



J. William Fulbright Foreign Scholarship Board

2013

ANNUAL REPORT

The Fulbright Program

The Fulbright Program, the flagship international educational exchange program sponsored by the U.S. government, exists to increase mutual understanding between the people of the United States and the people of other countries. Established in 1946 under legislation introduced by Senator J. William Fulbright of Arkansas, the Fulbright Program awards approximately 8,000 grants annually, and operates in more than 155 countries worldwide. Through decades of the Program, more than 318,000 participants—selected for their academic merit and leadership potential—have had the opportunity to study, teach, conduct research, exchange ideas, and contribute to finding solutions to shared international concerns. Annually, approximately 1,700 U.S. students and 4,000 foreign students receive Fulbright scholarships, and 1,200 U.S. scholars and 900 scholars from partner countries receive Fulbright awards. Fulbright alumni hold leadership positions in government, academia, business, the arts, science, media and other professional fields. Fulbright alumni are the recipients of 53 Nobel Prizes, 80 Pulitzer Prizes, and 18 U.S. Presidential Medals of Freedom.

The U.S. Department of State's Bureau of Educational and Cultural Affairs administers the Fulbright Program under policy guidelines established by the J. William Fulbright Foreign Scholarship Board, with assistance from binational commissions and foundations in 50 countries, U.S. embassies in more than 100 other countries and cooperating agencies in the United States.

Fulbright Facts at a Glance

- More than **318,000** "Fulbrighters" have participated in the program since its inception in 1946.
- Historically, the Fulbright Program has operated in more than **190** countries and territories.
- Approximately **8,000** Fulbright grants are awarded each year.
- **68%** of new Fulbright Student program participants are non-U.S. Citizens.
- **52%** of Fulbright Scholar program participants are U.S. Citizens.
- **155** countries worldwide have active Fulbright programs.
- **53** Fulbright Alumni are Nobel Prize winners.
- **80** Fulbright Alumni have received the Pulitzer Prize.
- **18** Fulbright Alumni have received the U.S. Presidential Medal of Freedom.
- **29** Fulbright Alumni have served as heads of State or Government.
- **50** countries have binational Fulbright Commissions or Foundations.

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Complete Fulbright facts and figures for FY 2012
can be found with the FFSB digital version of this Annual Report at
eca.state.gov/Fulbright/about-fulbright/j-william-fulbright-foreign-scholarship-board-ffsb

Hubert H. Humphrey Fellow Ilac Diaz explains his work with the Liter of Light project to U.S. Secretary of State John Kerry.



“ We value education, promoting programs like the Fulbright exchanges managed by the Department of State. They enable the most talented citizens to share their devotion to diplomacy and peace, their hopes, their friendships, and the belief that all of the Earth’s sons and daughters ought to have the opportunity to lift themselves up...Senator Fulbright, at whose hearings I had the privilege of testifying as a young veteran returning from Vietnam, he knew that the value of sharing our proudest values bore fruit in the long run, in the future. He said, ‘Having people who understand your thought is much greater security than another submarine.’ ”

– Secretary of State John Kerry, Charlottesville, VA, February 20, 2013

From the Chairman



This 49th edition of the Annual Report explores The Fulbright Effect, the extraordinary positive impact of the Fulbright Program around the globe.

The Fulbright Effect was the impulse of Senator J. William Fulbright to find a practical and cost-effective strategy for building peace. The Senator's genius was to fund the beginnings of what he called his "modest program" through the sale of military surplus from World War II. The legislation that bears his name launched an ambitious international experiment to promote peace and mutual understanding through the exchange of talented students and scholars. Fulbright turned the swords of war into plowshares, the hell of war into the hope of education, and the hate of war into the trust of cooperation.

In the 67 years since, hundreds of thousands of Fulbright scholars, students and teachers have lived Senator Fulbright's vision. The Fulbright Effect revealed in these pages is awe-inspiring. Fulbright alumni govern nations; fight for justice, health and human rights; teach the next generation, and foster groundbreaking changes for a

better world. Fulbright is as practical and cost-effective today as it was in those first days after World War II. Fulbright is a high-return investment in global security.

The Fulbright Effect is manifest in new technologies and scientific advances, in infrastructure, health, housing, agriculture, energy and the environment. Fulbright is at the forefront of education at all levels, with a particular focus on extending access to communities with limited opportunities. Fulbright fosters creativity and collaboration. Ideas and innovation know of no national boundaries.

The Higgs Boson and Field depicted on our cover are beautiful metaphors for The Fulbright Effect. The Higgs Field, like Fulbright, is everywhere and powerful yet not visible, much like the connections formed between people on exchanges. You see the effects of those connections but the bonds themselves are often indescribable.

Senator Fulbright remains a constant inspiration to us in our ever more complicated world. He had no illusions about evil and danger. He understood the dynamics of power. He also knew that working for peace and mutual understanding is tantamount to our security and the well-being of the planet.

The Fulbright Board oversees the Program, both to preserve and support its extraordinary legacy and to help define The Fulbright Effect for a world changing profoundly by technology, by climate change, and by threats of radical violence from non-state forces. You can read about some of the Board's efforts in this report.

Sadly, the world lost Nelson Mandela in 2013. I had the privilege of meeting him and I know he was a great admirer of the Fulbright Program. Mandela once wrote, "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."

Smart, compassionate, and able to tell his or her story...Could there be a better description of someone who's given and received The Fulbright Effect?

Tom Healy
Tom Healy

Chairman (2012-2013)

J. William Fulbright Foreign Scholarship Board

Email fsb@state.gov

Web <http://eca.state.gov/fulbright/about-fulbright/j-william-fulbright-foreign-scholarship-board-ffsb>

Meet the J. William Fulbright Foreign Scholarship Board

Established by the U.S. Congress, the 12-member bipartisan J. William Fulbright Foreign Scholarship Board selects participants and sets policies for the Fulbright Program. The Board convenes quarterly and also promotes the Fulbright Program to audiences around the world. The President of the United States appoints the Board Members, who come from academic, business, cultural and public life.



Tom Healy

Chairman 2012 & 2013

Member since 2011

Poet and Writer
Professor
New York University
New York, New York



Susan Ness

Vice Chair 2012 & 2013

Member since 2011

Senior Fellow
Center for Transatlantic Relations
Johns Hopkins School of Advanced
International Studies
Bethesda, Maryland



Mark C. Alexander

Member since 2010

Associate Dean for Academic Success
Professor of Law
Seton Hall University School of Law
Seton Hall University
Newark, New Jersey
Fulbright Alumnus (Spain)



Rye Barcott

Member since 2012

Co-Founder and Managing Partner
Double Time Capital
Co-Founder, Carolina for Kibera
Charlotte, North Carolina



Lisa M. Caputo

Member since 2010

Executive Vice President of Marketing
and Communications
The Travelers Companies, Inc.
New York, New York

The Board Welcomes Two New Members



Betty Castor

Member since 2011

Former President
University of South Florida
Tampa, Florida



Dr. Christie L. Gilson

Member since 2012

Instructor, Public Speaker, and
Disability Rights Advocate
Berks County, Pennsylvania
Fulbright Alumna (Hong Kong)



Ambassador Gabriel Guerra-Mondragón

Member since 2011

Former U.S. Ambassador to Chile
New York, New York



Dr. Shelby F. Lewis

Vice Chair 2011

Member since 2010

Professor Emeritus
Clark Atlanta University
Atlanta, Georgia
Fulbright Alumna (Lesotho)



Anita McBride

Chair 2010 & 2011

Member since 2009

Executive in Residence
Center for Congressional and
Presidential Studies
School for Public Affairs
The American University
Washington, DC



Gabrielle Giffords

Member since 2013

Former U.S. Representative, Arizona
Tucson, Arizona
Fulbright Alumna (Mexico)

Former U.S. Representative Gabrielle Dee "Gabby" Giffords was sworn in to the Board on July 26, 2013, in Tucson, Arizona, where John Caveness, Deputy Director of the Western Passport Center, performed the ceremony.

She represented Arizona in Congress from 2006 to 2012 and has become known across the United States for her consensus-building leadership and her resilience in the face of violence. She received a Fulbright Student grant to study in Chihuahua, Mexico, and has described her exchange experience as a "defining time" in her life.



Dr. Laura Skandera Trombley

Member since 2013

President
Pitzer College
Claremont, California

Dr. Laura Skandera Trombley was sworn in to the Board by Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs J. Adam Ereli, on February 11, 2013 at the Board's first meeting of the year.

She has served since 2002 as the president of Pitzer College, which has been the national leader in Fulbright Fellowships per thousand students for eight years, and was the top producer of Fulbright awardees among all U.S. liberal arts colleges in 2010, 2011, 2012 and 2013.



Lisa L. Helling

Executive Director since 2012

U.S. Foreign Service Officer
U.S. Department of State
Washington, DC

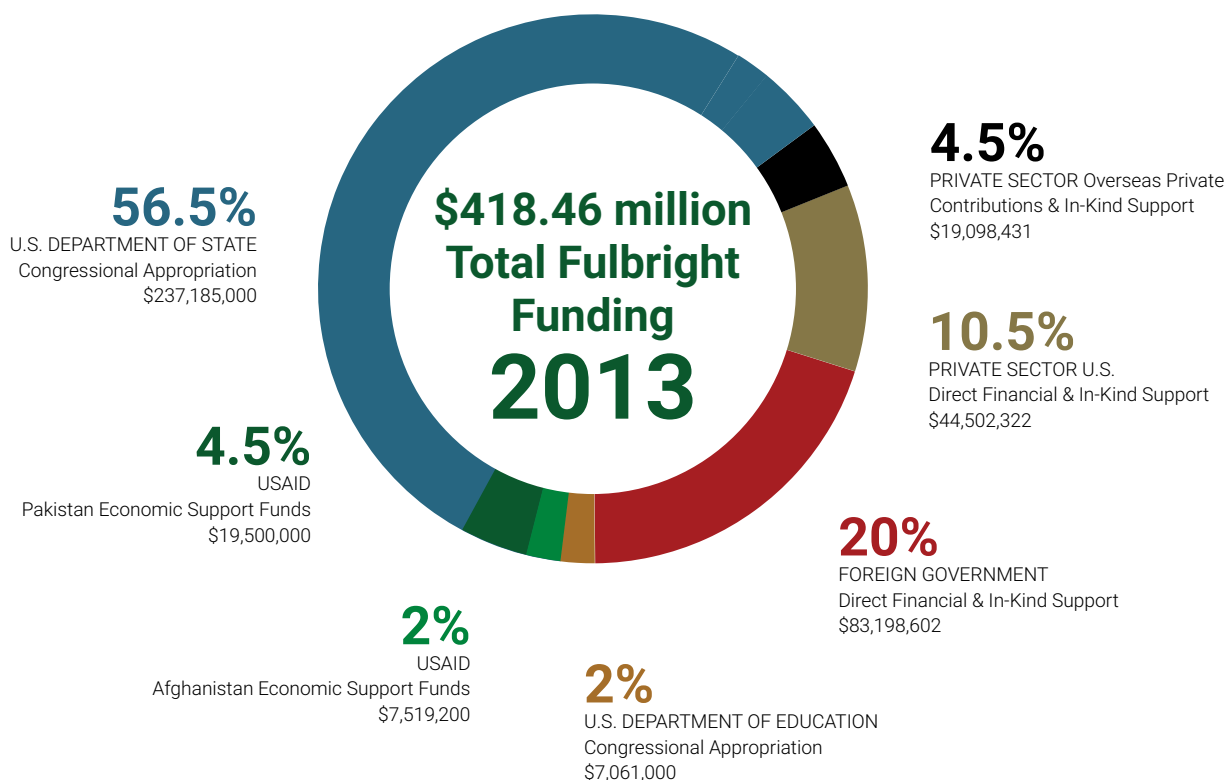
The Fulbright Effect

Shared Investment with Partner Countries

The Fulbright Program has a unique capacity to foster the exchange of ideas and expansion of knowledge by bringing together innovative people with diverse backgrounds and perspectives to address common challenges. Tangible proof that the Fulbright brand is an internationally recognized vehicle to achieve this goal are the direct financial contributions, tuition waivers and other forms of financial and in-kind support made by partner governments, academic institutions and other private and public organizations in the United States and abroad that leverage the U.S. government's annual investment in the Fulbright Program.

Today, many partner governments make substantial contributions to the Fulbright Program, permitting their scholars and students to obtain placement among hundreds of U.S. academic institutions of higher learning. Partner government contributions also allow Americans to teach, study, and research in those countries.

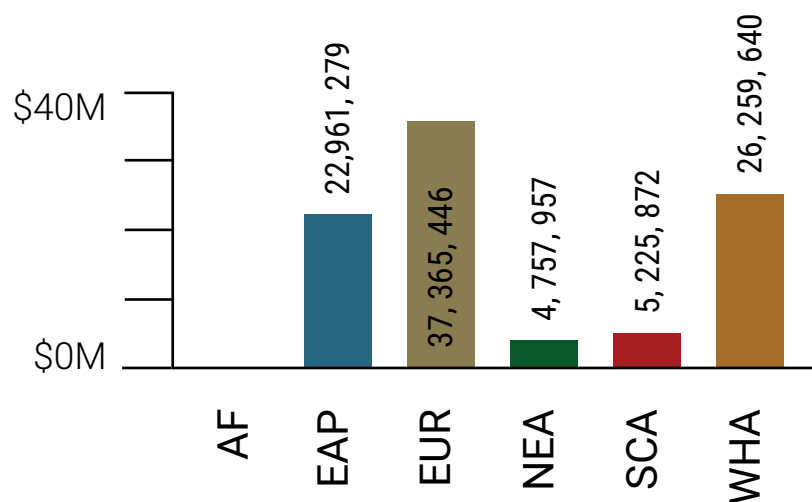
Additional proof that the Fulbright Program is at the foundation of bilateral relations between the United States and its longstanding partners is the magnitude of foreign government contributions to binational Fulbright Commissions as well as support to Fulbright grantees from both U.S. and foreign private institutions.



Top Foreign Financial Contributors to Fulbright Program in FY 2012*
Combined Foreign Government, Private, and In-kind Support
(Over \$500,000 USD)

Chile	9,704,771	China (PRC)	1,320,897
Spain	6,699,672	Israel	1,284,350
South Korea	6,291,982	Italy	1,283,373
Germany	6,151,481	Egypt	1,265,303
Japan	5,475,557	Poland	1,038,389
Brazil	5,134,030	Austria	1,025,468
Colombia	4,888,755	Czech Republic	1,013,894
UK	4,562,374	Ireland	1,004,278
India	4,436,781	Ecuador	987,587
Mexico	3,018,729	Morocco	869,703
France	2,725,396	Thailand	804,185
Indonesia	2,457,046	Netherlands	720,829
Australia	2,403,677	Pakistan	662,716
Finland	2,058,913	Singapore	608,652
Turkey	2,041,705	Greece	607,917
Norway	1,998,625	Argentina	604,199
Taiwan	1,781,009	Belgium	590,668
Malaysia	1,615,086	Philippines	584,217
New Zealand	1,548,520	Denmark	521,639
Canada	1,543,528		
Sweden	1,388,575		
Jordan	1,338,601		

* Fiscal Year 2012: October 1, 2011 through September 30, 2012



Almost a quarter of total contributions to the Fulbright Program (\$96.57 million of \$418.46 million or 23%) come from the 50 countries with binational commissions in five geographic regions.

Sub-Saharan Africa

One of the most pressing U.S. and global strategic objectives over the past decade has been the improvement of public health conditions in Sub-Saharan Africa. Throughout FY 2012, the Fulbright Program has played an integral role in facing this challenge by fostering relationships and developing initiatives essential to the continued development of this region. For example,

in FY 2012 U.S. Fulbright students traveling to Africa studied public health and science more than any other academic field. In addition, in spring 2013 the region hosted its first Fulbright U.S. Student Enrichment Seminar in Addis Ababa where grantees exchanged ideas about sustainable development, women's health issues and civil society.



East Asia and Pacific

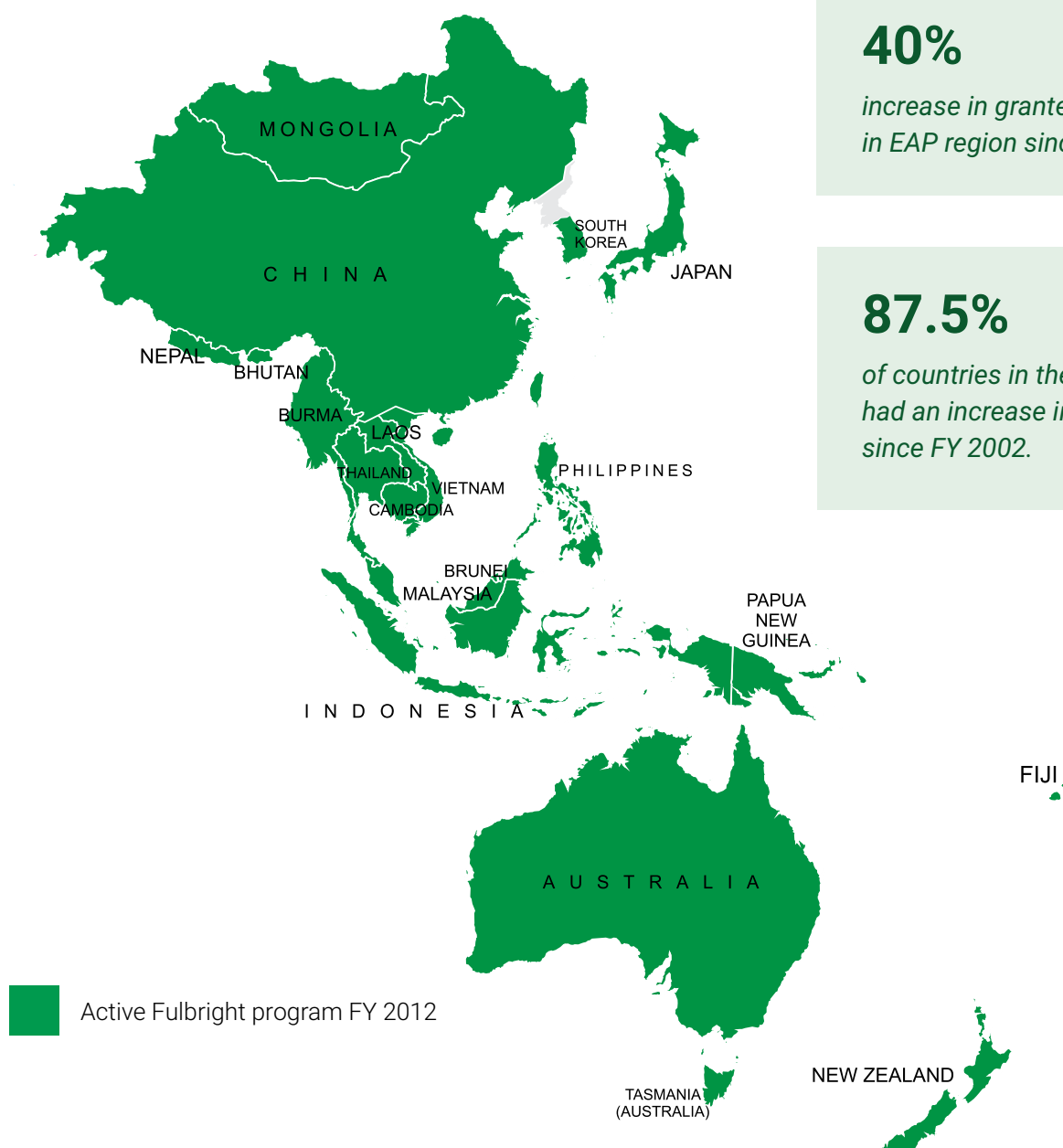
Over the past ten years, the Fulbright Program in the East Asia-Pacific region (EAP) has undergone tremendous growth. . In 2002, there were 903 total U.S. and non-U.S. grantees. Between 2002 and 2012 this number increased nearly 40% and in FY 2012 there were 1,482 total grantees. This growth reflects increased investment and commitment from partner governments in EAP to support Fulbright exchanges in order to develop a prosperous, globalized and secure East-Asia Pacific region. For example, from FY 2002 to FY 2012, the total number of U.S. and non-U.S. Fulbright student and scholar grantees increased significantly in Indonesia (from 84 to 269), South Korea (155 to 360), China (97 to 187), Taiwan (39 to 105), Mongolia (12 to 40), Burma (3 to 20), and Malaysia (35 to 97).

