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**THE  
FULBRIGHT  
PROGRAM  
1990**

**J. WILLIAM FULBRIGHT  
FOREIGN  
SCHOLARSHIP  
BOARD**

**TWENTY-SEVENTH ANNUAL REPORT  
JANUARY 1991**

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In last year's annual report, the J. William Fulbright Foreign Scholarship Board emphasized the need to sharpen the Fulbright Program's competitive edge.

Therefore, during 1990, the Board sponsored a series of public roundtable discussions designed to explore fundamental Fulbright goals and purposes. Among the authorities called upon by the Board were James Billington, Librarian of Congress and former Board chairman, and Stanley Katz, president of the American Council of Learned Societies, both of whom are Fulbright alumni. Also heard from were officials from AID, the National Association of State Universities and Land Grant Colleges, the Fulbright Association, and such exchange organizations as the Institute of International Education and the Council for International Exchange of Scholars, in addition to USIA and binational commission representatives.

From these discussions and the Board's own deliberations came the observations and conclusions contained in this report. This material was released in early 1991 as a White Paper timed to Congressional hearings on international exchange programs.

Our intentions are twofold. First, we want to raise the public visibility of the Fulbright Program in the United States, the only way to assure sustained public support. Second, we want to engage the Fulbright community, administrators and supporters alike, in an ongoing effort to clarify the Program's goals and to keep administrative practices reconciled with those goals.

Too many demands, too few resources. Working with Congress, the President, and all concerned, the Board hopes to alleviate both of these problems for the Fulbright Program, so that its historic mission and hard-earned reputation will endure well into the 21st century.



*Charles W. Dunn*

Charles W. Dunn  
Chairman  
J. William Fulbright Foreign Scholarship Board

## THE FUTURE OF THE FULBRIGHT PROGRAM

The Fulbright Program is the world's best known and most prominent symbol of international education. In its 44-year history, it has offered 180,000 people worldwide the means to become wiser international citizens,

people who have gone on to become leaders in their chosen fields and in their communities and nations. In the United States, these include Librarian of Congress James Billington, Senator Daniel Patrick Moynihan, University of Chicago President Hanna Holborn Gray, journal editor Norman Podhoretz, and writers Eudora Welty, Joseph Heller, and Alfred Kazin. From Aaron Copland and Virgil Thomson to Philip Glass, an extraordinary number of prominent American composers of the past 40 years held Fulbrights early in their careers. A dozen Nobel Prizewinners in physics, medicine and economics, Hans Bethe and Milton Friedman among them, were also Fulbrighters.

Fulbright alumni overseas include Alexander Yakovlev, longtime advisor to Soviet leader Mikhail Gorbachev, and the Prime Minister of Sweden, Ingvar Carlsson. Dozens of former and current cabinet ministers are Fulbrighters, including Pedro Aspe, the new Finance Minister of Mexico, who is surrounded by fellow Fulbrighters advising the Mexican government on trade-related matters.

In Japan in the last five years, the list of prominent former Fulbrighters has included seven Diet members, the Chief Justice of the Supreme Court and three other justices, the presidents of 27 universities, over 100 senior executives of major business corporations, and more than 30 ambassadors to other nations. The current American Ambassador to Japan, Michael Armacost, himself a Fulbrighter, recently called the program "the most successful, farsighted element of America's--or perhaps any nation's--international cultural policy."

While promoting human interaction on an individual scale is its central spirit, the Program can



Theater director and critic  
Robert Brustein

Historian Oscar Handlin

Poet Laureate Mark Strand

Artist Nancy Graves

Composer Philip Glass

Historian John Hope Franklin

Economist and Nobel  
Prizewinner Franco Modigliani

University of Chicago  
President Hanna Holborn Gray

Librarian of Congress  
James Billington

Former Astronaut and  
U.S. Senator Harrison Schmitt

Historian Daniel Boorstin

Senator Daniel Patrick Moynihan

Actor John Lithgow

Nobel Prizewinner Roslyn Yalow

## BINATIONAL COMMISSION EDUCATIONAL EXCHANGE AGREEMENTS

Between the United States and other countries:<sup>1</sup>

Country	Date Signed
Afghanistan (inactive)	August 20, 1963
Argentina	November 5, 1956
Australia	November 26, 1949
Austria	June 6, 1950
Belgium and Luxembourg	October 8, 1948
Brazil	November 5, 1957
Burma (inactive)	December 22, 1947
Canada	February 13, 1990
Chile	March 31, 1955
Colombia	January 9, 1957
Cyprus	January 18, 1962
Denmark	August 23, 1951
Ecuador	October 31, 1956
Egypt	November 3, 1949
Ethiopia (inactive)	December 6, 1961
Finland	July 2, 1952
France	October 22, 1948
Germany	July 18, 1952
Ghana (inactive)	January 24, 1962
Greece	April 23, 1948
Hungary	December 6, 1990
Iceland	February 23, 1957
India	February 2, 1950
Iraq (inactive)	September 1, 1949
Ireland	August 16, 1951
Israel	October 27, 1988
Italy	July 26, 1956
Japan	December 18, 1948
Korea	August 28, 1951
Liberia	April 28, 1950
Malaysia	May 8, 1964
Mexico	January 28, 1963
Morocco	November 20, 1990
Nepal	February 12, 1982
Netherlands	June 9, 1961
New Zealand	May 17, 1949
Norway	September 14, 1948
Pakistan	May 25, 1949
Paraguay (inactive)	September 23, 1950
Peru	April 4, 1957
Philippines	May 3, 1956
Portugal	March 23, 1948
South Africa (inactive)	March 19, 1960
Spain	March 26, 1952
Sri Lanka	October 16, 1958
Sweden	November 17, 1952
Thailand	November 20, 1952
Tunisia (inactive)	July 1, 1950
Turkey	November 18, 1963
United Kingdom	December 27, 1949
Uruguay	September 22, 1948
Yugoslavia	July 22, 1960
Taiwan <sup>2</sup>	November 9, 1964 November 30, 1957

<sup>1</sup>Under the Fulbright Act (Public Law 79-584) of 1946 and the Fulbright Hays Act (Public Law 87-256) of 1961.

<sup>2</sup>On Jan. 1, 1979, the United States recognized the Government of the People's Republic of China as the sole legal government of China. Within this context, the people of the United States maintain cultural, commercial and other unofficial relations with the people of Taiwan.

legitimately point to some more tangible benefits to the interests of the United States and other nations.

