



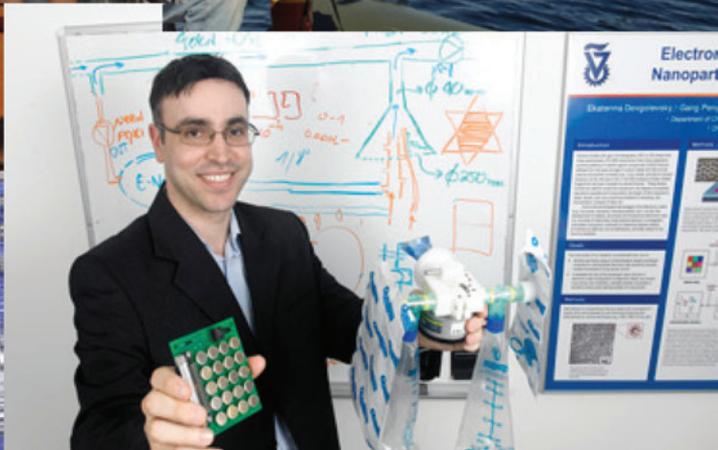
FULBRIGHT


CELEBRATING FULBRIGHT AT 65:

A GIFT TO THE WORLD

J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD

2010 - 2011 ANNUAL REPORT





Winner of the J. William Fulbright Foreign Scholarship Board Annual Report Cover Design Contest

Dr. Marianne E. Weizmann, Hamburg, Germany
2003 Visiting Student, State University of New York at Buffalo



In a contest held August 1 to September 30, 2011, the J. William Fulbright Foreign Scholarship Board invited all Fulbright alumni and current grantees to submit their original cover designs for this Annual Report. The Board appreciated the enthusiastic response of more than 90 entries from around the world.

Dr. Marianne E. Weizmann of Germany was selected as the winner for her hand drafted design titled “J. William Fulbright - building bridges between people.” Dr. Weizmann spent 2003 in the United States under a Fulbright scholarship, earning her LL.M. degree in Criminal Law at the State University of New York at Buffalo. She also travelled to Florida, Pennsylvania, New York, Arizona and Washington State.

“What a fantastic experience!” recalled Weizmann. “One of the two things that impressed me most was that we only met very interested, helpful and open minded people. The other was the insight that the people of the United States somehow manage to overcome the huge distances between places and share a feeling of togetherness no matter how different their views. That year changed me a lot. I developed an even more positive attitude towards others and became more attentive to other people’s needs. That is mostly what the Fulbright experience is all about.”

In planning her cover design, Dr. Weizmann was newly inspired by Senator Fulbright’s visionary ideas. She thought that a portrait of him would be essential and she drew one resembling a photograph shown on many websites.

“To draw Senator Fulbright spot by spot felt like saying thank you for offering me and all the other scholars such a great opportunity,” Weizmann said. “I also thought of the German adage about someone building bridges between people, which is what Senator Fulbright did.”

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Letter from the Chair

I am pleased to present this Annual Report for 2010-2011, which culminates my two-year service as Chair of the J. William Fulbright Foreign Scholarship Board. This edition marks the 65th anniversary of the Fulbright Program and celebrates its timeless capacity to bridge — and often transcend — cultures, languages and generations to deepen understanding.

In 2011, as dramatic transitions occurred around the globe, the Fulbright Program marked its 65th by wielding the transformational powers of education and international exchange. In Tunisia and Libya, for example, Fulbright led the way in supporting new partnerships and engaging with young leaders who are the future of their countries. Tunisia's Fulbright U.S. Student program resumed after a two-year suspension and in October, the United States reinstated the Fulbright Program for Libyan students, prompting a record 1,700 applications in only two weeks!

The Fulbright Program takes a seat at the foreign policy table as it presents the American model on intellectual freedom, academic standards and cooperative research. In October 2011, for example, U.S. Secretary of State Clinton hosted the historic Higher Education Summit with India, the country that exchanges more faculty via the Fulbright Program than any other country in the world. In Afghanistan, which has seen a 60 percent increase in Fulbright Program participants in the last four years, the Program is a crucial investment in development, leadership and capacity-building, especially for women. In the Western Hemisphere, the Fulbright NEXUS Program is a catalyst of regional collaboration between researchers, leveraging academic exchange to generate innovative solutions to shared challenges. In addition, Fulbright launched a new Public Policy Fellowship to send American students around the world to conduct public policy research and work alongside senior officials in selected host governments to address issues as varied as public health, agriculture, energy, environment, information technology and public finance.

U.S. Senator J. William Fulbright knew in 1946 that his “modest program with an immodest aim” — to foster understanding between the people of the United States and the people of other countries — was essential to advancing freedom, peace and international cooperation, and it came at a modest cost. Fulbright has earned its status as a blue-chip investment and has emphasized the expansion of a cost-sharing model that significantly leverages the U.S. government investment. Even in today's difficult economic climate, foreign governments so value the Program that many have increased their contributions. While an annual appropriation by Congress is our main source of funding, participating governments and host institutions, as well as corporations and foundations in other countries and the United States, provide nearly one third of the support.

A look at today's Fulbright Program reveals that it is a model of diversity, it is flexible, and it adapts to U.S. priorities and global concerns. In fact, 65 years of investing in Fulbright have rendered a veritable world of Fulbrighters who are committed to the values of freedom and opportunity, as well as empathy for other nations. This “world” comprises over 310,000 alumni among them presidents, prime ministers, poets, Nobel Laureates, teachers, scientists, artists, journalists, entrepreneurs, economists, financiers, cabinet officials and Members of Congress. Today, Fulbrighters continue to fulfill the mission that Senator Fulbright envisioned as they address global challenges, advance knowledge and empower future generations of leaders. These pages feature some of their stories, including several firsthand accounts titled Reflections from a Fulbrighter. They are a cause for celebration.

The abiding non-partisan political consensus on the Fulbright Program strikes me as unique. Transcending differences both at home and abroad, the Program pushes the boundaries of cooperation. I congratulate the

American people for continuing to support the Fulbright Program and for recognizing that our society is enhanced through a deeper and enduring understanding of our ever-evolving world. I am proud to have played a small part in representing this example of the generosity of Americans. I will carry with me always memories of meeting people at home and around the world whose lives have been changed by the Fulbright experience and who are using that experience to transform the lives of others.

I hope that, upon reading this report, you will join all of us on the Board in our firm conviction that Senator Fulbright's brainchild ranks among our nation's greatest gifts to the world.

Anita B. McBride, Chair
J. William Fulbright Foreign Scholarship Board

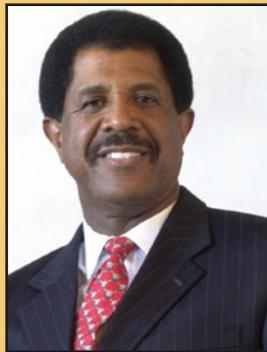


**captions for Chair collage pics
in back on Photo Credit page.*

Board Profiles



Ms. Shirley Moore Green
FSB Chair 2008-2009
Retired Federal and State
Communications Specialist
Austin, Texas
2003 - 2010



Dr. John Sibley Butler
Director and Professor
McCombs School of Business
University of Texas at Austin
Austin, Texas
2003 - 2010



Mrs. Kathryn Hubbard
Co-founder
Bridges of Understanding
Indianapolis, Indiana
2007 - 2010



Mr. John Willard Johnson
Chairman
Permian Mud Service, Inc.
Houston, Texas
2001 - 2011



Ambassador Robert D. McCallum, Jr.
Of Counsel
Fulbright & Jaworski L.L.P.
Former U.S. Ambassador to Australia
Washington, D.C.
2009 - 2011



Mrs. Jan D. O'Neill
Midland, Texas
2001 - 2011



Ms. Dina Habib Powell
Managing Director and Global Head
Office of Corporate Engagement
Goldman, Sachs & Co.
New York, New York
2008 - 2010



Mr. Gary R. Edson
Chief Executive Officer
Clinton Bush Haiti Fund
Washington, D.C.
2009 - 2011



Mr. Mark Brzezinski
U.S. Ambassador to Sweden
Stockholm, Sweden
2010 - 2011



Mrs. Anita B. McBride
FSB Chair 2010-2011
Executive in Residence
Center for Presidential and Congressional Studies
School of Public Affairs, American University
Washington, D.C.
2009 - Present



Dr. Shelby F. Lewis
FSB Vice Chair 2011
Professor Emeritus
Clark Atlanta University
Atlanta, Georgia
2010 - Present



Ms. Jean Becker
FSB Vice Chair 2009-2010
Chief of Staff
Former President
George H.W. Bush
Houston, Texas
2005 - Present



Mr. Mark Alexander
Professor
School of Law
Seton Hall University
Newark, New Jersey
2010 - Present



Ms. Lisa Caputo
Executive Vice President of
Marketing and Communications
The Travelers Companies, Inc.
New York, New York
2010 - Present



Ms. Betty Castor
Former President
University of South Florida
Tampa, Florida
2011 - Present



Mr. Tom Healy
Poet and Writer
Professor, New York University
New York, New York
2011 - Present



Ambassador Gabriel Guerra-Mondragón
Former U.S. Ambassador to Chile
New York, New York
2011 - Present



Ms. Susan Ness
Senior Fellow
Center for Transatlantic Relations
Johns Hopkins School of
Advanced International Studies
Bethesda, Maryland
2011 - Present

The Fulbright Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), under worldwide policy guidelines established by the J. William Fulbright Foreign Scholarship Board. Established by the U.S. Congress and appointed by the President of the United States, the Board also promotes the U.S. government's flagship international educational exchange program around the globe and selects the participants who through Fulbright exchanges will study, teach, conduct research, exchange ideas and contribute to finding solutions to shared international concerns.

These pages highlight the Board's quarterly meetings and outreach activities, as well as selected Fulbright celebrations and events around the world.

Year in Review

On the Move



The Prime Minister of Australia, the Honorable Julia Gillard MP, and U.S. Secretary of State Hillary Rodham Clinton hold a press conference at Australia's Pixel Building in Melbourne, where they announce new Fulbright scholarships, November 7, 2010.

Fulbright in Panama as a Case Study

Panama's Ambassador to the United States Jaime Alemán hosted a reception in honor of the Fulbright Foreign Scholarship Board as part of the Board's quarterly meeting held in September 2010. Newly appointed Assistant Secretary of State for Educational and Cultural Affairs Ann Stock joined students and alumni of the United States - Panama Fulbright Program for an in-depth discussion on the impact of Fulbright and Humphrey exchanges in Panama. Senior leadership from the Bureau for Educational and Cultural Affairs discussed the focus on enrichment activities for current students and scholars and the expansion of outreach to Fulbright alumni.



From left to right, at table: FSB Members Robert McCallum, Dina Powell, Jan O'Neill and John Butler.



Board Members hear from panelists: Fulbright-mtvU alumna Larnies Bowen, 2007 Fulbright Scholar alumna Toby Brody, and 2010 Humphrey Fellows Ricardo Ramos and Romina Avila.

Distinguished Teacher Program Participants Brief Board on Curriculum Development

Four new Board Members attended the December 2010 quarterly meeting: Ms. Lisa Caputo, Mr. Mark Brzezinski, Mr. Mark Alexander and Dr. Shelby Lewis. Mrs. Anita McBride was re-elected Chair and Dr. Lewis was elected Vice Chair for the coming year.

Fulbright grantees and alumni from the Distinguished Teacher Program briefed the Board on their exchange experiences combining classroom teaching with university coursework to develop curricula focused on global challenges. The Distinguished Teacher Program, then in its second year, was initiated to offer a fellowship program providing teachers with opportunities to develop their own course of study and program proposal. Teachers learn best pedagogical practices in social sciences, math and science to integrate into their teaching, as well as develop new content to give students the knowledge and skills needed to be informed and engaged world citizens.

Assistant Secretary Ann Stock and Deputy Assistant Secretary Alina Romanowski addressed expanded programming in certain priority countries, as a result of Education Dialogues with Indonesia, Russia, China, Malaysia and India.



From left to right: FSB Member Robert McCallum, Jr., Assistant Secretary Ann Stock, FSB Members Lisa Caputo, Vice Chair Dr. Shelby Lewis, Chair Anita B. McBride, FSB Members Mark Alexander, Jean Becker, Mark Brzezinski and John W. Johnson.



At table, from left to right: María Laura Fuertes of Argentina, Mikko Korhonen of Finland, Lakshmi Gandhi of India, Hwa Phaik Lee of Singapore and Jennifer Gibson, Branch Chief, Fulbright Teacher Exchange Program, U.S. Department of State.

Partnerships with Universities is Theme of March 2011 Board Meeting

American University President Neil Kerwin welcomed the Board to the American University (AU) campus for the March 2011 quarterly meeting. AU hosted a panel called “Partnering for Success: A Case Study of American University” that included foreign students and alumni affiliated with AU. Principal Deputy Assistant Secretary of State for Educational and Cultural Affairs Adam Ereli briefed the Board on the role of exchanges in U.S. foreign policy.



From left to right: FSB Member Robert McCallum, Jr., FSB Vice Chair Shelby Lewis, FSB Member Mark Alexander, American University President Neil Kerwin, FSB Chair Anita McBride, Principal Deputy Assistant Secretary for Educational and Cultural Affairs Adam Ereli, Deputy Assistant Secretary for Academic Programs Alina Romanowski, FSB Members Lisa Caputo and Mark Brzezinski.



Left to right: Eleana Kazakeou, Fulbright Visiting Student from Cyprus; Anne Stopper, 2003 U.S. Fulbright Student to Ireland; and Fanta Aw, Assistant Vice President and Director of International Student and Scholar Services, American University.

Three Fulbright Binational Commissions Take the Spotlight

As part of the June 2011 quarterly meeting, Peru’s Ambassador to the United States and Mrs. Luis M. Valdivieso, both alumni of the Fulbright Program, hosted a reception in honor of the Board, Fulbright alumni and administrators of the United States-Peru Fulbright Program. The following day, Executive Directors Arnaud Roujou de Boubée of France, Mele Wendt of New Zealand, and Henry A. Harman Guerra of Peru briefed Board Members on managing the Fulbright Program with binational boards. Program staff at ECA also briefed the Board on the English Teaching Assistantship Program and the May 2011 launch of the Fulbright NEXUS Program, an innovative year-long exchange model in the Western Hemisphere.



From left to right: FSB Member Mark Alexander, Assistant Secretary for Educational and Cultural Affairs Ann Stock, Ambassador of Peru to the United States Luis M. Valdivieso, FSB Vice Chair Shelby Lewis, FSB Chair Anita McBride, FSB Members Jean Becker and Robert McCallum, Mrs. Cecilia A. Valdivieso and FSB Executive Director Benedict Duffy, at the Ambassador’s residence.

Meeting Highlights New and Departing Members, Role of Fulbright in U.S. Public Diplomacy



From left to right: Ann Stock, the Acting Under Secretary of State for Public Diplomacy and Public Affairs, swears in Tom Healy, Susan Ness, Betty Castor and Ambassador Gabriel Guerra-Mondragón as Members of the Fulbright Scholarship Board.



Left to right, at table: FSB Member Ambassador Gabriel Guerra-Mondragón, Principal Deputy Assistant Secretary for Educational and Cultural Affairs Adam Ereli and FSB Member Susan Ness.

Acting Under Secretary for Public Diplomacy Ann Stock swore in four new Board Members at the September 2011 Board meeting: Betty Castor, Tom Healy, Susan Ness, and Ambassador Gabriel Guerra-Mondragón. In welcoming the new Members, FSB Chair Anita McBride also expressed heartfelt thanks to the four departing members, Jan D. O’Neill, John W. Johnson, Robert D. McCallum and Dina H. Powell, noting that O’Neill and Johnson each served ten years on the Board. Sylvia Crowder, Senior Director, International and Foreign Language Education in the U.S. Department of Education’s Office of Postsecondary Education, reported on the impact of budget cuts to the Fulbright-Hays Program.

Ann Stock, in her new role leading Public Diplomacy and Public Affairs for the State Department, discussed the role of public diplomacy as a component of the Secretary of State’s “smart power.”

Board Elects New Leaders, Learns about Fulbright Alumni



Ann Stock (right), acting as Under Secretary for Public Diplomacy and Public Affairs, presents FSB Chair Anita McBride with a certificate signed by Secretary of State Hillary Clinton to mark the Chair’s dedication and energy in her two-year tenure as Board Chair.



Dr. Edward E. Roslof, Vice President at the Institute of International Education (IIE) and Executive Director of the Council for International Exchange of Scholars (CIES), welcomes the Board and guests to CIES headquarters for the December 2011 Board Meeting.

In December 2011, Tom Healy was elected Chairman of the Board and Ms. Susan Ness was elected Vice Chair for 2012. Ann Stock, acting as Under Secretary for Public Diplomacy and Public Affairs, presented Anita McBride with a certificate of appreciation for her distinguished service as Chair of the Board for the previous two years, and also thanked Dr. Shelby Lewis for her many contributions as Vice Chair. The Council for International Exchange of Scholars

hosted briefings for the Board focused on the challenges, opportunities, and trends for Fulbright in Africa and North Africa and the Near East. In addition, the Board learned of special initiatives to support exchange program alumni around the world.

Board Members Meet Talented Fulbrighters around the Globe



Chair Anita McBride meets with Fulbright Students and Scholars in Ottawa, Ontario, Canada, during an orientation, September 2010.

Throughout 2010-2011 Board Members embraced opportunities to meet with Fulbrighters and to promote the Program to broader audiences. Chair Anita McBride spoke at the fall 2010 orientation for American Fulbright Students and Scholars in Ottawa, Ontario, and learned about their work in Canada. In the summer and fall, Chair McBride participated in panel sessions at American University and the University of Notre Dame to promote the benefits of the Fulbright Program on both personal and global levels. Also in May, Robert McCallum traveled to the United Kingdom to participate in the inaugural Fulbright Lecture for a series in association with

Pembroke College Oxford. In the fall, Mr. McCallum attended a Foreign Language Teaching Assistantship (FLTA) Orientation at the University of Pennsylvania; in closing remarks he emphasized the responsibilities of Fulbrighters and the importance of engaging in their host and home communities.



Mark Alexander speaks with a FLTA student at an orientation at Columbia University in New York City, August 2011.

In August 2011, Mark Alexander delivered remarks at Columbia University in New York at an FLTA conference. Also in August, Vice Chair Dr. Shelby Lewis attended the Gateway Orientation for Fulbright Students at Stanford University, in California, where she made a speech and otherwise engaged with the participants. In October, Betty Castor participated in Fulbright events at the University of South Florida, where she had served as

President for six years; she spoke to honors students about the Fulbright Program's impact on the world.

In October, Susan Ness visited Bern, Switzerland, to speak at a Jefferson Forum held at the U.S. Ambassador's residence, about the importance of study abroad and its life-changing potential. Also in October, Ambassador Gabriel Guerra-Mondragón attended the regional meeting of the Fulbright NEXUS Scholar Program in Querétaro, Mexico, where he met with scholars from throughout the Western Hemisphere collaborating on energy and climate issues. In November, in both Italy and the United Kingdom, Tom Healy met with Fulbright Commission staff and Boards and current Fulbrighters. In December, Mr. Healy spoke at the FLTA Mid-year Conference in Washington, D.C., where he encouraged students to become involved in their local communities as a means to open doors of opportunity.



Anita McBride (front row, second from right) attends an FLTA Conference at University of Notre Dame.



Dr. Shelby Lewis (far right) speaks with participants at the Fulbright Language Teaching Assistants (FLTA) Orientation at Stanford University.



Ambassador Gabriel Guerra-Mondragón (standing at center) attends the regional meeting of the Fulbright NEXUS Program in Mexico.

Recognizing a Decade of Service to Fulbright

After having been appointed by President George W. Bush in 2001 to the J. William Fulbright Foreign Scholarship Board, John W. Johnson and Jan D. O'Neill stepped down in 2011. Their depth of knowledge and a decade of valuable insights personified the executive supervisory role in enhancing the Fulbright Program and the quality of scholarship recipients selected. The Board arranged to have two United States flags flown over the U.S. Capitol building in honor of Mr. Johnson and Mrs. O'Neill. Texas Senator John Cornyn signed certificates of authenticity, which were sent with the flags to their homes in Texas.

Two Decades of Collaboration under the U.S. Fulbright Canada Commission

U.S. Ambassador to Canada David Jacobson and the Honorable Peter Van Loan, Minister of International Trade, presided over the 20th anniversary of the Fulbright Commission in Canada with a gala ceremony held at the Canadian Aviation and Space Museum in Ottawa, September 23, 2010. Dr. Ruth Simmons, President of Brown University, Fulbright alumna and recipient of the 2002 Fulbright Lifetime Achievement Award, delivered the keynote address.

Board Chair Anita McBride attended along with over 400 Fulbright alumni, current and former Fulbright Canada board members, university representatives and government officials.



From left to right: Kevin Kelly, Director, Fulbright Canada; the Honorable Peter Van Loan, Canadian Minister for International Trade; Ruth Simmons, President, Brown University; Roscoe Howard, Chairman of the Board, Fulbright Canada; David Jacobson, U.S. Ambassador to Canada; and Michael Hawes, Executive Director, Fulbright Canada.

Fulbrighters Act Locally by Cleaning a Washington, D.C. Community Park

To broaden their experience in the United States, international Fulbrighters attend enrichment seminars in various cities across the country, to focus on specific themes and help build Fulbrighter networks. Board Chair Anita McBride joined 140 Fulbright Students from 60 countries in Washington, D.C. in March 2011 and participated in a clean-up activity in Rock Creek Park as part of their focus on Greening of the Planet: Global Challenges, Local Solutions.

Recognizing Fulbright Lifetime Achievement



From left to right: André Bishop, John Lithgow, Ann Stock, Assistant Secretary of State for Educational and Cultural Affairs; Christine Baranski, Renée Fleming, Milton Glazer, Ken Auletta; and Patricia A. Krebs, President, Board of Directors, Fulbright Association.

In 2000, the Fulbright Association inaugurated the Fulbright Lifetime Achievement Medal in order to recognize the important impact of Fulbrighters. These accomplished Fulbrighters have distinguished careers and civic and cultural contributions that push the boundaries of human wisdom, empathy, and perception. In 2011, the Fulbright Association honored Renée Fleming (Germany, 1985), Milton Glazer (Italy, 1952), and John Lithgow (United Kingdom, 1967).

Australia Welcomes New Sponsored Fulbright Scholarships and Additional Government Funding until 2016

The Australian-American Fulbright program welcomed the establishment of new sponsored scholarships launched in 2011 as well as extended funding from the Australian Government. The Prime Minister of Australia, the Honorable Julia Gillard MP, and U.S. Secretary of State Hillary Rodham Clinton announced new Fulbright Scholarships in the field of Climate Change and Clean Energy, in Melbourne on November 7, 2010. The two scholarships are part of a major collaboration between the two countries to tackle climate change and will allow up to four Fulbright Scholars a year, for three years, to undertake research or study in the partner country. In December 2010, Australian Minister for Tertiary Education, Senator Chris Evans announced \$1 million (\$200,000 per year) in additional funding from the Australian Government until 2016.

Albania at 20

In May 2011, Albania celebrated its 20th anniversary of the Fulbright program. U.S. Ambassador to Albania Alexander Arvizu joined Myqerem Tafaj, the Minister of Education and Sciences, to highlight the achievements of the program. The Albanian Fulbright Alumni Association, founded in 2001 with the support of the Public Affairs section of the U.S. Embassy, strengthens academic and professional ties between individuals and institutions in Albania and the United States, and promotes U.S. Fulbrighters in Albania.

Mr. Asllan Hila, Deputy President of the Association, said, “The Fulbright Program has been so important for many people in Albania, because it allowed them to fulfill their dreams, which otherwise would not have been realized.”



From Left to Right: Albanian Fulbright Alumni Association President Teuta Dobi, Board Member Dritan Mezini, Ambassador Alexander Arvizu, Board Member Fatmir Bilaj, Board Member Elenita Roshi, Vice president Asllan Hila, and Board Member Linda Mëniku pose before cutting the 20th Anniversary cake.

Tribute to a Fulbright Leader: Rosalind "Roz" Swenson

Rosalind Swenson passed away on November 9, 2011, following an illness. Known to all simply as Roz, she served since 2004 as Director of the Office of Academic Exchange Programs, which oversees the Fulbright Program and related academic exchanges of the U.S. Department of State. She led with grace and a deep commitment to Fulbright ideals. During her 41-year career with the U.S. Department of State and the U.S. Information Agency, Roz served as a Foreign Service Officer in Cameroon, Vietnam, Greece and Washington, D.C.; and, as a civil servant, was responsible for exchange and public diplomacy programs for Europe and the newly independent states, and for managing worldwide academic exchanges. Her vast knowledge and love for the Fulbright Program helped make it what it is today. Roz and her legacy will be remembered with fondness and affection.



Partnership with the Fulbright Association

The Board recognized the important role that the Fulbright Association fulfills through engaging and enriching the lifelong experiences of both Fulbright Alumni and Visiting Grantees by working at the local level with affiliated chapters. In 2011, there were 47 Association chapters throughout the United States that sponsored activities, events, programs, and networking opportunities for Students and Scholars.

