

HUMPHREY FELLOWS

A LEGACY OF LEADERSHIP



HUBERT H. HUMPHREY FELLOWSHIP PROGRAM 2002-2003



United States Department of State

Assistant Secretary
for Educational and Cultural Affairs

Washington, D.C. 20547

August 2003

Table of Contents

Dear Friends of the Humphrey Fellowship Program,



Warm greetings to all of you, especially the more than 3,000 Humphrey alumni throughout the world. This issue of the *Humphrey Magazine* highlights some of the contributions you have made in more than 100 countries.

I am especially pleased this year to be able to congratulate Humphrey alumnus Pavel Bém (1991-92), who was recently elected mayor of Prague. Dr. Bém spent his Humphrey Fellowship year at the Johns Hopkins University, specializing in the field of drug abuse treatment and prevention. Following his year in the United States, he took charge of the Czech government's anti-drug commission, gaining practical experience confronting difficult issues in what must have been an excellent preparation for his challenging new job.

This year, the recent winner of a Humphrey Alumni Impact Award, Shashu Araya Zegeye (1997-1998), is producing the sustained impact all of us anticipated. With funds from her award, she directed a community-based HIV/AIDS education project in Ethiopia. By training traditional birth attendants about communicating culturally sensitive messages regarding HIV/AIDS infection and prevention, she ensured that 1,200 mothers and their family

members received vital health information.

We remain grateful for the contributions to U.S. society during the time the Humphrey Fellows spent with us in this country. I want all friends of the Program to know that this year's class of Humphrey Fellows is sustaining this extraordinary tradition. Members of the 2002-2003 Humphrey class have contributed hundreds of hours of volunteer service in host communities around the United States. Again last year, Fellows made presentations to students and faculty on their host campuses, helping Americans to better understand their neighbors as well as the challenges and opportunities that Humphrey Fellows face in the extraordinary variety of countries and societies they represent.

Thank you all for your continuing leadership in making the world a more humane and healthier place for us all to live.

Sincerely,

Patricia S. Harrison

- Developing Global Leaders for the 21st Century 2
- Leadership in the Humphrey Program 3
- Humphrey Fellows Bring the World to U.S. Communities 5
- Fellows' Voices 9
- Conferences and Seminars 13
 - Enhancement Workshops 14
 - The AMA-IIE Scholarship Program 15
- Alumni Impact Awards 16
- Host Campuses 18
- Leadership and the Humphrey Legacy 26
- Co-Funding of Fellowships 27
- The World of Humphrey Fellows 28

Humphrey Fellows is published by the Humphrey Fellowship Division of the Institute of International Education with funding from the United States Department of State.

© 2003 Institute of International Education
1400 K Street NW
Washington, DC 20005
USA

Executive Editor: William Dant
Editors: Judith Babbitts and Amy Nemith

Contributors: Judith Babbitts, Janet Arici, William Dant, Oidov Enkhtuya, Paul Hiemstra, Alisher Latypov, Neenu Ittyerah, Mary Karam, Wendy Kilfoil, Amy Nemith, Sujeev Shakya, Bryan Sykes, Donna Shoemaker

Design: Pamela Li, Alumni Magazine Consortium, based at the Johns Hopkins University

Photographs: American University Washington College of Law, Boston University, Cecilia Amotsuka, Anita Das, Emory University, Jessica Nevo, the Johns Hopkins University, Maurice Djan Kouadio, Michigan State University, Endah Raharjo, Rutgers University, Tulane University, University of Washington, Judy Wyman

All rights reserved.
Manufactured in the United States of America.

Copies may be obtained from IIE. Material may be quoted with proper attribution.



As the Humphrey Fellowship Program was first defined 25 years ago, its initiators and mentors were unanimous in believing that it should strongly focus on leadership—to identify participants with the “right stuff” to become future leaders, and then to build into the Program’s design a strong emphasis on the development of leadership skills. The Fulbright Foreign Scholarship Board, which provides definition and oversight to the Humphrey Program as a Fulbright exchange activity, gave Program administrators the following mandate: “Its purpose is to help educate a core group of a new generation of developing world leaders.”

This issue of *Humphrey Fellows* explores how that focus on leadership has become an integral part of every aspect of the Humphrey Fellowship Program. The Program places special emphasis on the elements that build and strengthen leadership skills: self-reflection, experiential learning, research, and investigation of leadership theory. Fellows are placed at universities in peer-group learning circles, allowing them to educate and inspire one another as like-minded professionals with different backgrounds, cultures, and perspectives. This combination of formal and non-formal activities has evolved into a powerful formula that has yielded rich results.

Many Humphrey Fellows have used the special blend of leadership training they receive as a springboard for distinguished careers as leaders in their particular field or region. Pavel Bém of the Czech Republic, a 1991-92 Humphrey Fellow in drug abuse prevention, became a national leader both in drug abuse and public life. The Fulbright Commission in Prague said about him, “Dr. Bém built his

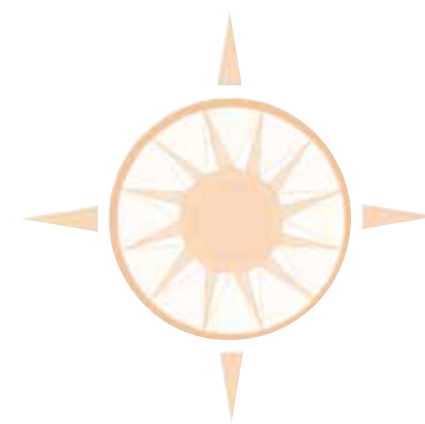
SINCE ITS FOUNDING IN 1978, THE HUMPHREY FELLOWSHIP PROGRAM HAS BEEN A SPRINGBOARD FOR DISTINGUISHED CAREERS BY EMPHASIZING THE ELEMENTS THAT BUILD AND STRENGTHEN LEADERSHIP.

career gradually in a series of painstaking steps...in all of his positions, he substantially contributed to formulating policies in drug abuse prevention and treatment. He is one of the key persons in this field in the Czech Republic.” In 2002, Bém was elected mayor of Prague.

One example of a grassroots leader is 1981-82 Humphrey Fellow Amy Kabwe of Zambia. A few years after returning home from the United States, Kabwe founded the Zambia Anti-Smoking Society, “an organization with a commitment to building a tobacco-free world.” As a result of the organization’s vigorous lobbying and health education campaigns, smoking levels in Zambia have decreased dramatically. In 2002, the World Health Organization recognized Kabwe as a public health leader. In his award letter, WHO’s Regional Director for Africa, Dr. Ebrahim Samba, said, “The example you have shown demonstrates that dedicated and committed individuals always constitute the determining force for change on any issue.”

In the following pages, you will read about Fellows’ leadership accomplishments in the United States and at home, how Humphrey host campuses integrate leadership development skills into their Humphrey seminars and Fellowship activities, and what Fellows themselves say about their roles as leaders in a global society.

Leadership in the Humphrey Program



This year, an online workshop connected Humphrey Fellows on all 15 campuses for a dialogue on leadership theories, skills, and examples. IIE Humphrey Director Bill Dant shares their thoughts and discusses other leadership opportunities the Program provides.

The Humphrey Fellowship Program has, ever since its beginning, emphasized the development of leadership skills. Through years of trial and error and careful evaluation, the Program now features several key components that inspire and prepare Humphrey Fellows for stronger leadership roles:

- Training in key leadership skills: public speaking, networking, and group facilitation;
- Study of leadership theory through the weekly Humphrey Seminar on campus as well as in special sessions organized by the Institute of International Education (IIE) and other organizations;

- Interaction with U.S. leaders of many types: grass-roots activists; local, regional, and national politicians; private-sector and NGO leaders; media and opinion-makers;
- Experiential leadership opportunities: Fellows design their individual program plans for their year, do extensive individual networking and information gathering, and ultimately secure for themselves a six-week work experience, the Professional Affiliation, with a U.S.-based organization.

Humphrey host universities across the United States have incorporated leadership skills and theory into all aspects of their program activities. At the University of Washington, which has

hosted more than 170 Humphrey Fellows since 1986, Dr. Patrick Dobel, the current Humphrey Coordinator, leads Fellows through a rigorous investigation of leadership as part of the university’s special Humphrey Seminar. Fellows study leadership theory—trait theory, contingency theory, and transformational and strategic leadership among other approaches—and meet and interact with accomplished U.S. leaders. At the semester’s end, each Fellow writes about his or her own reflections on how and when to lead.

In their observations over the years, several Fellows have reminded us that “leadership” is not a universally admired concept. Egyptian Fellow Hisham El-Zayat reflects on his attitudes before becoming a Humphrey Fellow: “I did

not have good feelings about leadership... Leadership is a type of power, and power is often abused.... [But] through the Humphrey Year, my concept of leadership did change. Leadership means to me now how to make a positive difference." Manoj Shrestha of Nepal related that he had "some idea about leadership before coming to the U.S. But these were like bits and pieces of an unsolved mystery... I had the notion that only politicians or executives on top in the hierarchy have the privilege to become leaders. I was associating it more with position, power, and prominence."

Reem Abdullah, a lawyer from Yemen writes, "What I learnt made me see myself and what I do in much more clarity... It is like I am now wearing the glasses which allow me to see my actions and the actions of others from the view of a leader."

Ruby Alvarez from the Philippines emphasizes the importance of personally meeting leaders—"the most enlightening and inspiring accounts of leadership come from stories told by real people and not from theories and principles made by analysts.... All the leaders I met emphasized the value of learning."

As the Humphrey Program has evolved, so have the many approaches to leadership development. In 2003, with encouragement and support from the U.S. Department of State, the Program adopted a new medium for this: on-line learning. IIE developed and piloted a 12-week workshop that offered Fellows an opportunity to explore concepts of leadership from their own cultural backgrounds across professional fields. The Fellows' participation coalesced into an ongoing community of practitioners. Representing all 15 host campuses, the Fellows engaged each other in a conversation about leadership that included topics such as inherited leadership in the developing world, obstacles to leadership, and a discussion of several Fellows' case studies of problems in leadership they might encounter back home.

What did Fellows have to say?

They first shared thoughts on leadership qualities. Justine Vega of Cameroon, who spent the 2002-2003 year at the University of Washington, helped launch the dialogue when she posted:

"Leaders...are people who see more than others see, who see farther than others see and who see before others do... The saying, 'he who thinks he leads but has no followers is only taking a walk' points to the fact that to be a leader in the real sense of the word, you need to have followers."

Next, Fellows had the chance to cite

“WHAT I LEARNT MADE ME SEE MYSELF AND WHAT I DO IN MUCH MORE CLARITY... IT IS LIKE I AM NOW WEARING THE GLASSES WHICH ALLOW ME TO SEE MY ACTIONS AND THE ACTIONS OF OTHERS FROM THE VIEW OF A LEADER.”

—REEM ABDULLAH

those they knew personally who inspired them. Bernardo Creamer, an Ecuadorian Fellow based at the University of Minnesota, said he looked up to a colleague at the Catholic University of Quito, where he works as an officer in the Foundation for Science and Technology: "She has managed to get to her position by her own professional achievements and her steel-like determination to accomplish things in the most sincere and pure form... I never saw her flinch in front of adverse or negative circumstances, with her sparkling eyes well protected behind thick glasses and her robust personality well hidden behind her small face."

Fellows also looked at well-known figures and debated what made these people good leadership models. For many Africans, Nelson Mandela, South African liberator and president, was the prime leadership example. However, Wendy Kilfoil, a South African educator based in 2002-2003 at Penn State said, "I challenge the claim that he is a charismatic leader, as I feel in some ways that

this has a negative connotation and takes away from the choices involved in true leadership... I think he was motivated by a principle of the greatest good of the greatest number and was not [early in his career] in a position to create a 'win-win' situation... When finally in that position, he remained true to his principles and chose to forgive in order to serve the greatest number in South Africa...."

What did Fellows derive from this dialogue? Leadership is a state of mind as much as set of actions. Without the self-confidence and belief that one can have

an impact, the expression can be somewhat empty. As Wendy Kilfoil noted in her summary comment: "One of the main points [leadership experts] make is that the competencies associated with leadership can be learnt, and therefore that leadership can be learnt.... We should ourselves learn how to lead within our spheres of influence."

Everyone working with Humphrey Fellows soon comes to realize the importance of adapting and adjusting leadership to different settings, to acknowledge the evolving needs of those to be led, and to recognize the culture and values in which Fellows operate around the world.

Finally, commitment to leading well must be combined with a sense of leading "smart." Whereas many Americans may find "doing the right thing" simply correct or admirable, acting boldly in some parts of the world may be daring to a fault. Fellows must often balance risk against impact in ways that their U.S. counterparts may find hard to appreciate. For leading successfully, hopefully, also means leading for a long time.