\* It has done much to build American knowledge of foreign peoples and languages and, conversely, to improve the quality of foreign scholarship about the culture, history and government of the United States. This in turn affects the intellectual context for public policy debates in the United States and elsewhere, and strengthens this country's capacity to participate effectively in the emerging international community.

\* The Program has successfully fostered private institutional relationships between American and foreign universities, leading to joint research, further exchange and a ripple effect among students who may never set foot from their countries.

\* The Program has helped to expand the influence of the American model of higher education and of American research methodologies, which are admired worldwide. Even as American technological prowess is viewed as waning, the demand for study in the United States continues to grow dramatically. As one European Fulbright administrator noted recently, higher education is now America's best export.

\* The Program has created 45 active binational agreements establishing independent, nonpartisan bodies called Fulbright commissions (see chart at left). By these acts, other nations join us in affirming the importance of peaceful relations, the enduring effect of education, and the mutual responsibilities to support international understanding. Substantial sums of foreign monies support these efforts, with the foreign government in some cases exceeding the American in its support of Fulbright exchanges between the two countries. The chart on page six illustrates this.

### THE CHANGED WORLD SITUATION

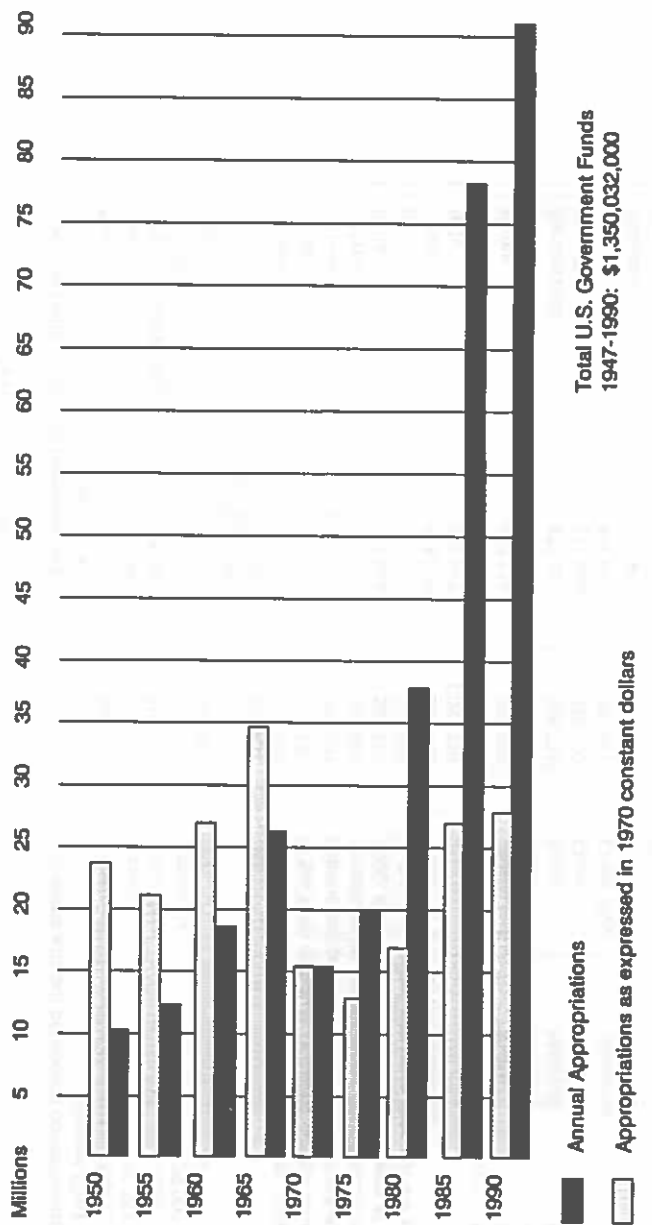
There was a time when Fulbrights were about the only game in town. Now the Program is dwarfed, by waves of self-financed students from overseas, by the proliferation of private exchange programs it helped to foster, and by other governmental activity, foreign and American. Consider these facts:

\* In 1948, there were 500 British graduate students in the U.S., 200 of whom were Fulbrighters; today, there are roughly 6000, only 30 whom are under Fulbright auspices.

\* Fulbrighters now make up only 6% of the international exchange participants funded annually by the U.S. Government alone.

The playing field is different, too. In 1949,

U.S. Government Support 1950-1990  
(In Five-Year Increments)



The Fulbright Program was active in ten countries, mostly in Western Europe. Today, it serves 130 countries in every corner of the globe. The years in between highlight America's need for in-depth knowledge of peoples and cultures previously considered marginal. They also demonstrate the extent to which American principles and way hold worldwide interest, if not attraction.

To continue this valuable but long-term investment into the 21st century, the Fulbright Program needs two things: adequate funding and refined focus. First, funding.

The U.S. Government appropriates 530 times as much money annually for development and humanitarian assistance as for the Fulbright Program. Yet, as Librarian of Congress James Billington recently put it to the Board, what can be a more faithful projection of American values than giving the brightest individuals the opportunity to find their own way via education?

In constant dollars, the Program's annual budget has only little more than doubled during the ten-fold expansion of participating countries since its inception. The cost of thus extending the Program has been diminution of the award itself, to the ultimate detriment of the entire enterprise. We have been able to ride on the Program's established reputation, particularly given the increased financial support afforded the Program by other participating nations. But the programmatic effects of stretching

so thin are doing damage that may be irreparable if not addressed soon.

\* Low stipends have reduced the attractiveness of a Fulbright award for American scholars to the point where many outstanding people no longer consider participating.

\* In the name of having a Fulbright presence in as many countries as possible, we end up actively recruiting candidates for some awards, or taking almost anyone who applies, whatever their qualifications.

\* On the foreign side, bright students are asked to forego admission to a top American graduate school that wants them in favor of a less prestigious one that has offered financial aid. Others are offered a "travel grant," basically a round-trip airline ticket, as their Fulbright. Increasingly, the Fulbright is only a part, sometimes an inconsequential part, of a financial package, rather than an award of excellence.