Commemorating Fulbright with the Czech Republic, in Prague and New York

In 2011, the Fulbright Commission in the Czech Republic celebrated its 20th anniversary, commemorating the agreement between Czechoslovakia and the United States signed in January 1991, with events in both countries. On May 17, two Fulbright alumni performed in a concert held at the U.S. Ambassador's residence in Prague. Katerina Englichova, an internationally acclaimed Czech harpist, and Mark Ludwig, musician and founder of the Terezin Chamber Music Foundation, played pieces by Czech-Jewish musicians who perished in the Terezin concentration camp during World War II. U.S. Ambassador to the Czech Republic Norman Eisen spoke at the event, which was attended by a number of prominent Czech Fulbright alumni and current U.S. grantees.



Fulbrighters Katerina Englichova and Mark Ludwig at the concert in Prague celebrate the Fulbright Program's 20th anniversary in the Czech Republic.

In December 2011, a conference and concert was held at the Czech Center in New York, New York, where approximately 80 Fulbright alumni attended and heard an evening concert performed by several Fulbright alumni. Also featured was an exhibit of photographs taken in Prague by Jan Lukas, the world-renowned Czech photographer.

Fulbright Remains Strong after 60 years in Denmark



American jazz musicians Eddie Gomez, bass, and David Kikoski, piano, perform in Denmark at “The Jazzy Side of Fulbright.”

chair of the Commission H.E. Laurie S. Fulton, the U.S. Ambassador to Denmark, board members, members of government and ministries, and current U.S. grantees as well as alumni of Fulbright. Strong ties between American and Danish jazz have existed since the 1950s, and the Fulbright Commission in Denmark has been essential to supporting this cultural exchange.

To highlight 60 years of Danish-American academic cooperation and cultural exchange, Fulbright teamed up with the European Association of International Educators (EAIE) conference to celebrate the spirit and history of academic exchange between the United States and Denmark with a gala dinner on September 12, 2011 in one of Copenhagen’s many old, beautiful houses close to the Royal Palace. Separately, Denmark’s famous Jazzhouse Montmartre hosted “The Jazzy Side of Fulbright” featuring both American and Danish jazz musicians. The participants included the honorary

Since 1951, Fulbright Strengthens United States-Iraq Ties

Since the Fulbright Program was established in Iraq in 1951, nearly 600 Iraqi and American students and scholars have participated, including 302 since it was re-established in 2004. In 2011, 85 more Iraqi students and scholars came to the United States on Fulbright grants. Assistant Secretary of State for Educational and Cultural Affairs Ann Stock attended the 60th anniversary ceremony hosted by U.S. Ambassador James Jeffrey in Baghdad on March 19, 2011. U.S.-Iraqi educational exchange and cooperation is a key component of bilateral cooperation under the United States-Iraq Strategic Framework Agreement.

In her remarks, Assistant Secretary Stock said the Fulbright Program “represents the commitment of the American people to a relationship with Iraq that is rooted in mutual respect and interest.” She honored the accomplishments of the many Fulbright alumni from both countries who have participated in the program over the last 60 years.

Ambassador Jeffrey affirmed that the people of Iraq will continue to have a committed and consistent partner in the United States. He said, “We look forward to continuing our cooperation under the Strategic Framework Agreement as we prepare for additional Fulbright Scholar exchanges in 2011 and together pursue our shared goal of building a long-term, multidimensional relationship between our two nations that contributes to growing peace and prosperity in Iraq and security and stability in the Middle East.”



Assistant Secretary of State for Educational and Cultural Affairs Ann Stock addresses an audience with Ambassador James Jeffrey at the 60th anniversary of the United States-Iraq Fulbright Program.

Lighting the Candle for Fulbright's 50th in Nepal

In June 2011, Prime Minister Jhala Nath Khanal and U.S. Ambassador Scott DeLisi performed the traditional Nepali custom of candle lighting to start the formal ceremony marking the 50th anniversary of an inter-governmental agreement between the United States and Nepal, which established the Nepal Fulbright Commission. Mr. Ganga Lal Tuladhar, the Minister of Education in Nepal also attended the reception, which drew approximately 500 guests. Other anniversary events included an art exhibit called "Celebrating Fulbright in Nepal" and the run of the Nepal production of the American drama "Angels in America," directed by Fulbright Senior Scholar Dr. Deborah Merola.

Commemorating the 50th Anniversary of the Fulbright Program in Portugal



Maestro Jean Sebastien Béreau conducts and pianist and Fulbrighter Ana Telles perform with Banda Sinfónica da GNR the Concerto for Piano and Wind Instruments by Igor Stravinsky.

the first public exhibition of the documentary *Fulbright Portugal - 50 anos*. The ceremony ended with the Concerto for Piano and Wind Instruments by Igor Stravinsky, conducted by Maestro Jean Sebastien Béreau and performed by pianist and Fulbrighter Ana Telles and Banda Sinfónica da GNR, followed by a cocktail reception.

The signing of the Diplomatic Agreement between Portugal and the United States that created the Fulbright Commission took place on March 19, 1969. To celebrate the 50th anniversary of the Fulbright Commission in Portugal, the U.S. Embassy in Lisbon held a reception on March 19, 2010 at the U.S. Ambassador's official residence. A Commemorative Session was held at Palácio Foz in Lisbon, which included speakers and representatives of the Portuguese and American governments, as well as representatives from the Portuguese Alumni Association. The guests, including alumni and current Fulbrighters, board members, and partners and friends of the Fulbright Program watched a video message from Secretary of State Hillary Clinton and

In October 2010, Fulbright Brainstorms were held in Portugal to provide a forum for discussion of contemporary issues by the academic and scientific community, and the public. The Fulbright Commission organized these special biennial conferences to mark the 50th anniversary, and speakers discussed themes such as the strength of civil society, citizenship and participation, and international education in preparing citizens and leaders. Professor Steve Doig, the Fulbright Portugal 50th Anniversary Distinguished Chair, delivered a lecture titled "Precision Journalism, Informed Citizens and the Quality of Democracy." Keynote speakers were Peter Magreth of Binghamton University in New York, and Judith Eaton, President of the Council for Higher Education Accreditation.

Fulbright Launches New Effort for Collaboration in the Western Hemisphere

In May 2011, Board Chair Anita McBride attended the launch of Fulbright's new effort to promote international collaboration on global challenges and priorities. In Buenos Aires, Argentina, 20 applied scholars and mid-career researchers met under The Fulbright Regional Network for Applied Research (NEXUS) to kick off a series of seminars and twelve months of scholarly exchange. These scholars focus on harnessing innovative strategies and technologies to bring about practical solutions to real-world challenges in renewable energy, climate change, public health, and sustainable growth. Under their Fulbright NEXUS Distinguished Leader, Dr. Walter E. Baethgen of Columbia University, 20 scholars from the United States and nine other Western Hemisphere nations (Canada, Mexico, Jamaica, Colombia, Ecuador, Brazil, Uruguay, Argentina, Chile) meet in order to promote expanded networks between the United States and the Western Hemisphere in these areas.

Fulbright in Uruguay Marks the Big 5-0



The Montevideo Philharmonic Orchestra is directed by Stanley De Rusha, a 2005 Fulbrighter to Uruguay, and accompanied by pianist Gustavo Cardinal, a Uruguayan 2009 grantee to Indiana University.

The year 2010 marked the 50th anniversary of the Fulbright Program in Uruguay. As part of the Anniversary activities, a series of weekly radio interviews featuring outstanding U.S. and Uruguayan Fulbright alumni on “Radio El Espectador.” Interviewees shared their testimonies of the extraordinary impact that the Fulbright Program has had on their lives and the importance of international education. To honor the anniversary, the Fulbright Commission held a gala concert at the Solis Theatre in Montevideo. The Montevideo Philharmonic Orchestra was directed by Conductor Stanley De Rusha, a 2005 Fulbrighter to Uruguay, and was accompanied by Fulbrighter pianist Gustavo Cardinal, a 2009 Uruguayan grantee to Indiana University. U.S. Ambassador to Uruguay David Nelson and Commission Executive Director Mercedes Jiménez de

Aréchaga welcomed the National Authorities, representatives from the U.S. Embassy, and Fulbright alumni to the event. A documentary about the Fulbright Program in Uruguay was also shown at the event.

U.S. Embassy Libya Attracts Fulbright Applicants via YouTube

In October 2011, Secretary of State Hillary Clinton announced the reinstating of the Fulbright Program for Libya. That program had been halted at the time of the civil war there, with the closing of the U.S. Embassy in Tripoli. To restart the program, U.S. Embassy Tripoli used YouTube in an effort to attract Libyan students to apply for Masters Programs in the United States. The Public Affairs Section created a video, <http://www.youtube.com/watch?v=oxbEFkWqdm8>, that drew more than 7,000 views. Speaking in both Arabic and English proved to be an effective way to spur interest of Libyan students in the Fulbright Program. In just two weeks, more than 1,700 applications provided an auspicious launch of a new era for Libyan Fulbrighters.

French Senate Welcomes Fulbright Distinguished Chair Jack Santino and other American Fulbrighters

The French Senate hosted the annual Fulbright reception honoring incoming U.S. Fulbright grantees on October 6, 2010. U.S. Ambassador Charles Rivkin and French Senate Vice-President Roland du Luart spoke about the importance of the bilateral relationship. Franco-American Commission for Educational Exchange Executive Director Arnaud Roujou de Boubée read a message on behalf of Valérie Pécresse, the French Minister of Higher Education and Research, expressing a warm welcome to Fulbright Distinguished Chair Jack Santino and all the U.S. Fulbright grantees.

American Fulbrighters Meet Queen Elizabeth II

In November 2011, Goodenough College celebrated its 80th anniversary with a series of celebrations. Her Royal Majesty Queen Elizabeth II, a patron of the college, attended a culmination event to unveil a commemorative plaque. Among the 250 guests were several U.S. Fulbright students accompanied by Fulbright Awards Director Michael Scott-Kline and Special Programs Coordinator Rebecca Cobby of the US-UK Fulbright Commission. The Fulbrighters were formally introduced to the Queen and spoke briefly with her about their experiences at Goodenough College.



Dedication of Eleftheriades Library AV Room at Anatolia College, attended by (L to R) Anatolia Trustee Mr. Jack Florentin, Fulbright Executive Director Artemis Zenetou, Anatolia President Hans C. Giesecke, and Vice President for Academic Affairs/ American College of Thessaloniki Provost Dr. Panos Vlachos.

Greek Spaces Honor Senator Fulbright

Following the wish of an anonymous donor, two Greek institutions dedicated spaces in their libraries to former U.S. Senator J. William Fulbright to honor his contributions to international education and understanding. Anatolia College found space at its Eleftheriades Library AV Amphitheater and the American Farm School established space in Princeton Hall. Dedication ceremonies were held at Anatolia College in June 2010 and at the American Farm School in January 2011. The binational commission and the Fulbright Foundation organized an exhibition highlighting the Foundation's history. Both events attracted a large audience and press coverage.

Fulbright Explores Diversity in Germany

The German-American Fulbright Commission provided 15 grants to U.S. university professors to participate in its annual German Studies Seminar from June 15-25, 2011. The "Ethnic Diversity and National Identity" program in Berlin and Brussels examined the growth of multi-ethnic societies in Germany and Europe, and the role of language, education, employment and religion for social cohesion. The seminar looked from a European perspective at the policy initiatives towards immigration and integration proposed in Brussels. The engagement in substantive dialogue with political, academic, scientific, journalistic and cultural leaders helped to strengthen the U.S. scholars' research and teaching. Dr. Ute Brandes, Professor of German at Amherst College, said, "Many of the insights I gained at the seminar will profit from reinforcement. I am now paying very special attention to all topics related to immigration, in Germany, Europe, and in the U.S."



The German Studies Seminar participants discuss European immigration policies with Mr. Holger Dreiseitl of Germany's Mission to the European Union in Brussels.



From right to left, Board Members Mark Brzezinski, Chair Anita McBride and Vice Chair Dr. Shelby Lewis join Italian and American Fulbright senior research scholars gathered in Washington, D.C., March 2011.

Finmeccanica Meets Fulbright: Research in the USA, Italian Style

When Italian and American Fulbright senior research scholars congregated in Washington in March 2011 to share the results of their research experiences, they explored connections with bringing ideas from the research laboratory to the market. Under this unique partnership with the Italian technology company Finmeccanica, Chair Anita McBride and Board Members Shelby Lewis and Mark Brzezinski joined the group of scholars to learn of their studies related to lightweight composite materials, smart buildings and aerospace engineering.

World of A Fulbrighters

At 65, the Fulbright Program has proven to be one of the most profoundly humanizing, life-changing, and adaptable instruments of peace ever created. The Fulbright experience has enriched the perspectives of potential leaders around the world. The “Fulbrighter” community comprises over 310,000 alumni, among them presidents, prime ministers, poets, Nobel Laureates, teachers, scientists, artists, journalists, entrepreneurs, economists, financiers, and cabinet officials.

The Fulbright Program provides life-changing opportunities to new generations of thousands of U.S. and international students, scholars, and teachers each year to study, teach, and research in one another’s countries. Annually, after 150 U.S. embassies and bilateral Commissions around the world interview applicants and process Fulbright Program applications, the J. William Fulbright Foreign Scholarship Board reviews and approves over 14,000 applications.

During the 2010-2011 academic year 8,800 individuals representing 165 countries and 139 academic fields participated in a Fulbright exchange. More than 800 U.S. academic institutions hosted participants or were involved in nominating U.S. participants. Fulbright Foreign Language Teaching Assistants for the first time were placed in all 50 states and Washington, D.C., to teach critical languages to American students.

Fulbright scholarship grantees around the world are addressing global challenges, advancing knowledge, building community, fostering mutual understanding, and empowering future generations. Fulbright alumni go on to foster ties and work together in every field of human endeavor, to explore issues of common concern and to find solutions and opportunities for advancing peace and prosperity.

These pages capture only a slice of the talent, energy, and expertise that Fulbrighters bring to bear during their grant year and throughout their lives as a result of that experience.

Addressing Global Challenges

Reflections from a Fulbrighter

Dr. Mariano Sironi, Argentina

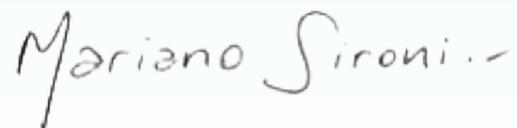
1998-2000 Visiting Student, University of Wisconsin - Madison

I was a Fulbright Fellow at the University of Wisconsin, Madison in 1998-2000, where I did my Ph.D. studying the behavior and social development of juvenile southern right whales in Patagonia. When I returned to Argentina in 2004, I became the Scientific Director of Instituto de Conservación de Ballenas (www.icb.org.ar), a non-profit organization dedicated to the conservation of whales and their habitat through research and education.

A decade after my experience as a Fulbrighter, I still remember my Ph.D. years as a golden age in my life. From the start, the staff at the Fulbright Commission in Buenos Aires impressed me not only as excellent professionals, but mostly as people who really cared for the integral well-being of the future Fulbrighters. The Graduate School at the University of Wisconsin, Madison was outstanding and academically exciting. Its broad community of international students created an enriching atmosphere where I made deep, fun and long-lasting friendships with local and visiting students as well.

When a person moves to another country and becomes immersed in a different culture, every step is a new and exciting discovery. I had fun feeling like a kid, having to learn everything again, from where to buy my favorite new foods, to exploring a hiking trail in the woods, to finding that special corner in a university library where I could read fascinating books and share homework time with a classmate and friend. As a Fulbrighter in Madison, I found professional inspiration, personal friendships and love.

Upon my return home, I became actively involved in scientific projects studying southern right whales in Argentina and blue whales in Chile. With a network of over 40 non-governmental organizations from all countries in Latin America, I work on large-scale marine conservation strategies including the promotion of new protected marine areas and whale sanctuaries in the Southern Hemisphere.

A handwritten signature in black ink that reads "Mariano Sironi." followed by a horizontal line.

Fulbright alumnus Dr. Mariano Sironi participated in a recent documentary filmed by BBC entitled “Ocean Giants” which examines the behavioral and reproductive processes of southern right whales in the Valdés Peninsula region of the Atlantic Ocean. He has participated also in documentaries for IMAX, Discovery Channel and National Geographic Society, and received the Hilda Canter-Lund Photography Award from the British Psychological Society for best picture in 2009. Dr. Sironi serves as the Scientific Director of the Whale Conservation Institute (ICB) in Argentina, promoting educational programs and leading research teams focused on the preservation of whales and the marine environment.



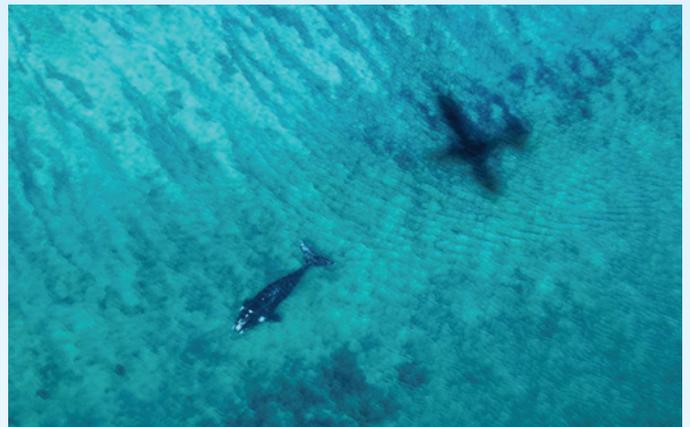
Dr. Mariano Sironi, a Fulbright Fellow at the University of Wisconsin-Madison in 1998-2000, photographs a southern right whale at the Valdés Peninsula as part of his current scientific research.



Southern right whales spend much time with their tails up in the air, probably as a way to “sail” with the strong Patagonian winds, or because it may simply be fun!



A right whale mother and her calf nap in the calm waters of Golfo San José in their nursery ground of Valdés Peninsula, Argentina.



Every year since 1971, researchers from the Whale Conservation Institute fly along the perimeter of Valdés Peninsula to photo identify southern right whales to study their population dynamics.

Raising the Bar in Burma for HIV/AIDS Prevention and Treatment

Nwe Zin Win, Burma

2011 Humphrey Fellow, Emory University

During her year at Emory University in 2011, Nwe Zin Win arranged an affiliation with a U.S. non-profit public health firm, John Snow Inc., to support her HIV/AIDS prevention and treatment work with local Burmese communities. As Executive Director of the Pyi Gyi Khin, Win was able to secure a memorandum agreement with the Burmese government for her NGO to work with the U.S. non-profit. The agreement makes possible the expansion of her organization’s efforts at raising the health standards of Burmese women and children living with HIV/AIDS.

Chameleons Color Conservation Efforts in Tanzania

Philip Shirk, Virginia Commonwealth University

2010-2011 U.S. Student, Tanzania

U.S. Fulbrighter Philip Shirk exhibited his photographs of chameleons and other Tanzanian fauna in celebration of World Environment Day 2011. Entitled, “Life in the Leaves: Chameleons and Conservation in Amani Nature Reserve,” Shirk’s exhibit highlights his research documenting the population densities and distribution patterns of chameleons in the East Usambara Mountains. His project also emphasizes the long-term partnership between the United States and Tanzania in working towards environmental conservation. The exhibit was viewed by students and alumni from Tanzanian and U.S. institutions, along with individuals from environment-oriented NGOs. Shirk seized the opportunity to explain his research and current ecological research methods, and to educate the public on the importance of preserving nature.



An adult female Three-Horned Chameleon with radio-transmitter on her back, photographed by Philip Shirk in the East Usambara Mountains of Tanzania. Shirk studies the movements and habitats of individual chameleons.



Students from Mianzini Primary School consider a photo of a chameleon by American Fulbrighter Philip Shirk at his exhibition to celebrate World Environment Day, at Alliance Française in Dar es Salaam, Tanzania, June 7, 2011.



Philip Shirk plants a tree with a student at Sahare Elementary School for an Earth Day project.

Fulbright-Humphrey Fellow Fights Human Trafficking in Uganda

Agnes Igoye, Uganda

2010-2011 Humphrey Fellow, University of Minnesota



Agnes Igoye with orphaned children from the Chain of Hope organization.

whom were abducted and trafficked by the Lord’s Resistance Army.

As a 2010-2011 Hubert H. Humphrey Fellow at the University of Minnesota’s Humphrey School of Public Affairs, Agnes Igoye studied policy against trafficking in persons. Back in Uganda, she works as a Senior Immigration Officer/Training Coordinator for Uganda’s Directorate of Citizenship and Immigration Control. During her Fellowship, Igoye was selected to participate in the 2011 Clinton Global Initiative University conference in San Diego, California, where she formed partnerships with others who share her dedication. Since returning to Uganda, she has been working also with “Coming Home,” a victim rehabilitation project. With other volunteers, she provides assistance to 75 orphaned children, some of

“I am grateful for the opportunities the Humphrey Fellowship provided, including the professional networks and collaborations with U.S. colleagues I continue to benefit from as I rehabilitate victims of trafficking, train law enforcement and create awareness about human trafficking,” Igoye said.

In Search of Energy Sources Beyond Petroleum-based Technologies

Samir Nazir, Rochester Institute of Technology

2010-2011 U.S. Student, National University of Singapore



U.S. Fulbright student to Singapore Samir Nazir speaks to students at Temasek Junior College about energy usage and production, and the electric car project.

Samir Nazir credits one of his former classmates, a visiting Fulbrighter from Turkey, as well as a desire to gain new cultural experiences in the rapidly developing economic hub of Singapore, for inspiring him to apply for the grant. Having worked in oil-field services for several years, Nazir set out to Singapore to help reduce global reliance on fossil fuels by exploring alternative energy sources. Focused on electric vehicles, he partnered with Singaporean scholars and government ministries who sought to develop innovative technological solutions with visiting Americans. His project compared the performance and operational costs of various vehicle power-trains, including combustion, hybrid, and electric, by deploying vehicles in real-life driving conditions. He anticipates the project results would inform future energy policy.

“I seek to understand what is necessary to loosen the reliance of the transportation sector solely on petroleum-based technologies and to diversify the portfolio of energy sources powering vehicles,” said Nazir.

Thoughts on Life and Culture While Studying in the Arctic

Erin Seybold, St. Olaf College

2011-2012 U.S. Student, University of Tromsø, Norway

Journeying into the northern-most reaches of Norway, Erin Seybold set out to conduct research on methane-consuming microbial communities in the high-Arctic wetlands. By examining the interaction of such specimens with greenhouse gases, she hopes to better understand the effects of climate change on ecosystems. In excursions to field sites in the Arctic Circle, Seybold encountered diverse landscapes as well as indigenous Sami reindeer herders. While she has examined countless soil, gas, and water samples for her research, Seybold has also explored her new “home” and contemplated the meaning of cultural interaction and peaceful coexistence.

Reflecting in her blog, *Hie Hie Norge!*, on the violent shootings in Oslo in late June 2011, Seybold wrote, “At times like this, it is starkly evident that we need peace more than ever, both domestically and abroad, and the reason for my time in Norway could not be more clearly defined – to be a vessel through which cultural exchange and mutual understanding between people of different nations can occur.”



Erin Seybold savors her Fulbright experience in Norway.

Reflections from a Fulbrighter

Emily Reisman, Washington University

2010-2011 U.S. Student, Togo



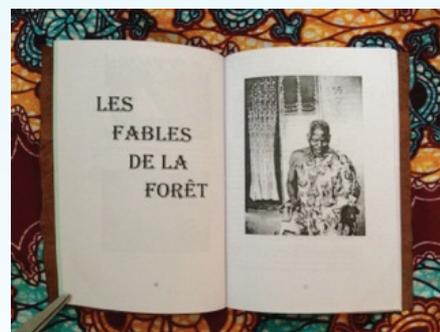
Emily Reisman
presents her book,
*La Forêt Parle (The
Forest Speaks)*.

The Assimé Forest, about 900 hectares of hills and valleys surrounded by 11 villages in the Western Plateaux Region, has been dramatically degraded over the last 50 years by local populations harvesting wood for cooking, construction, and other needs. Last year a group of villagers, who had become worried about the ensuing reduced rain fall and poor soil quality, asked the local NGO *Jeunes Volontaires pour l'Environnement* (JVE, Young Volunteers for the Environment) to investigate. JVE found some Norwegian funders to back the project's first phase and spent a fruitful year studying the forest's current state and developing a rehabilitation plan. The plan had been scrutinized, debated and validated, and village leaders are on board, but one element brought it all to a grinding halt. They told me there was no money to start putting those trees in the ground. They were waiting to find a generous international donor... and hoping the winds of international philanthropy blow in their direction. The expectation of powerlessness sat uncomfortably with me.

The reforestation plan and the locals informed me that the forest has been overexploited to the point where the younger generation no longer recognizes the area as a forest anymore (making teaching them to protect it quite a challenge) so I began a story collection project, talking with chiefs, elders, and other villagers about the myths, histories, and cultural aspects of the forest and then compiling these treasures into a book. A literary contest at the local high school engaged young people to question their elders about the forest and produced several beautiful poems. Local artisans provided the illustrations, natural mahogany-dyed leather covers, and hand-stitched bindings. Entitled *La Forêt Parle* (the Forest Speaks), these books are now available to be used in schools, reinforcing the cultural value of the forest and its preservation, and sold to tourists to help finance tree planting.

