a leading investment bank on Wall Street. On that fateful Tuesday, I was in my office on the 17th floor of the World Financial Center, one of the closest buildings to the World Trade Center, when tragedy struck....

Like many others, I have been giving much thought to the problems, which seem to lie at the roots of the unjustifiable and inhuman attacks of September 11th. The worsening economic and social conditions in many developing countries has led to desperation which can all too easily be exploited by extremist groups to advance their own agendas. Another factor is the profound lack of mutual understanding and insufficient respect for cultural, religious and ideological differences. These differences all too easily develop into a fear of the other, resulting in hatred, racism and terrorism.

To my mind, the Fulbright Exchange Program and similar initiatives can and do make important contributions to addressing both of these problems.

Such programs enable people from other countries to gain an advanced level of education at American universities in fields that can help their countries further develop and prosper economically. While other forms of cooperation and aid are also vital, the Fulbright Program, with its focus on individual merit and academic and professional excellence, is a unique means of educating future leaders in a wide range of fields who can facilitate the technology transfer and promotion of international networks that are so essential for reducing poverty, attracting direct foreign investment and creating jobs.

One of the most central missions of the Fulbright Program is to increase the awareness, tolerance and acceptance of differences between Americans and people of other nationalities. As a Fulbright student and now as an intern, I have had the enormous privilege of being an ambassador of my country in the U.S. I have

made a conscious effort to inform my American friends and colleagues about my country, religion and culture. Since September 11th I have become a militant advocate of the imperative need to reinforce programs such as the Fulbright Program which seek to build and maintain bridges of understanding between the peoples and nations of this world. I believe educational exchange is one of the most important means of combating those who promote hatred and terror under the banner of perverted religious concepts. It is now more critical than ever before to support the Fulbright Program....

Mamoun Fandy, *an Egyptian who came to the United States on a Fulbright Scholarship in 1985, returned to Egypt, and ultimately settled in the United States, published this op-ed piece in* The Washington Post *in response to the September attacks. He is now a professor at the Near East-South Asian Center for Strategic Studies at the National Defense University. The article entitled, "How I Became a Recruit for America" has been excerpted and reprinted with permission of the author.]* ◆

Muslim students studying in the United States can be a bridge between the two worlds. I should know; I was one of them. In 1985 I came to Washington on a summer Fulbright scholarship to study linguistics at Georgetown University. Then I returned to Egypt to teach for a year. But I was drawn back to the States and earned my master's and PhD in political science. All these years later, I remain here. America has made me more than I was intended to be, and for that I am grateful. But while I have benefited immensely, I can say with some certainty that America profits, too, from the broadened horizons such exchanges bring.

From 1977 to 1985, I had been a student and then a teaching assistant at Assiut University in the Egyptian city of the same name. That university was a hotbed of fundamentalism back then and remains so. I came from a working-class family in southern Egypt, and many of those I grew up with were attracted to fundamentalism. My parents were illiterate. Their only means of survival was their loom: The whole family wove cloth used by the Sudanese for ceremonial occasions. My parents struggled to send their five boys and one girl to the local public school.

At Assiut, several of my contemporaries.... landed in prison for their role in the 1981 assassination of Egyptian President Anwar Sadat. Other classmates left for Afghanistan in the 1980s. Ayman al-Zawahiri...now Osama bin Laden's right-hand man used to come down from Cairo to recruit on campus for Egyptian Islamic Jihad. As someone whose family background gave him few opportunities in society, I fit the profile of a potential soldier of God.

Instead, I was recruited by Fulbright. My journey thus led to American academia instead of to Kandahar. The focus of my research and teaching, however, has always been about that road not taken, about the world of Islamists. My path has thus crossed theirs in Egypt, Saudi Arabia and the West.

If Fulbright and my family saved me from the world of fundamentalism, an American education has helped many others to go back and make a difference in the lives of their own countries and communities. Many people in positions of leadership in the Arab and Muslim world studied at U.S. colleges and universities. That's true of several liberal columnists at Arab newspapers and of my good friend Abdul Rahaman Al-Rashid, the chief editor of the pan-Arab daily *Asharq Al-Awsat*. Those individuals make a difference in how America is perceived in the Muslim world.

Consider two close allies of the United States in the Arab world: Egypt and Saudi Arabia. Egyptian Prime Minister Atef Obeid has a doctorate from the University of Illinois. The man in charge of turning Egypt's economy around, Yousef Boutros Boutros-Ghali, is an MIT alumnus. The high number of American university graduates in the Egyptian cabinet is key to sustaining U.S.-Egypt relations. Furthermore, many in the Egyptian armed forces had some training at American military academies. This is what led them to cooperate during Desert Storm in 1990-91....

When I arrived in Washington....I saw things in this country that did not match what I had read in the Arab press about the imperialist American view. I saw a society in the making. America sees itself as a human project to which anyone can contribute. I jumped at the chance....

It is easy to see danger in times of crisis. But this is also a time of opportunity. If there is a lesson to be learned from September 11, it is about the mutual need in the United States and in the Muslim world for a greater knowledge of each other. Young Muslims who come to America to study help bridge that gap.

Ali Jalal *was a Fulbright student grantee from Jordan who received an MBA from Purdue University in June 2001. While at Purdue, he was an outstanding student, earning a 3.97 GPA out of a possible 4.0, and was recognized as a leader in the business school. On September 11 he was living near Syracuse, New York, and completing his Fulbright experience by working as an*

intern at the Carrier Corporation. He wrote the following letter, which has been excerpted, to Alain McNamara, the Executive Director of the Jordanian-American Commission for Educational Exchange:

> ...I am writing to you as I am coming to the end of my academic training in the U.S..... As I reflect on the last three years, I have a lot to be grateful about and I would like to share a few words with you.
>
> First, I am very thankful for the opportunity provided to me by Fulbright to come to the U.S., to study, train and build wonderful friendships. Indeed, I have gained in three years more than I thought was possible by me. That gain was academically in terms of my degree, professionally in terms of my training (at Goldman Sachs and Carrier) and personally in terms of cultural exposure.... Indeed, I believe that I am now better prepared to contribute — and even initiate in some cases — to the positive change and development of my country....
>
> Last but not least, as we look back on the tragedies of September 11th, its effects and the current affairs around the world, I see many people looking at each other across borders with only hatred, fear and anger. I am grateful that this experience has provided me with a new way of thinking and understanding of the world such that I can look for hope, reconciliation and mutual development....
>
> I have realized that most Americans are just like most Jordanians, who want to live in peace, go about their lives doing their jobs, bringing up their families in a decent environment and generally have a good and relatively uneventful life. I have always believed (even before I came to the U.S.) that we in the Arab world have a lot to learn from the U.S. However, I never realized that listening was one of the most important. We listen the first time and if we like what we hear or if we dislike what we hear, we form a view of that civilization and that's it.... Indeed...we need to communicate better. I have always respected people's differences, now I feel that I need to learn from those differences.
>
> If I had to name the most valuable benefit in my Fulbright scholarship, it would be the ability to open my mind and try to understand the other person, to learn from them...
>
> I hope that future Jordanian Fulbright scholars continue to learn and experience this. I have always admired the striving for excellence and being the best. I have seen this many times in the U.S., whether in its relatively short history, or management systems or life styles. We must also strive in excellence and realize that it is not only in academic degrees but also with our way of thinking....

An Historical Overview of the Fulbright Program in Predominantly Muslim Countries

While graduate student, faculty, and professional exchanges under the Fulbright mantle have had a long history in parts of the Muslim world, the Fulbright Program has existed for less than a decade in certain countries. In Egypt, Indonesia, Pakistan, and Turkey, the Program is more than a half-century old. In some of the new independent states of the former Soviet Union, which are predominantly Islamic and in the states bordering the Persian Gulf, it was started later.

As a result of agreements between the United States and the governments of seven countries — Egypt, Indonesia, Jordan, Malaysia, Morocco, Pakistan, and Turkey — the Program is administered in the host country by a Commission usually composed of four citizens of that nation appointed by the Prime Minister or Minister of Education, and four Americans living in the country appointed by the U.S. Ambassador.

The Commission hires an Executive Director and staff, many of whom are citizens of the host country. The Fulbright Program in these countries operates in a binational manner, with decisions made in a cooperative fashion by representatives of both countries. The Commission countries tend to be those with long-standing, relatively stable programs, a substantial number of grants to students and scholars, and comparatively large budgets. Many of the Executive Directors in these countries have reached out to universities and the private sector, often with the leadership and cooperation of the U.S. ambassador, to raise additional funds to supplement money received from one or both governments.

In a number of the other countries of the predominantly Muslim world, the Fulbright Program has a small budget and often offers only a few grants annually.

What has been accomplished as a result of the efforts and commitment of all those who have worked with the Program over the past half-century? It is difficult to measure the impact of Fulbright exchanges, since the gains are not always immediate, concrete, or obvious, nor can we quantify the multiplier effect of grantees who return home and spread the knowledge and perspectives gained during their Fulbright grants, but in other ways the long-term benefits to civil society and universal human interests are obvious.

Many Americans have little knowledge of geography, foreign languages, or different cultures. Few individuals speak such languages as Arabic, Pashtu, Turkish, or Urdu and an even smaller number have lived in the Islamic countries of the Middle East and South Asia. Fulbright scholarships have enabled a small but influential number of American

graduate students, academics, and professionals to live abroad and to acquire an understanding of these cultures. The events of September 11 have shown that more needs to be done to inform Americans about Muslims and to promote understanding, sympathy, and tolerance of differences.

While some argue that Arabs and non-Arab Muslims have a better understanding of America than vice versa, much of the information they receive about the United States comes from movies, the press, and television and this is rarely an accurate portrayal of America. In fact, we may make it easy for hostile leaders to prejudge America and to turn the American people into caricatures. Only by living in the United States, as foreign Fulbrighters do, can they grasp the extent to which media-driven stereotypes falsify the underlying reality of life in America.

One tangible measure of the success of the Fulbright Program in the Muslim world is the number of alumni who have achieved remarkable success in their societies. Many Fulbright alumni are professors at universities, where they are in a position to educate their students and correct their misperceptions. Many Fulbright alumni have achieved influence outside the classroom. A partial listing of prominent Fulbright alumni from the Islamic world appears on pages 18 to 19 of this report.

A listing of names of individual leaders from the Muslim countries who held Fulbright grants early in their careers does not, however, do justice to the overall Fulbright effort. In order to understand the scope of the Program, both today and historically, it is necessary to examine data on the number of grants to and from each country in 2001, and the cost of these exchanges. Table 1, on the following page, presents this information.

TABLE 1

Country	*# of grantees to the U.S. in 2001*	*# of U.S. grantees in 2001*	*U.S. dollars in 2001*	*Host Country Dollars, 2001*	*Funds from Other Sources*
Afghanistan[1]	0	0	0	0	0
Algeria[2]	3	0	$ 60,000	0	0
Bangladesh	4	7	$ 340,000	0	0
Egypt	21	11	$ 924,000	$ 245,000	$200,000
Gaza and West Bank[3]	23	1	$ 980,000	0	0
Gulf States Regional Program[4]	13	10	$ 650,000	0	0
Indonesia	52	20	$ 1,300,000	$ 110,000	$ 75,000
Jordan	15	11	$ 840,000	$ 100,000	$ 35,000
Lebanon	8	2	$ 200,000	0	0
Malaysia	20	11	$ 480,000	$ 90,000	$380,000
Morocco	24	12	$ 947,000	$ 800,000	$150,000
Newly Indep. States[5]	11	10	$ 670,000	0	0
Pakistan[3]	15	3	$ 685,000	$ 10,000	$ 16,000
Sub-Saharan Africa[6]	20	14	$ 1,024,000	0	0
Syria	11	7	$ 470,000	$ 80,000	0
Tunisia	11	3	$ 300,000	$ 8,000	0
Turkey	30	21	$ 1,100,000	$ 175,000	$107,000
Yemen[3]	8	4	$ 410,000	0	0
Totals:	289	147	$11,380,000	$1,618,000	$963,000

1. The Program in Afghanistan was suspended in 1979, but will be restarted perhaps as soon as 2002.
2. The U.S. component was suspended in Algeria in 1995 due to security concerns.
3. The U.S. component was suspended in Gaza, the West Bank, Pakistan, and Yemen in 2001 due to security concerns.
4. The countries in the Gulf States Regional Program are Saudi Arabia, United Arab Emirates, Kuwait, Oman, Qatar, and Bahrain.
5. The predominantly Muslim countries in the Independent States of former Soviet Russia include Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The U.S. component was suspended in some parts of the NIS in the mid-1990s due to security concerns, but has been re-started.
6. The predominantly Muslim countries in the sub-Saharan Regional Program include Senegal, Mali, Guinea, and Niger.

In addition to the grantees in the table above, who receive Fulbright scholarships and fellowships under the program administered by the U.S. Department of State, roughly an additional 10 percent of Americans receive Fulbright grants through a program administered by the U.S. Department of Education. This program, unlike the State Department program, is for Americans only, and is designed principally to strengthen skills in non-western foreign languages and area studies. In 2001, doctoral dissertation research awards were awarded by the Department of Education for studies in Islamic countries as follows: Indonesia 5, Egypt 3, Malaysia 2, Syria 2, Kyrgyzstan 2, Iran 1, Lebanon 1, Morocco 1, Pakistan 1, and Uzbekistan 1. Group projects and seminars abroad introduced 31 Americans to Egypt, 16 to Malaysia, 16 to Morocco and 12 to Jordan. In addition, one faculty member received a grant for research in Egypt.

Since the Fulbright Program was started, over 7,000 graduate students and young professionals from the predominantly Muslim countries of the Middle East, North Africa, Turkey, and Asia have studied in the United States on Fulbright Student grants. More than 3,000 scholars from these countries have come to American universities to lecture or do research on Fulbright Scholar grants. Over 500 mid-career professionals in selected career fields have received Hubert H. Humphrey Fellowships to the U.S. in a program that combines academic training and practical experience. Finally, an additional 1,500 citizens from these countries have received awards to participate in the Fulbright Teacher Exchange program, summer seminars, or other activities. All visiting Fulbright grantees return to their own countries for a minimum of two years upon completing their grants.

Nearly 2,000 American students have learned first-hand about the Muslim world on Fulbright grants to these countries and over 3,500 academics have lectured or done research at universities in the countries of the Islamic world. Finally, nearly 5,000 Americans have taken part in Fulbright group projects abroad, seminars, and the Fulbright Teacher Exchange Program in Muslim countries. These total figures for Americans include citizens who have won Fulbright grants through programs administered by the Department of State and programs under the Fulbright-Hays Act administered by the Department of Education. A country-by-country breakdown of grants in 2001 and total grants is presented in the charts at the back of the Annual Report.

The Fulbright Program has enabled over 12,000 opinion-leaders of Muslim countries to gain an in-depth understanding of the United States and its people, and to return to their countries to share what they have learned. Many of them have taught at American universities during their stay in the United States, and shared information on their own societies with their American students and colleagues.

Similarly, over 10,000 Americans have competed for and won Fulbright grants to Islamic countries. Student grantees have taken academic courses, done research for masters and doctoral theses, or enhanced their skills as journalists, artists, writers, or musicians. Above all, however, they have learned first-hand about Islamic societies. Scholar grantees have taught students at host country universities, interacted with academic colleagues, done research, and returned to their own colleges and universities prepared to challenge misperceptions and stereotypes about the Muslim world. ◆

The Future of the Fulbright Program in the Islamic World

The attacks on the World Trade Center and the Pentagon on September 11 have made it clear that some fanatics who hate the United States are prepared to commit terrorist attacks on innocent civilians.

Retreat and isolationism on the part of the United States are not options, but an acceptance of defeat. Public diplomacy is an antidote to fanaticism since it focuses on counteracting misperceptions and misunderstandings. Because the Fulbright Program enables participants, many of whom become opinion leaders, to develop more sophisticated views as a result of educational exchanges, it is an ideal weapon in the struggle to reduce conflict, violence, and misunderstanding.

The Presidentially-appointed Fulbright Scholarship Board, which is responsible by law for setting policies for the Program, recognized the need for increasing exchanges with the Islamic countries in the late 1990s, and requested ECA to develop new exchange programs to accomplish this goal. The Board sought an increase of $10 million in the annual appropriation for Fulbright to meet critical needs in China, the Islamic World, Africa, and the Newly Independent States. The additional funds were not appropriated, but programs were developed and enhanced with available funds.

These programs include the Fulbright Conflict Resolution Program, which was so successful in its initial year, 2000, that it was expanded in 2001. The goal of the Program in 2000 was to enhance non-governmental efforts to resolve political, social, and sectarian conflicts in the Middle East by bringing together, for a year of study in the United States, talented and motivated practitioners, early in their professional careers, who will return to their countries to work on the community-level. In 2000, four graduate students from the West Bank, Israel, Egypt, and Lebanon and two scholars from Morocco and Israel took part.

In 2001, eight grantees from India, Pakistan, Sri Lanka, and Nepal enrolled together in a graduate program in conflict transformation at Eastern Mennonite University. They then participated in an intensive Summer Peacebuilding Institute, followed by practical training with non-governmental organizations working in their field of interest. Upon completion of the Program, grantees received a Master's degree or a graduate certificate in Conflict Transformation. The unique feature of the new Program is that the grantees

are all placed at the same American institution, rather than being placed at different universities and together they study and socialize, along with American students also interested in conflict management. A similar program for South Asia is under way.

With the success of these programs, plans now call for a program in conflict resolution in 2002 for Africans from four East African countries.

The Fulbright Scholarship Board is monitoring these initiatives carefully to determine if collaborative programming involving countries and regions in conflict should become a regular part of the Fulbright mandate.

Since September 11, the President, the Department of State, Congress, and the media have concluded that America's public diplomacy programs in the Islamic world need to be strengthened. Following the collapse of communism, the U.S. Government cut back significantly its funding of educational exchange, as well as cultural and information programs. In Pakistan, for example, five American cultural centers were shuttered; in Turkey, two American libraries, a cultural center, and a consulate were closed. Funding for foreign exchange programs, measured in constant dollars, fell by nearly one-third between 1993 and 2000, although a small part of the cuts was restored in 2001. However, even with this restoration, current funding is still more than 20% below 1995 levels. American cultural and intellectual outreach to the Arab world, in particular, declined dramatically.

By the end of 2001, planning was under way to reinvigorate public diplomacy efforts, including, among others, efforts to:

- Restart the Fulbright Program in Afghanistan
- Bring Afghani women teachers to the U.S. on exchanges
- Print and distribute nearly 10 million textbooks to Afghani children
- Expand the Fulbright Foreign Language Teaching Assistantship Program to bring young teachers from Morocco, Jordan and Egypt to American universities to teach Arabic. A similar program is planned for Turkish teachers.

The Fulbright Scholarship Board has set its sights high, on an Islamic Exchange Initiative that would require an additional appropriation of $20 million to expand academic exchanges in both directions, involving scholars, students, teachers and mid-career professionals. The Board wrote to President Bush and Secretary of State Powell to explain how the funds would be used to build understanding, trust, and a sense of shared interests between the peoples of the Islamic world and the United States. The Fulbright Program has a proven record as the crown jewel of American public diplomacy. It has the infrastructure, talented administrators, policies and programs in place to expand rapidly when new funds become available. ◆

Abdel Aziz Abdelghani • Yemen — Speaker of the People's Consultative Assembly and former Prime Minister. Fulbright Fellow at the University of Colorado, 1962-64

Kamoludin N. Abdullaev • Tajikistan — Senior Researcher, Tajik Center for Strategic Studies. Fulbright Scholar at George Washington University, 1994

Muhammad Ahmad al-Rashid • Saudi Arabia — Minister of Education. Fulbright Scholar at the University of California Santa Barbara, 1988-89

Qodri A. Azizy • Indonesia — Director General for Islamic Institutions in the Ministry of Religious Affairs. Fulbright Fellow at the University of Chicago

Osman bin Bakar • Malaysia — Malaysia Chair of Islam in Southeast Asia at Georgetown University's Center for Muslim-Christian Understanding and Deputy Vice Chancellor/Vice President of Academics at Universiti of Malaysia Kuala Lumpur. Fulbright Scholar at Harvard University, 1992

Aicha Belarbi • Morocco — Ambassador to the European Union. Fulbright Scholar at Harvard University, 1994

Mohamed Benaissa • Morocco — Minister of Foreign Affairs and Cooperation. Fulbright Fellow at the University of Minnesota, 1964

Slaheddine Bouguerra • Tunisia — General Managing Director of the Union Bank of Commerce and Industry. Fulbright Fellow at Yale University, 1967

Eid Dahiyat • Jordan — President of Mu'tah University. Fulbright Scholar at University of North Carolina at Chapel Hill, 1985

Ali Dessouki – Egypt — Minister of Youth. Fulbright Scholar at Princeton University, 1980-81

Mahmoud Duwayri • Jordan — Minister of Agriculture. Fulbright Scholar at Washington State University, 1980

Cheikh Tidiane Gadio • Senegal — Minister of Foreign Affairs. Fulbright Fellow at Ohio State University, 1989-90

Zahi Hawass • Egypt — Archeologist and Undersecretary of the State for the Giza Monuments. Fulbright Fellow at the University of Pennsylvania, 1980

Abdelbaki Hermassi • Tunisia — Minister of Culture. Fulbright Fellow at the University of California Berkeley, 1971

Pervez Hoodbhoy • Pakistan — Professor of Physics at Quaid-e-Azam University and Journalist. Fulbright Scholar at the University of Maryland, 1997-98

Taufiq Ismail • Indonesia — Writer and Poet. Fulbright Scholar at University of Iowa, 1991

A SAMPLING OF FOREIGN FULBRIGHTERS FROM THE ISLAMIC WORLD

Enes Karic • Bosnia — Professor of Quranic Studies at University of Sarajevo and former Minister of Culture. Fulbright American Studies Institute Fellow at the University of California, Santa Barbara, 2002

Salma Khan • Bangladesh — Women's Rights Activist. Fulbright Fellow at University of Chicago, 1964

O. Faruk Logoglu • Turkey — Ambassador to the United States. Fulbright Fellow at Princeton University, 1967

Ahmad Syafii Maarif • Indonesia — Chairman of the Muhammadiyah. Fulbright Student at Ohio University, 1976

Dureid Mahasneh • Jordan — Secretary General of the Jordan Valley Authority. Fulbright Scholar at Duke University, 1983

Muhammad Khalid Masud • Pakistan — Academic Director, International Institute for the Study of Islam in the Modern World (ISIM) and ISIM Chair at Leiden University, The Netherlands Fulbright Scholar

Najma Najam • Pakistan — Vice Chancellor of Fatima Jinna Women's University Fulbright Fellow at Bowling Green State University, 1975-80. Fulbright Scholar at University of Pittsburgh, 1995-96

Mohammad Omar • Afghanistan — Musician. Fulbright Scholar at University of Washington, 1974

Hassan Bin Othman • Malaysia — Vice Chancellor of Universiti Malaysia Sabah. Fulbright Fellow at Michigan State University, 1973; Fulbright Scholar at the University of California, Berkeley, 1983

Norani Othman • Malaysia — Professor of Sociology at Universiti Kebangsaan Malaysia and a founding member of Sisters in Islam. Fulbright Scholar at Emory University, 1996

Moeen A. Qureshi • Pakistan — Chairman of Emerging Markets Partnership and former Prime Minister. Fulbright Fellow at Indiana University, 1951-52

Amien Rais • Indonesia — Chairman of the People's Consultative Assembly. Fulbright Fellow at Notre Dame University, 1972-74; Fulbright Scholar at George Washington University, 1988-89

Ibrahim Na'iya Sada • Nigeria — Director, Center for Islamic Legal Studies at Ahmadu Bello University. Fulbright American Studies Institute Fellow at University of California, Santa Barbara, 2002

Mohamed Said Rajab • Kenya — Deputy Vice Chancellor of Kenyatta University. Fulbright Scholar at Louisiana State University, 1996

Fatina Shaker • Saudi Arabia — Sociologist. Fulbright Fellow at Purdue University, 1966-67

Din Syamsuddin • Indonesia — Secretary General of the Council of Indonesian Ulama. Fulbright Fellow at the University of California, Los Angeles

Muhammad Yunus • Bangladesh — Founder and Managing Director of the Grameen Bank. Fulbright Fellow at Vanderbilt University, 1965-66

KARIM RASLAN

During Karim Raslan's Fulbright grant in 2001-2002 at the Southern Asian Institute at Columbia University, he dedicated much of his time and attention to "convincing Americans that not all Muslims are terrorists." His Fulbright grant project was entitled "Freedom of Expression in Islamic Studies."