Hence, the second need of the Fulbright Program: refined focus, or--put another way--product differentiation in a crowded market that is partly a creation of its own success. A series of roundtable discussions held by the Board throughout 1990 made it very clear: after two decades in which new initiatives and targeted programs have coincided with erosion of the financial base, what is sorely needed is "a redefinition of purpose for the Fulbright Program," in the words of Stanley Katz, president of the

### COUNTRIES THAT SHARE COSTS OF EXCHANGES (FY 1990)

Countries with binational commissions		Countries without binational commissions	
	Foreign Govt		Foreign Govt
Australia	280,800	Indonesia	59,412
Austria	317,388	Mexico	166,551
Belgium/Luxembourg	249,360	Switzerland	15,987
Colombia	18,000	Venezuela	129,000
Cyprus	11,290		
Denmark	303,298		
Egypt	14,535		
Finland	140,000		
France	515,333		
Germany, Federal Republic	4,625,000		
Iceland	19,177		
India	3,954		
Ireland	68,810		
Israel	481,520		
Italy	416,667		
Japan	2,501,957		
Korea	458,526		
Morocco	240,865		
Netherlands	472,222		
New Zealand	171,600		
Norway	401,667		
Pakistan	9,200		
Peru	4,226		
Philippines	44,888		
Portugal	67,700		
Spain	7,601,847		
Sweden	297,964		
Thailand	78,895		
Turkey	94,624		
United Kingdom	595,049		
Yugoslavia	140,000		
		U.S. Govt	920,000
		Foreign Govt	1,796,000
			51,000
			344,756

The Fulbright Program also receives in-kind contributions in the form of housing, airline tickets, salary continuations, stipend supplements or tuition waivers—and private donations by corporations, foundations and alumni. In 1990, the Fulbright Program garnered at least \$11,665,000 in these contributions from many of the countries already listed, as well as the following:

Argentina	Jamaica	Singapore
Bangladesh	Kenya	Syria
Benin	Lesotho	Uganda
Brazil	Malaysia	United Arab Emirates
Chile	Malta	Zambia
Costa Rica	Mauritius	
Czechoslovakia	Mozambique	
Ecuador	Nigeria	
Ethiopia	Poland	
Greece	Rwanda	
Guyana	Saudi Arabia	
Hong Kong	Senegal	
Indonesia	Sierra Leone	

Source: USIS Posts and Bureau of Educational and Cultural Affairs, USIA. All figures in U.S. dollars. U.S. Government contributions shown do not include funds paid to cooperating agencies in the United States for administrative costs.

Note: On January 1, 1979, the United States recognized the Government of the People's Republic of China as the sole legal government of China. Within this context, the people of the United States maintain cultural, commercial and other unofficial relations with the people of Taiwan. In 1990, the Foundation for Scholarly Exchange in Taipei received \$531,545 from the Taiwan authorities and \$568,000 from the American Institute in Taiwan.

American Council of Learned Societies.

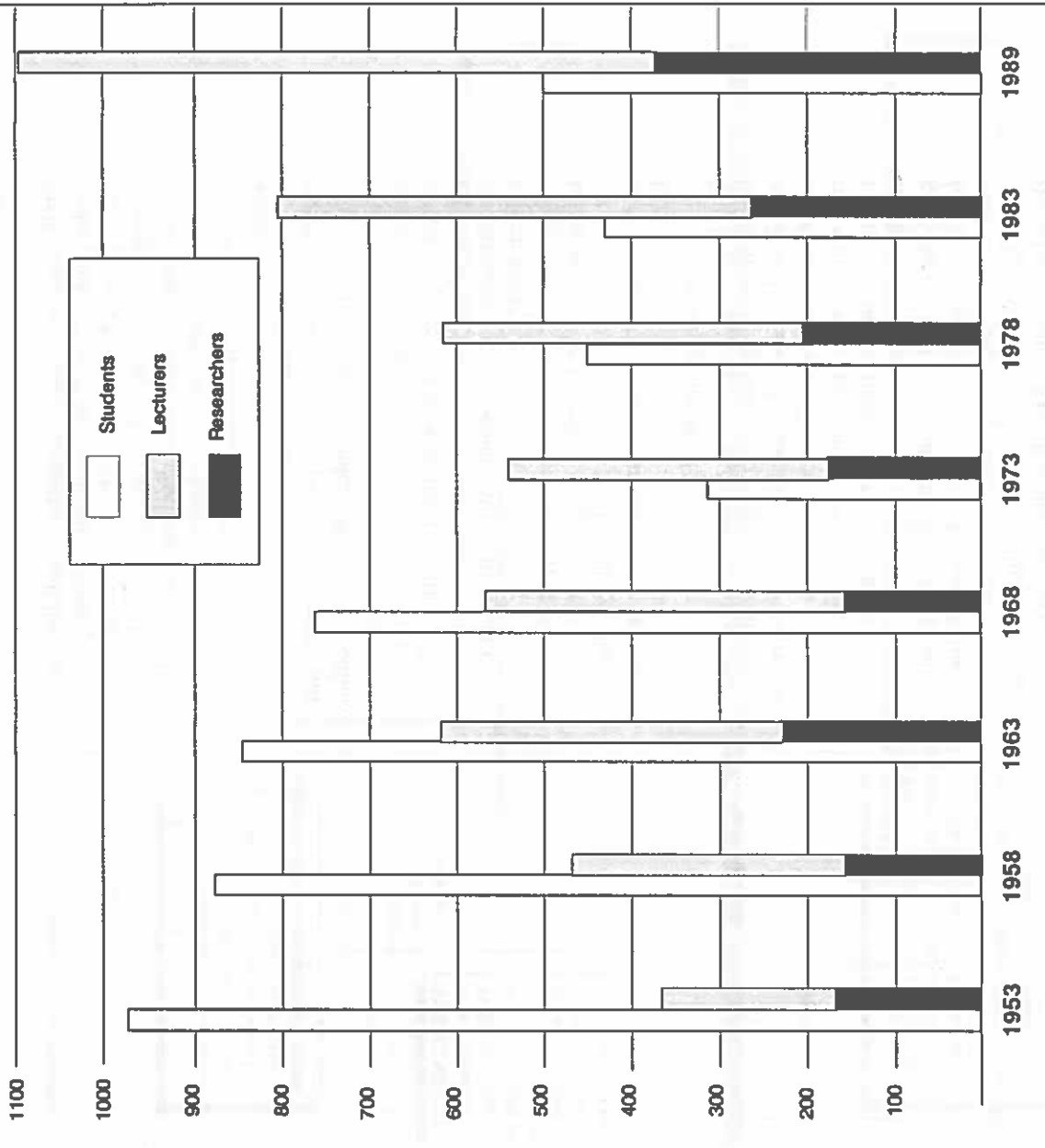
The Board believes that it is time to go back to the Program's roots, which predate the Cold War. Its reputation, the activities and prominence of many of its earlier participants, and we suggest, even the improved international atmosphere in the world today argue for the long-term value of the investment in international networking that exchanges build so well. But there are certain basic principles that must be reaffirmed and current practices that must be re-evaluated as we do so.