40%

*increase in grantees
in EAP region since FY 2002.*

87.5%

*of countries in the EAP region
had an increase in grantees
since FY 2002.*



Europe

The Fulbright English Teaching Assistant (ETA) Program is an increasingly significant component of the Fulbright U.S. Student Program in Europe and is a model for promoting diversity and new cost-sharing partnerships. Commissions and Posts use the ETA Program to enhance cross-cultural communication by providing a native English speaker presence to strengthen English language instruction in high schools and universities. Fulbright ETAs learn and grow from intensive cross-cultural interaction and an international education experience. The ETA Program has expanded substantially in the last five years and, in 2013, accounted for over 400 ETAs in 33 countries in the region. Fulbright ETAs most often are placed outside capital cities to reach underserved and diverse populations who may have had few opportunities to interact with Americans. In France and Spain, for example, ETAs work with immigrants whose families often come from the Maghreb; in Hungary plans are underway for ETA placement at a university with a predominantly Roma student body. ETAs in Russia and Turkey work exclusively in regional universities; they are frequently the first point of contact for these institutions with the Fulbright Program and thus open the door for further engagement in the variety of Fulbright exchange activities. In Europe, the ETA Program has attracted significant additional funding from partner governments at both the national and regional levels (Germany, Spain, France), as well as from private sources (Bulgaria and Greece).

Fulbright is especially dynamic in academic exchange and cooperation between U.S. and European institutions in science, technology, engineering and math (STEM) education. In 2012-2013, 17 percent of U.S. Fulbright students and scholars to the region were awarded grants in STEM fields.

German government contributions of \$1,573,934 to the Fulbright Program support 140 U.S. students as Fulbright English Teaching Assistants in Germany, and send 243 German students to the United States.

Combined U.S. and German contributions supported an exchange of the largest number of U.S. and non-U.S. grantees (480) of any country in the world.



Middle East and North Africa

Responding to a region in transition, the Fulbright Program in the Middle East and North Africa is pioneering new exchange models for the region to build higher-education capacity and develop the next generation of leaders. The Fulbright Visiting Scholar Program for Iraq offers a cohort-based model of exchange for junior Iraqi faculty to build the capacity of universities there. This 10-week Fulbright program brings together small groups of junior scholars to collaborate with U.S. faculty mentors to explore topics such as curriculum development, academic governance, university administration, use of technology in the classroom, educational leadership, accreditation, and research methods while benefiting from cutting-edge research facilities and exploring U.S. culture.

Building off the success of the program in Iraq, the Fulbright Program expanded the cohort model in FY 2012 to Libya to address the need for higher-education development after its revolution. Like the program for Iraq, these cohorts lay the foundation for Libyan scholars and their U.S. hosts to develop institutional relationships and areas of cooperation that can be sustained beyond the grant period. In the first year of the program, 33 junior scholars from Libyan institutions constituted five cohorts: engineering, information technology, linguistics/TEFL, natural sciences and public health. Plans are underway to expand the cohort model to additional countries in the region.

Top Destinations of Fulbright U.S. Students – FY 2012	
Jordan	29
Morocco	20
Egypt	17
Israel	10

170

Junior scholars from Iraq and Libya have participated in a Fulbright Visiting Scholar cohort program since FY 2009.

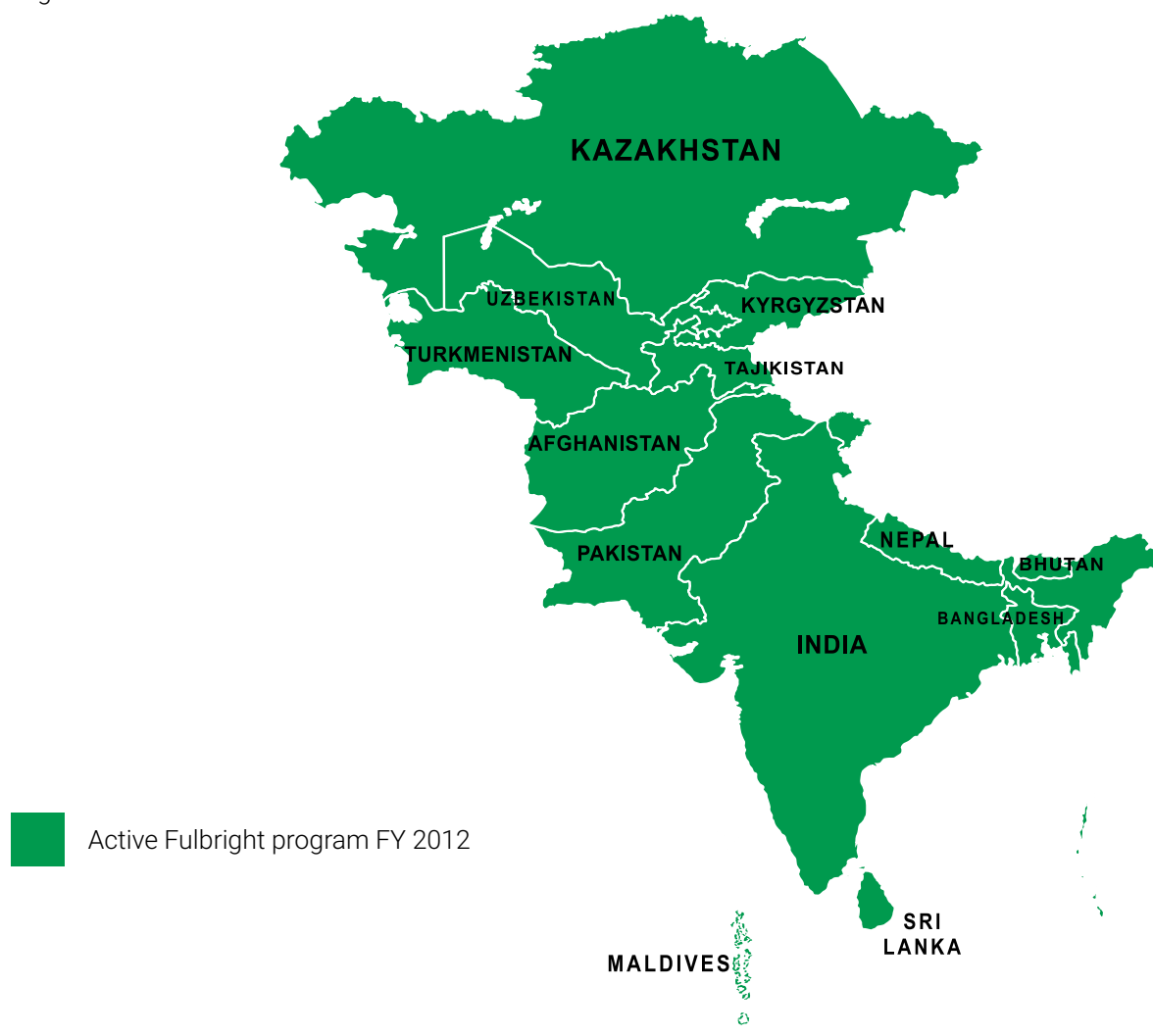


South and Central Asia

Academic Year (AY) 2012-13 saw record numbers of Fulbright grants in countries such as Pakistan, India and Afghanistan. Establishing a peaceful and secure South and Central Asia region is a strategic priority for governments in the region as well as for the United States.

The high level of U.S. financial support to Fulbright Programs in both Afghanistan and Pakistan demonstrates the strategic value of these exchanges in promoting security in the region. Moreover, the growth and extraordinary levels of participation in India, Pakistan and Afghanistan demonstrate their commitment to developing leaders and educators who will promote mutual understanding, peace and prosperity for future generations.

Indian and Pakistani Student and Scholar grantees comprise 20 percent of the Fulbright Program worldwide. In AY 2012-13, Pakistan sent 311 Fulbright Students to the United States, the largest number of any country worldwide. Over the same period, India sent the highest number of Fulbright Scholars to the United States with 75. After a hiatus from 1979 to 2002, the exchange with Afghanistan resumed in AY 2002-03 and is currently the third largest program in the region with 59 Afghan grantees.



Western Hemisphere

The Western Hemisphere region continues to pioneer Fulbright's collaborative research efforts. Through programs such as the Western Hemisphere's Fulbright Regional Network for Applied Research (NEXUS), the United States and its regional partners are bringing together the region's top experts to work collaboratively to confront some of the most challenging issues facing the world today: environmental degradation and climate change. The region-wide participation in Fulbright initiatives such as NEXUS, as well as the financial contributions of partner countries to the Fulbright Program in general, demonstrate the region's commitment to developing a scholarly exchange that moves beyond theory into practice.

The Western Hemisphere region in FY 2012 had 4 of the top 10 contributors in the world in terms of foreign government direct financial and in-kind support.*

\$9,670,971: The amount of foreign government direct financial and in kind support given to the Fulbright Program by Chile (#1 in the world)

\$5,060,339: The amount of foreign government direct financial and in kind support given to the Fulbright Program by Brazil (#5 in the world)

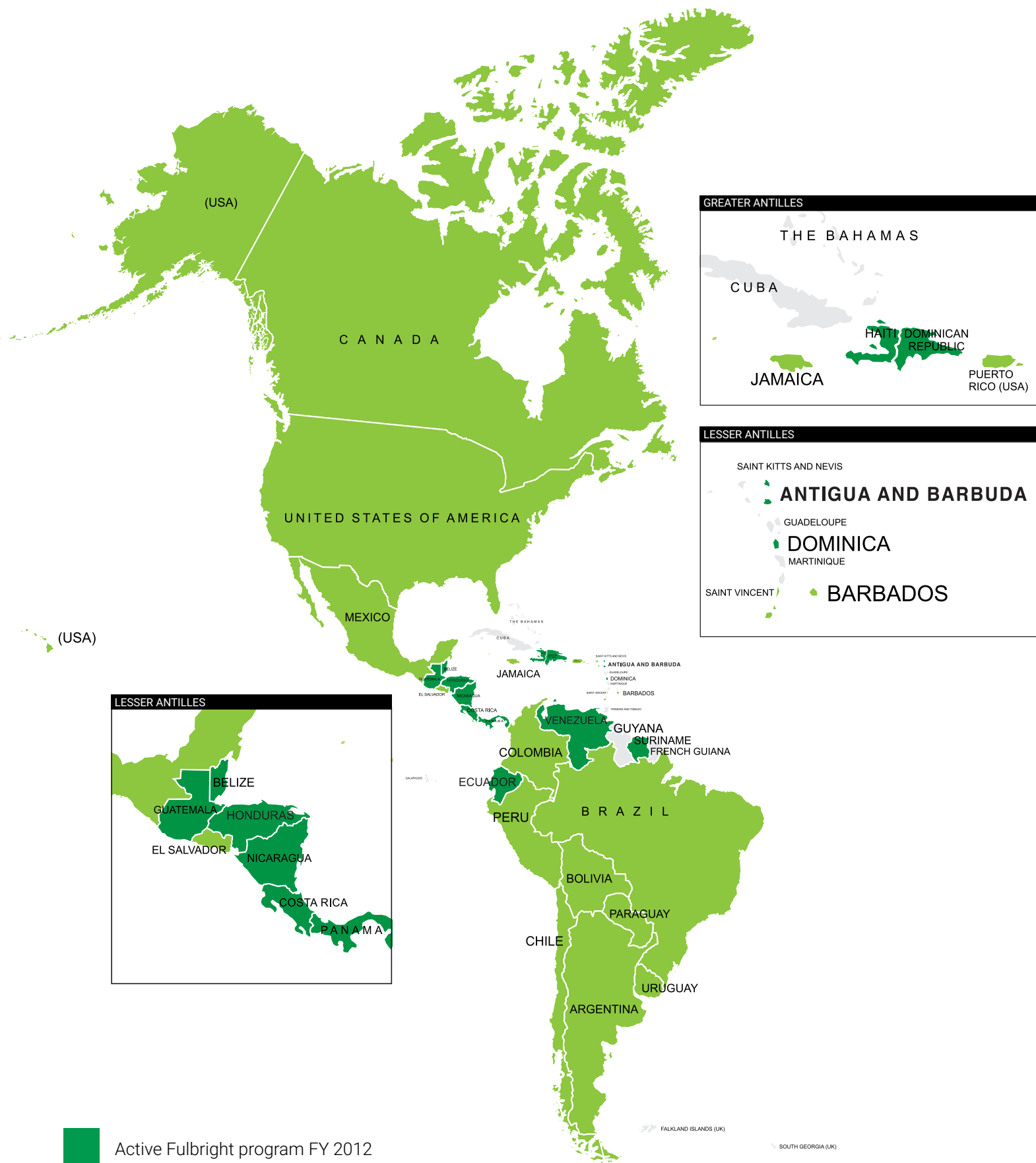
\$3,257,355: The amount of foreign government direct financial and in kind support given to the Fulbright Program by Colombia (#8 in the world)

\$2,807,981: The amount of foreign government direct financial and in kind support given to the Fulbright Program by Mexico (#9 in the world)

** does not include private contributions*

In FY 2012, the NEXUS program brought together scholars from 13 countries to engage in collaborative thinking, analysis, problem-solving and multi-disciplinary research in topics related to climate change and adaption strategies.





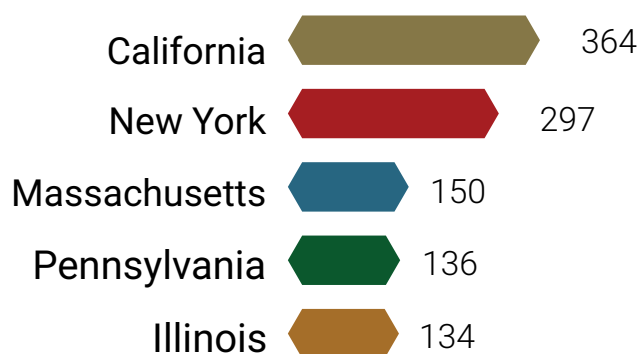
United States of America

In 2013, over 8,000 Fulbright grantees participated in the program. From their exchange experience overseas, U.S. grantees bring home a new international perspective to share with their peers, students, colleagues and communities. Those skills, in our increasingly connected world, prepare Fulbrighters to lead the next generation of innovators and entrepreneurs who can compete in the 21st-century global economy. Moreover, their broadened perspectives prepare Fulbrighters to take the lead in confronting regional and global challenges such as environmental degradation, public health crises, civil society development, and peace-building.

U.S. STATE STATISTICS for U.S. and non-U.S. grantees:

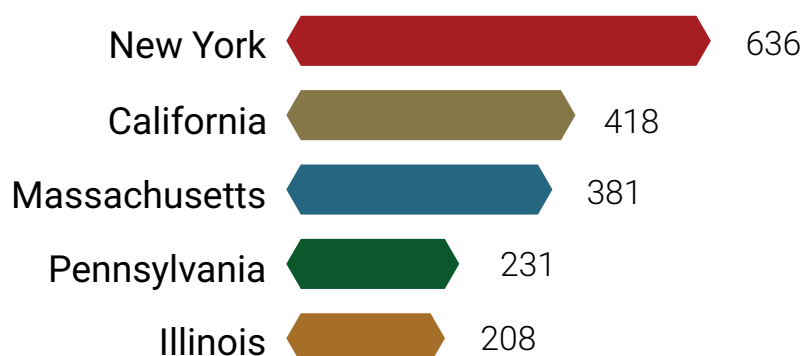
3,029 Americans studied, taught, or conducted research abroad with either full or partial support from the Fulbright Program.

The top five states sending U.S. Fulbright grantees overseas in 2013 were:



5,042 non-U.S. Fulbright grantees were offered new or renewed grants awards for study at U.S. colleges and universities.

The top five states hosting non-U.S. grantees in 2013 were:



Fulbrighters by State - FY 2012

State	U.S. Grantees	Foreign Grantees	TOTALS
Alabama	15	12	27
Alaska	11	1	12
Arizona	46	83	129
Arkansas	12	24	36
California	364	418	782
Colorado	49	65	114
Connecticut	44	70	114
Delaware	6	12	18
District of Columbia	58	181	239
Florida	114	106	220
Georgia	68	136	204
Guam	1	0	1
Hawaii	16	17	33
Idaho	9	6	15
Illinois	134	208	342
Indiana	38	130	168
Iowa	38	35	73
Kansas	26	33	59
Kentucky	35	23	58
Louisiana	18	50	68
Maine	20	7	27
Maryland	75	113	188
Massachusetts	150	381	531
Michigan	102	151	253
Minnesota	86	84	170
Mississippi	8	17	25
Missouri	39	65	104
Montana	12	12	24
Nebraska	26	29	55
Nevada	13	8	21
New Hampshire	16	14	30
New Jersey	101	76	177
New Mexico	25	15	40

New York	297	636	933
North Carolina	79	120	199
North Dakota	4	5	9
Ohio	96	130	226
Oklahoma	21	40	61
Oregon	74	50	124
Pennsylvania	136	231	367
Puerto Rico	2	0	2
Rhode Island	24	25	49
South Carolina	32	24	56
South Dakota	6	9	15
Tennessee	34	32	66
Texas	131	202	333
Utah	15	20	35
Vermont	25	8	33
Virginia	96	77	173
Washington	96	95	191
West Virginia	13	6	19
Wisconsin	69	38	107
Wyoming	4	6	10
TOTAL	3029	4336	7365

**Grantees are included under the Student, Scholar, and Teacher Exchange*

**Grants reported are those awarded to individuals under the oversight of the FFSB.*

Department of Education:

In FY 2013, the following three Fulbright-Hays programs supported a total of 566 U.S. educators and prospective teachers, who received their support through U.S. institutions of higher education, organizations or interagency agreements:

The Fulbright-Hays Group Projects Abroad (GPA) Program provides grants to institutions of higher education (IHEs), state departments of education, private nonprofit educational organizations or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign language and area studies throughout the educational structure of the United States.

473: *The number of participants that were awarded 27 group projects.*

The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program provides grants to institutions of higher education (IHEs) to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies.

79: *The number of fellowships for doctoral students that were awarded.*

The Fulbright-Hays Seminars Abroad Program provides four- to six-week summer seminars, for K-12 teachers, administrators and curriculum specialists of state and local educational agencies, and college faculty in the fields of foreign languages, social sciences, arts and humanities.

14 : *One seminar involving 14 participants was funded.*

403: *The number of institutions of higher education in the United States that had Fulbright grants awarded to students or scholars.*

These numbers are based upon grants awarded and administered by the U.S. Department of Education only. Grantees are included under the Student, Scholar, and Teacher Exchange programs. Grants reported are those awarded to individuals under the oversight of the FFSB.



The Fulbright Effect



Around the Globe



2010-2012 Fulbright Student alumna Tahani Elmogrbi of Libya with the Tawerghan children, to whom the Fulbright Alumni Association-Libya, which she founded, is offering English language classes.

“The Fulbright Effect... is awe-inspiring.”

– Chairman Tom Healy

Fulbright recipients are not merely “the best and the brightest” students and academics. Fulbrighters, collectively, are a force to be reckoned with, both in their own communities and on the world stage. The effect of the Fulbright Program is seen in new technologies and scientific advances, economic empowerment initiatives, energy policies and infrastructure, and the nurturing and education of the next generation. Fulbright alumni govern nations, fight for peace, and bring about groundbreaking changes for global betterment. Beyond bolstering intercultural understanding and diplomacy, their efforts improve security, food safety, clean water, energy, and health.

The Fulbright Program, as the following stories relate, is an irrefutably positive force for the planet.

Education and Science

Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” Fulbright grantees are living proof of education’s power to change the world for the better, both with their own actions and with their great efforts to pass this powerful weapon on to the next generation. Besides the grantees that have benefited humankind with groundbreaking discoveries in fighting cancer and the nature of the universe, here we also feature teachers engaging youths around the globe.



Promoting Understanding through Teaching and Service

JULIANNE WHITTAKER, Fairfield University

2012–2013 English Teaching Assistant to Jordan

Julianne Whittaker received a Fulbright English Teaching Assistantship grant to teach in the Hashemite Kingdom of Jordan. She worked as a teaching assistant at Petra University in Amman. Whittaker served the University’s English Enrichment Program, which provided language tutoring and conversation classes, and also organized a pen-pal project where students from her tutoring and conversations classes exchanged essays with students in Arabic and International Studies classes at her alma mater, Fairfield University. She also discovered opportunities for promoting mutual understanding in the community by volunteering with the Orphan Welfare Association (OWA) in Amman. The organization supported orphans living in a recently arrived Palestinian refugee camp. Whittaker spent each Friday and Saturday at the refugee camp to conduct English tutoring, basic Arabic and life skills activities with the youth. Today, Whittaker continues to volunteer with the OWA in Jordan while working on the staff of the non-governmental organization, International Relief and Development.