Fellows at Tulane University volunteered their time with Habitat for Humanity by painting homes for the elderly and disabled.

Humphrey Fellows Bring the World to U.S. Communities

“Now everyone in Harry M. Hurst Middle School knows about my country,” said Anita Das from Malaysia, a 2002-2003 Humphrey Fellow at Tulane University. “And not only the children and teachers, but their parents and the community, too.” As part of her Humphrey Year, Anita collaborated with Beverly Croe-Stromme, an American

Fulbright researcher who had a six-week grant to Malaysia in 2001, and organized in Louisiana a museum exhibit of American and Malaysian children’s art, poems, and stories about Asia. The American children based their understanding of Asia on their course work and the personal knowledge of Malaysia that Croe-Stromme brought to their classrooms. Combining the American students’ artistic work with work by Malaysian students from Sea Garden National Secondary School in Petaling

Jayasia, Das and Croe-Stomme mounted an exhibit that introduced the community of Destreham Parish, a rural county in Louisiana, to part of the world many had never seen before.

At the opening of the exhibition, Das spoke to the public about her native land and showed slides of her country. The exhibit opening was filmed by the local TV news station and broadcast throughout the parish. In September 2003, the entire show went to Kuala Lumpur to commemorate the 41st

**“VOLUNTEERING HAS GIVEN ME A MORE
ROUNDED PICTURE OF THE U.S.”**

—ANITA DAS



In Côte d'Ivoire, Maurice Djan Kouadio launched a Habitat for Humanity program as an outgrowth of his 1998-99 experience as a Humphrey Fellow at the University of Minnesota. The Habitat home under construction here was one of the 69 that volunteers built in Côte d'Ivoire.

anniversary of the Fulbright Program in Malaysia. The children's art work was auctioned, and the proceeds went to support a pediatric unit in a Malaysian hospital.

"I think the community volunteering we do during our Humphrey Year is absolutely great," Das said. "We can't learn about Americans by sitting in a college classroom, and they can't learn about us. Now, when I walk down the street, people know I'm the woman from Malaysia, a country many never knew about before. Volunteering has given me a more rounded picture of the U.S. I see many more similarities between our countries now."

The experience Das had is hardly unique. Since the beginning of the Fellowship Program, Humphrey Fellows have volunteered in American communities across the country. They have walked with Americans to raise money for HIV/AIDS research, painted houses on Saturday mornings with Habitat for Humanity, taught schoolchildren their culture's dances and songs, and given slide lectures about their countries to seniors at community centers.

For many Fellows it was their first volunteer experience. While volunteering to help strangers is an integral part of

American life, it is not the cultural norm in many parts of the world where assisting others is limited to one's family and neighbors. Some Fellows, after seeing the potential of volunteer activities to transform small communities and create bonds among people, have taken the tradition home with them. Their commitment to public service, an important characteristic of all Humphrey Fellows, has taken on an added dimension.

For example, last year IIE received an e-mail from Humphrey Fellow Maurice Djan

Kouadio. After his involvement with Habitat for Humanity as a 1998-99 Fellow at the University of Minnesota, he returned home and founded Habitat for Humanity Côte d'Ivoire (HPHCI) in 1999. Since then, his organization has reconstructed nine villages and built 69 houses. Eighty-seven villages are on the waiting list. The U.S. Ambassador was so enthusiastic about HPHCI that he pledged \$20,000 last year to support its work.



An Ivorian family proudly stands in front of its new Habitat home.

The Humphrey class of 2002-2003, like Fellows before them, also volunteered in their local neighborhoods, schools, hospitals, and community centers. Five Fellows at Boston University took part in a career fair sponsored by Future Business Technology Leaders, a group that seeks to provide professional role models for minority students. Rojee Kattel (Nepal/University of Missouri) gave a presentation, including a dance performance, on Nepali culture and religion for more than 200 Girl Scouts and their scout leaders at Hickman High School in Missouri, and spoke about women in leadership positions in Southeast Asia to a chapter of the American Association of University Women.

Several Fellows reached large audiences and contributed their skills and talents to groups beyond their local communities. Jessica Nepomneshi, an Israeli Fellow at Rutgers University, met Taleb Al Harithi, a Palestinian Fellow at the University of California-Davis, when they attended the Humphrey Program's Washington Seminar in November 2002. They discovered that they shared a background in peace activism back home. Before the four-day seminar was over, they had outlined a public presentation, "We Refuse to be Enemies." When others heard of their willingness to speak together on the need for dialogue and reconciliation in the context of the Israeli-Palestinian conflict, the two Fellows were invited



Jessica Nepomneshi (third from left), an Israeli Fellow at Rutgers University last year, conducted a workshop on diversity and multiculturalism with a group of Americans. They were attending a conference sponsored by the National Conference for Community and Justice.

to the University of Iowa in Des Moines and Bucknell University in Pennsylvania. Nepomneshi later gave five more lectures—on issues of peace, reconciliation, and transitional justice in the Middle East—in Syracuse, New York and in the Rutgers University community in New Brunswick, New Jersey.

"The American public was grateful to have the opportunity to hear about the situation from us and to realize that there were civil society initiatives to bring about change, not through violence, but through dialogue," Nepomneshi said. "People told us that they were exposed only to media messages regarding the relationship between Palestinians and Israelis, and hardly at all to the 'different voices' Taleb and I represented. They rarely had the chance to hear a Palestinian and Israeli talk together on the same platform."

Nepomneshi was surprised and pleased to hear during her orientation to the Humphrey Program at Rutgers that Humphrey Fellows were encouraged to volunteer in U.S. communities. In Israel she had facilitated dance movement workshops for adults and sometimes offered workshops for community groups, such as the Tel Aviv Rape Crisis Center. It was not long after she arrived in the United States that Nepomneshi found herself leading a movement workshop for the staff of a boarding school for high-risk teenagers.

At the suggestion of Jane Sproul, the Rutgers Program Assistant Coordinator, Jessica had called the National Conference for Community and Justice, formerly the National Conference of Christians and Jews, and learned that they were organizing a day-long training focused on issues of diversity

and multiculturalism. They invited Nepomneshi to join them. That day she used a movement technique in her workshop that originated in Argentina in the 1950s called *Río Abierto* (open river), revealing yet another cultural perspective she brought to her community work.

In the spring of 2003, after seeing one of their performances, Nepomneshi offered a similar workshop to a theatre group called Sol & Soul in Washington, D.C. that was closely involved with the Latino community. She began her workshop just as the war in Iraq started, and for two days she worked with the younger members of Sol & Soul street theater on expressing their feelings of uncertainty and fear about the future. At the end of her Fellowship Year, Nepomneshi helped facilitate four more workshops in Washington through a community dance group called the Dance Exchange, this time for mentally and

physically handicapped adults and for seniors, two groups of people she had never worked with before.

When asked why she sought out so many volunteering opportunities, she answered, "I believe that intercultural encounters are successful when they are based in symmetry. As Humphrey Fellows, we are in the U.S. to 'receive,' to learn, and to be nourished intellectually and in other ways. But being professionals and leaders in our own countries, I believe that we have a special contribution to make to U.S. society based on our experiences and different cultural perspectives."

Through their volunteer work, both Jessica Nepomneshi and Anita Das fostered the reciprocity, or as Nepomneshi said, "the symmetry," the Humphrey Program has always sought to achieve between Americans and Humphrey Fellows. Fellows come to the United States to upgrade their skills and knowledge in their professional fields, work alongside their U.S. counterparts during their Professional Affiliations, develop their leadership skills, and get to know Americans better. But all who have administered the program for the past 25 years know Fellows have an enormous amount of talent, insight, and skills



Malaysian Fellow Anita Das (Tulane 2002-2003) posed with student artist Janique Crenshaw (right) at the children's art exhibit in Louisiana.

“As Humphrey Fellows, we are in the U.S. to ‘receive,’ to learn, and to be nourished intellectually and in other ways. But being professionals and leaders in our own countries, I believe that we have a special contribution to make to U.S. society based on our experiences and different cultural perspectives.”

Jessica Nepomneshi

to offer Americans, and they can do so through volunteer activities.

Not all have been as direct as have Nepomneshi and Das. Some, such as a group of Fellows this year at the Johns Hopkins University Bloomberg School of Public Health, increased Americans’ understanding of the world at a distance, through the radio. In March 2003, three Fellows at Hopkins, along with their Coordinator, Dr. Wallace Mandell, took to the airways to talk about drug abuse. Dr. Rastislav Lacko (the Slovak Republic), Bijay Sharma (India), and Alisher Latypov (Tajikistan) were interviewed on *The Marc Steiner Show*, a popular call-in program on WYPR FM

public radio in Baltimore. As Mandell said, “They opened listeners’ minds to the problem of substance abuse in other parts of the world. There were lots of questions, and our Fellows were knowledgeable and well-prepared.”

Mandell believes that getting involved in the community makes Fellows more interested and curious about U.S. social structures and civil society. Some Fellows, he said, begin to see that the participation of large numbers of people in community work enables a society to maintain a relatively low police presence. While they are intrigued by voluntary organizations in the United States, however, they also

realize the advantages of government-operated services that provide uniformity and overall accessibility, particularly in their field of substance abuse research and prevention.

Nancy Young, the Program’s Assistant Coordinator at Hopkins, added that Americans’ interest in hearing Fellows talk about their countries plays an important part in helping Fellows feel at home in the United States.

Rutgers’ Sproul agrees. She watched Nepomneshi grow in self-confidence as she worked with Americans outside her professional field who lived in neighborhoods beyond the university campus. “She gained a new perspective about people she might never have met if it weren’t for her dance workshops. But she also made Americans she met stop and think,” Sproul said about Nepomneshi. “Just being herself and speaking her thoughts in a voice that did not sound like what people hear in the media opened up peoples’ minds to another part of the world.”

It is clear that in spite of the considerable demands of the Humphrey Fellowship Program, Fellows who volunteer not only contribute to U.S. communities, but reap enormous benefits for themselves. Their work with school-children, community groups, and local neighborhoods demonstrates their commitment to public service and the power of volunteerism in the development of a global community.

This article was written by Judy Babbitts, Assistant Director of the Humphrey Program at IIE.



Three Humphrey Fellows took part in a live call-in public radio program on Baltimore’s WYPR FM to discuss substance abuse. They are Dr. Rastislav Lacko from the Slovak Republic (left), Bijay Sharma from India (second from right), and Alisher Latypov from Tajikistan (right). With them are Anthony McCarty, co-host of *The Marc Steiner Show* (second from left), and Dr. Wallace Mandell, Coordinator of the Humphrey Program at the Bloomberg School of Public Health at the Johns Hopkins University (center).



FELLOWS’ VOICES

Leaders Lead Leaders

By SUJEEV SHAKYA
Vice President, Soaltee Group, Nepal
(Boston University)



Sujeev Shakya

Defining leaders and leadership is, perhaps, the most difficult task of leaders, save for the Humphrey Fellows. One of the greatest aspects of my Humphrey Year has been talking to other Fellows and exchanging our impressions of our strengths, weaknesses, and potential. The backdrop for these exchanges, the United States, where the issue of leadership is taken very seriously, has been perfect. The amount of reading on leadership that is available here is amazing, and these issues are explored at all levels, from the grassroots to the highest levels of an organization. This year, we saw the top leadership position put to the test over the Iraq War. We watched opinion building for and against President George W. Bush and then his leadership in vision and action. Indeed, the United States is a splendid nation for the study of leadership.

The Humphrey Program brings in a mix of people who have their own capabilities and competencies as leaders, but at the same time are interested in filling the gaps in these skills. Among the Fellows, we found leaders who could lead the other leaders. These leadership moments rotated among the Fellows throughout the year. On campus, one Fellow led, and at cultural parties, another did. Leadership varied in different situations and contexts. But above all, everyone realized that it was not necessary that every individual ultimately emerge as a leader. These small leadership moments, however, were valuable for me in examining my own skills as a leader

and comparing them with others in different situations.

Every Fellow brings a different perspective to leadership, and the Humphrey Year has given me the opportunity to broadly observe, participate with, and test the reactions of leaders. The year has transformed the subject of leadership for me from a closed, abstract one to an expansive and open one. The online leadership workshop contributed to this transformation by providing the perfect platform to see many of these different leaders converse on an issue; it has been one of the most important parts of my Humphrey Year. In one’s real professional or personal situation back home, one might never have the opportunity of observing, as well as testing, one’s own thoughts and skills as we Humphrey Fellows have this year.