Raslan, who is from Malaysia, is a modern day renaissance man — an accomplished lawyer, political analyst, art critic and author. He has published two books, *Ceritalah: Malaysia in Transition* (a collection of essays commenting on Malaysia's recent socioeconomic and political development) and *Heroes and Other Stories*. Sir V.S. Naipaul, the Nobel Laureate, described Raslan's *Ceritalah* book as "elegant and educated."

Raslan is set to launch his third book *Ceritalah 2: Journeys Through Southeast Asia* in the fall of 2002. *Ceritalah 2*, a collection of essays, personal profiles, travel writings and art criticism, has already received considerable advance publicity and praise, with Thailand's former Foreign Minister Surin Pitsuwan saying, "A crisp and clear voice of reason, Karim points the way how Southeast Asia's Islam could provide a model for other parts of the Muslim world struggling to face modernity and globalization." Raslan is also at work on a novel to be called *Desire*, the first in an anticipated quartet following the lives of a Malay Muslim family from the 1930s to the present.

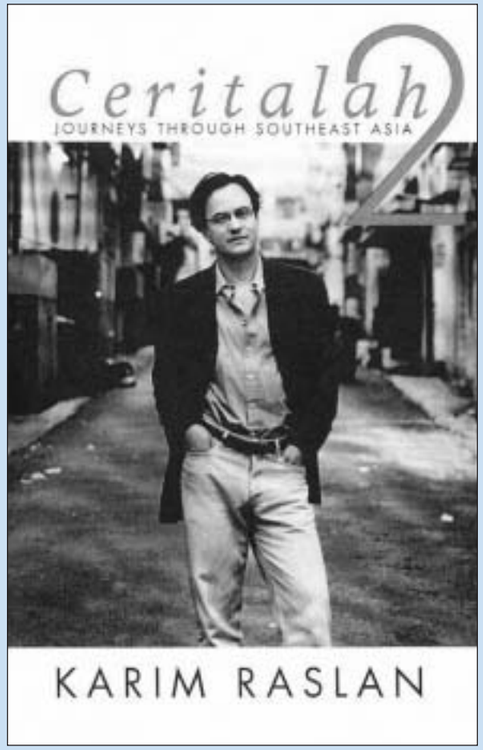
Karim Raslan is fascinated by what he calls "...the imagined communities of the American West." He believes "Malaysians can reinvent themselves in much the way Americans do: by asserting a new identity that works..."

Raslan is the Senior Partner of Raslan-Loong, a corporate law firm headquartered in Kuala Lumpur, with offices in South Africa and Germany. The firm specializes in banking, corporate finance, capital markets, insolvency, restructuring and information technology work.

Raslan is also an active political analyst and columnist. He is a regular commentator on Asian affairs for both regional and international newspapers, magazines, (including *Asiaweek*, *Far Eastern Economic Review*, *TIME* and *Foreign Policy magazine*), on television (CNN and CNBC), and radio. He also writes the fortnightly syndicated column "Eye in Asia," published by most major newspapers in Asia and he writes arts reviews in Asian Art News, published from Hong Kong.

Following September 11th, Raslan traveled around the United States on a lecture tour to a number of universities, presenting an address entitled "Kuala Lumpur is Not Kabul: Militants and Tolerance in the Asian Core of the Muslim World." In his talk he drew a distinction between the 235 million Muslims of Southeast Asia (mainly Malays and Indonesians) and those of the Arab states, where he feels more negative feelings about America exist.

Committed to promoting peace and understanding between the Muslim world and the United States, Raslan has repeatedly stressed the need for exchange programs to teach tolerance. "What Washington can and must do," he stresses, "is continue to fund programs like Fulbright to bring Muslim students to the United States. Many of them, after all, will be important voices when they return home." And he says, Muslim "...women must be recruited for Fulbright and other programs." ◆



STEVE RAYMER

Over the past three decades, Steve Raymer has journeyed to more than eighty-five countries as a *National Geographic* staff photographer and a professor of journalism at Indiana University. He joined the staff of *National Geographic* in 1972, and, in his more than two decades with the magazine, his photos have illustrated stories from famines in Bangladesh to the collapse of the Soviet Union.

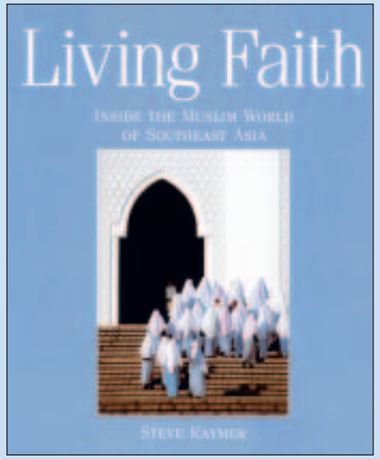
From 1999 to 2000, Raymer held a Fulbright Research Fellowship grant at the University of Malaya in Kuala Lumpur, Malaysia. His latest book, *Living Faith: Inside the Muslim World of Southeast Asia*, documents his work during the grant. Photographs in the book span the region, and the photographs and text take the reader inside mosques and schools, into villages and cities, and among families. No stranger to the Islamic world, Raymer has also photographed Muslims at prayer in all of the kingdoms of the Arabian Gulf, Afghanistan, Iran, Central Asia and Niger in West Africa.

He is also the author and photographer of *St. Petersburg*, a book about the imperial Russian capital, and is the photographer of *Land of the Ascending Dragon: Rediscovering Vietnam* and *The Vietnamese Cookbook*.

Raymer has received many awards, including the National Press Photographers' Association's "Magazine Photographer of the Year"; a citation for excellence in foreign reporting from the Overseas Press Club; and four first-prize awards from the White House News Photographers' Association. In November of 2001, The Freedom Forum and the Newseum named Raymer the "Photojournalist of the Month."

At Indiana University's School of Journalism, Raymer teaches photojournalism, media ethics and international newsgathering. He is also on the faculty of Indiana University's Russian and East European Institute. He has lectured on photojournalism ethics and practice at universities in the United States, Russia, Poland, Malaysia, Singapore, the Philippines, and Vietnam. He earned B.S. and M.A. degrees at the University of Wisconsin-Madison and studied Soviet and Russian affairs at Stanford University as a John S. Knight Journalism Fellow.

In the introduction to his book, *Living Faith*, Raymer writes, "Going behind the headlines to tell complex stories is the photo essayist's challenge — and never has it been more difficult than in the Muslim world of southeast Asia with all of its fractures and suspicions of non-Muslims like myself. To learn how the Islamic revival has affected ordinary Muslims, I traveled the length of the Malay Peninsula, including the four Muslim-dominated southern provinces of Thailand. I crisscrossed the Indonesian Archipelago and journeyed to Cambodia, Singapore, and Brunei to look at the impact of the Muslim resurgence on schools, villages, high-technology factories, cities, and families. My goal was simple and direct: To put a human face on Islam." ◆



Front cover of *Living Faith: Inside the Muslim World of Southeast Asia* by Fulbrighter Steve Raymer, published by Asia Images Editions. (Photo of the book cover and of Steve Raymer from book jacket used with permission of Steve Raymer and Asia Images Editions.)

BAY FANG

For almost a year beginning in mid-October of 2001, *U.S. News and World Report's* Beijing Bureau Chief Bay Fang reported from Afghanistan. She covered the war against the Taliban from Northern Alliance controlled territory and from the front lines. For the first few months, she was the only journalist in Afghanistan covering the war for the magazine.

Excerpts from her front-line war diary, which included vivid descriptions of the Afghan people she encountered en route to the Northern Alliance's liberation of Taloqan and the battle for control of Konduz, appeared in the November 26th issue of *U.S. News and World Report*. She has also written powerful articles covering events in post-Taliban Afghanistan, including chilling survivors' accounts of the March earthquake.

Fang graduated with an honors degree in Social Studies and East Asian Studies from Harvard University in 1995 as a Radcliffe College National Scholar and a Harvard College Scholar. She had also been the editor of *Tian*, a national Asian-American newspaper. During her time at Harvard, she completed a magna cum laude thesis on China's one child policy.

From 1995 to 1996, she was a U.S Fulbright Fellow in International Relations in Hong Kong. There she researched democratization in Hong Kong and the impact the handover of the country to China would have in 1997. Her studies were based at the Chinese University of Hong Kong.

After completing her Fulbright, she wrote for the *Far Eastern Economic Review*, a Hong Kong-based newsmagazine, and for the *Hong Kong Standard*, as a weekly columnist. For the *Far Eastern Economic Review* she wrote feature articles on farmers filing class action lawsuits, crusading Chinese journalists, and pyramid schemes. In 1998, she became Asia Bureau Chief of *U.S. News and World Report*, as well as a China Radio Correspondent for CBS News. As a radio stringer, she covered anti-American demonstrations, the Falun Gong crackdown and the Taiwanese election, filing both spot news and feature articles. She has written news and feature stories on such topics as underground Christians and trafficking in children. She was also one of the first Western journalists to write about Falun Gong just before the group staged its April 1999 protest. Before leaving China to report from Afghanistan, she wrote on China's slow response to the growing HIV/AIDS epidemic.

In 1999, Bay Fang received the Robert F. Kennedy Memorial Journalism Award. She was honored with the First Prize in International Print for her article "China's Stolen Wives," which addressed the circumstances of young Chinese women kidnapped and sold into matrimonial slavery and the measures the Chinese authorities were taking to stop trafficking in women. She was also awarded the Livingston Award in 1999 as a finalist for outstanding journalists under age 35. Bay Fang has emerged as a journalist of note and one who follows in the tradition of many other renowned Fulbright alumni journalists. The writings of these journalists change minds and change perceptions and further Senator Fulbright's vision of a world that expands "...the boundaries of human wisdom, empathy and perception...." ◆

Bay Fang reporting from Afghanistan.

A SAMPLING OF ASIAN AMERICAN FULBRIGHT ALUMNI

Julia Chang Bloch • USA
Executive Vice Chairman of the American Studies Center at Peking University and Visiting Professor at the Institute of International Relations. U.S. Ambassador to Nepal, 1989-93 and President of the U.S. – Japan Foundation, 1996-98. Fulbright 50th Anniversary Distinguished Lecturer in Singapore and Malaysia, 1996

Amar G. Bose • USA
Founder and Chairman of the Bose Corporation and Professor of Engineering at the Massachusetts Institute of Technology. Fulbright Lecturer in Statistical Communication Theory at the National Physical Laboratory in Delhi, India, 1956-57

Victor Cha • USA
D.S. Song-Korea Foundation Chair and Associate Professor in the School of Foreign Service, Georgetown University; author of *Alignment Despite Antagonism: The United States-Korea-Japan Triangle*, which won the 2000 Masayoshi Ohira Memorial Foundation Prize for best book on East Asia. Fulbright Scholar in South Korea, 1991-92 and 1999-2000

Audrey Choi • USA
Writer; Chief of Staff for the White House Council of Economic Advisors, 1999-2000; reporter and bureau chief for the *Wall Street Journal* in Berlin. Fulbright Fellow at Georg-August University in Goettingen, Germany, 1988-89

Na Eng • USA
Documentary Filmmaker; associate producer on Bill Moyers' series on the Chinese experience in America, to air on PBS in 2003. Her new documentary about a young woman growing up in Zimbabwe was featured in the 2002 Asian-American Film Festival. Fulbright Fellow in Zimbabwe, 1999-2000

Ivan Fong • USA
Senior Counsel for E-Commerce and Information Technology for the General Electric Company; Deputy Associate Attorney General at the U.S. Department of Justice, 1996 – 2000 and a Director of the Fulbright Association (the Fulbright Program Alumni Organization.)
Fulbright Fellow at the University of Oxford, 1987-88

Glen S. Fukushima • USA
President and Chief Executive Officer of Cadence Design Systems, Inc., Tokyo, Japan; President of Arthur D. Little, Japan, 1998 – 2000, Vice President of AT&T Japan, 1990-98 and a former President of the American Chamber of Commerce in Japan.
Fulbright Fellow at the University of Tokyo, 1982-83

Mufi Hannemann • USA
Member of the Honolulu City Council; White House Fellow in 1983.
Fulbright Fellow at Victoria University of Wellington, New Zealand, 1976-77

Sharon Hom • USA
Acting Executive Director of Human Rights in China and Professor of Law at City University of New York. Fulbright Scholar at the University of Politics and Law in Beijing, China, 1986-88

Evelyn Hu-DeHart • USA
Historian of Latin America; Director of the Center for Studies of Ethnicity and Race in America and Professor of Ethnic Studies at the University of Colorado, Boulder. Fulbright Fellow in Brazil, 1968; Fulbright Scholar at the National University of San Marcos, Peru, 1983-84

Balbina Hwang • USA
Policy Analyst for Northeast Asia at the Heritage Foundation; now completing her doctoral dissertation *Globalization, Strategic Culture and Ideas: Explaining Continuity in Korean Foreign Economic Policy*. Fulbright Fellow in South Korea, 1998-99

Elaine H. Kim • USA
Professor of Asian-American Studies and Associate Director of the Graduate Division at the University of California, Berkeley; past president of the Association for Asian American Studies and founder and member of the Board of Directors for Asian Women United of California.
Fulbright Scholar in South Korea, 1987-88

Michael Kim • USA
Managing Director of the Carlyle Group and Member of the Asian Investments Committee. Fulbright Fellow in South Korea, 1990-91

Shirley Lim • USA
Writer and Professor, Department of English and Women's Studies, University of California, Santa Barbara; author of the 1996 book *Among the White Moon Faces: An Asian American Memoir of Homelands*, which was translated into Chinese in 2001.
Fulbright 50th Anniversary Distinguished Lecturer in Singapore, 1996

Ken Masugi • USA
Director of the Center for Local Government at the Claremont Institute and formerly Senior Coordinator of Academic Affairs at the Virginia Council of Higher Education and Senior Fellow at the John H. Ashbrook Center for Public Affairs at Ashland University.
Fulbright Fellow in Cologne, Germany

Salil Mehta • USA
Senior Vice President of Strategic Planning and Development at the Walt Disney Company; Director of the Fulbright Association (the Fulbright Program Alumni Organization.) Fulbright Fellow at the Delhi School of Economics, India, 1986

Tomson T. Ong • USA
Assistant Supervising Judge of the South District of California and Adjunct Professor at Pepperdine University School of Business and Management. Fulbright Scholar in the Philippines, 1999-00

Paul Pfieffer • USA
Artist, first recipient of the Bucksbaum Award from the Whitney Museum and artist in residence at the Whitney Museum in 2000-02.
Fulbright Fellow in the Philippines, 1994-95

Paisley Rekdal • USA
Writer and Assistant Professor of Creative Writing at the University of Wyoming and author of book *The Night My Mother Met Bruce Lee*.
Fulbright English Teaching Assistant at Usok Girls' High School, Chonju, South Korea, 1996-97

Maria Ressa • USA
CNN Jakarta Bureau Chief and Correspondent, currently writing a book on press coverage of East Asia; Visiting Fellow at Princeton University in 2001. Fulbright Fellow at the University of the Philippines, 1986-87

Emily J. Sano • USA
Director of the Asian Art Museum of San Francisco
Fulbright-Hays Scholar in Japan

Nathan Wang • USA
Composer, including composing for movies (*Jackie Chan's First Strike; Rumble in the Bronx*), television (*China Beach, Eekstravaganza*), CD Roms, and video games.
Fulbright Fellow at the University of Oxford

Yumi Wilson • USA
Open Forum Editor and Reporter for the *San Francisco Chronicle*
Fulbright Scholar in Japan, 2001-02

Chen Ning Yang • USA
Nobel Laureate in Physics; Albert Einstein Professor Emeritus at State University of New York at Stony Brook, Distinguished Professor-at-large, Chinese University of Hong Kong and Professor, Tsinghua University, Beijing, China. Fulbright Lincoln Lecturer in Brazil, Venezuela, Poland, Egypt and Malaysia, 1974

Soon Young Yoon • USA
Anthropologist, Women's Rights Activist and Columnist for the *Earth Times*. Fulbright Scholar at Ewha Women's University in Korea

WENDY EWALD

Master photographer Wendy Ewald's work proves that photography can be a medium of communication and also one that can be particularly accessible to children. Ewald received a Fulbright grant in 1982 to teach photography to children in rural Colombia. There she explored the composition of story-telling, concluding "the visual and the verbal had to be equal." This is a lesson she learned from Colombian culture; it is one of the paradigms of communication that dominates much of Ewald's work.

For the past thirty years, Ewald has looked to the realm of childhood imagination to explore the relationship between the photographer and the subject in documentary photography. In Colombia, she was able to implement her theories into experimental photography projects. "I wanted my pictures to be more intimate and revealing than the traditional sort of portrait, which often called for a formal distance between the photographer and the subject," she explains, saying that, "the greatest divisions I found between the subjects and the photographer were cultural."

Ewald began turning her camera over to her subjects, directly involving them in the creation of the scene. Her first project with children was in 1969, just after she graduated from high school, teaching photography to children in Naskapi and MicMac native communities in Canada. After completing university studies at Antioch and Massachusetts Institute of Technology, Ewald taught photography and filmmaking to students in Whitesburg, Kentucky from 1976-1980, sponsored by the Kentucky Arts Commission.

Then, in 1982, Ewald was awarded a Fulbright Student Grant and traveled to Raquira, Colombia, bringing her expertise to the native children in the mountainous regions of the country.

"My mother drinking coffee in the kitchen after she had made dinner." Photo by Alirio Casas (student of Wendy Ewald). Image courtesy of Scalo Publishers from *Secret Games* by Wendy Ewald © 2000.

"I didn't know the way I had taught photography in Kentucky could be translated to another culture. My idea was that working away from my native language, I would be forced to rely on my visual skills." In Raquira, she was an adopted and active member of the local community, working with rural children on the brink of adolescence, "I shared what might be called the last year of their childhood."

"Young girl with her mother and a neighbor." Photo by Wendy Ewald. Image courtesy of Scalo Publishers from *Secret Games* by Wendy Ewald © 2000.

In 1986, she published *Magic Eyes: Scenes from an Andean Girlhood*, a collaborative work between herself and her Colombian protégés, re-telling the story of a Colombian woman growing up in the region.

The book was enormously popular and exposed various social situations, including poverty and abuse, through the eyes of the area's children. Ewald then spent two years with children in rural Gujarat, India on a similar photography project. She has taught photography to children in Mexico and South Africa as well.

In 1989, Ewald founded the program "Literacy Through Photography" (LTP) in the Durham Public School System in North Carolina, encouraging students to find their voices through photography and written text. The images became a catalyst for subsequent written investigations of self, community, family, and dreams.

Ewald is currently a Senior Researching Associate at the Center for Documentary Studies and an Artist-in-Residence at the John Hope Franklin Center, both at Duke University; a Senior Fellow at the Vera Lost Center for Art and Politics at the New School University, as well as Project Director of LTP. Among her numerous awards are several National Endowment for the Arts grants, a Lila Wallace Readers' Digest Visual Arts Fellowship for South Africa and a MacArthur "Genius" award. ◆

FULBRIGHT ALUMNI AWARDED MACARTHUR FOUNDATION "GENIUS" GRANTS

John Ashbery • USA – Poet	Stevenson Professor of Languages and Literature at Bard College and Poet Laureate of the State of New York. Fulbright Fellow in France, 1955-57 MacArthur Foundation Fellow, 1985
Jillian Banfield • Australia – Geoscientist	Professor, Departments of Earth and Planetary Science and Environmental Science, Policy and Management at the University of California Berkeley Fulbright Fellow at The Johns Hopkins University, 1986 MacArthur Foundation Fellow, 1999
Ruth Behar • USA – Poet, Writer, Filmmaker, Anthropologist	Professor, Anthropology and Women's Studies at the University of Michigan, Ann Arbor. Fulbright Fellow in Spain, 1980-81 MacArthur Foundation Fellow, 1988
Harold Bloom • USA – Literary Critic and Writer	Sterling Professor of the Humanities at Yale University and Berg Professor of English at New York University. Fulbright Fellow in the United Kingdom, 1954-55 MacArthur Foundation Fellow, 1985
Bernadette Brooten • USA – Feminist Scholar of Religion	Kraft-Hiatt Professor of Christian Studies at Brandeis University. Fulbright Scholar in Norway, 1998 MacArthur Foundation Fellow, 1998
Maria Luisa Crawford • USA – Geoscientist	Professor of Science, Environmental Studies and Geology at Bryn Mawr College. Fulbright Fellow at the University of Oslo, Norway, 1960-61 MacArthur Foundation Fellow, 1993
Wendy Ewald • USA – Photographer	Senior Research Associate at the Center for Documentary Studies at Duke University and Creator of the Literacy Through Photography Program. Fulbright Fellow in Colombia, 1982 MacArthur Foundation Fellow, 1992
Ramón A. Gutiérrez • USA – Historian	Professor of Ethnic Studies and History at the University of California, San Diego and founder and director of the Center for the Study of Race and Ethnicity. Fulbright Fellow in Peru, 1973-74 MacArthur Foundation Fellow, 1983
Patricia Hampl • USA – Writer	Regents' Professor, Department of English at the University of Minnesota. Fulbright Scholar in the Czech Republic, 1995 MacArthur Foundation Fellow, 1990
Ada Louise Huxtable • USA – Architectural Historian and Critic	Architecture critic for the *Wall Street Journal* and for the *New York Times*, 1963-82. Fulbright Fellow in Italy, 1950-51 MacArthur Foundation Fellow, 1981
Galway Kinnell • USA – Pulitzer Prize-winning Poet	Remarque Professor of Creative Writing at New York University and a Chancellor of the American Academy of Poets. Fulbright Fellow in France, 1955-57 MacArthur Foundation Fellow, 1984
Stephen J. Pyne • USA – Environmental Historian and Authority on Fire	Professor in the Biology and Society Program at Arizona State University. Fulbright Scholar in Sweden MacArthur Foundation Fellow, 1988
Richard Rorty • USA – Philosopher	Professor of Comparative Literature and Philosophy at Stanford University. Fulbright Scholar in Peru, 1986 MacArthur Foundation Fellow, 1981
Rebecca J. Scott • USA – Historian and Specialist on Slavery and Emancipation in Plantation Societies Professor	Frederick G. L. Huetwell Professor of History at the University of Michigan and of Law at the University of Michigan Law School Fulbright Scholar at the Universidad Estadul de Campinas (UNICAMP), Brazil, 1987. MacArthur Foundation Fellow, 1990

Ellen K. Silbergeld • USA – Toxicologist	Professor of Environmental Health Sciences at The Johns Hopkins University Bloomberg School of Public Health and Senior Consultant Toxicologist for the Environmental Defense Fund Fulbright Fellow at the University of London, 1967 MacArthur Foundation Fellow, 1993
Susan Sontag • USA – Writer and Social Critic	Fulbright Specialist in Australia, early 1970s MacArthur Foundation Fellow, 1990
Elliot Sperling • USA – Scholar	Associate Professor of Tibetan Studies and Chair of the Department of Central Eurasian Studies at the University of Indiana. Fulbright Scholar in India MacArthur Foundation Fellow, 1984
Charles Simic • USA – Pulitzer Prize-winning Poet	Professor of English at the University of New Hampshire and a Chancellor of the Academy of American Poets. Fulbright Scholar in Yugoslavia 1982 MacArthur Foundation Fellow, 1984
Mark Strand • USA – Pulitzer Prize-winning Poet	Teacher in the Committee on Social Thought at the University of Chicago and Poet Laureate of the United States, 1990-91. Fulbright Fellow at the University of Florence, Italy 1960-61 Fulbright Scholar at the University of Brazil, 1965 MacArthur Foundation Fellow, 1987

NEW INITIATIVES

A. The Fulbright New Century Scholars Program

Lori Leonard (far right), New Century Scholar in Chad.