“For me, I found my true home among the local volunteers and children, who warmly welcomed me into their family,” Whittaker wrote. In her post-Fulbright reflections, Whittaker explained, “My students were my window into Arab youth perspectives, and I, in turn, presented a window into American culture.”

(Above) English Teaching Assistant Julianne Whittaker finds her “true home” among local volunteers and children in Jordan.



Fulbright Alumna Appointed Ghana's Minister of Education **NAANA JANE OPOKU-AGYEMANG**, Ghana

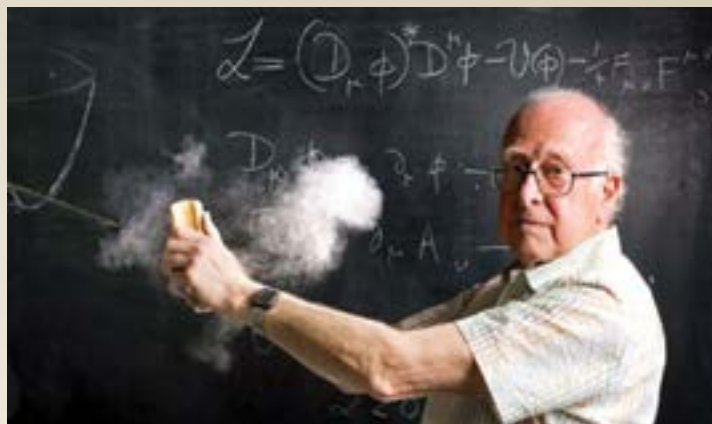
1994-1995, Fulbright Scholar, Eastern Washington University

In 2013, Fulbright Scholar Program alumna Professor Naana Jane Opoku-Agyemang was appointed by President John Mahama as Ghana's new Minister of Education. In recognition of her outstanding contribution to the development and promotion of quality education in Ghana, she had received the Ghana Women of Excellence Award.

Professor Opoku-Agyemang received a 1994 Fulbright Scholar Program Senior Research grant to Eastern Washington University. She participated in a 2003 Study of the U.S. Institute for Scholars on Contemporary American Literature at Northern Illinois University when she was a dean and associate professor in the Department of English at the University of Cape Coast. In 2007, Professor Opoku-Agyemang was selected as one of five scholars from around the world to speak at the United Nations for the 200th anniversary of the abolition of the trans-Atlantic slave trade. She made history in 2008 when she became vice chancellor and president of the University of Cape Coast, making her the first woman to hold a position at this level in Ghana.

Professor Opoku-Agyemang...became vice chancellor and president of University of Cape Coast, making her the first woman to hold a position at this level in Ghana.

(Top/Left) Ghanaian Minister of Education Naana Jane Opoku-Agyemang with U.S. Ambassador to Ghana Gene Cretz, Accra, April 3, 2013. /U.S Department of State photo



Fulbrighter Wins 2013 Nobel Prize in Physics **PETER HIGGS**, United Kingdom

1965 Fulbright Scholar, University of North Carolina, Chapel Hill

Professor Peter Higgs is the most recent Fulbright alumnus to win a Nobel Prize. Along with François Englert, Professor Higgs was awarded the 2013 Nobel Prize in Physics on October 8, 2013 "for the theoretical discovery of a mechanism that contributes to our understanding of the origin of mass of subatomic particles, and which recently was confirmed through the discovery of the predicted fundamental particle, by the ATLAS (a particle physics experiment) and CMS (Compact Muon Spectrometer) experiments at CERN's Large Hadron Collider." His work has been called a monumental and pivotal theory within particle physics. Professor Higgs first theorized the Higgs Boson particle in 1964. The existence of the Higgs Boson was tentatively confirmed on March 14, 2013 after more than 40 years of testing and research. In a statement released by the University of Edinburgh, Dr. Higgs described his response to the award as "overwhelmed," commenting, according to *The New York Times*: "I hope this recognition of fundamental science will help raise awareness of the value of blue-sky research."

His work has been called a monumental and pivotal theory within particle physics.

(Top/Right) Dr. Peter Higgs with a depiction of the Higgs model.



Cancer Research Achievements Honored

ALEXANDER LEVITZKI, Israel

1968 Fulbright Scholar, University of California, Berkeley

Professor Alexander Levitzki of the Hebrew University of Jerusalem won a Fulbright Post-Doctoral Fellowship for research at the University of California, Berkeley, in 1968. The American Association for Cancer Research has awarded Professor Levitzki its 2013 Award for Outstanding Achievement in Chemistry in Cancer Research. The Association reported that Professor Levitzki was selected for the honor by virtue of his contributions to signal transduction therapy and his work on the development of tyrosine kinase inhibitors as effective agents against cancer.

Professor Levitzki's research achievements have won him wide acclaim. Among other distinctions, he has received the Israel Prize in biochemistry, the Wolf Prize in medicine, and the Nauta Award for Pharmacochimistry, the highest award from the European Federation for Medicinal Chemistry. He is also renowned for his success in developing practical technologies on the basis of his research findings.

Professor Levitzki is honored for his contributions to signal transduction therapy and his work on developing tyrosine kinase inhibitors as effective agents against cancer.

(Top/Left) Fulbright alumnus Professor Alexander Levitzki of Israel checks the quality of the production of a therapeutic protein in his lab.

(Top/Right) Dr. Ngan Hoe Lee (third from left) with World Affairs Council of the Quad Cities Board Members in Iowa.



Sharing Mathematics Education Pedagogy & Methodology

NGAN HOE LEE, Singapore

2013–2014 Fulbright Scholar in Residence, St. Ambrose University, Davenport, Iowa

Dr. Ngan Hoe Lee, a Fulbright Scholar in Residence from the National Institute of Education in Singapore, participated in the Teacher Education Program at St. Ambrose University in Davenport, Iowa. He taught sections of the Teacher Education Program entry-level math classes, and was welcomed into the classrooms of other elementary education and early childhood education faculty to share, consult, and introduce the basics of Singapore math pedagogy.

Dr. Lee also traveled to area school districts in Iowa and Illinois, meeting with teachers and principals, learning about American schools, and providing insights into the Singapore math methodology. While many schools and districts have begun to implement mathematics education pedagogy, having a hands-on expert available proved useful in implementing new programs. In December 2013 in London, Dr. Lee was a Keynote Speaker to the British Council Conference: "Mathematics Matters: are international comparisons useful or just interesting?" He later presented to the World Affairs Council of the Quad Cities on "Singapore's Education System and Nation Building Efforts."

Working with St. Ambrose students, Dr. Lee gained multicultural perspectives on mathematics. He also worked with students who are not mathematically inclined, and learned to welcome spontaneous questions, in contrast with the more passive approach to learning in Singapore. He and his colleagues in the School of Education at St. Ambrose exchanged views about teaching, and they reached a mutual understanding that geographical differences do not alter the universality of teacher education.



Teacher Brings Kuwaiti Culture to Life in Colorado

BASHAYER AL-WAZZAN, Kuwait

2013–2014 Fulbright Foreign Language Teaching Assistant,
Colorado State University, Fort Collins

The 2013–2014 Kuwaiti group of five Fulbright Foreign Language Teaching Assistants (FLTA) is the largest from that country to date. Bashayer Al-Wazzan, a Kuwaiti FLTA at Colorado State University in Fort Collins, immersed herself in the local culture and discovered opportunities both inside and outside the classroom to introduce Kuwaiti culture to her American students and the broader university community. She participates in various cultural events, including organizing a Kuwait booth at the international students' "Unity Fair." Colleagues and students were so impressed with her presentation that they awarded the Kuwait booth first prize at the fair.

Al-Wazzan plans to share her experiences with her colleagues after returning to Kuwait. "As a teacher, I plan to hold professional development workshops for my colleagues to share what I learned at Colorado State from classes on U.S. culture and teaching methods," she said. Her success as an FLTA reaffirms U.S. Embassy Kuwait's inclusion of Kuwaiti teachers in the program.

The U.S. Embassy in Kuwait seeks to support the Kuwaiti Ministry of Education, the employer of these Kuwaiti FLTAs, in English language programs.

(Top/Left) FLTA Bashayer Al-Wazzan (far left) with students at the international students' World Unity Fair at Colorado State University.

(Top/Right) Gail Massot (center) attends the 2007 Fulbright-Hays Summer Seminar, "Native and Foreign Language Instruction in China."



Educational Exchange Fosters Lasting Engagement with China

GAIL MASSOT, Retired Teacher, Georgetown Day School

2007 Fulbright-Hays Summer Seminar, Native and Foreign
Language Instruction in China

In her own words...

"In 2007, driven in part by my longtime support for the creation of a Chinese program that was about to come to fruition at Georgetown Day School, I participated in the Fulbright-Hays Summer Seminar: on Native and Foreign Language Instruction in China. One of the questions raised in just about every school we visited was: How do you teach innovation and creativity?"

"Everyone on both Fulbright Summer Seminars that year remembers the Dandelion School set up to teach children of Chinese migrant workers. We had, in fact, contributed to that school on our return to the United States. When I went to my local library this year to find some books on creativity, the first book to pop up on the library catalogue page was *Awakening Creativity: Dandelion School Blossoms*, by Lily Yeh. Surprised and delighted to find this book, I posted this happening on the National Committee on United States-China Relations email list. The immediate response demonstrated that the alumni of that summer continued to be involved in the Fulbright mission of international understanding and partnership. One woman had gone into the Peace Corps to instruct teachers how to teach English in Thailand; another woman returned to China with her daughter to teach English in the summer, and her daughter is now teaching Chinese in Iowa. One man replied that he would use the book in his art class for service work in the community. The list goes on. If there were ever any doubt about the impact of the Fulbright Program, one has only to tap into the ongoing enthusiasm and energy of the participants to partner in the international community and open the doors to these experiences for their students.

"For my part, I am pleased to report that the Chinese Program at Georgetown Day School is flourishing. With an annual homestay exchange in both directions, our students are learning about the flexibility and endurance required to experience the richness of other cultures and form lasting friendships. My hope is that they will one day participate in the Fulbright Program and thus continue to fulfill its mission to create international friendships and partnerships through politics, science, business, education, or the arts."

Combating Poverty, Fostering Public Health and Economic Development

Fulbright grantees past and present make strides towards achieving greater equity in global health and well-being. Those strides encompass developing new economic models and tools, working with at-risk youth, and improving public health practices and policies.



Congressional Gold Medal for Combating Global Poverty

MUHAMMAD YUNUS, Bangladesh

1965-1966 Fulbright Student, Vanderbilt University

Fulbright alumnus from Bangladesh Muhammad Yunus was awarded the Congressional Gold Medal for his “efforts to combat global poverty.” Bestowed with that award on April 17, 2013, in Washington, DC, Dr. Yunus joined an exclusive circle of individuals - Martin Luther King, Jr., Nelson Mandela, Elie Wiesel, and Mother Theresa – who have been awarded the Presidential Medal of Freedom, the Nobel Peace Prize, and the Congressional Gold Medal.

Dr. Yunus, who was awarded the Nobel Peace Prize in 2006 and the Presidential Medal of Freedom in 2009, was a Fulbright Student in economics at Vanderbilt University from 1965 to 1966. As founder and managing director of the Grameen Bank, he pioneered the practice of microcredit and microfinance to create opportunities for the very poor. Microcredit is a system which provides small or micro-loans without collateral to individuals living in poverty. As a result, millions of Bangladeshi – especially women, who make up 97 percent of the Grameen Bank’s 8 million borrowers -- have been empowered to start businesses in their villages and lift their families out of poverty. Dr. Yunus has credited his Fulbright experience for expanding his sense of possibilities.

“Fulbright provided me the bridge to cross. I saw how things can be done differently in a different society ... I learned lessons which stood me in good stead when building up the Grameen Bank.”

(Above) Leaders of the United States House and Senate bestow the Congressional Gold Medal award on Professor Muhammad Yunus. / Photo: Nasir Ali Mamun/Yunus Centre



Mobilizing Youth for HIV Testing in South Africa

BENJAMIN BEARNOT, New York University

2011-2012 Fulbright-Fogarty Fellow to South Africa

Benjamin Bearnot sensed hope for the future while conducting HIV testing at a campus of the University of KwaZulu-Natal near the end of his Fulbright-Fogarty fellowship. His team tested over 80 university students in a day without diagnosing a single new infection. "To see a group of young South Africans so motivated to face the scourge of HIV and AIDS in their community head-on made me feel lucky to participate in the weekly testing campaign," he writes.

Before February 2012, students and staff who sought to receive HIV counseling and testing (HCT) on campus had to arrange appointments at the campus clinic. That system meant long wait times so that the number of students and staff testing on campus trickled to only a few people a week. Just as challenging, many individuals would skip their pre-arranged appointments. The existing testing system was not adequate to serve the young, sexually active community.

Partnering with the Executive Dean of Students and the AIDS Programme Coordinator, Bearnot and his colleagues addressed those issues by providing drop-in HCT services at two campus locations. They also worked with students and newly hired HIV counselors to design an HIV testing service targeted to the needs of a university student population, who often favor group pre-test counseling focused on sexually transmitted infections, alcohol use, and risky decision-making.

Within the first three months of launching their new testing strategy, Bearnot's team provided services to over 1,000 campus students and staff—up three-fold from the whole of 2011. Many of the students now arrive in groups and often return after their own HIV test with friends to get tested. After the success of that pilot project, the university granted funding to continue these services at the current campus, with the possibility of extending them to other campuses of the university.



Applying Affordable Business Models to Combat Hunger

RICHARD GABRIEL BRUNO, Tanzania

2012-2013 Hubert H. Humphrey Fellow, University of California

For his professional affiliation, Richard Gabriel Bruno worked with Freedom from Hunger, an NGO working to bring innovative and sustainable self-help solutions to the fight against chronic hunger and poverty. Bruno focused on designing and delivering a business model affordable to poor communities, especially small farmers and entrepreneurs. He learned about different methodologies for training and techniques for meeting the needs of various market niches in Tanzania. Bruno also looks at mobile phone applications to leverage the existing huge consumer base of mobile phone users in his country. This technology could deliver training and market information to farmers in rural areas, in order to increase the number of clients and reduce the cost of delivery.

Bruno, who holds a Bachelor of Science in Agriculture General from Sokoine University of Agriculture, a Postgraduate Diploma in Management and a Master's of Business Administration (Marketing) from Tumaini University, has nine years of experience in micro-financing and capacity-building for small farmers and entrepreneurs. Collaborating with community-based and international organizations, he has helped also to introduce smart technologies for safe and clean water in rural areas, technologies such as affordable filters, point-of-use treatment, rope and pedal pumps, and drip kits for irrigation.

(Top/Left) Benjamin Bearnot, MD, (far left) makes rounds with the Infectious Diseases medical team at King Edward VIII Hospital in Durban, South Africa.

(Top/Right) Richard Gabriel Bruno, Hubert H. Humphrey Fellow



Fulbright Alumna Receives King Baudouin Prize in Belgium

BOGALECH GEBRE, Ethiopia

1975 Fulbright Student, University of Massachusetts

Dr. Bogalech Gebre, who studied parasitology as a Fulbright Student in 1975 at the University of Massachusetts, has been awarded the *King Baudouin African Development Prize* in Belgium for her effort “to improve quality of life and empower local communities to take development into their own hands.” Her work to eradicate female genital mutilation in Ethiopia was lauded for its focus on social change through women’s empowerment and community movements.

Dr. Gebre is the co-founder and executive director of Kembatti Mentti Gezzimma Ethiopia, which operates across the country, including remote areas. The organization builds capacity through community conversation about issues related to women and marginalized communities. Dr. Gebre was previously awarded the 2005 North-South Prize and the 2007 Jonathan Mann Award for Global Health and Human Rights.

*...awarded the **King Baudouin African Development Prize** in Belgium for her effort “to improve quality of life and empower local communities to take development into their own hands.”*

(Top/Left) Dr. Gebre (second from left) speaks with U.S. Fulbright Students at 2013 Enrichment Seminar, Addis Ababa.



Using Mobile Phones for Vocational Training in Rural India

GANESH BALASUBRAMANIAN, India

2012-2013 Fulbright-Nehru-CII Fellow for Leadership in Management, Carnegie Mellon University

While heading a vocational training center in Madhya Pradesh, Uttar Pradesh and Rajasthan in 2009, Ganesh Balasubramanian dealt with the problem of chronic dropouts, with many students not showing up three or four days a week. He discovered that the cost of traveling from the villages to the training center was prohibitive for many students. He observed, however, that most people in the region enjoyed watching videos on their mobile phones.

After completing his Fulbright-Nehru-CII Fellowship for Leadership in Management, Balasubramanian initiated SkillTrain in April 2013. SkillTrain provides free vocational training videos that students can download on their mobile phones. “We use both mobile-based as well as web-based online delivery channels to reach out to school dropouts and unemployed youth,” Balasubramanian said.

SkillTrain’s mobile-based training programs are currently available in 10 villages near Jabalpur in Madhya Pradesh. Nearly 150 students are receiving training in this module. The content is also available in regional languages and dialects to reach a broader student base while the web-based online delivery channel, www.skilltrain.in, is available for interested students around the world. SkillTrain earned the Manthan Award 2013 in the category of e-Education, Learning & Employment. The Manthan Award is a first-of-its-kind initiative to recognize the best use of information and communications technology that creates a holistic and comprehensive impact on people.

(Top/Right) Ganesh Balasubramanian (second from left) with the Manthan Award 2013.



Iraqi Alumnus Ranked among “Top 99 Under 33” of Foreign Policy Leaders

AHMED HASOON, Iraq

2010-2011 Hubert H. Humphrey Fellow, Tulane University

Ahmed Hassoon helps manage a child survival program in Cambodia and a health program in Yemen. He works with Iraqi refugee programs in the Middle East, and has designed health programs in Asia, the Middle East, Africa, and Eastern Europe.

The *Diplomatic Courier* honored Hassoon, a 2010-2011 Hubert H. Humphrey Fellowship Program Alumnus from Iraq, on its 2013 “Top 99 Under 33” Foreign Policy Leaders list. The magazine named Hassoon a risk-taker because of his experiences: he has been shot at; he has been kidnapped; his office has been bombed; and he has received death threats for standing with the most vulnerable individuals in society. However, said Ahmed, “One child’s life is worth all the risk.”

Hassoon, who was also named the first Atlas Corps Fellow from Iraq, is a public health consultant with over eight years of experience. He writes, “As an Iraqi physician/public health professional serving in the United States at International Relief and Development (Atlas Fellow), I share my firsthand experience from Iraq and its possible application in other states that suffer from conflict or post-conflict situations worldwide. In my service I take a personal risk in traveling to fragile places for assessing health situations, and [take] risk and responsibility to represent a major global development partner and U.S. foreign assistance to those states. In our line of service we participate and recommend on how to design and sustain an effective foreign aid policy.”

(Top/Left) Hubert H. Humphrey Fellowship alumnus Ahmed Hassoon.



Connecting with At-Risk Youth in Rio de Janeiro

NICHOLAS WONG, University of Washington

2012-2013 Fulbright Student, Brazil

As a Fulbright U.S. Student in Rio de Janeiro, Nicholas Wong studied Sociology at Pontifícia Universidade Católica do Rio de Janeiro by day. He spent his evenings at the gym, volunteering with children, learning and experiencing the different cultures in Brazil from the classrooms to the inner city. He represented the team “Fight for Peace,” a non-profit organization that uses boxing and martial arts to deter youth from entering the drug trade.

“Fight for Peace uses boxing and martial arts and combines that with education and employment for at-risk kids,” said Wong. “In these communities, there are very few options for youth. They are often enrolled into drug gangs. [Fight for Peace] attracts kids through a boxing/martial arts program. In order to train there, you have to enroll in courses for personal development and your GED, and get job training.”

Fight for Peace allowed Wong to experience fully life in another culture and realize the importance of activities outside of the classroom for making people-to-people connections to transcend boundaries. He found out that “for kids, boxing is a communication where you don’t have to speak, but you still understand each other.”

“for kids, boxing is a communication where you don’t have to speak, but you still understand each other.”

(Top/Right) Fulbright U.S. Student Nicholas Wong (right) spars with a student through the “Fight for Peace” non-profit organization, Rio de Janeiro, Brazil, 2013.

Stability, Security, and Justice

A major goal of U.S. foreign policy is greater global security, and Fulbright grantees play an important role in working toward that goal. Between establishing systems for natural disaster preparedness, providing supporting mechanisms for underprivileged families, and developing innovative programs for conflict resolution and peace building, the Fulbright Program produces conscientious and active global citizens. Activities highlighted here enhance stability, security and justice in Afghanistan, Pakistan, India, Egypt, the Philippines, Israel, the Democratic Republic of Congo and far beyond with impacts in every region of the world.