The purpose of the Humphrey Program, I still believe, is about leadership: observing, reading, experiencing, and living the life of a leader. The challenge is now for each Fellow, as a leader, to think how he or she can lead the other leaders in their own profession, society, and, in some cases, even their own nation. As Humphrey alumni now, our dialogue on leadership must continue.

Leadership Challenge for Us All?

By OIDOV ENKHTUYA
Project Coordinator, Leos, Mongolia
(American University, Washington
College of Law)

At the end of my Humphrey Year, I attended a conflict resolution seminar at the University of Maryland. One of the two facilitators of the seminar was my colleague, Dr. Zachary Green, whom I first met when we were both international faculty at a Salzburg Seminar on Leadership, conducted by Professor James MacGregor Burns of the University of Maryland. After meeting

Professor Burns, the word “leadership” had a very different meaning for me. I learned from him that many people who didn’t necessarily look like leaders or have leadership positions can be effective leaders. I realized that leadership was more about context and a person’s influence on events and people.

The Maryland seminar on conflict resolution was an unintentional wrap-up of sorts for my Humphrey Year. Even though the exercise we participated in was not new to me, I made the same mistakes as I had before. That showed me that one needs much more than knowledge to overcome one’s own biases and to be tolerant of differences. Even though we might not like to admit it, sometimes it is almost impossible to resolve our conflicts without the intervention of a more experienced third party. For people from developing countries, overcoming our biases will continue to be an inherited problem, as long as the conditions to develop more tolerant cultures are lacking back home.

Here in the U.S. we enjoy the freedom to express our views without restriction. As Humphrey Fellows, we also share with each other the common problem of adjusting to American life, and together, we sometimes act as critics of the U.S. But criticizing the U.S. doesn’t make us more tolerant of each other.

I am sure that for many of us criticizing the American government is much easier and less dangerous than giving voice to our feelings against our own governments. We can learn a great deal of tolerance just by being among Americans. Their acceptance and tolerance of our criticism is a very convincing fact of democracy for me. It’s no wonder it went



Oidov Enkhtuya

so well for us here in the U.S. after all our initial frustrations. Now, at the completion of our Humphrey Fellowship Year, we feel very close to each other and to America. Even Fellows from countries hostile to each other have become friends at the end.

A happy ending? Not for me. U.S. leadership will be always challenged in the world, and where some will see good intentions or performance, others will see the opposite. Likewise, each of us as leaders will face similar situations at home. I think we can justify our criticism of others by showing tolerance for their criticism of us. We will be tested by our ability to resolve conflicts at home. Let us show our gratitude to the American people and the Humphrey Program by cultivating understanding and tolerance toward others.

Accountability and Development

By **BRYAN PATRICK ST. GEORGE SYKES**
Senior Deputy Director, Office of Director of Public Prosecution, Jamaica (University of Minnesota)

If we do nothing else on our return to our countries, Humphrey Fellows should be committed to developing effective systems of accountability. One of the striking differences between developed countries and developing countries in transition is accountability. The plague of corruption, usually preceded by its cousin, lack of accountability, is certainly one of the great impediments to sustainable development in many parts of the world. Without effective detection, investigation, and prosecution followed by the appropriate penalty, corruption will continue to plague our societies for a long time to come.

It is not that corruption is not present in developed countries. The collapse of Enron, Worldcom, and Imclone is eloquent testimony of the presence of corruption in developed countries. The current criminal trials of President Silvio Berlusconi of Italy and the former French Prime Minister, Edith Cresson, for

alleged acts of corruption illustrate the difference between many developing countries and developed countries. In how many developing countries or countries in transition could such trials take place? The recent travails of former President Bill Clinton demonstrate that the world's most powerful leader could be held accountable by his legal system.

The point here is not to heap further opprobrium on the heads of developing/transitional countries but merely to point out that our countries still have a long way to go on the question of accountability.

There is no shortage of effective laws, but the real problem is enforcement. The challenge for us is to develop effective enforcement systems. Fighting corruption begins with the will and a willingness to take risks. History has shown that sustained development is not possible without the capacity to hold persons accountable in both the public and private sectors. To paraphrase Sir Winston Churchill, those who appease the crocodile of corruption only have the advantage of being eaten last.

Persistence Pays Off

By **NEENU ITTYERAH**
Deputy Chief Vigilance Officer, Indian Railways, India (Rutgers University)



Neenu Ittyerah

Like most other Fellows, my Humphrey Fellowship was my first visit to the United States. I had a picture in my head, created by the media, books, and the experiences of others, that did not capture the diversity that existed in this country. Just as many Americans think that India is still a land of snake charmers, I had no idea of the extent to which the U.S. embodied diversity. There was a huge range, and

tremendous variation in every walk of life. In some ways it was similar to my own country, where several cultures, religions, and ethnic groups live together, blending to some extent, but nonetheless retaining their individual characteristics.

It would have been so easy to just devote the entire Humphrey Year to academic pursuits, since taking courses was both enriching and satisfying, but I'm glad I didn't. I knew that the Humphrey Program was tailored to benefit professionals by providing opportunities for Fellows to meet with their American counterparts and get first-hand experience of how the system works in another country. So, I decided to start early, and in the first few months I began the process of contacting people who were working in the transportation sector. The going was a bit rough at first. Sometimes there was no response, and sometimes there was a polite rebuff. There were times when I felt I was being too pushy and other times when I felt I should have pushed harder. There were doubts about my style of asking. Was it socially acceptable? Was I doing something wrong? I would find myself sitting with the Assistant Coordinator, Jane Sproul, asking, "Jane, is it okay for me to write an e-mail to him again?" However, the persistence paid off, and soon I got to meet people in the transit industry and academics in other universities, and visit train control rooms (that was particularly exciting). I found that even though India is not as technologically advanced as the United States, the basic principles in many areas were the same. Most important, I found similar problems in managing staff, keeping them motivated, and trying to do something in a new way.

By the end of the first semester I had managed to meet enough professionals in the transport sector that I had a fairly clear idea about the structure and organization of the industry. This helped me prioritize better. Instead of focusing on area A, where the U.S. was not as good as some other countries, I focused on area B, where it was a leader. This helped me in developing my Professional Affiliation

proposal and finding an organization where I could work. My advisers at Rutgers University not only encouraged me, but counseled me to be clear and concise. I learned from them that if you aren't clear about what you want, the person you visit will be disinterested, and may think the interview or discussion is a waste of time.

When I started my internship, I was apprehensive. The working environment I was used to was so different from my U.S. organization. I had worked in the Indian government, where there is a fairly strict hierarchy, relationships are formal, and there is a tendency to be bossy with your subordinates and deferential to people senior to you. In the U.S., too, there is a hierarchy, and the boss is usually right, but the environment is more conducive to voicing an opinion and being heard. I think the difference has more to do with how much people have been empowered and are encouraged to speak out.

With regard to technical knowledge, there is a substantial difference. Transportation systems are very advanced in the United States, and it will be a while before India has similar systems. I was often asked if I could go back and implement what I had seen, and the truth is, in a lot of cases, I couldn't. India still has limited resources and our socio-economic problems are very different, but the greatest benefit of being exposed to advanced systems is that one knows what they look like, one sees them in operation, and one sees the problems and challenges that arise. One also gets an opportunity to assess what needs to be modified to suit the environment back home. In return, I was able to be a source of information about the transport systems in India for my American colleagues, and I never failed to get a response when I told them the number of riders and showed them pictures of the commuter rail stations in India. Most people did not know that the Mumbai suburban system carries the largest number of passengers in the world.

I think most of my Humphrey colleagues would agree with me when I say that one of the most enriching experiences

"I N INTERACTING WITH PEOPLE FROM DIFFERENT PARTS OF THE WORLD, ONE REALIZES HOW MANY WAYS THERE ARE OF LOOKING AT AN ISSUE...."

—NEENU ITTYERAH

during the Humphrey Year was interacting with people from different parts of the world. I had 11 colleagues in my university from 10 different countries who were an enormous source of information regarding the culture, the social structure, the political system, history, and even the philosophy of their homelands. In interacting with people from different parts of the world, one realizes how many ways there are of looking at an issue, how easy it is to bring out differences and generate conflict, and not realize how similar you really are.

I remember sitting in my regional group meeting in Washington, D.C. during the Humphrey Seminar and thinking that nobody looking at us or hearing us speak could say that we belonged to four different countries, for we all wanted the same thing, peace and prosperity, and yet our countries were engaged in bitter conflict with each other. It was so easy to be cynical, and it was so important to believe that this could be changed.

My Progress on the "Triple H" Road: from Drug Enforcement to Prevention of Substance Use and HIV/AIDS in Tajikistan

By **ALISHER LATYPOV**
Inspector, Public Relations Unit, Drug Control Agency of Tajikistan (Johns Hopkins University)

When people ask what the Hubert H. Humphrey Program means to me, I often refer to the book by Isidor Chein titled *The Road to H*. I usually surprise them by saying that for me, one H stands for hell, one H stands for heaven, and one H stands for heroin! Indeed, while anticipating my trip to the



Alisher Latypov

United States, I felt like I was coming to paradise, but those countless sleepless nights I spent studying substance-abuse prevention in the Johns Hopkins University Bloomberg School of Public Health's Mental Health Department sometimes made me

think that I was going through hell. Now, after receiving a huge dose of skills and knowledge at the world's best public health institution, it's really heavenly to realize what powerful tools I obtained to serve the good of humankind. Finally, my research throughout the Humphrey Year was focused on mitigating the consequences and reducing the harm of heroin use, which is a drug of choice in the Central Asian republics.

At the beginning of my Humphrey Year, I was planning to devote myself to enhancing my professional expertise in enforcing drug laws and fighting drug traffickers. However, a briefing at the headquarters of the Drug Enforcement Administration (DEA) and a field visit to the FBI/DEA training center in Quantico, Virginia were probably the only two times when those plans were still intact. My first several weeks at Hopkins focused the deep-seated contradictions I had in my beliefs on how society should address the drug problem and made me look at substance use from quite a different perspective. Undoubtedly, curbing the flow of drugs and dismantling organized criminal groups was important, but what about the millions of drug users who suffer from repressive policies and harassment and who lack vital health services?

Being unable to ignore these thoughts any longer, I made a decision to commit myself to preventing illegal substance use and HIV/AIDS, minimizing harm, and improving the health status of [illicit] drug-using populations. This choice governed all the academic and special studies, research, and professional

activities during my Humphrey Year, and culminated in my presentation, on the relevance of buprenorphine maintenance therapy in Tajikistan, at the 14th International Conference on the Reduction of Drug Related Harm, held in April 2003 in Chiang Mai, Thailand.

I can easily say that I am a lucky Humphrey Fellow, like many other Fellows who came to the United States this year. At one of the orientation visits to the National Institutes on Drug Abuse in Bethesda, Maryland, I learned that Dr. Steffanie Strathdee, an Associate Professor at the Bloomberg School, was just about to launch her project on surveillance of HIV, hepatitis C, and associated risk behaviors among drug users in my country. I was so excited that I could hardly wait until the next morning to go see her! Very soon she invited me to become a member of the research team and introduced me to her wonderful colleagues, Drs. Chris Beyrer and Julie Stachowiak. I was offered a wonderful opportunity to use my Humphrey experience and to continue contributing to my country's development even while being so far away from Tajikistan.

Among the five Central Asian countries, Tajikistan has the longest border with Afghanistan (1,344 kilometers), and is the most vulnerable to drug trafficking. During the last three and a half years, Tajik law enforcement agencies seized more than 20 tons of narcotics; almost half was heroin. But this is just one side of the problem. The estimated number of drug users in Tajikistan is 100,000, almost 2 percent of the country's 6.1 million population. There is an urgent need for establishing new drug treatment services and reinforcing harm reduction concepts as the most pragmatic way to stem the emerging HIV epidemic among injection drug users.

Our project is just the first step towards these goals. We have already helped the Tajik Ministry of Health set up the first Independent Ethics Committee that will be recognized under a nationwide assurance and will protect the rights and well-being of Tajik human

subjects participating in biomedical research. I had the opportunity to help create and train the members of this Ethics Committee, which will assist future research projects in Tajikistan.

I am confident that there will be many other steps on the "Triple H" road, as my U.S.-based collaborators and I contribute to improving the health and rights of drug users in Tajikistan. And even though I don't know what other "letters" I'll have to go through, one thing is for sure—the Humphrey Year changed my whole life.

The Value of Caring

By **WENDY KILFOIL**
Associate Professor,
University of South Africa
(Penn State University)

Spending a year at Penn State as a Humphrey Fellow provided opportunities and resources, unforgettable experiences, and new friends. I learned a great deal about myself as a person, a team member, and a manager/leader. Yet for me the golden thread running through the program was caring, a value so fundamental to building a successful civil society.