An exciting new addition to the historic Fulbright exchanges of educators, professionals, and students is a program for the new millennium entitled The New Century Scholars Program. This innovation is unique in its interdisciplinary approach, its focus on issues of global concern, and its effort to build research teams of scholars from around the globe.

Traditionally, the Fulbright Senior Scholar Program awards grants to outstanding scholars who lecture or do research. Grantees work as individuals, not as members of a team. In contrast, each year the New Century Scholars Program concentrates on a major issue of significance for all humankind. Teams of 30 leading scholars and professionals from around the world are awarded grants to do research in their own disciplines on this theme, while collaborating with one another through meetings and electronic conversations. The grantees meet for an in-depth orientation and discussions about the work that each plans to do at the beginning of the Program, and then again at a culminating two-week plenary conference. Plans call for the research papers produced for the plenary conference to be published.

Threats to health are growing worldwide because of the spread of existing and new diseases, air and water pollution, inadequate nutrition, and population growth. For this reason the theme "The Challenges of Health in a Borderless World" was chosen for 2001, the inaugural year of The New Century Scholars Program. Professor Ilona Kickbusch, chair of the Division of Global Health at the Yale University School of Medicine, was asked to lead the research team.

Ilona Kickbusch, Distinguished New Century Scholar Leader

Professor Kickbusch is an internationally known scholar and research scientist from Germany, with a distinguished career at the World Health Organization in Geneva. She is an advisor to the Pan American Health Organization, the Commission of the European Union, and many foundations and NGOs on global health and health promotion.

Following announcement of the theme, the traditional Fulbright selection process of open competition and merit-based review of applicants by a peer review committee was conducted by the Council for the International Exchange of Scholars (CIES). Twelve American and eighteen foreign scholars were selected to participate in the new research and exchange program. The Americans worked at host institutions in the United Kingdom, South Africa, Ghana, Mongolia, Switzerland, Finland, Chad, Bosnia, Canada, India, Jamaica, Uganda, and Mexico; the foreign participants worked at universities and specialized non-government organizations in 13 states and Washington, DC.

The orientation and goal-setting session for the first New Century Scholars Program was held in Bellagio, Italy for three days at the end of October and early November. This opening session was funded by the Rockefeller Foundation, which also provided the conference facility. The meeting introduced the scholars to each other, allowed them to share their own individual research and perspectives on the theme, and gave them the opportunity to set common objectives. The grantees agreed to relate their individual research to social and economic development on the local and global level, and to consider practical solutions.

The Fulbright Scholarship Board evaluated the New Century Scholars Program at the end of the year and praised administrators from the Bureau of Educational and Cultural Affairs (ECA) and CIES for their joint efforts to move the Fulbright Program in new directions.

B. The Fulbright Senior Specialist Program

As the demographics of higher education faculty have changed in the past decades, and there has been a growth of two career families, it is increasingly difficult for faculty to leave their home institutions for lengthy periods of time. Policies have been adopted to address this issue. For example, shorter grants, involving a minimum of three months teaching abroad, are now available.

In 2001, the Fulbright Scholarship Board voted to approve a pilot program proposed by CIES to meet specific needs of universities in our partner countries, to compress and simplify the application process for grants, and to make it possible for faculty to go on short-term assignments of two to six weeks. Applicants apply throughout the calendar year to be listed on a Senior Specialist Roster. Candidates are vetted by a peer review process akin to the selection process for traditional Fulbright grants.

Overseas institutions submit requests throughout the academic year via the binational Commissions or U.S. Embassies, and CIES matches senior scholars on the roster with requests from abroad.

Because of its flexibility, the new Program has been very popular. By the end of 2001, the roster of specialists included nearly 400 candidates, a third of whom were full professors, including deans, department chairs, and distinguished professors with 30 or more years of teaching experience. By the end of the calendar year, 175 requests had come in from 46 countries and 52 grants were made in 15 disciplines. ECA estimates, based on projected budget levels, that 220 grants will be made at an average cost of $5,700 in 2002.

Photo Credit: Scott Suchman

Marsha Echols, Senior Specialist, Mozambique

Initial feedback both from universities abroad, the scholars themselves,

and Embassy officials has been uniformly positive. For example, one professor said: "You return with renewed belief that international people-to-people programs are the best route to global understanding and the peace we so very desperately need now." Another said: "For someone who grew up in small town America, to be given this opportunity has been incredible for personal growth and awareness, and I will continue to share my experiences with my students and others."

C. The Alumni Initiative Award Program

Fulbright educational exchanges frequently lead to lasting friendships, greater understanding by grantees, their students and colleagues at the host university, and collaboration on many worthwhile projects. Yet it has been difficult for American and foreign scholars to keep the momentum going once they return to their own countries. Therefore a pilot program of small awards to recent alumni was initiated in 2000 and 2001.

The goal of the alumni awards is to add value to the basic fellowship experience by providing seed money for the development of innovative projects between the Fulbright scholar's home and host institutions. Funding for the initiative comes from the Bureau of Educational and Cultural Affairs and the Fulbright Legacy Fund — a private endowment established by the Institute of International Education (IIE).

Photo Credit: Scott Suchman

Harold McDougall, Alumni Initiatives, Jamaica.

The pilot program limited eligibility to Americans who held Fulbrights from 1995 to 1999. Information was distributed to the academic community primarily by electronic means. Five hundred fifty alumni applied, and 24 grants were made, ranging from $1,650 to $20,000.

The first year both foreign and American scholars were eligible was 2001. Nineteen Americans and 11 foreign scholars received grants. The foreign scholar award recipients were based in Chile, China, Hungary, India, Indonesia, Nepal and South Africa, and used their awards for curriculum development, distance learning, collaborative research, summer institutes and additional exchanges.

The 19 American grantees came from a diverse group of public and private colleges and universities in 15 states. Their projects linked their home institutions with universities in Argentina, Austria, Belarus, Botswana, China, France, Germany, India, Jordan, Mexico, Romania, Russia, South Africa, Tanzania, Thailand, Venezuela, and the West Bank. Four of the grants increased distance learning between faculty and students on different continents, six were in education, three in ecology, and the others were in development, nursing, public health, biotechnology, psychology and communications, and human rights.

D. The Western Hemisphere Environmental Initiative

In 2001, for the first time, the Organization of American States (OAS) and the Department of State's Bureau of Educational and Cultural Affairs joined to launch a Fulbright Program to address the growing need for environmental scientists and policymakers in the Americas. At the ceremony announcing the new initiative, officials spoke of the importance of the agreement as a way to address economic inequity and the resulting pressures that lead to environmental problems.

Participants in the Fulbright Ecology program gather at LASPAU for a workshop on Sustainable Development in Latin America and the Caribbean, on June 15th. The Harvard workshop was preceded by a five-week on-line seminar.

The Fulbright-OAS Ecology Initiative will offer 20 grants per year to individuals from research centers, academic institutions, and nongovernmental organizations throughout Latin America, the Caribbean, and Canada for interdisciplinary environmental study at the master's and doctoral level at American universities.

LASPAU: Academic and Professional Programs for the Americas, administers the new ecology program. Students from Colombia, Haiti, Argentina, Ecuador, Bolivia, Chile, Mexico, Peru, Jamaica, Guatemala, Panama, Paraguay, and Venezuela were selected from over 100 applicants for the first grants.

The new program emerged from the Amazon Basin Scholarship Program and the Caribbean and Central American Ecology Program, both launched in 1991 by the Fulbright Program, the Ford Foundation, and the Charles Stewart Mott Foundation. These pilot programs, although circumscribed geographically, were extremely successful and helped lead to a program with the potential for greater impact throughout the region.

E. The American Political Science Association Congressional Fellows Initiative

During 2001, the Bureau of Educational and Cultural Affairs and the American Political Science Association established Fulbright/APSA Congressional Fellowships for foreign scholars. These new fellowships will enable scholars from abroad to conduct research on the U.S. federal government while working as staff members in congressional offices. The first three grantees come from Jordan, Mexico, and Poland.

THE FULBRIGHT ASSOCIATION

The Fulbright Association awarded the 2001 J. William Fulbright Prize for International Understanding to U.N. Secretary General Kofi Annan at the Library of Congress on December 3, 2001 shortly before he received the Nobel Peace Prize in Stockholm. The Fulbright Prize, awarded annually to a distinguished international leader, recognizes individuals who have made outstanding contributions to breaking through the barriers which divide humanity.

In his acceptance speech, Secretary General Annan said:

> *"I am particularly pleased to receive an award named after J. William Fulbright, a visionary statesman and supporter of the United Nations. The Fulbright Exchange Program is a model for the kind of dialogue among cultures and civilizations that the U.N. has been promoting around the world. Today, perhaps more than ever, international understanding is essential to world peace — understanding between faiths, between nations, between cultures."*

Fulbright Prize Winner U.N. Secretary General Kofi Annan joins the Assistant Secretary of State for Educational and Cultural Affairs Patricia S. Harrison and Douglas N. Daft, Chairman and CEO of the Coca Cola Company and supporter of the Fulbright Prize, and on the far right Charles H. Harff, the 2001 President of the Fulbright Association.

Earlier in the fall, the 24th annual conference of the Fulbright Association explored the topic "Transforming Transitions: A Fulbright Perspective." Panels on the Digital Divide, Art as Ambassador, and Shaping Civil Society were featured.

Seminars for Foreign Fulbrighters

As in past years, the Fulbright Program sponsored three-day enrichment seminars on important issues in America for students and research scholars currently on exchange in the United States. The seminars are an integral part of the Fulbright experience, and are designed to support the objective of promoting mutual understanding by focusing on critical issues in U.S. society which have global resonance. In 2001, nearly one thousand students and scholars from 140 countries met with influential Americans from diverse sectors of the nation at these enrichment seminars.

Seminars were held in Chicago, Denver, Miami, New Orleans, San Francisco, New York, and Washington, DC for student grantees on such topics as the political and economic implications of the national census, Restoring the City Environment, and Mosaic or Melting Pot: Cultural Identity in a Diverse Society. At each seminar, senior government officials, Republican and Democratic leaders, congressional staff, and interest group representatives spoke.

Fulbright Commission Staff Conference in Washington

Representatives from 50 of the 51 binational Commissions met in Washington in June for a five-day conference on administration of the Fulbright Program. Program managers from the Commission countries, plus Russia, the Ukraine, and Vietnam, and staff from the non-profit cooperating agencies which administer the Fulbright Program discussed all aspects of running a complex multi-country educational exchange activity, highlighted best practices, studied recent technological innovations, administrative operations, and financial management, and upgraded their professional skills.

Competition to Administer the Fulbright Student Program

In 2001, at the request of Congress, ECA conducted a competition for the cooperative agreement to administer the Fulbright Student Program in 2001. Proposals from competing organizations underwent three stages of review. A panel of experienced Executive Directors of Fulbright Commissions was asked to evaluate the proposals, followed by an evaluation by a private sector panel of senior U.S. academics and, finally, an analysis was made by a State Department senior management team.

The review panels recommended that the cooperative agreement be awarded for the U.S. Student Program to the Institute of International Education in New York City and for the Foreign Student Program to IIE, AMIDEAST in Washington, D.C. for portions of the program, and with LASPAU of Boston becoming a subcontractor of IIE for other parts of the program. The Assistant Secretary of State, authorized to make the final decision, agreed with the recommendation and approved the grant awards. While the Fulbright Student Program continues to be administered by the same partners after the competition, ECA staff and the Fulbright Scholarship Board concluded the competition generated many fresh ideas and new energy.

Changes at the Department of State

Early in the year, the White House nominated Ms. Charlotte L. Beers to be the Under Secretary of State for Public Diplomacy and Public Affairs. She was confirmed by the Senate after Congress reconvened in September. She has had vast experience and a path-breaking career in public relations and advertising, including posts as chairman of J. Walter Thompson and CEO of Ogilvy and Mather.

President Bush nominated Ms. Patricia S. Harrison to serve as Assistant Secretary of State for Educational and Cultural Affairs. She was sworn in by Secretary of State Colin Powell on October 31, 2001. Ms. Harrison is an entrepreneur, author, and political leader, who served as Co-Chairman of the Republican National Committee and was a founding partner of the public affairs firm E. Bruce Harrison Company. Appointed by President Bush (1990) to the President's Export Council, U.S. Department of Commerce, she served on the Executive Committee and strengthened export promotion programs on behalf of U.S. business. She also chaired the International Committee, Small Business Advisory Council, Small Business Administration, and was appointed in 1992 to the United States Trade Representative's Service Policy Advisory Council. Ms. Harrison, a former Visiting Fellow at the Annenberg Public Policy Center of the University of Pennsylvania, is a champion of career and economic opportunities for women and has worked to identify women and minorities for leadership roles in business and politics.

Highlights of 2001 in the United States

Change and Continuity at the Fulbright Scholarship Board in 2001

The Fulbright Scholarship Board, charged by Congress to establish the policies of the Fulbright Program and to give final approval to all grants, pursued a busy schedule in 2001. The Board participated actively in the development of the new initiatives described above and monitored the competition to administer the Fulbright Student Program.

Substantial time and effort was put into the expensive and Herculean task of developing a database of the alumni of the Fulbright Program both in the U.S. and abroad. Members of the Board believe that contact with Fulbrighters can add substantially to the benefits of educational exchanges. The effort to create such a database started in 1995 and, while some progress has been made, the project stalled in 2001 and is unlikely to be completed in 2002, primarily due to lack of resources. The value of such a database became clearer after September 11, and therefore the Board advocated strongly for the Department to develop a greater capability with the database.

The Board did complete work on two important publications. The first of these, a top to bottom revision of the rules and regulations of the Fulbright Program, entitled *The Policies of the J. William Fulbright Foreign Scholarship Board*, was three years in the making. The revision was a collaborative effort of Board members, professional staff at the Bureau, representatives of Fulbright Commissions, and individuals from the cooperating organizations that help to administer the Program.

The Board also completed and published *A Guide to the Fulbright Program*. The Board had determined that a straightforward, easy to read pamphlet in a question and answer format was needed to explain the Fulbright Program to interested individuals around the world. The Program is far more complex than other scholarship programs since it is administered by the U.S. Government in partnership with 140 foreign governments, 51 bi-national Commissions abroad, private non-governmental organizations, academic institutions, and the private sector.

At the final meeting of the Fulbright Scholarship Board in December, Chairman Alan Schechter completed his three-year term as Chair of the Board, and Vice Chair Caroline A. Matano Yang was elected to replace him. Board Member Victoria McCammon Murphy was elected Vice Chair. Pat Kern Schaefer, whose professional background includes a great deal of experience working in various parts of the Fulbright Program, replaced Elizabeth Nyhus as the Staff Director of the Board.

Board members Senator John Culver of Washington, DC, Huel Perkins of Louisiana, William Mauk of Florida, and Jane Siena of Washington completed their terms of service on the Fulbright Board. In November of 2001, President Bush announced the appointment of four new members of the Board. These new members are Mr. John W. Johnson, Chairman, Permian Mud Service, Inc. of Houston, Texas; Mrs. Jan D. O'Neil, of Midland, Texas; attorney Mr. Steven J. Uhlfelder of Tallahassee, Florida; and Mr. Donald E. Vermeil, Principal, Renco Properties, Inc. of Palo Alto, California.

The Board ended the year by unanimously voting to send a letter to Secretary of State Colin Powell strongly urging greater support for the Fulbright Program at this historical moment. The letter said, in part, "The Fulbright Program is the brightest star in our public diplomacy efforts, yet it is starved for funds. We could easily double the numbers worldwide if we had the resources to do so. The infrastructure, personnel, and procedures are in place to carry out this mission. Bold action is necessary if we are to strengthen meaningfully our public diplomacy programs...." ◆

Fulbright Alumni Honored in 2001

George Akerlof • USA	Awarded the Nobel Prize in Economics Fulbright Scholar at the Indian Statistical Institute, New Delhi, India, 1967-68
Muhsin Jassim al-Musawi • Iraq (in exile in the United Arab Emirates)	Awarded the Al Owais Prize for Arabic Literature and Criticism Fulbright Scholar at Duke University, 2001-02
Christopher Ameyaw-Akumfi • Ghana	Named Minister of Education Fulbright Scholar at the University of California, Davis, 1989-90
John Ashbery • USA	Awarded the American Academy of Poets Wallace Stevens Prize Fulbright Fellow in France, 1955-57
Francisco Ayala • USA	Awarded the National Medal of Science Fulbright Scholar at the University of Belgrade, Yugoslavia, 1979-1981
Marek Belka • Poland	Appointed Deputy Prime Minister and Minister of Finance Fulbright Scholar at Columbia University, 1978
Joel Beinin • USA	Elected President of the Middle East Studies Association of North America Fulbright Scholar in Israel and Egypt, 1992-93
Herbert Bix • USA	Awarded the Pulitzer Prize for General Non-Fiction for *Hirohito and the Making of Modern Japan*. Fulbright Scholar in Japan, 1990-91
Wlodzimierz Cimoszewicz • Poland	Appointed Foreign Minister Fulbright Scholar at Columbia University, 1980-81
George Crumb • USA	Awarded the Grammy Award for Classical Contemporary Composition. Fulbright Fellow at the Higher School of Music in Berlin, Germany, 1955-56
Bodizar Djelic • France	Appointed Minister of Finance and Economics of Serbia Fulbright Fellow at Harvard University, 1988
Mahmud Duwayri • Jordan	Appointed Minister of Agriculture Fulbright Scholar at Washington State University
Dominic Fobih • Ghana	Appointed Minister for Environment, Science and Technology Fulbright Scholar at the University of Georgia, 1999
Jonathan Franzen • USA	Awarded the National Book Award in Fiction for *The Corrections* Fulbright Fellow at the Free University Berlin, Germany, 1981-82
Ivan Grdesic, • Croatia	Appointed Ambassador to the United States. Fulbright Scholar at Indiana University 1992-93 and at Virginia Tech, 1999-00
Michael Green • USA	Named Director for Japan at the National Security Council, The White House. Fulbright Fellow at the University of Tokyo, 1987-88
Armands Gutmanis • Latvia	Named Undersecretary of State for Foreign Affairs Fulbright Scholar at The Johns Hopkins University School of Advanced International Studies, 2000-01
Han Seung-Soo • Republic of Korea	Named Minister of Foreign Affairs and Trade and Elected President of the 56th Session of the United Nations General Assembly Fulbright Scholar at Harvard University, 1985-86
Alfredo Toro Hardy • Venezuela	Appointed Ambassador to the United Kingdom Fulbright Fellow at Princeton University, 1986-87
Danuta Hubner • Poland	Appointed Secretary of State in the Ministry of Foreign Affairs and Secretary of the European Integration Committee, Polish Council of Ministers Fulbright Scholar at the University of California Berkeley, 1988
Catherine Kelleher • USA	Awarded the Bundeswehr Golden Cross of Honor by the Government of Germany for her contribution to transatlantic relations Fulbright Fellow at Free University Berlin, Germany, 1960-61

FULBRIGHT ALUMNI HONORED IN 2001

Pascal Kokora • Côte d'Ivoire	Appointed Ambassador to the United States Fulbright Scholar at Georgetown University, 1985
Celso Lafer • Brazil	Named Minister of Foreign Affairs Fulbright Fellow at Cornell University, 1967
Zlatko Lagumdzija • Bosnia and Herzegovina	Named Prime Minister Fulbright Scholar at the University of Arizona, 1988-89
Uzi Landau • Israel	Appointed Minister of Public Security Fulbright Fellow at the Massachusetts Institute of Technology, 1971
O. Faruk Logoglu • Turkey	Appointed Ambassador to the United States Fulbright Fellow at Princeton University, 1967
Armindo Maia • East Timor	Appointed Minister of Education Fulbright Fellow at the University of Minnesota, 1997-98
Donald J. McConnell • USA	Appointed Ambassador to Eritrea Fulbright Fellow at the University of Freiberg, Germany, 1962-63
Philip Odeen • USA	Named Chairman of TRW Inc. Fulbright Fellow at the University of Liverpool, United Kingdom, 1957-58
Thomas R. Pickering • USA	Named Senior Vice President for International Relations at the Boeing Company and Chairman of the Institute for the Study of Diplomacy, Georgetown University Fulbright Fellow at the University of Melbourne, Australia, 1955-56
Carolyn Reid-Wallace • USA	Named President of Fisk University Fulbright Scholar in Guyana, 1973-74
Francis Ricciardone • USA	Appointed Ambassador to the Philippines Fulbright Fellow in Trieste, Italy, 1973-74
Steven Sanderson • USA	Named President and Chief Executive Officer of the Wildlife Conservation Society Fulbright Fellow at the College of Mexico, 1976-77
Sibusiso Sibisi • South Africa	Named President of the Council for Scientific and Industrial Research (CSIR) Fulbright Scholar at the California Institute of Technology, 1988
Joseph Stiglitz • USA	Awarded the Nobel Prize for Economics Fulbright Fellow at the University of Cambridge, 1969-70
Suyanto • Indonesia	Appointed Chairman of the National Committee for Educational Reform Fulbright Fellow at Boston University, 1979
Alejandro Toledo • Peru	Elected President Fulbright Scholar at Stanford University, 1984-85
Milen Velchev • Bulgaria	Appointed Minister of Finance Fulbright Fellow at the University of Rochester, 1992-93
David Ward • United Kingdom	Named President of the American Council on Education Fulbright Fellow at the University of Wisconsin, 1960
Kasem Wattanachai • Thailand	Appointed Minister of Education and Member of the Privy Council Fulbright Fellow at the University of Chicago
Wu Qing • China	Awarded the Raymond Magsaysay Award for Public Service, for her support of women's rights. Fulbright Scholar at Stanford University, 1992-93

* All lists in this Annual Report were prepared by the Fulbright Program's *Legacy of Leadership Project* in the Office of Academic Exchange Programs at the Department of State.

HIGHLIGHTS OF THE FULBRIGHT PROGRAM ABROAD

NORTH AFRICA, THE MIDDLE EAST AND SOUTH ASIA

The highlight of 2001 in **Egypt** was a recital of international and American music by three Egyptian alumni in early November. The concertmaster of the Cairo Symphony, Yasser El Serafy, Soprano Dalia Farouk of the Cairo Opera House, and pianist Wael Farouk performed for an audience, which included the U.S. Ambassador, diplomats from a number of countries, members of the Commission and prominent Egyptians. At the recital, the Executive Director of the Commission and the Ambassador stressed the importance of international education and the role of the Fulbright Program, especially after September 11. Nile TV taped the recital, and all major Arabic language newspapers covered the event.

The United States Educational Foundation in **India** sponsored numerous seminars and conferences throughout the country in 2001. Some examples include: a roundtable on Community Responsive Legal Education; a conference on Gender, Social Paradigms, and Comedy on the Tamil Popular Stage; a training program for information professionals, librarians, and archivists on digital libraries; and a seminar for philosophers on Epistemology. Commission staff played a role in the 34th annual conference of the Indian Association for American Studies. American and Indian Fulbrighters also played an active role in all of these meetings.