Using the Power of Music Towards Conflict Resolution

AARON SHNEYER

2007-2008 Fulbright-mtvU Fellow to Israel

As a Fulbright-mtvU Fellow, Aaron Shneyer founded Heartbeat, a Jerusalem-based organization that unites Israeli and Palestinian youth musicians. The organization enables young people to connect with one another and develop creative, nonviolent tools for social change. Heartbeat organizes workshops that develop musical abilities while building trust and interpersonal ties.

With each cohort, a political theme comes into play after a few weeks. "We try to have it come up organically. For sure there are definitely heated arguments and challenges in the group. We let the participants bring their understanding, their voices to the table," Shneyer notes. Each cohort also has a professional facilitator, and sometimes a translator, to aid with the challenges of sharing ideas or overcoming arguments. If the situation gets too distancing, the group can return to music, which often helps transform opinions into points of understanding and the seeds of compassion for one another.

When a group is ready, their messages and the results of their trust-building experiences are brought to their communities through performances, workshops, singles, and music videos. They have performed in several countries, including three U.S. tours. They performed at the Department of State in November 2013. In addition to several Israeli and Palestinian musicians, their work has featured peace activist and singer Peter Yarrow, formerly of Peter, Paul and Mary, and renowned folk singer Tom Paxton.

The Heartbeat website states, "Heartbeat's youth-led movement combats the tidal wave of separation, fear, violence, and injustice with powerful sounds and voices calling for cooperation, equality, and peace. The Heartbeat message inspires people of all backgrounds to work together to be the change we seek."

(Above) Fulbright-mtvU alumnus and HEARTBEAT founder Aaron Shneyer.



Working “until the world becomes a safer place for all of us”

ZAHEER IQBAL, Pakistan

2006 Foreign Language Teaching Assistant Program,
University of Texas at Austin

In his own words...

“I was born in a small village on the border of the Federally Administered Tribal Areas, Pakistan. My father was a conservative Muslim Pashtun and a great supporter of education. He insisted that I should become educated, and allowed me to choose whatever I wanted to study.

I ended up attending the University of Peshawar, where a secular humanist professor opened my mind to new ideas about life and religion. In 2002, I received my Master's degree in English Literature, and after graduating I built an English language school in my hometown, later also teaching at the University of Peshawar. While teaching I applied for a Fulbright scholarship, and was awarded a grant in 2006. I was placed at the University of Texas at Austin, where I taught Urdu as a Fulbright Foreign Language Teaching Assistant while studying English Literature.

I was amazed by the diversity of America. I had never seen White, Jewish or African people in-person before. I made friends, was invited to Passover, Thanksgiving and Christmas celebrations. I saw mosques, churches, synagogues. I fell in love with America. But at the same time I felt sad for the struggles of my people and I decided that I would make a difference when I returned to Pakistan. I opened an English Resource Center in the Swat Valley, but I could only run it for four months because the extremists took over the area. Then I worked with the United States Educational Foundation-Pakistan and, in 2008, I began working for the U.S. Embassy as a Cultural Advisor in Peshawar. We conducted wonderful media and educational projects.

I will work for stability, security and justice no matter where I am until the world becomes a safer place for all of us.”

(Above) Zaheer Iqbal at the FLTA orientation, University of Texas at Austin, 2006.



Promoting Peace and Conflict Studies in Pakistan

DANIEL CHRISTIE, Ohio State University

2013 Fulbright Specialist to Pakistan

In 2013, as a Fulbright Specialist to Pakistan, Dr. Daniel Christie gave his expertise in peace psychology to Karakorum International University (KIU) in Gilgit-Baltistan and to Beaconhouse National University (BNU) in Lahore. His initial effort was to work with KIU to develop a master's program in Peace and Conflict Studies, the first of its kind in the country. Due to the security situation in Pakistan, Dr. Christie was unable to travel to Gilgit, which was, he said, “an irony underscoring the desirability of building and institutionalizing peace efforts in the area.” Instead, 12 faculty members from KIU drove 20 hours to Islamabad to participate in the four-day workshop in which the group, facilitated by Dr. Christie, developed a curriculum and course descriptions, and charted next steps for creating a textbook to support their introductory course on Peace and Conflict Studies. KIU faculty members were “champions” of the program, and Dr. Christie's guidance and knowledge gave them the essential tools to institutionalize peace and conflict studies in higher education curriculum.

Dr. Christie had a captivated audience also at BNU where for two weeks he conducted workshops on teaching peace psychology, co-developed and supervised the teaching of a course in peace psychology. Since his return to the United States, Pakistan's Higher Education Commission has mandated that peace psychology be included in all undergraduate psychology programs.

Dr. Christie, Professor Emeritus at Ohio State University, continues to work closely with his colleagues in Pakistan. They have since developed an edited volume on Peace and Conflict Studies. Among other initiatives, they are conducting research on divisions and conflict in the Muslim world.

(Above) Dr. Daniel Christie, 2013 Fulbright Specialist to Pakistan.



Using Social Media to Enhance Cyclone Preparedness

CARMALIN SOPHIA AYYAPPAN, India

2011-2012 Fulbright-Nehru Environment Leadership Fellow,
Arizona State University

Carmalin Sophia Ayyappan is a scientist at the National Environmental Engineering Research Institute in Chennai. In October 2013, she conducted a disaster survey in several parts of Odisha affected by the cyclone Phailin to understand the mechanism of emergency preparedness and management. That work was part of the project SMARTER, for which Ayyappan won a grant from the U.S. Department of State's Alumni Engagement Innovation Fund in 2012. SMARTER aims to provide the means to use available social media resources innovatively to prepare communities better for potential natural disasters.

Ayyappan's survey found that the state of Odisha was well prepared for the cyclone. She said, "The impressive show of disaster preparedness in large part can be attributed to lessons learnt after the powerful cyclone Paradip hit the country and killed 10,000 people in 1999. Effective disaster preparedness is a significant cooperative effort by both communities and government and is a critically important investment. The benefits have now been seen in India, with communities on the East Indian coastline experiencing their fiercest storm in 14 years, with minimal loss of life."

Ayyappan...was part of the project SMARTER, for which Ayyappan won the Alumni Engagement Innovation Fund award in 2012.

(Above) Carmalin Sophia Ayyappan (second from left) at work during her survey in Odisha, October 2013.



Building a Safer, Stronger Community for All

TAHANI ELMOGRBI, Libya

2010-2012 Fulbright Student,
Hamline University

Tahani Elmogrbi came to the United States to pursue a Master's degree in Nonprofit Management, working towards her dream of establishing an NGO to advocate for children. She is the only person in Libya to have attained this degree. When the Libyan revolution began partway through her grant, it opened up many possibilities to apply her training. In the transitional period, there has been a particular need to develop the skills and potential of the nation's people – and particularly the youth – to produce citizens with the leadership and other qualities necessary to build strong public institutions. NGOs are growing rapidly in Libya, and when she returned home she collaborated with civil society organizations focusing on women's rights and civil society participation.

Elmogrbi manages various projects, one of which is to increase women's participation in policy and decision-making. She oversees a justice and security dialogue project, which aims to bring communities together to identify challenges they are facing, and to propose and implement solutions to those challenges. These dialogues are community-driven and focused on promoting gender integration in the discussion.

Elmogrbi also founded the Fulbright Alumni Association – Libya, which offers free English language courses to the children of refugees from the city of Tawergha. "The main goal of the Alumni Association of Libya is to focus on youth and education, where alumni can pass the knowledge they obtained from the Fulbright experience to Libyan youth and communities through different activities," she writes.

(Above) Fulbright Student alumna Tahani Elmogrbi of Libya with the Tawerghan children, to whom the Fulbright Alumni Association-Libya, which she founded, is offering English language classes.



Not Lost At All: A People's Journey

ACHILLE MUTOMBO, Democratic Republic of the Congo
2011-2012 Fulbright Student, Michigan State University,
East Lansing

In his own words...

"Before starting my Fulbright program, I had been working with a group of literature professors from the University of Kinshasa, along with representatives from the Ministry of Culture and Arts. This collaboration led to draft copyright legislation for the legal protection of works by Congolese writers and artists. Thanks to my Fulbright experience, which focused on intellectual property law, I gained a broader understanding of how to create effective legal frameworks for the protection of intellectual property. Issues such as intellectual property violations, the protection of cultural heritage (that is, traditional medicines) and the length of the protection are generally overlooked in DR Congo but are highly developed and effective in the United States. Throughout my time there and since my return to the DR Congo I have worked with my mentor, Professor Jean Michel Kumbu Ki Kimbi, former vice-dean of the faculty of Law at the University of Kinshasa, to improve the draft legislation and include some of the legal mechanisms I had been exposed to in the United States.

For me, my Fulbright program went beyond just an academic experience; it was a terrific personal journey as well. From a particularly kind police officer willing to deal with my then-terrible English, to an amazingly nice Senegalese taking the risk of missing his last bus to find me a room for the night, I was always so impressed by the kindness and openness of people I met. This included my fellow classmates who helped me to adjust to American culture, and my professors who challenged me to think in new ways every day. This amazing mélange of people that I met while in America left a lasting positive influence on my life and I hope to bring some of what they taught me back to the DR Congo."

"...my Fulbright program went beyond just an academic experience; it was a terrific personal journey as well."

(Above) Achille Mutombo (second from left) attends the 2012 Chicago Fulbright Enrichment seminar, "The Role of Diversity in City Politics," along with fellow Fulbrighters from Togo, Niger, and Colombia.



Central Asia Conference Highlights Regional Peace-Building through New Media Technology

SAMAGAN AITYMBETOV, Kyrgyzstan

2009-2010 Fulbright Student, University of Washington

After completing his Fulbright grant in Seattle, Samagan Aitymbetov set out to determine how people could best use technology to mediate conflict. Upon his return to Kyrgyzstan, Samagan became the director of the Development of Central Asian News Service Public Foundation, which promotes digital journalism in Central Asia. In May 2013, he initiated and facilitated a successful conference on peace-building through technology entitled, "Generation Peace: New Media Technologies for Central Asia."

Forty-six Central Asian civil society activists, including delegates from Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan, convened May 14-17, 2013 for the conference.

Speakers addressed topics such as peace journalism, social media, web metrics, the role of the media in conflicts, freedom of speech, and hate speech. As a result of the conference, 26 project concepts were submitted by attendees to the Association of Fulbrighters of the Kyrgyz Republic.

As an active member of his community and proud Fulbright alumnus, Samagan enthusiastically participates in alumni service projects. From repairing dilapidated orphanages to installing accessible ramps throughout the city center and constructing bike parking racks, Samagan has made an indelible impact on his community. His extensive work to organize conferences and facilitate service projects makes it clear that building relationships is at the heart of his digital campaigns. At every turn, Samagan Aitymbetov is mentoring students, inspiring peers, and connecting generations.

"Connections with the vibrant Fulbright community inspired me to launch the Generation Peace Project, to raise new generations of leaders who can promote peace and justice in conflict-prone, multi-ethnic regions using new media technologies."

(Above) Samagan Aitymbetov with U.S. Ambassador to Kyrgyzstan Pamela Spratlen at the "Alumni in Action" themed 12th Annual Alumni Reunion in Bishkek.



Innovation Lights Up the Philippines

ILLAC DIAZ, the Philippines

2005-2006 Hubert H. Humphrey Fellow, Massachusetts Institute of Technology

In December 2013, Illac Diaz, a 2005-2006 Hubert H. Humphrey Fellowship Program alumnus from the Philippines, had the opportunity to meet with Secretary of State John F. Kerry and demonstrate the impact of his Liter of Light initiative. During a trip to the Philippines to announce \$24.6 million in humanitarian aid to the region in the wake Typhoon Haiyan, Secretary Kerry saw the beginnings of the relief efforts and observed how a simple soda bottle, filled with a small amount of water and bleach, could light up a home. The Secretary was impressed by Diaz's innovation and praised his work. According to Secretary Kerry, the Liter of Light lanterns.

"...served not only as the only source of light for Tacloban immediately after the typhoon, but as an important aid for people to be able to continue with their lives."

Diaz founded the MyShelter Foundation in 2006, and the Foundation launched the Liter of Light project in 2011.

Inspired by Alfredo Moser of Brazil and the D-Lab at the Massachusetts Institute of Technology, Diaz set out to create an ecologically and economically sustainable source of light for underprivileged households in the Manila slums. Since beginning this venture in 2011, the Liter of Light initiative has provided "bottle bulbs" for nearly 28,000 homes in the Manila Metro area. The project has also lit homes in India, Indonesia, and even Switzerland. The MyShelter Foundation has a goal of installing one million bottle lights around the world by 2015.

On November 7, 2013, the Liter of Light initiative won the Sustainia Community Award, an international award bestowed annually to a solution, technology or project with a significant potential to help create a more sustainable future.

(Above) Illac Diaz, far left, with beneficiaries of a Liter of Light bottle bulb.

Environment, Energy, and Public Policy

Widely available, sustainable energy provision will be vital for the future. Environmental concerns play a role in this, but also concerns for the health and wellbeing of individuals and communities. Fulbright grantees have been working towards practical, affordable, and sustainable solutions around the world. For instance, they have developed carbon emissions trading guidelines, produced renewable energy plans and policies, and laid the groundwork for rural electrification initiatives.



Developing Renewable Energy Policies in Pakistan

TAHAWAR HUSSAIN, Pakistan

2012-2013 Hubert H. Humphrey Fellow, University of California, Davis

During his year as a Hubert H. Humphrey Fellow at the University of California, Tahawar Hussain enhanced his expertise in renewable energy policy formulation and analysis. He developed a deeper understanding of global energy politics and its influence on regional and national energy policies, and became better able to effectively deploy renewable energy based on innovative technological solutions for underserved populations. Working for the Policy Institute for Energy, Environment, and the Economy at UC Davis, he undertook a renewable energy research project for the Senate Republican Caucus of the state legislature. After obtaining an extension to his Humphrey year, Hussain worked as a Senior Research Fellow for Greentech Leadership Group, a Sacramento-based organization fostering dialogue between policymakers and the green technology sector to support green economic development in California.

Returning to Pakistan in December 2013, Hussain secured a position with Advanced Engineering Associates International, Inc., a global engineering, energy, and environmental services company. He is a policy advisor with the Energy Policy Project, a USAID-sponsored initiative that is helping the Government of Pakistan advance its reform agenda to increase the energy sector's financial viability. Hussain said that his role is to "contribute my share of knowledge and effort by supporting the government in developing and implementing an integrated energy policy that focuses on achieving Pakistan's energy independence in a sustainable manner." As a former Director of Policy at the Alternative Energy Development Board in Pakistan, he contributed to various renewable energy plans and policies that were adopted on a national level, including the policy for use of biodiesel as an alternative fuel in 2008. Hussain was honored to be a member of the Energy Expert Group formed by the Government of Pakistan to develop an integrated energy plan for 2009-2022.

(Above) Hubert H. Humphrey Fellow Tahawar Hussain.



Developing Climate Change Resilience in Malawi

JODIE VANYO, Malawi

2013-2014 Fulbright-Clinton Fellow, Malawi, Special Assistant, Ministry of Environment and Climate Change Management

In her own words...

"As an environmental officer in the Malawi Ministry of Environment and Climate Change Management, I have come to learn what it's like to enact policy, implement projects, and educate a population under numerous financial and resource constraints. I knew it would be a challenging task, but that's precisely why I wanted to become a Fulbright-Clinton Fellow – to understand how developing countries respond to these limitations and what aid partners can provide.

"From the day I set foot in Malawi, my co-workers embraced me as one of their own and made me an integral part of the Environmental Affairs team. I've helped to develop the country's carbon emissions trading guidelines, finalize its climate change investment plan, and complete its climate aid database. Taken together, these documents will help the country identify highly vulnerable areas, target donor funds, and reduce future consequences of climate change. I've also lent my journalism, public relations, and graphic design expertise to the Ministry's outreach team, teaching them how to create targeted media campaigns to inform the population on emerging environmental issues.

"Alongside my work in country, the Fulbright-Clinton Fellowship gave me the extraordinary opportunity to represent Malawi at the United Nations Framework Convention on Climate Change (UNFCCC) Conference of Parties 19 (CoP19) in Poland. The CoP is a highly selective event – only a handful of country representatives, NGOs, and media outlets attend each year. As a Malawi representative, not only was I able to mingle with top climate experts, Ministers, and even several presidents, but I also was to witness the negotiations through the eyes of a developing country and see how they have to band together to have their voices heard amongst the more powerful developed nations.

"The Fulbright-Clinton Fellowship has given me an immense appreciation for the work of developing countries such as Malawi to achieve amid all their constraints. I entered this Fellowship with an American mindset of how government should operate, but will walk away with a more enlightened view of why governments operate as they do, what works in different contexts, and what outside groups can do to ensure initiatives succeed. The ideas I've shared with my Malawian counterparts will contribute to the country's climate change resilience, and the knowledge they've given me will allow me to create more effective sustainable development programs in the future."

(Above) Fulbright-Clinton Fellow Jodie Vanyo, with the Malawi Ministry of Environment and Climate Change Management, represents Malawi during a plenary session at the United Nations Framework Convention on Climate Change's 19th Conference of the Parties, Warsaw, Poland.



Tackling Challenges of Water Conservation and Public Sanitation

VIJAYARAGHAVAN M. CHARIAR, India

2012-2013 Fulbright-Nehru Lecturer, Arizona State University

Following his Fulbright fellowship, Dr. Vijay Chariar, a professor at the Centre for Rural Development & Technology at the Indian Institute of Technology in Delhi, is involved in environmental campaigns in India. Dr. Chariar is passionate about sustainable design and his research is largely focused on ecological sanitation, green building materials, and green housing. He has developed a low-cost, waterless toilet—a strikingly innovative solution to India's immense sanitation problem. He is currently a Director of "Ekam Eco Solutions," a new start-up at his institute. Ekam Eco Solutions is marketing his invention and researching products and technologies which are expected to result in increased water conservation and better management of nitrogen, phosphate and potassium resources.

Explaining the need for sustainable sanitation, Dr. Chariar notes that "water contamination affects the health of the people. By providing waterless urinals and dry toilets we are providing access to sanitation and not creating other sanitation problems by polluting the water." He recalls that before starting his Fulbright, he was "reluctant" to market his product. However, he found inspiration at Arizona State University (ASU). "I saw many students and faculty taking their products to market, which inspired me to push this product more and be more entrepreneurial." Dr. Chariar has also led his institute's partnership with UNICEF to create awareness about the consequences of open defecation among youth and to create a movement to combat this practice. He has organized a public awareness campaign, including poster, video, and mobile app contests, as well as a National Roundtable on sanitation.

Since returning to India, Dr. Chariar has continued collaboration with ASU. In spring 2013, he gave lectures to 16 U.S. master's/Ph.D. students at ASU and his 100 IIT Delhi students through Skype for a Global Classroom project. "We took on joint projects where students from both countries worked on the same problems of water and waste in India's urban areas," he explains. The Indian students uploaded videos on YouTube of the water challenges they continue to face. The U.S. and Indian students then worked together to find solutions to these challenges and designed 25 unique projects.



(Top/Left) Dr. Vijay Chariar shows products to promote water sanitation.

(Above) Dr. Chariar's "Take Poo 2 Loo" Sanitation Short Film Contest was part of a public awareness campaign about the consequences of open defecation, a campaign which inspired a youth movement to combat the practice.



Electrification and Renewable Energy in Burma

MICHAEL SPOLUM

2013-2014 Fulbright-Clinton Fellow, Burma, Special Assistant,
President's Office of the Union of Myanmar

In his own words...

"Myanmar, also known as Burma, is on the cusp of an energy revolution. A total of 26 onshore oil and gas blocks were awarded in two separate tenders in January 2012 and October 2013; an additional 30 offshore blocks went to tender in November 2013 with award announcements expected soon. Gas is now flowing through the Shwe pipeline from offshore fields in the Andaman Sea to Southern China's Yunnan Province, filling the government's coffers with much-needed funds to expand physical and social infrastructure and spur economic growth.

"Developing hydrocarbon resources for domestic use will, however, take time; offshore oil and gas fields are unlikely to enter the production phase for at least 5 to 8 years. With nearly all of the country's existing gas production contracted for export to Thailand and China, there are few if any options to rapidly and sustainably scale up electricity generation to meet the demand that is growing at the pace of 15 percent annually. Recognizing that energy is a prerequisite to development, President Thein Sein's administration has made expanding energy access a priority, with a goal of achieving universal access by 2030. The government is working seamlessly with major institutional donors such as the World

Bank and Asian Development Bank to employ innovative and scalable energy solutions designed not only to provide access to power, but also to empower. Rural electrification efforts are being leveraged as a platform to engage communities to be proactive in the decision-making processes that will define their respective paths of development.

