



J. WILLIAM FULBRIGHT
FOREIGN SCHOLARSHIP BOARD



ANNUAL
REPORT
2011-2012

OUR COVER STORY



Fulbright scholars (from left) Mandisa Haarhoff and Wanda Sondiyazi of South Africa, and Shugofa Dastgeer of Afghanistan enjoy a cultural celebration at the 2012 University of Oklahoma-hosted Fulbright Gateway Orientation, where they also met Dr. Shelby Lewis of the J. William Fulbright Foreign Scholarship Board.



Christina Briscoe, 2011-2012 U.S. Fulbright Student to Brazil (left), with Isabel Pacheco da Encarnação, the sister of her host mother. Ms. Briscoe researched reproductive health through interviews with women in the Ilha de Maré community. Working with Partners in Health Peru and living in a quilombola, a community formed by the descendants of escaped slaves, Ms. Briscoe focused her research on the representations of fibromyomas (benign uterine tumors) and their significance in the women's lives as seen through encounters with the mainland biomedical community and in the generational knowledge imparted by their mothers. Ms. Briscoe is a graduate of the University of Maryland, Baltimore County.



Mikael Owunna, Fulbright English Teaching Assistant at the Nan'ao and Wuyuan Elementary Schools in Yilan County, Luodong, Taiwan, in 2012, with Taiwanese aboriginal (Atayal) children. He collaborated with University of San Francisco Professor Christine Yeh, a Fulbright Senior Scholar at the National Taiwan Normal University, to develop and implement the "I am Atayal" project, promoting cultural pride and educational success among youths. Mr. Owunna is a graduate of Duke University in North Carolina, where he earned a B.S.E. with distinction in Biomedical Engineering and a B.A. in History.

This Annual Report edition provides information on Fulbright grants awarded by the U.S. Department of State and U.S. Department of Education for Academic Year 2011-2012; however, the most current budget data available are for Fiscal Year 2011. Grants were awarded to U.S. students, teachers, scholars, artists and professionals to study, teach, lecture and conduct research in more than 155 countries worldwide and to their foreign counterparts to engage in similar activities in the United States.

The J. William Fulbright Foreign Scholarship Board Chair serves a term of one Calendar Year.

*Annual reports and complete Fulbright Program statistics are available online at:
<http://eca.state.gov/fulbright/about-fulbright/j-william-fulbright-foreign-scholarship-board-ffsb/ffsb-reports>*

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From The Chairman



From Bogotá to Cairo, St. Louis to New Delhi, Atlanta to Kathmandu, I hear four simple, passionate words over and over in my travels: “Fulbright changed my life.”

As Chairman of the J. William Fulbright Foreign Scholarship Board, I am filled with pride for this program and admiration for its founder, Senator J. William Fulbright, who saw in military surplus the potential to remake the world through education and exchange. Those four words, spoken by some of our brightest minds in all walks of life, challenge the Board with our most important task: to preserve the extraordinary legacy of Fulbright and advance its goals of mutual understanding around the globe.

This 48th edition of the Annual Report highlights the power of the Fulbright Program to promote connectedness among cultures, dreams and ideas. Fulbright students, scholars and teachers embody that connectedness on a daily basis as the stories in this report will attest. Fulbrighters are forging identities through music in India, confronting the HIV/AIDS pandemic in Lesotho, sharing Maori culture with Native Americans in Montana, teaching Arabic in Connecticut, and healing victims of sexual assault in Kosovo through the arts. Their stories and the others in these pages, as well as thousands of Fulbright stories not presented here, are the maps to help keep us from getting lost in the complexities of our vast, interconnected world.

The Fulbright Program is sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, under worldwide policy guidelines established by the Fulbright Board. The Board selects the participants who through Fulbright exchanges will study, teach, conduct research and contribute to finding solutions to common international concerns. The Board promotes the Fulbright Program to diverse audiences across the United States and around the world. Beyond our participation in many anniversary events and personal conversations with grantees about the impact of their Fulbright experience, this past year the Board also met with then-Secretary of State Hillary Rodham Clinton, visited universities and grantees on several continents, and used our quarterly board meetings as public forums on ways for the Fulbright Program to flourish in the 21st century.

This report is available both in print and online. We hope the extensive information and multimedia materials will widen our audience and spark conversations around the world. We welcome your comments at fsb@state.gov or via Twitter at [@FulbrightBoard](https://twitter.com/FulbrightBoard).

A handwritten signature in black ink that reads "Tom Healy". The signature is fluid and cursive, with a large loop at the end of the last name.

Tom Healy
Chairman
J. William Fulbright Foreign Scholarship Board

fsb@state.gov

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





ABOUT THE FULBRIGHT PROGRAM

More than 65 years ago, freshman U.S. Senator J. William Fulbright put forth the conviction that education and, in particular, educational and cultural exchange were essential to advancing peace, freedom and international cooperation. He championed “a modest program with an immodest aim,” to foster understanding between the people of the United States and the people of other countries.

Today, Fulbright is the flagship international educational exchange program of the U.S. government, providing opportunities for both U.S. and foreign students, scholars, teachers and professionals to undertake graduate study, advanced research, university teaching, and teaching in elementary and secondary schools. Approximately 8,000 competitive, merit-based grants are awarded annually in most academic disciplines and fields of study to a combination of U.S. and foreign recipients. The Fulbright Program operates in more than 155 countries worldwide and approximately 318,000 participants have studied, taught, conducted research and exchanged ideas in each others’ countries since the program’s inception.

The Fulbright Program has proven to be one of the most profoundly humanizing, life-changing and adaptable instruments of peace in the world, with a range that allows it to address U.S. priorities and global concerns. Sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), under policies established by the J. William Fulbright Foreign Scholarship Board (FFSB), the program is a model of diversity, international cooperation and cost-sharing, and return on human investment. Its cost-sharing mechanism is unique in the U.S. government, signaling the value placed on educational exchange by the United States and partner countries.

The Fulbright experience has enriched the perspectives of potential leaders around the world and has influenced many thousands of individuals sympathetic to the concerns of other nations and the value of freedom. The community of “Fulbrighters” comprises distinguished alumni, among them presidents, poets, Nobel laureates, teachers, scientists, artists, journalists, entrepreneurs, economists, financiers and cabinet officials.

Participants in the Fulbright Program represent the diversity of their societies. The FFSB and ECA have long emphasized the principle of diversity along with merit in their outreach. Outstanding candidates pursuing all fields of study are sought from all ethnic, socio-economic, geographic and institutional backgrounds, including persons with disabilities. Through dynamic outreach, and the complete range of social media, Fulbright connects with more prospective applicants every day.

Senator Fulbright’s aim “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” is indisputably relevant today as Fulbrighters face important challenges and exciting new opportunities. While the Senator deemed the program as “probably the most important and potentially rewarding of our foreign-policy activities,” one wonders whether he could have imagined the extraordinary impact of his vision.

Meet the J. William Fulbright Foreign Scholarship Board



Mr. Tom Healy
Chairman 2012 – 2013
Poet and Writer
Professor
New York University
New York, New York
2011 – Present



Ms. Susan Ness
Vice Chair 2012 – 2013
Senior Fellow
Center for Transatlantic
Relations
Johns Hopkins School of
Advanced International Studies
Bethesda, Maryland
2011 – Present



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



Mr. Rye Barcott
Co-Founder, Carolina for
Kibera
Special Advisor to the
Chairman and CEO,
Duke Energy
Charlotte, North Carolina
2012 – 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



Dr. Christie Gilson
Assistant Professor of
Education
Moravian College
Bethlehem, Pennsylvania
2012 – Present



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



Dr. Shelby F. Lewis
Professor Emeritus
Clark Atlanta University
Atlanta, Georgia
2010 – Present



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

MEET OUR EXECUTIVE DIRECTOR



Ms. Lisa Helling
Executive Director
2012 – Present

Lisa Helling, a U.S. Foreign Service Officer, became the Executive Director of the Board in August 2012. Previously she was assigned as Counselor for Public Affairs at the U.S. Embassy in Warsaw, Poland, where she also served as Chair of the Polish-U.S. Fulbright Commission. In addition to serving in Poland, she has been posted in São Paulo, Prague, Vilnius and Washington, D.C. Lisa is an attorney, a graduate of the University of Denver, and was born and raised in Denver, Colorado. She practiced law at the U.S. International Trade Commission and in private practice prior to joining the Foreign Service.

Celebrating Fulbright

Anniversaries, Awards & Passages

Anniversaries

60th

A series of events held in May 2012 marked the 60th anniversary of the Fulbright Program in **Indonesia**. President Barack Obama sent his greetings to the celebration, citing the impact of his childhood experience in Indonesia on his life: “In Indonesia, the Fulbright Program has strengthened ties between our countries that are based on mutual understanding and respect. Since 1952, Indonesian scholars have participated in the Fulbright Program, learning and teaching in the United States. The Program has provided Americans similar opportunities to experience Indonesia and its people firsthand.” U.S. Ambassador to Indonesia Scot Marciel hosted a dinner reception to mark this occasion, along with the 20th anniversary of the establishment of the American Indonesian Exchange Foundation (AMINEF). Chairman Tom Healy and Deputy Assistant Secretary of State for Academic Programs Meghann Curtis attended the event, along with prominent Indonesian government officials and Indonesian Fulbright alumni. Musical performances were highlights of the evening.