Dr. Vijaya Khandavilli Rao, Educational Advisor of USEFI-Delhi, gives a presentation of the Educational advising Services available in Delhi, India. At far right is Board Chair Alan Schechter.

In addition, the Foundation launched a series of six South Asian Regional Roundtables featuring Fulbrighters from Bangladesh, India, Nepal, Pakistan, and Sri Lanka. The first roundtable focused on "Teaching of International Relations in South Asia." The goal of the roundtables is to increase discussions and encourage cooperation among professionals in the same discipline from various countries in the region.

An **Iraqi** expatriate Fulbrighter, Professor Muhsin Jassim al-Musawi, was awarded the $100,000 Al Owais Prize for Arabic Literature and Criticism for 2001. Al-Musawi is currently professor of Arabic and Comparative Studies at the American University of Sharjah in the United Arab Emirates (UAE). He played a leading role in Iraqi literary and cultural life in the 1980s as Director General of Cultural Books and Journals, professor at Baghdad University, and as a prolific literary critic. Since the early 1990s, when he went into exile, he has taught in Jordan, Yemen, and Tunisia.

Four **Israel**i alumni of the Fulbright Program were awarded Israel's highest civilian award, the Israel Prize, at a formal ceremony on Israel's Independence Day attended by Israel's President, Prime Minister, and chief of the Supreme Court. Two were cited for their contributions in education, one in philosophy, and the fourth in law. An American alumnus who was affiliated with the Weizmann Institute during his Fulbright in Israel, Dr. Alan Leshner, was appointed CEO of the American Association for the Advancement of Science. Previously, Dr. Leshner had headed the National Institute of Drug Abuse and served as Deputy Director of the National Institute of Mental Health.

The Commission in **Jordan** continues to play a vital role in higher educational exchanges by strengthening academic, institution-to-institution bridges with the United States. In 2001, the University of Jordan established an American Studies Master's Degree Program — the first

such degree program in the Middle East/North Africa. Fulbright scholars were instrumental in designing and teaching core subjects.

Support for the Fulbright Program is noteworthy in **Morocco**. A Fulbright Business Advisory Council, co-chaired by the U.S. Ambassador, the governor of Rabat, and a former Minister of Finance, includes 40 leading Moroccan and American executives. Since 1998 the Advisory Council has funded 11 hyphenated Fulbright grants, raised nearly a million dollars, and established the Mohammed VI Moroccan-American Scholarship Endowment Fund. The Mohammed VI grants emphasize conflict resolution, governance, and development.

Scholars Meriem El Harrouchi (left) and Amina Zougarri are the first students to receive the new Hassam II Memorial Fulbright Grant, for Moroccan students wishing to pursue Master's or Ph.D. studies in the United States, in the fields of international relations, conflict resolution, civic education or public administration. Harrouchi is enrolled in a Masters program in International Relations at The Johns Hopkins University, in Baltimore, MD and Zouggari has begun her Master's in International Development at Fordham University in New York City.

Sixteen American educators participated in a six-week Fulbright-Hays Seminar Abroad sponsored by the U.S. Department of Education entitled "Challenges of Globalization in Morocco and Tunisia." Seven Moroccan teachers traveled to the United States for six-week exchanges, which focused on approaches to teaching English. While in the United States they also discussed Islam in visits to American schools.

A major celebration had been planned for the 40th Anniversary of the Fulbright Program in **Nepal** on June 7, 2001, but the massacre of the royal family several days earlier caused the celebration to be cancelled. More than 400 alumni of the Fulbright, Humphrey, and East-West Center programs, as well as educators and government officials, had hoped to attend. The anniversary was subsequently noted at a more subdued reception later in the year. Executive Director Michael Gill was honored for outstanding contributions to the environment in Nepal by facilitating exchanges in science and natural resource management.

Gabriel Campbell (left), Executive Director of USEF Nepal in the Mid 1970s, greeting an old friend, Nepal Fulbrighter Bihari Krishna Shrestha, at the USEF Nepal 40th Anniversary.

Earlier in the year, 53 South Asian alumni of the Hubert H. Humphrey Fellowship Program met in Kathmandu to discuss governance issues in South Asia. At the conference, delegates from Pakistan worked closely with colleagues from India, despite the tensions between the two countries.

Educational resources in Nepal have grown exponentially as a result of the work of Senior Scholar Al Rosenbloom, an associate professor of marketing in the business school of Benedictine University in Lisle, Illinois. While teaching at the School of Management of Kathmandu University, Professor Rosenbloom helped the school download the complete library of teaching materials from Harvard Business School and a number of other business schools. In addition, the marketing journals of the American Marketing Association will now be available in the library of Kathmandu University.

Dr. Issa El-Hussain, an American Fulbrighter at Sultan Qaboos University in **Oman**, was a guest speaker at a dinner highlighting religious tolerance in America organized by the U.S. Embassy in early December. El-Hussain talked about his life as a devout Muslim raising a

Fulbrighter Rupa Joshi (center) and husband Kiran Joshi (left) chat with current USEF Executive Director Michael Gill at the USEF Nepal 40th Anniversary.

family of five in Missouri. Guests also viewed photographic exhibits on "Islam in America" and "Discover Islam." The presentations were designed to demonstrate the presence of Islam in modern America.

During the year, two Fulbright alumni from Oman were honored with appointments to major positions in higher education. Sultan Qaaboos University promoted Dr. Saleh Bin Mohammed Al Alawi to Dean of the College of Commerce and Economics and Dr. Samira Bin Mohammed Moosa to Assistant to the Vice President of the College of Science and the Humanities.

Nancy Ahson stepped into an extremely difficult job when she became the Executive Director of the United States Educational Foundation in **Pakistan** in September. She knew the region well and had been serving as the Community Liaison Officer at the U.S. Embassy in Islamabad for two years when she accepted the Fulbright post. Her professional background includes ten years as Assistant Director of Institutional Assessment at George Mason University in Virginia and she has written and presented many papers on assessing and improving educational quality at the university level. As unrest mounted in the fall, the American component of the Program in Pakistan was suspended, and Ms. Ahson was evacuated twice. She is continuing to manage the Fulbright Program for Pakistanis from an office outside the country.

Fulbright Senior Scholar Dr. Linda Smith is shown here greeting H.M. Gyanendra, King of Nepal during a seminar at the Royal Nepal Academy of Science and Technology celebrating the International Year of the Mountains in March. Dr. Smith is teaching courses at the Tribhuvan University Department of Geology and doing research with her TU colleagues on the incidence and sources of arsenic contamination in Nepal's groundwater supplies.

Professor David Commins became the first American scholar affiliated with the King Faisal Center for Research and Islamic Studies in **Saudi Arabia**, where he conducted research on 19th century Arabian history. The Embassy and the Saudi government are eager to have more Fulbright scholars doing research in Islamic Studies at the Center in Riyadh.

U.S. Senior Scholar and prominent expert on sea turtles Dr. Ibrahim Mahmoud lectured at the First Saudi Conference on Science Education at King Fahd University, met with Saudi environmentalists, spoke to the Natural History Society and the National Commission for Wildlife Conservation, and gave television, radio, and newspaper interviews on the responsibility of the Gulf countries to protect endangered species.

Humphrey Fellows from 11 countries attended a regional workshop on drug abuse in **Sri Lanka**. The goal of the conference was to discuss developments in treatment, prevention, enforcement, and education, as well as to exchange experiences and strengthen professional ties.

The Watertown Times, an upstate New York regional newspaper, ran an article by Potsdam State University professor Anthony Boyle, a Fulbright scholar in **Syria**. Boyle described his assignment in Syria positively, stating that his students are "...alert and patient, charming, considerate, and eager to learn." In his encounters with Syrians, he found only praise for the people of the United States and the achievements of its society. Since his return

to the United States, he has worked to dispel some of the erroneous ideas that Americans have about the Middle East and people in the region.

EAST ASIA AND THE PACIFIC

In February, the **Australian** Fulbright Commission achieved a milestone when its new offices in Canberra were officially opened by the Minister of Education and the American Ambassador. Both speakers focused on the historical and contemporary importance of the Fulbright Program in promoting Australian-American relationships. The new facility was jointly funded by the two governments. A new Advisory Board of prominent business leaders was established to support the Fulbright Program and increase its profile. And, new grants were created by both governments in honor of the 50th anniversary of the ANZUS Treaty.

The Australian-American Fulbright Commission opened its new office building on February 15th. Present on landing, third from left, is U.S. Ambassador Edward Gnehm.

The Fulbright Alumni Association of **Cambodia** was officially launched at a ceremony in Phnom Penh in November 2001, indicating the extent to which educational exchanges are now part of normal relations between the two countries. No exchanges took place from 1974-1994 because of the civil war and the Khmer Rouge's regime. The Program was revived seven years ago, and it has flourished since then. Fulbright alumni now hold many influential positions in the government, international organizations, and the private sector.

An American Fulbright scholar, Eric Harwit of the University of Hawaii, did research on telecommunications during his grant to **China**, and is publishing articles on this important topic. Use of the Internet is growing rapidly in China, and is already having a substantial impact on the economy and society generally. In addition, two American Fulbright lecturers in Beijing discussed U.S. actions and world events on Chinese television and at universities in the weeks following the terrorist attacks of September 11.

U.S. Consul General to Hong Kong Michael Klosson and Hong Kong Research Grants Council Chairman Professor Kenneth Young announced the award of fellowships to the first four Hong Kong scholars selected for the new "Fulbright Hong Kong Scholar Program" on March 26th. Pictured in the photograph, from left to right are, Dr. Glenn Shive, Director, Hong Kong-America Center; Mr. Lloyd Neighbors, Counselor for Public Affairs, U.S. Embassy, Beijing; Research Grants Council Chairman Dr. Kenneth Young; Mr. Michael Klosson, U.S. Consul General to Hong Kong; Dr. Michael Siu Kin-wai, Assistant Professor of Design at Hong Kong Polytechnic University; Dr. Priscilla Roberts, Lecturer in History at the University of Hong Kong; Dr. Samantha Pang Mei-che, Associate Professor of Nursing at Hong Kong Polytechnic University; Dr. Frederick Leung Koon-shing, Associate Professor of Education at the University of Hong Kong; Vice Chancellor Dr. Arthur Li, Chinese University of Hong Kong; and Mr. David E. Miller, Public Affairs Officer at the U.S. Consulate General in Hong Kong.

Dr. Jiatong Zhuo, who spent a year at Emory University as a Humphrey Fellow, has published the first Chinese-language training manual on AIDS/Sexually Transmitted Infections to be distributed free in China to health professionals engaged in recognition, screening, counseling, and treatment.

Tsinghua University School of Law in Beijing and Franklin Pierce Law Center in New Hampshire have used the Fulbright Institutional Partnership Program to create a summer study program in intellectual property rights in China. The faculty includes two American and Chinese scholars who are Fulbright alumni.

A new initiative of the Fulbright Program in **Hong Kong** will enable more scholars to do research in the United States. The Hong Kong government-funded Research Grants Council has contributed $250,000 for a three-year pilot project to provide awards to four senior scholars annually in education, health care, history, and architecture.

The **Indonesia** Fulbright Commission is focusing heavily on programs on resolving conflicts in the country by democratic means. Over 120 of the nation's senior political leaders, media executives, educators, religious leaders, and NGO directors attended a day-long seminar on "Making Democracy Work" and the annual orientation of new Fulbright grantees before their departure to the United States. An American Fulbright Scholar from City College of New York who is teaching at the Jakarta Institute of Government Studies, has been engaged in discussions about creating a new constitution, and has suggested in Indonesian newspapers using the U.S. constitutional convention as a model.

Elsewhere in the country, a Fulbright Professor from Temple University has launched Indonesia's first graduate-level comparative religion program. For the first time, graduate students in religion must study another religion in addition to Islam. The goal is to produce instructors who will teach comparative religion at the university and secondary level. Ms. Sumita Tobing, who earned her M.A. in mass communications on a Fulbright grant, has been appointed the new director of **Indonesia's** National Television Station.

On the Island of Bali, a Humphrey Alumnus, Ida Bagus Wijana, raised the rupiah equivalent of $90,000 to build a cultural center. Mr. Wijana was inspired by the spirit of volunteerism he observed while studying community development at Colorado State University. At the dedication ceremony, the U.S. Ambassador noted that educational and cultural exchanges such as the Humphrey and Fulbright Programs were probably the most important means that the U.S. Government had to enhance democracy and promote mutual understanding between America and other countries.

The **Japan**-United States Educational [Fulbright] Commission spent much of the year planning for the celebration of the 50th anniversary of the Program in 2002. A series of public lectures by prominent Japanese Fulbright alumni served as a warm-up to the anniversary. The biggest news for 2001 was the initiation of a new funding source that resulted in 10 additional grants for Americans. Funding came from the "A50" project, a major private sector initiative in Japan to commemorate the 50th anniversary of the U.S.–Japan Peace Treaty. Donors to the project hope to raise enough money to continue funding 10 grants a year through 2005.

Fulbright in **Korea** is now larger than it was at any time prior to the Asian financial crisis. The Fulbright Commission there awarded grants to 118 individuals in 2001, and the Korean government has announced its intention to increase its financial contribution to the Program. The English Teaching Assistant Program (ETA), which brings recent American college graduates to Korea to teach English in secondary schools and to live in Korean families, has been lauded by the Korean Ministry of Education, and has created a cadre of Americans with in-depth experience of the country.

The Fulbright Commission in **Malaysia** co-sponsored with the Fulbright and Humphrey Alumni Associations workshops in Kuala Lumpur after September 11 conducted by Fulbright alumnus Steve Raymer for religious leaders, journalists, lawyers, and academics. Raymer spent three years researching and photographing for his book *Living Faith*. The chairman of the Malaysian Institute for Islamic Understanding praised the book for portraying Islam as a religion of peace and inclusiveness, and commended the Embassy and Fulbright Commission for bringing people of all faiths together during a period of international tension.

The Fulbright English Teaching Assistants Program in Korea places recently graduated U.S. students in Korean middle and high schools to assist in teaching conversational English in their classrooms. Four of the 2001-2002 ETAs are pictured in their classrooms.

During the year, Dr. Donald McCloud, became the Executive Director of the Commission in Malaysia. Previously, Professor McCloud held various staff positions for 25 years at the Midwest Universities Consortium for International Activities (MUCIA) and taught Southeast Asian Studies at The Ohio State University. MUCIA is an organization of 10 major Midwestern universities which manages educational development and institution building in higher education in Southeast Asia and elsewhere in the world. McCloud taught in Indonesia on a Fulbright grant in 1971, and has also been a visiting professor in Taiwan. He is the author of many books and articles on Southeast Asia.

Executive Director Jenny Gill and her staff from the **New Zealand** Fulbright Commission organized the 2001 Fulbright East Asia Pacific Regional Conference on the subject of "Fulbright in the 21st Century: Looking Toward the Future." The conference attracted delegates and staff from Fulbright Commissions, Embassies and posts, the Bureau of Educational and Cultural Affairs, IIE and CIES. Board member Victoria Murphy and Deputy Staff Director Lesley Vossen represented the Fulbright Scholarship Board. Three retreats were held: for Executive Directors, for Public Affairs Officers, and for program officers. A panel of American grantees and New Zealand alumni discussed the impact of the Program; other speakers focused on innovation, best practices, the implications of information technology, and educational advising. The broad mix of attendees created exceptional learning opportunities and renewed enthusiasm for the Fulbright Program.

New Zealand Prime Minister, the Right Honorable Helen Clark, congratulates Fulbright Alumnus and 2000 Nobel Prize winner Professor Alan MacDiarmid at a reception held in his honor. Also pictured in the background are, left, New Zealand Fulbright Board Chairman Suzanne Snirely and, right, New Zealand Commission Director Jennifer Gill.

Participants at the 2001 Fulbright East Asia Pacific Regional Conference at the opening welcome ceremony held in Wellington's Te Papa Museum.

The building housing the Fulbright Commission offices in New Zealand has been officially named the Fulbright New Zealand House. It includes an expanded test center, an educational advising library, and a boardroom.

The **Philippine** Government gave the Fulbright Commission $2.3 million for the first year of a five-year effort to increase the number of experts in agriculture and marine resources. U.S. scholars and professionals will teach and consult in the Philippines, and approximately 40 Filipinos will be placed in graduate and research programs at American universities each year.

Philippine President Gloria Macapagal-Arroyo unveils the plaque to mark the formal opening of the Fulbright office in Makati City, Philippines.

Two American Fulbrighters in the performing arts enriched cultural opportunities in **Taiwan**. Micki Selvitella, from Portland Center Stage, lectured in theater arts at National Taiwan University and directed students in multiple performances of Bertolt Brecht's Caucasian Chalk Circle, which played to sold-out audiences. A flautist from East Carolina University, Dr. Christine Gustafson, who was affiliated with the Chiang Kai-Shek Cultural Center, gave performances and taught master classes in northern and central Taiwan.

The stock exchange of **Thailand** will sponsor seven Fulbright scholarships for Thai Master's Degree students in computer science, finance, marketing and securities law. The Baum Wessel Harris Trio gave a virtuoso performance as part of the State Department's Jazz Ambassadors program at a reception and banquet hosted by the U.S. Ambassador honoring the outgoing chairman of the Thailand-United States Educational Foundation Board, Ambassador Vitthya Vejjajiva, and his successor, Ambassador Nitya Pibulsonggram.

Pictured from left to right are Ambassador Nitya Pibulsonggram of Thailand, U.S. Ambassador Daryl Johnson, H.E. Dr. Thanat Khoman, former Prime Minister, and Ambassador Vitthya Vejjajiva.

1. 2001-2002 U.S. Fulbright Scholar from the University of Georgia Dr. Deborah Tippins (center left in dark glasses) with her Filipino students in science education during their graduation program at West Visayas State university. Dr. Tippins has created quite an impact on science and mathematics education in the Philippines by conducting workshops on science teaching throughout the country, co-authoring a case-book for elementary school teachers of science, and living and working with local communities as a Fulbright scholar.

2. 2001-2002 U.S. Fulbright Scholar from the University of Georgia Dr. Deborah Tippins tries her hand at plowing a rice field in the province of Antique in central Philippines.

3. American Fulbrighter Micki Selvitella, from Portland Center Stage with her students from National Taiwan University.

4. Dr. Christine Gustafson with students of the Chiang Kai-Shek Cultural Center.

In **Vietnam**, 25 grantees, selected from among 600 applicants for grants to the United States were honored at a three-day orientation in Ho Chi Minh City. One grantee from a rural, poor background stressed the impact on him when he learned that Fulbrighters were selected without regard to race, religion, gender, affiliation, and connections. One returning Vietnamese Fulbrighter stated "My life has changed completely," and another said "I learned so many things and am eager to apply them all to Vietnam."

EUROPE

In **Austria**, the Austrian-American Commission notes that 2001 was the inaugural year of two new Fulbright Distinguished Chairs, one in international business at the Johannes Kepler University in Linz and the other in gender studies at the University of Klagenfurt. Four Distinguished Chairs had previously been established with co-financing by universities in Vienna, Graz, Salzburg, and Innsbruck. The Commission also negotiated a five-year grant to establish a Distinguished Chair for Entrepreneurship in Central Europe, which will "float" among countries in the region, starting with Hungary in 2003.

The importance of the Fulbright Program in **Croatia** was recognized by President Stipe Mesic during a visit to the presidential palace in Zagreb by current Fulbright scholars, students, and English Language Fellows. President Stipe emphasized that American grantees are lecturing, studying, and doing research at every university in the country. His advisor for Science and Education is a former Fulbright grantee and president of the Croatian Alumni Association.

Fulbright Board Chairman Alan Schechter (r.) with Ambassador Staur of the Danish Ministry of Foreign Affairs. Staur hosted the Danish-American Fulbright Commission Anniversary seminar.

During 2001, the Fulbright Commission in **Cyprus** shifted its focus to social problems, and concentrated on short-term workshops for intensive care nurses. The workshops were conducted by Spalding University of Kentucky. In addition, the Commission and U.S. Embassy sponsored summer camp programs for 108 Greek and Turkish Cypriot teenagers in the United States. It was the first time that most of the teenagers had met individuals from the other Cypriot community. There are few places in Cyprus where students from both communities are allowed to meet together.

The Cyprus Fulbright Commission also hosted a regional conference in Nicosia for over 200 professionals in the field of educational exchange from Europe, the NIS, and Israel. Fulbright Commission Executive Directors, educational advisors, representatives from international educational organizations and spokesmen for U.S. colleges and universities participated.

Activities of the Fulbright Commission in the **Czech Republic** included renegotiation of the existing Fulbright agreement with the United States. The advising service for Czech students interested in studying at American universities was fully updated, with an automatic voice system, expanded web pages, more weekly seminars and outreach activities.

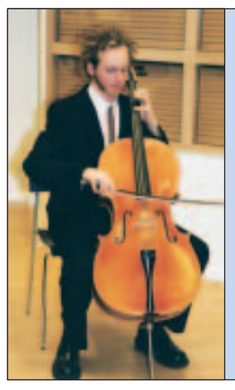
U.S. Ambassador Larry Butler with Hars Equind Hersen, member of the Danish Fulbright Commission Board.

The 50th Anniversary of the Fulbright Program in **Denmark** was celebrated in Copenhagen with a major

Glarnice Holmes, former State Department program officer for Denmark, was awarded the Anniversary Honorary Mention for her long commitment to the Denmark program. She is here pictured (r) with Fulbright Commission Executive Director Mari Monsted.

symposium entitled "Reporting the USA: How Do We Interpret Contemporary Society, Culture, and Politics." Over 150 Fulbright alumni, university professors and administrators, representatives of the U.S. Embassy and Danish Government, and other prominent Danes attended. Chairman Alan Schechter represented the Fulbright Scholarship Board at the anniversary.

Since the event took place in November, major attention was given during the day to re-interpreting international relations after September 11, to assessing resentment of America abroad and to analyzing responses in the United States and abroad to the attacks on the World Trade Center and the Pentagon. Following the symposium, there was a gala reception and dinner at the official residence of the U.S. Ambassador. Danish Fulbright Commission Vice Chairman Henrik Stenbjerre spoke movingly about the Marshall Plan and the Fulbright Program, and the impact these two American programs have had on countries like Denmark. His comments were greeted with sustained applause.



The brand new premises of the Fulbright Center in Helsinki, Finland offer a unique forum to exhibit the works of Fulbright grantees. Pictured is Jeremie McGowan, an American Fulbrighter in Finland, playing the cello at the opening of the art exhibition "The Arctic Archetypes" at the Fulbright Center.

The binational Fulbright Commission in **Finland** developed its first comprehensive strategic plan in 2001, and all Commission activities are now aligned with the plan. Also, the Commission moved to a new Fulbright Center in Helsinki. At the dedication of the Center, the Finnish Minister of Culture emphasized that the Fulbright Program has helped to shape the destiny of her country. Close to 3,000 Finnish and 1,000 American grantees have shared Fulbright experiences as academic ambassadors to each other's countries. Another event in 2001 was the successful conclusion of discussions with Citigroup Foundation in Helsinki to fund a scholarship for a Finnish graduate student in health science.

A Fulbright Alumni Association has been started in **France**. The Commission has begun an electronic newsletter, redesigned its website, and instituted online applications for French students and scholars. In addition, the Commission has signed an agreement with the Aquitaine Regional Council, which will sponsor American scholars in wine growing, biology, and laser technology. In France, regional councils are playing a greater role in higher education, research, and international academic exchanges, and the

Ms. Suzanne Louis from the University of Virginia was the first American participant to be selected in the new Mid-Career Professional Development Program for Finland. In the photo, Ms. Louis is shown speaking to international coordinators of Finish universities at the Fulbright Center in Helsinki.

agreement will both serve as a model and raise the profile of the Fulbright Program outside of Paris.