"Myanmar's true energy revolution is not taking place on oil platforms or drilling rigs, but at the community level in meeting halls, markets and temples. As a Fulbright-Clinton Fellow, I stand humbly at the epicenter of this revolution, overwhelmed by the pace of development yet emboldened by the government's unwavering commitment to reform and inclusive development. The Fulbright-Clinton Fellowship has given me a space to leverage my international development and private sector experience to practice my passion and make a positive impact on the development of Myanmar's energy resources. I'll be conducting technical feasibility studies for small-scale hydropower pilot project sites, constructing a proposal for a U.S. Trade and Development Agency grant to promote and deploy U.S.-manufactured renewable energy technologies in rural settings, and leading a constellation of private sector developers and local NGOs. I'm confident that I'll one day be able to look back and know that I played a role, however small, in helping to bring light to the 75 percent of Myanmar's 60 million people who currently lack access to reliable sources of electricity."

(Above) Fulbright-Clinton Fellow Michael Spolum conducts stream flow studies for smallscale hydropower projects on the Mali River in Kachin State's Putao District, at the base of the Himalayas in Northern Myanmar between India and China.



Managing Sustainable Development in Nicaragua

MATHIAS CRAIG, United States

ELEONORA CAMPOS, Argentina

SHARON GOURDJI, United States

MAURICIO GIRALDO, Chile

ANDRE LUCENA, Brazil

MAURICIO LOPEZ, Colombia

2012-2013 Fulbright NEXUS Program Scholars

One of the collaborative groups formed as part of the 2012-2013 Fulbright-NEXUS program came together to examine "Sustainable Development Opportunities at the Climate, Land, Energy and Water Nexus in Nicaragua." The report's findings were published through the Center for Latin American Studies at UC Berkeley.

According to the report, there are "strong interconnections between the practices needed to sustainably manage land, energy, and water resources, which become even more pronounced when the many implications of climate change are taken into consideration. An exploration of these resource sectors in Nicaragua, a country at high risk from climate change, shows how their linkages directly impact the opportunities for development available to a rapidly growing economy. In particular, these linkages may shape solutions for sustainably managing agriculture, confronting water scarcity, and promoting local energy resources, which together can provide independence from global market volatility." Highlighting the potential for integrated resource planning in Nicaragua, the group focused on three ongoing, sustainable development initiatives as case studies: rain-water harvesting in the Pacific Mountain Corridor,

community-scale breadfruit processing in the Caribbean Coast region, and national bioenergy production using sugarcane bagasse.

Preliminary findings from the report were shared with policymakers in Washington DC in September 2013, including the Department of State; the Space, Science and Technology and Energy and Commerce Congressional Committees; the White House Office of Science, Technology and Policy; and the Embassy of Nicaragua. Further distribution at the national and local levels in Nicaragua is underway to increase the understanding of the interrelationships between these sectors in Nicaragua and the need for integrated resource planning. One scholar has since convened a working group on breadfruit in the Caribbean basin, partnering with the Engineering Design for Extreme Affordability class at Stanford to conduct a breadfruit processing pilot.

"...these linkages may shape solutions for sustainably managing agriculture, confronting water scarcity, and promoting local energy resources, which together can provide independence from global market volatility."

(Above) NEXUS - Nicaragua Group presents its preliminary findings in Washington, DC, September 2013. /Photo: Mary Beth Evans



Combating HIV/AIDS through Public Policy

BECKY BARTLEIN, Côte d'Ivoire

2012-2013 Fulbright-Clinton Fellow, Côte d'Ivoire, Ministry of Health and the National Public Health Institute

In her own words...

"As a Fulbright-Clinton Fellow, I was placed within the Ministry of Health and the Fight against HIV/AIDS (MSLS) at the National Public Health Institute (INSP). It was a dynamic time to be in Abidjan, since the city and country are recovering and rebuilding from a decade of war and the post-electoral violence of 2011, heightening both the challenge and opportunity to make an impact through public policy. My role as a Fulbrighter was advantageous in that I was largely independent of the internal politics of the Ministry of Health, and while I was not officially connected to the U.S. Embassy or the U.S. *President's Emergency Plan For AIDS Relief* (PEPFAR), I had access to and knowledge of the resources and support they could provide. I also could start conversations about same-sex partnership and gender equity in health that prompted open and honest dialogues that may not have otherwise happened, as Côte d'Ivoire is a socially conservative country.

"My work evaluating the Prevention of Mother to Child Transmission of HIV (PMTCT) services offered in the public health system will be used to create future treatment and care guidelines as well as to inform broader policy decisions concerning antenatal services. My assistance with training

and mentoring teams from other ministries (education, and women and family) in protocol writing to evaluate their PEPFAR funded HIV projects will improve the capacity of government agencies to evaluate the work that they do and thereby improve implementation of their projects. This contributes to a shared goal of the U.S. PEPFAR program and the Ivorian government. My writing a proposal to rehabilitate and modernize the library and archives of the INSP will contribute to strengthening Côte d'Ivoire's capacity to conduct high quality public health research and training, as well as laying the foundation for a research ethics committee at the institute.

"Following my fellowship, I was hired as a consultant by the International Association of National Public Health Institutes (IANPHI) to assist with a strategic planning workshop for the Ministry of Health to improve coordination between all the departments, agencies and institutes that conduct core public health functions. Returning to Cote d'Ivoire four months after my fellowship to see how my projects had progressed, and to be able to contribute in a different role, was invaluable. My experience as a Fulbright-Clinton Fellow was very attractive to IANPHI as well as to my colleagues at the Bill and Melinda Gates Foundation, where I am currently the Program Manager for the Tuberculosis program, focused on strategic planning and portfolio management. I hope to continue my career in leveraging my skills to develop and encourage strategic and coordinated public health policies globally."

(Above) Fulbright-Clinton Fellow Becky Bartlein.

Diversity, Opportunity and Equal Rights

Fulbright participants are helping to bring about greater equality of opportunity around the world. From developing support mechanisms for individuals with physical disabilities, to aiding migrant communities, to efforts for greater civil rights, Fulbright grantees are changing not only their own lives but also their wider communities for the better.



Reaching Out to Migrants in Malta

UMA GOWRI GUPTA, State University of New York-Alfred State College campus
2012-2013 Fulbright Scholar to Malta, University of Malta

Dr. Gupta's project at the University of Malta with the faculty of Economics, Management and Accountancy focused on "Understanding Patterns of Success and Failures of Online Businesses through Strategic Models." She shared her expertise in e-commerce and business management, eagerly mentored students, provided invaluable advice on curricula to the faculty and welcomed the opportunity to engage with other organizations and share best practices with female entrepreneurs and youth leaders.

Dr. Gupta proved to have a key role in the U.S. Embassy's outreach programs. In addition to her Fulbright work, she delivered a presentation on cross-cultural issues to undergraduate students and a presentation on effective decision-making to Chief Executive Officers from several local companies, as well as a public lecture, "How Companies can Leverage their Intellectual Capital." Dr. Gupta also led a workshop for senior government executives on national strategic planning.

Dr. Gupta's experience as a migrant to the United States was invaluable in reaching out to the local migrant community. Maltese society is becoming increasingly diverse with the arrival of African asylum seekers, and one goal of the U.S. Embassy is to promote and support Maltese government efforts to integrate them. Dr. Gupta met with the heads of non-governmental organizations and shared advice on promoting the educational and entrepreneurial skills of female migrants in Malta.

(Above) U.S. Fulbright Scholar Uma Gowri Gupta.



Engaging Immigrant and Underserved Youth in Spain

2012-2013 Fulbright Students and Scholars to Spain

Beginning in February 2013, American Fulbright scholars and students in the Catalonia region of Spain began responding to the U.S. Consulate's call for support, volunteering to speak before groups of high school students studying English as a second language in the public school system. The Fulbright grantees delivered over 20 talks and outings in English for local youth, covering diverse topics such as journalism, urban planning, genetics, engineering, being a U.S. student abroad, and tourism in the United States. Grantees Daniel Gouger and David Terry also offered weekly English classes to groups of Moroccan students at a local NGO.

The grantees promoted the Fulbright Program and international study experiences. Most of the schools engaged were in Barcelona neighborhoods and in nearby towns with large immigrant populations or underserved communities that rarely have the opportunity to interact directly with Americans.

(Top/Left) Historian David Terry shows off his class of English-language students at the Ibn Batuta Association, February 2013.



Challenging Disability through Education

MAPITSO JASENTHA MOSITO, Lesotho

2013-2014 Fulbright Student, Colorado State University

Mapitso Mosito, a Law degree graduate from the National University of Lesotho, is a visually impaired MBA scholar at Colorado State University. She writes of her gratitude for being selected for "such a perfect school for me, with marvelous technology, incredible disability accommodative system and a pretty pleasant environment."

Mosito is a former program manager at Lesotho National Federation of Organizations of the Disabled (LNFOD), where her work helped achieve the Lesotho government's accession to the UN Convention on the Rights of Persons with Disabilities and adoption of the National Disability and Rehabilitation Policy in 2008. She was nominated to represent Lesotho in a forum for young African women leaders with First Lady Michelle Obama in 2011 in South Africa.

Through her selection in the 2013 Fulbright Scholarship program, Mosito is the first visually impaired Mosotho woman to obtain a Master's degree countrywide. The country of Lesotho, with a population of two million, has fewer than 10 visually impaired bachelor's graduates. Mosito and her husband were two of the first three visually impaired Basotho to obtain law degrees in the country. Mosito is revered as a pioneer in her country and for her courage to defy the odds as she follows her dream to obtain an MBA in the United States.

(Top/Right) Through her grant, Fulbright Student Mapitso Jasentha Mosito of Lesotho has become the first visually impaired woman in her country to earn a Master's degree.



Breaking Down Ethnic Stereotypes in Lithuania

AISTE PTAKAUSKE, Lithuania

2009 Fulbright Student, Syracuse University

To raise awareness about the challenges faced by ethnic minorities in Lithuania, Fulbright alumna Aiste Ptakauske has written and directed a documentary drama titled “Ethnic Kitchen.” In 2009, Ptakauske participated in the Fulbright Foreign Student program in Television, Radio, and Film Production at Syracuse University. “Ethnic Kitchen” details the stories of six women who immigrated to Lithuania from Estonia, Moldova, the United States, Chechnya, Uruguay, and Uzbekistan. Ethnic minorities, comprising only 1 percent of the Lithuanian population, are often faced with racism, social isolation, and lack of opportunities. This alienation is especially evident with female immigrants. This drama, which Aiste first presented in December 2012 as part of the U.S. Embassy in Vilnius’ “16 Days Against Violence Against Women,” also

is being integrated by the U.S.-Lithuanian (US-LT) Alumni Association into a larger human rights advocacy campaign to combat xenophobia, racism, sexism, and ageism in Lithuania.

The US-LT Alumni Association’s “Ethnic Kitchen” campaign strives to make Lithuanians more open to foreigners by raising awareness about the challenges that immigrants may experience in Lithuania. The campaign also shows how people of various cultural backgrounds enrich Lithuanian society. The original “Ethnic Kitchen” work will be developed into a documentary feature, to be screened in 15 Lithuanian towns. Screenings will be accompanied by discussions between local communities, NGOs, and municipalities.

(Above) Lithuanian filmmaker and Fulbright alumna Aiste Ptakauske (right) with Chechen diplomat Aminat Saiyeva at a shoot for Ptakauske’s documentary, “Ethnic Kitchen: Essence of Home.” /Photo: Vidmantas Samuolis.



Welcoming Seeing-Eye Dogs in Mongolia

UYANGA ERDENEBOOLD, Mongolia

2007-2008 Fulbright Student, Louisiana State University

As a student with visual impairment in Mongolia, Uyanga Erdenebold met great obstacles – especially the lack of reading material and information in Braille or audio format. She nevertheless graduated from a well-known Mongolian university with top honors. The challenges that she faced and her quest for increased independence gave her a special interest in libraries and their ability to serve local communities.

In 2007, Uyanga was awarded a Fulbright grant to study at Louisiana State University's School of Library and Information Science in Baton Rouge. Perhaps more important than new forms of access to written information, was her introduction to, and training with, her new guide dog, Gladys. With Gladys' assistance, Uyanga began to experience independence as never before.

"Gladys not only guides me through physical obstacles, but she also guides me through the emotional barriers and difficulties of life. She is as much a part of me as my legs or my hands," Erdenebold said.

Erdenebold returned home with a Master's in Library and Information Science, accompanied by Gladys. However, Mongolia has no guide dogs or instructors, let alone laws regulating the rights of guide dogs and their users to access public places such as shops, schools, hospitals or public transportation. Many people regarded the human-canine duo with fear or suspicion. All that began to change when Erdenebold obtained a prestigious position with the U.S. Embassy in Ulaanbaatar, which would typically be difficult for a blind person to attain in Mongolia. As a result, she began receiving requests for TV and newspaper interviews. Through these public appearances, Mongolians came to love and accept Gladys. Today Erdenebold continues her work to educate the Mongolian public about the usefulness and companionship of service animals.



Rosalind Swenson Fulbright Enrichment Award Supports Work in Underprivileged Areas

AMIR FARHADI, Tufts University

2012-2013 English Teaching Assistant to France

In May 2013, Amir Farhadi was bestowed the Rosalind Swenson Fulbright Enrichment Award to extend his stay in France and expand his volunteer work at Mozaik RH, a non-profit diversity association in Paris assisting young graduates from diverse backgrounds in successfully entering the job market. Farhadi trained students in English and assisted them in preparing their CVs, including several video CVs in English, and for job interviews. He also participated in the orientation for the next cohort of ETAs and shared his experience with them. The ETA program in France places U.S. students in partner schools in underprivileged areas with the aim to deepen the students' understanding of the evolution of contemporary American culture and society, and to give U.S. Fulbright students an opportunity to participate in the life of these communities. Farhadi reflects on his Fulbright experience in this video <http://youtu.be/Zb0MIQAzBfY>.

The Rosalind Swenson Fulbright Enrichment grant is in memory of the U.S. Department of State's Fulbright Office Director "Roz" Swenson, who devoted many years to promoting the Fulbright Program during her 41-year career in public diplomacy. She championed diversity, leadership development, innovation, social entrepreneurship and the enduring vision of mutual understanding. Her legacy is the strength and vibrancy of the global Fulbright Program and its many contributions to the world.

(Top/Left) Fulbright Student alumna Uyanga Erdenebold of Mongolia with her seeing-eye dog, Gladys.

(Top/Right) Fulbright English Teaching Assistant to France Amir Farhadi (left) with Mozaik RH co-founder Estelle Barthélémy.

Tribute to Fulbright Teachers:

Increasing Equity and Global Competence in Classrooms Worldwide

Since the inception of the Fulbright Program, Fulbright teachers have expanded the worldview of over seven million primary and secondary school students. As Fulbright teachers broaden their leadership skills, enhance their teaching abilities, and develop new lesson plans and materials, they have unparalleled influence on young people as educators and unofficial ambassadors of their home countries. They also bring a global perspective to students when they return to their home schools.

The J. William Fulbright Foreign Scholarship Board salutes all participants and alumni of Fulbright teacher exchanges for their vital work to promote learning, equal access to education and global competence in the world's classrooms.

The Fulbright Distinguished Awards in Teaching Program brings international K-12 teachers to the United States for a semester and sends U.S. teachers abroad for three to six months to pursue individual inquiry projects, take courses for professional development at a host university or institute, and observe and lead master classes and seminars for teachers and students at local primary and secondary schools.



The Community Service Club in Agadir Celebrates a successful clothing drive.

Aida Boumaaza, a high school English as a Foreign Language teacher, immediately applied what she learned on the Fulbright Distinguished Awards in Teaching Program upon returning to Agadir, Morocco, in December 2013. In classes at the University of Maryland she had seen how U.S. schools promoted civic engagement and she had worked with teachers at Montgomery Blair High School in Silver Spring, MD, to support students as they completed service learning activities in the community. Those activities informed her "Let us all be Committed Citizens" project in Morocco to bring community service and community engagement to life, beyond textbooks and classroom discussion. Boumaaza launched a Community Service Club, based at the American Language Center's Community, where students conducted a food and clothing drive, and where they provided English classes, tutoring and activities for underprivileged boys at the Agadir Boys Center.

Pallavi Naik, Alumna of the 2012 Fulbright Distinguished Awards in Teaching Program was chosen in October 2013 to serve as the master trainer for a 5-day workshop at the British Council in Pune, India. "Now the roles are switched and I am the master trainer cascading the learning to a group of 50 secondary school teachers," she wrote. During her program at the University of Maryland, Naik developed a comprehensive professional development workshop for English Language teachers of Kindergarten and Grade 1, which focused on the importance of listening as the primary language skill in classrooms where teachers typically emphasize speaking and reading first.



Two participants in Jennifer Kulik's intergenerational arts workshops.

Jennifer Kulik, a high school drama teacher and 2012 Alumna of the Fulbright Distinguished Awards in Teaching Program, founded Silver Kite Community Arts Consulting after her Fulbright program in Singapore. Silver Kite develops arts-based, empathy-building programs and trainings for schools, NGOs and corporations. It was inspired by Kulik's Fulbright experience when she created an intergenerational drama project bringing together young people from Victoria Junior College and seniors from TOUCH Senior Services to explore how drama can foster empathy and facilitate understanding between groups of people who would not normally interact. Project participants broke down age-based stereotypes, re-examined their own familial relationships, and developed strong new relationships with members of their community. Since that experience, Kulik has dedicated her professional work to creating similar opportunities for communities throughout the world, and has presented her work at the International Drama/Theatre Education Association - World Congress in Paris and at the Singapore Drama Educators Association international conference in

Singapore. She created a Leadership through the Arts course at Republic Polytechnic in Singapore, and developed circus drama productions about nutrition for the USAID and MercyCorps-funded PRIME project in Ethiopia.

Craig Divis used Alumni Grant funds to attend the National Council for the Social Studies (NCSS) Annual Conference in St. Louis, MO, in November 2013. There he led a workshop titled, 'Mandela's iPod: Music's Role in Ending Apartheid in South Africa,' which was inspired by his Fulbright capstone project and work since returning from his Fulbright Distinguished Awards in Teaching Program in South Africa in 2011. In his workshop, Divis focused on the role of music in the struggle for freedom in South Africa. He provided teachers with background as well as teaching strategies, classroom activities, and resources to effectively teach about apartheid through music. He also emphasized strategies and techniques of teaching the important skills of critical thinking, communication, creativity, analyzing, and listening.



(L to R): U.S. Secretary of Education Arne Duncan, New Zealand Fulbright Teachers Su Mukund and Fiona Jeffries, Fulbright New Zealand Board Chair Helen Andersen, and New Zealand Minister of Education Hekia Parata launch Fulbright Distinguished Awards in Teaching Program.

Su Mukand and **Fiona Jeffries** are the first New Zealand recipients of Fulbright Distinguished Awards in Teaching. U.S. Secretary of Education Arne Duncan and New Zealand Minister of Education Hekia Parata held a joint press conference in Wellington on March 28, 2013, to announce the US-New Zealand Fulbright Teaching Exchange, starting in fiscal year 2014. They introduced the inaugural recipients and spoke of the importance

of education diplomacy between the two countries. Mukand, a science teacher from Papatoetoe High School in Auckland, will examine how professional development in the United States helps teachers work with diverse learners. Jeffries, a literacy teacher at Paraparaumu College near Wellington, will examine the impact of digital tools on student engagement, learning and success, with particular focus on low-progress learners.

The Fulbright Classroom Teacher Exchange Program has directed one-to-one exchange of teachers from the elementary through high school level, with teachers matched based on the similarity of their teaching assignments, for exchanges of one semester or an academic year in duration. Over 28,000 teachers around the world have participated in the program, sharing their culture, society, languages, and new teaching methods with students and colleagues at their host school and in the community, while learning about the culture, society and educational system of their host country.

Shamita Johnson, an alumna of the 2008-2009 Fulbright Classroom Teacher Exchange to France, was named Chevalier de l'Ordre des Palmes Académiques (Knight of the Order of Academic Palms) by the French government for her contributions to French education and culture. Johnson established a sister relationship between Title 1 Price Middle School in Atlanta, Georgia, and the school where she taught on her exchange, Collège de Haut Penoy, in Nancy-Metz, northeastern France. Johnson also arranged for 16 Atlanta students and teachers to visit France for ten days, hosted by French students and their families, in June 2013. The Superintendent of Atlanta Public Schools recognized her exchange program at the 9th Annual State of the Schools as a premier model for Atlanta Public Schools.