I drifted quite a ways from my original solar water pasteurization project (the fall of which is an entirely different story). In doing so, I've learned much. About orienting my research toward community needs (acknowledging it is difficult if not impossible to discern needs over the Internet before arriving). About letting go of my expectations of others and discovering how to be self reliant while also acknowledging I am utterly dependent upon my Togolese colleagues to get anything done. About how clear things seem on paper and how easily the ink bleeds in a tropical rain. About how critical that paper is nevertheless. About how upon first encounters people will always tell you yes. About knowing when and how to find creative ways to say no. And, about maintaining focus while always being open to an abundance of opportunity.

This morning I spent visiting the elders of two villages who shared with me some stories of their forest and knowledge of animals now vanished, of ceremonies and healing herbs they fear are being lost to the next generation. Then a friend took me out to visit his family's rice patty, blue hills in the distance, birds circling above. We ate with our hands from a shared bowl under the shade of dried palms. Spent the rainy afternoon writing. Bought an electric fan (a true treasure in the tropics). Will likely spend the evening entertaining the four children who regularly come by and beg me to play the "jin-tar." Just another day in my life as a Fulbrighter.



Inside cover of *La Forêt Parle (The Forest Speaks)*.

Fulbrighter Surveys Women on Reproductive Health and Well-being

Lauryn Linsell, Chapman University

2010-2011 U.S. Student, Nicaragua

After studying abroad in Nicaragua in 2008 and working with women in under-served communities, her choice to apply for a Fulbright grant in that country was an easy one. With substantial experience at a Honduran NGO and an advanced level of Spanish, Lauryn Linsell was sure that the transition to Nicaragua would be fairly smooth. Once in Nicaragua she quickly learned that the culture, politics, and general mindset of the people were very different than in other countries she had visited and worked in. She grew to love the Nicaraguan open mindedness and “luchador” spirit.

During her Fulbright grant she was exposed to public health, and more specifically, women’s reproductive and sexual health issues on a nation-wide level. Members of the Ministry of Health welcomed Linsell as a foreigner who had come to learn and research the initiatives in prevention of adolescent pregnancy. In the process of research and investigation for her project, she also had the opportunity to study for a Master’s in Public Health from a well known university in Nicaragua, which enhanced her academic experience even more than she had hoped.

Since completing her Fulbright grant, Linsell has returned to Honduras to continue working with Global Brigades, an NGO working in international development that is expanding to Nicaragua under her management.



From left to right: Ada Rodriguez Rodriguez, Ofelia Hill Rodriguez, and Lauryn Linsell at a Reproductive Health and Lifestyles workshop for teenagers in Managua, Nicaragua.



From left to right: Lauryn Linsell conducts a demographic survey at Maria Lourdes Amador’s home in Tipitapa, Nicaragua, for a class as part of her Master’s in Public Health program.

Fulbrighter Mobilizes Support for Disaster Victims in Japan

Daiyu Suzuki, Japan

2010-2011 Visiting Student, Columbia University

Following the March 2011 earthquake and tsunami in Japan, Daiyu Suzuki was one of many Fulbrighters in the United States and Japan who sought to provide support and relief for the disaster-stuck area. Working with faculty, alumni and other students at Columbia University, Suzuki was instrumental in organizing the Consortium for Japan Relief (CJR) to increase the community’s awareness of the effects of the disasters. CJR also drew upon the expertise and strength of Columbia’s faculty to generate evidence-based information and guidance about the disaster, its aftermath and comparable natural disasters, as well as to encourage continuing assistance to the affected regions. A symposium in October 2011 addressed the disaster in Japan from five

aspects: radiation, response, government policies, economics, and mental health. Suzuki continues to be active in CJR. He plans to hold more symposia and encourage people to remember the tragedies, especially as public attention and interest in the Tohoku region wanes and support declines. Using social media, Suzuki and his peers had also launched the “World’s 1000 messages for Japan” immediately following the events of March 11, 2011. They collected over 1,000 messages of condolence, encouragement, and prayer for the people of Tohoku from friends of Japan representing over 70 countries.



Daiyu Suzuki (second from right) with fellow organizers of the Consortium for Japanese Relief.

Fulbrighter Introduces Kindles to Students in Albania

Kelly Leather, Sacred Heart University

2011-2012 U.S. Student, Albania

Kelly Leather, a 2011-2012 Fulbright Student to Albania, spent the academic year working with the Ministry of Education in Tirana, Albania. She piloted a program using Kindles at the American Corner at the National Library and worked with English teachers of children from third grade through high school. She trained the teachers on how to use the electronic books and provided lessons to students on this new technology, exposing students to the library at their fingertips with books, newspapers and encyclopaedias. This was especially important in Albania, where there is an inadequate and outdated selection of reading materials available to students. By collaborating with regional directors, teachers and the U.S. Embassy-sponsored American Corner, Leather ensured that Albanian children will have access to thousands of books and new programs and trainings in this new type of technology. At the completion of her grant, the Kindles remained at the American Corner for students to read at their leisure. Leather is the first Fulbright student from Sacred Heart University in Fairfield, Connecticut, where she graduated in 2011, with a dual major in political science and religious studies.

“In expanding the content that these students have access to, I hope they will gain a global perspective of the world in which they live,” said Leather.



Kelly Leather and Nilda Arjon at the American Corner in Tirana.



Kelly Leather, standing at center, oversees students with Kindles.

Advancing Knowledge

Reflections from a Fulbrighter

Mary Wagner, St. Catherine University

2010-2011 U.S. Scholar, Zambia

I spent 11 months in Lusaka, Zambia, teaching in the University of Zambia's Library Studies program and working with the Lubuto Library Project, helping open a new library and creating literacy activities for children.

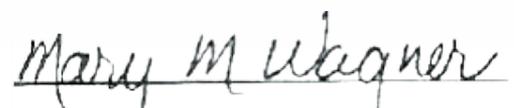
University Library Studies department lecturers welcomed me and prepared me well to teach in a different style than I use at my academic home, St. Catherine University in St. Paul, Minnesota. I especially enjoyed accompanying two lecturers to Zambia's Copper Belt to supervise students in their required practicum. I observed students working in public, academic and corporate libraries, talked with their supervisors and learned much about the challenges of developing, accessing and using collections of books and online materials in under-resourced settings. Just as in Minnesota, libraries in Zambia form consortia and networks to facilitate access to information for those who need it.

The children – many living on the streets - who regularly visit the two Lubuto Libraries in Lusaka are drawn to picture and informational books. They engage with text and pictures, reading and re-reading books that grab their attention. Beyond providing a sound collection of youth-appropriate materials and literacy activities, the Lubuto Libraries consider children holistically. They provide opportunities to experience art, drama, dance and music in a safe, nourishing environment. Working with children at the newest Lubuto Library, in Garden Compound, returned many rewards, both professional and personal.

I also had the pleasure of working with Mr. Chabamba Johnstone, a Library Studies student who, with colleagues, started a community library in Chawama, one of the largest and poorest compounds in Lusaka. The CHABS Community Library is open to children and adults of all ages, and provides a quiet space to study, a venue for meetings of the Reading/Writing/Spoken Word club and a place to dream about futures that can follow from doing well in school. Mr. Chabamba inspires me. He epitomizes the generosity of Zambians who dedicate their talents and personal resources to serve the children and build a better future for their country.

So many experiences brought new learning and satisfaction to me! I attended a regional conference of librarians and information professionals, presented a paper at the Zambia Library Association annual conference, joined the School of Education Female Lecturers Association, and participated in International Women's Day activities that brought ladies from the compounds and women university lecturers together to discuss how education changed their lives.

Other memorable experiences included attending Zambian ceremonial celebrations, travelling to different regions of the country, visiting and volunteering in community schools, practicing Cinyanja (just one of Zambia's 72 languages) with a tutor, attending funerals of colleagues' family members, welcoming new babies into the world, and making lasting friendships. My husband, daughters and I are ever so much richer for our time among the people of Zambia. We are grateful to the Fulbright Program for making it possible.





Mary Wagner, standing, third from right, with friends.



Children line up to visit the library.

Fulbrighter Promotes Scientific Collaboration through Astronomy Outreach

Eduardo Bendek, Pontificia Universidad Católica de Chile
 Fulbright Science & Technology Fellow, University of Arizona



The Optical Outreach Abroad team at the Paranal Observatory platform during sunset.

When Eduardo Bendek departed for the University of Arizona to study at the College of Optical Sciences, he sought to promote scientific collaboration between the United States and Chile. He explains that the pristine, quiet, and dark skies of the Atacama Desert on the Pacific coast, combined with the proximity of solar energy production and well-connected electrical grids, makes Chile a prime spot for astronomical observation. Given such a unique opportunity to promote international collaboration and technology sharing, Bendek organized an Optical Outreach Abroad program that initially brought three colleagues from the United States to Chile in March 2011. The team held astronomical

optics workshops for graduate students, observatory engineers, and local astronomers at Pontificia Universidad Católica de Chile. They also performed optics demonstrations for high school students in Santiago, while providing donated equipment such as Galileoscopes and teachings kits to each school. The workshops earned excellent evaluations from the attendees, students, and teachers, and encouraged many participants to pursue similar projects on their own. Bendek anticipates that the Optical Outreach Abroad program will continue to develop as a long-term initiative that will expand to include participants from other countries.



High school students hold the Student Optics Chapter (SOck) banner.



Diffraction experiments at the workshop.



High school students after the presentation.

Applying Robotic Study to Wind-Power Turbine Design

Gabriel Preliasco, Uruguay

2011 Fulbright NEXUS, National Wind Technology Center



Gabriel Preliasco at the National Wind Technology Center in Colorado.

During his Fulbright NEXUS exchange, Gabriel Preliasco conducted research at the National Renewable Energy Laboratory in Colorado, developing state-of-the-art research techniques and working on a U.S. Department of Energy (DoE) project. Prior to his Fulbright NEXUS grant, Preliasco earned a Master of Science degree in Robotics and Automation from the University of Tennessee in 2005, as a visiting Fulbright student. He returned to Uruguay to found Latin American Robotics, a robotics design and construction company, and has begun working

for the national power company of Uruguay to help develop micro-energy generation and regulation. He is applying his experience towards designing a small wind-power turbine for use at low-speed wind sites. Preliasco's research is expected to expand technologies available for sustainable energy production and to make wind-power generation available for household use. He has also begun a project to develop renewable energy on Easter Island with fellow NEXUS Fulbrighter, Dr. Enzo Sauma.

“The Fulbright Exchange helped me to improve my research, learn in a state-of-the-art laboratory, and work on a DoE project,” Preliasco said.

Humphrey Alumna Creates Investigative Center in the Baltics



Inga Springe (left) works with journalism students at the University of Latvia.

Inga Springe, Latvia

2010-2011 Humphrey Fellow, University of Maryland Journalist Inga Springe created and launched the first non-profit investigative journalism center in the Baltics. The *Baltic Center for Investigative Journalism* (BCIJ) in Latvia began operations in August 2011, and performs long-term and in-depth cross-border investigations of socially important issues, including corruption, crime, finances, entrepreneurships, health and human rights. The Center is based at the Department of Communications Studies at the University of Latvia, where Ms. Springe teaches courses on investigative reporting and computer-assisted reporting.

A Ground’s Eye View of the Chinese Freight Industry

Rachel Katz, Brown University

2011 U.S. Student, China

In order to better understand the trucking industry in China, Rachel Katz spent six months and 8,000 miles hitchhiking across the Chinese countryside in long-haul trucks. Joining over 30 drivers, who spend much of their lives on the road, she rode along on various hauls that took her from Chengdu to Shenzhen to Shanghai, and back again. In interviews with truck drivers and company managers alike, she examined from the inside the logistical system that has kept China’s freight moving across the country. Katz’s research highlights the complexities of the Chinese freight industry, from the layers of interaction between factories and delivery points to the chalkboard-based freight markets where truckers compete for bids. From this perspective, she explains, you not only see the larger picture of China’s economic development, but also the effects it has on the personal lives of Chinese workers. Katz plans to publish her experience and findings in a book called, “Long Haul China: Hitchhiking Diplomacy.”

“The best way to start building an understanding of a foreign culture, economy, or political system is to get to know the people involved. The view of China from inside a truck gives particular insight into aspects of the economy and culture that often go unnoticed,” said Katz.



Rachel Katz with a truck driver in China, on one of her long-haul trips.



Drivers usually travel in groups with others from their hometown. The groups become an important support system during the weeks away from family.



The drivers reach a destination, often a freight market, to drop off a load and find a new one. They wander up and down rows of tiny intermediary companies browsing the available loads displayed on chalk boards.



The trucks are driven hard and under-maintained. To stay in business drivers push their trucks to the limit in a constant balancing act to save money and maintain the truck just above the threshold of breaking down.

Humphrey Fellow Honored for Innovative Work on Gerontology in China

Danni Xiang, China

Humphrey Fellow, Emory University

Danni Xiang, a physician in the geriatric department at her hospital in Shanghai, was a 2008-2009 Humphrey Fellow at Emory University where she “learned of the modern geriatric concept.” Since her return to China, she and her clinical team have won three awards, including the Chinese National Excellent Female Professional Group.



Danni Xiang (left) with Director of the Geriatrics Department at Peking Union Hospital at the 2011 Geriatric Society Meeting.

Warm Hospitality Greet Fulbrighter in Southern Siberia

Dr. Nancy Muleady-Mecham, Northern Arizona University

2010 U.S. Scholar, Gorno-Altai State University, Russia



Dr. Nancy Muleady-Mecham (seated at center-right) leads community outreach in astronomy at Gorno-Altai State University, Altai, Russia.

Though initially drawn to southern Siberia's natural beauty, Dr. Nancy Muleady-Mecham was most impressed by the warm hospitality of the people she met during her work and travels in the Altai Republic. She notes, "The people of Altai are truly remarkable. They are survivors... it's often all about the here and now, for there is no future if there is no surviving the now."

Known as "Doc Nancy" to her students, she spent the fall of 2010 conducting research in protected nature reserves and teaching courses on anatomy, physiology, and evolution at Gorno-Altai State University (GASU). As part of her outreach, Dr. Muleady-Mecham also established the university's first astronomy club. The Altai Astronomy Club attracted not only students and faculty from GASU, but also local grammar

school and high school students with their families. Even the local fire department and ambulance crews were involved. The popular meetings attracted over 100 participants each. After returning to the United States, Doc Nancy has given public presentations highlighting her time in Siberia, and she continues to wake up at 4am to join Altai Astronomy Club meetings through Skype.



Students practice using a glucometer in a class on medicine at Gorno-Altai State University, Altai, Russia.



Bridge at Tunger, Altai, Russia.



Where the step meets the mountains.

English Teaching Assistant Program Launched in Greece

Stephanie Aigner and Kathleen Peterson

2010-2011 English Teaching Assistants, Greece

In 2010-2011, Greece launched the English Teaching Assistant Program with two student teachers. Stephanie Aigner and Kathleen Peterson taught English at two elementary schools where they worked with English teachers on their day-to-day activities, and lesson plans and one-on-one with bilingual students. Aigner also worked with the U.S. Embassy in Athens as a volunteer for the American Corners Program, giving presentations to teachers and students around Greece about the environment, English



Fulbrighters during their orientation, in 2010.

Teaching, as well as American holidays such as Black History Month and Thanksgiving. By bridging these connections, she immersed herself even further into the Greek culture and lifestyle, bringing aspects of Greece home with her in the way that she looks at life. This was such a positive experience for both students, as well as for the Fulbright Program, that Fulbright Greece has decided to implement the ETA program officially and looks to expand it further in the future.



Stephanie Aigner and Kathleen Peterson with Greek students.

Diving into International Trade in Brazil

Dawn Powell, University of Southern California
2010-2011 U.S. Student, Brazil



Fulbrighter Dawn Powell in Brazil.

Given China and Brazil’s increasing role in the global economy, Dawn Powell decided to spend a year in Brazil to better understand the evolving trade relationship between the two nations. In the course of conducting personal interviews and site visits, Powell learned not only about the policy obstacles affecting foreign trade and investment, but also how to navigate the social aspects of life and business in Brazil. She anticipates having her findings, and her prescriptions to improve Brazilian economic policy, published this year. Having completed her Fulbright program, Powell intends to return to Rio de Janeiro to work at a private equity firm, and eventually become more involved in microfinance, international development, and social enterprise.

Fulbrighter Finesses Fumble-Free Feat on Field

KiJuan Ware, Western Illinois University
2001 U.S. Scholar, Japan



KiJuan Ware

Fulbright alumnus KiJuan Ware, who studied in Tokyo, was recently named the offensive coordinator for the Western Illinois University football team. As running backs coach during the 2010-2011 season, Ware oversaw the first season without a fumble from a running back in school history. Previously, he helped lead Miami University to the 2009-2010 Mid-American Conference championship. In addition to coaching football, Ware holds a Bachelor’s degree in mathematics and computer science, as well as a Master’s in physical education.

Building Community

Reflections from a Fulbrighter

Anthony Branker, Princeton University

2005-2006 U.S. Scholar, Estonian Academy of Music and Theater

There is so much that I have gained as a result of my experience as a U.S. Fulbright Scholar living in Estonia. Simply stated, this was an “opportunity of a lifetime” that has had a tremendous influence on my work as an educator, composer, conductor, and scholar. I can also say with confidence that my time in Estonia was one of the most creative and productive periods of my life. During my residency, I was able to compose thirty-two new works for various jazz groups; twenty-five of which have been recorded by my own jazz collectives for Origin Records (*Blessings*, 2009; *Dance Music*, 2010; *Dialogic*, 2011,) and there are plans to document six others on two separate projects.

While living in Tallinn, I had many wonderful opportunities to interact with and get to know a number of the country’s citizens, either through my work with students at the music academy or through the U.S. Embassy. They introduced me to their rich cultural history as well as their traditions, their foods, and their music. They were always extremely gracious and quite willing to share their personal experiences of living in Estonia during “Soviet Times” as well as their views on America and Americans. We talked about many things...

We talked about the incredible solidarity shown throughout the Baltic states that resulted in the “Baltic Chain of Hands” – an event that took place in August 1989 where close to two million people joined hands to create a continuous human chain across Estonia (from the capital city of Tallinn) through Latvia and across its southern border into Lithuania, all in an effort to draw the world’s attention to the plight of these Soviet occupied territories.

Many of the Estonians I met also shared stories about their participation in the “Singing Revolution,” which took place over a four-year period (1987-1991). In Estonia, this was essentially a nightly gathering where incredibly large crowds (eventually close to 300,000 people) assembled in the capital city of Tallinn to sing national songs and hymns, which was a forbidden activity during Soviet times. When Soviet tanks moved in, in an attempt to disperse the crowds as well as to occupy and eventually destroy Estonian radio and TV stations, the citizens created a human shield to block such attempts. This peaceful, non-violent protest eventually led to the restoration of an independent Estonian state and a formal legislative refusal to recognize Soviet authority.

Estonia will forever have a special place in my heart, and it is my hope that there will still be many more opportunities for me to return and give a little something back as a show of appreciation for the countless ways that I have been enriched by my time there. I am so very fortunate to have had the chance to share my passion for the music of jazz in this captivating country, and I am so very thankful for the honor of representing the United States of America as a jazz ambassador and U.S. Fulbright Scholar.



Following his Fulbright Program in Estonia, Dr. Anthony Branker developed an ongoing collaborative relationship between the Estonian Academy of Music and the Jazz Studies Program at Princeton University. This has included visits of musicians, ensembles, and scholars between both universities to facilitate musical and cultural exchange, as well as to work together on original compositions and arrangements. In March 2011, Dr. Branker returned to Estonia with a group of his jazz students from Princeton University to collaborate with jazz students at the Estonian Academy of Music and perform for jazz lovers in the cities of Tallinn and Tartu. They held a workshop for students and instructors at Tartu Music High School, bringing together musicians from both countries for a shared musical experience.



Dr. Branker (far left) with members of the Princeton University Jazz Composers Collective.



Princeton drummer Kevin Laskey and Estonian student bassist in rehearsal.



Princeton pianist Jason Weinreb and drummer Kevin Laskey perform with an Estonian vocalist and bassist for the Estonian Academy of Music and Theatre in a mixed ensemble.



Princeton flugelhornist Will Livengood, vibraphonist Jackson Greenberg, and bassist Eric Weiser perform with jazz studies students for the Estonian Academy of Music and Theatre in a mixed ensemble.

Fulbrighter's Experience Brings Hope to Iraq

Hala Al-Sarraf, Iraq

2006-2007 Visiting Student, Columbia University



Hala Al-Sarraf speaks to the U.S. Embassy in November 2011 about how Fulbright built long-lasting partnerships for her.

Iraqi Fulbright Student Program alumna Hala Al-Sarraf earned her Master's Degree in Public Health from Columbia University in 2007. Following her Fulbright year at Columbia, she helped found the Iraq Health Aid Organization to promote health services accessibility for women and children in Iraq. Her Fulbright experience empowered her to work with energy and conviction to assist some of her country's most vulnerable populations during a period of great instability and uncertainty.

Partnering with a U.S. organization following her Fulbright program, Ms. Al-Sarraf managed to distribute thousands of academic books in major academic fields to Iraqi universities in 2008-2011. She also used contacts she developed with Institute of International Education to engage in an "Iraq Scholar Lecture Series" through which her organization hosted video lectures with Iraqi professors outside of Iraq for hundreds of students in universities in eight different provinces. She is currently working to link two U.S. foundations with the Iraqi Ministry of Labor and Social Affairs to conduct specialized training for 40 Iraqi social workers who serve orphans.

Ms. Al-Sarraf is an active member of the State Alumni Network in Iraq. She mentors younger alumni and promotes cooperation between Iraqi non-governmental organizations and the U.S. Embassy. She recently spoke about her experiences at a conference jointly sponsored by Iraq's Ministry of Culture and the U.S. Embassy. Ms. Al-Sarraf also volunteered to participate in an interview with the U.S. Embassy to promote the Fulbright Program. In that interview, she described how the Fulbright Program builds bridges between the United States and people around the world.

Her willingness to share her experiences publicly in Iraq is a testament to her commitment to the purpose of the Fulbright Program. As she wrote in a message to the U.S. Embassy, "Had it not been for Fulbright... I would not have been able to achieve such successes."

Film Documents the Sorrows of National Division

Jason Ahn and Bum Lee

2006-2007 Fulbright Junior Researchers, South Korea



Jason Ahn discusses "Divided Families" at a screening of the documentary.

Fulbright Korea recently hosted the world premiere of "Divided Families," a documentary depicting the social divisions caused by the Korean War and the remaining scars. Although an estimated 100,000 first generation Korean-Americans have immediate family members in North Korea, there is no formal means through which they can reunite. The film reflects some of the families' stories as they recall those who have remained in North Korea for the past 60 years and their dreams of once again seeing their loved ones. "Divided Families" was directed by 2006-2007 Fulbright Junior Researcher Jason Ahn, with fellow Fulbright Alumni Bum Lee (2006-2007), Hein Seok (2006-2007), and Caroline Key (2010-2011) taking part in filming and production. Envisioned as

a historical record and powerful narrative, the documentary has been screened before members of the United States Congress and is being shown at universities and benefit functions across the United States.

Excerpt from *The Last Woro Woro to Treichville: A West African Memoir* by Sibyl James

Sibyl James

1989-1991 U.S. Scholar to Tunisia

1999-2000 U.S. Scholar to Côte d'Ivoire



Sibyl James with friends.

The beaten down earth of the courtyard in my apartment complex is always busy with children. When they see me coming, they shout “tanti, tanti.” At first I thought this might be some sort of cultural slur, like the people who refer to me as *la blanche*, the white woman. Then a friend explained that it was in fact a term of respect, another way of saying “auntie.” The children temper their respect for me with a playful attitude. Some days I think I’ll start charging them for the entertainment value I provide. When I turn the corner into the courtyard, they race for the dark flights of stairs that lead to my apartment, where they hide, leaping out at me as I climb up. Normally, I play along with the game, shouting “j’ai peur, j’ai peur” (I’m afraid) as I mount the steps, fluttering my hands in mock terror when they leap out. Now and then, when I think the coast is clear, some child materializes out of the dark and spooks me. Occasionally, one of the girls throws her arms around me in a hug at the end of the game.

Being the Pied Piper can be annoying at times, but I believe it makes me a more accepted part of the neighborhood, thus increasing both my safety and the depth of my experience of Africa. Soon after I moved in, one of the embassy’s men in charge of security stopped by to check out my living situation. If more Americans would live like you do, in the heart of an African neighborhood, the crime rate against foreigners would drop, he said. And so I constitute a security risk—since I have no private system of guards, no compound walls, no burglar bars and no official radio—and at the same time, my lack of these things makes me an unlikely target.

My windows and balcony, like those of the other apartments, look out onto the life of the hood. I spend a lot of time peering into it. One morning, I see a young child on the balcony below mine and in the courtyard a woman sweeping. She’s apparently the mother and between her and the child, there’s a constant melody of *ba ba boos*. Another day I see a man in the courtyard, his face suffused with affection, staring toward a balcony where a small girl smiles back, equally enrapt. Daddy’s home for lunch, I think. There’s a constant interchange between the life in the apartments and the life in the courtyard, and as I lean out my windows to watch, I’m becoming part of it. Sometimes I feel like a presidential candidate, who ought to start kissing babies. I haven’t done that yet, but today a *mama* encouraged her toddler, a girl with a head full of pink barretted pigtails, to shake my hand. She put out her tiny fingers which clasped mine.