The **German**-American Fulbright Commission, under the leadership of the newly-appointed Executive Director Georg Schuette, was very busy during 2001 planning activities to take place during the 50th Anniversary celebration in 2002. Highlights of the year included an award ceremony hosted by the Amerika Haus Frankfort during one of the orientation meetings for new grantees. There was also intense media coverage of Jonathan Franzen, who won the National Book Award for Fiction and who was a Fulbright Fellow in Germany in the '80s.

German-American Fulbright Commission Executive Director Dr. Georg Schuette and Fulbright professor Dr. Christina Buschendorf present Dr. Frank Auskermuehl with the American Studies Fellowship.

Prior to joining the Fulbright Commission, Dr. Schuette was the director of strategic planning and external relations at the prestigious Alexander von Humboldt Foundation for three years. Earlier in his career he was an assistant professor at Siegen University, a freelance correspondent for several prominent German newspapers, and the director of a program at the Humboldt Foundation. He was a Fulbright grantee at the City College of New York, where he earned a Master's Degree in Television and Radio. He has also held a visiting fellowship at Harvard University.

The Aegean Initiative, an innovative effort to encourage cooperation between **Greece** and **Turkey**, was launched in 2001. Scholars from both countries are working on cross-border collaboration and tourism at the University of Iowa and on Environmental Education and Cultural Understanding at a nonprofit organization in Boston. American scholars were given regional grants to lecture in both countries on disaster management and emergency preparation and on a bilateral approach to pollution prevention and hazardous waste management.

The Fulbright Foundation in Greece honored the Lilian Voudouris Foundation at its annual recognition dinner for its support of Fulbright exchanges. The Foundation's annual contribution of $50,000 is dedicated to bringing American scholars to learn about modern Greece and to return home as ambassadors of mutual understanding. To date, nine American scholars have received these Fulbright grants. The former treasurer of the Foundation, Thomas Miller, has returned to Greece as the new American Ambassador.

During the year, the dean of Fulbright Executive Directors, William Ammerman, retired after 20 years from the U.S. Educational Foundation in Greece and was replaced by Artemis Zenetou. Ms. Zenetou has had a distinguished career in arts management, including positions as Director/Curator of the World Bank Art Department, Manager of Cultural Programs for the White House, Manager/Curator of Museum Programs at the Smithsonian Institution, and others. She has administered and coordinated many museum programs in the United States and abroad, and has worked closely with, among others, the Greek Ministry of Culture, the Archaeological Museum of Athens and the National Gallery of Greece.

Ms. Lara Jonsdottir was appointed the new Executive Director of the Fulbright Commission in **Iceland**. Before joining the Commission, she was a teacher, a youth counselor at the Red Cross House in Reykjavik, and manager of Public Relations for the Red Cross House. She has a degree in education from the Icelandic Teachers Training College and an M.S. in Rehabilitation Counseling from San Diego State University. Besides Icelandic and English, she is fluent in Danish, Swedish, and Italian.

In November, **Ireland** appointed its first full-time Executive Director, Ms. Carmel Coyle, marking the first phase in establishing the Fulbright Office as a stand-alone operation, independent of the Department of Foreign Affairs, since the Program started in 1957. The Irish government continues to provide office space and administrative support, and has pledged over one million dollars to the Commission for the next five years. Before joining the Commission, Ms. Coyle was most recently Research Administrator at the Institute for British-Irish Studies at University College Dublin, an institute she single-handedly set up in 1999. She has extensive experience in the Irish civil service and various Irish universities, and has published widely in such fields as local government in Ireland, public administration, and education.

Private sector fund-raising by the Commission in **Italy** led to the creation of three new Fulbright scholarships for young Italians in fields as diverse as multimedia audio-visual technology, economic development, and film direction, as well as a new chair in environmental studies at the Polytechnic of Turin. Efforts to expand educational advising services for Italians interested in studying in the United States, and to raise the profile of the Fulbright Program, led to the establishment of Fulbright desks at five additional universities throughout Italy.

The Lane Kirkland Scholarship Program, named in honor of the late American labor union leader, has awarded scholarships to 30 students from the Ukraine, Belarus, Lithuania, the Kaliningrad region of Russia, and Slovakia to do postgraduate work in **Poland**. This innovative effort by the Fulbright Commission in Warsaw, using guidelines and eligibility criteria patterned on the Fulbright Program, aims to develop leaders dedicated to democracy, market economics, and civil society in eastern European countries.

The Executive Director and Program Coordinator of the Fulbright Commission in **Portugal** devoted substantial time and effort to raising the profile of the Program in Portugal and expanding the availability of information on educational opportunities in the United States. Six universities were visited to provide information on Fulbright grants and to meet with alumni who are working at these institutions. In addition, a new information center was opened to improve educational advising services and testing for Portuguese students.

The people of **Romania** reacted strongly to the September 11 attacks on the World Trade Center and the Pentagon. September 14 was declared a national day of mourning, and two prominent political analysts who are both Fulbright alumni wrote powerful comments in the Romanian press. Fulbright scholars, representatives of the Ministry of Education and Research and the Romanian Institute of Education Sciences, joined Embassy staff in a forum on the impact of international education on the Romanian education system.

"Faces of the Future": Children's Dreams on Two Continents: a 3-day workshop conducted by **Ilana Lapid**, Fulbright student in Romania, 2001/2002, at School No. 136 in Bucharest, with Romanian and Roma children aged 9-11. The aim was to open young students' minds towards a sense of belonging, empathy, identity, and diversity. The starting point was a Native American story. The result was a collective composition (collage on large canvas): "Putting Our Faces Into Tomorrow's World." The workshop is a component of Lapid's Fulbright project in the field of Arts Education.

Spanish language teaching assistants will be placed in American liberal arts colleges by the Fulbright Commission in **Spain**. Ten recent university graduates have been selected in the

first year of this new program. Also, the Spanish Ministry of Education, Culture, and Sports has increased its support for the Visiting Scholar Program and the Fulbright Study in the Arts Program. In Catalonia, the regional administration has created new grants for both Spanish and American scholars.

In **Turkey**, the Fulbright Commission has historically given special priority to the preparation of university-level teachers, and many current scholars received their graduate degrees in the United States. A new program in 2001, the Fulbright-Bilkent University Student Teacher Exchange Program, enables 25 Turkish graduate students to participate in an eight-week program at Iowa State University on student-centered teaching and new technology in the classroom. Advising is also a major function, and in 2001 the Commission counseled nearly 30,000 students who were interested in studying in the United States.

The **United Kingdom** Fulbright Commission held a gala dinner for 500 at the end of January, with Michael Dell, the Chairman and CEO of Dell Computer Corporation as the guest speaker. The UK Secretary of State for Education and the American Ambassador also spoke. Guests included members of the cabinet, members of the Opposition Party, and the chairman and CEOs of 34 of the top 100 UK companies; more than $100,000 was raised for further Fulbright awards.

Later in the year, two Fulbrighters from the United Kingdom won the world debating championship. Alan Merson and Rob Weekes, U.K. students while studying law at New York University on Fulbright Scholarships, were awarded the top honor as World University Debating Champions in Toronto in January. The duo teamed up to debate a motion on prisoners' rights, and sufficiently impressed the judges to merit the championship title. Ninety universities from 30 countries participated in the event, and NYU Law (solely represented by the Fulbrighters) took home the award for the first time in history. It was also the first victory for any team from the northern hemisphere in four years, and only the third win ever for an American university. Merson commented that "The Fulbright Program allowed us to work together, as a U.K. team representing U.S. education...if anything embodied the Fulbright virtues of linking the U.S. and the U.K. — that [winning the championship while representing a U.S. university] had to be it." Weekes added that " The global Fulbright program promotes discussion and discourse amongst different cultures. In winning the World debating competition, we hoped to do exactly that."

U.K. Fulbright students who received top honors as World University Debating Champions.

AFRICA

Human pressures on traditional elephant feeding grounds are causing increased human-elephant conflict in **Botswana**. Fulbright Scholar Michelle Gadd, a doctoral student in ecology, focused her dissertation research on human-elephant interaction, and presented her findings to the vice president of Botswana and other high-ranking members of the government. Professor Darrell Ward led a series of workshops on writing about HIV/AIDS for 130 print and broadcast media professionals and HIV/AIDS activists. Alumni of the Fulbright Program,

the Humphrey Program, and the International Visitor Program from Botswana helped organize the workshops.

Professor Gilbert Doho, a Fulbright research scholar from **Cameroon**, was the keynote speaker at the Northern Michigan Indian Educators' Conference at Northern Michigan University. He focused on the importance of popular theater as a tool to address issues such as alcoholism, violence, and Sexually Transmitted Diseases. During the conference, Dr. Doho directed a performance on HIV awareness. During his Fulbright year, he is working with Native American communities on comparative use of participatory theater for raising social consciousness.

A Humphrey Fellow Alumna addresses the participants assembled at "Building Bridges: Partners Participating in Fighting Poverty" conference in Cameroon.

The Humphrey Program alumni in Cameroon, working as volunteers, have developed an education program to fight poverty in urban areas. Their "Training Teachers" project emphasizes civic duties, human rights, and resource management. Their "Big Brother" project serves underprivileged children from 12 to 19 years old.

Shashu Araya Zegeye, a Humphrey Program alumna who studied at Emory University, has won awards for her work in community-based HIV/AIDS in the Tigrai region of **Ethiopia**. Ms. Zegeye is heading an effort to reach 1,200 mothers and 6,000 family members by training traditional birth attendants to communicate culturally-sensitive messages about HIV/AIDS infection and prevention.

In **Ghana**, Fulbright lecturer Achamyeleh Debela, who is professor of art and Director of the Computing Center for the Arts at North Carolina Central University, presented a month-long exhibition of his work on computer technology in art at the National Museum in Accra. The exhibition was the country's first devoted to digital art. It attracted many prominent people in the arts, legal sector, and government. The U.S. Embassy featured the African-American artist during Black History Month to promote U.S. contributions to Ghanaian education and culture.

During the celebration of International Education Week in November, Fulbright and Humphrey alumni and a current American Fulbrighter in **Madagascar** conducted a conference on "U.S. International Education" at the new American Cultural Center. Embassy staff emphasized the importance of international education in promoting tolerance and reducing conflict, and encouraged students to consider study in the United States. Twenty-four educators from Nigeria, including university administrators and legislators active in educational policy-making, participated in a six-week summer institute on reform of higher education organized by George Washington University. Dr. Cecilia Amotsuka, who held a Humphrey Program fellowship at Tulane University, has received $10,000 to train health-providers in low-cost screening techniques for cervical cancer. Her goal is to improve the lives of women, especially those with little or no education.

Fulbright alumnus Dr. Arthur Kohn, a specialist in educational technology for medical sciences, added to his previous contributions to sub-Saharan Africa by leading a workshop in **Nigeria** for journalists, academics, labor leaders, physicians and health care workers, military officers, and officials of NGOs on AIDS in southern Africa. The workshop also generated extensive media coverage. Dr. Kohn recently completed a Fulbright grant at the University of Zimbabwe.

Fulbright Teacher Exchange participants from Senegal join together with Teacher Exchange alumnae at the 2001 teacher exchange orientation.

Photo Credit: Ellen Sudow

Activities of the Fulbright Program in **South Africa** have increased dramatically in the two years since a binational Commission was established to run the Fulbright Program. In November, a Fulbright alumni association was launched in Durban, Cape Town, Pretoria, and Port Elizabeth. One hundred and thirty alumni and friends attended the ceremony in Pretoria, which included remarks by the Minister of Education and an award to the first South African to have received a Fulbright grant, composer Stefans Grove, who studied in the United States in 1953.

First South African Fulbrighter, (1953 alumnus), Professor Stefans Grove, receiving the Fulbright Special Award from Professor Kader Asmal, Minister of Education.

The Commission received cost-sharing grants from the U.S. Embassy for regional seminars, for grantee travel, and to establish the alumni association. South African universities more than tripled their cost-sharing contributions for U.S. Fulbright Senior Scholars in this brief period. The Fulbright Teacher Exchange Program has launched a program to send American teachers to South Africa and South Africans to the United States.

The prize-winning documentary film "Long Night's Journey into Day" on Fulbrighter Amy Biehl, who was murdered in South Africa in 1993, was shown by the House Committee on International Relations and featured in an article in *The Chronicle of Higher Education*. The film won the grand prize at the Sundance Film Festival and the Peace Film Prize at the Berlin Film Festival. The Amy Biehl Foundation Trust, organized by her parents as a living memorial to her work and beliefs, has invested millions of dollars in educating and upgrading the skills of impoverished South African children.

Ramatsemela Mphahlele and Roger Levine, 2002 Amy Biehl Fulbright Student Grant Awardees, with Professor Kader Asmal, Minister of Education, and H.E. Mr. Delano Lewis, U.S. Ambassador.

The Alumni Association of **Togo** and the public affairs section of the American Embassy co-hosted a program in November on the fight against terrorism for a large audience of Togolese judges, media professionals, academics, and students. Seven Fulbright alumni spoke on the history, politics, and economics of terrorism.

Fulbright Senior Scholar David Adams spent four weeks at the **Zambia** Institute for Mass Communications helping to prepare the country for its third democratic elections. He focused on the role of journalists and the media in reporting of elections. As a result of his visit, an Independent Publishers' Association was started in Lusaka and a Media Resource Center in Livingstone.

US Student Lisa Butler with a group of traditional Zulu children dancers in South Africa.

WESTERN HEMISPHERE AND THE CARIBBEAN

A Fulbright graduate student from **Argentina**, Alberto Armendariz, was recognized by the Foreign Press Association of New York for articles on the September 11 attacks that were published in Argentina's main national newspaper *La Nacion*. Armendariz is studying for a Master's Degree in journalism at Columbia University.

In **Brazil**, more than 235 individuals attended the annual Fulbright Alumni conference in Brasilia in early April. American grantees studying in Brazil and neighboring countries also participated. In order to enhance regional diversity, new leadership and an advisory board were elected by the alumni group.

In **Canada**, the Commission produced an impressive video featuring Fulbright alumni, as part of its efforts to expand the visibility of the Program and explain the significance of educational exchanges to Canadian audiences. The new Executive Director of Fulbright in Canada, Michael Hawes, showed the video to the Fulbright Board in Washington and described the activities of the Commission. Currently, the Commission is expanding its outreach to Francophones and Francophone institutions, and emphasizing exchanges in public health, security, and privacy.

Before assuming his new post, Dr. Hawes was a professor of political economy at Queens University in Ontario. He was a Fulbright Distinguished Professor of International and Area Studies at the University of California at Berkeley in 1999, and has taught in Mexico

and Japan as well as Canada. He has published widely on foreign policy, political culture, international economic relations, and regional integration in North America and East Asia.

Efforts to enlarge the Fulbright Program and to increase its visibility, especially in rural areas, were high on the agenda of the Fulbright Commission in **Chile**. The Executive Director visited many universities and schools and spoke with administrators, professors, teachers, and students. In addition, the Chilean Alumni Association was re-organized to increase its impact in the country. Fulbrighter Rodrigo Borjas Ceron organized and conducted a benefit concert called "Voices of Hope" for the World Trade Center Relief Fund two months after the terrorist attacks.

In **Colombia**, the Ministry of Education and the Fulbright Commission sponsored a teacher-training program "Improving English Teaching" for 80 instructors at schools that prepare aspiring educators. Two alumni of the Fulbright Teacher Exchange Program returned to Colombia to conduct the program. The Commission is working to improve the use of English in Colombian schools. The Commission and the University del Norte jointly sponsored a conference in Barranquilla on strategic alliances between universities and the private sector for Colombian-Caribbean Development, and a conference at the University of Illinois of academics and students pursuing Colombian studies.

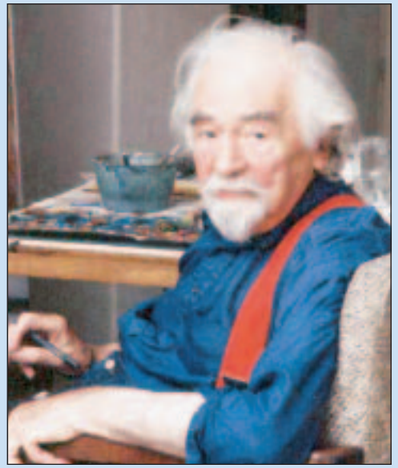
The Board of the Fulbright Commission in **Ecuador**, the U.S. Ambassador and other members of the Embassy staff, alumni, current students and scholars, university rectors, and leading members of the business community proudly celebrated the 45th anniversary of the Fulbright Program in Ecuador at the Ambassador's residence. Many distinguished alumni spoke. The rector of the Escuela Politecnica del Litoral, said that 20 of his faculty have participated in the Fulbright Program. Another discussed how his personal experience in engineering and business at Cornell led him to design over 80 pharmaceutical, chemical, and food processing plants in the past three decades. A member of the Commission Board who is the general manager of Lyteca-Texaco discussed the importance of corporate responsibility and supporting programs such as Fulbright as a way of giving back to the communities who sustain business efforts.

The Fulbright Commission in **Mexico** is making substantial efforts to promote regional diversity. For example, pilot programs in ESL summer workshops for Mexican teachers are being held in four states: Colima, Jalisco, Puebla, and Tamaulipas.

The Commission has four new staff members, including Executive Director Arturo Borja Tamayo, who earned his Ph.D. at Duke University, was a Fulbright Research Scholar there in 1997, and specializes in North American Studies. Dr. Borja was professor of international studies at the Centro de Investigacion y Docencia Economicas (CIDE) in Mexico City before coming to the Commission. He held several administrative appointments at CIDE, including Secretary General and Academic Coordinator of the Program for North American Student Mobility. He is the author of a book on Mexican computer policy, the editor of three other books, and the author of many articles on comparative regional studies and international political economy.

Professor Doel Quinones, who is the Director of the Institute for Conflict Resolution at the Interamerican University of Puerto Rico, lectured and directed workshops on Alternative Conflict Resolution at several law schools in **Venezuela**. As a result of his work as a Fulbright Senior Specialist, the Latin American Center for Development at the Central University of Venezuela in Caracas will establish a research program in alternative dispute resolution and the University of Carabobo will offer seminars and graduate work in this field.

Sol Levenson



Muralist Sol Levenson began drawing at the age of five. Now in his 90s, he is among Fulbright's oldest scholars. In 2001, when he was 91, he went to Medellin, Colombia as a Fulbright Scholar to lecture on fine and commercial arts and to create an industrial mural about the dams that were constructed to provide water and energy for that city. His previous grants in Mexico in the 1990s involved teaching at the University of Veracruz and working with students on public murals.

Levenson is artist-in-residence at Dartmouth-Hitchcock Medical Hospital and he has taught art and culture in Dartmouth's continuing education program. He has created 17 murals at the oncology center at Dartmouth-Hitchcock, much of his art inspired by Latin American murals. He has been a freelance illustrator and an art instructor for decades.

At age nine, Levenson began violin studies and eventually became a professional musician and conductor in both jazz and chamber music. He attended the Massachusetts College of Art from 1926-1930. His earliest professional work as a muralist was with the WPA from 1935-42, in their Mural Project. "I had retrained myself as a figure artist, illustrator and painter while I was a day laborer during the Depression," Levenson explains. "I have been an autodidact ever since and as a teacher have tried to explain to my students how to become self-teachers."

Levenson is largely self-taught in Spanish, a task he began in the mid-1970s when he was nearly 65. A dozen years later, at an exhibition in Medellin, he was able to give lectures on his work in near-flawless Spanish. He says of his experiences as a Fulbrighter in his 80s and 90s,

> *"I began life as a muralist on a Government project — and here I am — full circle. Having the most fulfilling experiences of a lifetime again! Thanks to Fulbright, CIES,…the wonderful people on site — in Mexico and especially now in Medellin, Colombia — as they say in Veracruz "Para servirle" and in Medellin, "Con mucho gusto!"*

Reina Webster

Reina Webster (far right) with (l to r) U.S. Ambassador to New Zealand, Charles Swindells, Mrs. Harriet Fulbright and the Hon. Phil Goff, Minister of Foreign Affairs and Trade of New Zealand.

At first glance, New Zealander Reina Webster may seem like a typical Fulbright Student. Like many Fulbrighters, she has intelligence, creativity, and a vision for where she is going. But there is nothing typical about Reina Webster. When she received her Fulbright Grant in 2001 to study Filmmaking at New York University's prestigious Tisch School, she had already journeyed far from her beginnings. Her words describe it best:

She writes, " I am part Maori (the indigenous people of New Zealand) and part European. I was adopted at birth by a European mum and a Maori father (his tribal affiliations are Nga Puhi and Ngati Tuwharetoa). I met my birth parents when I was twenty-five and they mirror the exact racial mix that I was adopted into. My birth father is from the Tuhoe tribe. Lineage to New Zealanders is really important and special and differentiates each of us and unites us.

I had a challenging childhood, at times not all that pleasant, but in retrospect it taught me the skill of independence long before my peers were afforded the privilege….My family life shattered when I was nine and from that moment onwards I was raised by my mother in a number of one bedroom apartments and caravans in and around Christchurch, New Zealand….She was determined to give me a sound education…This ambition she had for me, she paid for dearly, mostly in time and energy. To this day I cannot remember a time where she was not working less than two jobs.

I was repeatedly told in school that I wasn't very smart and left [school] at the earliest opportunity. I wanted to live life, earn money and 'find' myself. Well I found myself and realized pretty early on that if I didn't receive an education I was destined never to reach my true potential….I have never been afraid of hard work or taking risks, nor have I placed boundaries on what I think I am capable of achieving. I have worked for over five years in television and radio learning much about the industry in roles as varied as receptionist, writer, live telecast reporter and even as a game-show hostess….I have also never been a naturally gifted student but I work hard and can be extraordinarily focused….University expanded my mind both intellectually and emotionally. I learnt the more I know, the less I know and the more I want to.

On the 10th of April 2000, I found out that I had been accepted into one of the finest independent film schools in the world, one into which no other New Zealander has ever been accepted…. I will undoubtedly become a successful film director, this I am sure of, and my success will lie in my contribution to the promotion of a country and a culture, which resides firmly in my heart and not in someone's pocket. Film making is all about story telling. Everybody has one; its just so many of them are left untold. I just hope to tell a few in my lifetime, to hold them up for everyone to celebrate. Film is a fantastic medium for that. And as for stories, this is simply one of them."

Overview

Approximately 6,300 grants were awarded to individuals in Fiscal Year 2001. Grants are given to American students, teachers, and scholars to study, teach, lecture and conduct research in more than 140 countries in the world, and foreign nationals to engage in similar activities in the United States.

Individuals are selected on the basis of academic or professional qualifications and leadership potential, plus ability and willingness to share ideas and experiences with people of diverse cultures.

The largest source of funding for the Fulbright Program is an annual appropriation made by the Congress to the Department of State. Participating foreign governments, as well as host institutions in the United States and abroad, contribute through direct funding, as well as by indirect support such as salary supplements, tuition waivers and university housing.

In 2001, the Congressional appropriation to the Department of State for the Fulbright program was $121.7 million. Foreign governments through binational commissions added $29.2 million more. A separate appropriation of $6.68 million was provided for Fulbright programs administered through the Department of Education.