Dana Ramey, a Spanish teacher in Middletown, Rhode Island, and a 2003 Fulbright Classroom Teacher to Mexico, was named Rhode Island Teacher of the Year for 2010. President Barack Obama honored Ramey at the White House in April 2010, along with other state Teachers of the Year. Rhode Island Governor Donald Carcieri called Ramey "an effective and well-loved teacher...[who] understands the value of graduating students with a world perspective and ability to communicate with people from other cultures." Ten years after his exchange experience, Ramey remains connected with his Mexican host school through student exchanges and book donation drives.



Breanna Reynolds works with children at the New Light Foundation and with low-income families, to include HIV/ AIDS prevention, micro-credit loans, and food, healthcare, shelter, and education to children of sex workers, victims of trafficking, and other disadvantaged children.

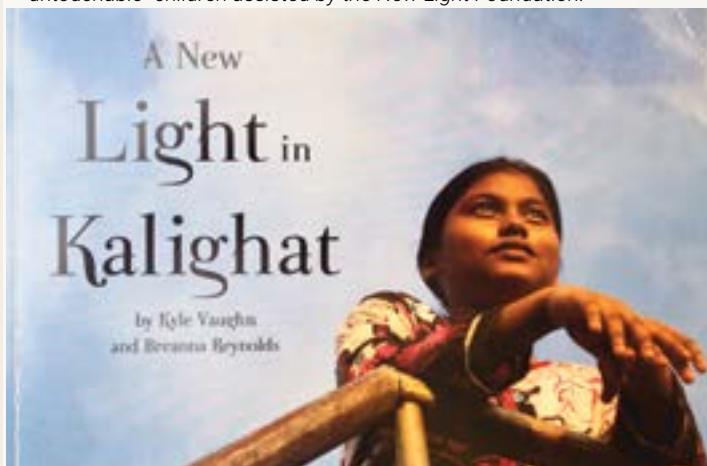
Breanna Reynolds, who had been a 2007 Fulbright Classroom Exchange Teacher in New Delhi, returned to Kolkata for six weeks in summer 2012 through the Educational Seminars Program of the U.S. Department of



Fulbright Classroom Teacher Exchange alumna Shamita Johnson (in black suit) with her students in France.

State. Reynolds and her colleague Kyle Vaughn worked with children at the New Light Foundation, which provides services and support to low-income children and families in Kolkata, including HIV/AIDS prevention, micro-credit loans, and food, healthcare, shelter, and education to children of sex workers, victims of trafficking, and other disadvantaged children. (The foundation is featured in Nicholas Kristof's book *Half the Sky* and inspired the documentary aired on PBS <http://www.pbs.org/independentlens/half-the-sky/>.) Reynolds documented the lives of the children by taking photos and gathering pieces of their life stories, writings, and drawings to compile in a book. All the children received copies of the published book, which the foundation uses in its educational programs and community support drives. Reynolds and others also use the book with their U.S. students, as an example of advocacy for social transformation around the world.

Fulbright Alumna to India Breanna Reynolds co-authors a book about "untouchable" children assisted by the New Light Foundation.



Bethany Wood is a 2005-2006 Fulbright alumna from Another Course to College school in Boston, Massachusetts, and the current Director of Global Education in Boston Public Schools. Through alumni grants, Wood organized a U.S. student trip to Ghana. Those students, most of whom had never been out of the country, attended a high-needs school in Ghana, and greatly broadened their perspectives and understanding of the wider world. Wood also organized for a group of students from her host school in Accra, Ghana, to travel to the United States for a 10-day visit, including time in the classroom and home stays with American families.

Andrew Welsh of the United Kingdom, a 2011-2012 Fulbright Teacher at Garfield Elementary School in Olympia,



Bethany Wood (second from right) organized and led a U.S. student trip to Ghana for students from Boston public schools.



Fulbright Teacher Andrew Welsh of the United Kingdom with three students in South Africa.

Washington, was awarded an alumni grant in 2013 to link schools in South Africa, Zimbabwe and the United States with his school in the United Kingdom. Connecting the schools globally allows children and staff to learn from each other and collaborate on topics across the curriculum. After his visit to South Africa, Welsh helped develop action plans for classrooms in each of these countries to communicate via email and the school website, <http://www.brookst.cumbria.sch.uk/international-partnerships.html>. Partner classes work on a joint theme of "Sustainable Environment" and students share information on how their schools recycle their trash and make more sustainable choices. As the students develop communication and collaboration skills through the project, they also learn how their choices affect themselves, others and the environment on a global scale.

Fulbright Anniversaries and Milestones

The year 2013 was a notable year for Fulbright anniversaries, with seven binational commissions in Europe and Asia celebrating their 65th anniversaries. Commemorations took various forms, including conferences, receptions, fundraisers and the launching of new programs.

(Top) Celebrants of Fulbright Italy's 65th at the University of Gastronomic Sciences in Pollenzo (from left): Damien Casten, President, Casten Family Foundation; Laura Offeddu, Manager, Rome Sustainable Food Project; Paola Sartorio, Executive Director, The US – Italy Fulbright Commission; Claire Friedrichsen, Fulbright-Casten Family Foundation Grantee; Andrea Pieroni, Chief Coordinator, Master's Programs in "Food Culture and Communications;" Simone Cinotto, Reference Professor, Fulbright-Casten Family Foundation Scholarship; Michele Fino, Professor of Roman and Antique Law and Fundamentals of European Law, and Cornelia Flora, U.S. Fulbright Scholar to Universidad de Cordoba.

(Bottom) Mrs. Harriet Fulbright (center) with Her Majesty's Ambassador to the United States of America Sir Peter Westmacott and Mrs. Suzie Westmacott at the British Ambassador's residence in Washington, DC.



65th Anniversary

The **Philippines**, having the longest continuously operating Fulbright program in the world, celebrated its 65th anniversary with a demonstration of Fulbright's commitment to tackle vital global issues. The program has given nearly 2,000 awards to Filipinos and over 800 awards to Americans. In March, the Fulbright Philippine Agricultural Alumni Association hosted a conference on agricultural sustainability through green technology, in collaboration with Central Luzon State University and the Philippine-American Educational Foundation Fulbright Commission.

The Fulbright Foundation in **Greece** is the oldest Fulbright Commission in Europe, and has awarded approximately 5,000 scholarships to Greek and U.S. citizens since its inception. The Foundation marked its 65th anniversary at the U.S. Ambassador's residence in Athens. The Ambassador congratulated the 59 recipients of Fulbright scholarships this year and acknowledged the accomplishment of awarding such a high number of scholarships in financially difficult times. **New Zealand** hosted several events to commemorate the 65th anniversary of its Fulbright Commission. In May, Alumni and supporters gathered at the New Zealand



Embassy for a reception hosted by Right Honourable Mike Moore, New Zealand Ambassador to the United States. In June, a celebratory reception recognized current Fulbright recipients in the Beehive Banquet Hall at Parliament. Finally, in September, 28 artworks donated by 21 leading New Zealand artists, the majority of whom were Fulbright Alumni, were auctioned and raised \$18,000 for the Fulbright New Zealand Trust endowment fund.

More than 27,000 students, teachers, and scholars have participated in Fulbright exchanges to or from the **United Kingdom** since the inception of the US-UK Fulbright Commission 65 years ago. Alumni include three members of the U.S. Congress, at least seven members of the British Parliament, and seven Nobel Prize recipients. In April, British Ambassador to the United States Sir Peter Westmacott hosted a 65th anniversary celebration at his residence. Among the guests were current and former Fulbright grantees, and Harriet Mayor Fulbright, widow of Senator J. William Fulbright. Representing the U.S. government were Under Secretary of State for Public Diplomacy and Public Affairs Tara Sonenshine, Under Secretary of Education



Martha Kanter, and Fulbright Foreign Scholarship Board Vice Chair Susan Ness.

The Fulbright Program with **Belgium** and **Luxembourg** has allowed over 3,600 participants to study, research, teach, or administer on both sides of the Atlantic. To commemorate its 65th anniversary, Fulbright Belgium and the Fulbright Alumni Association Belgium put forth a call for American and Belgian Fulbright Alumni to make donations of 65 euros. Their effort raised approximately 10,000 euros.

The Fulbright Program in **France** has seen approximately 20,000 participants in its 65-year history. To celebrate its 65th, the Franco-American Commission for Educational Exchange launched the Fulbright International Education Administrators program, bringing key decision-makers from U.S. academic institutions to France to discuss cooperation and opportunities for student exchange.

The first event brought eleven U.S. university administrators from institutions both large and small to Bordeaux, Paris, and Strasbourg to deepen their understanding of the French higher education and research landscape, and to highlight considerations of cross-border European educational cooperation.

(Top/Left) Delegates of the new Fulbright International Education Administrators Program are part of the Franco-American Commission's 65th Anniversary celebration.

(Top/Right) Fulbright-Greece Executive Director Artemis Zenetou delivers remarks at the 65th Anniversary celebration of the Fulbright Foundation in Greece, held at the residence of U.S. Ambassador Daniel B. Smith.

(Bottom/Left) U.S. Ambassador to New Zealand David Huebner addresses guests at the Fulbright New Zealand 65th Anniversary gala dinner at Villa Maria Estate, Auckland.

The U.S.-Italy Fulbright Commission marked its 65th anniversary with several small events with partners. In November, two such events at the University of Udine and the University of Palermo featured the program in Italy and the experiences of current and past grantees. Anniversary events continued in March with a commission-organized seminar at the University of Gastronomic Sciences in Pollenzo, to celebrate the Fulbright Program in **Italy** and the Fulbright – Casten Family Foundation Partnership.

60th Anniversary



In November, approximately 60 Fulbright Alumni and current American Fulbright recipients gathered in Johannesburg to celebrate the 60th anniversary of the Fulbright program in **South Africa**. The reception provided an opportunity for U.S. Embassy and Consulate staff to re-connect with the Fulbright Alumni community and presented a platform for Fulbright alumni to inspire and connect with each other.

50th Anniversary

In **Malaysia**, the Malaysian-American Commission on Educational Exchange (**MACEE**) celebrated its 50th anniversary in June in Kuala Lumpur. The gala highlighted 50 years of “bridging the Pacific” through a dynamic partnership that has grown and changed through the decades. A book unveiled at the gala showcased the accomplishments of the Malaysian and American Fulbright grantees and the unique history of MACEE. The Commission also honored Tan Sri Ani Arope who, in 1964, was Malaysia’s first Fulbrighter to the United States. Additionally, in October Secretary of State John Kerry paid a visit to speak with local Fulbright English Teaching Assistants and their students.



40th Anniversary

Russian and American Fulbright Alumni gathered in Moscow in April to celebrate the 40th Anniversary of the Fulbright Program in **Russia**. The occasion was marked with an Alumni conference featuring presentations and workshops showcasing the range of Fulbright scholars’ work and research, from the hard sciences to the arts and humanities. Under Secretary of State for Public Diplomacy and Public Affairs Tara Sonenshine gave a keynote speech. All of the opening speakers emphasized the significance of academic and cultural cooperation between the United States and Russia for mutual understanding and international progress.



20th Anniversary



November saw a conference commemorating the 20th anniversary of the Fulbright Commission in Bulgaria. At the Plenary Session, U.S. Ambassador to Bulgaria Marcie Ries extolled the merits of the Commission in building bridges of understanding between **Bulgaria** and the United States, especially at the pivotal moment following the Cold War. The U.S. Embassy hosted a celebratory evening reception and symphony concert at the National Palace of Culture.

The 20th anniversary of the Fulbright Commission in **Romania** was celebrated with a ceremony attracting ministers, rectors, diplomats and CEOs alongside U.S. and Romanian grantees, alumni and academics dedicated to educational exchanges. Several important officials gave a series of talks, and a panel of top-level Romanian and American academics and emerging scholars reflected on the Fulbright Program's impact in promoting excellence and diversity. An evening reception at the U.S. Ambassador's residence featured the elite musical group "Studioul de muzica veche," who performed in tribute to the Fulbright Commission.



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(Top/Left) Over 60 Alumni and current grantees gather in Johannesburg to observe the 60th Anniversary of the Fulbright program in South Africa.

(Top/Right) Secretary of State John Kerry enjoys chatting with local students of Malaysian Fulbright English Teaching Assistants.

(Center) Malaysia's first Fulbrighter Tan Sri Ani Arope (at right, foreground), assisted by his son, receives a copy of the MACEE 50th anniversary book from Dr. Balwant Gendeh, President of the Fulbright Alumni Association of Malaysia and Chairman of the MACEE Board (far left), and Dr. Rogayah Razak, Alumni Association Secretary.

(Bottom) Fulbright Program Deputy Director Natalia Smirnova (left) and Fulbright Alumnus Ivan Krasnobaev, at an exhibit of Fulbright scholars' artwork organized as part of the 40th Anniversary of the Fulbright Program in Russia.

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(Top/Left) Russian and American Fulbright Alumni gathered at a conference in Moscow to mark the 40th Anniversary of the Fulbright Program in Russia, respond to a speech by Under Secretary of State for Public Diplomacy and Public Affairs Tara Sonenshine.

(Bottom/Left) From left : Bulgaria's European Commissioner Kristalina Georgieva, Fulbright Commission Executive Director Dr. Julia Stefanova, and U.S. Ambassador to Bulgaria Marcie B. Ries, Bulgaria Fulbright 20th Anniversary, at the conference to commemorate the Fulbright Commission's 20th Anniversary.

(Top/Right) From left: David Morris, acting Deputy Chief of Mission, U.S. Embassy Bucharest; Remus Pricopie, Minister of National Education; Daniel Visoiu, President of the Fulbright Board of Directors in Romania; Rodica Mihaila, Executive Director of the Romanian-U.S. Fulbright Commission; and Radu Podgorean, Secretary of State at the Ministry of Foreign Affairs, at a ceremony to mark the Fulbright Commission's 20th Anniversary.

Milestones

1

Dr. Jill Biden Opens the Mid-year Meeting in Paris for U.S. Fulbright Grantees and Meets with U.S. and French Fulbright Students and Scholars

On February 4, Dr. Jill Biden addressed U.S. Fulbright students and scholars in France and students from the Lycée Joliot Curie in Nanterre, who were preparing to travel on U.S.-Embassy supported exchange programs. She emphasized the important role of international exchange for all students, and celebrated the long tradition of people-to-people programs that help ensure that ties between the French and American people remain vibrant. The event took place in the historic Talleyrand Building in Paris, once the headquarters of the Marshall Plan.

2

Fulbrighters Welcome President Obama to Berlin as they 'Discover Germany'

Executive Director of the German-American Fulbright Commission Dr. Rolf Hoffmann joined approximately 100 current Fulbright grantees and alumni to attend President Obama's visit in Berlin on June 19. The next day, Deputy Chargé of Mission James Melville hosted a barbecue for 25 U.S. students participating in the Fulbright 'Discover Germany' summer school, a bilateral program financed by donations from German Fulbright alumni and other grants to provide German and U.S. students of diverse ethnic and socio-economic backgrounds with the opportunity to spend four weeks abroad, the Germans in Lexington, Kentucky, and the U.S. students in Berlin.

3

Humphrey Fellows Convene at Global Leadership Forum's Diplomatic Reception

On October 21, Deputy National Security Advisor for Strategic Communications Ben Rhodes and Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan welcomed the 2013 class



of Hubert H. Humphrey Fellows at the Benjamin Franklin Room of the Department of State. Guests numbered 350, including 180 Humphrey Fellows from 93 developing countries, ambassadors from the Fellows' home countries and other guests. The event was part of the Global Leadership Forum focused on climate change with a keynote speech by Counselor to the Special Envoy for Climate Change by Dave Turk. The Global Leadership Forum provides Humphrey Fellows the opportunity to better understand U.S. government perspectives on global issues. They also form personal and professional linkages with one another and with Washington, DC-based organizations.

4

U.S. and Romania Sign Joint Funding Agreement for the Fulbright Program

On October 22, Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan and Romanian Minister of Education Remus Pricopie signed a new bilateral agreement for joint funding of the U.S.-Romania Fulbright Program, which increases Romania's financial contribution. This important milestone renewed the long-standing close relationship between the United States and Romania. Since its inception in 1960, the U.S.-Romania Fulbright Program has supported the educational exchange of more than 3,000 students, teachers, and scholars from both countries. Prominent alumni of the Fulbright Program in Romania include humanities scholar Keith Hitchins, Romanian historian Radu Florescu, poet Adam Sorkin, and Education Minister Remus Pricopie.

Board Members Engage Audiences around the Globe



The J. William Fulbright Foreign Scholarship Board plays a crucial role in promoting the Fulbright Program and highlighting its value around the globe. Board members encourage U.S. grantees as they prepare to depart, welcome non-U.S. grantees on their arrival in the United States, engage Fulbrighters at Enrichment Seminars, and meet with program alumni. Through discussions with Fulbright administrators and host country officials, Board Members also gain insight into the day-to-day activities of managing and promoting the Fulbright Program. The photos here offer a mere glimpse of the Board's outreach in 2013.



A. Chairman Tom Healy, joined by Fulbright Foreign Scholarship Board Member Dr. Laura Skandera Trombley, presents gifts to Fulbright Alumni panelists (left to right) Mauricio Pantoja, Ben Ball, and Paul Kim.

B. Betty Castor (far left) meets Argentine FLTA fellows at the annual enrichment seminar in Washington, DC for the nearly 400 visiting Fulbright Foreign Language Teaching Assistants (FLTAs) from 50 countries, December 12, 2013.

C. Dr. Laura Skandera Trombley greets guests at a reception held in her honor in Kathmandu, hosted by the Fulbright Commission, USEF-Nepal, for members of the USEF-NEPAL Board of Directors, Executive Committees of the Fulbright Alumni Association, Nepal (FAAN); the Nepal Association of Humphrey Fellows (NAHF); and alumni from the NESA-UGRAD program, as well as Nepal-based U.S. Fulbrighters and English Teaching Assistants, April 9, 2013.

D. FFSB Member Anita McBride meets with a women's working group and Italian Fulbright Alumni during a personal trip to Florence, Italy, March 25, 2013.

E. Rye Barcott speaks with guest at the reception held by the Board, in partnership with the Woodrow Wilson International Center for Scholars and the Fulbright Association, to honor the outbound 2013 J. William Fulbright-Hillary Rodham Clinton Fellows, Washington, DC, July 29, 2013.

F. Mark Alexander, after addressing the full group and sharing insights from his own Fulbright experience, converses with new Fulbright Foreign Language Teaching Assistants (FLTAs) gathered at Columbia University for their Gateway Orientation, New York City, NY, August 1, 2013; left to right, Fatima Jibril of Nigeria, to teach Hausa in the University of Georgia; Faith Ngubia of Kenya, to teach Kiswahili at Bennet College, and Setbyul Moon of South Korea, to teach Korean at Pittsburg State University in Kansas.

G. The FFSB welcomes its new Member, Dr. Laura Skandera Trombley (at center), February 12, 2013. Left to right: Shelby Lewis, Ambassador Gabriel Guerra Mondragón, and Lisa Caputo; Ambassador J. Adam Ereli; Chairman Tom Healy, Vice Chair Susan Ness, Betty Castor, Anita McBride, and Christie Gilson.

H. Dr. Christie Gilson (left) speaks with Fulbright Student Aubain Adi of Cote D'Ivoire following her after-dinner address at the mid-year Fulbright Enrichment Seminar, "U.S. History

and Diversity: The Impact of 19th Century Westward Expansion," St. Louis, MO, March 7, 2013.

I. Former Congresswoman Gabrielle Giffords is sworn in as a Member of the J. William Fulbright Foreign Scholarship Board by John Caveness, Deputy Director of the Western Passport Center, Tucson, AZ, July 26, 2013. / Photo by Mark Kelly.

J. Dr. Shelby Lewis (2nd from right) speaks with Fulbright grantees at the home of Dr. Amarjit Marwah in Malibu, CA, at the annual Fulbright luncheon organized by the International Visitors Council of Los Angeles (IVCLA), November 16, 2013.

K. Anita McBride (right) speaks with a grantee from Syria, during the Fulbright Enrichment Seminar "Democracy and Human Rights: The Constitution," National Constitution Center, where she formally addressed the participants, Philadelphia, PA, April 18, 2013.

L. FFSB Member Ambassador Gabriel Guerra-Mondragón chats with Visiting Fulbrighters and U.S. Fulbright Alumni during a Fulbright Enrichment Seminar in Minneapolis, May 3, 2013.



A. Former Secretary of State Hillary Rodham Clinton with Fulbright Foreign Scholarship Board Members, from left, Dr. Shelby Lewis, Chairman Tom Healy, Susan Ness, Mark Alexander, Dr. Christie Gilson, and Ambassador Gabriel Guerra-Mondragón, at a reception sponsored in partnership with the Wilson Center and the Fulbright Association, to honor the outbound 2013 J. William Fulbright-Hillary Rodham Clinton Fellows, Washington, DC, July 29, 2013.