The 60th anniversary of the Fulbright binational agreement with **Japan** was marked with commemorative events in Tokyo. Their Royal Majesties, The Emperor and Empress of Japan, attended a reception in May 2012. Professor Ei-ichi Negishi, a 2010 Nobel Laureate in Chemistry and Fulbright grantee to Purdue



FFSB Chairman Tom Healy (second from left) and U.S. Deputy Assistant Secretary of State for Academic Programs Meghann Curtis (far right) join a celebration for the 60th anniversary of the Fulbright Program in Indonesia and the 20th anniversary of the American Indonesian Exchange Foundation (AMINEF), hosted by U.S. Ambassador Scot Marciel.

University in Indiana in 2010, gave remarks, as did U.S. Ambassador to Japan John Roos. Mrs. Harriet M. Fulbright also attended. The 60th Anniversary Symposium was called “Paving the Path – Envisioning the Future.”

The 60th anniversary of the Fulbright binational agreement with **Germany** was celebrated with a series of activities in February in New York, March in Berlin (at the German Foreign Ministry, where Board Vice Chair Susan Ness participated) and September in Washington, D.C. At the ceremony in Berlin, Ms. Ness noted that her first visit to Berlin was in 1968, when

Left: Fulbright Board Vice Chair Susan Ness and Chargé d'Affaires of the United States of America Greg Delawie enjoy the ceremonies for the 60th anniversary celebration of Fulbright Germany. **Middle:** German Minister of State Cornelia Pieper addresses attendees at a reception for the 60th anniversary celebration of Fulbright Germany. **Right:** The anniversary reception at the German Federal Foreign Office culminated in a musical performance by Ryan Drickey.





Left: Their Imperial Majesties, The Emperor and Empress of Japan, attend Fulbright Japan's 60th Anniversary Symposium, featuring a keynote address by Professor Ei-ichi Negishi, Purdue University, 2010 Nobel Laureate in Chemistry, and remarks by U.S. Ambassador to Japan John Roos. **Right:** Fulbright alumni and friends attend a 60th anniversary commemorative event at Stockholm's Vasamuseet, home to the world's only salvaged and nearly intact 17th-century ship, the 64-gun warship Vasa, which sank on her maiden voyage in 1628. Vasamuseet Director Dr. Marika Hedén, a member of the Swedish Fulbright Commission Board, offered the museum for the occasion.

the Berlin Wall divided the city—a striking contrast to today. The mission of the Fulbright Program has been to build cultural bridges that span the political divide. Other speakers included Executive Director of the Fulbright Commission Rolf Hoffmann and government officials from both countries. The Berlin celebration featured 320 current Fulbrighters from across Europe and 130 new German Fulbrighters preparing to leave for the United States, as well as musical performances by Fulbright alumni.

The 60th anniversary of the Finnish-American Fulbright binational agreement was feted at Finlandia Hall at the Embassy of **Finland** in Washington, D.C. Ambassador Ritva Koukku-Ronde hosted a celebration for the friends of Fulbright Finland, Fulbright alumni and Fulbright study tour participants, where she and U.S. Ambassador to Finland Bruce J. Oreck gave remarks. The Finnish Fulbright Center was presented with a letter from President of Finland Sauli Niinistö, who

Mrs. Harriet M. Fulbright, widow of Senator Fulbright (second from right), listens to speeches at Japan's 60th anniversary celebrations.



wrote, “The Finnish-American Fulbright program has become a model of excellence for the world’s most well known global exchange network.” Over 5,000 Finns and Americans have participated in the Finnish-American Fulbright program.

To mark the 60th anniversary of the Fulbright Program’s binational agreement with **Sweden**, the Commission spotlighted a variety of “Faces of Fulbright” throughout the year, including pictures and short films documenting the activities of Fulbright grantees. On November 20, the same date the agreement was signed by Dag Hammarskjöld and U.S. Ambassador W. Walton Butterworth in 1952, a commemorative event for Fulbright alumni and friends was held at the Vasamuseet in Stockholm. Guests, including Fulbright alumni from all 60 years, were treated to musical performances and a documentary film by Fulbright alumnus Ryan Tebo. U.S. Ambassador to Sweden and former Fulbright Board Member Mark Brzezinski, and U.S. Principal Deputy



The President of the Republic of Finland, Mr. Sauli Niinistö, sends an official letter of congratulations to the Finnish-American Fulbright program on the occasion of its 60th anniversary.



Secretary of State Hillary Clinton meets Ms. Do Minh Thuy, U.S. State Department exchange "Alumni of the Month" for July 2012.

Assistant Secretary of State for Educational and Cultural Affairs Adam Ereli, joined their Swedish counterpart, Dr. Lars Haikola, in addressing the importance of educational exchange and promoting cross-cultural understanding. The Swedish Fulbright Alumni Association named Professor and Nobel Laureate Dr. Bengt Samuelsson as 2012 Fulbright Alumnus of the Year.

In **Sri Lanka**, the 60th anniversary of the binational agreement was celebrated with events in Sri Lanka and Washington, D.C. Board Vice Chair Susan Ness spoke at an event in Washington, and Board member Ambassador Gabriel Guerra-Mondragón traveled to Sri Lanka to engage with the Fulbright community.

50th

The 50th anniversary of the binational agreement with **Cyprus** was observed in May with a bi-communal mini-conference on sustainability, convening Greek and Turkish Cypriot scholars to present work and research on topics including renewable energy, climate change and water resource management.

30th

To celebrate 30 years of Fulbright in **Zimbabwe**, the U.S. Embassy Public Affairs Section and the Zimbabwe-United States Alumni Association hosted a seminar and reception at the Celebration Centre in

Harare, highlighting the successes and contributions of Zimbabwean Fulbrighters, including government officials, business leaders and academics. The program has enabled over 200 Zimbabweans to further their studies in the United States and over 100 Americans to study in Zimbabwe. Distinguished alumni include Professor Sekai Masikana Holland, Minister of State for National Healing, Reconciliation and Integration, who extolled the benefits of Fulbright and added, "The question here is the importance of global connectivity in healing Zimbabwe going forward. Young people in Zimbabwe can strengthen higher education exchange between and among individuals here and with people outside."

20th

The **Hungary**-U.S. Fulbright Commission marked its 20th anniversary with a conference at the Hungarian Ministry of Foreign Affairs. Dr. Huba Brückner, Executive Director of the Hungarian Fulbright Commission, discussed "20 Years of Fulbright in Hungary." The event included musical performances and sessions led by speakers including Hungarian Fulbright Board members, Fulbright alumni, professors and government officials.

The **Korea**-U.S. Fulbright Commission celebrated the English Teaching Program's 20th anniversary in summer 2012 with a weekend celebration in New York for its alumni. A reception in Seoul at the U.S. Ambassador's residence launched the Fulbright Korea Alumni Association.

In Hanoi, **Vietnam**, in July 2012, Secretary of State Hillary Rodham Clinton spoke at a celebration of the 20th anniversary of the Fulbright Program, which has funded the exchange of approximately 1,000 U.S. and Vietnamese citizens. Secretary Clinton said, "People often ask me: What can an individual, what can a nation do? Well, the world we live in is unpredictable. There is no way that we will know everything that will happen in the future. But the best insurance policy is a good education at a great university."

The 20th anniversary of the Fulbright Program in **Ukraine** included celebratory events in Kyiv and lectures by Fulbright alumni in Lviv and Ternopil. Board Vice Chair Susan Ness traveled to Kyiv in April where she met with the U.S. Ambassador and other Embassy officials. She addressed a group of university administrators at a workshop on strategic communications and also met with administrators and Fulbright alumni at the Kyiv Polytechnic University and the National University of Kyiv-Mohyla Academy. Ms. Ness met with two representatives of organizations focused on women and gave three press interviews, including with reporters who were Fulbrighters. She also delivered the keynote address at the 20th Anniversary Conference at the Ukrainian House.

Lithuania celebrated the 20th anniversary of Fulbright educational exchanges between the United States and Lithuania, including the Fulbright Program, in November 2012 with an event at the M.K. Čiurlionis National School of the Arts in Vilnius, for alumni of U.S. government-funded programs, guests from governmental institutions, the Seimas, universities and NGOs. Embassy Public Affairs Officer Jonathan Berger, Chargé d'Affaires Anne Hall, Minister of Education Gintaras Steponavičius, U.S.-Lithuania Alumni Association President Aistė Ptakauskė, and Egidijus Aleksandravičius, who was the first Lithuanian Fulbright scholar, offered remarks and memories. At the U.S. Embassy, guests enjoyed a concert of American and Lithuanian music and ballet performed by the students of Čiurlionis high school in addition to a video featuring exchange programs and participants over the past decade.



Secretary Clinton addresses alumni in Hanoi on July 10, 2012.

10th

The U.S. Embassy in Phnom Penh celebrated the 10th Anniversary of the Fulbright and Undergraduate State Alumni Association of **Cambodia** (FUSAAC) on March 22, 2012, marking a milestone of achievements and highlighting FUSAAC's diversity and long-standing commitment to the development of Cambodia.

5th

In **Switzerland**, members of the Swiss Fulbright Alumni Association celebrated the 5th anniversary of their founding in July 2007. The celebration took place at the historic Belvoir estate, the Zurich home of Alfred Escher, architect of the Gotthard Tunnel. Escher's trans-Alpine rail tunnel contributed significantly to increasing exchange between the people of northern and southern Europe, which is why his former home was selected to honor a scholarship program that aims at connecting people around the world.



The founding members of the Swiss Fulbright Alumni Association with U.S. Ambassador Peter Coneway (front row, center) at his residence in Bern.



2013 Iowa Teacher of the Year Tania Johnson (center) after Gov. Terry Branstad (left) and Lt. Gov. Kim Reynolds (right) announced Johnson's award during a ceremony at the Cedar Rapids Community School District's Educational Leadership and Support Center, September 12, 2012, Cedar Rapids, Iowa. District superintendent Dr. David Benson looks on.