Dr. Sybil James had two Fulbrights to Tunis, Tunisia, 1989-91, and one to Abidjan, Côte d'Ivoire, 1999-2000. She lives in Seattle, Washington, where she recently retired from teaching at Highline Community College. The African memoir is her ninth book. She is studying Zen and Tai Chi. She volunteers at a fair trade store and as a docent at the Chinese garden.

Fulbrighters Organize and Support Earthquake Relief in Christchurch, New Zealand

A series of major earthquakes hit Christchurch, New Zealand, in September 2010, significantly damaging the city. A group of U.S. Student grantees to New Zealand organized relief efforts, including bake sales to raise funds to augment private donations. Several Fulbright alumni worked to raise public awareness. 2003 U.S. Senior Scholar Kevin Furlong, a geologist from Pennsylvania State University, teaching at the University of Canterbury in Christchurch, appeared on television to explain the science behind the event. Dr. Helen Anderson, a seismologist and 1990 Visiting Scholar from New Zealand, gave free public lectures in Wellington and Christchurch. In February 2011, an even more destructive earthquake hit Christchurch and took 185 lives. Kyle Rosenblad, a U.S. Student in Christchurch conducting field research at Lincoln University in Canterbury, remained in the city while others were evacuated to assist a Student Volunteer Army with cleaning up damaged residential areas.



Left to right: 2010 Fulbright US Graduate Students Bradley Markle, Elizabeth Beall and Julie Polakoski hold a bake sale to fundraise for Christchurch earthquake relief.

Rosenblad later said, “...paradoxically, the earthquake presented me with the greatest opportunity of all...I got to know Christchurch in a way I’d never known any other place...I made friends I wouldn’t otherwise have met, and I was afforded a glimpse of the very best of society.”

Fulbrighter Resolves to Rebuild His Country

Ahmad Shoaib, Afghanistan

2010-2011 Visiting Student, Duke University

While Ahmad Shoaib feels humbled to have been one of 47 Afghan students to study in the United States through the Fulbright Program last year, he also considers himself to be among the lucky ones. Between difficulties accessing the Internet and the risks associated with being a U.S. government-scholarship recipient, many in Afghanistan have been unable to pursue education abroad. Given the opportunity to study engineering at Duke University, Shoaib plans to help improve Afghanistan’s infrastructure and electrical grid. While sharing his culture and learning about American life with U.S. students, he has been inspired also by the commitment of other Afghan scholarship students he has met. The Fulbright Program, he says, has helped reinforce his resolve to return to Afghanistan and contribute to society. “If I’m not doing that, I’m not doing this program justice. And I don’t think I’d be doing myself justice,” Shoaib told *The Chronicle of Higher Education*.

“The sky is no longer my limit”

James Tamba Lebbie, Sierra Leone

2009-2010 Visiting Student, Fordham University



James Tamba Lebbie at his graduation from Fordham University.

James Tamba Lebbie arrived in the United States to begin his graduate studies in 2009 filled with excitement, determination, and humility. Having grown up in rural Sierra Leone, Lebbie struggled through the disintegration of his family and the hardships of civil war. He has now come to call the “organized chaos” of New York City and the “lush green and hospitable campus” of Fordham University his home away from home. Lebbie graduated in 2011 with a Master’s Degree in Public Communications, for which he expresses gratitude to the Fulbright Program for shaping him “into a truly global citizen with immense social capital.”

“The sky is no longer my limit; I have resolved to touch the sun or die trying,” said Lebbie.

English Teaching Assistants Organize Benefit Concert for Flood Victims

Korin Tangtrakul and Steven Aung

2011 English Teaching Assistants, Thailand



Fulbright ETA Steven Lin receives a donation from a member of the local community.

In November 2011, at the Sawananan Wittaya School in Bangkok, Thailand, Fulbright English Teaching Assistants Korin Tangtrakul and Steven Aung organized a benefit concert to support soldiers who had aided victims in the recently flooded area. The concert was open to the community with three bands participating over two nights under banners reading “Bags of Caring Hearts.” Over \$775 were raised for the soldiers and students crafted letters to accompany the proceeds.

Korin Tangtrakul said, “Out of everyone, I think the band had the most fun... they played longer than we could stay on our feet, and they took the boxes, walking around the market, asking for donations... though still too shy to speak English to their teacher. I think the event brought me immeasurably closer to those students that got involved.”

Medical Researcher Emphasizes Alternatives to Surgery

Syed Nabeel Zafar, Pakistan

2009-2010 Visiting Student, Harvard School of Public Health

After graduating from the Harvard School of Public Health in 2010, Syed Nabeel Zafar joined the Aga Khan University Medical College Department of Surgery as a junior research faculty. He had proven instrumental in establishing collaborative networks between Aga Khan University in Karachi, Pakistan, and Johns Hopkins University in the United States to conduct research on trauma outcomes. Nabeel also published a paper, “Outcome of selective non-operative management of penetrating abdominal injuries from the North American National Trauma Database” (British Journal of Surgery, January 2012) in which he examines evidence for the controversial treatment of abdominal gunshot injuries, known as selective non-operative management (SNOM). Nabeel’s study shows that despite the prevalence of traditional surgical treatments, SNOM techniques can successfully treat minor gunshot and stab wounds, thus reducing the risk of complications and infections and decreasing medical costs.

Humphrey Alumnus Appointed as Pan-American Health Organization/World Health Organization Representative to Suriname

Dr. Guillermo Troya, Ecuador

1984-1985 Humphrey Fellow, George Washington University

Dr. Guillermo Troya was appointed as the country representative for the Pan-American Health Organization/World Health Organization (PAHO/WHO) in Suriname. Dr. Troya oversees the organization’s presence in country, as well as monitors and supports national efforts to improve the health and well-being of the Surinamese people. Dr. Troya, originally from Ecuador, previously worked in the Caribbean region for 14 years with PAHO/WHO. He credits the Humphrey Program for giving him the tools to “...better understand the importance of science and technology in the improvement of the quality of life and development; the importance of scientific research and technology transfer in support of development efforts; and the importance of evidence-based research for decision making and policy making.”



Dr. Guillermo Troya signs the United Nations Development Framework guidelines to accept his position as PAHO country representative in Suriname.

Senior Scholar Creates Software Teams for Collaborative Student Projects

Dr. Ronnie Ward, Texas A&M University

2011-2012 U.S. Scholar, Indonesia

Fulbright Senior Scholar Dr. Ronnie Ward, a professor at Texas A&M University (TAMU), conducted research on global software development at the *Institut Teknologi Bandung* (ITB) in Indonesia. He successfully teamed 50 Indonesian informatics students with 55 computer science students at TAMU. Together, the students developed software in various projects. In the fall of 2011, the students created a restaurant order management system, which is representative of products that require teaming for further development.



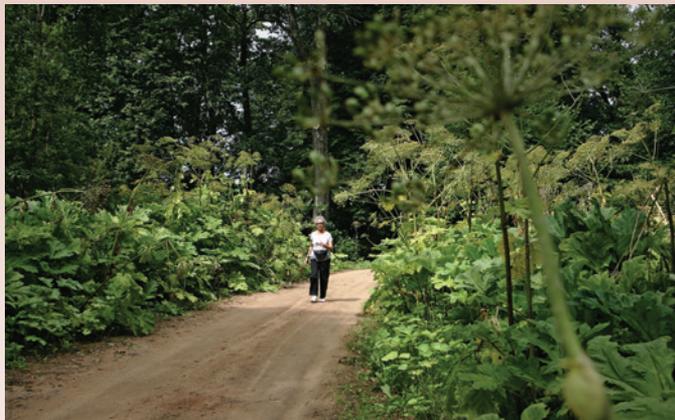
Dr. Ronnie Ward, at far right, and his fall 2011 students receive their certificate after completing the course on Global Software Development and International Teaming.

“Teaming students from ITB with students at TAMU created a ‘multiplier effect’ into my Fulbright. I have many, many stories of cultural exchange between the students, many of whom are now friends on Facebook, for example. The project work also captured students’ interactions, which included about 10,000 messages categorized into planning, contributing, seeking input, communicating, and socializing,” said Dr. Ward.

Fulbrighter Engages Latvians in Fight against Invasive and Poisonous Giant Hogweed

Mike Larivee, University of Memphis

2010-2012 U.S. Scholar, Latvia



A Latvian woman walks amongst the giant hogweed.



Mike Larivee talks with Latvian students about giant hogweed.

In June 2010, Fulbrighter Mike Larivee arrived in Latvia to conduct fieldwork, participate in coursework, and present his research to support his graduate work at the University of Memphis. Larivee and a group of researchers, led by Dr. Gregory N. Taff, developed The Giant Hogweed Project, an interactive public science effort to control a poisonous, invasive weed that has displaced native plants and wildlife, altered the cultural landscape, and continued to cause serious injury throughout Latvia. Larivee’s team used data provided by local participants, which gave the public a voice and an active role in dealing with a serious environmental problem. Larivee returned to Latvia in August 2011 to continue his research on giant hogweeds. He taught at the Baltic International Summer School and then performed intense fieldwork as a basis for continuing The Giant Hogweed Project. He also visited Latvian elementary schools to speak with students and participated in several “Meet America” events arranged and supported by the U.S. Embassy in Riga.

Fulbright Experience Transforms French Student's Life

Faten Saleh, France

2008 Visiting Student, American University



*Fulbright alumna
Faten Saleh of France*

“The Fulbright experience has totally transformed and enriched my life in so many ways. It helped me shape who I am and discover what I wanted to do with my life,” said Faten Saleh of France, an alumna of both the Fulbright Foreign Student Program and the Summer Institute for European Student Leaders.

Saleh, an advocate for diversity and human rights, exemplifies how Fulbright alumni can build on their exchange experience to make a positive impact. Her projects and activism have challenged stereotypes, fostered people-to-people connections, and strengthened the alumni community.

Following the Summer Institute for European Student Leaders program in 2006, Saleh implemented several volunteering initiatives she had observed in the United States. During her Fulbright year at American University in Washington, D.C., in 2008, she continued her activism. Elected to the Executive Student Board, she co-organized a series of lectures on sensitive issues, including the Israeli-Palestinian conflict, where she led participants to discuss rather than confront each other. She also participated in a Fulbright Enrichment Seminar in San Antonio, Texas, focused on the theme of “Social Entrepreneurship.”

On returning to France, Saleh demonstrated her commitment to promoting community service among European youth. She helped establish a debate group for French youth, Club J.E.A.D., and became involved with *Convergences Méditerranée*, an NGO dealing with diversity and understanding in France. She joined the staff of the Special Representative of France to the Middle-East before becoming an international advocacy assistant in a Palestinian non-governmental organization (NGO) in Israel. She also partnered with two other alumni and built on the Fulbright Enrichment Seminar model to organize a three-day seminar on social entrepreneurship, held in Paris in January 2011 for Summer Institute for European Student Leaders alumni. Saleh enlisted the support of the Franco-American Fulbright Commission, the French Fulbright Alumni Association, and the U.S. Embassy in Paris, to host a dynamic workshop that reunited 100 alumni who were challenged by social entrepreneurs to design their own initiatives. Several ideas sparked at that forum became project entries in the U.S. Department of State's Alumni Engagement Innovation Fund competition.

Reflecting further on her exchange experience, Saleh explained, “I realized that those crazy ideas I often had and dismissed because I thought they would never be implemented were accepted and supported by the Fulbright community. Fulbright made me realize that I could actually live my life the way I wanted to, not the way I was expected to.”



David Geddes

Humphrey Fellow Works to Advance Safe and Secure Water in Jamaica

David Geddes, Jamaica

2009-2010 Humphrey Fellow, University of Washington

For Jamaican utilities specialist David Geddes, his Humphrey Fellowship at the University of Washington exposed him to an “environment for learning and utilizing cutting edge technology.” In October 2011, he was appointed as Vice President of the National Water Commission in Jamaica, where he will use not only technical skills but also take advantage of having worked with people from diverse cultural backgrounds.

Fostering Mutual Understanding

Reflections from a Fulbrighter

Nathan Hall, New York

2010-2011 U.S. Student, Iceland

In 2008, two artist colleagues of mine in Pittsburgh went to Iceland on the Fulbright program. I knew about many of the surface-level images and facts about Iceland: its volcanoes and waterfalls, the music scene, Björk, Sigur Rós. Learning more and more from my colleagues about their time in Iceland, I became fascinated with the country and its culture; I began taking Icelandic language lessons in the States, and I applied for my own Fulbright. My original goal was to experience how the Icelandic landscape informs and influences everyday life there, and to explore the ways in which music and the arts are an integral part of society. I came back from Iceland having learned so much more about the interconnectedness of world culture and the individuality of the creative process.

While in Iceland, I participated in many musical and artistic projects, and tried to meet as many people as possible. I sang regularly in a local choir, learned to speak Icelandic (as best as possible in a short time), and traveled to many awe-inspiring sites around the island.

My most memorable experiences were my projects that involved collaborations between me (a composer) and Icelandic artists. By working together, I experienced first-hand how Iceland as a nation and as a landscape inspires its artists, and what they value out of life and work. For my outdoor music piece ‘The Pink Rose,’ I collaborated with performance artist Ásdís Sif Gunnarsdóttir and a small choir, who recited texts and played bells in the Reykjavík cemetery. I found out just how important family connections are to Icelanders, that many of them truly feel a close connection to nature, and how much fun they have singing (for any and all occasions). I don’t think ‘The Pink Rose’ could have been performed the same way in America; our relations to history, nature, and communal music making are fundamentally different from people of other nations.

My biggest project was a long-term work over the course of my whole stay in Iceland. I wrote and recorded an album of songs and electronic sound “collages” called *The Origin of the Sun and Moon*. If I visited a small town, I would try and play the piano in their church, or record sounds from nearby waterfalls, geothermal sites, or ocean waves. At first I had few resources; I arrived in Iceland basically not knowing anyone, and I struggled to find new ways of making work. As time went on, I got to know more and more people, and new opportunities emerged. Sometimes people would tell me stories or sing folk songs that I would document. Other times we sang together or improvised music on the spot. I collected all these recorded clips and created new music out of them. The album is now a musical diary of many of the places I visited and people I met along the way.

Simply stopping by to introduce myself to artists and musicians and offer a helping hand often led to surprising results! I met Hörður Torfason, one of Iceland’s most famous musicians and human rights activists; I wrote and recorded music for choirs; I worked with an Argentinean singer, an organist, and a drummer, and I performed at the National Gallery of Iceland.

My friendships with Icelanders helped me to understand the intricacies of another culture. The images and stereotypes that come across the ocean are only a fraction of the “real” Iceland, a complex and colorful country full of people with diverse views about nature preservation, politics, religion, and ethics. I hope that my being

a cultural ambassador there also broadened the visions of what it is to be an American. Several people also admitted that my time in Iceland made them appreciate their own country all the more. I'd like to think that I helped a few people notice something special about the mountain views, the universal health care, and the thriving arts culture that can so easily be taken for granted.

My sense of what it means to make music has greatly expanded since my time as a Fulbrighter. I am more comfortable with creating work outside of my normal medium, outside of my 'comfort zone' of printed music on the page. I have focused my career goals to include more artistic collaborations as well as teaching music, hoping to inspire others to pursue life-enriching careers. I've applied to several artist residencies in pursuit of projects that take nature as its inspiration, making music out of the surrounding landscape. When organizations consider me for future commissions, it will be extremely valuable for them to see that I have received the Fulbright, and continue to promote cross-cultural exchanges between the US and Iceland.

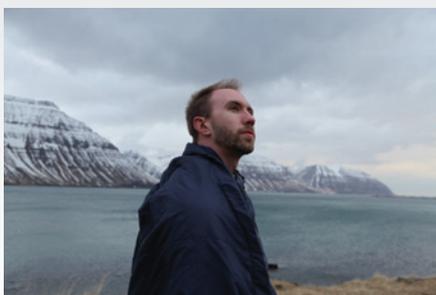
My awareness of what it means to be a cultural ambassador has also changed. I now know that researching another culture and fully immersing yourself in all of its intricacies are very different things. Since then, I have helped several other candidates apply for their Fulbright and fellowship opportunities, in hopes they can find as much inspiration in their own research as I have had in mine.

Nathan A. Hall

Nathan Hall, a 2010-2011 Fulbright Student to Iceland, had the opportunity to perform at the National Gallery of Iceland, collaborating on several occasions with musicians from Iceland and Argentina and the United States. Drawing inspiration from Iceland's natural beauty, Hall wrote music reflecting the interactions between people and natural landscapes.



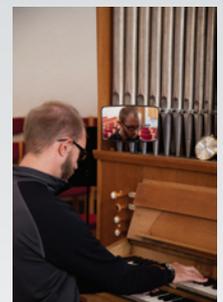
Composer Nathan Hall with members of Áskirkja choir, record a work for his album.



'The Origin of the Sun and Moon': Composer Nathan Hall in the West Fjords of Iceland.



Nathan Hall and Ásdís Sif Gunnarsdóttir with choir members perform their work 'The Pink Rose' in Reykjavik.



Composer Nathan Hall records music on an organ at Stykkishólmur Church on the Snæfellsness Peninsula of Iceland.

Humphrey Fellow Shares His “American Journey” with the Public

Orlando Acosta Patiño, Panama

2005-2006 Visiting Humphrey Fellow, University of Oregon

As Orlando Acosta Patiño began his Hubert H. Humphrey Fellowship Program in 2005, his goal was to study ways to improve land use management and water conservation, particularly concerning the water supply and operations of the Panama Canal. Acosta Patiño was most surprised, however, by the close links between the Pacific Railroad Company’s role in the development of Eugene, Oregon, and the construction of the Panama Railroad in his home country. This inspired him to explore the United States and its historical legacies including the Oregon Trail, the Civil Rights movement, and Ulysses S. Grant’s excursions into Panama. Through this experience, he developed a deeper understanding of the roots of American society as well as the vital role of immigrants in building the nation. Upon returning to Panama, Acosta Patiño opened “One American Journey,” an exhibit of 24 of his photographs highlighting immigrant communities, conservation efforts, and urban, technological, and cultural themes he encountered while traveling throughout the United States.



Orlando Acosta Patiño’s photo exhibit, “One American Journey” at the Museo del Canal Interoceánico, Panama, May 2011.



Emily Dykstra teaches her exchange class in the Czech Republic.



Teacher Exchange partners Emily Dykstra of the United States and Katerina Kubesova of the Czech Republic.

Czech and American Students Find Study Synergies through Teacher Exchange

Emily Dykstra and Katerina Kubesova

Lake Stevens, Washington, and Tabor, Czech Republic

2010-2011 Teacher Exchange partners

Emily Dykstra of Lake Stevens, Washington, and her 2010-2011 Fulbright Classroom Teacher Exchange partner Katerina Kubesova of Tabor, Czech Republic, received alumni funds to design and implement a joint curriculum that connected their classrooms and schools throughout the academic year. Approximately 300 students in both countries have been reading the same short stories, writing and sharing their own stories, keeping journals, and taking part in literary discussion groups through Skype, Facebook, email, and blogs. Kubesova also purchased books and secured donations that enabled her to establish a popular English language library in her Czech school. The partner teachers have developed a three-year plan to maintain this collaboration between their students and schools. The project is designed to enhance the students’ cultural understanding of each country and strengthen their communication skills through writing.

Humphrey Alumnus Creates Think Tank to Advance Israeli-Arab Peace

Nimrod Goren, Israel

2009-2010 Humphrey Fellow, Syracuse University

Since his Humphrey Fellowship, Nimrod Goren has continued his work in Israeli foreign policy with his establishment in 2011 of an independent think tank called *Mitvim- The Israeli Institute for Regional Foreign Policies*. Mitvim — Hebrew for “sketched” or “blueprints”— aims to reshape Israel’s relations with the Middle East, Europe, and the Mediterranean by promoting new paradigms for Israeli foreign policy, enhancing its regional belonging, and advancing Israeli-Arab peace. Goren is also the Director of the *Young Israeli Forum for Cooperation*. In 2009, he and others were awarded the Victor J. Goldberg Institute of International Education Prize for Peace in the Middle East for a joint initiative, *Fresh Start*. This work develops the leadership capacity of young Palestinian and Israeli professionals to address conflicts and find ways to take collective action for a more peaceful future.



Nimrod Goren and others, including Professor Donald Abelson, a leading authority of think tanks and foreign policy, at Mitvim’s inaugural Expert Workshop, May 2011.

Fulbright Artists Reflect upon Finland

FinnFest 2011

San Diego, California and Finland



Jacquelyn Gleisner, Finlandia, gouache on paper, 15.75 x 11.75 inches.

In August 2011, American Fulbrighters to Finland mounted an art exhibit in tandem with FinnFest 2011 in San Diego, California. Cherie Sampson (2010) curated the exhibit, called “Fulbright Artists Reflect upon Finland,” featuring four artists and their works inspired by their experiences in that country. Sampson exhibited a performance video produced during her grant program to eastern Finland. Jacquelyn Gleisner (2010) showed several paintings of buildings in Helsinki, including Finlandia Hall. Sabra Booth (2007) and Karen Kunc (2009) exhibited paintings as well. Sponsored by the Friends of Fulbright Finland alumni network, the exhibit received support from the Finlandia Foundation and the Fulbright Center in Helsinki.



Fulbright Finland alumni meet in San Diego, California.

To honor FinnFest, alumni of the Finnish program gathered one evening at the home of Michael Parrish (2006 Fulbright Bicentennial Chair to the University of Helsinki) and Peggy Strand for a Friends of Fulbright Finland meeting, where they enjoyed a feast, talked about their Fulbright grant experiences and reminisced about Finland. Friends of Fulbright Finland gatherings take place around the United States, drawing together alumni, always with the purpose of renewing the experience and maintaining the Finnish connection.

Reflections from a Fulbrighter

Antonio Tahhan, Cornell University

2010-2011 U.S. Student, Syria

Lost, I strolled up to a middle-aged gentleman standing a few feet beside me who was leisurely munching on a bag of peanuts. I cleared my throat as I approached him. "*Marhaba*," I said in my peculiar Arabic accent, trying my best to say "*Hello*." As the man turned to me, I asked if he could direct me to the market.

There was no rush; everything in Aleppo, Syria, happens in its own time. The man offered me some of his peanuts. I declined politely as he extended the snack-sized bag. I made sure to say, "*shokran*," or "*thank you*," so as to not offend, but he insisted. Having already lived here for a few months on my Fulbright grant, I understood this was part of the intricate, Syrian hospitality waltz. It's a well-established, figurative dance based on a set of unspoken rules. If you watch it take place between two locals, it can be quite beautiful. I was still learning. I explained how I had just eaten lunch and was absolutely stuffed. I continued with a comment about how delicious my meal had been. He smiled and led the way to the market.

We exchanged stories as we walked down the busy street. I mentioned that I was a Fulbright Student studying food in Aleppo; he chuckled and assured me I had come to the right place. In fact, many Arabs and food scholars consider Aleppo to be the culinary capital of the Middle East. Historically situated along the Silk Road, Aleppo has served as the home for a myriad of cultures: Armenian, Circassian, Greek, Jewish, Kurdish, and Turkish. They have all played a role in shaping what Aleppan food is today.

The conversation with the older gentleman went smoothly, as if I were chatting with an old friend. Once he knew I was there to study lunch, he began to tell me of all the dishes I needed to taste. As we passed prominent landmarks, he interjected to explain how I could find my way in case I ever got lost again. He insisted on walking with me until he felt confident I could find the market. When we arrived at the point where we parted ways, he extended his bag of peanuts one more time. I couldn't say no, not after all that we'd shared. That would be considered, "*aaeeb*" or "*shameful*."

I politely grabbed a couple peanuts from the small bag and tossed them in my mouth. They were dry-roasted and salted, and actually very tasty. I thanked him again, "*shokran*," and repeated it a couple more times. He responded by extending his open hand across his chest, over his heart, saying, "*ya meet ahlan w sahlán*," which roughly translates into, "*oh, you are most welcome a hundred times over*."

In Syria, and across much of the Middle East, symbolic gestures, however small, can have significant social implications. These gestures are equivalent to the imperceptible signals exchanged between two dance partners on a dance floor. Placing your hand over your heart is understood to be a gesture of openness and sincerity. Numbers also play an important role in social exchange. Many Arabic phrases can be reinforced by a quantitative amount. For instance, if you want to congratulate someone, you can say, "*mabrook*." But for emphasis, you would say, "*alf mabrook*," which literally means, "*a thousand congratulations*." Even ordinary exchanges can sometimes trigger the waltz. The expression for "*good morning*" is "*sabah al kher*," literally, "*morning of goodness*." A standard response would be "*sabah al noor*," or, "*morning of light*," but you might also hear, "*ya meet sabah*," which translates into "*one hundred beautiful mornings*."

During my stay in Syria, I met many people, like the middle-aged man, who were interested in getting to know me – and vice versa. Conversations that started about eggplants and parsley evolved into stories of love and companionship, culture and politics.