We learned in our Humphrey Seminar how the U.S. tax system functions to provide services to the country, communities, and individuals in line with the value systems of the nation, including nurturing civil liberties, strengthening the individual to strengthen the community, and taking care of yourself and others. We discussed how to strengthen participation in decision-making and share power, status, resources, and values.

We saw in State College, Pennsylvania how community organizations collaborate in the United Way instead of competing for funds. While money has its place, the experience of working with volunteers on the "Day of Caring" showed that people can solve problems by giving time and attention to them. The women in our group also joined the Soroptimists, a club that

**“FOR ME THE GOLDEN THREAD
RUNNING THROUGH THE
PROGRAM WAS CARING, A VALUE
SO FUNDAMENTAL TO BUILDING
A SUCCESSFUL CIVIL SOCIETY.”**

—WENDY KILFOIL

worked selflessly and cheerfully to improve the lot of women and girls.

On an institutional level, we were particularly struck by the attitude of Penn State towards its employees. The university believes that human resources management and development—and the interaction between ideas, technology and people—give organizations a cutting edge. It is not some large, impersonal organization but a caring work environment that sustains and retains its employees.

Committed people can achieve miracles even in the absence of great amounts of money, as I have seen in many grassroots projects in my own country, South Africa. We have a national Woman of the Year competition and each year we hear of women starting peace gardens in their communities, facilitating adult basic education and training, starting projects for people with disabilities in their communities, etc., usually with limited budgets but a great deal of initiative. Individual projects in local communities have sometimes snowballed into national movements. For instance, one of the 2003 Woman of the Year nominees is Sheila Joseph, whose efforts to rid the town of Douglas of plastic waste bags that littered the area led to a national campaign to ban the thin plastic bags used by supermarkets and discarded indiscriminately to pollute town and countryside. A scheme to create an alternative to these bags has given employment to previously unemployed people in the Douglas area.

Civil society at all levels is based on shared human values. Our greatest resource is our people. Whatever country or community we live in or organization we work in, we should always believe in the power of the committed and caring individual to change life for the better.

CONFERENCES & SEMINARS

The Washington Seminar

Washington, D.C., November 3-7, 2002



(From left) Bernardo Creamer (Ecuador/University of Minnesota), Patricio Páez (Ecuador/Tulane University), Jessica Nepomneshi (Israel/Rutgers University), and Henry Jones (Colombia/Rutgers University) visited the U.S. Supreme Court during the Washington Seminar.



Fellows from China and Indonesia enjoyed a dinner with local community hosts Margaret McKenna and John Kelly during the Washington Seminar.

From 97 countries and 15 host campuses, 149 Fellows of the class of 2002-2003 came to Washington, D.C. last November for the Humphrey Program's annual Washington Seminar. Gathering for the first time since they arrived in the United States, the Fellows spent four days considering the seminar theme of "Leadership: From Idea to Policy and Action," highlighting policy-makers and activists across the spectrum of Washington's government agencies, non-profit groups, and private-sector organizations.

The Seminar began on Sunday evening with dinner and a speech by the U.S. Ambassador to Israel, Daniel Spiegel, on "The Life and Legacy of Hubert H. Humphrey." Spiegel, who was the Permanent Representative of the United States to the United Nations and foreign policy adviser to Senator Hubert H. Humphrey in the 1970s, described

ENHANCEMENT WORKSHOPS

Humphrey's leadership in the Senate and his compassion for ordinary people. "Hubert Humphrey was an internationalist at both a human and strategic level," he said, "and if you wish to follow in this great man's spiritual footsteps, our planet will be better off for your having made an effort to do so."

Over the next few days, Fellows heard from others in Washington who create policy, influence Congress, or implement ideas and legislation through their work in national associations or at the grassroots level around the country. In small groups, Fellows practiced their own leadership skills by grappling with case studies of community conflict. Regional meetings gave Fellows another opportunity to talk across neighboring countries and professional fields and to explore the role of regional cooperation as a bridge between national and global approaches to economic development.

During the "Fellows' Voices" session that same day, 14 Fellows gave presentations on a wide variety of topics, ranging from "Women's Organizations and Media Challenges 1993-2000" to "Implementing the Nigerian National Policy on Water Supply and Sanitation."

The Fellows were honored at a diplomatic reception in the Benjamin Franklin rooms at the U.S. Department of State, hosted by Patricia S. Harrison, Assistant Secretary for Educational and Cultural Affairs. At the reception, they met ambassadors and other embassy representatives from their home countries, State Department officials, and friends of the Humphrey Program.

"The Seminar has far surpassed my expectations," one Fellow wrote in evaluating the week. "The tremendous amount of intellectual energy was overwhelming. The interaction with the Fellows from so many different countries with so many varied backgrounds, coming from such a wide expanse of cultural diversity was 'synergizing.'" "Let's meet again," another Fellow said simply.

The Emory Workshop Celebrates its 15th Anniversary Atlanta, Georgia, March 17-22, 2003

This past March, 35 Fellows gathered for the annual Enhancement Workshop on Global Development and Social Justice, hosted and organized by the Rollins School of Public Health at Emory University. The U.S. Department of State and IIE wish to thank Dr. Philip Brachman, Coordinator, and Sharri Siegmund, Assistant Coordinator, for organizing this seminar each year since 1989. Emory University has generously co-funded the workshop over the years.

Brachman and Siegmund tap experts at Emory, the neighboring Centers for Disease Control and Prevention, and CARE (the international non-profit also headquartered in Atlanta) to talk about issues of social justice in the context of global development. Fellows also visit the Martin Luther King, Jr. Center and the Carter Center.



Discussions centering on social justice in the context of global development drew Humphrey Fellows together at the annual workshop at Emory University. They are (l to r): Ananda Bhattarai (Massachusetts Institute of Technology/Nepal), Chettra Ty (Emory University/Cambodia), Hai Le (Boston University/Vietnam), Aboubacar Kampo (Tulane University/Mali), and Comfort Yusuf (University of Missouri/Nigeria).

In 1993 the Rollins School of Public Health also began hosting Fellows. Since then, Emory Fellows have played an integral part in welcoming their colleagues to the campus and hosting a party for all the participants on the last evening of the workshop.

"The interconnectedness of the world cannot be ignored."

After participating in the Emory workshop, one cannot help but realize that no matter what the field, issues of social justice and global development come into play. The interconnectedness of the world cannot be ignored. One Fellow who attended the workshop put it this way, "Let's keep championing for a better world, let's keep networking to ensure that wherever we are, we are making a difference. Above all, let's keep believing that one day, somewhere, somehow, we'll meet again on this planet."

Workshop on International Finance and Development Washington, D.C., March 24-28, 2003

The World Bank and the International Monetary Fund (IMF) are widely recognized and often controversial, but little understood around the world. The Workshop on International Finance and Development, sponsored by the World Bank and IMF, offers Fellows an insider's view of the work of both institutions and

"One cannot understand development issues from any angle without knowing how these institutions function."

the chance to meet many of the experts who research and implement policy. This year, the March workshop attracted Fellows in public education, finance, international law, and journalism. Twenty-one Fellows came to Washington, D.C. and heard from World Bank and IMF staff about their roles in poverty reduction, the environment, distance education, trade, and fiscal sustainability.

"One cannot understand development issues from any angle without knowing how these institutions function," one Fellow said. After listening to initial presentations titled "World Bank 101" and the "World Economic Outlook," Fellows were prepared for more complex discussions on conditionality, ownership, and good governance at the local level. At regional briefing lunches organized by the World Bank, small groups of Fellows questioned experts about their countries and shared their views on development.

The workshop received high marks from the Fellows. At the bottom of her evaluation form, one Fellow wrote: "The presentations were simply great. I am better prepared now to face new challenges."



Endah Raharjo (center) (Indonesia/University of Maryland) was among the Humphrey Fellows who joined U.S. participants at the American Management Association seminar on interpersonal skills.

AMA-IIE Scholarship Program Enhances Professional Skills

Professional development is an important part of the Humphrey Fellowship Program. During the 2002-2003 Fellowship Year, Humphrey Fellows were provided with a new opportunity for enhancing their professional skills: the chance to apply for a training scholarship from the American Management Association (AMA).

The AMA is a global, not-for-profit association that provides a full range of management development and educational services to individuals, companies, and government agencies throughout the world. In 2002, AMA formed a new partnership with the Institute of International Education (IIE) and agreed to offer space-available access to its seminars at no cost to IIE program participants, including, the Humphrey Fellowship Program. Of 150 scholarships set aside for IIE participants, 63 were awarded to Humphrey Fellows.

The interest in these seminars increased as Fellows who had attended a seminar shared their experiences with other Fellows. Endah Raharjo (Indonesia/University of Maryland) said after attending a seminar on interpersonal skills, that it was a very interesting and useful experience that

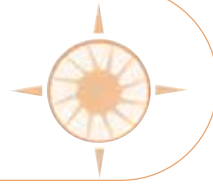
allowed her to "meet and know 'real' American professionals from various backgrounds and expertise." Caesar Handa (Kenya/University of Missouri-Columbia) said that his seminar, "How Leaders Inspire, Influence and Achieve Results," gave him "a totally new concept of what leadership is, and how paying attention to often ignored, yet basic things in life, a leader can make a team achieve great results."

Attending a seminar gave Fellows a chance to interact with U.S. business professionals, but the Fellows also brought an international dimension to the meetings. They offered the perspective of their own cultural backgrounds and work experiences to the discussions. Z. Gonca Undul (Turkey/University of California-Davis) summed it up when she said that this interaction was "mutually beneficial in realizing different ways of perceiving in the world, especially when business is no longer local, but global."

The Humphrey Fellows and the other IIE participants responded very enthusiastically to the seminars, and IIE looks forward to working with the AMA again in the future.

This article was written by Janet Arici, Program Coordinator of the Humphrey Fellowship Program at IIE.

Alumni Impact Awards



The Alumni Impact Awards were conceived of in 2001 through joint funding from the Institute of International Education (IIE) and the Bureau of Educational and Cultural Affairs at the U.S. Department of State as a way to further expand opportunities for Humphrey alumni.

Impact Awards give alumni the opportunity to disseminate to their communities the skills and knowledge acquired during their Fellowship Year, thus building on one of the most crucial aspects of the Humphrey Program: commitment to public service.

2001 Impact Award Winners

■ **Shashu Araya Zegeye**, a 1997-98 Ethiopian Fellow, focused on public health during her year at Emory University. Before embarking on the Humphrey Program, she was head of the Social Sub-unit of Tigray Development Association (TDA), an NGO indigenous to Ethiopia, responsible for all aspects of TDA's health programs. Trained as a nurse practitioner, Zegeye began her education at an early age, a rarity in her country.

During her Fellowship Year, Zegeye completed her Professional Affiliation at CARE International in Atlanta. Working within CARE's Health of Population Unit, she reviewed existing malaria prevention and control literature and collaborated on a malaria technical report to be used by project managers in the field.

After returning to Ethiopia and her work at TDA, Zegeye realized that the current HIV/AIDS crisis in her country was most dangerous to women. Low socioeconomic status and risky behaviors due to cultural, educational, and geographic (rural vs. urban) barriers were among the principal causes of this phenomenon. She wanted to enlighten women on HIV/AIDS prevention and control methods. Zegeye received a \$10,000 Alumni Impact Award to conduct HIV/AIDS-related behavioral research, complemented by support from the Women's Association of Tigray. Using the communication skills she acquired in the United States, she successfully transferred her experiences and knowledge of HIV/AIDS to women in rural Tigray.

Zegeye believed that information

should be provided to women (especially in rural settings) at the household level through traditional birth attendants (TBAs). "I had energy to facilitate my ideas and mechanism by approaching TBAs as communicators to bring about behavioral changes among themselves and the targeted women in the rural area," Zegeye stated. She selected 40 rural female TBAs and 48 mothers in Wereda Enderta, Southern Tigray Region, and Northern Ethiopia for her project.

The training and discussion sessions with TBAs on different aspects of HIV/AIDS resulted in significant behavioral changes in mothers as well as communicators in terms of HIV/AIDS knowledge, attitude, and practice (KAP). In the post-KAP survey, about 73 percent of the TBAs and 45 percent of the mothers knew at least two HIV transmission preventive practices as compared to 20 percent and 18 percent respectively in the pre-KAP survey. The TBAs also observed significant behavioral changes, such as parents encouraging their children not to marry unless both partners undergo HIV testing.

Though the post-KAP survey indicated changes, a considerable portion of the population remained unaware or less knowledgeable about HIV/AIDS. Trained TBAs were provided with additional educational materials to help teach their peers. One trained TBA was expected to meet with at least 30 mothers once or

twice or more every month. The TBAs would then make additional visits and provide information to larger groups about the dangers of HIV/AIDS.