Awards & Passages

Fulbright Teacher Exchange Program Earns TESOL Presidents' Award

The TESOL International Association selected the Fulbright Teacher Exchange Program as the recipient of the 2013 TESOL Presidents' Award. The award recognizes the Fulbright Teacher Exchange Program for its contribution toward improving mutual understanding by offering U.S. primary and secondary teachers the opportunity to exchange positions with an international teacher or to conduct an independent research project abroad.

Teacher Exchange Alumna Named Iowa Teacher of the Year

In September 2012, Iowa Governor Terry Branstad announced that Tania Aschbrenner Johnson had been named Iowa's Teacher of the Year for 2013. Ms. Johnson began teaching in Iowa's Cedar Rapids Community School District in 1991 as an alternative kindergarten teacher and worked for several years in various classrooms. She was accepted into the Fulbright Teacher Exchange Program for the 1996-1997 school year and taught at St. Luke's Infant School in Brighton,

England, working with students aged 6 and 7 for the first time. Ms. Johnson notes that her Fulbright experience furthered her career in ways she never imagined at the time. The exposure to a different educational system gave her greater flexibility and the opportunity to meet people and form lasting connections. She garnered greater confidence, and the teaching struggles and bouts of homesickness made her a stronger person and better teacher. She also brought her experience home to teach her students in Iowa about life in another country.

Fulbright-Meg Everton Professional Enhancement Awards in Education

Due to the generosity of both alumni and partner organizations, Fulbright New Zealand added new awards to its programs. Meg Everton, a 1956 Fulbright Teacher Exchange alumna, died in 2010, having bequeathed money for the provision of additional Fulbright awards. The bequest established the Fulbright-Meg Everton Professional Enhancement Awards in Education, intended to enable early childhood, primary or secondary educators to undertake short-term professional development activities in the United States. Fulbright

New Zealand also created a new U.S. graduate award through a partnership with New York-based charitable, not-for-profit organization the American New Zealand Association (ANZA), which exists “to assist the growth of interchange between New Zealand and the United States through support of educational and research opportunities between the two countries.” The first Fulbright-ANZA U.S. Graduate Award was awarded to 2011 applicant Matt Hanson, who studied geothermal mapping at the University of Canterbury.

2012 Brings Leadership Transition on Fulbright Board Staff

The Fulbright Foreign Scholarship Board (FFSB) and its staff in Washington, D.C., bade hail and farewell to their office leadership several times between fall 2011 and fall 2012. With the departure of FFSB Executive Director Benedict Duffy in October 2011, Deputy Mary Wong assumed the role of Acting Executive Director until mid-January 2012 when she departed for the position of Deputy Director of Management Policy and Resources in the Department of State’s Bureau of International Organization Affairs. U.S. Foreign Service Officer Stanley Harsha, who had served abroad most recently as Principal Officer and Consul, U.S. Consulate Medan, Sumatra, Indonesia, was Acting Executive Director until

late January 2012 when retired senior U.S. Foreign Service Officer John Dickson took on the Acting Executive Director mantle. With Mr. Dickson’s departure in June 2012 to relocate to his home state of Massachusetts, Mr. Harsha resumed the Acting Executive Director position until August 2012 with the arrival of U.S. Foreign Service Officer Lisa Helling from Warsaw, Poland, where she had served as Counselor for Public Affairs.

Mary Kirk Becomes U.S. Department of State’s Director of Academic Exchange Programs

Mary E. Kirk was selected in September 2012 as Director of the Office of Academic Exchange Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. She is responsible for managing the worldwide Fulbright Program for students and scholars and overseeing other key State Department academic exchange programs, including the Critical Language Scholarship Program, Study of the U.S. Institutes and the Global Undergraduate Exchange Program. Ms. Kirk has extensive experience and leadership in international education and exchanges, having served at the Institute of International Education for over 20 years, including as Executive Director of the Fulbright and Academic Services Division, Vice President for Student Exchanges and Senior Counselor for Academic Exchanges.

In Memoriam Patricia Kern Schaefer



Mrs. Patricia Kern Schaefer died August 25, 2012, after a battle with cancer. Known to all as “Pat,” she served as Executive Director of the J. William Fulbright Foreign Scholarship Board from 2002 through her retirement in November 2010. Pat’s 39 years of government service included 26 years with the Bureau of Educational and Cultural Affairs, where she held such positions as Executive Assistant to the Assistant Secretary of State, Chief of the Fulbright Teacher Exchange Program, and Senior Academic Exchanges Officer to the Director of Academic Exchange Programs.

Earlier in her professional life, Pat spent 13 years with the U.S. Office/Department of Education where she directed the International Education Information Clearinghouse, writing and editing publications. She served as Special Assistant to the Director of the Division of International Education, as well as Acting Director of the Division of International Services and Improvement.

Pat received the U.S. Department of State’s Superior Honor Award for her contributions to the Fulbright Program and the J. William Fulbright Foreign Scholarship Board. Having worked with four Board Chairs over her tenure, Pat was deeply committed to international exchanges, leading the Board with a sure sense of mission, tact and grace. Pat leaves a husband and four adult children, whom she loved greatly, and many friends and colleagues who deeply admired her efficiency and professionalism. Pat’s legacy lives on in the Office of the Fulbright Board, where she is remembered with affection and esteem.

Hail and Farewell to Fulbright Commission Executive Directors

2012 saw a number of changes in Fulbright Executive Directors, especially in Europe. The Board bids hail and farewell and extends appreciation to all.



In Belgium, **Ms. Margaret "Maggie" Nicholson**, a former Fulbrighter to Belgium herself, retired after 32 years of service, and as Executive Director since 1989, at the Belgium and Luxembourg Commission. The Margaret Nicholson Fund, dedicated to providing financial support for exchanges of Fulbright students, scholars and researchers between the United States and Belgium, was inaugurated in her honor. **Ms. Erica Lutes**, a Mount Holyoke graduate with three master's degrees from the University of Leuven and a specialist in European and U.S. higher education, is the new Executive Director. Previously, she worked in the equity department at Goldman Sachs and as a Department of State EducationUSA advisor and Fulbright Belgium-EU program officer.



I came to Belgium in 1975 on a Fulbright student grant for five years. At the end of my grant, the Commission hired me as the educational advisor and I became the Executive Director in 1989. Looking back on my 32 years with the Commission, I am proud of all of the accomplishments of our Belgian, Luxembourg and American alumni. I am sure that together with my successor, they will ensure that the program continues to grow and retain its dynamic and life-changing spirit. — Maggie Nicholson



In Cyprus, **Mr. Daniel Hadjittofi**, a University of Texas M.B.A. and Hamilton College graduate, retired from the Cyprus Fulbright Commission in 2012 after 29 years of promoting mutual understanding and bi-communal rapprochement. He transformed the Commission into a vibrant, dynamic organization which administered not only Fulbright programs, but also the Cyprus-America Scholarship Program. In 1997, he was instrumental in obtaining approvals for a new building in the buffer zone that would create a neutral space to serve both the Greek and the Turkish Cypriot communities for bi-communal workshops, board meetings and scholarship interviews. This Center is now used to house the Fulbright Commission and its counseling services.



In Hungary, **Dr. Huba Brückner**, author of ten books and many scholarly papers on telecommunications who led the Hungarian Fulbright Commission since its inception in 1992, retired in December 2012. Dr. Brückner organized the 50th anniversary of the Fulbright Program in 1996 with participants from five continents, including former President Jimmy Carter and Mrs. Harriet Fulbright as distinguished guests. The new Executive Director is **Dr. Károly Jókay**, an American of Hungarian extraction from Chicago and a Professor at Central European University specializing in municipal finance and public budgeting who is active in civil society organizations.



I am fortunate having been the first director of the Fulbright Commission in Hungary. The spirit of the program thrives through the work and dedication of more than a thousand Hungarian and U.S. grantees. The Fulbright grant is only the beginning of a devoted, lifelong connection to the Fulbright community. — Dr. Huba Brückner



In Italy, **Dr. Maria Grazia Quietì**, M.A. from Harvard and Ph.D. from Cardiff University, left the U.S.-Italy Fulbright Commission after a six-year tenure to join the American University of Rome as Dean of Graduate Studies. **Ms. Paola Sartorio**, a graduate of the University of Roma La Sapienza, who became a professor of law and politics in Rome, after a career in international relations with the United Nations, joined the Commission as Executive Director in March 2013.





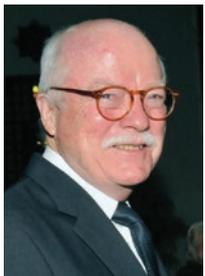
In Poland, **Mr. Andrzej Dakowski**, who taught American Studies at Warsaw University and lectured at many U.S. universities, was with the Polish-U.S. Fulbright Commission from its inception; he became Executive Director in 1992, retiring in 2012 after 22 years of service. During his Fulbright tenure, Mr. Dakowski nearly doubled the size of the Polish program by securing matching funding from the Polish government. In 1999, Mr. Dakowski was awarded the Knight's Cross of the Order of Polish Rebirth by the Polish government "for his outstanding contribution in promoting Polish-American cooperation in science and culture." **Mrs. Małgorzata Krasowska**, a graduate of Amherst College and the University of Michigan and former Director of Admissions at Northwestern University's Kellogg School of Management, was appointed Executive Director in October 2012.



In Romania, **Dr. Dorina Gutu**, a Fulbrighter at Stanford University and a former Marie Curie Fellow at the University of Bradford, United Kingdom, left the Romanian Fulbright Commission, after serving from 2008 to 2011 as Executive Director. **Dr. Rodica Mihaila**, Professor of Literature and American Studies at the University of Bucharest and the Founding President of the Romanian Association for American Studies, became Executive Director in May 2012.