B. Chairman Tom Healy addresses the 2012-2013 cohort of 20 NEXUS scholars – from Argentina, Barbados, Bolivia, Brazil, Canada, Chile, Colombia, El Salvador, Jamaica, Mexico, Peru, Uruguay, and the United States – and assembled guests at a reception at the Mexican Cultural Institute, for the final meeting of the 2012-2013 Fulbright NEXUS Scholar Program, Washington, DC, September 18, 2013.

C. Dr. Shelby Lewis (left) converses with Daniel Kramer, Director, Fulbright U.S. Student Program, Institute of International Education, at the Board's 259th quarterly meeting in Chicago, IL, May 5, 2013.

D. Mark Alexander chats with Fulbright Association - Greater Los Angeles Chapter President Francesco Chiapelli (right) and FFSB Staff Deputy Director Kit Bartels at a meeting at the University of Southern California that included USC Fulbright alumni, Visiting Fulbright grantees, and campus Fulbright Program Advisors, November 19, 2013.

E. Vice Chair Susan Ness, during her trip to attend a conference on Mediterranean Civil Society and Women in

Leadership, co-sponsored by the Center for Transatlantic Relations at Johns Hopkins School of Advanced International Studies, meets a group of 18 Fulbright alumni at a reception hosted by Chargé d'Affaires Nicholas Hill at the U.S. ambassador's residence, Sarajevo, Bosnia and Herzegovina, November 8, 2013.

F. Betty Castor, after delivering welcoming remarks on behalf of the Board and holding a separate group discussion with five Fulbright students and faculty members, including orientation director Professor Dorothy Avondstondt, joins a group of international Fulbright Students at their Gateway Orientation, Miami Dade College, Miami, FL, August 20, 2013.

G. Vice Chair Susan Ness congratulates Fulbright Scholars Samantha Lakin and Laura Bernier, who debuted their essay and photo book "Testimonies: Stories of Refugee Children during WWII," showcasing over two years of original research documenting the rescue of Jewish children and their transport to Switzerland during World War II to escape Nazi persecution, Embassy of Switzerland, Washington, DC, September 25, 2013.

H. Betty Castor addresses participants at the mid-term orientation for 2012-2013 Fulbright-García Robles Scholars, hosted by COMEXUS (binational Fulbright Commission in Mexico) in Mexico City, Mexico, February 7, 2013

I. Secretary of State John Kerry (center), before delivering remarks to Fulbright participants from 70 countries at the "Democracy and Human Rights: Civil Activism and the Media" Seminar, Washington, DC, March 15, 2013, joins (from right) Vice Chair Susan Ness

and Ambassador J. Adam Erel; and (from left) Fulbright alumnus Ambassador Nguyen Quoc Cuong of Vietnam, Under Secretary for Public Diplomacy and Public Affairs Tara Sonenshine, and Fulbright alumnus U.S. Congressman John Sarbanes.

J. Chairman Tom Healy with participants in the Fulbright-sponsored workshop, "Shaping Arctic Change through Conscious Choices," held October 30-31, 2013, at the remote Abisko Station in northern Sweden, for participants from Denmark, Finland, Iceland Norway, Sweden, and the United States to grapple with the issue of how Arctic region developments are challenging conventional perspectives of security with concerns about sovereign territory and rights, access to natural resources, and national interests.

K. Dr. Shelby Lewis, after delivering welcoming remarks, chats with Fulbright grantees at a Fulbright Enrichment Seminar for Foreign Students focused on climate change and the environment, and exploring the unique ecological setting of coastal Louisiana, and the efforts of governments, organizations, and individuals working to protect and restore the coast, New Orleans, LA, December 12, 2013.

L. Dr. Laura Skandera Trombley, Betty Castor, University of Chicago President Emeritus Dr. Hanna Gray, and Assistant Secretary for Educational and Cultural Affairs Ann Stock and, at the FFSB's closing reception, at the University of Chicago's Quadrangle Club, May 6, 2013.

Quarterly Meetings as Public Platforms



Fulbright Foreign Scholarship Board Hosts “The Fulbright Experience: Reaching Out to All People with Disabilities”

The *J. William Fulbright Foreign Scholarship Board* (FFSB) hosted “The Fulbright Experience: Reaching Out to All People with Disabilities,” a public forum on international higher education opportunities and the challenges for people with disabilities and in the deaf community, on February 12, 2013, at Gallaudet University in Washington, DC. U.S. Representative Tammy Duckworth gave an inspiring introduction and Board member Dr. Christie L. Gilson moderated a panel including: Cerise Roth-Vinson, Chief Operating Officer, Mobility International USA; Marcelo de França Moreira, Hubert H. Humphrey Fellow from Brazil currently at American University’s Washington College of Law; and Dr. Steven D. Collins, Assistant Professor, Gallaudet University and Fulbright Alumnus.

The beautiful Lyceum in Gallaudet’s college hall was a perfect setting for the Board’s business meeting, which encompassed the passage of several policy adjustments, and an in-depth discussion of disability and diversity in the Fulbright Program.



Quarterly Meeting at University of Chicago features forum, “Fulbright 2.0 – e-Learning, MOOCs, OERs, and the Future: What Does New Technology Mean for Global Education?”

The FFSB held a quarterly meeting and public outreach activities in Chicago May 5-7, 2013, hosted by the University of Chicago. The Board conducted its business meeting, followed by a public panel discussion and a reception for members of Chicago’s academic and diplomatic communities, including Fulbright grantees and alumni. FFSB Staff also organized an information fair, inviting students and scholars to learn about U.S. State Department-sponsored academic exchanges.

At the business meeting the Board discussed ways to improve and refine the process for its review of Fulbright applications. The Board heard reports on the Fulbright student and scholar programs in sub-Saharan Africa and Near East Asia, as well as the Fulbright Distinguished Awards in Teaching Program and the Fulbright Classroom Teacher Exchange Program. Board Members reported on their travels since the last Board meeting, including participation in Fulbright events in Atlanta, Boston, Minneapolis, St. Louis, St. Augustine, Philadelphia, Washington DC, Colombia, Ethiopia, Egypt, Italy, Nepal, and the United Arab Emirates.



The FFSB approved a number of FFSB policy changes including individual policy exceptions; the elimination of waiting periods after serial U.S. Scholar grants; the establishment of a new Fulbright “Flex Award” for U.S. scholars; and the renaming of the Fulbright Public Policy Fellowship as the “*J. William Fulbright - Hillary Rodham Clinton Fellowship*.”

Mayor of the City of Chicago Rahm Emanuel, University of Chicago Provost Thomas Rosenbaum, and Chairman of the J. William Fulbright Foreign Scholarship Board Tom Healy introduced a panel discussion on the role of new technologies in global education and the Fulbright Program. The event, moderated by Pitzer College President and FFSB Member Laura Skandera Trombley, attracted a standing-room-only audience at the University of Chicago’s Quadrangle Club. Panelists included: Clay Pell, Deputy Assistant Secretary for International and Foreign Language Education, U.S. Department of Education; Henry Bienen, President Emeritus of Northwestern University; Katie Day Good, 2008 Fulbright-mtvU Fellow to Mexico; and Shai Reshef, President of the University of the People. They discussed the evolving role of e-learning technologies in global education and the potential to apply these within the Fulbright Program and higher education, including ways such innovations can empower Fulbright grantees to share knowledge and resources with audiences around the world.

A closing reception took place at the Quadrangle Club, where then Assistant Secretary of State for Educational and Cultural Affairs Ann Stock and University of Chicago President Emeritus Hanna Gray addressed the assembled guests. Assistant Secretary Stock expressed the collective sense of the unique qualities of the Fulbright Program and the transformative effect of international exchange, congratulating all in Chicago’s academic community who have contributed to the Fulbright Program’s outstanding record in Illinois. Recounting her Fulbright studies in the United Kingdom in 1950-1951, Professor Gray’s personal reflections were a vivid reminder of the program’s early years in a Europe still recovering from war, and captured the essence of encounters that dismantle stereotypes and give meaning to the term “mutual understanding.” Hosted jointly by the FFSB, University of Chicago, and the Fulbright Association Chicago Chapter, the reception gathered Chicago area university presidents, deans, provosts for international education, Fulbright and international studies advisers, Fulbright alumni, current Fulbright grantees and the Chicago diplomatic community.

The halls of the University of Chicago’s Quadrangle Club were packed with students eager to learn more about Fulbright and other Department of State exchange opportunities during the Exchanges Information Fair, which brought together Fulbright

Program advisors and alumni from across the Chicago area, including representatives from IIE Chicago, the Gilman Scholarship, and the Critical Language Scholarship. An estimated 150 students learned about the various scholarships available to them and heard personal stories of those who have been transformed by their Fulbright experiences. Diplomat in Residence Ambassador John Nay also participated to talk with students about State Department careers.

On May 7, Northeastern Illinois University (NEIU) President Sharon K. Hahs hosted the Fulbright Board delegation members to a breakfast meeting with over 40 NEIU deans and faculty, international Fulbright scholars, and prospective Fulbright students and scholars. Professor Ana Gil-Garcia, a Fulbright Alumni Association Board Member and NEIU faculty member, organized the event. President Hahs warmly welcomed Board Members Betty Castor, Christie Gilson and Laura Trombley, as well as FFSB and ECA staff. A lively discussion ensued on issues ranging from the university's strengths and challenges in Fulbright recruitment, to Latino student perspectives, to how the Fulbright Board might assist with outreach to diverse communities.

The events in Chicago also drew active virtual participation, both on Twitter and in the live stream chat. Live stream participants were from Argentina, India, Morocco, Nigeria, Rwanda, Mexico, Pakistan, and the Philippines.

The Board approved the following FFSB policy changes:

- individual policy exceptions;
- elimination of waiting periods after serial U.S. Scholar grants;
- establishment of a new Fulbright "Flex Award" for U.S. scholars; and
- renaming of the *Fulbright Public Policy Fellowship* as the "*J. William Fulbright-Hillary Rodham Clinton Fellowship*."



FFSB's 260th Quarterly Meeting Features Public Panel on Impact of Educational Exchanges in Latin America

The J. William Fulbright Foreign Scholarship Board convened its 260th quarterly meeting in Washington, DC, September 11 and 12, 2013. The featured forum, "Fulbright in Latin America – Our Neighbors, Our Family: The Role of Educational Exchange in Regional Advancement" live-streamed from the Marshall Center and was introduced by Board Chairman Tom Healy. Board Member and former U.S. Ambassador to Chile Gabriel Guerra-Mondragón moderated the discussion. The panelists were Dr. Judith Freidenberg, Professor of Anthropology, University of Maryland, Fulbright Alumna; Hilda Ochoa-Brillembourg, Founder, Chairman, CEO & CIO, Strategic Investment Group, Fulbright Alumna; Dan Restrepo, Senior Fellow, Center for American Progress; and Dr. Andrew Selee, Vice President for Programs and Senior Advisor, Mexico Institute, Woodrow Wilson International Center for Scholars, former Board Member, COMEXUS. The event attracted nearly 500 guests in person and via live-stream including Fulbright alumni students, local professors, and diplomats.

The Board also met at the U.S. Department of Education for consultations with Deputy Assistant Secretary for International and Foreign Language Education Clay Pell and his staff, who reported on the Fulbright-Hays programs.

The Board met on September 12 at the Department of State's George C. Marshall Conference Center, where they received a comprehensive report on academic exchanges in the Europe and Eurasia regions.

Fulbright Foreign Scholarship Board Convenes in Southern California to Showcase Region's Innovative Engagement in International Education.



The J. William Fulbright Foreign Scholarship Board (FFSB) convened its 261st quarterly meeting in Claremont and Los Angeles, California, November 18-19, 2013. This was the FFSB's first meeting in Southern California and an opportunity to highlight the role of the Fulbright Program in advancing U.S. interests and to showcase the active engagement of Southern California academic institutions in international education. The meeting was held at Pitzer College, hosted by its President, FFSB Member Laura Skandera Trombley.

On November 18, students and faculty from across the Claremont Colleges consortium gathered for the panel discussion, "Expanding Engagement through the Fulbright Program: Where in the World Can Fulbright Take You?" In introducing the event, FFSB Chairman Tom Healy noted how appropriate it was to hold this discussion in Claremont as Pitzer College is the top producer of Fulbright students among all U.S. colleges in the "bachelor's institutions" category for the fourth

consecutive year and Claremont McKenna, Pomona, and Scripps Colleges are among the top Fulbright participating schools in California. The panel was moderated by Dr. Nigel Boyle, Pitzer College Director of the Institute for Global/Local Action & Study. The Fulbright alumni panelists were Ben Ball, 1998 Student to Turkey and Senior Policy Advisor for the Department of Homeland Security; Janice Cho, 2011 Student to Belgium and comparative genomics researcher and medical school student; Amy Jasper, 2010 Student to Cyprus and Account Associate at Griffin|Schein Political Consultancy; Paul Kim, 2011 Student to Thailand, Navy Veteran and Business Development Consultant in Thailand; and Mauricio Pantoja, 2008 Student to Mexico and graduate student at Duke University. The panelists shared their diverse and life-changing journeys while studying abroad as U.S. Fulbright Students. They discussed the ways in which the experiences opened their eyes to the world, and offered advice for other students aspiring to take part in the Fulbright Program. The lively discussion attracted over 250 online participants from around the globe who directed questions to the panelists and offered application advice to one another.



On November 17, Board Members were invited to view the exhibit, Nepal's Civil War: a post-conflict photographic retrospective, on loan from the Nepal Peace Museum. Director of the Institute for Global/Local Action & Study Nigel Boyle introduced a group of Pitzer College alumni of the Fulbright-Hays Group

Study Program to Nepal, whose stories and academic backgrounds represent the diversity and success of Fulbright grantees at Pitzer College. FFSB Chairman Tom Healy welcomed each of the Fulbrighters, who shared their tales of learning and adventure in Nepal. The photo exhibit provided a poignant back-drop to the important role of Fulbright grantees as cultural ambassadors and future world leaders.



During the board business sessions on November 18, newly appointed Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan outlined her priorities for academic exchanges, including the Fulbright Program. Board decisions included approval of a short-term technology program for Ireland and the renewal of the 5-year limit waiver for Pakistani Ph.D students. The Board also held its annual election of officers, re-electing Chairman Tom Healy to serve a third term and electing Betty Castor as Vice Chair, effective January 1, 2014, succeeding Susan Ness. The Board members expressed their appreciation to Susan Ness for her active and thoughtful engagement during two years as Vice Chair.

At the conclusion of the Fulbright Board's business meeting on the campus of Pitzer College, the Board met over dinner with a group of Fulbright Program Advisers from throughout the Los Angeles area. Taking advantage of this special gathering, Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan and FFSB Chairman Tom Healy honored UCLA's Fulbright Scholar Enrichment Coordinator, Ann Kerr-Adams, for her long dedication to the Fulbright Program. Assistant Secretary Ryan expressed appreciation for the more than two decades Ms. Kerr-Adams has spent organizing educational and cultural enrichment activities for non-U.S. Fulbright scholars in Southern California, "expanding their Fulbright experience and enabling them to better understand and appreciate America and its people." Chairman Healy and Assistant Secretary Ryan each presented Ms. Kerr-Adams with Certificates of Appreciation on behalf of the FFSB and Bureau of Educational and Cultural Affairs.

On November 19, University of Southern California (USC) Vice Provost for Faculty Affairs Beth Meyerowitz hosted the Board for a meeting with USC faculty, campus Fulbright Program Advisors, U.S. and non-U.S. Fulbright Scholars at USC, and members of the Greater Los Angeles Chapter of the Fulbright Association, including Chapter President Francesco Chiapelli. FFSB members learned about the impact of the Fulbright experience for both U.S. and non-U.S. scholars. Participants also discussed strategies to improve recruitment among U.S. students for the Fulbright Program and ways to enhance the impact of educational exchange programs among both American and international students.

Captions for this section are on the inside back cover.

Honoring Fulbright-Clinton Fellows

Fulbright Board Honors Former Secretary of State Clinton and 2013 Class of Fulbright-Clinton Fellows



In partnership with the Woodrow Wilson International Center for Scholars and the Fulbright Association, the Board hosted a reception on July 29 in Washington, DC, to honor the outbound 2013 J. William Fulbright-Hillary Rodham Clinton Fellows. Among the more than 120 guests was former Secretary of State Hillary Clinton. Welcomed by Wilson Center Director, President, and CEO Jane Harman and introduced by Chairman of the J. William Fulbright Foreign Scholarship Board Tom Healy, Mrs. Clinton addressed the gathering and engaged with the fellows informally.

"[Senator Fulbright] had the wisdom to understand that international relations are ultimately about people," Mrs. Clinton said in her remarks. "And if you can build trust and understanding, see each other as fellow human beings, looking at that dignity that each of us is endowed with regardless of the country or cause, then perhaps conflict can be avoided and progress achieved."

The cohort of 23 Fulbright-Clinton Fellows were preparing to serve in partner country governments in Burma, Ethiopia, Guatemala, Haiti, Côte d'Ivoire, Malawi, Nepal, and Samoa, working alongside policymakers of those countries to address major public policy challenges while carrying out an academic research or study project. The Fulbright-Clinton Fellowships were inaugurated in the 2012-2013 academic year. Fellows serve in professional placements in foreign government ministries or institutions, functioning in a "special assistant" role for a senior level official. The fellowships promote long-term ties between the United States and the partner country.

The Bureau of Educational and Cultural Affairs renamed the Fulbright Public Policy Fellowship to the J. William Fulbright-Hillary Rodham Clinton Fellowship in recognition of Mrs. Clinton's leadership in public service and her strong commitment to the ideals of the Fulbright Program.

"It's fantastic that this fellowship will now reflect Secretary Clinton's support and enthusiasm for allowing young professionals to gain hands-on public policy experience," said Fulbright-Clinton Fellowship alumna Roushani Mansoor.

The Fulbright Community

PROGRAMS

U.S. DEPARTMENT OF STATE

The Fulbright Program is authorized by legislation introduced by Senator J. William Fulbright of Arkansas, known as the Fulbright Act, which was signed by President Harry S. Truman into law on August 1, 1946. The Mutual Educational and Cultural Exchange Act of 1961 (Pub.L. 87-256, 75 Stat. 527), also known as the Fulbright-Hays Act, is an additional legislative underpinning of academic exchange. Championed by Senator Fulbright and enacted by the 87th United States Congress on September 21, 1961, that law remains the basic charter for all U.S. government-sponsored educational and cultural exchanges, consolidating all previous laws and adding new features that strengthened the program's authorization for supporting American studies abroad and promoting modern foreign language and area studies at schools and colleges in the United States.

The Fulbright Student Program

For U.S. and non-U.S. graduate students, graduating seniors and young professionals,

In AY 2012-13, the Fulbright Student Program provided full or partial support to 1,897 U.S. students to study abroad and offered new or renewed grant awards to 3,114 non-U.S. students to study at U.S. universities. This figure includes:

- The Fulbright English Teaching Assistantships (ETA) Program, which places U.S. students as English teaching assistants in schools or universities overseas and permits individual study or research;
- The Fulbright Foreign Language Teaching Assistant (FLTA) Program, which provides non-U.S. teachers of English as a Foreign Language the opportunity to refine their teaching skills while strengthening foreign language instruction at U.S. colleges and universities;
- The Fulbright-Clinton Public Policy Fellowship for young U.S. professionals to gain hands-on public sector experience in foreign government ministries and institutions; and

- The Fulbright-mtvU Fellowship enables U.S. students to explore international contemporary or popular music as a force for cultural expression

The Fulbright Scholar Program

For U.S. and non-U.S. scholars and professionals to lecture and/or conduct research in a wide variety of academic and professional fields.

In AY 2012-13, 1,012 U.S. scholars studied and taught or conducted post-doctoral research at academic institutions abroad and 912 non-U.S. scholars came to the United States to lecture or conduct post-doctoral research. Included in this number are:

- Fulbright Specialists: U.S. faculty and professionals who serve as expert consultants at overseas academic institutions for short periods;
- Fulbright Scholars-in-Residence: non-U.S. academics who lecture at U.S. colleges and universities, with a primary focus on institutions developing an international agenda. Priority institutions includes those less engaged internationally and/or those serving minority students such as Historically Black Colleges and Universities, Hispanic Serving Institutions, Asian American and Native American Pacific Islander Serving Institutions, American Indian and Alaskan Native Serving Institutions (including Tribal Colleges), small liberal arts colleges, and community colleges; and
- Fulbright NEXUS fellows: a network of junior scholars, professionals and mid-career applied researchers from the United States and other Western Hemisphere nations who engage in multi-disciplinary, team-based research.