**First, the Program is a long-term proposition.** This is its legislative intent and its vision, imperatives to demonstrate its effectiveness or hone its results not-

withstanding. Stringent mechanisms of accountability will diminish the Program or turn it to goals too narrowly defined or too short-term.

**Second, the Program must stand for quality.** Our efforts should go into selecting the best minds and enabling them to do the work that interests them. This is consistent with the Program's history and reputation, and also makes good sense in distinguishing Fulbrights from the competition, which increasingly favors targeted or institutional awards. More than any other single action that could be taken under current budget constraints, allowing the balance to go to fewer but more substantial grants will underscore the Program's prestige.

Distribution of U.S. Fulbright Grants 1953-1989



**Third, geographical dispersion must not be viewed as an end in itself.** The unintended result of much of the process of defining country-by-country programs and filling openings has been to compromise quality, sometimes to extreme extents in the American side of the Program. We must not try to cover every country every year, nor pretend that each country of the world is equally interesting to American education operating in a given country, Fulbright dollars are surely better spent elsewhere.) It is clearly in the national interest to disperse Fulbright awards to all world regions, but this can be accomplished through regional competitions without the distortions that currently undermine the Program.

**Fourth, the Program must embody scholarship, not training or work in applied or developmental fields, however valuable those efforts may be.** The Program is too small to serve adequately any serious utilitarian interests, particularly when compared with other governmental efforts like those of AID. Even if funding were to be dramatically increased, grants to individuals are an inefficient mechanism for problem-solving, particularly in the short term, and should not be used as such.

**Fifth, pressures to shorten the length of Fulbright awards must be resisted.** Our goal is not to fill "slots" however we can but to further mutual understanding, which can only happen over time. The

question, which indeed recurs because of the nature of the Fulbright Program as a foreign policy initiative but only in the broadest, long-term sense. The Board believes, however, that any viable "home" for the Program should have certain features, including:

- \* a link to the foreign affairs community
- \* connections with the private academic world
- \* capacity to receive privately donated, tax-deductible funds

#### CONCLUSION

In recent years, we have been trying to do more and more with less and less, and this is an increasingly destructive dynamic. The Board believes strongly that the exchanges we describe above are in the long-term interest of the United States and other nations in this interdependent world in which we find ourselves, and that a program along these lines should be funded accordingly. The American government must retake the leadership it has abdicated in this area so vital to the national interest and to the perception of American commitment abroad. We urge:

- \* That the United States Congress double the current appropriation level without specifications

or earmarks.

- \* That a Presidential commission be convened on the future of international educational exchange, with a particular eye to furthering useful planning of exchange efforts.

- \* That Fulbright program administrators apply increased funds toward more student grants for Americans, and toward making individual senior scholar grants more commensurate with a first-rate program. This is the responsible course for this flagship of international educational exchange, a program that has truly become a global trust.

Nearly 20 years ago, in its "Statement on Exchange in the Seventies," the Board called for new innovations and directions that would make the Fulbright Program--"an activity that began almost as a postwar improvisation"--more relevant in a complex and changed world. Today we are convinced that, with or without funding increases, simplification, a return to the basics, is the approach that should guide our actions in an even more complex and changing environment. There are very few bad ideas in international exchange; the important thing now is for the Fulbright Program to do what it is known for well. To stray even further from our path will mean losing the name recognition--and its aura of value--that 44 years of success have built.

#### MAJOR ACTIVITIES OF THE BOARD

Since its last report, the Board has taken the following actions:

**SELECTED** approximately 5700 individuals for new grants in academic year 1990-91, including 4800 through USIA and 900 through the Department of Education.

**APPROVED** the selection of 135 Hubert H. Humphrey Fellows, and reviewed program innovations, including the inclusion of Fellows from Eastern Europe, the introduction of a program in

**COMMISSIONED** Leonard Sussman, a noted author long associated with Freedom House in New York, to produce a study assessing the Fulbright Program's long-term accomplishments toward its stated goals of furthering mutual understanding between the United States and other nations. An advisory panel of prominent experts was also assembled to act as resources for Mr. Sussman.

**REVISED** policies on grantee rights and responsibilities and grant revocation procedures in response to amendments to the Mutual Educational and Cultural Exchange Act, passed by Congress. This amendment, signed into law by President Bush in January 1990, also changed the Board's formal name from the Board of Foreign Scholarships to the J. William Fulbright Foreign Scholarship Board.

**WELCOMED** the invitation to its Chairman, Charles Dunn, to testify before the House Subcommittee on International Operations on USIA international exchange programs.

**HELD** joint meetings with the major cooperating agencies to further dialogue on program-related issues. The Board's Executive and Planning Committee met with senior management of the Institute of International Education in New York and held fruitful discussions with the Council for International Exchange of Scholars at one of their meetings in Washington.

**ESTABLISHED** a joint working group on the American student portion of the Fulbright Program, with participation by staff from BFS, the U.S. Information Agency, and the Institute of International Education. The group's goal was to plan for the expansion of American student grants, with increased opportunities for graduating seniors.

**ISSUED** a public statement, "Putting the Fulbright Program on the Bush Agenda," part of a speech by Chairman Charles Dunn at a regional meeting of European commission representatives.

**WELCOMED** a Congressionally mandated professional evaluation of the CAMPUS program, both for its results (indicating that the program is accomplishing its stated goals) and for its design and execution, which has valuable lessons for evaluation of the Fulbright Program as a whole.

**STIPULATED** that a special Congressionally mandated program for Burmese refugee students must follow worldwide Fulbright criteria and standards.

**MET** with the Inspector General of USIA to discuss issues concerning program management.

**PASSED** a resolution reasserting the importance of quality in Fulbright grantee selection and urging flexibility between grant categories where competition is uneven.

**WELCOMED** the results of a survey, conducted at his own initiative by retired foreign service officer Edward Purcell, of former American Fulbright students to Latin America. The beneficiaries of a special program targeted for graduating seniors, those surveyed registered strong votes of confidence in the value of their experiences, personally, professionally, and in terms of mutual understanding between nations.