These exchanges, however imperceptible, are indicators of a larger dance meant to teach us about one another. They are a means by which we can participate in each other's cultures and form relationships based on mutual understanding. I consider these interactions to be highlights of my Fulbright in Syria. These are the interactions I carry in my heart and continue to share on my blog in an effort to continue the waltz I started more than a year ago.

Antonio Tahhan



Days in the Syrian desert require the proper attire. The scarf protects against sand, the extremely hot days, and the bitter cold nights.



A mother and her daughter in a Syrian village outside of Aleppo, known for its pomegranates and pomegranate molasses.



Syrians and non-Syrians, together on camels, trek through the hot desert in Palmyra.



Antonio Tahhan (second from left) builds new friendships with his Bedouin hosts during a camping trip to Palmyra, Syria.

After 60 Years, Alumnus Expresses Gratitude for Impactful Friendship

Changsup Hahn, South Korea

1966 Visiting Scholar, University of Iowa

Fulbright alumnus Changsup “Chuck” Hahn found at last the opportunity to pay a debt of gratitude he had been carrying for nearly 60 years. As a child in the midst of the Korean War, the 14-year-old Hahn was befriended by U.S. Marine John Holt, who taught Hahn to speak English. That effort helped Hahn to serve as the official translator for the U.S. Marine Corps’ 2nd Battalion, and further motivated him as he became a visiting Fulbright Scholar in 1966. Earning a Master’s degree in journalism from the University of Iowa, Hahn went on to become a news correspondent in Washington D.C., covering the United Nations in New York, during the Johnson and Nixon Administrations. Now retired, Hahn recently met with Holt’s family in Alabama to express his gratitude and to reminisce while looking over old photographs. Though Holt had passed away in 2000, Hahn continues to appreciate the kindness he was shown by the young Marine and the impact his friendship had on his life.



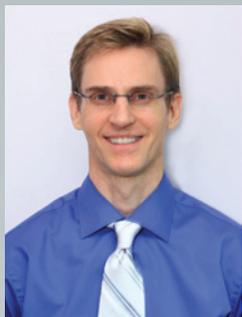
Changsup “Chuck” Hahn reminisces with John Holt’s wife, Jean.

“He helped me a lot. He taught me English. He treated me like his own brother,” Hahn told *The Birmingham News*.

Reflections from a Fulbrighter

Douglas Ramage, United States

1991-1993 Fulbright Doctoral Dissertation research grant, Indonesia



The beginning of my Fulbright story and how it contributed to what has become my lifelong association with Indonesia was the Fulbright Doctoral Dissertation research grant I received in 1991. The grant was to study the role of democracy, nationalism, and Islam in Indonesia, which was a decidedly ‘unsexy’ topic at the time. Indonesia was still firmly rooted in an authoritarian government, and very little attention was paid to democracy, much less to the role of Islam in the nascent democratization movement. Everyone told me that I would never get permission from the Indonesian government to study that. But it was the respect for the Fulbright Program that reassured that government and led to my research permit.

It was a time of immense undercurrent of political change in Indonesia. But Indonesia’s economic growth, and the unrecognized dynamism of Islamic organizations, was significantly contributing to the quiet growth of democracy. As a Fulbrighter, I could literally go anywhere and see anyone. For two full years, I spent countless hours, days and weeks with figures like Abdurrahman Wahid (“Gus Dur”) who, in 1999, would become democratic Indonesia’s first President. My research led to life-long relationships with a host of Muslim leaders, NGO figures and reformist bureaucrats who would dominate the early democratic period, or Reformasi. Fulbright ensured that I was there, at the very start of one of the world’s great transitions to democracy. The “extra” year that I had from Fulbright sealed my relationship with Indonesia. The Fulbright experience also brought me into contact with extraordinary American nonprofit organizations such as The Asia Foundation, in Indonesia since 1955, which had quietly supported reform. To me, joining the Foundation in 1995 seemed like a logical extension of my Fulbright years.

When I think of how my Fulbright experience contributed to the American-Indonesian relationship, I think it may have been this: in the early 2000s, I was able to draw on my Fulbright years and the relationships I developed then as a researcher. I was often invited in Washington as a speaker on Indonesia, including at the U.S. State Department and on Capitol Hill. I found myself urging American policymakers to recognize that there was a lot more stability and respect for pluralism and democracy in Indonesia than was assumed in the post-9-11 era. My Fulbright years taught me that Indonesia had not, in fact, been held together by coercion. Moreover, Indonesians and Indonesian Muslim organizations were often significant advocates for democratization and openness. Those insights led me to urge a more nuanced understanding of Indonesia. I feel that I might have contributed to the steadily strengthening and far more nuanced American approach to Indonesia that has emerged.

I have lived and worked in Indonesia for more than 20 years. I’ve experienced three huge transitions – from authoritarianism to democracy, from a centralized state to perhaps the most decentralized system in the world, and, finally, from Indonesia becoming a middle income country to it taking a constructive role on the global stage as the 16th largest economy in the world and a member of the G-20. I credit my Fulbright years with the honor I have had to witness, support and be part of these transitions. It is hard to identify a more dramatic *democracy and economic growth story* than that which has transpired in the 21 years since I came as a Fulbrighter.

FLTA from China Takes a Firsthand Look at U.S. Elections

Qiang Fu, China

2010-2011 Fulbright Foreign Language Teaching Assistant

While teaching Chinese language classes at the School of Advanced International Studies (SAIS) at the Johns Hopkins University in Washington, D.C., Qiang Fu experienced unique opportunities that enhanced his Fulbright experience in ways he never expected. After adjusting to the U.S. style of teaching, he adopted the content-based communicative approach. His students were able to present, watch, read, discuss, and write, all in Chinese, about Sino-U.S. issues, which greatly benefited their command of the language. Fu took ESL classes at Johns Hopkins School of Advanced International Studies, and greatly enjoyed the reading and writing courses. He also volunteered in his host community, at the Chinese Service Center in D.C.'s Chinatown neighborhood. He was thrilled in particular to have the opportunity to volunteer at the Republican National Committee's Get Out the Vote campaign, where he made phone calls to citizens about the importance of voting. This experience gave him great insight into how American democracy works.



Qiang Fu volunteers during the Republican National Committee's "Get Out the Vote" campaign.

"My Fulbright experiences have brightened my life and will undoubtedly have a far-reaching influence on me," said Fu.

Fulbright Student Researches Disability Studies in Toronto

Andrew Levinson, United States

2010-2011 Fulbright Student to Canada



Andrew Levinson in goal at the Annual Fulbright Canada Hockey Game.

Working toward his Master's degree in Critical Disability Studies, 2010-2011 Fulbright Student to Canada Andrew Levinson studied comparative disability and health policy at York University in Toronto, Ontario. As a counter-opinion in his Critical Disability Law class, and as a guest speaker in an undergraduate Geography course, he shared an American perspective on contemporary disability issues. Levinson also took part in the Fall Orientation Program in Ottawa, where he participated in the Annual Fulbright Canada hockey game playing goalie. Ultimately, he was awarded the "Spirit Award" for the most sportsmanlike player of the game. Levinson, a graduate of Hofstra University in Hempstead, New York, with a Bachelor's degree in political science, was named as Fulbrighter of the Month in June 2011 by Fulbright Canada.

Empowering Future Generations

Reflections from a Fulbrighter

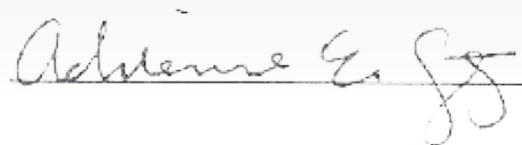
Adrienne Strong, Washington University

2010-2011 U.S. Student, Tanzania

I took my first trip to Tanzania after my freshman year of college, returning every year thereafter for increasing lengths of time while developing a research project. By the time I could apply for a Fulbright grant I knew that I wanted to continue studying women's health during pregnancy and childbirth in the Singida region of Tanzania, and the Fulbright program was a perfect fit. Over the course of my eleven months in-country, I conducted in-depth interviews with more than one hundred women in five different villages and around the region's main urban center. I also interviewed ten nurses and one traditional birth attendant, and conducted hundreds of hours of observation at hospital and clinics.

I was interested in understanding the birth culture of the region and how it affects the use of health care services during pregnancy and birth. In the Singida region, less than 50 percent of women give birth in the formal health care sector. One of the main findings of my research concluded that disrespect and abuse occurred with distressing frequency in interactions between women and their health care providers. I found that low levels of female autonomy, overt abuse, and subtle forms of structural violence erected additional barriers that women were required to confront as they sought to achieve a healthy pregnancy. I brought these issues of structural violence to the attention of the health care staff at the Singida Regional Government Hospital via a presentation and report at the end of my stay. I also presented my findings to a group of health care workers, representatives from the community, and NGO administrators at the U.S. Embassy in Dar es Salaam in July 2011. Around the same time, stories about the poor treatment of pregnant women in hospitals had been surfacing on national television, radio, and in newspapers. I feel my research is very timely and adds an important insight into the study of the barriers preventing women from taking advantage of available health care services. These barriers often receive less attention and analysis in literature, but impact the crucial cost-benefit analysis every woman and family conducts, whether consciously or subconsciously, when deciding to seek care. I submitted recommendations to the NGO Outreach Africa, with which I was affiliated, in hopes that they will be able to implement programs to improve maternal and child health in the future.

Currently, I am a first year Ph.D. student in the Department of Anthropology at Washington University in St. Louis. I am also a National Science Foundation (NSF) Graduate Research Fellow. I am convinced that my Fulbright research helped me to both get into graduate school and win a competitive NSF Graduate Research Fellowship. I am preparing my research for publication and will be presenting my work at the annual meeting of the Society for Applied Anthropology. As a result of the quality of my work, I was also asked to Chair my session at the meeting. Personally, my Fulbright experience contributed to my growth and independence. I also have many personal and professional contacts due to my Fulbright work that I would not otherwise have had the opportunity to make. Many times in the field were both profoundly difficult and eminently rewarding. As I prepare to return to Tanzania to conduct further fieldwork on reproductive health and maternal mortality for my dissertation, I now have the experience and confidence to make my work truly exceptional.





Adrienne Strong grinds corn for dinner with help of her neighbor Maggie in Nkungi Village, Tanzania.



A citizen greets the sunset at the old fort in Iramba, Tanzania.



Adrienne Strong conducts an interview with Tatu in Singida Town, Tanzania.



Adrienne Strong, during her Fulbright Reflection Series Presentation "Through the Voice of Women: Birth Culture and Maternal Health Care in Singida region," July 21, 2011, U.S. Embassy Dar es Salaam, Tanzania.

Scholar-in-Residence Offers Insight into Egyptian Social Change

Naema Ali Abdelgawad, Egypt

2011 Visiting Scholar, Mary Baldwin College

When Naema Abdelgawad arrived in Virginia for her Fulbright Scholar-in-Residence program at Mary Baldwin College, she sought to expand her exposure to this new culture beyond Virginia. Utilizing the Fulbright Program's Occasional Lecturer Fund, Abdelgawad traveled around the country and spoke about Egypt on topics ranging from democratic transition to religious identity to women's rights. In one lecture, Abdelgawad discussed religious identities and divisions in Egypt, emphasizing the importance of humanity and free will as Egypt transitions into a democracy. In another, she examined the roles and portrayal of women in male-written novels, along with the social underpinnings and ongoing social change such literary works represent. Her lecture series not only allowed Abdelgawad to share insight into social and political dynamics in Egypt, but it also enabled her to interact with Americans around the country and break down barriers to communication.

Abdelgawad said that her Fulbright experience taught her that "human beings are the same everywhere; the only differences are the language and cultural codes. With love, forgiveness, no prejudice, and no judgment, understanding is possible."

Fulbrighter Creates Outlet for Orphans to Express their Dreams

Mohsin Mohi-Ud-Din, Columbia University

2009-2010 U.S. Student, Morocco

When Mohsin Mohi-Ud-Din received a Fulbright grant after his third attempt he believed more than ever in the goal of breaking down barriers. “The Fulbright Program is so vital because it enables cultural and academic spaces to be created,” he said.

In his travels, he had become increasingly aware of growing fissures between Western and Muslim societies, as well as divisions between diverse groups within each society. Seeing the arts as a space for expression and reflection unbounded by politics, he developed the Lollipops Crown Music and Arts Initiative to provide disadvantaged children in Morocco a creative outlet to express their dreams, hardships and visions for society. Focused on three orphanage centers, the initiative aimed not only to empower youth to positively change their world but also to improve relations between American and Muslim societies by deconstructing social myths and highlighting a shared humanity. The youth participated in music workshops, composed short stories, and wrote, directed, filmed and acted in their own short films. Screened at local theaters, the films raised the visibility of youth issues and promoted debate and deeper understanding within their communities.

“The children transformed, growing more confident in their abilities for critical thinking about how they want to improve the world around them,” Mohi-Ud-Din explained. “The films they made concerned topics important to them, including girls’ rights, female education, immigration issues, drug abuse, parental support, and lack of support at home and school.”

In 2011, Mohi-Ud-Din partnered with the Bright Light Theater Company in Philadelphia, Pennsylvania, to develop a play, “All Places from Here,” based on his Fulbright project. Mohi-Ud-Din presented his work to the World Islamic Economic forum 2010 and the U.S. Institute of Peace in 2011. In 2012, he was named a United Nations Alliance of Civilizations Fellow, traveling with other young leaders from North America and Europe to engage with government officials and youth leaders in the Middle East.



Mohsin Mohi-Ud-Din works with a Moroccan youth during a music workshop.



Youth at an orphanage center in Morocco celebrate the screening of their films.

Father and Daughter U.S. Fulbrighters Give Back to Mother Ethiopia

Shani Senbetta and Ephraim Senbetta

2008 and 2011 U.S. Scholars, Ethiopia



Fulbright bridges generations: Dr. Ephraim Senbetta (left) and daughter Shani Senbetta of the United States.

When Shani Senbetta completed her 2008 Fulbright grant focused on business and international development, her experience had such a profound impact that she encouraged her father to apply. American scholar Ephraim Senbetta followed his daughter’s advice and earned to lecture and conduct research at Ethiopia’s Addis Ababa University for the 2011-2012 academic year. His academic and professional work focuses on engineering, infrastructure and environmental sustainability. Dr. Senbetta believes that his Fulbright experience is an important opportunity to give back to the country where he was born and raised.

Fulbrighter Brings Solar-Powered Light to Marginalized Communities in the Philippines

Illac Diaz, Philippines

2005-2006 Humphrey Fellow, Massachusetts Institute of Technology

After his Humphrey Fellowship year at Massachusetts Institute of Technology (MIT), Illac Diaz founded My Shelter Foundation to create ecologically and economically sustainable projects to serve poverty-stricken communities. Bolstered by a Fulbright Legacy Fund grant, he has launched the “Liter of Light” campaign, installing tens of thousands solar bottle light bulbs developed by students at MIT. Diaz has also built classrooms out of recycled plastic and glass bottles to help with overcrowding in Filipino schools.



Illac Diaz with members of the community in which the solar light bulbs are being installed.



*Nomsa Mazwai brandishes the award for her album *Nomisupasta* at the 2011 South African Music Awards.*

Singer, Poet and Writer Addresses Education and Empowerment through Her Craft

Nomsa Mazwai, South Africa

2010-2011 Visiting Student, Fordham University

Nomsa Mazwai studied economics at Fordham University as a visiting Fulbrighter in hopes that the program would enable her to “address issues of poverty in South Africa and on the African continent in a meaningful and globally relevant manner.” She continues to excel as a singer, poet, and writer in her home country of South Africa. She won a 2011 South African Music Award for Best Adult African Alternative Music for her album *Nomisupasta*. Mazwai’s book, *Sai Sai, Little Girl* (published 2008, Gwanini Marketing and Entertainment), highlights the South African education system and African intellectual heritage.

Oldest Alumna of United States-UK Teacher Exchange Program Inspires a New Generation

Joan Camp, United Kingdom

1946-47 Fulbright Teacher Exchange Program

In October 2011, the Public Affairs Section of the U.S. Embassy in London hosted a day of events for United States-UK Fulbright Teacher Exchange participants. Twenty just-returned UK teachers attended and shared their insights from a year teaching in the United States with 18 U.S. teachers poised to begin their year of teaching. They discussed culture shock, the impact their exchanges experiences would have on their schools, and how to best engage with their partner schools and host communities before ultimately integrating their exchange experiences into their home schools.

At a reception held for the two groups of teachers, the oldest alumna of the Fulbright Teacher Exchange Program, Ms. Joan Camp, was honored for her lifelong dedication to education. Ms. Camp, age 97, was among the first UK teachers to teach in the United States in 1946-47. She dedicated her entire career to this exchange program before retiring in 1998. Her remarks at the reception inspired all present and were further testimonial to the value of this exchange program. She challenged the teachers to do their jobs, and do them well, as they would influence the lives of thousands of students.



Following a tribute to her paid by U.S. Deputy Chief of Mission Barbara Stephenson (at right), 97-year-old Fulbrighter Joan Camp (center) advises teachers to step up to the plate and do their jobs well.

Reflections from a Fulbrighter

Gretchen Legler, University of Maine at Farmington

2011-2012 Fulbright Scholar, Bhutan

Bhutan time seems less linear than U.S. time. The Bhutanese good-naturedly call it “BST” — Bhutan Stretchable Time. One senior lecturer attending a workshop I’d organized confided in me, as we waited for other participants to arrive, “In Bhutan it is often not a good idea to be early.” In fact, we were not “early,” we were “on time” and everyone else was “late.” In Bhutan “ten minutes” can actually be five, or forty-five. “After some time” could mean in a little while or next week. “Last time” could mean yesterday or last year. “Just now” could also mean a moment ago, or in an hour.

At a meeting in New Delhi en route to Bhutan, a Cultural Affairs Officer advised me that a common pitfall for Fulbright scholars in South and Central Asia is that they get hung up on *accomplishing things* during their tenure. “As opposed to what?” I asked, confused, since the Fulbright application itself stresses the importance of the applicant *completing a project* while abroad. “As opposed to just *being there*,” he said. So, I embarked on my Bhutanese journey determined not to be a slave to time and effort; determined to be a “be-er” instead of a “do-er.”

It’s been harder than I ever imagined. Westerners in general are hard-wired to think time is real. I am all about being *on time*, making *the best use* of my time, *getting the most* out of my time, *using my time* wisely, *saving* time, and *managing* my time efficiently. The Bhutanese don’t seem to embrace these concepts as closely as I.

What happens when a do-er is set down in a be-er culture? Time becomes a complex site of tension. Three days prior to the supposed beginning of a week-long workshop I was to conduct, I still wasn’t sure whether it would happen. I called an Indian friend in New Delhi confiding that I was afraid I didn’t have time to prepare properly and that I’d “look bad” because of it. “Be in the moment,” he advised. “Prepare gently but don’t be attached to the outcome.” Besides, he said, Bhutanese culture stresses humility, not ego. “You won’t be judged on how prepared you are. You’ll be judged on how many good vibes you put out into the air.” What a concept! Time and ego tangled into one unyielding knot.

I recently met the vice principal of Bhutan’s Royal Academy for Performing Arts, Mr. Tshering, who a few years ago earned an MFA in performing arts at the University of Montana in Missoula. “There was a lot of culture shock,” he admitted. What was most difficult, I asked. “The timing,” he said. He experienced USA time as somewhat overly structured and stressful; people always hurrying here and there. He knew people who, he said with his eyes wide, ate lunch at their desks and read the newspaper on the toilet! This conversation took place, by the way, while he and I and Ruth were relaxing in the sun just after the second tea break of the day, as the RAPA dancers, swaying and turning on the grassy field near the dzong, practiced for the upcoming *Punakha Tshechu*, an annual religious festival. When he returned to Bhutan from Montana, Tshering confessed, he’d adopted some, not all, of these more Western attitudes about time, and tended to be a bit of a task master with trainees and students. “If you know there will be a traffic jam,” for instance, he said, “you should leave 30 minutes earlier so you don’t keep others waiting.”

Time, like ego, Buddhism teaches, is just a concept; letting go of both is part of becoming an enlightened being. Dzongsar Jamyang Khyentse in his book *What Makes You NOT a Buddhist* illustrates the conceptual nature of time (and space) with the story of the Buddhist saint Milarepa, who invites a student to take refuge from a hailstorm by joining him inside a yak horn. How can one man fit inside a yak horn, let alone two? Think about it. Anyone who has ever been in love knows how time stretches and bends in the midst of a kiss. “When Siddhartha reached enlightenment, he didn’t make time stop or reach to the end of time. He simply

was no longer stained by the concept of time,” Khyentse writes; he went beyond it. “If we can go beyond the boundaries. . . . then Milarepa taking shelter in a yak horn will be no more surprising than someone putting on a pair of gloves.”

I’m experimenting; gently testing Bhutan time; practicing the preparation without attachment that my Indian friend advised. When someone asks me what my plans are for the day I try to imagine that almost anything could happen: “It depends,” I say. “Just now the one thing I’m sure of is that I’d like to finish my coffee.”



Gretchen Legler, at right, with colleague Karma Wangchuk, an English Lecturer at Paro College of Education’s Department of English. They are wearing traditional Bhutanese dress, the gho (Karma) and the kira (Legler), as they head to the annual Paro Tshechu, a religious festival held every year during the first week of April at Paro Dzong.

A handwritten signature in black ink, appearing to read 'Gretchen Legler'.



Gretchen Legler views a sacred Cyprus tree located on the grounds of Zuri Dzong, a ridge above Paro Valley. Built in 1352, it is home to Paro Valley’s protector deities.

Humphrey Alumna Becomes First Female Police Commissioner in Pune, India

Meera Borwankar, India

2001-2002 Humphrey Fellow, University of Minnesota



Meera Borwankar was appointed in July 2010 as Commissioner of Police of Pune, India, in the state of Maharashtra, and is the first woman to hold that position. She is responsible for leading a police force of 8,000 men and women in the 8th largest metropolis in India. She has implemented several successful programs in the department, including a student internship program, and the forming of citizen committees to interact with the local police force to help prevent crime. While a Humphrey Fellow at the University of Minnesota, Borwankar had professional affiliations with the Minneapolis police department and the Interpol office in Washington, D.C. She also visited several police departments in other U.S. cities, including Seattle, Washington; Chicago, Illinois; San Francisco, California; and Atlanta, Georgia.

“The best part of the program is that one can study in the university and also intern with a department of his or her choice. The versatility of the program is most laudable. The way we were received everywhere and the openness with which the university and the police departments were ready to share was remarkable indeed,” Borwankar said, recalling her Humphrey Fellowship experience.

Fulbright by the Numbers

OVERVIEW

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

This report provides information on grants that were awarded to individuals by the Department of State during academic year 2010-2011. Only grants submitted to the J. William Fulbright Foreign Scholarship Board for review and final selection are included. Grants were awarded to U.S. students, teachers, scholars and professionals to study, teach, lecture and conduct research in more than 165 countries worldwide and to their foreign counterparts to engage in similar activities in the United States.

Also included in this report are grants awarded by the U.S. Department of Education that were submitted to the Fulbright Board for final selection. The U.S. Department of Education receives a separate Congressional appropriation for the Fulbright-Hays Program. Since its inception 65 years ago, more than 310,000 Fulbrighters have participated in the Fulbright Program under both Departments.

Online annual reports and complete Fulbright Program statistics can be found at:

<https://exchanges.cms.getusinfo.com/academicexchanges/fulbright/ffsb/fulbright-for-foreign-scholarship-board-reports.html>

Programs and Organizations

U.S. DEPARTMENT OF STATE

The Fulbright Student Program

For U.S. and foreign graduate students and graduating seniors.

- In 2010, 1,787 Americans studied abroad with either full or partial support from the Fulbright Program. This figure includes the Fulbright English Teaching Assistantships Program.
- In 2010, 3,763 foreign students were offered new or renewed grant awards for study at U.S. universities. This figure includes the Fulbright Foreign Language Teaching Assistant Program.

The Fulbright Scholar Program

For U.S. and foreign scholars and professionals to lecture and/or conduct research in a wide variety of academic and professional fields, including the humanities, social sciences, physical sciences, and business administration.

- In 2010, 1,058 Americans studied and taught or conducted post doctoral research.
- In 2010, 962 visiting scholars came to the United States to lecture or conduct post doctoral research for an academic year or term. Of these, 43 Scholars-in-Residence spent up to a year teaching on U.S. college and university campuses, with a primary focus on institutions that serve underserved and minority audiences such as Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges, small liberal arts colleges and community colleges.

The Fulbright Teacher Exchange Program

For U.S. and foreign teachers primarily at the secondary level—often a one-to-one exchange.

- In 2010, 232 teachers from 24 countries participated in semester and year-long Fulbright Classroom Teacher Exchange or the Distinguished Fulbright Awards in Teaching.

The Hubert H. Humphrey Fellowship Program

The Hubert H. Humphrey Fellowship Program promotes leadership development in professional fields critical to U.S. relations with developing and transitioning countries. The program brings young and mid-career professionals from around the world to the United States for a year of academic coursework, professional development, and leadership training. Grants are given in various fields, including public health, economic development, finance and banking, environmental management, educational planning, higher education administration, and law and human rights. In 2010, there were 203 Humphrey Fellows from 94 countries and locales.