Exchange Programs at the Department of State

Fulbright Student Program

- Offered to U.S. and foreign graduate students and graduating seniors
- 1,109 Americans studied abroad with either full or partial support from the Fulbright Program
- 2,376 foreign students were offered new or renewed grant awards for study at U.S. universities

Fulbright Scholar Program

- Offered to scholars and professionals who lectured and/or conducted research in a wide variety of academic and professional fields in the humanities, social sciences, physical sciences, business administration and American Studies
- 727 Americans studied and taught in 120 foreign countries
- 650 foreign scholars came to the U.S. to lecture or conduct post-doctoral research for an academic year or term
- 30 foreign Scholars-In-Residence spent up to a year teaching on U.S. college and university campuses, with a focus in 2000 on institutions that serve minority audiences such as Historically Black Colleges and Universities, Hispanic Institutions, Tribal Colleges and small liberal arts and community colleges.

Fulbright Teacher and Administrator Exchange Program

- One-on-one exchange of U.S. and foreign teachers and educational administrators, primarily at the secondary level
- 374 participants from over 30 countries worldwide

The Hubert H. Humphrey Fellowship Program

- Mid-level professionals from developing or newly democratized nations come to the U.S. for a year of professional development and academic work at the graduate level
- Grants are given in various fields including public health, economic development, finance and banking, environmental management, educational planning, and law and human rights
- In 2001, there were 147 Humphrey Fellows from 47 countries and regions
- 3,000 Fellows from over 100 countries and regions have participated in the program since its inception

The Fulbright American Studies Institutes

- Intensive six-week seminars held in the United States each summer for college and university faculty from abroad who teach about the United States in various fields of the humanities and social sciences
- Grants are made to U.S. host institutions to conduct Institute programs
- In 2001, 204 scholars from 92 countries attended 10 institutes
- Over the past five years, more than 1,000 teachers and scholars from abroad have attended summer institutes in American studies

Fulbright Summer Institutes

- 28 education professionals from South Africa attended a six-week institute at Ohio University concentrating on the teaching of English, curriculum and education reform
- 16 administrators from Francophone and Lusophone Africa attended a six-week program to strengthen management skills for the teaching of English as a foreign language hosted by the University at Buffalo, State University of New York

Exchange Programs at the Department of Education

The Modern Foreign Language and Area Studies Training Programs, authorized by Section 102(b)(6) of the Fulbright-Hays Act, are operated by the U.S. Department of Education under a separate Congressional appropriation. Designed to promote and improve modern foreign language training and area studies in the United States without providing for reciprocal exchanges, these programs involved a total of 857 Americans in 2001.

The Fulbright-Hays Doctoral Dissertation Research Abroad Program

- Awarded 129 fellowships, through U.S. institutions of higher education, to Ph.D candidates to engage in full-time dissertation research abroad in modern foreign languages and area studies
- Emphasis of study was on languages and areas not commonly taught in the United States

The Fulbright-Hays Faculty Research Abroad Program

- Awarded 26 fellowships, through U.S. institutions of higher education, state departments of education, and private nonprofit educational organizations

The Fulbright-Hays Group Projects Abroad Program

- Awarded 733 grants to U.S. institutions of higher education, state departments of education, and private nonprofit educational organizations
- Grants are for group projects in research, training and curriculum development

The Fulbright-Hays Seminars Abroad

- 155 U.S. teachers, school administrators, social studies supervisors, and curriculum directors participated in short-term seminars overseas
- Seminars focused on the history, culture and language of participating foreign country
- Many of these seminars have been initiated through bilateral agreements between the Department of Education and selected ministries abroad

Principal Organizations for the Fulbright Program

J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the Fulbright educational exchange program. The intent was to establish an impartial and independent body which would assure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of grantees and of educational institutions qualified to participate. The Board sets policies and procedures for administration of the program, has final responsibility for approving selection of all grantees, and supervises the conduct of the program both in the United States and abroad. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural and public life.

U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) serves as the administrative and executive arm of the Fulbright Program. Since October 1, 1999 authority over the program rests with the Secretary of State but is then delegated to the Under Secretary for Public Diplomacy and Public Affairs who then gives this authority to the Assistant Secretary for Educational and Cultural Affairs. ECA has fiscal responsibility for the preparation of an annual budget request to Congress and makes decisions on how allocations of the funds, finally approved by Congress, will be made to participating countries. Under policies established by the Fulbright Foreign Scholarship Board, Bureau staff administers the Fulbright exchange program, negotiates agreements covering educational interchange with foreign governments, maintains liaison with U.S. Embassies overseas on exchanges, and, in Washington, seeks the help and cooperation of other U.S. government and private agencies on certain aspects of the program. In U.S. Embassies abroad, exchange program activities are the responsibility of a Public Affairs Officer or a Cultural Affairs Officer. At least one of these officers is a member of the local binational commission and maintains for the Bureau the liaison with the commission on policy and program matters. In countries where there is no commission, the Cultural Affairs Officer or Public Affairs Officer administers the educational exchange program.

U.S. Department of Education

The U.S. Department of Education's Office of Postsecondary Education administers the Modern Foreign Language and Areas Studies program authorized by section 102 (b)(6) of the Fulbright-Hays Act. This program differs from other Fulbright-Hays activities in that its objectives are research and training with no provision for lecturing assignments overseas and no direct exchanges. The program is meant to improve U.S. education in modern foreign language and area studies, and is a part of the U.S. educational effort in those fields.

Cooperating Organizations for the Fulbright Program

The Institute of International Education (IIE) handles day-to-day supervision of the majority of foreign student grantees in the United States and assists in a preliminary review of U.S. student candidates competing for awards. IIE also supervises the Humphrey Fellowship Program, which brings to the United States mid-career professionals from developing countries.

The Council for International Exchange of Scholars (CIES), affiliated with the Institute of International Education, assists in the exchange of lecturers and research scholars. It conducts a preliminary selection of U.S. lecturer and research scholar candidates and assists in the day-to-day administration of the exchange program for research scholars and lecturers from abroad.

LASPAU: Academic and Professional Programs for the Americas assists in the administration of the Fulbright Faculty Development Program for Latin America and the Caribbean Amazon Basin Scholarship Program. They also assist with the Caribbean and Central America Ecology Program and collaborate with Fulbright Commissions in the Americas to increase cost-sharing agreements.

AMIDEAST, with field offices in the Middle East and North Africa, arranges study in the United States for graduate students from the region and handles the day-to-day supervision of these students.

The International Institute of the Graduate School of the U.S. Department of Agriculture assists in administration and recruitment for the one-on-one exchange of Fulbright Teachers. This includes processing of U.S. applicants and the matching of U.S. participants with foreign counterparts.

The Academy for Educational Development (AED) provides support to the Fulbright Educational Partnership Program, which promotes cooperation between U.S. colleges and universities and foreign post-secondary institutions through faculty and staff exchanges designed to ensure a broad and coherent institutional impact. AED coordinates the independent review of proposals by professional and scholarly experts and assists in the development of projects.

Other Organizations Supporting the Fulbright Program

The Fulbright Association

The Fulbright Association, the U.S.-based private, nonprofit membership organization of Fulbright alumni and friends, supports the Fulbright Program through advocacy, public education, and enrichment programs for visiting Fulbrighters. There are sister Fulbright alumni organizations in approximately 60 other countries. The U.S. association has more than 6,000 individual members and 160 colleges, universities and international organizations that participate as institutional members. Chapters in 41 areas throughout the United States, organized by alumni volunteers, acquaint visiting Fulbrighters with their host communities.

The Fulbright Association also sponsors the J. William Fulbright Prize for International Understanding and an annual conference. The 24th annual conference explored the topic "Transforming Transitions: A Fulbright Perspective" and included panels on the digital divide, art as ambassador, and shaping civil society. The Fulbright Association also administers the Selma Jeanne Cohen Fund for International Scholarship on Dance, which supports an endowed lecture on dance history or scholarship at the Association's conference. Robin Grove of the University of Melbourne in Australia gave the 2001 Cohen Fund Lecture.

Principal Organizations Overseas for the Fulbright Program

Binational Commissions

There are now 51 active binational commissions in countries which have entered into executive agreements with the United States to conduct a program of educational exchanges. Belgium and Luxembourg share a single commission in Brussels. In addition, there is a Fulbright office serving Taiwan. They are always binational, composed equally of distinguished national educators and cultural leaders and of Americans from the U.S. Embassy and the resident American community. A commission's purpose is to administer the educational exchange program on an impartial and binational basis, to assure that grantees and educational institutions participating in the program are qualified to do so, and to plan and propose educational exchanges that are in keeping with the needs and educational resources of each country.

Binational Educational Exchange Agreements

Country	*Date Signed*	*Country*	*Date Signed*
Afghanistan (inactive)	August 20, 1963	Japan	August 28, 1951
Argentina	November 5, 1956	Jordan	May 12, 1993
Australia	November 26, 1949	Korea	April 28, 1950
Austria	June 6, 1950	Liberia (inactive)	May 8, 1964
Belgium and Luxembourg	October 8, 1948	Malaysia	January 28, 1963
Brazil	November 5, 1957	Mexico	November 20, 1990
Bulgaria	September 2, 1992	Morocco	February 12, 1982
Burma (inactive)	December 22, 1947	Nepal	June 9, 1961
Canada	February 13, 1990	Netherlands	May 17, 1949
Chile	March 31, 1955	New Zealand	September 14, 1948
Colombia	January 9, 1957	Norway	May 25, 1949
Cyprus	January 18, 1962	Pakistan	September 23, 1950
Czech Republic	January 14, 1991	Paraguay (inactive)	April 4, 1957
Denmark	August 23, 1951	Peru	May 3, 1956
Ecuador	October 31, 1956	Philippines	March 23, 1948
Egypt	November 3, 1949	Poland	October 20, 1995
Ethiopia (inactive)	December 6, 1961	Portugal	March 19, 1960
Finland	July 2, 1952	Romania	July 30, 1992
France	October 22, 1948	South Africa	February 17, 1997
Germany	July 18, 1952	Slovak Republic	September 22, 1994
Ghana (inactive)	January 24, 1962	Spain	October 16, 1958
Greece	April 23, 1948	Sri Lanka	November 17, 1952
Hungary	December 6, 1990	Sweden	November 20, 1952
Iceland	February 23, 1957	Thailand	July 1, 1950
India	February 2, 1950	Tunisia (inactive)	November 18, 1963
Indonesia	July 15, 1992	Turkey	December 27, 1949
Iran (inactive)	September 1, 1949	United Kingdom	September 22, 1948
Iraq (inactive)	August 16, 1951	Uruguay	July 22, 1960
Ireland	March 16, 1957	Yugoslavia (inactive)	November 9, 1964
Israel	July 26, 1956	Taiwan*	November 30, 1957
Italy	December 18, 1948		

*The U.S. recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. maintains unofficial relations with the people of Taiwan.

Total Funding from All Sources for Fiscal Year 2001*

U.S. Government	Department of State	112,779,000
	Department of Education	10,000,000
Foreign Governments		27,979,656
Private Sector	U.S. In-kind Support and Foreign In-kind Support	46,437,894
	Private Donations	18,369,133
Total Funding *(in U.S. Dollars)*		**$215,565,683**

**Includes funds for Fulbright Student, Scholar and Study of U.S. Programs, Teacher and Administrator Program, and the Humphrey Program*

Countries Where Foreign Government Direct Financial Contributions Exceed U.S.Government Contributions in Fiscal Year 2001*

Country	*Foreign Government Direct Financial Contributions*	*U.S. Government Direct Financial Contributions*
Austria	427,968	294,321
Denmark	284,937	277,000
Finland	236,581	208,600
Germany	3,771,091	2,773,000
Japan	3,701,733	2,159,317
Mexico	2,509,100	2,100,671
Netherlands	373,599	337,000
Norway	647,961	314,400
Philippines**	2,404,429	957,837
Portugal	480,773	304,260
Spain	2,305,790	970,930
Switzerland	87,000	50,000
Total *(in U.S. Dollars)*	**$17,231,962**	**$10,747,336**

** Includes funds for Fulbright Student, Scholar and Study of U.S. Programs, Teacher and Administrator Exchange Program, and the Humphrey Program*
***Includes PL-480 funds for Fulbright-Philippine Agriculture Scholarship Program (FPASP)*

Student, Scholar, and Study of the U.S.

Country	*Foreign Government Direct Financial and In-Kind Support*	*Overseas Private Contributions and In-Kind Support*
Argentina	231,200	1,120,629
Australia	293,728	366,713
Austria	427,968	361,863
Belgium/Luxembourg	255,596	7,906
Benin	0	3,280
Botswana	0	14,500
Brazil	341,700	121,775
Bulgaria	12,000	3,950
Burkina Faso	0	3,000
Canada	350,000	490,210
Chile	391,013	539,650
China*	0	275,000
Croatia	61,000	0
Cyprus	102,000	51,000
Colombia	515,170	635,922
Czech Republic	314,532	15,000
Denmark	298,745	73,983
Ecuador	0	224,465
Egypt	0	673,524
Eritrea	0	2,000
Ethiopia	0	15,000
European Union	54,786	11,318
Finland	224,581	249,588
France	468,493	41,346
Germany	3,563,091	1,994,950
Ghana	0	37,000
Greece	186,000	380,000
Honduras	0	1,000
Hong Kong	12,000	115,300
Hungary	101,695	30,088
Iceland	165,000	60,000
India	52,356	198,886
Indonesia	109,620	252,105
Ireland	177,034	248,509
Israel	565,000	122,932
Italy	705,219	52,656
Ivory Coast	0	8,000
Jamaica	0	24.000
Japan	3,029,733	633,303
Jordan	100,000	66,882
Kenya	0	28,700
Latvia	0	45,750
Lithuania	5,500	0
Malawi	0	5,000
Malaysia	52,973	149,472
Malta	15,000	0
Mauritius	0	4,725
Mexico	2,443,100	189,648
Morocco	596,205	230,000
Mozambique	0	25,000
Namibia	0	15,048
Nepal	6,698	10,177
Netherlands	373,599	20,000
New Zealand	108,480	219,574
Nigeria	0	5,200
Norway	685,961	86,368
Pakistan	7,734	1,640
Peru	278,868	195,370
Philippines	248,845	265,247
Philippines-FPASP	2,155,584	0
Poland	90,391	88,850
Portugal	480,773	262,869
Romania	114,65	11,350
Rwanda	0	2,400
Senegal	0	14,200
Singapore	70,000	0
Slovak Republic	47,273	5,000
Slovenia	80,000	0
South Africa	105,263	14,415
South Korea	584,860	742,652
Spain	2,439,772	892,594
Sri Lanka	1,540	26,460
Swaziland	0	14,755
Sweden	239,987	50,796
Switzerland	87,000	42,000
Syria	80,000	0
Taiwan*	757,096	660,263
Tanzania	0	9,000
Thailand	119,048	122,576
Trinidad & Tobago	0	40,000
Tunisia	7,800	0
Turkey	122,393	70,410
Uganda	0	17,750
United Kingdom	721,780	893,049
Uruguay	66,958	39,200
Venezuela	0	30,629
Vietnam	250,000	0
Zimbabwe	0	10,500
Total *(in U.S. Dollars)*	**$26,507,356**	**15,085,843**

* The U.S. recognizes the government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. retains unofficial relations with the people of Taiwan.

Foreign Contributions to the Fulbright Program • 2001–2002

Teacher and Administrator Exchange Program Fiscal Year 2001

Country	*Foreign Government Direct Financial and In-Kind Support*	*Overseas Private Contributions Direct Financial and In-Kind Support*
Argentina	0	43,000
Benin	0	28,800
Brazil	0	48,000
Chile	0	20,000
Colombia	5,000	17,000
Czech Republic	6,000	38,400
Estonia	0	115,200
Finland	12,000	280,000
France	33,000	275,000
Germany	280,000	560,000
Hungary	4,500	28,800
Italy	18,000	0
Japan	672,000	0
Latvia	0	24,000
Mexico	66,000	10,000
Morocco	0	5,000
Norway	9,000	105,000
Poland	4,500	28,800
Romania	4,500	28,800
Senegal	0	43,200
Slovak Republic	3,000	19,200
Spain	15,000	110,000
South Africa	100,000	35,190
Turkey	18,000	18,000
United Kingdom	55,000	1,388,000
Uruguay	10,800	0
Zimbabwe	3,000	3,900
Total	**$1,319,300**	**$3,273,290**

(in U.S. Dollars)

Foreign Contributions to the Fulbright Program • 2001–2002

Humphrey Program Fiscal Year 2001

Country	*Foreign Government Direct Financial and In-Kind Support*	*Overseas Private Contributions Direct Financial and In-Kind Support*
China*	0	10,000
Croatia	3,000	0
South Korea	150,000	0
Total	**$153,000**	**$10,000**

(in U.S. Dollars

* The U.S. recognizes the government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. retains unofficial relations with the people of Taiwan.

During the Academic Year 2001–2002, all 50 States plus the District of Columbia and Puerto Rico participated in the Fulbright Program.

Fulbrighters by State • Academic Year 2001-02

State	*U.S. Grantees*	*Foreign Grantees*
Alabama	15	13
Alaska	8	2
Arizona	31	66
Arkansas	4	7
California	260	394
Colorado	66	31
Connecticut	45	41
Delaware	3	10
DC	42	155
Florida	51	91
Georgia	34	80
Hawaii	14	13
Idaho	3	4
Illinois	96	262
Indiana	44	81
Iowa	16	49
Kansas	25	41
Kentucky	15	33
Louisiana	13	65
Maine	15	5
Maryland	50	130
Massachusetts	119	341
Michigan	73	108
Minnesota	59	62
Mississippi	4	11
Missouri	16	38
Montana	18	114
Nebraska	12	14
Nevada	6	2
New Hampshire	11	9
New Jersey	62	61
New Mexico	19	23
New York	209	563
N. Carolina	58	75
N. Dakota	2	3
Ohio	67	97
Oklahoma	13	29
Oregon	56	36
Pennsylvania	129	191
Puerto Rico	2	2
Rhode Island	20	22
S. Carolina	15	25
S. Dakota	6	2
Tennessee	11	19
Texas	109	124
Utah	21	13
Vermont	8	9
Virginia	77	88
Washington	70	68
West Virginia	3	3
Wisconsin	52	57
Wyoming	5	4
Total	**2,182**	**3,786**
U.S. and Foreign Total		**5,968**

Numbers include new and renewed grants for academic year 2001–2002.

Grantees under the following programs are included: Fulbright Student Program, Fulbright Senior Scholar Program, Fulbright Teacher and Administrator Exchange Program, Fulbright American Studies Institutes, and the Hubert H. Humphrey Program.

Hubert H. Humphrey
FELLOWSHIP PROGRAM

"We, a family of Humphrey Fellows, will bring a great spirit of mutual understanding and willingness to make this world, our village, country, region, and global community, a better place to live," writes Birute Mockiene as Lithuania's premier Humphrey Fellow.

The Humphrey Fellowship Program combines graduate-level academic work with a professional affiliation in the public, private, or non-profit sector. Fellows are placed in non-degree programs at universities around the United States in clusters according to professional and academic interests.

Since the Program's creation in 1978, nearly 3,000 professionals have participated from 120 countries. The United States Congress through the State Department's Bureau of Educational and Cultural Affairs provides funding for the program. The J. William Fulbright Foreign Scholarship Board has overall responsibility for the final selection of Humphrey Fellows.

International Women's Day at the U.S. Department of State included participation by Humphrey Fellow, Betty Kemal Taruc. Ms. Taruc, from Indonesia, is director of the Alifa Foundation and founder of the Mantif Foundation, a training and counseling center for women and families in Jakarta. She is also senior clinical psychologist at the Wisma Adiksi Drug Abuse Treatment Center. As a Humphrey Fellow, Ms. Taruc focused on community-based mental health programs for drug abuse prevention and treatment. The Johns Hopkins University's Department of Mental Hygiene hosts the program in the fields of drug and alcohol abuse policy, treatment and prevention.

During the 2000-2001 year Humphrey Fellows spent ten months at one of twelve U.S. universities. In addition to their academic work, Humphrey Fellows develop ties with their American professional counterparts in many ways. They visit organizations, consult and work with experts in their areas of professional interest, and participate in community outreach. Fellows also attend conferences together with their colleagues, such as the Washington Seminar.

In the Humphrey Fellows annual report 2000-2001, Sylvia Zulu was quoted saying, "how powerful the Hubert Humphrey Fellowship Program network is – whatever continent I travel to, there will always be at least one member of the HHH family that I can contact."

In January, the Nepal Association of Humphrey Fellows in cooperation with the Nepal Fulbright Commission and the U.S. Embassy in Kathmandu arranged an alumni conference for South Asian Humphrey alumni. Fifty-three Humphrey alumni met in Nepal's capital for four days in February to discuss "Good Governance in South Asia." Due to the restrictions against the utilization of Indian airspace by Pakistani aircraft, the delegation from Pakistan traveled overnight to connect in Bangkok in order to attend the conference. At the concluding session, one of the delegates from Pakistan expressed his appreciation for "the very special relationship and dialogue that we have developed and enjoyed with the delegates from India. Despite tensions on our borders, our experiences this week remind us of the potential for understanding between our countries." By the end of the conference, the Indian and Pakistani Humphrey alumni could be heard singing traditional Punjabi songs late into the night.

In September 2001, The Korea Institute of Public Administration and Korean Humphrey Alumni organized a regional conference on "The Changing Role of Government in the 21st Century."

This year, a new opportunity has been created specifically for Humphrey Alumni. Alumni Impact Awards allow Humphrey Fellows to pursue objectives that expand the impact of the knowledge and skills they gained as a result of their Humphrey experiences. The awards are jointly funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education Legacy Fund. One award recipient, Dr. Jiatong Zhuo (Emory University, 1997-98), received a grant to publish and distribute in China the first Chinese language training manual on the subject of sexually transmitted infections.

Significant accomplishments have been seen in the Fellows' employment, development of knowledge and skills, contacts with Americans and other Fellows, and understanding of America. For example, this year, Humphrey Alumnus Alan Kyerematen was named Ambassador to the United States from Ghana. The Humphrey Fellowship year enriches multinational communities of professionals, implementing long-lasting developments at home and abroad.

For more information on the Hubert H. Humphrey Fellowship Program, please contact the Humphrey Fellows Office, United States Department of State, 301 4th Street SW, Washington, D.C. 20547, Telephone: 202-619-5298.

Betty Kemal Taruc, is a 2001-2002 Indonesian Hubert H. Humphrey Fellow. She represented the Humphrey Program at International Women's Day at the Department of State, and is here pictured, right, with Secretary of State Colin Powell, center, and Merve S. Kevakc, Parliamentarian Grand National Assembly of Turkey, left.