**GREETED** the following executive directors visiting Washington from binational commissions overseas: Joanne Wind from the Netherlands, Caroline Yang from Japan, Marco Antonio da Rocha from Brazil, Victor Konrad from Canada, Maria Jesus Pablos from Spain, Edward Thomas from Morocco, Agustin Lombana from Colombia, and Carlo Chiarenza from Italy.

**WELCOMED** the presentation of USIA's Distinguished Honor Award to the Board's longtime staff director, Ralph H. Vogel.

**RE-ELECTED** Charles Dunn and Kenneth Cribb as Chairman and Vice Chairman, respectively, in December 1990.

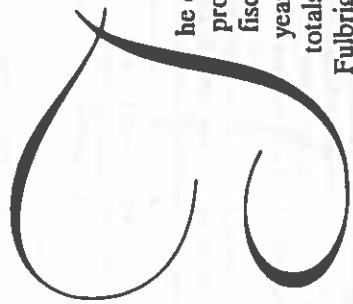
Chairman Charles Dunn participated in two regional Fulbright meetings during 1990 on behalf of the Board. The first took place in Sao Paulo, Brazil, in February, and the second in the Netherlands, in May. Staff director Ralph Vogel accompanied Mr. Dunn to the latter, which was the 17th such conference of Fulbright commissions in Europe and Israel.

Mr. Dunn represented the Board at an October conference at the Woodrow Wilson International Center for Scholars in Washington that focused on European Community cooperation in higher education, and in November was an observer on a delegation to the Soviet Union, investigating the educational system of the USSR on behalf of admissions officers and registrars at American universities.

In September, member James Whelan represented the Board at the first German binational commission meeting to include observers from what was then East Germany.

Member Nelson Nee consulted on Fulbright concerns during personal visits to the Far East in August and November.

# FULBRIGHT GRANTS AWARDED 1990



The charts on the following pages provide a detailed grant count for fiscal year 1990 (roughly academic year 1990-91), as well as cumulative totals for 1949-90, the years the Fulbright Program has been in operation. Grants administered by the U.S. Department of Education are reported separately from those administered by the U.S. Information Agency. All are divided by country and geographic area, as well as by grant categories. The tables here present a worldwide summary of these grants.



**Africa**  
**American Republics**  
**East Asia and Pacific**  
**Europe**  
**Near East and South Asia**

## USIA (Foreign Nationals)

	Africa	American Republics	East Asia/Pacific	Europe	Near East/South Asia	Total
1990	180	858	323	1,588	256	3,015
1949 - 1990	5,240	16,862	17,049	66,856	11,581	117,518

## USIA (U.S. Citizens)

	Africa	American Republics	East Asia/Pacific	Europe	Near East/South Asia	Total
1990	98	270	227	982	180	1,748
1949 - 1990	1,818	6,305	8,841	43,874	5,078	63,712

## Department of Education

	Africa	American Republics	East Asia/Pacific	Europe	Near East/South Asia	Total
1990	111	100	202	218	280	911
1949 - 1990	2,383	2,075	5,108	7,156	8,891	25,621

## USIA (Foreign Nationals)

	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Practical Experience & Training	Hubert H. Humphrey Scholars	Total
1990	1,457	835	347	161	80	135	3,015
1949 - 1990	66,107	22,243	19,381	6,000	2,253	1,523	117,518

## USIA (U.S. Citizens)

	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total
1990	504	352	213	878	1,748
1949 - 1990	25,780	8,835	11,418	17,681	63,712

## Department of Education

	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
1990	86	28	644	155	0	911
1949 - 1990	3,042	1,228	19,241	1,785	327	25,621

# AMERICAN REPUBLICS

GRANTS TO U.S. CITIZENS 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Foreign	Total U.S. and Foreign
Anguilla	22	0	0	0	0	0	0
Antigua	0	0	0	0	0	0	0
Bahamas	2	6	1	1	10	5	15
Belize	4	1	1	1	7	4	11
Bolivia	11	1	1	1	14	4	18
Brazil	25	36	2	2	65	18	83
Chile	22	6	6	6	40	61	101
Colombia	24	4	2	7	37	14	51
Costa Rica	42	6	6	6	60	66	126
Cuba	16	1	1	1	19	0	19
Dominican Republic	7	4	1	1	13	0	13
Ecuador	31	2	3	7	43	36	79
El Salvador	0	0	0	0	0	0	0
French Antilles	0	0	0	0	0	0	0
French Guiana	0	0	0	0	0	0	0
Grenada	27	1	1	1	30	1	31
Guatemala	0	0	0	0	0	0	0
Haiti	3	0	0	0	3	8	11
Honduras	31	4	1	1	37	43	80
Jamaica	5	4	1	1	11	14	25
Mexico	42	19	6	19	86	113	199
Neih. Antilles	0	0	0	0	0	0	0
News/St. Kitts	29	4	2	2	37	43	80
Nicaragua	0	0	0	0	0	0	0
Panama	47	1	2	2	52	43	95
Paraguay	5	1	1	1	8	9	17
Peru	15	1	1	1	18	38	56
St. Lucia	2	1	0	0	3	1	4
Suriname	3	3	0	0	6	4	10
Trinidad & Tobago	3	12	1	1	17	11	28
Uruguay	3	0	0	0	3	20	23
Venezuela	11	1	3	11	26	0	26
Multicountry	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>444</b>	<b>118</b>	<b>18</b>	<b>138</b>	<b>708</b>	<b>828</b>	<b>1536</b>

GRANTS TO FOREIGN NATIONALS 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Foreign	Total U.S. and Foreign
Anguilla	0	0	0	0	0	0	0
Antigua	0	0	0	0	0	0	0
Bahamas	2	6	1	1	10	5	15
Belize	4	1	1	1	7	4	11
Bolivia	11	1	1	1	14	4	18
Brazil	25	36	2	2	65	18	83
Chile	22	6	6	6	40	61	101
Colombia	24	4	2	7	37	14	51
Costa Rica	42	6	6	6	60	66	126
Cuba	16	1	1	1	19	0	19
Dominican Republic	7	4	1	1	13	0	13
Ecuador	31	2	3	7	43	36	79
El Salvador	0	0	0	0	0	0	0
French Antilles	0	0	0	0	0	0	0
French Guiana	0	0	0	0	0	0	0
Grenada	27	1	1	1	30	1	31
Guatemala	0	0	0	0	0	0	0
Haiti	3	0	0	0	3	8	11
Honduras	31	4	1	1	37	43	80
Jamaica	5	4	1	1	11	14	25
Mexico	42	19	6	19	86	113	199
Neih. Antilles	0	0	0	0	0	0	0
News/St. Kitts	29	4	2	2	37	43	80
Nicaragua	0	0	0	0	0	0	0
Panama	47	1	2	2	52	43	95
Paraguay	5	1	1	1	8	9	17
Peru	15	1	1	1	18	38	56
St. Lucia	2	1	0	0	3	1	4
Suriname	3	3	0	0	6	4	10
Trinidad & Tobago	3	12	1	1	17	11	28
Uruguay	3	0	0	0	3	20	23
Venezuela	11	1	3	11	26	0	26
Multicountry	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>31</b>	<b>18</b>	<b>3</b>	<b>11</b>	<b>63</b>	<b>858</b>	<b>921</b>