The Fulbright Distinguished Awards in Teaching

The Fulbright Distinguished Awards in Teaching Program brings international K-12 teachers to the United States for a semester and sends U.S. teachers abroad for three to six

months to pursue individual inquiry projects, take courses for professional development at a host university or institute, and observe and lead master classes and seminars for teachers and students at local primary and secondary schools.

The Hubert H. Humphrey Fellowship Program

The Hubert H. Humphrey Fellowship Program promotes leadership development in professional fields critical to U.S. relations with developing and transitioning countries. The Humphrey Program brings young and mid-career professionals from designated countries to the United States for a year of non-degree graduate-level study, leadership development and professional collaboration with U.S. counterparts. Applicants are required to have an undergraduate degree, a minimum of five years of substantial, full-time, professional experience, limited or no prior experience in the United States, demonstrated leadership qualities, a record of public service in the community and strong English skills. Grants are given in various fields, including, but not limited to, public health, economic development, finance and banking, environmental policy and climate change, press freedom, educational planning, higher education administration, and law and human rights.

U.S. DEPARTMENT OF EDUCATION

International and Foreign Language Education (IFLE) programs are authorized by section 102(b) (6) of the Fulbright-Hays Act, and are administered and funded by the U.S. Department of Education (ED) under a Congressional appropriation to ED. These are one-way programs designed to promote and improve the nation's resources in the less commonly taught languages (LCTLs) and the areas of the world in which those languages are spoken.

In 2012- 2013, the following three Fulbright-Hays programs supported a total of 566 U.S. educators, prospective teachers, and faculty members who received their support through U.S. institutions of higher education, organizations or interagency agreements:

The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program

The DDRA Program provides grants to institutions of higher education (IHEs) to fund individual doctoral students to

conduct research in other countries in modern foreign languages and area studies for periods of six to 12 months. Projects deepen research knowledge on and help the nation develop capacity in areas of the world not generally included in U.S. curricula.

The Fulbright-Hays Group Projects Abroad (GPA) Program

The GPA Program provides grants to institutions of higher education (IHEs), state departments of education, private nonprofit educational organizations or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign language and area studies throughout the educational structure of the United States. Activities supported include: teacher seminars designed to provide a non-Western perspective on contemporary issues; curriculum teams to develop and field test instructional materials; group research by faculty, teachers and/or students on specific aspects of societies and cultures significantly underrepresented in the curricula of schools, colleges and universities; and advanced intensive language programs in the LCTLs. In 2013, grants for 27 group projects involving 473 participants were awarded.

The Fulbright-Hays Seminars Abroad Program

The Seminars Abroad Program provides four- to six-week summer seminars, designed by ED and Fulbright commissions, for K-12 teachers, administrators and curriculum specialists of state and local educational agencies, and college faculty in the fields of foreign languages, social sciences, arts and humanities. Upon their return, participants are expected to submit a curriculum project that demonstrates what they plan to implement in their classrooms and share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public in their home communities through various outreach activities. Individual applicants are evaluated by the U.S. Department of Education, with the assistance of academic review panels, and then submitted to the J. William Fulbright Foreign Scholarship Board for final selection. Overseas activities are supported by ED funds under the terms of interagency agreements between ED and the State Department. In 2013, one seminar involving 14 participants was funded.

The Fulbright Community

PRINCIPAL ORGANIZATIONS

J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the Fulbright Program. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural and public life. The intent was to establish an impartial and independent body which would ensure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of grantees and 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.

U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) is authorized by the Fulbright-Hays Act to administer and execute the Fulbright Program. ECA prepares an annual budget request to Congress and establishes funding allocations with the final approval of Congress. ECA has primary responsibility for the administration of the program, under policy guidance established by the J. William Fulbright Foreign Scholarship Board, together with the assistance of cooperating nonprofit organizations. Around the world, the Fulbright Program is administered by either a binational commission or, where a binational commission does not exist, the U.S. embassy takes the lead.

Binational Fulbright Commissions

Binational commission boards are composed of equal numbers of resident Americans and partner nation nationals. There are currently 50 Fulbright commissions; Belgium and Luxembourg share a single commission in Brussels. Commissions plan and implement educational

exchanges that best promote the Program's objective in a bilateral context, including selection of grantees, fundraising, and alumni relationships and in many countries operating an information service on higher education in the United States. An executive director and staff are responsible for implementing the commission's programs. Generally the U.S. embassy's Public Affairs Officer and/or Cultural Affairs Officer serves as a member of the binational commission and is the U.S. government's liaison on policy and program matters.

U.S. Embassies

Where there is no bilateral commission, the U.S. embassy, commonly referred to as "the post," administers exchange program activities outside of the United States, with the Public Affairs Officer or a Cultural Affairs Officer assuming primary responsibility. In Russia, Ukraine and China, Fulbright Program Offices, in collaboration with the embassy's Public Affairs Office, fulfill the administrative function for the Fulbright Program.

U.S. Department of Education

The Fulbright-Hays programs, administered by the International and Foreign Language Education Office of the U.S. Department of Education, are authorized by section 102(b) (6) of the Fulbright-Hays Act. These programs differ from other Fulbright programs in that their objectives are research and training with no provision for lecturing assignments overseas and no direct exchanges. The programs are meant to improve U.S. education in modern foreign language and area and international studies, and are part of the U.S. educational effort in those fields.

The Fulbright Community

ADDITIONAL ORGANIZATIONS

COOPERATING ORGANIZATIONS

ECA contracts with several organizations in the implementation of the Fulbright Program in the United States and abroad.

The Institute of International Education (IIE)

The Institute of International Education (IIE) administers the U.S. student competition and manages the placement and day-to-day supervision of the majority of non-U.S. student grantees in the United States and conducts orientation and enrichment seminars for first-year foreign student grantees. IIE also administers the Hubert H. Humphrey Fellowship Program and the Fulbright Teacher Exchange Program.

The Council for International Exchange of Scholars (CIES)

The Council for International Exchange of Scholars (CIES), a division of the Institute of International Education, assists in the exchange of lecturers and research scholars and manages the screening of U.S. lecturer and research scholar candidates and the day-to-day administration of the exchange program for research scholars and lecturers from abroad.

Academic and Professional Programs for the Americas (LASPAU)

Academic and Professional Programs for the Americas (LASPAU) administers the Fulbright Faculty Development Program and other programs for Latin America and the Caribbean.

America-Mideast Educational and Training Services, Inc. (AMIDEAST)

America-Mideast Educational and Training Services, Inc. (AMIDEAST), with field offices in the Middle East and North Africa, conducts recruitment and arranges study in the United States for graduate students from the region and handles the day-to-day supervision of these students.

SUPPORTING ORGANIZATIONS

Fulbright Association

As the official alumni association for U.S. participants of the Fulbright Program, the Fulbright Association (www.fulbright.org) works to engage and enrich the lifelong experiences of both Fulbright alumni and international grantees at a local level. The Fulbright Association has more than 5,400 individual members and 150 institutional members. Its 48 affiliated chapters sponsor a wide variety of special events, programs and networking opportunities to connect current and former Fulbright Program participants with their peers locally, nationally and internationally.

Fulbright Alumni Organizations Abroad

More than 70 countries have Fulbright alumni organizations that welcome American Fulbrighters to their communities, facilitating the settling-in process, assisting them in their research, introducing them to cultural and social activities, and often conducting fundraising to increase the number of Fulbright awards. These associations play an important role in raising the profile of the Fulbright Program abroad.

International Exchange Alumni: Inspire, Empower, Connect

Managed by the Alumni Affairs Division of the U.S. Department of State's Bureau of Educational and Cultural Affairs, International Exchange Alumni (<https://alumni.state.gov>) is a dynamic and interactive networking website for past and current participants of U.S. government-sponsored exchange programs. There, Fulbright and other exchange alumni can build on their experiences and explore opportunities to advance their efforts, their communities and our world.

The Fulbright Community

BINATIONAL EDUCATIONAL FOUNDATIONS AND COMMISSIONS

ARGENTINA	Commission for Educational Exchange Between the United States of America and Argentina
AUSTRALIA	Australian-American Fulbright Commission
AUSTRIA	Austrian-American Educational Commission
BELGIUM & LUXEMBOURG	Commission for Educational Exchange Between the United States, Belgium and Luxembourg
BRAZIL	Commission for Educational Exchange between the United States of America and Brazil
BULGARIA	Bulgarian-American Commission for Educational Exchange
CANADA	Foundation for Educational Exchange Between Canada and the United States of America
CHILE	Commission for Educational Exchange Between the United States of America and Chile
COLOMBIA	Commission for Educational Exchange Between the United States of America and Colombia
CYPRUS	Commission for Educational Exchange Between the United States of America and Cyprus
CZECH REPUBLIC	J. William Fulbright Commission for Educational Exchange in the Czech Republic
DENMARK	Danish-American Fulbright Commission
ECUADOR	Commission for Educational Exchange Between the United States of America and Ecuador
EGYPT	The Binational Fulbright Commission in Egypt
FINLAND	Fulbright Center for Finnish-American Academic Exchanges
FRANCE	Franco-American Commission for Educational Exchange
GERMANY	German-American Fulbright Commission
GREECE	U.S. Educational Foundation in Greece
HUNGARY	Hungarian-American Commission for Educational Exchange
ICELAND	Iceland-United States Educational Commission
INDIA	United States-India Educational Foundation
INDONESIA	American-Indonesian Exchange Foundation
IRELAND	The Ireland-United States Commission for Educational Exchange
ISRAEL	U.S.-Israel Educational Foundation
ITALY	The U.S.-Italy Fulbright Commission
JAPAN	Japan-United States Educational Commission

BINATIONAL EDUCATIONAL FOUNDATIONS AND COMMISSIONS *continued...*

JORDAN	Jordanian-American Commission for Educational Exchange
KOREA, REPUBLIC OF	Korean-American Educational Commission
MALAYSIA	Malaysian-American Commission on Educational Exchange
MEXICO	U.S.-Mexico Commission for Educational and Cultural Exchange
MOROCCO	Moroccan-American Commission for Educational and Cultural Exchange
NEPAL	Commission for Educational Exchange Between the United States and Nepal
NETHERLANDS	Netherlands America Commission for Educational Exchange (aka The Fulbright Center)
NEW ZEALAND	New Zealand-United States Educational Foundation
NORWAY	U.S.-Norway Fulbright Foundation for Educational Exchange
PAKISTAN	United States Educational Foundation in Pakistan
PERU	Commission for Educational Exchange Between the United States and Peru
THE PHILIPPINES	The Philippine-American Educational Foundation
POLAND	Polish-U.S. Fulbright Commission
PORTUGAL	Luso-American Educational Commission
ROMANIA	Romanian-U.S. Fulbright Commission
SLOVAK REPUBLIC	J. William Fulbright Commission for Educational Exchange in the Slovak Republic
SPAIN	Commission for Cultural, Educational and Scientific Exchange Between the United States of America and Spain
SRI LANKA	United States-Sri Lanka Fulbright Commission
SWEDEN	Commission for Educational Exchange Between the United States and Sweden
TAIWAN*	Foundation for Scholarly Exchange
THAILAND	Thailand-U.S. Educational Foundation
TURKEY	Commission for Educational Exchange Between the United States of America and Turkey
UNITED KINGDOM	United States-United Kingdom Fulbright Commission
URUGUAY	Commission for Educational Exchange Between Uruguay and the United States

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

Fulbright Facts & Figures

FOREIGN CONTRIBUTIONS TO THE STUDENT AND SCHOLAR PROGRAMS FISCAL YEAR 2012		
Country	Foreign Government Direct Financial and In-Kind Support	Foreign Private Financial and In-Kind Support
Chile	9,670,971	33,800
Germany	6,018,198	133,283
Spain	5,904,624	795,048
South Korea	5,758,985	205,016
Brazil	5,060,339	73,691
Japan	4,647,421	828,136
India	3,350,000	1,067,781
Colombia	3,257,355	1,631,400
Mexico	2,807,981	0
Indonesia	2,396,046	61,000
Norway	1,976,266	22,359
Turkey	1,968,420	73,285
Taiwan**	1,756,552	24,457
Malaysia	1,605,455	9,631
China (PCR)	1,320,897	0
Australia	1,257,163	1,146,514
United Kingdom	1,220,327	2,243,276
France	1,186,985	1,412,681
Egypt	1,157,544	107,759
Israel	1,130,400	144,950
New Zealand	1,114,730	433,790
Poland	1,038,389	0
Sweden	959,889	428,686
Ireland	948,221	56,057
Finland	930,177	1,065,886
Czech Republic	922,306	63,571
Jordan	871,888	466,713
Morocco	834,512	30,125
Italy	801,686	481,687
Austria	797,979	227,489
Thailand	753,657	50,528
Canada	600,000	943,528
Philippines	584,217	0
Ecuador	580,330	407,257
Netherlands	551,351	169,478
Singapore	510,400	0
Denmark	475,552	46,087
Belgium	452,550	69,928
Hong Kong/Macau *	420,850	0
European Union	376,263	852,370
Romania	345,714	0
Argentina	326,134	277,065
Mongolia	319,590	0
Switzerland	279,432	0
Slovak Republic	277,810	0

Greece	233,644	374,273
Cyprus	229,431	25,006
Hungary	213,434	67,800
Azerbaijan	193,745	0
Portugal	167,302	202,241
Andorra	154,106	0
Bulgaria	140,000	79,755
Croatia	127,680	0
Vietnam	119,670	0
Iceland	119,278	442
Macedonia	109,300	0
Slovenia	102,000	0
Kosovo	100,000	0
Ghana	99,360	0
Uruguay	75,289	69,392
Luxembourg	68,190	0
South Africa	48,992	0
Nigeria	40,500	0
Tanzania	39,600	0
Botswana	39,269	0
Russia	38,000	0
Uganda	37,700	0
Sri Lanka	35,900	13,980
Kenya	35,700	0
Ukraine	32,000	0
Estonia	24,600	0
Namibia	20,920	0
Malta	16,225	0
Lithuania	15,672	0
Swaziland	15,600	0
Nepal	15,304	61,191
Maldives	12,000	0
Bangladesh	11,220	0
Bhutan	10,430	1,400
Burkina Faso	7,200	0
Latvia	7,170	0
Bosnia & Herzegovina	4,245	0
Serbia	2,692	0
Cambodia	1,600	0
Armenia	882	0
Mauritius	400	0
Pakistan	0	662,716
Peru	0	233,360
Kazakhstan	0	1,900
El Salvador	0	800
Afghanistan	0	0
TOTAL (U.S. dollars)	82,291,806	17,878,568

*Special Administrative Region

**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.

FULBRIGHT GRANTS

Administered by the U.S. Department of State

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2012-2013						GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2012-2013				
Region	Students*	Scholars**	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Students*	Scholars**	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
AF	172	39	1	46	258	91	97	2	190	448
EAP	571	234	52	32	889	518	159	15	692	1581
EUR	779	361	33	21	1194	789	427	78	1294	2488
NEA	258	63	3	20	344	86	51	2	139	483
SCA	506	122	20	41	689	140	128	16	284	973
WHA	828	93	8	33	962	273	150	7	430	1392
Totals	3114	912	117	193	4336	1897	1012	120	3029	7365

AF-Africa; EAP-East Asia Pacific; EUR-Europe; NEA-Near East; SCA-South and Central Asia; WHA-Western Hemisphere

Grants reported are those awarded to individuals under the oversight of the FSB.

* This number includes new and renewal grants where applicable.

** This number includes both research and lecturing scholars.

FULBRIGHT GRANTS - HISTORICAL

Administered by the U.S. Department of State

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2013								GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2013				
Region	Students*	Scholars**	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience and Training	Study of the U.S.	Total Foreign	Students*	Scholars**	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
AF	6686	1745	1252	1465	31	146	11325	1803	3118	228	5149	16474
EAP	17516	7751	2244	765	35	300	28611	6654	8143	893	15690	44301
EUR	79683	31019	18041	702	1539	328	131312	38349	26245	16811	81405	212717
NEA	5972	3335	1112	560	157	52	11188	1840	3059	331	5230	16418
SCA	7055	3251	651	655	17	70	11699	1923	3629	300	5852	17551
WHA	25146	3914	5924	901	28	266	36179	5671	7324	1554	14549	50728
Totals	142058	51015	29224	5048	1807	1162	230314	56240	51518	20117	127875	358189

AF-Africa; EAP-East Asia Pacific; EUR-Europe; NEA-Near East; SCA-South and Central Asia; WHA-Western Hemisphere

Grants reported are those awarded to individuals under the oversight of the FSB.

* This number includes new and renewal grants where applicable.

** This number includes both research and lecturing scholars.

FULBRIGHT-HAYS GRANTS Administered by the U.S. Department of Education					
GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2012-2013					
Region	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total
AF	16	0	24	0	40
EAP	22	0	84	16	122
EUR	6	0	0	0	6
NEA	20	0	70	13	103
SCA	13	0	22	0	35
WHA	8	0	0	16	24
Totals	85	0	200	45	330

AF-Africa; **EAP**-East Asia Pacific; **EUR**-Europe; **NEA**-Near East; **SCA**-South and Central Asia;
WHA-Western Hemisphere

FULBRIGHT-HAYS GRANTS Administered by the U.S. Department of Education						
GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1946-2012						
Region	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
AF	38	3	13	0	0	54
EAP	3	0	0	0	0	3
EUR	6	9	29	170	2	216
NEA	36	7	31	0	1	75
SCA	0	0	0	0	0	0
WHA	1	0	0	0	0	1
Totals	84	19	73	170	3	349

AF-Africa; **EAP**-East Asia Pacific; **EUR**-Europe; **NEA**-Near East; **SCA**-South and Central Asia;
WHA-Western Hemisphere

Endnotes

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The 49th Annual Report

J. William Fulbright Foreign Scholarship Board

Chairman: Tom Healy

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Executive Director: Lisa Helling

Editor-in-Chief: Catherine Stearns

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United States Department of State

Bureau of Educational and Cultural Affairs

Office of the J. William Fulbright Foreign Scholarship Board

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Additional Captions

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(Top/Left) Dr. Christie Gilson leads the forum at Gallaudet University next to panelist Cerise Roth-Vinson, Chief Operating Officer, Mobility International USA.

(Top/Right) An estimated 150 students pack the halls of the University of Chicago's Quadrangle Club, eager to learn more about Fulbright and other Department of State opportunities at the FFSB-sponsored Exchanges Information Fair.

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(Top) FFSB Members and friends, including Mayor of the City of Chicago Rahm Emanuel (center) at the University of Chicago's Quadrangle Club.

(Bottom) Panelists discuss "Fulbright 2.0 – e-Learning, MOOCs, OERs, and the Future: What Does New Technology Mean for Global Education?" From left: Shai Reshef, President of the University of the People; Katie Day Good, 2008 Fulbright-mtvU Fellow to Mexico; Henry Bienen, President Emeritus of Northwestern University; Clay Pell, Deputy Assistant Secretary for International and Foreign Language Education; and Moderator Laura Skandera Trombley, Pitzer College President and FFSB Member.

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Panelists discuss "Fulbright in Latin America – Our Neighbors, Our Family: The Role of Educational Exchange in Regional Advancement" (from left) Chairman Tom Healy, Moderator Gabriel Guerra-Mondragón, Hilda Ochoa-Brillembourg, Dr. Andrew Selee, Dr. Judith Freidenberg, and Dan Restrepo.

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(Top/Left) Fulbright alumnus Paul Kim (center) joins FFSB Chairman Tom Healy and FFSB Member Laura Skandera Trombley to discuss the potential of alumni to promote Fulbright ideals in the United States and abroad.

(Top/Right) FFSB Members with Panel Members (from left): FFSB Members Dr. Shelby Lewis, Betty Castor, Anita McBride, Gabriel Guerra-Mondragón, Panelists Mauricio Pantoja, Janice Cho, Ben Ball, Paul Kim, Moderator Nigel Boyle, Panelist Amy Jasper, FFSB Members Laura Skandera Trombley and Chairman Tom Healy

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Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan presents a Certificate of Appreciation to UCLA Fulbright Scholar Enrichment Coordinator Ann Kerr-Adams.



On our cover:

A rendition of the Higgs Boson particle that Fulbright alumnus Professor Peter Higgs first theorized in 1964. The existence of the Higgs Boson was tentatively confirmed on March 14, 2013 after over 40 years of testing and research. Along with François Englert, Professor Higgs was awarded the 2013 Nobel Prize in Physics for his particle physics work.

(See page 23 for the story.) /Credit: iStock Photo: alexovicsattila

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