Africa

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Angola	4			2	2	1	9
Benin	5	1		2	1		9
Botswana	5					1	6
Burkina Faso	1		1	2	2		6
Burundi							0
Cameroon	7	2		1	1	5	16
Cape Verde							0
C.A.R.							0
Chad	4				1		5
Congo (Dem. Rep. Of)	2			1	1	1	5
Congo (Brazzaville)							0
Djibouti							0
Eq. Guinea							0
Eritrea	3					2	5
Ethiopia	6	1			1	2	10
Gabon							0
Gambia							0
Ghana	9	2	1			1	13
Guinea	2				1		3
Guinea Bissau							0
Ivory Coast	7	1			1	2	11
Kenya	10	4	2		2	2	20
Lesotho							0
Liberia					1	1	2
Madagascar	7	1			1	1	10
Malawi	4		2			1	7
Mali	4			1		1	6
Mauritania							0
Mauritius	5	1					6
Mozambique	5			2			7
Namibia	5	1				1	7
Niger	4	1			1		6
Nigeria	10	4	4	24	5	3	50
Rwanda	5			1	1	1	8
Sao Tome							0
Senegal	5	2		5	1	2	15
Seychelles							0
Sierra Leone							0
Somalia							0
South Africa	37	4	2	140	1	2	186
St. Helena							0
Swaziland	6					1	7
Tanzania	5		2		2	1	10
Togo	3			2		1	6
Uganda	5	1			2	3	11
Zambia	4				1	1	6
Zimbabwe	5	1	4	2		1	13
Multicountry							0
TOTAL	**184**	**27**	**18**	**185**	**29**	**38**	**481**

*This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Angola					0	9
Benin	3		1	1	5	14
Botswana	3	2	1		6	12
Burkina Faso			1		1	7
Burundi					0	0
Cameroon	3		1		4	20
Cape Verde					0	0
C.A.R.					0	0
Chad					0	5
Congo (Dem. Rep. Of)					0	5
Congo (Brazzaville)					0	0
Djibouti					0	0
Eq. Guinea					0	0
Eritrea	1		1		2	7
Ethiopia	2		3		5	15
Gabon	1				1	1
Gambia					0	0
Ghana	4	2	5		11	24
Guinea			1		1	4
Guinea Bissau					0	0
Ivory Coast	2		2		4	15
Kenya	4	1	4		9	29
Lesotho					0	0
Liberia					0	2
Madagascar	2	2	1		5	15
Malawi	3		1		4	11
Mali	5				5	11
Mauritania					0	0
Mauritius	1		1		2	8
Mozambique	3		2		5	12
Namibia	3		4		7	14
Niger					0	6
Nigeria	5		4		9	59
Rwanda			1		1	9
Sao Tome					0	0
Senegal	5	2	2	2	11	26
Seychelles					0	0
Sierra Leone					0	0
Somalia					0	0
South Africa	10		13	4	27	213
St. Helena					0	0
Swaziland	2		0		2	9
Tanzania	5	1	1		7	17
Togo		1			1	7
Uganda	2		3		5	16
Zambia	3				3	9
Zimbabwe			3		3	16
Multicountry	2		2		4	4
TOTAL	**74**	**11**	**58**	**7**	**150**	**631**

Africa-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Angola	35	1	0	12	2	2	2	54
Benin	45	10	1	19	0	1	19	95
Botswana	54	6	1	0	0	0	15	76
Burkina Faso	27	13	1	16	1	2	21	81
Burundi	61	8	2	5	0	0	21	97
Cameroon	88	39	8	9	1	1	34	180
Cape Verde	2	3	0	9	0	0	1	15
Central African Rep.	14	3	0	17	0	0	5	39
Chad	16	1	1	7	0	1	4	30
Congo (Dem. Rep. Of)	74	44	5	35	0	3	27	188
Congo (Rep. Of)	21	10	4	9	0	0	5	49
Djibouti	5	0	0	1	0	0	6	12
Equatorial Guinea	1	0	0	0	0	0	1	2
Eritrea	11	0	0	0	1	0	4	16
Ethiopia	152	54	3	4	2	1	47	263
Gabon	16	3	1	9	1	0	8	38
Gambia	12	0	0	2	0	0	7	21
Ghana	267	107	28	23	0	10	79	514
Guinea	16	4	3	9	0	1	14	47
Guinea Bissau	1	2	0	1	0	0	3	7
Ivory Coast	95	51	3	16	0	1	25	191
Kenya	375	75	22	20	2	2	49	545
Lesotho	36	12	1	3	0	0	17	69
Liberia	182	4	2	41	3	34	33	299
Madagascar	52	17	2	17	2	1	22	113
Malawi	70	11	2	14	0	0	39	136
Mali	45	6	0	39	0	0	25	115
Mauritania	15	3	0	7	1	0	1	27
Mauritius	43	15	2	4	0	0	19	83
Mozambique	60	8	0	7	0	0	9	84
Namibia	40	5	1	4	0	0	12	62
Niger	32	11	1	19	1	1	9	74
Nigeria	287	218	58	47	5	7	78	700
Rwanda	42	14	1	21	1	1	20	100
Sao Tome	1	0	0	0	0	0	1	2
Senegal	67	63	6	72	1	1	38	248
Seychelles	0	0	0	0	0	0	0	0
Sierra Leone	64	10	7	8	0	0	31	120
Somalia	122	4	0	0	0	0	13	139
South Africa	930	98	12	410	3	8	54	1515
St. Helena	0	0	0	0	0	0	0	0
Swaziland	49	3	6	0	2	0	12	72
Tanzania	261	65	17	26	1	2	69	441
Togo	53	32	2	23	0	0	21	131
Uganda	260	51	4	12	1	2	43	373
Zambia	181	28	7	16	0	7	31	270
Zimbabwe	166	39	11	24	0	0	31	271
Multicountry	0	0	0	0	0	0	0	0
TOTAL	**4446**	**1151**	**225**	**1037**	**31**	**89**	**1025**	**8004**

*This number included new and renewal grants where applicable.

Grants to U.S. Citizens 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Angola	1	0	3	0	4	58
Benin	12	4	16	17	49	144
Botswana	25	12	54	0	91	167
Burkina Faso	9	2	16	0	27	108
Burundi	8	1	25	2	36	133
Cameroon	28	4	49	1	82	262
Cape Verde	4	0	1	0	5	20
Central African Rep.	8	0	3	0	11	50
Chad	1	1	5	1	8	38
Congo (Dem. Rep. Of)	21	19	30	0	70	258
Congo (Rep. Of)	4	2	14	0	20	69
Djibouti	0	0	0	0	0	12
Equatorial Guinea	0	0	1	0	1	3
Eritrea	7	0	10	0	17	33
Ethiopia	18	7	64	0	89	352
Gabon	6	1	18	0	25	63
Gambia	3	1	0	1	5	26
Ghana	79	23	129	5	236	750
Guinea	10	2	15	2	29	76
Guinea Bissau	4	1	0	0	5	12
Ivory Coast	27	28	37	0	92	283
Kenya	71	28	104	3	206	751
Lesotho	18	4	49	0	71	140
Liberia	9	4	100	8	121	420
Madagascar	27	10	13	1	51	164
Malawi	19	3	57	2	81	217
Mali	22	6	11	2	41	156
Mauritania	3	0	3	0	6	33
Mauritius	12	5	31	0	48	131
Mozambique	15	2	18	0	35	119
Namibia	19	6	18	4	47	109
Niger	12	2	25	0	39	113
Nigeria	132	33	165	10	340	1040
Rwanda	1	2	21	1	25	125
Sao Tome	0	0	0	0	0	2
Senegal	71	12	58	31	172	420
Seychelles	1	1	0	2	4	4
Sierra Leone	11	6	29	3	49	169
Somalia	1	5	8	3	17	156
South Africa	94	32	122	34	282	1797
St. Helena	0	0	0	1	1	1
Swaziland	8	2	21	0	31	103
Tanzania	63	28	75	7	173	614
Togo	15	5	17	0	37	168
Uganda	37	30	62	5	134	507
Zambia	19	25	68	13	125	395
Zimbabwe	45	23	123	8	199	470
Multicountry	10	29	22	0	61	61
TOTAL	**1010**	**411**	**1710**	**167**	**3298**	**11302**

East Asia and Pacific

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Australia	14	4	3		3		24
Brunei							0
Burma						3	3
Cambodia	16				2		18
China (PRC)	8	18	5		5	5	41
Fiji							0
Hong Kong							0
Indonesia	46	5			5	3	59
Japan	42	18		20	9		89
Korea	20	20	5		5	3	53
Laos	7				1	2	10
Malaysia	8	7	4		1	1	21
Mongolia	4				1	1	6
New Zealand	13	5			4		22
Pacific Islands							0
Papua New Guinea							0
Philippines	42	2	1		6	4	55
Singapore	5	3	1				9
Solomon Islands							0
Taiwan	16	19			2		37
Thailand	20	3	2			1	26
Vietnam	63	6	1		2		72
Multicountry							0
TOTAL	**324**	**110**	**22**	**20**	**46**	**23**	**545**

*This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Australia	15	2	4		21	45
Brunei					0	0
Burma					0	3
Cambodia			4		4	22
China (PRC)	30	8	23		61	102
Fiji					0	0
Hong Kong	5		5		10	10
Indonesia	17	2	8		27	86
Japan	32	22	9		63	152
Korea	60	6	4		70	123
Laos					0	10
Malaysia	2		8		10	31
Mongolia			1		1	7
New Zealand	16		6		22	44
Pacific Islands					0	0
Papua New Guinea					0	0
Philippines	8	1	3		12	67
Singapore	4		1		5	14
Solomon Islands					0	0
Taiwan	10	4	9		23	60
Thailand	13	2	11		26	52
Vietnam	9	3	6		18	90
Multicountry					0	0
TOTAL	**221**	**50**	**102**	**0**	**373**	**918**

East Asia and Pacific-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Australia	1106	983	173	321	0	4	0	2587
Brunei	4	2	0	1	0	0	1	8
Burma	306	90	5	97	0	3	26	527
Cambodia	220	1	2	12	1	2	2	240
China (PRC)	178	292	62	12	5	10	54	613
Fiji	37	3	1	10	0	0	20	71
Hong Kong	50	11	3	29	0	1	0	94
Indonesia	877	72	84	86	4	7	47	1177
Japan	3946	1887	250	468	8	40	1	6600
Korea	931	395	63	70	2	23	51	1535
Laos	77	1	2	66	1	1	9	157
Malaysia	360	189	66	125	1	13	33	787
Mongolia	25	4	0	0	1	1	5	36
New Zealand	642	328	75	212	0	4	0	1261
Pacific Islands	31	5	1	2	0	0	4	43
Papua New Guinea	50	0	0	0	0	0	17	67
Philippines	1540	117	50	112	5	49	72	1945
Singapore	138	62	8	23	0	0	4	235
Solomon Islands	2	0	0	0	0	0	0	2
Taiwan	480	341	51	66	3	29	20	990
Thailand	1146	36	61	87	1	6	60	1397
Vietnam	430	29	4	21	3	5	6	498
Multicountry	0	24	9	0	0	0	0	33
TOTAL	**12576**	**4872**	**970**	**1820**	**35**	**198**	**432**	**20903**

*This number includes new and renewal grants where applicable.

Grants to U.S. Citizens 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Australia	545	415	620	155	1735	4322
Brunei	0	0	3	0	3	11
Burma	19	27	85	50	181	708
Cambodia	1	0	6	42	49	289
China (PRC)	117	194	464	0	775	1388
Fiji	17	3	36	3	59	130
Hong Kong	70	9	109	2	190	284
Indonesia	155	28	156	66	405	1582
Japan	539	595	617	117	1868	8468
Korea	363	151	343	9	866	2401
Laos	0	0	6	58	64	221
Malaysia	49	41	219	4	313	1100
Mongolia	0	0	8	0	8	44
New Zealand	348	250	307	106	1011	2272
Pacific Islands	14	4	13	3	34	77
Papua New Guinea	10	9	12	2	33	100
Philippines	216	94	309	17	636	2581
Singapore	67	32	63	2	164	399
Solomon Islands	0	0	0	0	0	2
Taiwan	126	136	283	3	548	1538
Thailand	114	58	281	41	494	1891
Vietnam	39	6	77	53	175	673
Multicountry	0	12	24	2	38	71
TOTAL	**2809**	**2064**	**4041**	**735**	**9649**	**30552**

Europe

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Albania	6	2				1	9
Austria	24		8				32
Belgium	18	5	1		1		25
Bosnia-Herzegovina		3			3	1	7
Bulgaria	8	8	1		3	1	21
Croatia	5	7			1	2	15
Cyprus	16				2		18
Czech Republic	17	7	2	4	3	3	36
Denmark	26	8			1		35
Estonia	2	3		1	1	2	9
European Union		4	1				5
Finland	20	11		7	0		38
France	20	19		16	3		58
Germany	154		13	12	9		188
Gibraltar					0		0
Greece	35	11			2		48
Hungary	16	15	0	5	2		38
Iceland	14	1			1		16
Ireland	19	5	2				26
Italy	20	14	4		3		41
Latvia	5	4		3	1	2	15
Liechtenstein							0
Lithuania	4	4			1	1	10
Luxembourg					1		1
FYR of Macedonia	6	3			1	1	11
Malta		0				0	0
Netherlands	20	0		0	1		21
Norway	21	18		3	4		46
Poland	15	17		2	3	3	40
Portugal	58	0			1		59
Romania	15	11	1	2	3	3	35
Serbia & Montenegro		10					10
Slovakia	3	5		1	0	2	11
Slovenia	3	5				0	8
Spain	47	48		2	3		100
Sweden	12	14			0		26
Switzerland	6		2				8
Turkey	21	18		29	1	1	70
United Kingdom	19	4	15	72	0		110
Multicountry							0
TOTAL	**675**	**284**	**50**	**159**	**55**	**23**	**1246**

This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Albania	5	0	2		7	16
Austria	20	5	11		36	68
Belgium	12	2	6		20	45
Bosnia-Herzegovina			4		4	11
Bulgaria	10		12	0	22	43
Croatia	4		5		9	24
Cyprus	1		7		8	26
Czech Republic	5	2	13	4	24	60
Denmark	9	2	7		18	53
Estonia	3		5	1	9	18
European Union	2	1	0		3	8
Finland	9	4	16	7	36	74
France	21	7	1	16	45	103
Germany	202	5	38	27	272	460
Gibraltar					0	0
Greece	12	2	10		24	72
Hungary	12	3	11	5	31	69
Iceland	9	1	3		13	29
Ireland	4	0	9		13	39
Italy	28	4	11	10	53	94
Latvia	4		5	3	12	27
Liechtenstein					0	0
Lithuania	6		5		11	21
Luxembourg		0			0	1
Macedonia	0		3		3	14
Malta			2		2	2
Netherlands	10		3	0	13	34
Norway	14	5	7	3	29	75
Poland	14	4	18	2	38	78
Portugal	2		10		12	71
Romania	6		18	2	26	61
Serbia & Montenegro						0
Slovakia	1	0	9	1	11	22
Slovenia	3		7		10	18
Spain	36	4	7	2	49	149
Sweden	13	4	0		17	43
Switzerland	6				6	14
Turkey	7	0	9	5	21	91
United Kingdom	23	8	2	72	105	215
Multicountry					0	0
TOTAL	**513**	**63**	**276**	**160**	**1012**	**2248**

Europe-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Albania	247	64	0	0	0	0	11	322
Austria	2907	569	241	127	119	0	0	3963
Belgium	1692	696	62	274	13	3	0	2740
Bosnia-Herzegovina	0	121	0	0	0	3	32	156
Bulgaria	330	264	83	38	0	6	21	742
Croatia	186	166	0	0	0	1	12	365
Cyprus	3154	25	1	88	37	4	34	3343
Czech Republic	928	228	89	98	0	8	13	1364
Denmark	1893	494	106	135	98	2	0	2728
Estonia	114	97	0	26	0	2	3	242
European Union	0	35	83	0	0	0	0	118
Finland	1879	591	32	469	118	1	0	3090
France	6258	2014	711	1585	73	4	0	10645
Germany	20030	2089	669	2199	311	18	0	25316
Gibraltar	0	0	0	2	0	0	0	2
Greece	2099	489	29	146	71	4	26	2864
Hungary	643	442	140	151	1	3	32	1412
Iceland	870	142	4	69	42	2	0	1129
Ireland	817	103	85	429	22	0	0	1456
Italy	4012	1963	298	655	100	6	0	7034
Latvia	168	102	0	54	0	3	3	330
Liechtenstein	0	0	0	1	0	0	0	1
Lithuania	196	73	0	12	0	4	2	287
Luxembourg	47	6	0	23	4	1	0	81
Macedonia	6	60	0	0	0	2	5	73
Malta	13	19	0	16	0	0	18	66
Netherlands	2047	859	132	341	80	2	0	3461
Norway	2797	893	102	257	113	8	0	4170
Poland	1062	945	44	66	5	6	20	2148
Portugal	2151	248	20	70	49	2	15	2555
Romania	837	630	142	72	0	5	23	1709
Serbia & Montenegro		10						10
Slovak Republic	260	123	10	61	0	2	21	477
Slovenia	119	40	0	4	0	0	3	166
Spain	3565	1793	71	126	63	6	0	5624
Sweden	1060	485	83	72	80	1	0	1781
Switzerland	97	1	4	24	13	0	0	139
Turkey	1824	773	34	287	46	4	87	3055
United Kingdom	4478	2611	1054	6450	27	2	0	14622
Multicountry	0	19	23	1808	0	0	0	1850
TOTAL	**68786**	**20282**	**4352**	**16235**	**1485**	**115**	**381**	**111636**

Note: Czechoslovakia and Yugoslavia are listed for historical purposes only. As of the 1992 and 1993 reports, grants are reported under the names of the successor states. In the case of Yugoslavia (Serbia and Montenegro), no grants have been made there since 1992, when grants were first reported under the names of the successor states.

Grants to U.S. Citizens 1949-2001

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Albania	20	2	37	0	59	381
Austria	1553	200	506	88	2347	6310
Belgium	601	204	216	93	1114	3854
Bosnia-Herzegovina	0	0	36	0	36	192
Bulgaria	114	62	211	43	430	1172
Croatia	68	2	110	0	180	545
Cyprus	68	25	142	25	260	3603
Czech Republic	158	27	196	77	458	1822
Denmark	499	167	336	118	1120	3848
Estonia	42	0	63	26	131	373
European Union	12	13	21	0	46	164
Finland	424	181	602	209	1416	4506
France	5027	866	798	997	7688	18333
Germany	9601	2342	2030	2116	16089	41405
Gibraltar	0	0	0	0	0	2
Greece	444	199	297	365	1305	4169
Hungary	303	129	258	116	806	2218
Iceland	229	88	130	15	462	1591
Ireland	110	71	290	15	486	1942
Italy	3070	771	935	1108	5884	12918
Latvia	47	0	96	31	174	504
Liechtenstein	0	0	0	1	1	2
Lithuania	109	0	108	9	226	513
Luxembourg	0	3	1	3	7	88
Macedonia	4	0	41	0	45	118
Malta	4	4	55	29	92	158
Netherlands	777	303	397	457	1934	5395
Norway	621	355	353	121	1450	5620
Poland	543	111	555	46	1255	3403
Portugal	163	111	380	8	662	3217
Romania	249	98	396	50	793	2502
Serbia & Montenegro	0				0	10
Slovak Republic	57	6	111	25	199	676
Slovenia	41	18	90	4	153	319
Spain	1426	164	630	248	2468	8092
Sweden	461	151	225	16	853	2634
Switzerland	183	0	17	21	221	360
Turkey	205	98	521	199	1023	4078
United Kingdom	3430	876	761	6227	11294	25916
Multicountry	11	52	8	1911	1982	3832
TOTAL	**30674**	**7699**	**11959**	**14817**	**65149**	**176785**

Near East

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Algeria		3	2			2	7
Bahrain	1	1					2
Egypt	5	18	4		6	3	36
Gaza	6	2					8
Iraq**	1	2					3
Israel	18	15		0	1	1	35
Jordan	13	3			3	1	20
Kuwait					1		1
Lebanon	4	4			1		9
Libya							0
Morocco	32	9		5		2	48
Oman	1	2					3
Qatar		1					1
Saudi Arabia		5					5
Sudan							
Syria	9	6			1	2	18
Tunisia	6	5			4	5	20
U.A.E.		1					1
West Bank	28	3			2	2	35
Yemen	8	3				1	12
Multicountry							0
TOTAL	**132**	**83**	**6**	**5**	**19**	**19**	**264**

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Algeria					0	7
Bahrain			2		2	4
Egypt	10	3	6		19	55
Gaza			0		0	8
Iraq					0	3
Israel	14	3	11		28	63
Jordan	8		5		13	33
Kuwait	3				3	4
Lebanon			2		2	11
Libya					0	0
Morocco	15		16	2	33	81
Oman			2		2	5
Qatar		1	1		2	3
Saudi Arabia			0		0	5
Sudan						
Syria	10		3		13	31
Tunisia	1		2		3	23
U.A.E.			1		1	2
West Bank					0	35
Yemen	3		1		4	16
Multicountry		7			7	7
TOTAL	**64**	**14**	**52**	**2**	**132**	**396**

***Iraqi Expatriates*
**This number includes new and renewal grants where applicable.*

Near East-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Algeria	103	42	4	14	1	1	8	173
Bahrain	13	9	0	0	0	0	6	28
Egypt	598	567	55	86	42	9	42	1399
Gaza	55	21	0	0	0	0	15	91
Iraq	149	28	3	3	1	0	3	187
Israel	491	453	40	39	49	2	47	1121
Jordan	278	148	2	4	5	6	24	467
Kuwait	1	3	1	0	0	1	0	6
Lebanon	94	133	9	14	8	2	13	273
Libya	11	0	0	0	0	0	0	11
Morocco	453	184	18	72	0	3	21	751
Oman	4	7	0	130	0	0	7	148
Qatar	0	8	0	0	0	0	2	10
Saudi Arabia	5	48	0	1	2	1	4	61
Sudan	120	83	3	2	0	0	27	235
Syria	116	89	7	44	2	1	25	284
Tunisia	206	69	8	6	0	7	31	327
U.A.E.	0	18	2	0	0	0	1	21
West Bank	216	82	4	0	0	3	30	335
Yemen	172	31	1	65	0	0	14	283
Multicountry	0	0	4	0	0	0	0	4
TOTAL	**3085**	**2023**	**161**	**480**	**110**	**36**	**320**	**6215**

Grants to U.S. Citizens 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Algeria	7	1	36	25	69	242
Bahrain	3	2	29	0	34	62
Egypt	186	171	287	9	653	2052
Gaza	0	0	2	0	2	93
Iraq	1	18	107	19	145	332
Israel	184	180	344	11	719	1840
Jordan	110	14	146	3	273	740
Kuwait	19	4	8	0	31	37
Lebanon	1	1	60	4	66	339
Libya	0	0	7	10	17	28
Morocco	124	49	103	100	376	1127
Oman	4	0	17	0	21	169
Qatar	4	3	13	0	20	30
Saudi Arabia	2	0	27	0	29	90
Sudan						
Syria	117	15	122	13	267	551
Tunisia	37	4	49	22	112	439
U.A.E.	4	2	9	0	15	36
West Bank	0	3	45	0	48	383
Yemen	21	4	23	3	51	334
Multicountry	1	106	8	0	115	119
Total	**825**	**577**	**1442**	**219**	**3063**	**9278**

**This number includes new and renewal grants where applicable.*

New Independent States

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Armenia		3			2		5
Azerbaijan		3					3
Belarus		4			4		8
Georgia		2			2		4
Kazakhstan		8			1	2	11
Kyrgyzstan		3				1	4
Moldova		6			2	1	9
Russia	4	41	11		6	2	64
Tajikistan		2					2
Turkmenistan		2				3	5
Ukraine	14	21			2	2	39
Uzbekistan		4				1	5
Multicountry							0
TOTAL	**18**	**99**	**11**	**0**	**19**	**12**	**159**

This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Armenia	1		4		5	10
Azerbaijan	1		1		2	5
Belarus	1		3		4	12
Georgia	2		2		4	8
Kazakhstan	3		3		6	17
Kyrgyzstan	1		4		5	9
Moldova	1		3		4	13
Russia	25		35		60	124
Tajikistan					0	2
Turkmenistan					0	5
Ukraine	11		19		30	69
Uzbekistan			3		3	8
Multicountry					0	0
TOTAL	**46**	**0**	**77**	**0**	**123**	**282**

New Independent States-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Armenia	0	31	6	0	0	6	0	43
Azerbaijan	0	25	2	0	0	0	0	27
Belarus	0	40	3	0	0	8	0	51
Georgia	1	27	4	0	0	3	0	35
Kazakhstan	1	71	7	0	0	4	4	87
Kyrgyzstan	0	37	4	10	0	0	4	55
Moldova	0	35	3	0	0	2	1	41
Russia	4	340	46	77	0	8	14	489
Tajikistan	0	16	3	0	0	0	0	19
Turkmenistan	0	7	4	0	0	1	3	15
Ukraine	14	148	12	54	0	3	12	243
Uzbekistan	1	33	0	20	0	0	5	59
USSR*	403	426	333	319	0	0	0	1481
Multicountry	0	3	0	15	0	0	0	18
TOTAL	**424**	**1239**	**427**	**495**	**0**	**35**	**43**	**2663**

Grants to U.S. Citizens 1949-2001

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Armenia	1	1	23	0	25	68
Azerbaijan	1	1	13	0	15	42
Belarus	1	0	23	0	24	75
Georgia	2	0	13	0	15	50
Kazakhstan	3	0	35	0	38	125
Kyrgyzstan	1	0	27	2	30	85
Moldova	1	1	18	0	20	61
Russia	52	0	263	14	329	818
Tajikistan	0	0	4	0	4	23
Turkmenistan	0	0	4	0	4	19
Ukraine	16	0	104	11	131	374
Uzbekistan	0	0	27	4	31	90
USSR*	449	374	373	34	1230	2711
Multicountry	5	0	3	11	19	37
TOTAL	**532**	**377**	**930**	**76**	**1915**	**4578**

Note: The USSR is listed for historical purposes only. As of the 1992-1993 academic year, grants are reported under the names of the successor states.
This number includes new and renewal grants where applicable.