# AMERICAN REPUBLICS

GRANTS TO U.S. CITIZENS 1949 - 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Foreign	Total U.S. and Foreign
Anguilla	0	0	0	0	0	0	0
Antigua	0	0	0	0	0	0	0
Bahamas	30	6	25	14	75	1813	1888
Belize	57	16	15	15	107	11	118
Bolivia	275	24	9	9	303	137	440
Brazil	1118	387	8	26	1539	640	2179
Chile	689	120	28	191	1008	3087	4095
Colombia	1306	91	192	378	1967	2611	4578
Costa Rica	475	77	35	74	636	921	1557
Cuba	57	2	6	13	78	133	211
Dominican Republic	177	28	49	26	280	133	413
Ecuador	708	34	12	200	940	1462	2402
El Salvador	265	23	2	30	318	457	775
French Antilles	0	0	0	0	0	0	0
French Guiana	0	0	0	0	0	0	0
Grenada	0	0	0	0	0	0	0
Guatemala	252	38	0	56	346	825	1171
Haiti	131	2	6	19	37	166	203
Honduras	266	28	2	28	324	265	589
Jamaica	57	47	10	38	152	564	716
Mexico	726	145	45	406	1324	2303	3627
Neih. Antilles	1	1	0	0	2	13	15
News/St. Kitts	0	0	0	0	0	0	0
Nicaragua	237	28	18	16	299	466	765
Panama	390	23	0	34	447	656	1103
Paraguay	144	16	6	36	202	372	574
Peru	682	175	21	362	1141	1916	3057
St. Lucia	0	0	0	0	0	0	0
Suriname	13	2	0	0	15	30	45
Trinidad & Tobago	64	161	1	43	219	157	376
Uruguay	184	56	6	80	326	855	1181
Venezuela	162	56	1	80	309	639	948
Multicountry	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>8342</b>	<b>1707</b>	<b>538</b>	<b>3278</b>	<b>13685</b>	<b>22807</b>	<b>36492</b>

GRANTS TO FOREIGN NATIONALS 1949 - 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Foreign	Total U.S. and Foreign
Anguilla	0	0	0	0	0	0	0
Antigua	0	0	0	0	0	0	0
Bahamas	30	6	25	14	75	1813	1888
Belize	57	16	15	15	107	11	118
Bolivia	275	24	9	26	335	137	472
Brazil	1118	387	8	26	1539	640	2179
Chile	689	120	28	191	1008	3087	4095
Colombia	1306	91	192	378	1967	2611	4578
Costa Rica	475	77	35	74	636	921	1557
Cuba	57	2	6	13	78	133	211
Dominican Republic	177	28	49	26	280	133	413
Ecuador	708	34	12	200	940	1462	2402
El Salvador	265	23	2	30	318	457	775
French Antilles	0	0	0	0	0	0	0
French Guiana	0	0	0	0	0	0	0
Grenada	0	0	0	0	0	0	0
Guatemala	252	38	0	56	346	825	1171
Haiti	131	2	6	19	37	166	203
Honduras	266	28	2	28	324	265	589
Jamaica	57	47	10	38	152	564	716
Mexico	726	145	45	406	1324	2303	3627
Neih. Antilles	1	1	0	0	2	13	15
News/St. Kitts	0	0	0	0	0	0	0
Nicaragua	237	28	18	16	299	466	765
Panama	390	23	0	34	447	656	1103
Paraguay	144	16	6	36	202	372	574
Peru	682	175	21	362	1141	1916	3057
St. Lucia	0	0	0	0	0	0	0
Suriname	13	2	0	0	15	30	45
Trinidad & Tobago	64	161	1	43	219	157	376
Uruguay	184	56	6	80	326	855	1181
Venezuela	162	56	1	80	309	639	948
Multicountry	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>8342</b>	<b>1707</b>	<b>538</b>	<b>3278</b>	<b>13685</b>	<b>22807</b>	<b>36492</b>

All data provided by USA, except the category "Practical Experience and Training," which refers to a special program for social workers combining university classes and practical work experience. Those data provided by the Council of International Programs.





# NEAR EAST AND SOUTH ASIA

## GRANTS TO FOREIGN NATIONALS 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Total U.S. and Foreign
Alghanian	2	3	1	4	10	4
Bahrain	4	3	1	2	10	9
Bangladesh	1	1	1	1	4	12
Bhutan	1	1	1	1	4	1
Egypt	4	21	3	13	41	39
Gaza	16	29	4	0	49	4
India	8	12	1	0	21	0
Iraq	4	12	9	0	25	1
Jordan	1	15	2	0	18	29
Kuwait	1	2	1	1	5	1
Lebanon	1	0	0	0	1	1
Libya	1	0	0	0	1	0
Maldive	1	0	0	0	1	0
Mauritania	10	1	1	0	12	0
Morocco	7	1	2	4	14	32
Nepal	1	1	1	6	9	17
Oman	1	0	1	1	3	1
Pakistan	7	0	1	1	9	17
Qatar	3	0	1	1	5	4
Saudi Arabia	4	4	1	0	9	12
Sri Lanka	4	2	1	0	7	11
Syria	4	8	2	5	19	17
Tunisia	6	2	3	5	16	19
U.A.E.	5	2	3	5	15	17
West Bank	5	14	3	5	27	2
Yemen Arab Rep.	3	4	1	0	8	6
TOTAL	78	128	72	160	418	3