U.S. DEPARTMENT OF EDUCATION

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

In 2010, these four Fulbright-Hays programs supported a total of 1,176 American teachers and prospective teachers, who received their support through U.S. institutions of higher education, organizations or interagency agreements.

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

The purpose of the DDRA Program is to improve, develop and maintain a national capacity to meet the nation's need for specialists in the LCTLs and those areas of the world in which those languages are spoken by providing awards to doctoral candidates, whose career goal is teaching, to engage in full-time doctoral dissertation research abroad in the field of modern foreign language and area studies. In 2010, 164 doctoral candidates received fellowships.

The Fulbright-Hays Faculty Research Abroad (FRA) Program

The purpose of the FRA Program is to improve, develop, and maintain a national capacity to meet the nation's need for specialists in the LCTLs and those areas of the world in which those languages are spoken. The program provides fellowships to language and area studies specialists teaching at U.S. institutions of higher education to enable them to conduct research abroad on projects designed to enhance the nation's knowledge base. In 2010, 18 scholars received fellowships.

The Fulbright-Hays Group Projects Abroad (GPA) Program

The GPA Program provides grants to institutions of higher education (IHEs), state departments of education, private nonprofit educational organizations or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign language and area studies throughout the educational structure of the United States. Types of activities supported include: teacher seminars designed to provide a non-Western perspective on contemporary issues; curriculum teams to develop and field test instructional materials; group research by faculty, teachers and/or students on specific aspects of societies and cultures underrepresented to a significant degree in the curricula of schools, colleges, and universities; and advanced intensive language programs in the LCTLs. In 2010, grants for 49 group projects involving 875 participants were awarded.

The Fulbright-Hays Seminars Abroad Program

The Seminars Abroad Program provides four- to six-week summer seminars, designed by USED and Fulbright commissions, for K-12 teachers, administrators and curriculum specialists of state and local educational agencies, and college faculty in the fields of foreign languages, social sciences, arts and humanities. Upon their return, participants are expected to submit a curriculum project that demonstrates what they plan to implement in their classroom and share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public in their home communities through various outreach activities. Individual applicants are evaluated by the U.S. Department of Education, with the assistance of academic review panels, and then submitted to the J. William Fulbright Foreign Scholarship Board for final selection. Overseas activities are supported by USED funds under the terms of inter-agency agreements between USED and the State Department. In 2010, eight seminars involving 119 participants were funded.

ORGANIZATIONS

Principal Organizations for the Fulbright Program

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

U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) serves as the administrative and executive arm of the Fulbright Program. ECA has fiscal responsibility for the preparation of an annual budget request to Congress and the Bureau makes decisions on how allocations of the funds, finally approved by Congress, will be made to participating countries. Under policies established by the J. William Fulbright Foreign Scholarship Board, ECA has primary responsibility for the administration of the program, together with the assistance of cooperating non-profit organizations. ECA administers the program abroad through binational commissions and U.S. embassies.

In a U.S. embassy abroad, commonly referred to as "the post," exchange program activities are the responsibility of a Public Affairs Officer or a Cultural Affairs Officer. At least one of these officers is a member of the local binational commission and maintains for the Bureau the liaison with the commission on policy and program matters. In countries without a commission, the Public Affairs Officer or Cultural Affairs Officer administers the educational exchange program.

U.S. Department of Education

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

Binational Fulbright Commissions

Binational commission boards are composed of equal numbers of resident Americans and partner nation nationals. There are currently 50 Fulbright commissions; Belgium and Luxembourg share a single commission in Brussels. Commissions plan and implement educational exchanges that best promote the Program's objective in a bilateral context, including selection of grantees, fundraising, alumni relationships, and in many countries operating an information service on U.S. study. An executive director and staff are responsible for implementing the commission's programs.

ORGANIZATIONS

Cooperating Organizations for the Fulbright Program

The Department of State's Bureau of Educational and Cultural Affairs is assisted by several organizations in the implementation of the Fulbright Program in the United States and abroad.

- IIE (The Institute of International Education) conducts the U.S. student competition and is responsible for the placement and day-to-day supervision of the majority of foreign student grantees in the United States, and for conducting orientation and enrichment seminars for first year foreign student grantees. IIE also administers the Hubert H. Humphrey Fellowship Program, the Fulbright Classroom Teacher Exchange Program, and the Distinguished Fulbright Awards for Teachers.
- CIES (The Council for International Exchange of Scholars), affiliated with the Institute of International Education, assists in the exchange of lecturers and research scholars and is responsible for the screening of U.S. lecturer and research scholar candidates and the day-to-day administration of the exchange program for research scholars and lecturers from abroad.
- LASPAU (Academic and Professional Programs for the Americas) administers the Fulbright Faculty Development Program and many cost-share programs for Latin America and the Caribbean.
- AMIDEAST (America Mideast Educational and Training Services, Inc.), with field offices in the Middle East and North Africa, conducts recruitment and arranges study in the United States for graduate students from the region and handles the day-to-day supervision of these students.

OTHER ORGANIZATIONS SUPPORTING THE FULBRIGHT PROGRAM

Fulbright Association

The Fulbright Association, a private, nonprofit membership organization, engages current and former Fulbright exchange participants in lifelong experiences that advance international understanding through volunteer service to communities, people-to-people diplomacy and dialogue on global issues. The Fulbright Association advocates increased worldwide support for Fulbright exchanges. Forty-seven chapters organized and led by Fulbright alumni volunteers advance international education and serve the Fulbright community in 36 states and the District of Columbia. Chapters organize educational and cultural programs that enrich the experience of visiting Fulbright students, scholars and teachers during their stays in their U.S. host communities. The Fulbright Association is pleased to partner with the U.S. Department of State's Bureau of Educational and Cultural Affairs on programs serving Fulbright alumni and visiting Fulbrighters. More than 9,000 individual members and nearly 200 colleges, universities, and international organizations support the Fulbright Association. The Association's web site at www.fulbright.org features an online community for Fulbright alumni and a searchable directory. The Fulbright Association also works closely with more than 70 national Fulbright alumni organizations abroad.

Fulbright Alumni Organizations Abroad

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

Binational Educational Foundations and Commissions

ARGENTINA	Commission for Educational Exchange Between the United States of America and Argentina
AUSTRALIA	Australian-American Fulbright Commission
AUSTRIA	Austrian-American Educational Commission
BELGIUM & LUXEMBOURG	Commission for Educational Exchange Between the United States, Belgium and Luxembourg
BRAZIL	Commission for Educational Exchange between the United States of America and Brazil
BULGARIA	Bulgarian-American Commission for Educational Exchange
CANADA	Foundation for Educational Exchange Between Canada and the United States of America
CHILE	Commission for Educational Exchange Between the United States of America and Chile
COLOMBIA	Commission for Educational Exchange Between the United States of America and Colombia
CYPRUS	Commission for Educational Exchange Between the United States of America and Cyprus
CZECH REPUBLIC	J. William Fulbright Commission for Educational Exchange in the Czech Republic
DENMARK	Danish-American Fulbright Commission
ECUADOR	Commission for Educational Exchange Between the United States of America and Ecuador
EGYPT	The Binational Fulbright Commission in Egypt
FINLAND	Fulbright Center for Finnish-American Academic Exchanges
FRANCE	Franco-American Commission for Educational Exchange
GERMANY	German-American Fulbright Commission
GREECE	U.S. Educational Foundation in Greece
HUNGARY	Hungarian-American Commission for Educational Exchange
ICELAND	Iceland-United States Educational Commission
INDIA	United States-India Educational Foundation
INDONESIA	American-Indonesian Exchange Foundation
IRELAND	The Ireland-United States Commission for Educational Exchange
ISRAEL	U.S.-Israel Educational Foundation
ITALY	The U.S.-Italy Fulbright Commission
JAPAN	Japan-United States Educational Commission
JORDAN	Jordanian-American Commission for Educational Exchange
KOREA, REPUBLIC OF	Korean-American Educational Commission
MALAYSIA	Malaysian-American Commission on Educational Exchange
MEXICO	U.S.-Mexico Commission for Educational and Cultural Exchange
MOROCCO	Moroccan-American Commission for Educational and Cultural Exchange
NEPAL	Commission for Educational Exchange Between the United States and Nepal
NETHERLANDS	Netherlands America Commission for Educational Exchange (aka The Fulbright Center)
NEW ZEALAND	New Zealand-United States Educational Foundation
NORWAY	U.S.-Norway Fulbright Foundation for Educational Exchange
PAKISTAN	United States Educational Foundation in Pakistan
PERU	Commission for Educational Exchange Between the United States and Peru
THE PHILIPPINES	The Philippine-American Educational Foundation
POLAND	Polish-U.S. Fulbright Commission
PORTUGAL	Luso-American Educational Commission
ROMANIA	Romanian-U.S. Fulbright Commission
SLOVAK REPUBLIC	J. William Fulbright Commission for Educational Exchange in the Slovak Republic
SPAIN	Commission for Cultural, Educational and Scientific Exchange Between the United States of America and Spain
SRI LANKA	United States-Sri Lanka Fulbright Commission
SWEDEN	Commission for Educational Exchange Between the United States and Sweden
TAIWAN*	Foundation for Scholarly Exchange
THAILAND	Thailand-U.S. Educational Foundation
TURKEY	Commission for Educational Exchange Between the United States of America and Turkey
UNITED KINGDOM	United States-United Kingdom Fulbright Commission
URUGUAY	Commission for Educational Exchange Between Uruguay and the United States

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

Fulbright Factoids

In 2010-2011, a total of 723,277 international students studied at U.S. institutions bringing an estimated \$20 billion into the U.S. economy. In that context, the Fulbright Program continues to play a leading role in promoting mutual understanding and academic exchange between the people of the United States and the people of other countries around the world.

253.8 Million	U.S. Congressional funding to the Fulbright Program in FY 2010, in dollars
107.4 Million	Contributions to the Fulbright Program by foreign donors in FY 2010, in dollars
723,000	Foreign students studying at U.S. institutions in 2011
39.5 Million	Contributions to the Fulbright Program by private U.S. donors in FY 2010, in dollars
310,000	Fulbright Program alumni, since program's inception in 1946
12,079	U.S. applications received in 2011 for Fulbright Scholar and Student programs
7,997	Fulbright grants awarded to U.S. and foreign students, scholars, and teachers for academic year 2010-2011
1,700	Fulbright applications received in Libya in 2011, a record number for the country
315	Review panels convened to screen U.S. applicants to Scholar and Student Programs
297	Iraqi Fulbrighters in the United States since the Program was reestablished in 2003
166	Countries participating in the Fulbright Program
81	Fulbrighters have won the Pulitzer Prize
50	Countries with Bi-national Fulbright Commissions
43	Nobel Laureates are Fulbright Program alumni
9	Members serve on the J William Fulbright Foreign Scholarship Board as of 12/31/2011
1	Senator whose signature idea helped to reshape the world

Fulbright Funding - FY 2010



- U.S Department of State
- U.S. Department of Education
- Foreign Government
- U.S. Direct Financial and In-Kind Support
- Overseas Private Contributions and In-Kind Support

U.S. Department of State	Congressional Allocation	\$238,424,000
U.S. Department of Education	Congressional Allocation	\$15,376,000
Foreign Government*	Direct Financial & In-Kind Support	\$90,098,731
Private Sector**	U.S. Direct Financial & In-Kind Support	\$39,528,174
	Overseas Private Contribution & In-Kind Support	\$17,270,182
TOTAL FUNDING***		\$400,697,087

Fulbrighters by State

2010-2011 FSB Report

State	Foreign Grantees	U.S. Grantees
Alabama	15	13
Alaska	3	11
Arizona	95	54
Arkansas	54	13
California	537	357
Colorado	53	54
Connecticut	60	62
Delaware	10	5
Florida	139	76
Georgia	133	60
Guam	1	0
Hawaii	29	21
Idaho	6	7
Illinois	271	154
Indiana	146	55
Iowa	73	26
Kansas	61	20
Kentucky	33	46
Louisiana	48	16
Maine	11	17
Maryland	143	96
Massachusetts	454	149
Michigan	150	75
Minnesota	110	95
Mississippi	17	4
Missouri	77	53
Montana	11	23

State	Foreign Grantees	U.S. Grantees
Nebraska	32	31
Nevada	11	8
New Hampshire	6	24
New Jersey	76	102
New Mexico	10	28
New York	712	273
North Carolina	113	66
North Dakota	7	3
Ohio	146	112
Oklahoma	49	30
Oregon	61	57
Pennsylvania	237	144
Puerto Rico	2	5
Rhode Island	25	15
South Carolina	39	22
South Dakota	5	5
Tennessee	47	32
Texas	206	111
Utah	18	23
Vermont	26	21
Virginia	106	110
Washington (state)	107	88
Washington, DC	170	31
West Virginia	15	5
Wisconsin	71	48
Wyoming	5	5

Total **5042** **2961**

U.S. and Foreign Total **8003**

Numbers include new and renewal grants for academic year 2010-2011.

Grantees are included under the Student, Scholar, Teacher Exchange, and Humphrey Fellowship programs.

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

Foreign Contributions to Fulbright Student and Scholar Programs

Fiscal Year 2010

Country	Foreign Government Direct Financial and In-Kind Support	Foreign Private Financial and In-Kind Support	Country	Foreign Government Direct Financial and In-Kind Support	Foreign Private Financial and In-Kind Support
Andorra	133,000	0	Latvia	3,683	0
Argentina	291,191	348,354	Lithuania	4,200	0
Armenia	2,200	0	Luxembourg	30,000	0
Australia	989,523	695,295	Maldives	2,350	0
Austria	1,050,412	192,999	Macau*	160,100	0
Azerbaijan	395,000	0	Macedonia	110,600	0
Bahrain	60,360	1,300	Malaysia	252,861	12,000
Bangladesh	0	2,070	Malta	6,540	0
Belgium	401,897	532,699	Mauritania	0	0
Bhutan	1,100	0	Mauritius	6,443	0
Bosnia & Herzegovina	3,095	0	Mexico	1,339,000	552,538
Botswana	27,490	0	Mongolia	6,000	0
Brazil	7,076,460	352,800	Montenegro	0	0
Bulgaria	172,200	8,150	Morocco	912,200	0
Burkina Faso	8,800	0	Mozambique	14,300	0
Cambodia	1,040	0	Namibia	19,140	0
Canada	770,455	1,692,769	Nepal	18,263	0
Chile	8,192,100	30,100	Netherlands	556,400	195,070
China (PCR)	1,078,677	0	New Zealand	964,581	130,650
Colombia	2,293,005	1,785,354	Nigeria	16,920	0
Costa Rica	0	2,070	Norway	1,640,562	9,679
Croatia	108,860	107,760	Pakistan	5,005,926	0
Cyprus	133,620	237,837	Peru	0	55,948
Czech Republic	853,377	6,511	Philippines	369,315	0
Denmark	486,942	11,290	Poland	634,375	0
Dominican Republic	500,000	0	Portugal	280,163	153,839
Ecuador	456,804	403,958	Qatar	0	7,100
Egypt	216,357	252,051	Romania	285,084	2,742
Estonia	28,126	0	Russia	13,850	0
European Union	439,232	56,470	Rwanda	16,370	0
Finland	1,592,476	761,467	Saudi Arabia	0	12,800
France	1,737,507	1,068,225	Singapore	560,377	0
Georgia	1,800	0	Slovak Republic	231,648	1,572
Germany	6,839,603	683,831	Slovenia	105,100	0
Ghana	33,400	0	South Africa	35,400	0
Greece	239,888	433,103	South Korea	4,188,946	538,096
Honduras	31,825	4,000	Spain	5,555,214	740,147
Hong Kong*	604,700	427,500	Sri Lanka	26,500	0
Hungary	64,900	0	Sweden	687,131	518,754
Iceland	400	0	Switzerland	100,000	93,790
India	3,669,499	12,258	Syria	0	15,441
Indonesia	551,867	106,372	Taiwan**	1,856,980	22,182
Iraq	2,500,000	0	Tanzania	24,000	0
Ireland	1,070,910	65,160	Thailand	543,906	103,453
Israel	746,145	0	Tunisia	1,000	0
Italy	1,705,395	456,991	Turkey	2,388,369	93,849
Japan	4,780,686	831,706	Uganda	11,600	0
Jordan	958,118	6,012	Ukraine	7,973	0
Kazakhstan	300	350	United Kingdom	1,920,879	83,552
Kenya	53,450	0	Uruguay	5,640	91,712
Korea	4,757,180	700,452	Vietnam	306,304	565,000
			TOTAL	89,337,565	16,277,178
			<i>(in U.S. dollars)</i>		

*Special Administrative Region

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

Foreign Contributions to Fulbright Teacher Exchange Program

Fiscal Year 2010

Country	Foreign Government Direct Financial and In-Kind Support	Foreign Private Financial and In-Kind Support
Argentina	0	4,000
Czech Republic	7,500	26,475
Finland	0	0
France	177,040	0
Ghana	0	3,535
Greece	4,225	0
Hungary	13,200	50,220
India	0	10,500
Israel	0	0
Italy	38,325	0
Mexico	148,000	50,400
Singapore	33,606	0
South Africa	0	8,075
Switzerland	0	55,200
Turkey	4,000	16,600
United Kingdom	38,000	767,999
TOTAL	463,896	993,004
<i>(in U.S. dollars)</i>		

Foreign Contributions to Hubert H. Humphrey Program

Fiscal Year 2010

Country	Foreign Government Direct Financial and In-Kind Support	Foreign Private Financial and In-Kind Support
South Korea	297,270	0
TOTAL	297,270	0
<i>(in U.S. dollars)</i>		

FULBRIGHT GRANTS
Administered by the U.S. Department of State

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011							GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011					
Region	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
AF	429	31	6	1	49	516	84	16	82	2	184	700
EAP	631	173	16	54	39	913	433	31	117	18	599	1512
EUR	1021	361	58	36	30	1506	775	87	323	65	1250	2756
NEA	319	65	40	0	26	450	116	27	63	0	206	656
SCA	312	99	40	13	32	496	115	44	62	19	240	736
WHA	1051	74	28	12	27	1192	264	41	128	12	445	1637
Totals	3763	803	188	116	203	5073	1787	246	775	116	2924	7997

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

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

* This number includes new and renewal grants where applicable.

AFRICA

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Angola	4					4	Angola					0	4
Benin	5					5	Benin					2	7
Botswana	10	1			3	14	Botswana		1	3		8	22
Burkina Faso	25	1			3	29	Burkina Faso		1	4		6	35
Burundi						0	Burundi			1		1	1
Cameroun	14	3			2	19	Cameroun		3			8	27
Cape Verde						0	Cape Verde					0	0
Central African Republic						0	Central African Republic					0	0
Chad	8				1	9	Chad					0	9
Comoros						0	Comoros					0	0
Congo (Democratic Republic of)	8					8	Congo (Democratic Republic of)					0	8
Congo (Republic of)	8					8	Congo (Republic of)					0	8
Cote d'Ivoire (Ivory Coast)	11	3			2	16	Cote d'Ivoire (Ivory Coast)		1	1		2	18
Djibouti					2	2	Djibouti					0	2
Equatorial Guinea						0	Equatorial Guinea					0	0
Eritrea						0	Eritrea					0	0
Ethiopia	1	2			1	4	Ethiopia		1	5		9	13
Gabon						0	Gabon					0	0
Gambia						0	Gambia					0	0
Ghana	17	2			2	21	Ghana		1	6		11	32
Guinea	10				1	11	Guinea			1		2	13
Guinea Bissau						0	Guinea Bissau					0	0
Kenya	18		4		2	24	Kenya		2	6		12	36
Lesotho	3					3	Lesotho		1			1	4
Liberia					2	2	Liberia			2		2	4
Madagascar	8				2	10	Madagascar					0	10
Malawi	9				1	10	Malawi		4			8	18
Mali	10				1	11	Mali		2			2	13
Mauritania	13	2			2	17	Mauritania					0	17
Mauritius	3	2				5	Mauritius		2	4		6	11
Mozambique	13					13	Mozambique		2	1		3	16
Namibia	19					19	Namibia		2			5	24
Niger	12	3			1	16	Niger					0	16
Nigeria	34		1		5	40	Nigeria		7			11	51
Rwanda	7				2	9	Rwanda		7			12	21
Sao Tome						0	Sao Tome					0	0
Senegal	19	2	1		2	24	Senegal		4	2		7	31
Seychelles						0	Seychelles					0	0
Sierra Leone	9					9	Sierra Leone		3	1		4	13
Somalia						0	Somalia					0	0
South Africa	64	6		1	2	73	South Africa		18	11	2	34	107
St. Helena						0	St. Helena					0	0
Swaziland	15				1	16	Swaziland		1			1	17
Tanzania	16					16	Tanzania		3	2	3	8	24
Togo	9				1	10	Togo		1	1		2	12
Uganda	10	2			2	14	Uganda		4	7		11	25
Zambia	8				2	10	Zambia		2	1		5	15
Zimbabwe	9	2			4	15	Zimbabwe			1		1	16
Multicountry						0	Multicountry					0	0
TOTAL	429	31	6	1	49	516	TOTAL	84	16	82	2	184	700

Grants reported are those awarded to individuals under the oversight of the FSB.
 * This number includes new and renewal grants where applicable.

AFRICA - HISTORICAL TOTALS

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S. and Foreign
Angola	62	2	0	17	6	2	4	93	Angola	3	1	3	0	100
Benin	79	10	2	23	27	0	1	142	Benin	28	6	26	18	220
Botswana	99	10	3	0	22	0	0	134	Botswana	48	21	82	0	151
Burkina Faso	88	22	1	20	31	1	2	165	Burkina Faso	16	5	32	0	218
Burundi	61	8	2	5	21	0	0	97	Burundi	8	1	26	2	134
Cameroon	148	59	16	13	51	1	9	297	Cameroon	52	5	66	1	421
Cape Verde	2	3	0	9	1	0	0	15	Cape Verde	4	0	1	0	20
Central African Republic	14	3	0	17	5	0	0	39	Central African Republic	8	0	3	0	50
Chad	51	1	2	8	10	0	1	73	Chad	2	1	9	1	13
Comoros	2	0	0	0	1	0	0	3	Comoros	0	0	0	0	3
Congo (Democratic Republic of)	110	46	5	37	29	0	7	234	Congo (Democratic Republic of)	22	23	34	0	313
Congo (Republic of)	53	10	4	10	6	0	0	83	Congo (Republic of)	7	3	14	0	107
Cote d'Ivoire (Ivory Coast)	140	67	4	16	39	0	2	268	Cote d'Ivoire (Ivory Coast)	32	29	43	0	372
Djibouti	5	0	0	1	11	0	0	17	Djibouti	0	0	0	0	17
Equatorial Guinea	1	0	0	0	1	0	0	2	Equatorial Guinea	0	0	1	0	3
Eritrea	28	2	0	0	5	1	0	34	Eritrea	10	0	14	0	58
Ethiopia	184	70	3	4	53	2	2	318	Ethiopia	40	10	101	0	469
Gabon	16	3	1	9	8	1	1	39	Gabon	9	1	18	0	67
Gambia	12	0	0	2	7	0	0	21	Gambia	7	3	0	1	32
Ghana	322	117	37	34	96	0	11	617	Ghana	120	34	169	16	956
Guinea	44	4	3	10	24	0	1	86	Guinea	4	3	23	2	132
Guinea Bissau	1	2	0	2	3	0	0	8	Guinea Bissau	18	1	0	0	13
Kenya	489	83	36	20	71	2	2	703	Kenya	106	37	138	3	987
Lesotho	41	12	2	3	17	0	0	75	Lesotho	20	5	51	0	76
Liberia	182	4	2	41	43	3	34	309	Liberia	9	4	102	8	432
Madagascar	97	21	2	21	32	2	5	180	Madagascar	41	13	18	1	253
Malawi	105	11	6	14	50	0	0	186	Malawi	44	9	76	2	317
Mali	95	8	0	42	34	0	0	179	Mali	48	8	19	2	256
Mauritania	45	5	0	7	5	1	0	63	Mauritania	4	0	5	0	72
Mauritius	79	23	2	4	25	0	1	134	Mauritius	29	5	41	0	209
Mozambique	96	8	0	11	13	0	1	129	Mozambique	33	2	34	0	198
Namibia	105	6	1	4	20	0	0	136	Namibia	37	8	42	4	227
Niger	72	15	1	22	17	1	1	129	Niger	18	2	28	0	48
Nigeria	422	243	80	47	107	5	23	927	Nigeria	160	44	205	10	1346
Rwanda	94	15	2	25	29	1	2	168	Rwanda	14	5	45	1	233
Sao Tome	1	0	0	0	1	0	0	2	Sao Tome	0	0	0	0	2
Senegal	138	75	11	94	51	1	4	374	Senegal	114	17	77	44	626
Seychelles	0	0	0	0	0	0	0	0	Seychelles	1	1	0	2	4
Sierra Leone	89	10	7	8	41	0	0	155	Sierra Leone	24	7	35	3	224
Somalia	122	4	0	0	13	0	0	139	Somalia	8	5	8	3	156
South Africa	1238	146	26	545	72	3	12	2042	South Africa	197	43	261	65	2608
St. Helena	0	0	0	0	0	0	0	0	St. Helena	0	0	0	1	1
Swaziland	95	4	6	0	22	2	0	129	Swaziland	13	2	32	0	176
Tanzania	365	34	21	26	83	1	5	535	Tanzania	101	41	108	7	792
Togo	98	36	2	25	30	0	1	192	Togo	18	8	17	0	235
Uganda	328	64	9	12	55	1	6	475	Uganda	66	40	109	5	695
Zambia	223	29	7	16	324	41	8	324	Zambia	41	27	80	13	485
Zimbabwe	214	55	13	24	52	0	0	358	Zimbabwe	52	24	138	8	580
Multicountry	0	1	0	0	0	0	0	1	Multicountry	11	29	22	0	63
TOTAL	6353	1351	319	1248	1381	31	146	10829	TOTAL	1640	533	2356	223	4752

* This number includes new and renewal grants where applicable.