South Asia

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Afghanistan							0
Bangladesh	7	4	3		0	1	15
Bhutan	2						2
India	12	7	10		5	6	40
Iran							0
Maldives							0
Nepal	12	3			2	2	19
Pakistan	9	9			2	2	22
Sri Lanka	10	4			0	1	15
Multicountry							0
TOTAL	**52**	**27**	**13**	**0**	**9**	**12**	**113**

This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Afghanistan					0	0
Bangladesh	1		3		4	19
Bhutan					0	2
India	30	8	12		50	90
Iran					0	0
Maldives					0	0
Nepal	11	0	5		16	35
Pakistan	0	0	0		0	22
Sri Lanka	5		3		8	23
Multicountry		3			3	3
TOTAL	**47**	**11**	**23**	**0**	**81**	**194**

South Asia-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Afghanistan	191	26	27	15	0	0	3	262
Bangladesh	131	52	10	0	2	2	41	238
Bhutan	32	0	0	0	0	0	0	32
India	2367	1367	220	439	5	10	90	4498
Iran	197	168	17	352	0	0	0	734
Maldives	0	0	0	0	0	0	6	6
Nepal	328	42	16	51	0	2	58	497
Pakistan	975	228	29	5	3	5	52	1297
Sri Lanka	433	108	21	16	1	1	48	628
Multicountry	0	0	4	0	0	0	0	4
TOTAL	**4654**	**1991**	**344**	**878**	**11**	**20**	**298**	**8196**

This number includes new and renewal grants where applicable.

Grants to U.S. Citizens 1949-2001

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Afghanistan	20	25	97	7	108	340
Bangladesh	39	5	32	0	76	315
Bhutan	0	0	0	0	0	32
India	735	631	992	168	2526	7221
Iran	24	39	162	68	293	1050
Maldives	0	0	0	0	0	4
Nepal	72	18	86	3	179	677
Pakistan	81	41	342	25	489	1800
Sri Lanka	115	7	146	0	268	902
Multicountry	1	92	8	0	101	105
Total	**1087**	**858**	**1865**	**271**	**4040**	**12446**

Western Hemisphere

Grants to Foreign Nationals Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Anguilla							0
Antigua							0
Argentina	99	17		17	2	1	136
Bahamas							0
Barbados	10						10
Belize	1						1
Bolivia	14						14
Brazil	41	1		12	4	6	64
Canada	29	9		1	1		40
Chile	53	7	2	5	1		68
Colombia	85			5	1	2	93
Costa Rica	18		1				19
Cuba							0
Dominica							0
Dominican Republic	27				1		28
Ecuador	37		2		4	2	45
El Salvador	19				1		20
French Antilles							0
French Guiana							0
Grenada							0
Guatemala	17						17
Guyana							0
Haiti	11				1		12
Honduras	21				1		22
Jamaica	11				1	1	13
Mexico	226	16	2	23	1	1	269
Neth. Antilles							0
Nevis/St. Kitts							0
Nicaragua	22						22
Panama	16					2	18
Paraguay	11		2				13
Peru	49			5	2	3	59
St. Lucia							0
Suriname							0
Trinidad & Tobago	29		2		2	1	34
Uruguay	25			19	2		46
Venezuela	20				2	1	23
Multicountry							0
TOTAL	**891**	**50**	**11**	**87**	**27**	**20**	**1086**

*This number includes new and renewal grants where applicable.

Grants to U.S. Citizens Academic Year 2001-2002

Country	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Anguilla					0	0
Antigua					0	0
Argentina	6		13	17	36	172
Bahamas					0	0
Barbados	1		3		4	14
Belize					0	1
Bolivia	5	1	1		7	21
Brazil	16		12	3	31	95
Canada	18		10	1	29	69
Chile	10		7	5	22	90
Colombia	9		8	8	25	118
Costa Rica	3		3		6	25
Cuba					0	0
Dominica					0	0
Dominican Republic	3		2		5	33
Ecuador	9	2	3		14	59
El Salvador	2		4		6	26
French Antilles					0	0
French Guiana					0	0
Grenada					0	0
Guatemala	3		3		6	23
Guyana					0	0
Haiti					0	12
Honduras	4		3		7	29
Jamaica	3		2		5	18
Mexico	29	4	14	17	64	333
Neth. Antilles					0	0
Nevis/St. Kitts					0	0
Nicaragua	3		2		5	27
Panama	1		2		3	21
Paraguay	1		2		3	16
Peru	10		7	5	22	81
St. Lucia					0	0
Suriname					0	0
Trinidad & Tobago	2		2		4	38
Uruguay	2	1	5		8	54
Venezuela	4		3		7	30
Multicountry					0	0
TOTAL	**144**	**8**	**111**	**56**	**319**	**1405**

Western Hemisphere-Historical Totals

Grants to Foreign Nationals 1949-2001

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Practical Experience & Training	American Studies Institutes	Hubert H. Humphrey Fellows	Total Foreign
Anguilla	0	0	0	0	0	0	1	1
Antigua	0	0	0	0	0	0	2	2
Argentina	1401	250	69	301	0	65	30	2116
Bahamas	44	7	2	24	0	3	16	96
Barbados	102	30	6	10	0	0	14	162
Belize	91	3	0	45	0	0	1	140
Bolivia	400	26	8	227	2	1	23	687
Brazil	1381	580	93	424	6	17	94	2595
Canada	147	43	13	189	0	2	0	394
Chile	1005	169	74	311	0	5	33	1597
Colombia	1805	91	51	391	1	19	36	2394
Costa Rica	686	92	35	151	1	2	16	983
Cuba	64	2	1	46	0	0	0	113
Dominica	0	0	0	0	0	0	1	1
Dominican Republic	280	32	7	69	0	1	14	403
Ecuador	932	40	28	321	2	5	18	1346
El Salvador	446	27	7	115	1	2	20	618
French Antilles	0	0	0	13	0	0	0	13
French Guiana	0	0	0	0	0	0	0	0
Grenada	0	0	0	0	0	0	1	1
Guatemala	441	52	17	339	0	0	20	869
Guyana	101	20	2	19	0	0	19	161
Haiti	214	3	1	65	0	1	13	297
Honduras	431	39	6	153	1	4	16	650
Jamaica	124	62	5	31	2	5	42	271
Mexico	2310	250	112	810	4	3	35	3524
Neth. Antilles	1	1	0	5	0	3	3	13
Nevis/St. Kitts	0	0	0	0	0	0	1	1
Nicaragua	410	31	13	99	1	1	20	575
Panama	583	35	14	154	0	0	25	811
Paraguay	215	18	9	131	0	11	5	389
Peru	982	186	51	295	1	37	37	1589
St. Lucia	0	0	0	0	0	0	4	4
Suriname	26	7	0	0	0	6	12	51
Trinidad & Tobago	153	31	6	8	0	4	16	218
Uruguay	299	192	8	205	3	8	19	734
Venezuela	334	81	19	199	3	3	19	658
Multicountry	0	4	0	0	0	0	0	4
TOTAL	**15408**	**2404**	**657**	**5150**	**28**	**208**	**626**	**24481**

*This number includes new and renewal grants where applicable.

Grants to U.S. Citizens 1949-2001

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Anguilla	10	0	0	0	10	11
Antigua	1	0	0	0	1	3
Argentina	227	94	406	125	852	2968
Bahamas	6	7	18	25	56	152
Barbados	32	14	30	2	78	240
Belize	27	15	24	0	66	206
Bolivia	114	15	48	8	185	872
Brazil	429	140	791	110	1470	4065
Canada	116	24	25	183	348	742
Chile	253	41	249	73	616	2213
Colombia	250	28	451	246	975	3369
Costa Rica	116	51	111	11	289	1272
Cuba	8	0	13	6	27	140
Dominica	0	0	0	0	0	1
Dominican Republic	49	10	41	0	100	503
Ecuador	243	40	249	12	544	1890
El Salvador	25	6	60	2	93	711
French Antilles	1	0	0	0	1	14
French Guiana	1	1	2	0	4	4
Grenada	2	0	0	0	2	3
Guatemala	137	31	91	1	260	1129
Guyana	7	4	21	6	38	199
Haiti	30	3	31	2	66	363
Honduras	41	23	82	10	156	806
Jamaica	45	32	60	7	144	415
Mexico	502	72	606	128	1308	4832
Neth. Antilles	0	0	0	0	0	13
Nevis/St. Kitts	2	0	0	0	2	3
Nicaragua	53	26	44	18	141	716
Panama	37	16	63	0	116	927
Paraguay	23	9	55	6	93	482
Peru	291	87	424	29	831	2420
St. Lucia	0	0	0	0	0	4
Suriname	2	1	1	0	4	55
Trinidad & Tobago	32	9	64	1	106	324
Uruguay	68	28	299	7	402	1136
Venezuela	135	12	122	1	270	928
Multicountry	16	44	10	34	104	108
TOTAL	**3331**	**883**	**4491**	**1053**	**9758**	**34239**

Africa • Fulbright-Hays

FULBRIGHT – HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATTION

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Angola						0
Benin			14			14
Botswana						0
Burkina Faso						0
Burundi						0
Cameroon						0
Cape Verde						0
Chad						0
Comoro Islands						0
Congo (Dem. Rep. of)						0
Congo (Rep. of)						0
Eritrea						0
Ethiopia	1	1				2
Gabon						0
The Gambia			15			15
Ghana	1		69			70
Guinea						0
Guinea Bissau						0
Ivory Coast		1				1
Kenya	1	1				2
Lesotho						0
Liberia						0
Madagascar	2					2
Malawi	1					1
Mali	1					1
Mauritania						0
Mauritius						0
Mozambique						0
Namibia						0
Niger						0
Nigeria	1					1
Rwanda						0
Senegal	1		14			15
Sierra Leone						0
Somalia						0
South Africa	3	0	27	16		46
Sudan						0
Swaziland			15			15
Tanzania	4	1	13			18
Togo						0
Uganda	1					1
Zambia						0
Zimbabwe						0
Multicountry						0
TOTAL	**17**	**4**	**167**	**16**	**0**	**204**

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects		Seminars Abroad		Curriculum Consultants	Total
Angola	1	0	0	0	0	0	0	1
Benin	4	0	14	0	0	0	1	19
Botswana	12	2	0	0	0	0	1	15
Burkina Faso	8	1	0	0	0	0	1	10
Burundi	2	0	0	0	0	0	0	2
Cameroon	10	3	167	12	0	0	1	181
Cape Verde	0	0	15	1	0	0	0	15
Chad	2	0	12	1	0	0	0	14
Comoro Islands	1	0	0	0	0	0	0	1
Congo (Dem. Rep. Of)	20	2	0	0	0	0	1	23
Congo (Rep. Of)	2	0	0	0	0	0	0	2
Eritrea	2	0	14	1	0	0	0	16
Ethiopia	8	10	82	4	0	0	8	108
Gabon	4	0	0	0	0	0	0	4
The Gambia	5	0	53	3	0	0	1	59
Ghana	21	6	402	17	16	1	18	463
Guinea	4	0	0	0	0	0	0	4
Guinea Bissau	2	0	0	0	0	0	0	2
Ivory Coast	9	1	39	2	0	0	1	50
Kenya	75	18	216	20	0	0	3	312
Lesotho	4	1	8	1	0	0	0	13
Liberia	3	0	42	2	43	3	2	90
Madagascar	7	0	0	0	0	0	0	7
Malawi	10	1	39	3	0	0	0	50
Mali	27	2	0	0	0	0	0	29
Mauritania	4	1	0	0	0	0	0	5
Mauritius	1	0	0	0	0	0	0	1
Mozambique	6	1	0	0	0	0	0	7
Namibia	1	0	37	2	0	0	0	38
Niger	17	1	12	1	0	0	0	30
Nigeria	60	13	378	26	0	0	21	472
Rwanda	2	1	0	0	0	0	0	3
Senegal	29	2	126	8	14	1	5	176
Sierra Leone	9	3	67	4	14	1	5	98
Somalia	1	0	0	0	0	0	1	2
South Africa	27	11	222	7	82	3	1	343
Sudan	6	2	0	0	0	0	0	8
Swaziland	2	1	15	0	0	0	0	18
Tanzania	66	7	263	15	0	0	3	339
Togo	5	1	16	1	0	0	2	24
Uganda	16	1	0	0	0	0	2	19
Zambia	15	6	0	0	18	1	1	40
Zimbabwe	14	2	71	5	52	3	1	140
Multicountry	79	16	583	30	0	0	0	678
TOTAL	**603**	**116**	**2,893**	**166**	**239**	**13**	**80**	**3,931**

East Asia and Pacific • Fulbright Hays

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Australia						0
Burma						0
Cambodia			13			13
China (PRC)	3	2	68	16		89
Fiji						0
French Polynesia	2					2
Hong Kong						0
Indonesia	5					5
Japan	8	5	12			25
Korea		1	13			14
Laos						0
Malaysia	2			16		18
Micronesia						0
Mongolia						0
New Zealand						0
Papua New Guinea						0
Philippines	1		12			13
Singapore	1					1
Taiwan	5	1				6
Thailand	1		26			27
Tonga Islands						0
Vietnam	3		29			32
Western Samoa						0
Multicountry						0
TOTAL	**31**	**9**	**173**	**32**	**0**	**245**

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Australia	4	2	0	0	1	7
Burma	2	1	0	0	0	3
Cambodia	3	0	13	0	0	16
China (PRC)	93	36	1492	459	3	2083
Fiji	2	0	0	0	0	2
French Polynesia	3	0	0	0	0	3
Hong Kong	23	15	14	0	0	52
Indonesia	142	20	492	72	3	729
Japan	357	137	1514	56	16	2080
Korea	27	17	89	167	3	303
Laos	1	0	0	0	0	1
Malaysia	32	10	41	44	0	127
Micronesia	1	0	15	0	0	16
Mongolia	1	0	0	0	0	1
New Zealand	3	0	0	0	1	4
Papua New Guinea	21	2	0	0	0	23
Philippines	28	15	148	0	1	192
Singapore	3	0	135	20	0	158
Taiwan	135	44	998	62	10	1249
Thailand	73	12	262	20	4	371
Tonga Islands	2	0	0	10	0	12
Vietnam	20	0	82	0	1	103
Western Samoa	1	0	0	0	0	1
Multicountry	41	14	64	16	0	135
TOTAL	**1018**	**325**	**5359**	**926**	**43**	**7671**

Europe • Fulbright-Hays

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Austria						0
Belgium						0
Bulgaria				15		15
Canada						0
Croatia						0
Cyprus						0
Czech Republic	2	1	14			17
Denmark						0
Estonia	1		14			15
Germany						0
Finland						0
France						0
Greece						0
Hungary	3	1				4
Iceland						0
Ireland						0
Italy						0
Latvia						0
Lithuania		1				1
Malta						0
Netherlands						0
Norway						0
Poland	3		16			19
Portugal						0
Romania	1		18			19
Slovak Republic						0
Slovenia		1				1
Spain						0
Sweden						0
Switzerland						0
Turkey	4		28			32
United Kingdom						0
Multicountry						0
TOTAL	14	4	90	15	0	123

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Austria	3	8	0	0	0	11
Belgium	1	0	0	0	0	1
Bulgaria	11	6	0	47	0	64
Canada	2	1	0	0	0	3
Croatia	0	1	0	0	0	1
Cyprus	3	0	0	0	0	3
Czech Republic	11	2	85	0	0	98
Czechoslovakia*	16	15	32	34	2	99
Denmark	6	1	35	0	1	43
Estonia	2	0	36	0	0	38
Germany	21	24	162	0	6	213
Finland	32	14	43	0	5	94
France	14	50	125	0	24	213
Greece	19	5	0	0	1	25
Hungary	25	20	141	46	2	234
Iceland	1	0	0	0	0	1
Ireland	1	1	0	0	0	2
Italy	6	9	29	170	2	216
Latvia	2	1	0	0	0	3
Lithuania	0	2	0	0	0	2
Malta	0	0	0	0	1	1
Netherlands	7	4	0	0	0	11
Norway	7	1	13	0	0	21
Poland	55	28	804	46	11	944
Portugal	8	6	12	0	0	26
Romania	18	15	28	0	0	61
Slovak Republic	0	0	17	0	0	17
Slovenia	1	2	0	0	0	3
Spain	13	23	0	0	2	38
Sweden	9	3	20	0	3	35
Switzerland	0	2	0	0	0	2
Turkey	99	20	267	20	2	408
USSR*	279	163	4009	0	3	4454
United Kingdom	8	15	0	0	0	23
Yugoslavia*	67	59	436	16	8	586
Multicountry	28	22	16	16	0	82
TOTAL	**775**	**523**	**6310**	**395**	**73**	**8076**

**Note: Czechoslovakia and Yugoslavia are listed for historical purposes only. As of the 1992 and 1993 reports, grants are reported under the names of the successor states. In the case of Yugoslavia (Serbia and Montenegro), no grants have been made there since 1992, when grants were first reported under the names of the successor states.*

North East and South Asia • Fulbright-Hays

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Afghanistan						0
Algeria						0
Bangladesh						0
Egypt	3	1	31			35
India	11	1	73	18		103
Iran	1					1
Iraq						0
Israel		0		14		14
Jordan			12			12
Kuwait						0
Lebanon	1					1
Libya						0
Maldives						0
Morocco	1			16		17
Nepal						0
Pakistan	1					1
Saudi Arabia						0
Sri Lanka						0
Sudan						0
Syria	2					2
Oman & Muscat						0
Tunisia						0
Yemen Arab Rep.						0
Multicountry						0
TOTAL	**20**	**2**	**116**	**48**		**186**

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Afghanistan	10	3	0	0	2	15
Algeria	5	2	14	0	0	21
Bangladesh	4	4	0	0	0	8
Egypt	109	48	2004	204	10	2375
India	347	127	5073	523	26	6096
Iran	32	7	31	0	1	71
Iraq	1	0	0	0	0	1
Israel	32	19	120	232	4	407
Jordan	14	3	206	0	2	225
Kuwait	3	0	0	0	0	3
Lebanon	15	11	100	0	1	127
Libya	1	2	0	0	0	3
Maldives	1	0	0	0	0	1
Morocco	39	13	70	64	0	186
Nepal	47	9	36	0	0	92
Pakistan	26	16	519	136	1	698
Saudi Arabia	1	1	0	0	0	2
Sri Lanka	13	10	96	0	1	120
Sudan	4	0	0	0	0	4
Syria	30	6	31	0	0	67
Oman & Muscat	1	1	12	0	0	14
Tunisia	18	8	215	18	0	259
Yemen Arab Rep.	14	1	14	0	0	29
Multicountry	37	8	32	0	0	77
TOTAL	**804**	**299**	**8573**	**1177**	**48**	**10901**

New Independent States• Fulbright-Hays

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Armenia						0
Azerbaijan						0
Belarus						0
Georgia						0
Kazakhastan						0
Kyrgyzstan	2					2
Moldova						0
Russia	11	2	34			47
Tajikistan						0
Turkmenistan						0
Ukraine	1					1
Uzbekistan	1					1
Multicountry						0
TOTAL	**15**	**2**	**34**	**0**	**0**	**51**

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Armenia	0	0	0	0	0	0
Azerbaijan	0	0	0	0	0	0
Belaurus	1	0	0	0	0	1
Georgia	2	0	0	0	0	2
Kazakhastan	2	0	0	0	0	2
Kyrgyzstan	2	0	0	0	0	2
Moldova	0	0	0	0	0	0
Russia	57	19	610	0	0	686
Tajikistan	0	0	0	0	0	0
Turkmenistan	0	0	0	0	0	0
Ukraine	8	2	0	0	0	10
Uzbekistan	2	0	14	0	0	16
Multicountry	0	0	0	0	0	0
TOTAL	**74**	**21**	**624**	**0**	**0**	**719**

Western Hemisphere•Fulbright-Hays

U.S. Grantees 2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Argentina	1	1		16		18
Bahamas						0
Barbados						0
Belize						0
Bolivia	1					1
Brazil	5	2	54	12		73
Chile			15			15
Colombia						0
Costa Rica			24			24
Cuba	3					3
Dominica						0
Dominican Republic	1	1				2
Ecuador	3					3
El Salvador	2	0				2
Falkland Islands						0
Grenada						0
Guatemala	4		13			17
French Guiana						0
Suriname						0
Guyana						0
Haiti						0
Honduras						0
Jamaica						0
Martinique						0
Mexico	7		35	16		58
Montserrat						0
Nicaragua	1					1
Panama						0
Paraguay		1				1
Peru	4		12			16
St. Lucia						0
Trinidad & Tobago						0
Uruguay						0
Venezuela						0
Br. West Indies						0
French Antilles						0
Neth. Antilles						0
Multicountry						0
TOTAL	**32**	**5**	**153**	**44**	**0**	**234**

Historical Totals 1964-2001

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Argentina	34	6	63	36	4	143
Bahamas	0	0	7	0	0	7
Barbados	1	0	0	0	0	1
Belize	3	3	24	0	0	30
Bolivia	32	4	0	0	6	42
Brazil	122	46	390	166	7	731
Chile	32	9	186	0	9	236
Colombia	31	6	48	32	21	138
Costa Rica	12	5	372	0	3	392
Cuba	9	2	0	0	0	11
Dominica	1	0	0	0	0	1
Dominican Republic	11	2	70	0	2	85
Ecuador	40	10	159	0	1	210
El Salvador	12	3	0	0	0	15
Falkland Islands	1	0	0	0	0	1
Grenada	1	0	0	0	0	1
Guatemala	35	5	29	15	1	85
French Guiana	1	0	0	0	0	1
Suriname	1	0	0	0	0	1
Guyana	0	1	27	0	0	28
Haiti	2	1	17	0	0	20
Honduras	9	0	48	0	0	57
Jamaica	5	0	48	0	2	55
Martinique	2	2	0	0	0	4
Mexico	122	40	593	184	15	954
Montserrat	1	0	0	0	0	1
Nicaragua	5	1	12	0	0	18
Panama	4	1	12	0	0	17
Paraguay	1	1	17	0	0	19
Peru	88	17	108	0	6	219
St. Lucia	1	0	0	0	0	1
Trinidad & Tobago	2	0	0	0	1	3
Uruguay	1	1	0	0	2	4
Venezuela	12	4	33	0	1	50
Br. West Indies	1	1	0	0	2	4
French Antilles	1	0	0	0	0	1
Neth. Antilles	1	0	0	0	0	1
Multicountry	16	9	23	16	0	64
TOTAL	**653**	**180**	**2286**	**449**	**83**	**3651**

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