## GRANTS TO U.S. CITIZENS 1990

# NEAR EAST AND SOUTH ASIA

## GRANTS TO FOREIGN NATIONALS 1949 - 1990

Country	University Study	Advanced Research	Teaching or Educational Seminars	University Lecturers	Total U.S.	Total U.S. and Foreign
Alghanian	191	8	7	90	313	313
Bahrain	81	0	0	65	146	188
Bangladesh	19	14	0	12	45	20
Bhutan	589	0	0	23	612	152
Egypt	11	360	0	450	821	1587
Gaza	2202	1118	0	0	3320	12
India	197	168	17	2032	2414	6235
Iraq	144	17	3	1050	1214	1050
Iran	351	336	3	145	835	316
Israel	191	94	2	502	790	1343
Jordan	1	2	3	90	96	449
Kuwait	87	94	0	11	192	15
Lebanon	11	0	0	17	28	273
Libya	0	0	0	0	0	2
Maldive	0	0	0	0	0	6
Mauritania	14	3	0	3	20	31
Morocco	262	69	4	136	471	508
Nepal	240	51	16	89	386	447
Oman	3	0	0	5	8	142
Pakistan	940	141	4	288	1373	1539
Qatar	0	4	0	2	6	6
Saudi Arabia	5	0	0	0	5	35
Southern Yemen	24	0	0	21	45	22
Sri Lanka	363	65	13	118	564	186
Syria	109	2	0	0	111	681
Tunisia	152	30	4	85	271	288
U.A.E.	0	2	2	26	30	293
West Bank	73	28	0	59	160	261
Yemen Arab Rep.	100	8	1	11	120	134
Multicountry	0	0	0	1	1	70
TOTAL	6511	2683	1313	2638	13152	16057

All data provided by USA, except the category "Practical Experience and Training," which refers to a special program for social workers combining university classes and practical work experience. Those data provided by the Council of International Programs.

All 1990 figures are for grants or funds obligated through 9/30/90 for the 1990-91 academic year. Data provided by the Department of Education. Figures in parentheses indicate the number of group projects and seminars funded.

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminar Abroad	Seminar Curriculum	Total
Argentina	1			20 (1)	4	25
Bahamas						
Belize						
Bolivia	1					1
Brazil	6					6
Chile						
Colombia						
Costa Rica						
Cuba	1					1
Dominican Republic						
Ecuador						
El Salvador						
Falkland Islands						
Guatemala	2					2
French Guiana						
Suriname						
Guyana						
Haiti						
Honduras						
Jamaica						
Martinique						
Mexico						
Montserrat						
Nicaragua						
Panama						
Paraguay						
Pernu						
St. Lucia						
Trinidad & Tobago						
Uruguay						
Venezuela						
Br. West Indies						
French Antilles						
Neth. Antilles						
Multicountry						
<b>TOTAL</b>	<b>15</b>	<b>4</b>	<b>45 (3)</b>	<b>38 (2)</b>	<b>83</b>	<b>2075</b>

DEPARTMENT OF EDUCATION 1990

AMERICAN REPUBLICS DEPARTMENT OF EDUCATION 1964-1990

All 1990 figures are for grants or funds obligated through 9/30/90 for the 1990-91 academic year. Data provided by the Department of Education. Figures in parentheses indicate the number of group projects and seminars funded.

Country	Doctoral Dissertation	Faculty Research	Group Projects	Seminar Abroad	Seminar Curriculum	Total
Angola	1					1
Benin	2					2
Burkina Faso	6					6
Burundi	2					2
Cameroon	9					9
Chad	2					2
Comoro Islands	1					1
Congo	1					1
Ethiopia	6					6
Gabon	4					4
The Gambia	4					4
Ghana	16					16
Guinea Bissau	1					1
Ivory Coast	7					7
Kenya	17					17
Lesotho	3					3
Liberia	3					3
Madagascar	0					0
Malawi	2					2
Mali	15					15
Mauritania	1					1
Mauritius	1					1
Mozambique	1					1
Niger	2					2
Nigeria	19					19
Rwanda	0					0
Senegal	1					1
Sierra Leone	19					19
Somalia	0					0
South Africa	1					1
Sudan	6					6
Swaziland	2					2
Tanzania	17					17
Togo	5					5
Uganda	10					10
Zaire	18					18
Zambia	15					15
Zimbabwe	8					8
Multicountry	75					75
<b>TOTAL</b>	<b>111</b>	<b>2</b>	<b>80 (5)</b>	<b>16 (1)</b>	<b>80</b>	<b>2383</b>

DEPARTMENT OF EDUCATION 1990

AFRICA DEPARTMENT OF EDUCATION 1964-1990

All 1990 figures are for grants or funds obligated through 9/30/90 for the 1990-91 academic year. Data provided by the Department of Education. Figures in parentheses indicate the number of group projects and seminars funded.

**DEPARTMENT OF EDUCATION 1990**

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Australia	0	0	0	0	0	0
Burma	0	0	0	0	0	0
Cambodia	0	0	0	0	0	0
China (PRC)	3	2	30 (2)	0	0	35
Fiji	0	0	0	0	0	0
French Polynesia	0	0	0	0	0	0
Hong Kong	5	1	35 (2)	0	0	41
Indonesia	7	0	0	0	0	7
Japan	0	0	0	0	0	0
Korea	1	0	0	12 (1)	0	12
Malaysia	1	0	0	0	0	1
Micronesia	0	0	0	0	0	0
New Hebrides	0	0	0	0	0	0
New Zealand	0	0	0	0	0	0
Papua New Guinea	0	0	0	0	0	0
Philippines	1	0	15 (1)	0	0	16
Singapore	0	0	10 (1)	0	0	10
Taiwan	0	0	0	0	0	0
Thailand	1	0	0	0	0	1
Tonga Islands	0	0	0	0	0	0
Vietnam	0	0	0	0	0	0
Western Samoa	0	0	0	0	0	0
Multicountry	0	0	0	0	0	0
<b>TOTAL</b>	<b>17</b>	<b>5</b>	<b>143 (10)</b>	<b>37 (3)</b>	<b>0</b>	<b>202</b>