In the end, Zegeye recommended that a more inclusive study be conducted so that proper HIV/AIDS prevention strategies can be designed both at the urban and rural levels.

■ **Khairuddin Md. Tahir**, a 1988-89 Fellow from Malaysia, focused on agricultural development during his Fellowship Year at the University of California-Davis. Before entering the Humphrey Program, he served as Program Coordinator for Agricultural Development at the National Institute of Public Administration and lectured on various related topics.

The goal of Tahir's project was to preserve the genetic resources of fruit trees and plants. Malaysia, which enjoys the largest variety of fruit species in the world, has become vulnerable to losing genetic resources due to the development and deforestation of this tropical country. As Chief Executive Officer of the International Tropical Fruits Network (TFNet), he proposed to minimize the genetic loss by encouraging farmers to conserve underutilized species and by developing methods to sustain and reward farmers' efforts in genetic conservation.

After receiving an Alumni Impact Award of \$10,000, Tahir began a study on

the distribution and utilization of under-used indigenous fruits in Malaysia. The study was done in collaboration with the Malaysian Agricultural Research and Development Institute (MARDI); the Department of Agriculture in Malaysia; and the International Plant Genetic Resources Institute for Asia, the Pacific and Oceania (IPGRI-APO).

During the course of the study, an inventory of 173,332 fruit and plant species in Peninsular Malaysia and Sabah was recorded. Data were also collected on farmers and their lifestyles, data that may contribute to future conservation methods. An expansive report with recommendations is under way. The findings of the project will be disseminated to the public and policy makers through the mass media and a series of seminars organized by TFNet, encouraging audiences to practice sound conservation efforts.

■ **Dr. Jiatong Zhuo**, a 1997-98 Humphrey Fellow from China, focused on public health during his Humphrey Year at Emory University. Before coming to the United States in 1997, Dr. Zhuo was the Director of the Expanded Program on Immunization, a division of the Antiepidemic and Hygiene Center of Guangxi Autonomous Region in Southern China.

During his Humphrey Year, Dr. Zhuo completed his Professional Affiliation with the Dekalb County Board of Health in Georgia. He became familiar with the administrative and policy development processes at a local health department similar in many ways to that of Guangxi Province.

Since returning to China, Dr. Zhuo has observed the threat of the HIV/AIDS spread in his country, particularly in Guangxi and Yunnan, which border other Asian countries with high HIV infection rates (Vietnam, Thailand, and Burma). He feels that the public is aware of the disease, but few know the full spectrum of the HIV epidemic. In his current position as Deputy Director of the Chinese Centers for Disease Control and Prevention (CDC), Guangxi Province, Dr. Zhuo conducted a series of low-cost introductory training seminars on HIV/AIDS and sexually transmitted infections (STIs). Dr. Zhuo often has been asked to disseminate such information in Chinese.

Dr. Zhuo planned to prepare a training manual on AIDS and STIs, focusing primarily on the epidemiology, clinical manifestation, management, and control of these conditions. He wrote, "In the... proposed manual on AIDS/STIs, I will combine my scientific writing skills and

advocacy skills gained during the Humphrey Year both at the US-CDC and Emory." The manual is intended to serve as a desktop quick reference for public health professionals dealing with HIV/AIDS and STIs.

Dr. Zhuo received a \$10,000 Alumni Impact Award, and work on the manual started in December 2001. With contributions made by colleagues at the CDC in Atlanta and the University of Hong Kong, 2,000 copies of this manual will be printed and distributed free of cost to 120 country health departments. Its reproduction will not be restricted, and other provinces will be encouraged to disseminate the manual.

■ Before becoming a Humphrey Fellow in 2000, **Dr. Cecilia Amotsuka** gained varied experiences, from being a hospital administrator and financial manager to founding the organization Youth Care and Beyond, which works to prevent the onset of sexually transmitted infections (STIs) and HIV/AIDS among adolescents in Nigeria.

As part of her Humphrey Year, Dr. Amotsuka visited community health-care organizations and hospitals that provide oncology treatment and services, HIV/AIDS education, and pediatrics and maternal health programs. She spent her Professional Affiliation with Dr. Melissa Philipps, the Chair of Family Medicine at the University of Mississippi, Jackson, where she observed abnormal pap smears at the Colposcopy Clinic of Obstetrics and Gynecology.

After returning home in 2001, Dr. Amotsuka won a \$10,000 Alumni Impact Award to train health providers in low-cost screening techniques to detect cervical cancer in women. She wrote: "I am committed to putting the skills acquired [during my Humphrey Year] into practice to benefit the lives of women, especially those with little or no education." Cervical cancer, the most common form of female cancer in Nigeria, kills many, as it is not diagnosed until advanced stages when women do not have access to treatment.

Her goal was to increase awareness about cervical cancer prevention among women by 30 percent per year in the Ibadan North Local Government Area (population 50,000) and increase cervical cancer screening by 20 percent. As a result of her project, she provided training to 16 medical professionals including doctors, nurses, midwives, and lecturers at the University of Ibadan. During the project 308 women were screened, and 6.7 percent of these women were treated for pre-cancerous conditions, thereby preventing cervical cancer.

Utilizing a variety of social marketing techniques, Dr. Amotsuka has engaged political and religious leaders in the project. She was also interviewed by the Nigerian Television Authority and Broadcasting Corporation of Oyo State and produced a video about the project in the Yoruba language.

The University Health Service in Ibadan is implementing a screening service for the university community. Dr. Amotsuka's team will train the two doctors and three midwives who will implement the screening at the university. She will be joined by a U.S. colleague from the Family Medicine Department at the University of Mississippi for this week-long training session.

2002 Alumni Impact Award Recipients

The joint IIE/Department of State review panel selected four projects for funding from 11 finalists:

Dr. Olga Toussova (Johns Hopkins University, 2001-02) will develop group psychosocial intervention for HIV-positive drug users in St. Petersburg, Russia.

Award amount: \$9,940; *cost-sharing:* \$2,500.

Dr. Hisham El-Zayat (University of Washington, 2001-02) will conduct workshops for educators on "The Essentials of Information Technology and Technical Communication" in Egypt.

Award amount: \$10,000; *cost-sharing:* \$5,400

Esther Meela (University of California, Davis, 2001-02) will conduct training for rural women on the sustainable production and utilization of indigenous vegetables in Tanzania.

Award amount: \$10,000.

Dr. John Odera Ong'Ech (Tulane University, 2001-02) will implement a workshop on HIV/AIDS destigmatization in the Siaya District in Kenya.

Award amount: \$10,000; *cost-sharing:* \$11,800.

As the Alumni Impact Awards become an established offering for all Humphrey alumni, many university coordinators are actively working with Fellows during their Fellowship Year to help them develop proposal-writing skills.

For further information on Alumni Impact grants, go to www.iie.org/pgms/hhh (click on "Alumni" under "Program Resources for...").



Humphrey alumna Dr. Cecilia Amotsuka (third from right) used her Alumni Impact Award to provide practical training to Nigerian health-care workers on low-cost techniques for screening and detecting cervical cancer. She spent her Fellowship Year (2000-2001) at Tulane University.

HOST CAMPUSES

This year IIE asked host campuses to focus their reports on this question: "How did activities on your campus contribute to the development of Fellows' leadership skills?" Their replies follow.

American University



American University Washington College of Law (WCL) successfully completed its first year of hosting Humphrey Fellows in the area of human rights and law. Our success is largely due to the eight outstanding Fellows who spent the year actively pursuing their professional development goals. In an attempt to support their efforts, WCL's weekly Humphrey Seminar offered skills training and presentations on relevant professional subjects. The seminar also provided a forum for the Fellows to learn from each other through general discussions and individual country presentations.

Simply reserving a time for the Fellows to meet and share their experiences was beneficial to their leadership development. As the Fellows worked together, they learned to find new and innovative ways to overcome their differences. As one Fellow noted, "We practiced skills that will help us confront

challenges in the future and make us more effective leaders."

Certainly, being a leader means taking risks and dealing with new and potentially uncomfortable situations. With this idea in mind, WCL assigned each Fellow responsibility for arranging a guest speaker for the law school community. This required the Fellows to face the challenge of being in a new cultural and professional environment where they were not known. Accordingly, they had to use their networking skills and understanding of U.S. professionalism to identify and formally invite a speaker from their field of interest. They were responsible for coordinating the logistics for and presiding over the event. The Fellows' efforts resulted in an impressive Humphrey Speakers' series that not only enhanced the Fellows' skills as leaders but contributed to the overall educational quality at the Washington College of Law.

Coordinator: Professor Daniel Bradlow
Assistant Coordinator: Loretta Feris

Boston University



Each Fellow in this year's group had ample opportunity to display his/her individual style during the rotating six-week co-leadership period. This has been our tradition for the past 10 years, with leaders chosen randomly to work in pairs (with one as a trio). Some leaders worked very much as a team and some chose to split leadership duties evenly. We saw a wide range of approaches, from very hands-off leaders who let the group as a whole call the shots, to highly engaged and proactive leaders. Every leader took his/her responsibility seriously, and the experience of leadership turned them, as well, into better followers.

Perhaps the most unique style belonged to the team of Arnaldo Godoy of Brazil and Hichem Ben Jebara of Tunisia. They created a weekly report in which they informed Fellows of all activities and obligations for the week, as well as giving a comprehensive guide to cultural, social, and political events in the area.

The Fellows' personal initiatives resulted in a number of memorable events this year. Sujeev Shakya of Nepal was our great unifier, bringing into our circle his classmates at BU Global and his associates from the Boston-area Nepali student community. Saeed Nawaz of Pakistan arranged for a highly informative presentation from his superior, the Secretary General of the Punjab district, who was in the United States attending a World Bank event. At the suggestion of Dr. Jeoung-Yeol Yu, our Fellow from Korea, we revived our tradition of Regional Culture Nights. During these three parties, Fellows from Asia, Africa, and Europe/the Americas shared their culture, history, and cuisine with many distinguished guests from the BU faculty and the local business community.



Boston University's Fellows took their leadership responsibilities seriously. With them are the coordinators and (on the right) BU Humphrey alumnus Ugo Okoroafor (Nigeria, 1998-99).

The planning for each party was done entirely by the Fellows in each region, and the parties were among the year's highlights.

Even outside of their leadership period, Fellows had a great sense of responsibility toward the group and future generations of Humphrey Fellows. Two of our Fellows were the first from BU to have had Professional Affiliations with their respective organizations: Ednilton Pires of Brazil, at the Massachusetts State House, and Inaete Merali from Mozambique, at Essex Investments. Their enthusiastic participation has definitely left the door open for other Fellows to be considered for Professional Affiliations.

Elly Ohene-Adu from Ghana, during her affiliation at our old friend, the Federal Reserve Bank, made the acquaintance of the Vice President in charge of Community Development, a priceless contact for our many Fellows with that area of concern. And Iván Budassi, our lawyer from Argentina, inspired BU Law School Professor David Seipp, an expert in American

law, to become involved with the Humphrey Program.

In all, this year's Fellows exhibited remarkable leadership qualities and took the opportunity to polish their skills. They will no doubt make great use of the experience in their home countries.

Coordinator: Dr. Ksenya Khinchuk
Assistant Coordinator: David Tarr

University of California-Davis



Our fall seminar series for Fellows focused this year on UC-Davis's international development efforts initiated by the university's faculty and researchers. The goal was to expose Fellows to multiple visions of development and different leadership styles. We hoped to expand Fellows' perspectives by introducing them to "the visioning process." We began by saying, "If you don't know where you're going, how do you know when you get there?" and then described how one could go about creating a vision and shaping a plan to implement it. To help in this process, we brought in speakers to address leadership issues and to describe UC-Davis's projects in development: our Vice-Provost for the Office of University Outreach and International Programs, the Director of the International Programs Office for the College of Agricultural and Environmental Sciences, several public leaders from the city of Davis, and experienced researchers in leadership and development.

Several Fellows also attended classes and campus seminars on leadership skill-building. One particularly successful activity emerged in a graduate seminar

on strategic planning, which focused on Burma. Fellows in the seminar worked directly with the class professors and 12 graduate students to create a vision, develop a strategic plan, a website, and a series of proposals for submission to the World Bank and the Asian Development Bank on development plans for Burma. The students worked with the Fellows to construct the website, which includes the plan and proposals for electronic submissions to the two international organizations.

By the end of the seminar, Fellows had learned planning and state-of-the-art communication techniques and processes, and had worked collaboratively with faculty and students, all of which are components of current "best practice" leadership theory.