EAST ASIA AND PACIFIC

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Australia	14	12	1			27	Australia	13	4	6		23	50
Brunei	2					2	Brunei					0	2
Burma (Myanmar)	18				6	24	Burma (Myanmar)					0	24
Cambodia	20				2	22	Cambodia	5		1		6	28
China (PRC)	61	38			10	109	China (PRC)	56	6	20		82	191
East Timor	3					3	East Timor					0	3
Fiji	1					1	Fiji	1				1	2
Hong Kong**	8					8	Hong Kong**	2		13		15	23
Indonesia	206	2			1	209	Indonesia	58	1	7		66	275
Japan	62	18				80	Japan	24	5	11	8	48	128
Kiribati	1					1	Kiribati					0	1
Korea, Republic of	50	19	1	38	5	113	Korea, Republic of	127	4	3	8	142	255
Laos	10				2	12	Laos	2				2	14
Macao**						0	Macao**	7				7	7
Malaysia	12	4	1			17	Malaysia	22		6		28	45
Mongolia	9				4	13	Mongolia	13		5		18	31
New Zealand	25	17	7	13		62	New Zealand	9	4	7		20	82
Pacific Islands						0	Pacific Islands						0
Papua New Guinea	4					4	Papua New Guinea					0	4
Philippines	20	9	2		6	37	Philippines	9	1	8		18	55
Singapore	6	3		3		12	Singapore	4		2	2	8	20
Solomon Islands						0	Solomon Islands					0	0
Taiwan***	25	38	1			64	Taiwan***	38	3	9		50	114
Thailand	23	3	3		1	30	Thailand	19	2	12		33	63
Tonga	1					1	Tonga					0	1
Tuvalu						0	Tuvalu	1				1	1
Vanuatu						0	Vanuatu	1				1	1
Vietnam	50	10			2	62	Vietnam	22	1	7		30	92
Multicountry						0	Multicountry					0	0
TOTAL	631	173	16	54	39	913	TOTAL	433	31	117	18	599	1512

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

* This number includes new and renewal grants where applicable.

**Special Administrative Region.

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

EAST ASIA AND PACIFIC - HISTORICAL TOTALS

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Australia	1229	1064	178	321	0	0	6	2798	Australia	676	452	692	155	1975	4773
Brunei	15	2	0	1	1	0	0	19	Brunei	0	0	4	0	4	23
Burma (Myanmar)	357	90	5	97	60	0	3	612	Burma (Myanmar)	19	27	92	50	188	800
Cambodia	368	1	2	12	12	1	5	401	Cambodia	21	4	39	42	106	507
China (PRC)	463	612	86	12	121	5	24	1323	China (PRC)	550	274	689	0	1513	2836
East Timor	14	0	0	0	0	0	0	14	East Timor	0	0	2	0	2	16
Fiji	39	3	1	10	20	0	0	73	Fiji	18	3	36	3	60	133
Hong Kong**	83	38	3	29	0	0	1	154	Hong Kong**	142	21	194	2	359	513
Indonesia	1800	101	98	86	67	4	20	2176	Indonesia	437	47	229	66	779	2955
Japan	4384	2032	252	503	1	8	60	7240	Japan	797	687	729	152	2365	9605
Kiribati	1	0	0	0	0	0	0	1	Kiribati	0	0	0	0	0	1
Korea, Republic of	1201	553	91	328	89	2	30	2294	Korea, Republic of	1202	189	424	74	1889	4183
Laos	166	1	2	66	21	1	1	258	Laos	9	0	9	58	76	334
Macau**	0	0	0	0	0	0	0	0	Macau**	25	0	3	0	28	28
Malaysia	457	242	88	125	40	1	22	975	Malaysia	180	45	278	4	507	1482
Mongolia	87	4	0	0	24	1	2	118	Mongolia	48	0	39	0	87	205
New Zealand	804	377	121	225	0	0	5	1532	New Zealand	444	272	382	106	1204	2736
Pacific Islands	31	5	1	2	4	0	0	43	Pacific Islands	14	4	13	3	34	77
Papua New Guinea	55	0	0	0	17	0	0	72	Papua New Guinea	10	9	12	2	33	105
Philippines	1809	165	67	112	100	5	59	2317	Philippines	300	111	377	17	805	3122
Singapore	193	80	9	29	4	0	0	315	Singapore	103	32	80	6	221	536
Solomon Islands	2	0	0	0	0	0	0	2	Solomon Islands	0	0	0	0	0	2
Taiwan***	588	587	55	66	20	3	36	1355	Taiwan***	307	181	370	3	861	2216
Thailand	1359	88	72	126	71	1	11	1728	Thailand	221	73	397	63	754	2482
Tonga	1	0	0	0	0	0	0	1	Tonga	0	0	0	0	0	1
Tuvalu	0	0	0	0	0	0	0	0	Tuvalu	1	0	0	0	1	1
Vanuatu	0	0	0	0	0	0	0	0	Vanuatu	1	0	0	0	1	1
Vietnam	817	95	7	21	25	3	15	983	Vietnam	146	26	156	53	381	1364
Multicountry	0	24	9	0	0	0	0	33	Multicountry	0	12	24	2	38	71
TOTAL	16323	6164	1147	2171	697	35	300	26837	TOTAL	5671	2469	5270	861	14271	41108

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

* This number includes new and renewal grants where applicable.

**Special Administrative Region.

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

EUROPE

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Total U.S.	Total U.S. and Foreign
Albania	7	1				8	Albania	2		3		5	13
Andorra	1					1	Andorra	5				5	6
Armenia**		3			1	4	Armenia**	3		4		7	11
Austria	31	2	2			35	Austria	14	1	16		31	66
Azerbaijan**	17	5			2	24	Azerbaijan**	6	6	5		11	35
Belarus**	2	5				7	Belarus**			1		1	8
Belgium	25	11				36	Belgium	8	2	2		12	48
Bosnia & Herzegovina	4	1	1			6	Bosnia & Herzegovina	2		5		7	13
Bulgaria	9	4	2		1	16	Bulgaria	14		7		21	37
Croatia	7	5			2	14	Croatia	7		11		18	32
Cyprus	9	1	1			11	Cyprus	6	1	3		10	21
Czech Republic	10	22	2	3	1	38	Czech Republic	11	2	14	3	30	68
Denmark	13	1	2			16	Denmark	7		3		10	26
Estonia	4	3				7	Estonia	4		4		8	15
European Union	4	17	2			23	European Union	4	3	1		8	31
Finland	20	16		2		38	Finland	8	2	16	3	29	67
France	63	25	1	5		94	France	25	11	4	5	45	139
Georgia**	3	6			1	10	Georgia**	6		6		12	22
Germany	219	3	2			224	Germany	217	14	19	19	269	493
Gibraltar						0	Gibraltar					0	0
Greece	23	10				33	Greece	5	2	5		12	45
Hungary	16	8	5	6		35	Hungary	11	4	10	6	31	66
Iceland	6	4				10	Iceland	7		4		11	21
Ireland	18	3	4			25	Ireland	4	1	12		17	42
Italy	36	17	6			59	Italy	33	4	16		53	112
Kosovo	3	2			3	8	Kosovo	2		1		3	11
Latvia	4	3	2		2	11	Latvia	3		6		9	20
Liechtenstein						0	Liechtenstein					0	0
Lithuania	3	4			2	9	Lithuania	4		6		10	19
Luxembourg	2					2	Luxembourg	2				2	4
Macedonia	6	2	4		1	13	Macedonia	4		3		7	20
Malta						0	Malta	3		1		4	4
Moldova**	2	4			1	7	Moldova**	6	4	4		10	17
Montenegro						0	Montenegro	2		2		4	4
Netherlands	23	7	2			32	Netherlands	17	2	3		22	54
Norway	29	17				46	Norway	17	6	11		34	80
Poland	23	14	2		1	40	Poland	19	5	14		38	78
Portugal	14	6	2			22	Portugal	7	1	5		13	35
Romania	13	9	2		1	25	Romania	7	15	15		22	47
Russia**	111	25	5		2	143	Russia**	42	3	20	6	71	214
Serbia	5	5	1		2	13	Serbia	2		2		4	9
Slovakia	2	4	1		1	11	Slovakia	8	1	6		15	26
Slovenia	52	36	2			90	Slovenia	4		7		11	18
Spain	10	4	1			15	Spain	92	5	4		101	191
Sweden	7	4	1			11	Sweden	10	3	5		18	33
Switzerland	109	11	1	1	4	125	Switzerland	16		1	1	18	27
Turkey	34	18			2	54	Turkey	61	4	8		73	196
Ukraine**	22	15	2	19		58	Ukraine**	13		17		30	84
United Kingdom						0	United Kingdom	25	10	11	22	68	128
Multicountry***						0	Multicountry***					0	0
TOTAL	1021	361	58	36	30	1506	TOTAL	775	87	323	65	1250	2756

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

* This number includes new and renew al grants w here applicable.

**Formerly reported under the heading Eurasia.

***includes multicountry figures formerly reported under the heading Eurasia.

EUROPE - HISTORICAL TOTALS

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Total U.S.
Albania	291	78	2	0	15	0	0	385	Albania	38	2	68	0	108
Andorra	6	0	0	0	0	0	0	6	Andorra	23	0	0	0	23
Armenia**	0	60	8	0	15	7	4	94	Armenia**	22	1	59	0	82
Austria	3149	586	269	127	0	119	1	4251	Austria	1713	222	635	88	2658
Azerbaijan**	26	85	4	0	8	0	0	103	Azerbaijan**	22	1	46	0	69
Bahrain**	2	65	3	0	0	9	5	104	Bahrain**	5	0	4	0	51
Belgium	1913	774	66	276	0	13	7	3049	Belgium	686	220	237	93	1236
Bosnia & Herzegovina	22	145	9	0	40	0	5	221	Bosnia & Herzegovina	9	0	80	0	89
Bulgaria	402	302	106	58	29	0	13	910	Bulgaria	172	65	301	63	601
Croatia	238	206	6	0	17	0	6	473	Croatia	105	9	195	0	309
Cyprus	3260	29	2	88	34	37	7	3457	Cyprus	93	31	172	25	321
Czechoslovakia***	38	143	30	49	11	1	0	272	Czechoslovakia***	34	50	26	107	217
Czech Republic	1039	380	106	143	24	0	17	1709	Czech Republic	226	44	332	120	722
Denmark	2048	501	116	135	0	98	2	2900	Denmark	565	176	375	118	1234
Estonia	151	129	2	36	12	0	7	337	Estonia	78	0	114	36	228
European Union	11	76	0	0	0	0	0	181	European Union	55	32	24	0	111
Finland	2021	647	41	501	0	118	5	3333	Finland	483	192	718	242	1645
France	6576	2149	718	1661	0	73	17	11194	France	5241	961	843	1073	8118
Georgia**	4	66	9	0	9	2	4	94	Georgia**	31	0	44	0	75
Germany	22247	2155	727	2324	0	311	53	27817	Germany	11438	2475	2416	2386	18725
Gibraltar	0	0	0	2	0	0	0	2	Gibraltar	0	0	0	0	0
Greece	2313	560	30	146	26	71	8	3154	Greece	509	218	356	383	1476
Hungary	762	524	162	194	39	1	8	1680	Hungary	382	155	366	157	1060
Iceland	945	152	6	69	0	42	4	1218	Iceland	295	89	173	15	572
Ireland	948	145	105	429	0	22	2	1651	Ireland	158	64	410	15	697
Italy	4226	2093	328	655	0	100	16	7448	Italy	3319	818	1063	1191	13839
Kosovo	4	16	3	0	8	0	0	31	Kosovo	2	0	4	0	6
Latvia	208	136	6	69	6	0	5	430	Latvia	75	0	179	43	297
Liechtenstein	0	0	0	1	0	0	0	1	Liechtenstein	0	0	0	1	2
Lithuania	235	102	2	12	8	0	5	364	Lithuania	141	0	165	9	679
Luxembourg	53	7	0	23	0	4	1	88	Luxembourg	2	3	3	3	11
Macedonia	32	81	8	0	11	0	3	135	Macedonia	24	0	79	0	103
Malta	13	24	1	16	21	0	2	77	Malta	11	4	70	29	114
Moldova**	7	71	4	0	9	1	2	94	Moldova**	21	1	62	0	84
Montenegro	0	1	3	0	2	0	0	6	Montenegro	2	0	11	0	13
Netherlands	2266	926	151	341	0	80	4	3788	Netherlands	970	308	472	457	5995
Norway	3069	999	105	280	0	113	15	4561	Norway	746	394	439	124	1703
Poland	1233	1053	62	77	30	5	14	2474	Poland	659	145	716	58	1577
Portugal	2350	291	28	70	15	49	4	2807	Portugal	195	113	467	8	783
Romania	957	709	151	87	33	0	16	1953	Romania	317	98	519	65	999
Russia**	522	628	81	77	36	6	13	1423	Russia**	309	29	484	20	842
Serbia & Montenegro	0	19	1	0	9	0	0	29	Serbia & Montenegro	2	0	22	0	24
Slovakia	301	159	16	78	29	0	8	591	Slovakia	98	11	186	41	336
Slovenia	140	79	4	4	3	0	1	231	Slovenia	62	18	155	4	239
Spain	4056	2072	80	134	0	63	17	6422	Spain	1922	208	706	256	3092
Sweden	1155	537	94	72	0	80	3	1941	Sweden	547	165	283	16	1011
Switzerland	168	1	7	41	0	13	1	231	Switzerland	285	0	24	36	345
Turkey	2444	868	48	343	106	46	10	3865	Turkey	377	120	614	226	1337
Ukraine**	221	315	16	54	24	3	5	638	Ukraine**	101	19	284	11	425
United Kingdom	4613	2710	1088	6889	0	27	3	15290	United Kingdom	3655	931	824	6650	11970
USSR****	403	426	333	319	0	0	0	1481	USSR****	449	374	373	34	1230
Yugoslavia***	722	636	70	311	4	25	0	1768	Yugoslavia***	141	112	1	512	766
Multicountry**	0	22	23	1623	0	0	0	1868	Multicountry**	16	52	11	1922	2001
TOTAL	77910	24988	5319	17974	655	1539	328	128693	TOTAL	36760	8950	16268	16657	78643

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

* This number includes new and renewal awards where applicable.

**Formerly reported under the heading Eurasia.

***Czechoslovakia and Yugoslavia are listed for historical purposes only. As of the 1993 report, grants are reported under the names of the successor states.

****The USSR is listed for historical purposes only. As of the 1993 report, grants are reported under the names of successor states only.

NEAR EAST

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Total U.S.	Total U.S. and Foreign
Algeria	11	1			1	13	Algeria			2		2	15
Bahrain	7	2			1	11	Bahrain	3		4		7	18
Egypt	32	10	5		2	49	Egypt	26	6	13		45	94
Iran**	59	2	26		3	90	Iran**					0	0
Iraq	40	10	4		1	55	Iraq	10	13	11		34	89
Jordan	14	11			2	27	Jordan	32	3	9		44	71
Kuwait	3	1				4	Kuwait					0	4
Lebanon	15	3			1	18	Lebanon		1	3		4	22
Libya	10				1	11	Libya					0	11
Morocco	33	6	1		3	43	Morocco	26	2	3		31	74
Oman	18	2	1		2	22	Oman	8	2	4		14	36
Qatar	2	6	1		1	10	Qatar			2		2	5
Saudi Arabia	2	6	1		1	10	Saudi Arabia			2		2	12
Sudan						0	Sudan					0	0
Syria	18		1		1	20	Syria	8		3		11	31
Tunisia	24	5			2	31	Tunisia			1		1	32
United Arab Emirates	3				1	4	United Arab Emirates	2		3		5	9
West Bank & Gaza	20	3	1		1	25	West Bank & Gaza	1		3		4	29
Yemen	10	1			3	14	Yemen					0	14
Multicountry						0	Multicountry					0	0
TOTAL	319	65	40	0	26	450	TOTAL	116	27	63	0	206	656

Grants reported are those awarded to individuals under the oversight of the FSF.
 *This number includes new and renewal grants where applicable.
 **Formerly reported under the heading South Asia.

NEAR EAST - HISTORICAL TOTALS

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Total U.S.	Total U.S. and Foreign
Algeria	147	56	8	14	19	3	1	248	Algeria	7	1	44	25	77	325
Bahrain	83	16	4	0	18	3	1	125	Bahrain	21	2	58	0	81	206
Egypt	791	684	101	86	74	52	15	1803	Egypt	338	213	350	9	910	2713
Iran**	218	168	17	352	1	0	0	756	Iran**	24	39	162	68	293	1049
Iraq	385	36	34	3	20	4	0	480	Iraq	1	18	107	16	145	635
Israel	714	579	56	42	59	50	2	1502	Israel	275	219	458	13	965	2467
Jordan	499	200	7	69	29	9	7	820	Jordan	30	204	3	508	1328	
Kuwait	7	12	4	0	0	0	0	24	Kuwait	33	12	15	0	60	84
Lebanon	163	163	12	14	19	9	2	402	Lebanon	1	7	100	4	112	514
Libya	59	0	0	0	0	0	0	60	Libya	0	0	7	10	17	77
Morocco	716	280	37	148	42	0	3	1226	Morocco	286	71	151	137	645	1671
Oman	121	20	1	158	15	1	0	316	Oman	27	3	45	0	75	391
Qatar	1	12	2	0	2	0	0	17	Qatar	14	3	34	0	51	68
Saudi Arabia	37	86	6	1	13	5	1	149	Saudi Arabia	2	10	32	0	44	193
Sudan	120	83	3	2	27	0	0	235	Sudan	0	0	0	0	0	235
Syria	206	110	14	44	39	3	5	421	Syria	208	24	146	13	391	812
Tunisia	402	103	16	6	56	6	9	602	Tunisia	70	9	82	22	169	791
United Arab Emirates	6	2	0	0	2	0	0	34	United Arab Emirates	34	9	38	0	81	115
West Bank & Gaza	428	136	12	0	57	8	5	646	West Bank & Gaza	1	7	54	0	62	708
Yemen	297	54	5	65	25	4	0	450	Yemen	34	4	29	3	70	520
Multicountry	7	2	4	0	0	0	0	13	Multicountry	7	110	8	0	125	138
TOTAL	5435	2624	347	1004	620	157	62	10339	TOTAL	1660	791	2124	326	4901	16240

Grants reported are those awarded to individuals under the oversight of the FSF.
 *This number includes new and renewal grants where applicable.
 **Formerly reported under the heading South Asia.

SOUTH AND CENTRAL ASIA ***

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Afghanistan	38				2	40	Afghanistan					0	40
Bangladesh	28	5			4	37	Bangladesh	14		2		16	53
Bhutan	2				4	6	Bhutan			2		2	8
India	51	52	39	13	5	160	India	59	32	33	19	143	303
Kazakhstan**	6	8			2	16	Kazakhstan**	6		5		11	27
Kyrgyz Republic**	6	4			2	12	Kyrgyz Republic**	2	1	1		4	16
Maldives	4				4	4	Maldives		1	1		2	6
Nepal	14	3			4	21	Nepal	18	2	4		24	45
Pakistan	137	13	1		3	154	Pakistan	4	4	3		7	161
Sri Lanka	7	6			3	16	Sri Lanka	8	4	8		20	36
Tajikistan**	7	4			2	13	Tajikistan**	8		3		11	24
Turkmenistan**	4				1	5	Turkmenistan**					0	5
Uzbekistan**	8	4				12	Uzbekistan**					0	12
Multicountry						0	Multicountry					0	0
TOTAL	312	99	40	13	32	496	TOTAL	115	44	62	19	240	736

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

* This number includes new and renew al grants where applicable.

**Formerly reported under the heading Eurasia.

***Formerly reported as South Asia.

SOUTH AND CENTRAL ASIA - HISTORICAL TOTALS ***

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Afghanistan	370	26	27	31	35	0	0	489	Afghanistan	20	25	97	7	149	638
Bangladesh	252	91	15	0	76	2	7	443	Bangladesh	99	11	80	0	190	633
Bhutan	43	0	0	0	16	0	0	59	Bhutan	0	0	3	0	3	62
India	2727	1534	348	487	139	5	32	5272	India	1045	779	1241	222	3287	8559
Kazakhstan**	11	138	9	0	13	2	5	178	Kazakhstan**	36	2	82	0	120	298
Kyrgyz Republic**	13	74	7	10	16	2	0	122	Kyrgyz Republic**	25	2	59	2	88	210
Maldives	16	0	0	0	6	0	0	22	Maldives	0	2	12	0	14	36
Nepal	421	73	18	51	87	0	6	656	Nepal	157	38	149	3	347	1003
Pakistan	1707	317	43	5	96	3	16	2187	Pakistan	81	52	354	25	512	2699
Sri Lanka	504	157	26	16	62	1	3	769	Sri Lanka	169	16	192	0	377	1146
Tajikistan**	17	37	5	0	13	0	0	72	Tajikistan**	18	0	9	0	27	99
Turkmenistan**	8	26	6	0	8	1	1	50	Turkmenistan**	0	0	5	0	5	55
Uzbekistan**	37	69	7	20	9	1	0	143	Uzbekistan**	8	0	41	4	53	196
Multicountry	0	0	4	0	0	0	0	4	Multicountry	2	97	8	0	107	111
TOTAL	6126	2542	515	620	576	17	70	10466	TOTAL	1660	1024	2332	263	5279	15746

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

* This number includes new and renew al grants where applicable.

**Formerly reported under the heading Eurasia.

***Formerly reported as South Asia.

WESTERN HEMISPHERE

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2010-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Anguilla						0	Anguilla					0	0
Antigua						0	Antigua					0	0
Argentina	57	34		4	3	98	Argentina	31		14	5	50	148
Bahamas						0	Bahamas					0	0
Barbados	4				1	5	Barbados	1		2		3	8
Belize						0	Belize					0	0
Bolivia	14					14	Bolivia	1	1	1		3	17
Brazil	167	11	12		5	195	Brazil	44	5	18		67	262
Canada	13	10	4			27	Canada	12	18	5		35	62
Chile	246				1	247	Chile	16		27		43	290
Colombia	126	1	2		2	131	Colombia	24		13		37	168
Costa Rica	18	1	1		1	21	Costa Rica	4		5		9	30
Cuba						0	Cuba					0	0
Dominica	1					1	Dominica					0	1
Dominican Republic	33				1	34	Dominican Republic	6		1		7	41
Ecuador	56		2		1	59	Ecuador	16	4	4		24	83
El Salvador	19	1				20	El Salvador	3		3		6	26
French Antilles						0	French Antilles					0	0
French Guiana						0	French Guiana					0	0
Grenada	1					1	Grenada					0	1
Guatemala	17	2				19	Guatemala	6		2		8	27
Guyana						0	Guyana					0	0
Haiti	27				2	29	Haiti					0	29
Honduras	21	1				22	Honduras	1		3		4	26
Jamaica	14	3	1		1	19	Jamaica	5		2		7	26
Mexico	94	5	6	8	2	115	Mexico	46	11	6	7	70	185
Netherlands Antilles						0	Netherlands Antilles			2		2	2
Nevis/St. Kitts						0	Nevis/St. Kitts					0	0
Nicaragua	18				1	19	Nicaragua	4		2		6	25
Panama	23	1			2	26	Panama	5		2		7	33
Paraguay	10					10	Paraguay	2		1		3	13
Peru	31				1	32	Peru	14		8		22	54
St. Lucia	2					2	St. Lucia					0	2
St. Vincent and the Grenadines	1					1	St. Vincent and the Grenadines					0	1
Suriname						0	Suriname			1		1	1
Trinidad & Tobago	15	2			3	20	Trinidad & Tobago	4		2		6	26
Uruguay	10					10	Uruguay	8	2	2		12	22
Venezuela	13	2				15	Venezuela	11		2		13	28
Multicountry						0	Multicountry					0	0
TOTAL	1051	74	28	12	27	1192	TOTAL	264	41	128	12	445	1637

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

* This number includes new and renewal grants where applicable.