In Spain, **Ms. Maria Jesus Pablos Sanchez**, former president of Youth for Understanding's International Advisory Council, retired in December 2011 as Executive Director of Fulbright Spain, having served since 1986. A native of Salamanca, she was awarded the FEDEPE Prize for Managers and Directors from the Spanish Federation of Women Entrepreneurs in 1998. **Mr. Alberto López San Miguel**, former Trade Promotion Director in PromoMadrid and a Fulbright student in 1995-1996 at the Fletcher School of Law and Diplomacy, was appointed to succeed her.



In Egypt, **Dr. Bruce A. Lohof**, former Salzburg Seminar Director, Foreign Service Officer, Scholar and Executive Director of the United States Educational Foundation in Pakistan, retired in August 2012 after leading the Egypt Commission for seven years. He is one of the few persons to have served as Executive Director in more than one country. Dr. Lohof was succeeded in September 2012 by **Ms. Elizabeth B. Khalifa**, who previously spent seven years in Cairo as the Middle East and North Africa Regional Director for the Institute of International Education (IIE). A member of the American Chamber of Commerce in Egypt, Ms. Khalifa had worked in the banking sector in New York and in Cairo. She has an M.B.A. from New York University and was Country Director for AMIDEAST in Cairo prior to IIE.



The Fulbright Program has blessed me three times: in 1976-1978 I was a Fulbright scholar in India, from 1980 to 1986 I directed the Fulbright Program in Pakistan, and from 2005 to 2012 it was my pleasure to serve the Fulbright Program in Egypt. Strongest are my memories of Egypt where year after year the best that America and Egypt had to offer became Fulbrighters, and where a dynamic and passionate Commission staff served each of them, one Fulbrighter at a time. Being the wind in those sails was a great privilege.

— **Bruce Lohof**



In Mexico, **Dr. Arturo Borja Tamayo**, author/researcher in comparative political economics and international relations theory and visiting professor at universities in the United States and Canada, resigned as Executive Director of the COMEXUS Fulbright-Garcia Robles in December 2011 after ten years of service. Succeeding him in February 2012 is **Ms. Hazel Blackmore Sanchez**, a managing editor and political analyst with an M.A. from Boston College, who is pursuing doctoral studies in law at Mexico's Universidad Nacional Autónoma de México.



Connecting People

The Board Reaches Out

As one of its statutory responsibilities, the J. William Fulbright Foreign Scholarship Board selects all of the Fulbright grantees who will study, teach, conduct research, exchange ideas and contribute to finding solutions to shared international concerns. The Board undertakes a comprehensive assessment of the process by which candidates are chosen in the United States and in each participating country to ensure that grantees are selected according to the principles embodied in the Fulbright statute: an open competition based on merit, with emphasis on individuals who will engage meaningfully with host populations to further mutual understanding.

With the input and cooperation of the binational commissions and U.S. diplomatic posts around the world, in 2012 the Board streamlined its application approval process. The application review now focuses on the manner in which the applicant pool was identified and screened in addition to individual candidate qualifications. To share program best practices around the world, the Board also initiated periodic communications and newsletters to Fulbright Program directors at Commissions and U.S. embassy posts worldwide. The Board encourages Commissions and posts to highlight initiatives that have contributed to greater participation in the Fulbright Program.

The Board also emphasized outreach to the public, to better highlight Fulbright Program and Board activities and to provide expanded forums for interactions with Fulbrighters. Board members and staff are reaching out through traditional news media and social media platforms to make a timely and visible impact for the Fulbright Program. The Board invites you to follow its activities on Twitter, @FulbrightBoard, and to read the speeches of Chairman Tom Healy at <http://tomhealyfsb.tumblr.com/>.

First Quarter

For his inaugural trip as Chairman, Tom Healy traveled to New Delhi, India, in January 2012. He visited the United States – India Educational Foundation (USIEF) and engaged with staff members and with current Fulbright Program grantees and alumni. Mr. Healy also visited Sanskriti Kendra, the cultural center on the outskirts of New Delhi, which hosts many American artists and Fulbrighters, and received a tour of the complex by Sanskriti Kendra founder Om Prakash Jain.

The 254th meeting of the Board took place in Atlanta, Georgia, February 9-10, marking the Board's first meeting in Atlanta and Tom Healy's debut as Chairman. Atlanta-based Board member Dr. Shelby F. Lewis was instrumental in preparing and hosting the event, held at the Carter Center and Presidential Library and at Atlanta University Center's Woodruff Library. Meeting at the university offered the Board an opportunity to hear from local Fulbrighters, both current grantees and alumni, and to discuss opportunities to increase diversity in the Fulbright Program.



Chairman Tom Healy (right) visits Sanskriti Kendra, a cultural center on the outskirts of New Delhi, guided by founder Om Prakash Jain.



FFSB Chairman Tom Healy and Fulbright Program Officer Holly Stephens (front row, third from right) with Fulbrighters in Rabat, Morocco.



Top Left: FFSB Chairman Tom Healy and FFSB Member Dr. Shelby Lewis interact with children at an Atlanta elementary school as part of a Saturday morning service project. **Top Right:** FFSB Members (left to right) Rye Barcott, Vice Chair Susan Ness, with Mrs. Harriet Mayor Fulbright, and FFSB Members Dr. Christie Gilson, Chairman Tom Healy and Anita McBride, in Washington, D.C., at a reception in honor of Mrs. McBride's distinguished service as Board Chair. **Bottom Left:** Day two of the FFSB Board meeting features a panel discussion, *Diversity in the Fulbright Program: Challenge and Opportunity*. From left to right: panelists David Levin, Senior Program Manager and Diversity Coordinator, Bureau of Educational and Cultural Affairs, U.S. Department of State; Mack H. Jones, Professor Emeritus, Clark Atlanta University; Marimo Nagamata, Fulbright Language Teaching Assistant, Spelman College; and Julius Coles, International Programs, Morehouse College. **Bottom Right:** Dr. Shelby Lewis meets with Fulbright ETA grantees in Cheonan, South Korea.

Dr. Shelby Lewis traveled to Uganda, China and Korea in February and March for Fulbright-related outreach. In Uganda, she delivered a major speech at Makerere University in Kampala, “The Fulbright Foreign Scholarship Program and Africa during President Barack Obama’s Administration,” highlighting Ugandan and African-American Black History achievers. Dr. Lewis also met with the Parliament of Uganda, visited Queen Sylvia of Buganda, and visited the Tororo Girls’ School to highlight the United States’ commitment to strengthening education in Uganda and deepening academic ties between the nations. In China and South Korea Dr. Lewis met with Fulbright grantees, alumni and representatives of Fulbright Commissions.

In March the Board welcomed Dr. Christie L. Gilson and Mr. Rye Barcott, two new members appointed by President Barack Obama. Principal Deputy Assistant Secretary Adam Ereli swore them in at the Department of State. Dr. Gilson, Assistant Professor of Education at Moravian College in Bethlehem, Pennsylvania,

was a Fulbright Scholar to Hong Kong in 2006, where she studied higher education for students with disabilities. Dr. Gilson, who is blind, teaches English to visually impaired adults in China using Voice over Internet Protocol (VoIP), and has mentored youth with disabilities in Germany, China, Hong Kong, Singapore, Spain, Taiwan and the United States. Rye Barcott is a Special Advisor to the Chairman and CEO of Duke Energy in North Carolina and co-founder of Carolina for Kibera, a non-governmental organization that uses participatory development to break cycles of violence and develop leaders in the Kibera area of Nairobi, Kenya. Mr. Barcott is a TED (Technology, Entertainment, Design) Fellow and a World Economic Forum Young Global Leader. He formerly served as a member of the Board of Trustees of World Learning, the parent organization of the School for International Training.

Former Board Chair Anita McBride traveled to Belgrade, Serbia, where she met with the U.S. Ambassador to

Serbia and with Fulbright alumni from the 1970s to 1991, when relations were suspended. Mrs. McBride also met with alumni from the years after the program's reinstatement in 2001 as well as with current grantees. In addition, she attended a reception at the Serbian National Assembly for women leaders, where she introduced two U.S. Fulbrighters.

Chairman Tom Healy traveled to Rabat, Morocco, for the Regional Fulbright Enrichment Seminar hosted by the Moroccan-American Commission for Educational and Cultural Exchange. He spoke to students about political activism, encouraging them to make their voices heard.

The Board gathered in Washington,



Left: Principal Deputy Assistant Secretary Adam Erelı swears in Dr. Christie Gilson and Mr. Rye Barcott as Members of the J. William Fulbright Foreign Scholarship Board. **Right:** Dr. Christie Gilson displays her Braille-language certificate of appointment to the J. William Fulbright Foreign Scholarship Board.

D.C., in March to honor outgoing Chair Anita B. McBride, recognizing her years of dedication to the Fulbright Program and two years service as Board Chair. Mrs. McBride has worked tirelessly to promote the program domestically and overseas, visiting with students and scholars all over the world,

including Australia, Argentina, Canada, Greece, Italy, Kenya, Serbia and Sierra Leone, in addition to Indiana, New York City and Washington, D.C. Fulbright Program staff and colleagues of Mrs. McBride from other organizations attended, including Harriet Mayor Fulbright, widow of the late Senator.