Coordinator: Dr. Paul Marcotte
Assistant Coordinator: Sasha Johnson

Cornell University



Humphrey Fellows are like transgenic plants that take root in a different climate and place, then take on a life of their own. Since the Cornell University Humphrey Fellows are based in the College of Agriculture and Life Sciences, we use the plant analogy fondly to highlight the changes that both Fellows and the environment go through during the course of their Fellowship Year.

We began the Humphrey Fellows' orientation with team-building exercises at Cayuga Nature Center, followed by a fall retreat to the Adirondacks National Park to learn about the management



Fellows at American University Washington College of Law found innovative ways to overcome differences.



Fellows at the University of California-Davis gained insights into the "visioning process."

of the nature preserve. Then, through their academic work, field trips, and Professional Affiliations, Fellows refined or redefined the importance of their own countries' natural resources and discovered ways to sustain their nations' natural treasures. But living in a small town in upstate New York, these Fellows also discovered they have much to share with others. Cornell Fellows found many ways to exhibit their leadership both at the university and in the community. They gave campus-wide seminars in regional studies, such as in the Latin American Studies Program or at the Institute for African Development's weekly brown-bag seminars. Others participated in the Red Cross's annual fundraising campaign, the Hunger Walk, which sends funds to other countries, or gave presentations about their countries and helped in other ways at local public schools.

Felix Agomoh (Nigeria), for example, had such a successful Professional Affiliation with the Partnership to Cut Hunger and Poverty in Africa that he has arranged for two Fellows to have an Affiliation there next year. Ravneet Kaur (India) made a presentation to a Cornell class, "Agriculture for Developing Nations," before its two-and-a-half week trip to India last January. She also contributed to the preparation of the proposal for a mini-grant that NAFSA awarded to the Cornell program. The grant will fund "Tours Along the Food Chain:

Featuring New York State Agriculture" and enable more collaboration in



At Emory University, Fellows learned the techniques of effective oral communication in a scientific setting.

2003-04 between Humphrey Fellows and community members. And finally, Ngwe Sint (Burma) and Jávier Adrian Guillen Sánchez (Panama) both had Professional Affiliations that aided in the restoration and protection of the Cayuga Watershed.

Coordinator: Dr. Terry Tucker
Assistant Coordinator: Francine Wilson Jasper

Emory University



Leadership skill-building at the Humphrey program at Emory University's Rollins School of Public Health had both academic and programmatic aspects.

To do their jobs effectively, public health professionals must reach and influence diverse audiences. Incoming Fellows took a fall class, "Applied Public Health Advocacy," which focused on the techniques of effective oral communication in a scientific setting. Topics included in the course ranged from determining the appropriate target audience to serving as a spokesperson for one's agency in a crisis situation. The course also helped Fellows become proficient in the use of PowerPoint presentations.

During Emory's fall break in October, we took the Fellows on an overnight leadership retreat. In this intensive workshop, Fellows explored what makes a person a good leader, their own strengths and weaknesses as leaders, and strategies for conflict negotiation and dispute resolution. An experienced outside facilitator in leadership training led the Fellows through exercises and small group discussions. Following the leadership retreat, one of the Humphrey seminars was devoted to a discussion of leadership in healthcare.

Emory Fellows were asked to speak before local Rotary groups, sharing information about their countries and cultures. They served on panels and were discussants at local

high schools on such contemporary issues as Middle Eastern and Islamic viewpoints following 9/11. In addition, they gave an informative seminar for the Rollins School of Public Health about their countries, culture, and work. Campus faculty also invited Fellows into their classrooms as resources, and several Fellows led classroom discussions on their specialized areas of research.

In the spring, following a seminar on grant writing, Fellows not only prepared a realistic proposal, but also had to present it for critique to their colleagues during a Humphrey seminar session.

Coordinator: Dr. Philip Brachman
Assistant Coordinator: Sharri Siegmund

Johns Hopkins University



The Johns Hopkins University style is to learn by doing. Fellows honed their leadership skills during their Humphrey

Fellowship Year at the Bloomberg School of Public Health by getting out and finding the resources they needed. They located their own housing, secured their own Professional Affiliations, and in general, learned to use what the campus had to offer them. At JHU, we believe that Fellows should increase their skills and comfort level for working with powerful people in their societies. Being a leader means feeling confident in decision-making discussions with higher-ranking authorities.

The Humphrey Seminar this year played a vital role in helping Fellows develop the skills and self-confidence they would need when they return home to leadership positions in the field of substance abuse and prevention. Each Fellow made three formal presentations to colleagues. From the first presentation to the last, there was noticeable improvement. Fellows had to use new technologies in preparing and presenting their talks. They searched the web for information on a variety of databases and used PowerPoint to illustrate their talks. For most of them, these were new tasks.

Their first talk was the most casual and helped them learn how to present complex ideas to an audience of their peers. Their third talk was a formal proposal to change the policy on drug abuse in their country, presented to their Humphrey colleagues who played the roles of the religious, governmental, and community stakeholders in their society. After a 20-minute presentation, there



Fellows at the Johns Hopkins University increased their comfort level in terms of working with powerful people in their societies.

was an hour's session in which the Fellows responded to pointed and informed questions from the stakeholders. A second team of Humphrey Fellows critiqued the entire session, giving feedback to the presenter and the questioners alike. The Fellows realized how valuable this simulation was in helping them organize their ideas and handle the tough questions they know are inevitable when they return home.

Fellows at JHU also became "coordinators" of the Humphrey group for three or four weeks at a time throughout the year. As "coordinator," a Fellow must be attentive to the birthdays in the group, arrange for an outing or a dinner, and in general, oversee the schedule and activities for the other Fellows. To carry out this responsibility, Fellows must really get to know each other. Some found this involvement in the group more difficult than others, but they all realized that tolerance and patience are important characteristics for leaders dealing with a group as diverse as a cohort of Humphrey Fellows.

Coordinator: Dr. Wallace Mandell
Assistant Coordinator: Nancy Young

University of Maryland



Experimentation requires preparation for failure as well as success. We got both when we tried this past year to foster leadership in the Fellows, by teaching leadership skills, but also by creating a climate for them to exercise independence.

Several seminars and workshops were aimed at improving presentation and negotiation skills. An executive consultant, Mary Ellen Dolan, videotaped Fellows and critiqued their presentation of self, then coached them on how to sell their ideas. Psychologist Dr. Zachary Green led a workshop on leadership styles. We arranged a PowerPoint workshop and introduced Fellows to Meridian International Center professionals, who trained Fellows and sent them to schools and senior centers on speaking engagements. In the spring we sponsored a two-day session on negotiation skills, inviting Humphrey Fellows from other campus to take part in role-playing case studies led by two popular public affairs professors. Enthusiastic Humphrey Fellows assumed roles as government, banking, union, activist, and trade representatives for complex, multi-party negotiations.

But those were largely classroom exercises.

When Fellows were initially stalled on developing professional development and affiliation activities, or even plans, we convened group coaching workshops. We went around the room and the Fellows discussed their goals and what they had done so far to achieve them. Sharing successes gave them a boost and showed others what was possible; when they were stymied, other Fellows chimed in with suggestions.

On a paper mounted on an easel, I wrote each Fellow's ultimate goal, as well as the next steps he or she had decided

needed to be taken. Two weeks later, when together we reviewed goals, each Fellow had made substantial progress. Of course, program manager Dr. Kalyani Chadha and I helped them with suggestions and contacts, and paved the way with phone calls when necessary, but we tried to have the Fellows be in charge of their own arrangements. Sometimes, encouraging people to learn and exert leadership means holding back, without providing interference or direction.

I made a big deal of making an announcement as each Fellow secured his or her Professional Affiliation, which fostered excitement. One Fellow approached me privately to say he would begin his internship on the next Monday. "I want you to announce it," he said. Another confided that he had initially expected the coordinators to make all arrangements. "But now that I've done it, I feel empowered," he said. That was good: if a foreigner can land in Washington D.C., navigate his or her way around the corridors of powerful institutions and negotiate his or her way into a working relationship, then he or she can probably do so just about anywhere.

On the theory that every Fellow should be able to organize and host a seminar, we divided Fellows into teams, and asked each team to arrange a seminar on a topic of its choice. Again, we held back, and let the teams' organizational—or lack of—skills play out. A couple of the seminars were not exactly scintillating, and we had some failed logistics, but even that was a lesson. Next year, we'll try again, but probably begin with a coaching session.

Coordinator: Lucinda Fleeson
Assistant Coordinator: Dr. Kalyani Chadha

Massachusetts Institute of Technology



This year at MIT, we believe that our four Humphrey Fellows became better leaders, not by practicing the skills of a public leader, but by deepening the discovery of themselves. Thus we did not ask them to chair meetings, or to defend a choice between two different paths, or to exercise public organizational or political leadership. Nor did the time at MIT diminish the values and concerns that had brought them to the attention of the

Humphrey selection process in the first place. Nevertheless, we are confident they returned home much more ready to take risks, much better equipped to follow a new path, and far more certain of their capacity to convince others to do so with them.

What happened while they were here to strengthen these skills? Let us share with you our hunch, based only on conversations and anecdotal evidence.

We have observed at least three preconditions that enable leadership in MIT's Fellows. The first is a heightened level of self-discovery that takes place when you are called upon to do more than you thought you could in speaking, organizing, or writing, and you succeed. The second is gaining recognition for what you've accomplished, and with that recognition, the confidence that comes from external acknowledgement of your skills. And the third is intellectual nimbleness, the capacity to marshal argument and evidence, to recognize connections between different parts of a problem, and to do both in no time at all.

Fellows took courses, conducted research, and attended the weekly Humphrey Seminar. Each of these activities demanded that they stretch their own understanding in new directions. They gained recognition, the second precondition for leadership, from their interaction with faculty and with each other. In the prelude to the war with Iraq this spring, the building of these two preconditions for leadership seemed to happen simultaneously in the Fellows. The impending war loomed large as a subject of discussion and debate on campus and required that the Fellows take a stand in a way that was respectful of their host, the United States, but true to their own values and positions. They did not all have the same position about the war. In the micro-democracy of the university, they had to be careful in the way they conveyed their sentiments and values, but rigorous in their arguments if they wanted to be listened to. They also observed Americans exercising their democratic rights of protest in mobilizing students and coordinating demonstrations. These activities added another dimension to their knowledge of the United States and the nature of political leadership.

Their Professional Affiliations also helped them realize that they were professionals who had a lot to offer large and prestigious organizations in the United

States. In organizing the Humphrey Program at MIT, we made a deliberate effort to integrate the Fellows with other grantees in the Special Program for Urban and Regional Studies (SPURS), people who were like, and yet in some ways, unlike each other. As they met and worked with new people, the Fellows discovered the things they had in common, as they also did when the Humphrey Fellows from Boston and Rutgers universities visited us for a memorable discussion about the law.

But most of the ways in which reliable self-discovery happens are invisible to the Coordinator other than when Fellows talk about their work or account for themselves. Which leads to a more general proposition (and one which goes beyond the level of a hunch) that creative and critical dialogue between a Fellow and the Coordinator is a rewarding activity for both participants, and probably strengthens everyone's leadership skills.

Coordinator: Professor John de Monchaux
Assistant Coordinator: Nimfa de Leon

Michigan State University



We had a wonderful first year with the

Humphrey Program, hosting seven extraordinary individuals in Michigan State's Center for Advanced Study of International Development (CASID). Challenges and achievements in leadership skills came through all levels and perspectives: personal, academic, and professional. In their presentations and interactions with academic and professional audiences outside their specialty areas, Fellows were encouraged to consider a broader range of development issues. Their activities on and off the campus deepened their understanding of their



Michigan State University's Fellows addressed challenges of leadership on the personal, academic, and professional levels.

own regions and countries, and broadened their perspectives about their roles as leaders in a global community.

Fellows provided leadership at MSU as they fostered collaborative efforts between MSU and their professional organizations back home. Several played key roles in CASID's submission of proposals for external funding of education and exchange programs with their home countries. One Fellow was elected liaison between the local and home country chapters of an international exchange program. Another Fellow is continuing to collaborate on a survey to be distributed later this year by a Professional Affiliation organization at MSU.

MSU Fellows thrived academically and professionally while successfully adjusting to a new cultural environment away from family and friends. All gained a greater level of self-confidence and strengthened their commitment and skills as national and international leaders.

Coordinator: Dr. Jeffrey Riedinger
Assistant Coordinator: Dan Hester
Administrative Coordinator: Kyungsik Irene Shim

University of Minnesota



The Hubert H. Humphrey Institute of Public Affairs experimented this past year with new ways of developing Fellows' leadership abilities. The approach we chose was

predicated on the notion that there are two kinds of leadership skills that might be developed. One kind is often described as process leadership, in which potential leaders are taught how to take the initiative, how to organize and manage meetings, and how to bring about change. The second kind is leadership involved in being on the leading edge of new knowledge. This kind of leadership tends to be more difficult to teach, in part because it is more situational, but when combined with strengthened knowledge about process leadership, it can be a very powerful basis for moving ahead.