WESTERN HEMISPHERE - HISTORICAL TOTALS

FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2011

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2011

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
Anguilla	0	0	0	0	1	0	0	1	Anguilla	10	0	0	0	10	11
Antigua	2	0	0	0	2	0	0	4	Antigua	2	0	0	0	2	6
Argentina	2033	448	76	463	43	0	76	3139	Argentina	417	94	558	287	1356	4495
Bahamas	44	7	2	24	16	0	3	96	Bahamas	6	7	18	25	56	152
Barbados	166	30	6	10	16	0	0	228	Barbados	47	14	45	2	108	336
Belize	102	3	0	45	1	0	0	151	Belize	27	15	24	0	66	217
Bolivia	513	26	8	227	23	2	1	800	Bolivia	154	25	70	8	257	1057
Brazil	2327	658	119	578	137	6	30	3855	Brazil	645	168	953	150	1916	5771
Canada	315	128	48	196	0	0	3	690	Canada	246	117	84	190	637	1327
Chile	1987	183	75	343	42	0	6	2636	Chile	384	41	427	105	957	3593
Colombia	2659	96	55	425	47	1	19	3302	Colombia	377	28	547	280	1232	4534
Costa Rica	857	98	36	151	21	1	2	1166	Costa Rica	151	51	149	11	362	1528
Cuba	64	2	1	48	0	0	0	113	Cuba	8	0	13	6	27	140
Dominica	6	0	0	0	1	0	0	7	Dominica	2	0	0	0	2	9
Dominican Republic	505	33	7	69	19	0	2	635	Dominican Republic	83	10	65	0	158	793
Ecuador	1348	46	32	321	30	2	9	1788	Ecuador	348	65	294	12	719	2507
El Salvador	589	31	7	115	29	1	4	776	El Salvador	47	6	85	2	140	916
French Antilles	0	0	0	13	0	0	0	13	French Antilles	1	0	0	0	1	14
French Guiana	0	0	0	0	0	0	0	0	French Guiana	1	1	2	0	4	4
Grenada	2	0	0	0	2	0	0	4	Grenada	2	0	0	0	2	6
Guatemala	605	57	17	339	25	0	0	1043	Guatemala	176	31	125	1	333	1376
Guyana	105	20	2	19	19	0	0	165	Guyana	7	4	22	6	39	204
Haiti	374	3	2	65	27	0	1	472	Haiti	36	4	35	2	77	549
Honduras	594	44	7	153	19	1	5	823	Honduras	62	23	120	10	215	1038
Jamaica	237	71	7	31	56	2	7	411	Jamaica	71	32	98	7	208	619
Mexico	3287	344	128	948	44	4	10	4765	Mexico	813	144	721	243	1921	6686
Netherlands Antilles	1	1	0	5	3	0	3	13	Netherlands Antilles	0	0	2	0	2	15
Nevis/St. Kitts	0	0	0	0	1	0	0	1	Nevis/St. Kitts	2	0	1	0	3	4
Nicaragua	544	31	13	99	24	1	2	714	Nicaragua	84	26	69	18	197	911
Panama	735	42	14	154	37	0	0	982	Panama	64	16	87	0	167	1149
Paraguay	308	18	10	131	6	0	11	484	Paraguay	41	9	71	6	127	611
Peru	1266	186	52	323	47	1	40	1915	Peru	397	88	517	57	1059	2974
St. Lucia	8	0	0	0	4	0	0	12	St. Lucia	1	0	3	0	4	16
St. Vincent and the Grenadines	1	0	0	0	0	0	0	1	St. Vincent and the Grenadines	0	0	0	0	0	1
Suriname	29	7	0	0	12	0	6	54	Suriname	2	1	6	0	9	63
Trinidad & Tobago	315	39	6	8	24	0	5	397	Trinidad & Tobago	67	9	92	1	169	566
Uruguay	442	198	9	404	29	3	11	1096	Uruguay	118	38	355	73	584	1680
Venezuela	488	91	19	199	23	3	9	832	Venezuela	195	18	150	1	364	1196
Multicountry	0	7	0	0	0	0	1	8	Multicountry	16	44	10	34	104	112
TOTAL	22858	2948	768	5904	830	28	266	33552	TOTAL	5110	1129	5818	1537	13994	47186

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

* This number includes new and renewal grants where applicable.

FULBRIGHT-HAYS GRANTS

Administered by the U.S. Department of Education

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2010-2011

	Doctoral	Faculty	Group	Seminars	
Region	Dissertation	Research	Projects	Abroad	Total
AF	36	3	189	16	244
EAP	36	5	339	16	396
EUR	12	1	74	16	103
NEA	36	5	172	40	253
SCA	14	1	14	0	29
WHA	30	3	87	31	151
Totals	164	18	875	119	1176

AFRICA

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION

U.S. GRANTEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Angola	1	1			2	Angola	4	1	0	0	0	5
Benin					0	Benin	6	0	28	0	1	35
Botswana					0	Botswana	14	2	29	0	1	46
Burkina Faso					0	Burkina Faso	10	1	0	0	1	12
Burundi	1				1	Burundi	3	0	0	0	0	3
Cameroun			13		13	Cameroun	11	3	194	0	1	209
Cape Verde	1				1	Cape Verde	3	0	15	0	0	18
Central African Republic					0	Central African Republic	1	0	0	0	0	1
Chad					0	Chad	2	0	12	0	0	14
Comoros					0	Comoros	1	0	0	0	0	1
Congo (Democratic Republic of)					0	Congo (Democratic Republic of)	21	2	0	0	1	24
Congo (Republic of)					0	Congo (Republic of)	2	0	0	0	0	2
Cote d'Ivoire (Ivory Coast)					0	Cote d'Ivoire (Ivory Coast)	9	1	39	0	1	50
Djibouti					0	Djibouti	0	1	0	0	0	1
Equatorial Guinea					0	Equatorial Guinea	0	0	0	0	0	0
Eritrea					0	Eritrea	2	0	14	0	0	16
Ethiopia	1				1	Ethiopia	12	11	130	0	8	161
Gabon					0	Gabon	5	0	0	0	0	5
The Gambia					0	The Gambia	6	0	83	0	1	90
Ghana	2	1	13		16	Ghana	29	8	675	16	18	746
Guinea					0	Guinea	6	1	24	0	0	31
Guinea Bissau					0	Guinea Bissau	2	1	0	0	0	3
Kenya	4				4	Kenya	99	19	280	0	3	401
Lesotho			14		14	Lesotho	5	1	22	0	0	28
Liberia					0	Liberia	3	0	42	43	2	90
Madagascar	1				1	Madagascar	10	3	0	0	0	13
Malawi					0	Malawi	12	2	52	0	0	66
Mali	2	1			3	Mali	38	3	13	0	0	54
Mauritania					0	Mauritania	5	1	0	0	0	6
Mauritius					0	Mauritius	1	1	0	0	0	2
Mozambique	1				1	Mozambique	12	1	0	0	0	13
Namibia			13		13	Namibia	4	1	74	0	0	79
Niger	1				1	Niger	23	1	12	0	0	36
Nigeria	4		19		23	Nigeria	73	16	438	0	21	548
Rwanda	1				1	Rwanda	3	1	16	0	0	20
Senegal	4			16	20	Senegal	47	3	198	46	5	299
Sierra Leone	1				1	Sierra Leone	11	3	67	14	5	100
Somalia					0	Somalia	1	0	0	0	1	2
South Africa	6		28		34	South Africa	47	17	525	146	1	736
Sudan					0	Sudan	9	2	0	0	0	11
Swaziland					0	Swaziland	2	1	63	0	0	66
Tanzania	5		45		50	Tanzania	90	11	438	0	3	542
Togo					0	Togo	5	1	16	0	2	24
Uganda					0	Uganda	24	2	15	0	2	43
Zambia					0	Zambia	17	7	0	18	1	43
Zimbabwe					0	Zimbabwe	18	2	71	52	1	144
Multicountry			44		44	Multicountry	79	16	627	0	0	722
TOTAL	36	3	189	16	244	TOTAL	787	147	4212	335	80	5561

EAST ASIA AND PACIFIC

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION

U.S. GRANTEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Curriculum Consultants
Australia					0	Australia	4	2	12	33	52	1
Burma	1	1			2	Burma	6	2	12	0	20	0
Cambodia			28		28	Cambodia	10	0	108	0	118	0
China (PRC)	17		149	16	182	China (PRC)	184	46	2315	603	3151	3
Fiji					0	Fiji	3	0	0	0	3	0
French Polynesia					0	French Polynesia	3	0	0	0	3	0
Hong Kong**					0	Hong Kong**	23	15	14	0	52	0
Indonesia	2		29		31	Indonesia	176	23	602	72	876	3
Japan	6	2	64		72	Japan	405	147	1778	56	2402	16
Korea, Republic of	2	1	13		16	Korea, Republic of	44	22	148	167	384	3
Laos					0	Laos	3	0	37	0	40	0
Malaysia					0	Malaysia	34	11	101	56	202	0
Micronesia					0	Micronesia	1	0	15	0	16	0
Mongolia	2				2	Mongolia	4	0	13	0	17	0
New Caledonia					0	New Caledonia	1	0	0	0	1	0
New Zealand					0	New Zealand	4	0	0	69	74	1
Papua New Guinea					0	Papua New Guinea	24	3	0	0	27	0
Philippines	2		14		16	Philippines	35	17	252	0	305	1
Singapore					0	Singapore	4	0	149	20	173	0
Taiwan*					0	Taiwan*	141	47	998	62	1258	10
Thailand			10		10	Thailand	86	14	397	83	584	4
Tonga					0	Tonga	2	0	0	10	12	0
Vietnam	4	1	25		30	Vietnam	42	1	230	0	274	1
Western Samoa			7		7	Western Samoa	2	0	7	0	9	0
Multicountry					0	Multicountry	41	14	64	16	135	0
TOTAL	36	5	339	16	396	TOTAL	1282	364	7252	1247	10188	43

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

**Special Administrative Region.

EUROPE

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION

U.S. GRANTEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Albania	1				1	Albania	3	0	0	0	0	3
Austria					0	Austria	3	8	0	0	0	11
Belgium					0	Belgium	1	0	0	0	0	1
Bosnia & Herzegovina					0	Bosnia & Herzegovina	6	0	0	0	0	6
Bulgaria	2	1			3	Bulgaria	15	7	14	61	0	97
Croatia	1				1	Croatia	4	1	0	0	0	5
Cyprus					0	Cyprus	3	0	30	32	0	65
Czech Republic	2				2	Czech Republic	27	6	113	11	0	157
Denmark					0	Czechoslovakia*	16	15	32	34	2	99
Estonia					0	Denmark	6	1	35	0	1	43
Germany					0	Estonia	4	0	36	0	0	40
Finland					0	Germany	21	24	162	0	6	213
France					0	Finland	32	14	43	0	5	94
Greece					0	France	15	51	125	0	24	215
Hungary					0	Greece	21	5	0	0	1	27
Iceland					0	Hungary	31	20	141	65	2	259
Ireland					0	Iceland	1	0	0	0	0	1
Italy					0	Ireland	1	1	0	0	0	2
Latvia					0	Italy	6	9	29	170	2	216
Lithuania	1				1	Latvia	3	1	0	0	0	4
Macedonia					0	Lithuania	1	1	16	0	0	18
Malta					0	Macedonia	0	1	16	0	0	17
Netherlands					0	Malta	0	0	0	0	1	1
Norway					0	Netherlands	7	4	0	0	0	11
Poland	1				1	Norway	7	1	13	0	0	21
Portugal					0	Poland	75	32	820	62	11	1000
Romania	1				1	Portugal	8	6	12	0	0	26
Serbia					0	Romania	22	15	28	0	0	65
Slovakia	1				1	Serbia	1	0	0	0	0	1
Slovenia					0	Slovakia	3	0	42	0	0	45
Spain					0	Slovenia	2	2	0	0	0	4
Sweden					0	Spain	15	23	0	0	2	40
Switzerland					0	Sweden	9	3	20	0	3	35
Turkey	2		21		23	Switzerland	0	2	0	0	0	2
United Kingdom					0	Turkey	119	21	413	47	2	602
Multicountry			53	16	69	United Kingdom	8	15	0	0	0	23
TOTAL	12	1	74	16	103	Yugoslavia*	67	59	436	16	8	586
						Multicountry	28	22	69	32	0	151
						TOTAL	591	370	2645	530	70	4206

*Czechoslovakia and Yugoslavia are listed for historical purposes only. As of the 1993 report, grants are reported under the names of the successor states.

EURASIA*

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION
U.S. GRANTEEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Curriculum Consultants	Total
Armenia		1			1	Armenia	2	1	0	0	3	0	3
Azerbaijan	2				2	Azerbaijan	4	0	0	0	4	0	4
Belarus					0	Belarus	2	0	0	0	2	0	2
Georgia					0	Georgia	3	1	1	0	5	0	5
Kazakhstan					0	Kazakhstan	5	0	17	0	22	0	22
Kyrgyzstan					0	Kyrgyzstan	3	0	36	0	39	0	39
Moldova					0	Moldova	2	0	0	0	2	0	2
Russia	9		14		23	Russia	133	26	1158	0	1317	0	1317
Tajikistan	1				1	Tajikistan	1	0	2	0	3	0	3
Turkmenistan					0	Turkmenistan	0	0	0	0	0	0	0
Ukraine	2				2	Ukraine	15	6	0	0	21	0	21
Uzbekistan					0	Uzbekistan	4	0	17	0	21	0	21
Multicountry					0	USSR*	279	163	4009	0	4454	3	4454
TOTAL	14	1	14	0	29	Multicountry	0	0	0	0	0	0	0
						TOTAL	453	197	5240	0	5893	3	5893

*Eurasia grants were formerly reported under the heading New Independent States

NEAR EAST AND SOUTH ASIA

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION
U.S. GRANTEEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Curriculum Consultants	Total
Afghanistan					0	Afghanistan	10	3	0	0	13	2	15
Algeria	1				1	Algeria	6	2	14	0	22	0	22
Bangladesh					0	Bangladesh	5	4	0	0	9	0	9
Bhutan	1				1	Bhutan	1	0	0	0	1	0	1
Egypt	6		49	16	71	Egypt	140	48	2358	245	2801	10	2801
India	13	4	37	15	69	India	454	144	5469	631	6724	26	6724
Iran					0	Iran	36	7	31	0	75	1	75
Iraq					0	Iraq	1	0	0	0	1	0	1
Israel	2	1			3	Israel	46	21	134	232	437	4	437
Jordan			28		28	Jordan	18	3	401	23	447	2	447
Kuwait	3				3	Kuwait	7	0	0	0	7	0	7
Lebanon	2				2	Lebanon	26	14	100	0	141	1	141
Libya					0	Libya	1	2	0	0	3	0	3
Maldives					0	Maldives	1	0	0	0	1	0	1
Morocco	3		26		29	Morocco	56	17	211	96	380	0	380
Nepal	1				1	Nepal	70	10	91	0	171	0	171
Oman	1				1	Oman	4	1	12	0	17	0	17
Pakistan					0	Pakistan	27	16	530	136	710	1	710
Saudi Arabia					0	Saudi Arabia	2	1	0	0	3	0	3
Sri Lanka	1				1	Sri Lanka	19	11	117	0	148	1	148
Sudan					0	Sudan	4	0	0	0	4	0	4
Syria	1		14		15	Syria	41	6	62	0	109	0	109
Tunisia	1				1	Tunisia	21	10	215	18	264	0	264
United Arab Emirates					0	United Arab Emirates	1	1	0	0	2	0	2
Yemen					0	Yemen	18	1	14	0	33	0	33
Multicountry			18	9	27	Multicountry	37	8	50	9	104	0	104
TOTAL	36	5	172	40	253	TOTAL	1662	330	9809	1390	12829	48	12829

WESTERN HEMISPHERE

FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION

U.S. GRANTEES 2010

HISTORICAL TOTALS 1964-2010

Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Argentina	0				0	Argentina	50	9	141	68	4	272
Bahamas	0				0	Bahamas	0	0	7	0	0	7
Barbados	0				0	Barbados	1	0	0	0	0	1
Belize	0				0	Belize	3	4	38	0	0	45
Bolivia	1	1			2	Bolivia	49	7	14	0	6	76
Brazil	4	2	31	15	52	Brazil	166	59	524	191	7	947
British West Indies	0				0	British West Indies	1	1	0	0	2	4
Canada	1				1	Canada	3	2	0	0	0	5
Chile	1				1	Chile	39	10	247	0	9	305
Colombia	0				0	Colombia	32	6	48	32	21	139
Costa Rica	0				0	Costa Rica	14	5	405	0	3	427
Cuba	0				0	Cuba	17	2	0	0	0	19
Dominica	0				0	Dominica	1	0	0	0	0	1
Dominican Republic	0				0	Dominican Republic	12	2	70	0	2	86
Ecuador	1		24		25	Ecuador	45	13	216	16	1	291
El Salvador	1				1	El Salvador	14	3	0	0	0	17
Falkland Islands	0				0	Falkland Islands	1	0	0	0	0	1
French Antilles	0				0	French Antilles	1	0	0	0	0	1
French Guiana	0				0	French Guiana	2	0	0	0	0	2
Grenada	0				0	Grenada	1	0	0	0	0	1
Guatemala	2				2	Guatemala	51	8	92	15	1	167
Guyana	0				0	Guyana	0	1	27	0	0	28
Haiti	0				0	Haiti	2	1	17	0	0	20
Honduras	0				0	Honduras	12	0	48	0	0	60
Jamaica	0				0	Jamaica	5	0	48	0	2	55
Martinique	0				0	Martinique	2	2	0	0	0	4
Mexico	7		32	16	55	Mexico	172	48	847	289	15	1371
Montserrat	0				0	Montserrat	1	0	0	0	0	1
Netherlands Antilles	0				0	Netherlands Antilles	1	0	0	0	0	1
Nicaragua	0				0	Nicaragua	8	2	43	0	0	53
Panama	0				0	Panama	5	1	24	0	0	30
Paraguay	0				0	Paraguay	4	1	47	0	0	52
Peru	11				11	Peru	121	20	147	16	6	310
St. Lucia	1				1	St. Lucia	2	0	0	0	0	2
Suriname	0				0	Suriname	1	0	0	0	0	1
Trinidad & Tobago	0				0	Trinidad & Tobago	3	0	32	0	1	36
Uruguay	0				0	Uruguay	2	1	0	0	2	5
Venezuela	0				0	Venezuela	16	4	33	0	1	54
Multicountry	0				0	Multicountry	16	9	23	16	0	64
TOTAL	30	3	87	31	151	TOTAL	876	221	3138	643	83	4961

Fulbright through the Years

1946



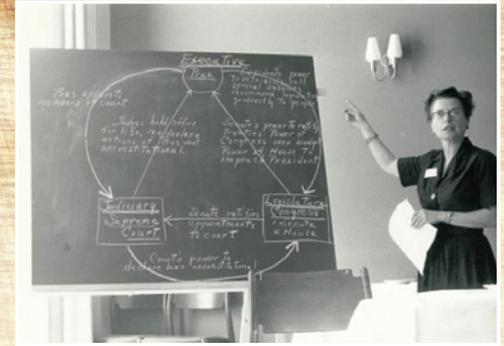
U.S. President Harry S. Truman signs the Fulbright Act into law, providing grants for the international exchange of scholars through the Fulbright Program, as Senator J. William Fulbright (center) and U.S. Department of State's Chief of Cultural Affairs William Benton look on.

1954



One of the first groups of Burmese Fulbrighters prepares to study in the United States.

1960



Professor Thelma S. Miner, a U.S. Scholar from Youngstown University, describes the American political system to Scandinavian teachers in Elsinore, Denmark.

1950



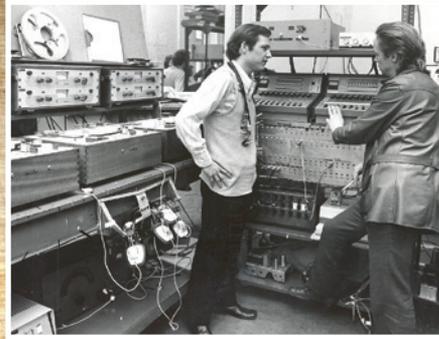
Members of the first Board of Foreign Scholarships hold a meeting, with Senator J. William Fulbright (fifth from left) in attendance.

1959



Nita Scarlett of New Zealand teaches a second grade class in Silver Spring, Maryland while on a Fulbright grant.

1973



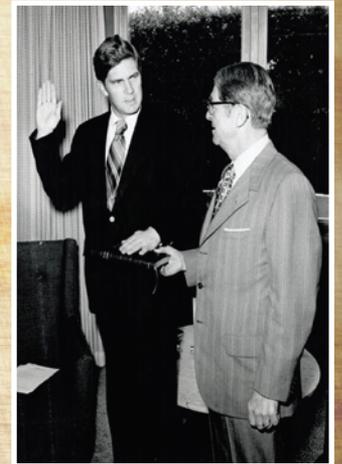
U.S. Fulbright student George L. Packer (left) of Santa Monica, California, prepares a symphonic recording with guidance from Belgian composer Henri Pousseur at the Conservatoire Royal de Musique de Liège in Belgium.

1961



U.S. President John F. Kennedy signs the Mutual Educational and Cultural Exchange Act (Fulbright-Hays Act) with Senators J. William Fulbright and Hubert H. Humphrey (both far left) present.

1974



James H. Billington is sworn in after being reappointed to the J. William Fulbright Scholarship Board. He will become the Librarian of Congress in 1987.

1965



John Hope Franklin, a 1954 Fulbright Scholar to the United Kingdom, becomes Chair of the J. William Fulbright Foreign Scholarship Board. He will become one of 14 alumni awarded the Presidential Medal of Freedom.

1963



Humphrey Program lecturer William L. Strauss (seated center) chats with students during a Fourth of July picnic at Prenn Falls in Da Lat, Vietnam.

1989



A "Fulbright" view of the Berlin Wall.

1980



Senator J. William Fulbright (right) meets with Professor Benjamin Mazar, President and Rector of the Hebrew University of Jerusalem, at the Givat Ram Campus.

1993



Mr. and Mrs. J. William Fulbright (seated) attend a Fulbright Enrichment Seminar in Washington, D.C.

1987



Sporting new sweatshirts, visiting Fulbright Students receive a warm welcome to the University of Louisville.

1997



William Friday, Chairman at the "Fulbright at 50" Steering Committee (center) presents the "Fulbright at 50" report to U.S. President William J. Clinton in the Roosevelt Room of the White House.

2007



Fulbright-mtvU fellow Phally Chroy (right) films a documentary with local children in Cambodia, chronicling the role of music in reconstructing the nation's identity in the post-Khmer era.

2008



First Lady Laura Bush of the United States meets with Fulbright Teaching Assistant Megan Chiusaroli (second from left) and two of Ms. Chiusaroli's Italian high school students in Rome, Italy.

2003



U.S. Fulbright scholar Kif Augustine-Adams (seated, back row, holding child) works with students at a school in Buenos Aires, Argentina. She also collected books and helped operate a kitchen for local low-income children.

2010



U.S. Fulbright student Christine Marie George (right) trains local NGO workers to conduct well water arsenic testing and arsenic awareness education in one of her pilot villages in Dhaka, Bangladesh.

2000



U.S. Fulbright Teacher Exchange participant Nicole Wilson of Fairfax, Virginia, reads to children in the United Kingdom.

Photo Credits

p. 10 (*top left*) by Jeff Watts, courtesy of American University.

p. 22 (*all*) from Mariano Sironi - Instituto de Conservación de Ballenas – www.icb.org.ar.

p. 23 (*top middle*) from U.S. Embassy, Dar es Salaam, Tanzania.

p. 23 (*top left, top right*) from Philip L. Shirk.

p. 32 (*top, center all*) from Nancy E. Muleady-Mecham.

p. 43 (*all, except bottom right*) by Nicole Pietrantonio.

p. 45 (*center*) by Jacquelyn Gleisner.

p. 45 (*bottom right*) by Terhi Topi.

p. 47 (*center all*) from Antonio Tahhan.

p. 47 (*bottom right*) by The Birmingham News/Thomas Spencer.

p. 51 (*center right*) from U.S. Embassy, Dar es Salaam, Tanzania.

p. 52 (*right all*) from Mohsin Mohi Ud Din and Christina Ponsaran.

p. 55 (*top all*) by Ruth Hill.



Photo Captions

Collage (page 5, clockwise, from top center):

Chair Anita McBride

...speaks in Washington, D.C....reaches out in Italy...visits with Kenyan Fulbrighters...meets with Fulbright New Zealand Executive Director Mele Wendt...cleans a park with Fulbrighters in Washington, D.C....engages with Fulbrighters in Ukraine...dines with Fulbrighters in Washington, D.C....celebrates with Fulbright FLTAs at University of Notre Dame...



The 47th Annual Report

J. William Fulbright Foreign Scholarship Board

**Chair: Anita B. McBride
Executive Director: John Dickson**

Editor: Catherine L. Stearns

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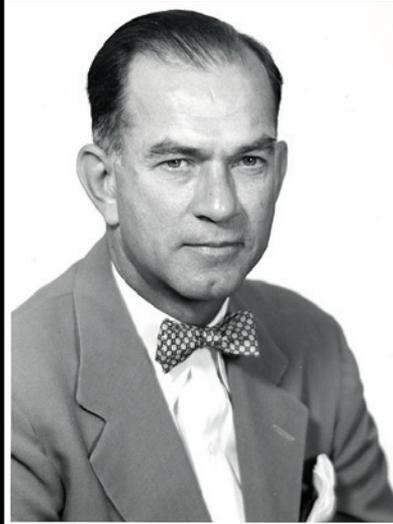
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FULBRIGHT



Senator J. William Fulbright

"The Fulbright Program aims... to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship."

[From the Forward of *The Fulbright Program: A History*]



United States Department of State