Second Quarter

Two Board members visited the Argentine Fulbright Commission in April. Former U.S. Ambassador to Chile Gabriel Guerra-Mondragón met with Fulbright alumni and Commission Board members in Buenos Aires. Their discussions helped invigorate ongoing negotiations between the Commission, the Embassy and the Argentine government to develop a scholarship program in the Science, Technology, Engineering and Math (STEM) fields. Board Member and former University of South Florida president Betty Castor

separately visited the Argentine Fulbright Commission to discuss new Fulbright Board projects and initiatives for the Western Hemisphere. She toured the Universidad Torcuato Di Tella, a top-ranked institution specializing in economics and other social sciences, and was warmly received for discussions with the university chancellor and 12 university professors, all of whom had studied or pursued research in the United States with Fulbright Program support. Ms. Castor also visited Chile, where she met with Dr. Sergio Barrientos, Department



Left: FFSB Member Betty Castor meets with Fulbrighters in Argentina. **Right:** A group of Fulbright grantees joins the Board, Assistant Secretary Ann Stock and Speaker of the New York City Council Christine Quinn on the steps of New York's City Hall.

of Geophysics, University of Chile, and attended a luncheon with Fulbright grantees and alumni, including a Chilean Nexus Scholar.

The 255th meeting of the Board took place in New York City, June 11-12, at the Ford Foundation. The Board met Mayor Michael Bloomberg and City Council Speaker Christine Quinn at City Hall. The delegation also visited the National September 11 Memorial and Museum, where they were hosted by 9/11 Memorial President Joseph Daniels and by Daniel Libeskind, architect of the new World Trade Center complex, and Fulbright alumnus. Artist and Fulbrighter to Germany Simon Dinnerstein, painter of “The Fulbright Triptych,” also met with the Board. The Digital Edition of the 2010-2011 Annual Report of the J. William Fulbright Foreign Scholarship Board was launched the following day. The Board’s signature event, a public discussion entitled “Fulbright in a Connected World,” explored the program’s future in social media. Moderated by the Department of State’s Senior Advisor for Innovation in the Bureau of Educational and Cultural Affairs, Suzanne Phillion, the panelists were Tom Rielly, Fellows Director, TED; Josephine Dorado, New School / funksoup.com, and a Fulbright alumna; Ross Hoffman, Strategic Partnerships, Twitter; and Jordan Bitterman, Senior Vice President, Digitas. The live-streamed discussion drew a standing-room-only crowd.



Top: Daniel Libeskind (foreground), 1984-85 Fulbright alumnus and master architect for the new World Trade Center, gives a poignant explanation of the design process for the new building and his efforts to preserve the sacredness and memories at the 9/11 Memorial. **Middle:** 9/11 Memorial Foundation President Joseph Daniels, architect of the new World Trade Center complex Daniel Libeskind, Assistant Secretary of State for Educational and Cultural Affairs Ann Stock, and FFSB Chairman Tom Healy (left to right) pause for a moment of reflection after placing a wreath at the Survivor Tree. **Bottom:** Over 120 guests attended the “Fulbright in a Connected World” panel, while over 1,000 more followed the discussion on Twitter and Facebook or watched the livestream online.

Third Quarter

On July 31, Board Member and law professor Mark Alexander spoke at the Foreign Language Teaching Assistant (FLTA) Orientation at Columbia University, while Dr. Shelby Lewis greeted visiting Fulbrighters at the University of Oklahoma. In her speech, Dr. Lewis advised the incoming scholars that “as you immerse into a new community and culture, you will be challenged at times, professionally and personally. Keep an open mind and consider viewing those challenges as little gifts.” She continued, “those gifts—and the life-changing gift of your Fulbright experience—will make you stronger and wiser citizens of the world.”

On August 14, Betty Castor addressed 83 students from 52 countries at the Fulbright Gateway Orientation hosted by Miami Dade College.

Board Chairman Tom Healy visited Australia, August 11-25, and met with Fulbright grantees and alumni



around the country. In remarks to incoming U.S. Fulbright Scholars in Canberra, he said, “I’ve meant to thread together some themes of how we are connected, how great our responsibilities are to connect to others, to share with one another, in our complicated, troubled, but hopeful world. So I leave you with what I hope will be a lifelong task: Make portraits and maps of the ways you experience this country, understand its songs, tell your stories and listen for stories you will find here.” Mr. Healy also discussed the future of the Fulbright Program in interviews with several news outlets. In a radio interview he reflected on the program’s rich heritage and diversity and the opportunities Fulbright will provide global scholars and international leaders in the future.

The 256th meeting of the Board in Washington, D.C., September 10-11, focused on Fulbright policies. The Board adopted a historic change in the manner in which it gives final approval of grantees, allowing Board members to spend more time understanding the goals and the recruitment process to insure that Fulbright is attracting the most highly qualified candidates while achieving greater candidate diversity. The meeting featured a panel discussion on recruiting top American scholars to the Fulbright Program. The panelists were Dr. Cornelius Kerwin, President, American University; Dr. Zeke Emanuel, Vice Provost for Global Initiatives, University of Pennsylvania; Dr. Jeanne Toungara, Vice Provost for International Programs, Howard University; and Dr. Mark Weiss, Director of the Division of Behavioral and Cognitive Sciences, National Science Foundation. The moderator was Neera Tanden, President and CEO of the Center for American Progress. In addition, the Board had a discussion with Under Secretary of State for Public Diplomacy and Public Affairs Tara Sonenshine, and met with Secretary of State Hillary Rodham Clinton.



FFSB Member Dr. Shelby Lewis converses with University of Oklahoma President David Lyle Boren at the Fulbright Gateway Orientation for 58 students from 36 countries, hosted by the University of Oklahoma.

Fourth Quarter

The 257th meeting of the Board, held in Washington, D.C. on November 14, produced an in-depth discussion of specific Fulbright programs and a review of Board participation in Fulbright events and seminars in the United States and abroad. Chairman Tom Healy and Vice Chair Susan Ness were re-elected to second terms for the upcoming year. The Board voted to pass three important policy changes: 1) a clarification of eligibility standards for grant applicants with DUI/DWI convictions; 2) the elimination of lifetime limits on Fulbright grants to individual applicants; and 3) incorporation of language to



FFSB Members and Staff, joined by Assistant Secretary for Educational and Cultural Affairs Ann Stock, Deputy Assistant Secretary for Academic Programs Meghann Curtis and Acting Director for the Office of Academic Exchange Programs Michelle Johnson, meet with Secretary of State Hillary Rodham Clinton during the Board’s quarterly meeting, U.S. Department of State Treaty Room, September 11, 2012.



The Fulbright Board and Staff with Deputy Assistant Secretary of State Meghann Curtis (fifth from left), Acting Director for the Office of Academic Exchange Programs Michelle Johnson (sixth from right), Director of the Office of Academic Exchange Programs Mary Kirk (fourth from right) and Managing Director of the Office of Academic Programs Marianne Craven (second from right).

address potential problems for U.S. grantees who are dual nationals. Board members Betty Castor and Dr. Christie Gilson also participated in International Education Week activities, including the ECA-IIE presentation of the 2012 Open Doors Report, and a panel discussion and reception organized by the Association of International Educators (NAFSA) to recognize the recipients of the 2012 Senator Paul Simon Award for Campus Internationalization.

As one of the top producers of U.S. Fulbright scholars, the University of South Florida (USF) marked that achievement in November with a celebration breakfast on campus, attended by former USF President and Member of the Fulbright Board Betty Castor, who gave remarks. The Fulbright honorees were awarded medals for their achievements. USF President Judy Genshaft and Senior Vice President for Global Affairs & International Research Karen Holbrook welcomed faculty, students and scholars. Dr. Heide Castañeda and Dr. John Petrila showcased their research and experiences during their stay in Germany and the Netherlands, respectively.

Several Foreign Language Teaching Assistant (FLTA) mid-year seminars were held in Washington, D.C. in December. FFSB Member Dr. Christie Gilson represented the Board at one seminar, where she delivered remarks and engaged with FLTAs from around the world. Dr. Gilson also took the opportunity for a special guided tour of the U.S. Capitol Building accompanied by FFSB Staff Members.

In December, FFSB Member Betty Castor joined 140 Visiting Fulbright Students in New Orleans, Louisiana, for a Fulbright Enrichment Seminar focused on finding local solutions to the global challenge of climate change. The grantees explored the unique environmental history of New Orleans, and local efforts to rebuild the city and



FFSB Member Betty Castor addresses 140 Visiting Fulbright Students at their Enrichment Seminar in New Orleans, Louisiana.

its communities following Hurricane Katrina. Ms. Castor addressed the group, encouraging the Fulbrighters to make the most of their exchange experience in order to become the future leaders who will solve such global challenges. Ms. Castor also had meetings with university leaders, study abroad advisors, and Fulbright alumni faculty from Tulane, Xavier and Dillard Universities to discuss strategies to recruit U.S. Scholars to the Fulbright Program, as well as ways that American institutions can more effectively host Visiting Fulbrighters.



FFSB Member Betty Castor chats with Visiting Fulbright Students during their Enrichment Seminar, December 2012, New Orleans, Louisiana.



CHANGING LIVES

Fulbrighters Share Their Stories

The Fulbright relationship between the United States and partner countries is more than a simple collection of bilateral exchanges. Fulbright is a partnership of shared efforts to promote and advance human rights everywhere, to combat poverty, to find solutions to global climate change and environmental challenges and to work towards a more secure world. Whatever a Fulbrighter's field of work, research or study, Fulbright is essentially a shared world of stories—of the thousands of students and scholars who have come before, those today and those in the future, who connect and change the lives of colleagues and friends and even passing strangers. Their stories are an enduring part of the Fulbright experience.

Africa

Bridging and Empowering Communities at Home

BOVID ATOUTA, Republic of the Congo

2010-2012 Visiting Student, University of Kansas

This program changed my life. I thank the Fulbright Program and the U.S. Embassy in Brazzaville, Congo, for recognizing my skills and awarding me the Fulbright scholarship. Now I have a better understanding of the American people and culture. The Fulbright Program helped me meet people of diverse backgrounds, cultures and nationalities I could have never met on my own. I encourage students and professionals to consider applying for this scholarship.