The "new-knowledge" leadership we offered our Humphrey Fellows this past year focused on cooperation among developing countries to alleviate poverty and to create a more peaceful world. Researchers and practitioners on the cutting edge in various fields lectured and discussed with Fellows issues such as economic integration, political integration, cooperation in science and technology, human rights, and institutional reform. After an outside expert's presentation, several Fellows further articulated how the cooperation might be brought about. At the end of each semester, Fellows wrote papers on how they themselves might approach the topic.

In a parallel track, Fellows attended a series of presentations on process leadership. By developing these separate approaches to leadership, we hoped Fellows would be better equipped to return to their home countries and pursue the larger goals they had set for themselves.

We learned from this experience that many Fellows had difficulty in breaking away from traditional views about foreign aid. Even at the end of the first semester, Fellows still wanted to talk mainly about how foreign aid could be used for poverty alleviation and the promotion of peace—in spite of the fact that we had emphasized from the beginning that we wanted them to break away from foreign aid as the basis for their initiatives. As we started the second semester, we again emphasized cooperation among developing and developed countries. We illustrated this point with data showing how development assistance resources were diminishing, while explaining that in practice, economic development is effectively a self-help exercise that involves strengthening local institutions. By the end of the second semester Fellows had settled in on the basic idea and produced a creative set of papers that

explored intriguing approaches to organizing cooperation among nations.

Coordinator: Dr. G. Edward Schuh
Assistant Coordinator: Iгнеz Schuh

University of Missouri



An assignment for the Fellows in broadcasting at the University of Missouri School of Journalism: Put something in a time capsule to be opened in 30 or 40 years at your retirement party. The item should represent something you learned about leadership from your Humphrey Fellowship. For the 2002-2003 Missouri Fellows the collection likely would be as diverse as the variety of Fellowship program activities.

Caesar Handa (Kenya) might put in the program from the American Management Association workshop he attended in December 2002 in Chicago, where he realized many of the management and leadership techniques back home were a century out of date. German Filkov (Macedonia) might put in the comprehensive set of recommendations he produced to improve the news programming on his home television stations. His recommendations came from a year-long association with Missouri broadcast faculty and other professionals. Palestinian Fellow Benaz Batrawi might include her address book with the professional contacts she made at a series of national workshops she attended, beginning at the conclusion of the Washington Seminar in November and continuing through her spring Professional Affiliation in Washington, D.C. Rasheed Haidar (Syria) might insert one of the news stories from CNN he produced during the Iraq war as he provided simultaneous and often live translation from various Arabic language news services to the CNN audiences. Tamani Yusuf (Nigeria) might include the gavel she used to preside at the weekly meetings of a local Toastmasters Club. Tanzanian Fellow Zaina Bongi might offer one of the Voice of America news stories she reported, wrote, and broadcast. Rojee Kattel (Nepal) might insert a few pictures from the numerous community and national speaking invitations she accepted.

As a group, they would suggest including the list of topics from the weekly Humphrey Seminars that always ended with stimulating, vigorous discus-

sions on leadership, media, and various cultural issues. Haidar provided this list of leadership lessons from the seminars:

- Try to see beyond the current situation.
- Have a vision and try to draw a plan to achieve it.
- Listen before speaking.
- Avoid jumping to immediate conclusions.
- Invite others more knowledgeable than you to offer their insights—you will enrich your own in that way.

Of course, there is no single, leave-behind, time capsule for the year. Each Fellow has a personal one. It's full of ideas.

At a June 5, year-end get-together at the IIE office in Washington, D.C., each Missouri Fellow reported remarkably similar "most important" leadership values from the year—self-confidence, self-direction, self-assurance, self-motivation, self-discovery.

Yusuf expressed it this way, "I've been able to rediscover myself...set myself new goals...see the need now, more than ever before, of working to make a difference in my community...and country...[The Fellowship] has awakened [me] to my responsibility as an advocate for those less privileged in society. I am filled with determination of changing lives and making an impact."

Coordinator: Roger Gafke
Assistant Coordinator: Anita Ryan

Penn State University



The 16 Fellows at Penn State this year were exceptionally well-organized and motivated. During the first semester, they went through the core program in leadership, governance, and human resources development in addition to their own substantive field program. Site visits to the United Nations, including its environmental program and Department of Social Affairs, as well as professional site visits after the Washington Seminar, also provided them with opportunities not only to examine their fields of specialization but also to examine related prospects in their subject areas. It was in the second semester that we turned more visibly to leadership practices, although the women already had a direct connection, through the Soroptimists Club, to

local business and community leaders. Fellows were then able to develop and refine their agendas based on new knowledge, professional contacts, and a wider perspective with which to examine their professional interests.

The Fellows agreed that the two-session, "Penn State Leader Program," served as a worthy capstone for the program of human resource seminars that they had followed. The 16 Fellows joined 16 community and 16 university leaders for a two-part workshop. In groups, they worked to prepare programs and projects for an invented country, and in the process shared perspectives, information, and principles of leadership, governance, strategic planning, development, and sectoral issues.

The Fellows were also eager to participate in outreach activities. In September they joined community volunteers for a "Day of Caring" and helped clear the grounds at the Columbus Chapel in Boalsburg, Pennsylvania. We also tapped them for class visits to local schools and to various campuses of the Penn State system. Other notable occasions included two marathon sessions with middle schools in December, when 12 Fellows addressed a rotating series of fifth-graders. One school reported later that the students were still practicing South African clicks in the halls. In April, Fellows also gave a series of presentations to a fascinated audience of senior citizens at the Community Academy for Lifelong Learning.

The coming year brings change, as the Humphrey Program moves under the umbrella of the College of Education. As a consequence we will be saying farewell to Amy Miller, who is leaving the program. We are sure that all past and present Fellows will join us in wishing her the best of luck in her new activities. We are also confident that the outstanding quality of the grantees in this program will ensure the program's continuing success in its new home.

Coordinator: Dr. Syedur Rahman
Professional Development Coordinator: Dr. Stephen Belcher

Rutgers University



At Rutgers University, the Humphrey

Seminar and workshops are designed to identify Fellows' leadership talents and to

help them exercise those talents with enhanced communication, presentation, and negotiation skills in their fields of urban planning, public policy, or gender issues. The seminar serves as a base from which Fellows can pursue relevant professional development experiences, networking, and ultimately, an enriching Professional Affiliation.

Rutgers Fellows Henry Jones (Colombia) and Neenu Ittyerah (India) are just two examples of Fellows this year who demonstrated leadership skills in different aspects of the program. Jones showed that good leaders build energy within the groups of which they are a part. The Rutgers Humphrey Program appoints a "leader" each month, who is responsible for arranging special group activities and acts as a liaison to the program. Jones planned a field trip to Philadelphia's Planning Commission and a grassroots development/arts non-profit group. He also conducted a strategic planning workshop for the Fellows, highlighting processes by which groups may collectively brainstorm and solve problems.

For Ittyerah, leadership has meant identifying and meeting new challenges, as she discovered when she began networking within the field of transportation. She reflected, "In retrospect I think this whole experience of making sure that you maximized your time and opportunities helped me to develop two skills which to me are essential leadership skills: communication and clarity of purpose. You need to know what you are looking for, and you need to be able to



Rutgers University's Fellows all had a chance to be a "leader" for a month to arrange special group activities.

communicate that to people, so that they can help you."

We are proud of the Humphrey Fellows who have been with us this year and who are all now alumni of the Rutgers program.

Coordinator: Dr. Salah El-Shakhs
Assistant Coordinator: Jane Sproul

Tulane University



This year we had Fellows in health care policy/planning and management, health economics and finance, mental health program implementation, monitoring and evaluating health programs, family planning and reproductive health, and international public health and development. In response to the Humphrey Fellowship Program objective to enhance leadership skills, we began working early with this year's group. In the fall semester, Fellows worked on improving their presentation skills using the latest technology. The entire campus community was impressed by the quality of their country-profile presentations. Fellows were articulate, interesting, and perhaps most important, they were persuasive. In the spring semester, each Fellow completed an Alumni Impact Grant application and presented it to a panel of their peers for critical review. Ah, if we only really had the funds to give out, we would have funded all the proposals! Fellows learned effective



Among the skills Tulane University's Fellows honed were proposal writing, budgeting and making presentations.

proposal writing and budgeting, and honed their skills in presentation and persuasion—all important skills for future public health leaders.

We continue to be amazed at the leadership that Tulane Fellows have demonstrated upon returning home. We are truly proud to count them as alumni of our program.

Coordinator: Penny Jessop
Assistant Coordinator: Roseanna Rabalais

University of Washington



We began from the premise that all of our Fellows arrived as leaders, though they may not have defined themselves that way. The first part of the year was spent studying and discussing theories of leadership during the Humphrey Seminar, including oral and written presentations by the Fellows on which models most resonated with them. We then met with a variety of individuals recognized locally and abroad as leaders and talked with them about their personal styles of leadership. This gave the Fellows the



Fellows at the University of Washington enjoyed a post-graduation celebration.

orientation and at the end of the year. More important, however, was the opportunity for Fellows to demonstrate their leadership to the local community, particularly relevant this year as U.S. citizens dealt with this country going to war. Fellows showed leadership by sharing experiences and lessons learned through appearances on local public television specials, Seattle Town Hall panels on "Living with War," and addresses to the National League of Cities and local public policy organizations.

Finally, we worked continuously throughout the year to provide an environment where each Fellow could be a leader within his or her own group of Humphrey and other international Fellows. Certain individuals each year are quick to self-identify as group leaders, but in discussions with Fellows it becomes apparent that it is often the more subtle styles of leadership that influence them the most. Fellows took different ideas and inspirations away from many members of the group—not just a select few. Different situations brought forward displays of leadership from different Fellows, and we encouraged each to speak openly and to respect dissenting opinions. This past year, as in years before, the greatest—and certainly the most enduring—leadership lessons have come from the Fellows themselves.

Coordinator: Dr. C. Leigh Anderson
Assistant Coordinator: Elisabeth Mitchell

Leadership and the Humphrey Legacy

One cannot work on the administration of the Humphrey Fellowship Program without broadening one's understanding of leadership to include the many different styles of leadership that Humphrey Fellows develop. Certainly, Humphrey Fellows lead through analytical and intellectually rigorous approaches to policy development in governments around the world. But they also lead through the patience of positive example as the self-employed consultant or activist at a small NGO that is attempting to make a difference by confronting a big problem in a small but important way. Most of all, my experience with the Humphrey Program has impressed me with the importance to leadership of humility, without which no leader in any context can hope to be persuasive or credible, and without which no leader will have the grace or good humor to join in the hard work of getting a tough job done right.

Somehow, all Humphrey Fellows seem to arrive with leadership potential—even when they don't think of themselves as having any. Administrators who are merely competent but who do not feel the need for a new challenge or sacrifice are unlikely to apply to the Humphrey Program. This inner need to break into new kinds of challenge and sacrifice carries with it the potential for leadership. What happens during the Humphrey year—and afterwards—is that the leadership potential that all Humphrey Fellows bring to the Program is tested, broadened, and strengthened. I suppose that when Humphrey Fellows extract themselves from their administrative roles for a year, they give themselves no choice but to think about these roles from "outside the box." When "the box" is many longitudes or latitudes away and the view includes many other shapes and sizes to examine, "the box" looks different. In the fresh context of the Humphrey Program the Fellows explore new roles and ways of relating to one another, to their host country, and to the world.

This versatility and perspective make it possible to imagine one's circumstances with more creativity, more courage, and more understanding. These are the qualities that translate into leadership, resulting in the achievements that we so proudly describe in publications like the *Humphrey Fellows* magazine.

BY PAUL HIEMSTRA, DIRECTOR, HUBERT H. HUMPHREY FELLOWSHIP PROGRAM, U.S. DEPARTMENT OF STATE

CO-FUNDING OF FELLOWSHIPS

The primary funding and overall sponsorship for the Humphrey Program is provided by the U.S. Department of State through appropriations from the U.S. Congress. However, the Program also benefits from the generous support of several co-funders. In addition to negotiating and maintaining the cost-sharing arrangements described below, the Institute of International Education also provides its own cost-sharing in donated staff time, recruitment of *pro bono* experts and speakers, shared event costs, and contributed program and administrative resources.