**DEPARTMENT OF EDUCATION 1964-1990**

**EAST ASIA AND PACIFIC**

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Australia	3	2	0	0	0	5
Burma	2	1	0	0	0	3
Cambodia	3	0	0	0	0	3
China (PRC)	46	23	881 (29)	273 (16)	3	1226
Fiji	1	1	0	0	0	2
French Polynesia	1	1	0	0	0	2
Hong Kong	22	15	14 (1)	0	0	37
Indonesia	100	13	294 (21)	20 (1)	3	430
Japan	309	115	972 (41)	40 (6)	16	1452
Korea	24	13	37 (3)	167 (19)	3	244
Malaysia	24	9	15 (1)	0	0	33
Micronesia	1	0	0	0	0	1
New Hebrides	1	0	0	0	0	1
New Zealand	1	0	0	0	0	1
Papua New Guinea	14	0	0	0	0	14
Philippines	21	12	40 (3)	0	1	74
Singapore	2	0	0	0	0	2
Taiwan	123	41	86 (4)	20 (1)	10	180
Thailand	60	6	90 (7)	20 (1)	4	117
Tonga Islands	2	0	0	10 (1)	1	12
Vietnam	1	0	0	0	0	1
Western Samoa	1	0	0	0	0	1
Multicountry	41	14	64 (4)	0	0	55
<b>TOTAL</b>	<b>803</b>	<b>264</b>	<b>3364 (141)</b>	<b>612 (48)</b>	<b>43</b>	<b>5106</b>

**Western Europe**

**DEPARTMENT OF EDUCATION 1990**

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Austria	0	0	0	0	0	0
Belgium	0	0	0	0	0	0
Canada	0	0	0	0	0	0
Cyprus	0	0	0	0	0	0
Denmark	0	0	0	0	0	0
Fed. Rep. Germany	1	0	0	0	0	1
France	0	0	0	0	0	0
Greece	0	0	0	0	0	0
Iceland	0	0	0	0	0	0
Ireland	0	0	0	0	0	0
Italy	0	0	0	0	0	0
Malta	0	0	0	0	0	0
Netherlands	0	0	0	0	0	0
Norway	0	0	0	0	0	0
Portugal	0	0	0	0	0	0
Spain	2	0	0	0	0	2
Sweden	0	0	0	0	0	0
Switzerland	0	0	0	0	0	0
Turkey	6	0	29 (2)	0	0	35
United Kingdom	0	0	0	0	0	0
Multicountry	0	0	0	0	0	0
<b>TOTAL</b>	<b>8</b>	<b>2</b>	<b>28 (2)</b>	<b>0 (0)</b>	<b>0</b>	<b>40</b>

**DEPARTMENT OF EDUCATION 1990**

**Eastern Europe**

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Bulgaria	0	0	0	0	0	0
Czechoslovakia	1	0	0	0	0	1
German Dem. Rep.	0	0	0	0	0	0
Hungary	3	1	45 (3)	0	0	49
Poland	1	0	0	0	0	1
Romania	7	8	110 (4)	0	0	125
USSR	2	0	0	0	0	2
Yugoslavia	0	0	0	0	0	0
Multicountry	14	0	0	0	0	14
<b>TOTAL</b>	<b>14</b>	<b>9</b>	<b>155 (7)</b>	<b>0 (0)</b>	<b>0</b>	<b>178</b>

**DEPARTMENT OF EDUCATION 1964-1990**

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Austria	3	0	0	0	0	3
Belgium	1	0	0	0	0	1
Canada	2	0	0	0	0	2
Cyprus	1	0	0	0	0	1
Denmark	1	0	0	0	0	1
Fed. Rep. Germany	6	5	5 (1)	0	0	16
France	31	14	43 (6)	6 (6)	6	93
Greece	12	17	125 (5)	0	0	210
Iceland	1	0	0	0	0	1
Ireland	1	0	0	0	0	1
Italy	1	0	0	0	0	1
Malta	5	0	0	0	0	5
Netherlands	7	0	0	0	0	7
Norway	0	0	0	0	0	0
Portugal	8	0	0	0	0	8
Spain	12	0	0	0	0	12
Sweden	23	0	0	0	0	23
Switzerland	9	0	0	0	0	9
Turkey	75	17	133 (10)	20 (1)	2	247
United Kingdom	10	12	0	0	0	22
Multicountry	218	184	558 (23)	190 (11)	47	1188
<b>TOTAL</b>	<b>218</b>	<b>184</b>	<b>558 (23)</b>	<b>190 (11)</b>	<b>47</b>	<b>1188</b>

**EUROPE**

All 1990 figures are for grants or funds obligated through 9/30/90 for the 1990-91 academic year. Data provided by the Department of Education. Figures in parentheses indicate the number of group projects and seminars funded.

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum	Total
Bulgaria	11	6	0	0	0	17
Czechoslovakia	15	15	0	0	0	32
German Dem. Rep.	14	9	0	0	0	23
Hungary	20	18	85 (5)	0	2	125
Poland	36	27	731 (52)	0	11	805
Romania	16	12	0	0	0	28
USSR	268	157	3893 (47)	0	3	4321
Yugoslavia	66	58	436 (22)	0	8	584
Multicountry	15	8	0	0	0	23
<b>TOTAL</b>	<b>481</b>	<b>310</b>	<b>5145 (128)</b>	<b>16 (1)</b>	<b>20</b>	<b>5958</b>

# NEAR EAST AND SOUTH ASIA

DEPARTMENT OF EDUCATION 1964-1990

DEPARTMENT OF EDUCATION 1990

	Faculty Research	Group Projects	Seminars Abroad	Consultants	Total
Alghamsian	10				10
Algeria	3	14 (1)			17
Bangladesh	4				4
Egypt	86	1727 (76)	136 (7)	10	2000
India	257	4411 (252)	348 (16)	26	5146
Iran	30	31 (1)		1	69
Iraq	1				1
Israel	16	50 (3)	186 (9)	4	271
Jordan	9	3		2	62
Kuwait	3				3
Lebanon	12	100 (4)		1	124
Libya	0				0
Maldive	1				1
Morocco	33	55 (3)			100
Nepal	34	8 (1)			47
Pakistan	21	480 (33)	104 (7)	1	620
Saudi Arabia	1				1
Sri Lanka	10	68 (4)		1	87
Sudan	4				4
Syria	18				22
Oman & Muscat	1	12 (1)			14
Tunisia	17	185 (6)			210
Yemen Arab Rep.	11	14 (1)			26
Multicountry	29				37
<b>TOTAL</b>	<b>613</b>	<b>7203 (360)</b>	<b>774 (30)</b>	<b>48</b>	<b>6601</b>

All 1990 figures are for grants or funds obligated through 9/30/90 for the 1990-91 academic year.

Figures in parentheses indicate the number of group projects and seminars funded.