I went to the University of Kansas (KU) from January 2010 to May 2012 where I earned a Master of Science in Education and Higher Education Administration. To give back to my host community, I volunteered my time leading the Fulbright Scholars Association to help newly arrived Fulbrighters adjust to American culture, enroll in classes, open bank accounts, etc. My efforts in leading the association were rewarded by the University's International Student Organization Award. I also received the Chancellor's Writing Prize for writing excellence. Also, due to my services to international students at the international orientation, KU selected me to be one of the five international students to attend a luncheon with the American actor Gary Sinise in

The Fulbright Program helped me meet people of diverse backgrounds, cultures and nationalities I could have never met on my own.

memory of President Harry Truman in Kansas City. I also participated in a Fulbright Enrichment Seminar in Washington, D.C., on the topic "Greening of the Planet: Global Challenges, Local Solutions."

I completed my program and returned to the Republic of the Congo to give back to my community. The U.S. Embassy invited me to talk about my Fulbright experiences to Congolese students and to participate in an educational fair at our one national university, Marien Ngouabi. I helped found the Congo-Brazzaville Fulbright Alumni Association (CBFAA) to foster



Bovid Atouta savors the moment after taking the "walk down the Hill" during his graduation from the University of Kansas.

collaboration and networking among Congolese Fulbrighters. Under the guidance of the Public Affairs Officer at the U.S. Embassy and the association's advisor, I was able to register the CBFAA on the International Exchange Alumni website and at the Ministry of the Interior in the Republic of the Congo. Our goal is to bring all Congo Fulbright alumni together to reflect on possible solutions and actions to bring about change in our communities and in Africa. I started a Facebook page of alumni leaders to exchange ideas and inspire one another. I could not have earned a Master's degree or have been empowered to take such initiatives had I not participated in the Fulbright Program!

Ghanaian Humphrey Alumnus Earns Global Award for Work at United Nations

KENNETH KANDA, Ghana

1979-1980 Hubert H. Humphrey Fellow, Princeton University, New Jersey

Kenneth Kanda, a Hubert H. Humphrey Program Alumnus and the Ghanaian Ambassador and Permanent Representative to the United Nations, received the 2012 Global Award for his outstanding contribution to global understanding and world peace during the annual conference of the Global Awareness Society International in New York City, New York. The award recognizes his promotion of Ghana's image through

his work at the UN and throughout his distinguished career. Ambassador Kanda was a 1979-1980 Humphrey Fellow at the Woodrow Wilson School of Public and International Affairs at Princeton University where he studied international relations.

Confronting the HIV/AIDS Pandemic through Collaborative Theatre

KATT LISSARD, Goddard College

2005 and 2012 U.S. Scholar to Lesotho, National University of Lesotho

In January 2005 I first traveled to the Kingdom of Lesotho, a small mountainous country of two million people surrounded by South Africa, where I would spend two semesters teaching, researching and creating/directing performances in the Theatre Unit at the National University of Lesotho (NUL). I had two principal reasons for choosing Lesotho: the history of activist theatre there and the HIV/AIDS pandemic that was sweeping the country—Lesotho has the third-highest HIV infection rate in the world.

I directed and produced two performance events that laid the groundwork for what would become the Winter/Summer Institute (WSI), an HIV/AIDS theatre project. WSI (www.maketheatre.org) grew out of my Fulbright work with students and colleagues at NUL in 2005,

along with a series of synchronistic “path crossings” that seem to be an inherent aspect of every Fulbrighter’s experience. Launched in June 2006 by eight colleagues from the United States, the United Kingdom, South Africa and Lesotho, WSI is a multicultural, collaborative effort among faculty directors and student performers from three continents and community participants from the rural mountain villages of Lesotho’s Malealea Valley. WSI’s biennial program challenges participants to create provocative theatre around issues of HIV/AIDS. Our name, Winter/Summer, reflects the diversity of cultures and the vast geographical distances that combine to form our innovative partnership—winter in South Africa and Lesotho and summer in the United States and the United Kingdom. In 2006, we looked at how gossip and silence could lead to disempowerment and danger in the face of the crucial challenges of modern life. In 2008, we explored the potentially dynamic effect of Multiple Concurrent Partnerships, or MCPs (networks of simultaneous, ongoing, committed sexual relationships), on the continuing spread of the virus. In 2011, we asked the question, “Can secrets make us sick?” and tried to unmask the powerfully destructive impact on community health of hiding HIV or hiding from HIV. WSI’s primary collaborative work has been in Sub-Saharan Africa, with residencies, research and fundraising activities.



Top Left: Tension between traditional and non-traditional ways in Lesotho explodes in a scene about domestic violence. **Top Right:** Surrounded by the Maluti Mountains, actors Katleho 'Moleli (Lesotho) and Rethabile Mokete (Lesotho) rehearse "concurrency" with Malealea village performers. **Bottom Left:** Village women rehearse a scene for the Malealea Festival. **Bottom Right:** Procession of Winter/Summer Institute actors and Malealea villagers to the Festival performance.

A vivid example of the ongoing, sustainable work WSI has engendered is our first residency in the rural mountains of Malealea in 2006, working with women and men from the surrounding villages. After we left, the participants, ranging from age 22 to 78, formed themselves into a new collaborative theatre group. They call themselves Khalemang Bohlasoa (Eradicate Negligence), and their overall objective is to continue developing their drama skills and creating theatre to address crucial

issues to their communities through a theatrical lens. WSI encourages confidence and a desire to serve community. Former participants have been engaged in remarkable endeavors—from creating a project for urban garbage pickers in Argentina, to running a youth program in the Bronx, to starting a school in Lesotho.

To highlight the continued ripple effect of WSI's work, and to further emphasize Fulbright's power of

connecting: What started as our four-country collaborative theatre project in Lesotho has had an impact on many thousands of people 3,000 miles to the north in Ghana. More than 20,000 children in Ghana alone have tested positive for the virus that causes AIDS. The Ghana Health Service has reached out to communities in Ghana similarly affected by HIV/AIDS using the materials developed by WSI, making wide use of "The Contamination Waltz" in Ghana's battle against the virus.

Nigerian Humphrey Fellow Receives Alumni Impact Award

TERESA NWACHUKWU, Nigeria

2010 Hubert H. Humphrey Fellow, Tulane University, Louisiana



Teresa Nwachukwu of Nigeria

Teresa Nwachukwu is a resident doctor and chairwoman at the Abuja Children's Home, a haven for disadvantaged youths who would otherwise be on the streets, in gangs, on drugs, trafficked or subject to other forms of abuse such as child labor and prostitution, in the Karu neighborhood of Abuja, Nigeria. In 2010, Dr. Nwachukwu left her job to pursue a Humphrey Fellowship at Tulane University in New Orleans, Louisiana. She came to the United States with the goal of learning the essential tools and skills to help the underprivileged children of Abuja improve their lives. "I knew I needed to go the extra mile in working with them; I just did not have the training or the skills to determine exactly what was missing and how I could

help. I would talk to them and assure them with words such as, 'you can make it,' but I knew I was not providing the tools to 'make it,'" Nwachukwu said.

During her Humphrey Fellowship, she sought training opportunities focused on young people to develop their self-esteem, communication skills and leadership potential. Combining her various tools and skills gained, Nwachukwu crafted a pilot project to implement in Abuja. After completing her Humphrey Fellowship year, she returned home and was granted the Humphrey Fellowship Program's Alumni Impact Award (AIA), a competitive annual award jointly funded by the U.S. Department of State and the Institute of International Education's Fulbright Legacy Fund. With that funding and her Humphrey experience, Nwachukwu founded the Steps to the Top Leadership Center (STLC) and Summer Camp, to offer young Nigerians, aged 9 to 18 years, the opportunity to engage in conversations about leadership and development. In March 2012, 30 mentors and 40 trainers were trained using the Early Leadership Toolkit and in July 2012, 90 children participated in the STLC summer camp.

On her Humphrey-inspired project, Dr. Nwachukwu reflected: "I have the skills to help young people become the best they are capable of being, to move from a vulnerable state to one of empowerment. Now I can truly make a difference, one that will count for life."

East Asia & Pacific

Dispelling Cultural Myths “Gangnam Style”

JESSE APPELL, Brandeis University

2012 U.S. Student to China

My Fulbright research project aims to study Chinese comedy through the traditional Chinese performance art of Xiangsheng. While apprenticing myself with a Chinese master teacher, I decided to film a parody video of Gangnam Style, that I called Foreigner or “Laowai” Style. The hope was to break down stereotypes Chinese might hold about Americans and other foreigners while dancing all over Beijing and being “fearlessly silly” in public. Along with the help of a few fellow Fulbrighters and some other friends, we filmed the video in one long day and posted it on Youku, the Chinese version of YouTube.

The next day the video exploded, with momentum driving it to over a million views in the first five days. I gained a certain Internet stardom which allowed me the chance to perform Laowai Style live several times on Chinese television and discuss its message, which is that foreigners in China are regular people who live their lives the same way many Chinese do. I made in-roads in media, met famous comedians and was recognized on the street several times. I even received a video from a group of eighth-graders in Maryland who filmed their own version of Laowai Style for their Chinese class at school, and who told me that in doing so they learned much about life in Beijing.