NATIONAL INSTITUTE ON DRUG ABUSE (NIDA)—NIDA, which supports more than 85 percent of global research on drug abuse and addiction, again supported Humphrey Fellows in 2002-03. In order to be considered for funding by NIDA, candidates must hold an advanced graduate degree in medicine, health, biomedical, behavioral, or social science and have significant research experience. The four NIDA-funded Fellows at the Johns Hopkins University's Bloomberg School of Public Health in 2002-03 were: Amit Chakrabarti (India), Winston De La Haye (Jamaica), Ye Swe Htoon (Burma), and Alisher Latypov (Tajikistan).

THE REPUBLIC OF KOREA/MINISTRY OF GOVERNMENT ADMINISTRATION AND HOME AFFAIRS (MOGAHA)—Due largely to an initiative of the Humphrey Alumni Association of Korea in 1997, the Korean Ministry of Government Administration has generously agreed to fund Humphrey Fellows from South Korea each year since 1997. In 2002-03, five Koreans received Fellowships: Kun-Young Ahn (Massachusetts Institute of Technology), Jong Seok Choi (Cornell University), Jong Wook Lee (Michigan State University), Junha Park (University of Washington), and Jeoung-Yeol Yu (Boston University).

NORTHWEST AIRLINES—With facilitation by the U.S. Embassy in Beijing, China, Northwest Airlines continued to provide international air travel to the United States for the 2002-03 Chinese Humphrey Fellows.

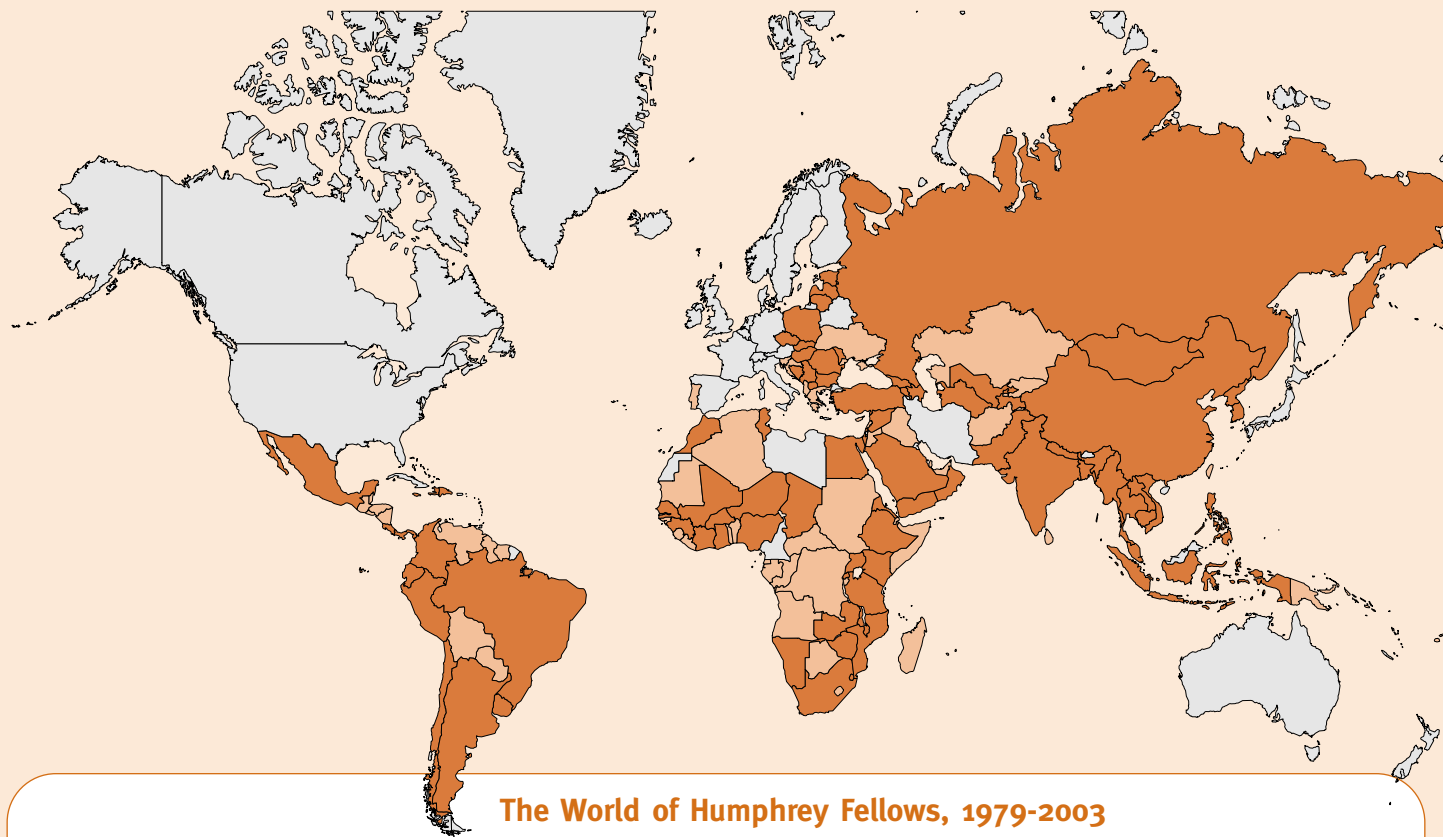
THE INTERNATIONAL MONETARY FUND AND THE WORLD BANK—The Enhancement Workshop on International Finance and Development was once again co-hosted by the International Monetary Fund and the World Bank in Washington, D.C.

EMORY UNIVERSITY, ROLLINS SCHOOL OF PUBLIC HEALTH—Emory University continued its valuable support for an Enhancement Workshop on Global Development and Social Justice, attended by 35 Fellows.

AMERICAN MANAGEMENT ASSOCIATION—As part of a new partnership with the Institute of International Education, the American Management Association offered space-available access to its seminars at no cost to IIE program participants, including the Humphrey Program. Of 150 scholarships set aside for IIE participants, 63 were awarded to Humphrey Fellows.

EMPLOYERS—In order to participate in the Humphrey Program, Fellows must first receive permission from their home employers to take a leave of absence from their positions. Beyond granting leave status, 61 percent of employers granted leave with pay to the 2002-03 Fellows. This generous assistance helped many Fellows to continue to support their families while completing their Fellowships in the United States.

HOST CAMPUSES—The network of U.S. host universities constitutes one of the Program's largest co-sponsors. Each host university provides various forms of in-kind support to the Program, such as tuition reduction, donated office space, computers, and staff time. In 2002-03, the Program benefited from approximately \$2,793,524 in cost-sharing support from the 15 host universities.



The World of Humphrey Fellows, 1979-2003

■ Fellows Since 1979 ■ 2002-2003 Fellows

From	Total Fellows 1979-2003	2002-2003								
Afghanistan	3		Djibouti	6	Lithuania	3	1	Sierra Leone	29	
Albania	11		Dominica	2	Macedonia	6	1	Singapore	4	
Algeria	8		Dominican Republic	14	Madagascar	23		Slovak Republic	22	1
Angola	2		Ecuador	19	Malawi	38	2	Slovenia	4	
Anguilla	1		Egypt	46	Malaysia	36	1	Solomon Islands	1	
Antigua	3		El Salvador	20	Maldives	6		Somalia	15	
Argentina	30	2	Equatorial Guinea	1	Mali	27	2	South Africa	50	2
Armenia	2	2	Eritrea	8	Malta	14		Sri Lanka	48	
Azerbaijan	1	1	Estonia	4	Mauritania	1		St. Kitts and Nevis	1	
Bahamas	14		Ethiopia	48	Mauritius	19		St. Lucia	6	
Bahrain	7	1	Fiji	19	Mexico	35	1	St. Vincent	2	
Bangladesh	42	1	Gabon	8	Micronesia	2		Sudan	30	
Barbados	11		Gambia	9	Moldova	2	1	Suriname	10	
Belize	1		Georgia	1	Mongolia	7	2	Swaziland	10	1
Benin	20		Ghana	82	Morocco	21	1	Syria	27	2
Bolivia	23		Greece	24	Mozambique	10	1	Taiwan	18	
Bosnia-Herzegovina	5	1	Grenada	1	Namibia	13	1	Tanzania	67	2
Botswana	15		Guatemala	18	Nepal	63	5	Tajikistan	1	1
Brazil	95	5	Guinea	14	Nicaragua	19		Thailand	58	1
British Virgin Islands	1		Guinea-Bissau	3	Niger	9	1	Togo	19	
Bulgaria	22	1	Guyana	19	Nigeria	82	4	Tonga	4	
Burkina Faso	21	1	Haiti	13	Oman	4	1	Trinidad and Tobago	17	1
Burma	29	3	Honduras	16	Pakistan	58	6	Tunisia	38	4
Burundi	17		Hungary	18	Panama	25	1	Turkey	60	1
Cambodia	3	1	India	95	Papua New Guinea	17		Turkmenistan	4	1
Cameroon	37	2	Indonesia	49	Paraguay	5		Uganda	44	1
Cape Verde	1		Iraq	3	Peru	36	2	Ukraine	10	
Central African Rep.	4		Israel	46	Philippines	72	2	United Arab Emirates	1	
Chad	5	1	Jamaica	41	PNA	48	2	Uruguay	19	1
Chile	29	1	Jordan	22	Poland	20	1	Uzbekistan	6	1
China	62	7	Kazakhstan	4	Portugal	14		Venezuela	17	
Colombia	36	1	Kenya	51	Qatar	2		Vietnam	7	1
Congo	5		Korea	53	Romania	22	1	Yemen	14	1
Costa Rica	17	1	Kyrgyzstan	4	Russia	15	1	Yugoslavia	1	
Côte d'Ivoire	26	1	Laos	10	Rwanda	20	1	Zambia	29	1
Croatia	12		Latvia	4	São Tomé and Príncipe	1		Zimbabwe	32	1
Cyprus	32		Lebanon	15	Saudi Arabia	5	1			
Czech Republic	22	1	Lesotho	18	Senegal	39	2			
Dem. Rep. of Congo	24		Liberia	28	Serbia and Montenegro	3	3			
								155 countries	3,122	149

The Hubert H. Humphrey Fellowship Program brings accomplished professionals from designated countries of Africa, Asia, Latin America, the Caribbean, the Middle East, and Eurasia to the United States at a midpoint in their careers for a year of non-degree graduate study and related practical professional experiences.



The Humphrey Program was established in 1978 to honor the public service career of Hubert H. Humphrey, the former vice president and senator, and to encourage leadership in fields critical to the engagement of the United States with countries in the developing world. A champion of many causes, Hubert Humphrey had made critical contributions to U.S. federal legislation in many fields. In his capacity as U.S. Senator (1949-1964, 1971-1978) and Vice President (1964-1968), Humphrey also advocated for many international causes.

Fellows are nominated by U.S. Embassies or Fulbright Commissions, based on their potential for national leadership and a demonstrated commitment to public service in either the public or private sector. The Program provides a basis for lasting ties between citizens of the United States and their professional

counterparts in other countries. It fosters an exchange of knowledge and mutual understanding, through which the United States joins in a significant partnership with developing countries.

Fellowships are granted competitively to professional candidates in a variety of fields (see box below). Fellows are then placed in groups by professional field at selected U.S. universities offering specially designed programs of study and training. The Program receives its primary funding from the U.S. Department of State and is included in the

Fulbright Program. The J. William Fulbright Foreign Scholarship Board, appointed by the President, has overall responsibility and awards the Fellowships. The Institute of International Education (IIE), a private not-for-profit educational exchange agency, has administered the Program since its inception in 1978.

Men and women interested in applying for Fellowships should contact the United States Embassy or Fulbright Commission in their home countries, or consult the Humphrey Fellowship websites at: www.iie.org/pgms/hhh or <http://exchanges.state.gov/education/hhh/>.

PROFESSIONAL FIELDS OF THE HUMPHREY CLASS OF 2002-2003

	Number of Fellows	Number of Fellows	
Agricultural Development	8	Law and Human Rights	17
Banking and Finance	11	Drug Abuse—Prevention, Education	8
Communication/Journalism	14	Public Administration	21
Economic Development	9	Public Health and Nutrition	14
Educational Planning	13	Planning	6
Natural Resources/Environment	17	Technology Policy	4
Human Resources Development	7		
		Total	149

Hubert H. Humphrey Fellowship Program



United States Department of State

SA-44, 301 4th Street, SW

Washington, DC 20547

USA

Tel: 202-619-5289

Fax: 202-401-1433

<http://exchanges.state.gov/education/hhh/>

INSTITUTE OF
INTERNATIONAL
EDUCATION

1400 K Street, NW

Washington, DC 20005

USA

Tel: 202-326-7701

Fax: 202-326-7702

Email: hhh@iie.org

<http://www.iie.org/pgms/hhh>