Powered by social media, my comedic message was able to reach more people, more quickly, than I had ever imagined. The overwhelmingly positive response by Chinese citizens to the video, as expressed in their comments, confirmed my belief that if you make people laugh, it is possible to discuss issues that might otherwise be touchy or not terribly interesting. Because of the scale of the message, even if each individual viewer had just a short moment of enjoyment from watching the video, the sum total of the impact would be greater than I could have imagined when I started my Fulbright research project. It was a wonderful—and unexpected—step towards the ultimate goal of the project: discovering how to bridge cultural gaps between China and the West through laughter.

“Stripping Away Barriers and Prejudices of the Past” in Japan

VERONICA WESER, Vassar College

2012 U.S. Student to Japan

An elderly woman and I were standing in a light drizzle at a bus stop, each with a suitcase, each obviously headed to Tokyo. We took turns looking at our watches and checking the schedule, until finally a policeman stopped his car in front of us.

“The bus isn’t running this route today because it’s the Tsukuba Marathon,” he explained.

The elderly woman turned to me and repeated this information in English.



Top: Jesse Appell, ready for a rousing performance of “Laowai” Style. **Middle:** Jesse Appell joins fellow “Laowai” during a show in China. **Bottom:** Jesse Appell celebrates with his fellow performers during a show in China.



“Tokyo?” she asked.

“Yes,” I said in Japanese. I told her that I knew the location of the nearest bus stop on a different route, if she wanted to follow me. She nodded in relief and complimented my Japanese. On the way, she asked if I was a student at Tsukuba University and what I was studying.

I told her “brain science,” which doesn’t often leave much room for conversation. Not this time.

“What kind of brain science?” the woman asked.

“I study developmental learning disabilities. Specifically, the reading and writing disabilities called dyslexia and dysgraphia.” I nearly tripped over my suitcase at the next words out of her mouth.

“I’ve heard of them!” she said eagerly. She is still the only person I’ve spoken to who knew the Japanese syllabic katakana words ‘dyslexia’ and ‘dysgraphia’ without additional explanation. “But why come to Japan to study them?”

Indeed, for the past 50 years, the vast majority of research conducted on learning disabilities was conducted in English-speaking countries. Based on that research, assumptions about how the brain processes and produces language were accepted as fact around the world. However, in the last few years, research on other languages has revealed some limitations to these earlier theories.

However, in just the last five years or so, research on dyslexia and dysgraphia has taken off in Japan, revealing very interesting aspects of the language system that could never have been discovered by investigating English alone.

“Why hadn’t Japan been involved in earlier investigations into dyslexia and dysgraphia?” she wanted to know.

“Unfortunately,” I prefaced, “it wasn’t until recently that cases of dyslexia and dysgraphia were reported in Japan. Previously, children who had difficulty reading or writing were considered lazy or bad students.”

“Japan is changing,” the woman said, beaming. “My daughter is autistic,” she explained. “Ten years ago, I would not have felt comfortable telling that to anyone. The more research on developmental disabilities, the easier it is for everyone to understand how much we have in common with these children, how much we can teach them and how much we can learn from them, as well.”

Her words rang true for me. I am dysgraphic. Fifteen years ago, I don’t think the elementary teachers who struggled to teach me correct English spelling would ever have guessed that I would be in Japan, a recipient of the prestigious Fulbright Fellowship, studying dyslexia and dysgraphia.

But here I am. Japan is changing. The world is changing. New research is stripping away the barriers and the prejudices of the past.



Left: The wild deer of Itsukushima Shrine want to eat everything, even octopus, says Veronica Weser.

Right: Veronica Weser with friends Lushun Lu, Zhou Ya and Zhongjie Lu share an American-style dinner with international students on Christmas Eve.

Bridging Indigenous Communities across Continents: A Maori in Montana

KARL RANGIKAWHITI LEONARD, New Zealand

2012 Scholar-in-Residence, Flathead Valley Community College; Salish Kootenai Community College, Montana

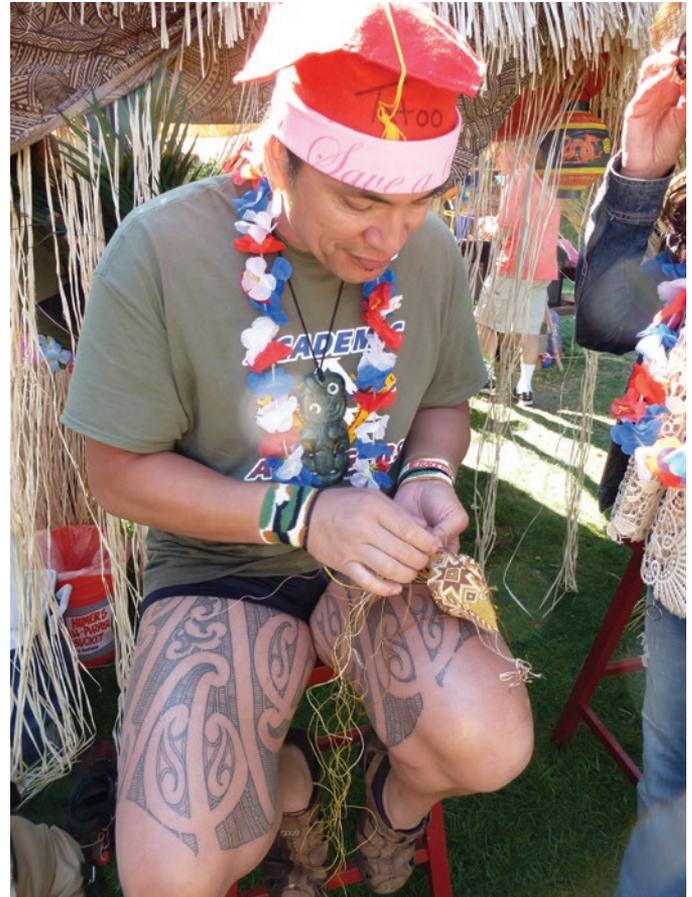
Greetings to all as we head towards Christmas celebrations in winter boots, coats and snow in the North and shorts, t-shirts and sun block in the summer sun in the South.

Here in Montana, I, a Maori from New Zealand, have the opportunity to study and teach at Flathead Valley Community College and Salish Kootenai Community College.

Flathead Valley Community College was looking for a First Nation artist to serve on the faculty to help improve educational and artistic connections between their campus, the Salish Kootenai to the South and the Blackfeet to the West through a celebration of indigenous arts. Little if any relationship existed previously and a First Nation artist was seen as the best option by which to achieve this. I was fortunate to be selected to fulfill that role. The major difficulty with forging a relationship with any Indian Nation is firstly being accepted within the community. Major ground is not gained on initial contact but by a series of successive visits, by a demonstration of sincerity and goodwill, and by being able to respect, identify, and understand customs and cultural practices.

At Salish Kootenai Community College, I teach the Maori art of Tāniko weaving in which students weave a headband, belt and purse of their own design. Another course, Te Ao Maori—The World of the Maori, deals with historical traditions, weaving and current issues. Beyond my own teaching schedule, I have enjoyed being a student myself in the drawing classes of Professor Rawlings. I feel that they are contributing greatly towards my personal creativity and sense of design, allowing me to delve into areas previously unexplored. I have also participated in a ceramics class and have been amazed by the creativity of our tutor, while learning the art of drumming and singing, sally-bag weaving and beading. Another class I have had limited success with has been the use of T-Splines computer graphics to generate jewelry, which I had initially seen as the area of greatest potential for Māori designs.

Yet, I have discovered that there are many crossovers between Maori and Native American cultures in terms of customs, practices, traditions, behaviors and designs. Those crossovers have been employed and reflected in my art of poi tāniko, clearly and distinctly representing both cultures. Finally, my children, although coming from a total immersion school in Maori language, have adjusted well and have been welcomed into the Lakeside Elementary School. They, too, are benefiting greatly from their presence and opportunities here in Montana.



Karl Leonard demonstrates his weaving techniques at the Inaugural Dragon Boat Race.

Finding the Warmth of Home away from Home

LUCAS BEARD, George Washington University

2012 U.S. Student to Mongolia

I spent the Mongolian New Year in a small, dung-heated tent, with a herder named Nergui and his family. The family's lifestyle bore absolutely no resemblance to anything I had ever known. What initially started as



First: A young visitor to the house is bored with the proceedings. **Second Left:** Nergui boils cow legs over a fire. The hooves eventually break down and are used to create gelatin. **Second Right:** A ger is a small, crowded place. Even showers are performed in front of a wide audience. **Third Left:** Visitors relax at Nergui's house during the White Moon Festival. **Third Right:** A cousin, who came for a visit, eagerly awaits his gift of a packet of cookies. **Fourth:** Chimgee stands in front of her family's home. The family is semi-nomadic and moves with the seasons.

an uncomfortable intrusion into the herders' private lives blossomed into an amazing experience as I built a cherished relationship with these nomadic people.

I was invited to celebrate the holidays with this particular family because their daughter, Chimgee, received a scholarship from the U.S. State Department and spent the 2011-2012 school year in Missouri. When Chimgee first heard about her scholarship, she ran home to tell her parents, who looked at her in confusion. They didn't know where the United States was, and to be honest, they didn't really know much about the country's existence. While Chimgee's father, Nergui, could nurse animals back to health, mend a coal stove and butcher a cow in freezing temperatures, he didn't understand trans-Pacific states.

Over the course of the New Year holidays, it was amazing to see the selfless hospitality of these herders who could afford nothing beyond the essentials. The festival consists of families traveling to neighbors' and friends' houses, sampling food, drinking and accepting gifts. In the time I spent with Nergui's family, they received t-shirts and tins of cookies with obvious gratitude and excitement. In a largely cashless economy, access to manufactured goods is a definite luxury.

In five days spent as their guest, I didn't use a telephone, watch television or access the Internet. Not only were those activities impossible, but they also felt unnecessary, even silly. From a modern Western perspective, I was disconnected. For a young American, this isolation was a novel and startling experience. Nergui's family lacks so many of the possessions and connections that I always considered essential, but they filled this space with genuine displays of attention, unadulterated and undivided. When Nergui asked his daughters about their day, they sat down and discussed it across a table for 20 minutes. There were no distractions, just a conversation between a father and his daughters.

I am not sure I could ever live long-term in a tent disconnected from the rest of the world, but I am certainly glad some people still do. I realized that they are not really disconnected at all. During my stay, I kept thinking that Nergui's family retained more true connections than the rest of us; its connections are just a little closer to home.

Europe & Eurasia

Humphrey Program Alumnus Elected to Armenian Parliament

EDMON MARUKYAN, Armenia

2009-2010 Hubert H. Humphrey Fellow, University of Minnesota



Edmon Marukyan of Armenia

As a Hubert H. Humphrey Fellow at the University of Minnesota Law School in 2009-2010, Edmon Marukyan of Armenia focused on law and human rights and completed a professional affiliation in the Europe and Central Asia Division of Human Rights Watch (HRW) in New York City. Following his Fellowship, Mr. Marukyan drafted the Armenian chapter of the HRW World Reports for 2011 and 2012. In the spring of 2012, he was elected to Parliament as an independent, non-partisan representative of civil society, defeating the ruling party candidate, who had held the office for the previous 17 years. In December 2012, Mr. Marukyan was recognized as

“Member of Parliament of the Year” by Armenian political magazine *De Facto*.

The freshman parliamentarian comments: “I do everything possible to adapt the knowledge and experiences gained as a Humphrey Fellow to the Armenian environment and contribute to the democratic development of my country.”

The Culture of Healing in Kosovo

ALBULENA SHABANI, University of Wisconsin-Milwaukee

2012-2013 U.S. Fulbright-mtvU Fellow to Kosovo

My family moved to Wisconsin when I was young. An ethnic Albanian from Macedonia, I remember leaving my home just before the war in Kosovo started. Even as a child I could feel the tension in the region, permeating into all fabrics of life. Many years later, as an undergrad, I read an article about the use of sexual assault as a weapon of war against ethnic Albanians in Kosovo. I couldn't believe or accept what I was reading as real. I knew the ramifications of this violence within the Albanian culture because a woman's purity is a central point of identity for both women and men. I knew this type of attack had the power to rupture communities, families and homes long after the war. I decided then that one day I would go to Kosovo to listen, to try and understand the stories of women, and to work around the issue of wartime sexual assault with the arts as a weapon for healing. The Fulbright Program and mtvU provided this priceless opportunity and allowed me to participate in a human rights movement that has spanned over a decade now, since the end of the war in Kosovo in 1999.

It was months before I could meet with survivors. Being Albanian I knew to proceed with caution—that this was not something talked about openly. I needed to build contacts, to find allies and actors that had worked around this issue—a process that made me feel like a mouse, searching for something painful and asking myself, “Can I do anything to help heal the wounds of not so long ago? Here they want to be forgotten.”

I am no expert, I am an artist.



Top: Albulena Shabani sings for a music video at Kalaja, a medieval fortress in Prizren, Kosovo. **Bottom:** Zyla Hijra (left) and Shava Krasniqi make handwork with Dyret e Hapura (Open Doors), an NGO member of Kosovo Women's Network Economic Empowerment Collective.





Kosovar women gather during a rally for breast cancer awareness at Mother Teresa Avenue in Pristina, Kosovo.

What I know of pain is experiential, either directly or indirectly, through the stories and moments I have lived and listened to. The first sexual assault survivor I met did not tell me her story. She looked into my eyes, I looked into hers, and we both started crying. The words, “they killed my husband,” finally came shakily after the tears. Since then I’ve met more survivors and listened to fragments of stories from women who remain nameless and faceless, women who have made pacts with one another never to speak about “the shame,” women who were abandoned by their husbands and families, women who carry the pain of sexual trauma for the collective society. “The men watched from the hillside,” said one friend, “they could see everything.” Another friend told me about how she escaped, but felt guilty about Ana, who was left behind and raped. “We weren’t friends after the war; Ana kept to herself and didn’t date anyone for a long time.” Many women committed suicide. The number of women affected by this trauma during the war is still unknown, though numbers I have heard range anywhere from 20,000 up to more than 40,000. I do not always know if the women I meet are survivors of sexual assault, but many women seem to have a personal connection to the phenomenon in one way or another.

Perhaps the hardest thing to make sense of is the social and psychological interpretation of sexual assault survivors as “turp,” a word meaning shame or disgrace. A psychologist who works with survivors in a village helped organize a meeting with some of her clients. In recent months wartime sexual assault has been in the local media more because the Kosovo government has moved to officially acknowledge that this happened for the first time, a huge leap for survivors who have little to no support. Human rights activists, journalists and others who have bravely spoken about this issue have received

threats such as “do not protect the shame, for if you do, a bullet awaits your forehead.” Such threats reinforce fear, making it hard to speak openly for the women for whom it matters most. This is the most daunting battle for women here, reshaping social opinions.

Life does not stop; even after war, there is movement. The women I have met have helped me understand what role the arts already play in their lives. We have talked about their favorite musicians, folk artists like Shkurte Fejza and Shyrete Beluli, and the Turkish soap operas that they watch religiously. One soap opera features the heroine Fatmagul, who was raped by four men and forced to marry one of them. “Fatmagul gives us hope and inspiration,” said one woman, “seeing Fatmagul speak up helps me believe that maybe someday I can too.” Government agents have shown support for raising awareness through the arts. A local singer, Eliza Hoxha, is set to release a video and song dedicated to survivors.

The Fulbright Program has provided a platform for me to pursue my passion as an artist interested in multiple media and outlets. I am forever grateful and humbled to participate as a Fulbright Fellow in the region of my birth, where connecting with Kosovars has been a deep spiritual and personal journey of growth and exploration, through music, song, art and the power of storytelling. I am inspired by the voices of women who have spoken publicly about wartime sexual assault and are dedicated to the struggle for human rights, justice and dignity for survivors. In the future, I hope to continue building my relationships with women in Kosovo through art and activism.

Portuguese Fulbrighter Explores America

JOSÉ PEDRO FARIA, Portugal

2009-2010 Visiting Research Student, Argonne National Laboratory, Illinois



José Pedro Faria
of Portugal

As a Ph.D. student at the University of Minho, Braga, Portugal, and at the Argonne National Laboratory (ANL), Illinois, under the scope of the MIT Portugal program, I had the chance to come to this amazing institution as a Fulbrighter and lay the foundations for a collaboration that still lasts, two years after my Fulbright Research Grant ended.

I spent an academic year pursuing research for my M.Sc. thesis at both the ANL and at the

University of Chicago. It was the first time I had set foot on U.S. soil, and from the moment I left the airport heading towards the city, I saw the Chicago skyline and realized I was in a different world. The second big difference was the University of Chicago campus and how different it was from the University of Minho campus I was used to.

At the University International House, I had the chance to make friends from over 20 countries. At the lab, I was presented with the same scenario. On campus, I started to discover American culture. The cultural differences from my native Portugal were enormous, and I believe those differences were what made me enjoy American culture more and more as time went on.

I had the chance to visit most of the major U.S. cities, New York, Los Angeles, San Francisco, Miami and Washington. I also explored rural areas in the state of Illinois, small skiing towns in Wisconsin and small coastal cities in California. I will never forget driving up the California coast on Route 1, with the Pacific Ocean always at my side.

One of the most rewarding trips was my visit to Washington, D.C., to attend the Fulbright Enrichment Seminar. Fulbright brought together 60 students representing 46 nationalities from universities all over the United States for four incredible days. During this event, I had the chance to interact with Fulbright alumni who told me how Fulbright is more than an opportunity to gain knowledge from great American institutions, but an immersion in American culture. Back in Chicago, I left the “comfort” of the international students circle and started to get closer to my American friends. During that time I learned so much more about American culture.

The Fulbright experience changed my life and marked my future plans at least for the next four years. I highly recommend that everyone apply and can only hope that others have as good an experience as I had.

Giving Voice to the Disabled in Rural Russia

RANDIANNE LEYSHON, University of Oregon
2011-2012 English Teaching Assistant to Russia

The responsibilities of a first-year teacher are daunting in most circumstances. Having your inaugural teaching year take place in rural Russia adds to the unpredictable aspects of the career. Throw in several sight-impaired students you were not expecting or equipped to teach,

and now you have the recipe for my year as an English Teaching Assistant (ETA) in Syktyvkar, Komi Republic, Russia. Needless to say, program officers from the Moscow-based English Language Office and my fellow teachers at Syktyvkar State University provided the support and materials I needed to approach this adventure, and overall my Fulbright experience was more rewarding because of my interaction with my three blind students.

My Fulbright year was my seventh trip to Russia, so I was aware of the lack of accessibility for handicapped citizens. I noticed there were no elevators in the metros or ramps on the sidewalk. There were few disabled citizens in public, even in the country’s largest cities. Exceptions were the presumed veterans, sometimes missing more than two limbs, who navigated the potholed walkways or train car floors, maneuvering around bystanders and passengers on rickety wooden carts while begging for money. As an able-bodied young woman, I realized how difficult it must be to live in



ETA Randianne Leyshon with her student, Masha Kochedykova, who is blind, at an ethno-cultural park dedicated to Finno-Ugric nationalities, in Komi Republic, Russia.

Russia as a disabled person. But I was not forced to confront just how hard this task is until I began teaching my blind students and connecting with a fellow teacher, Kate, whose four-year-old daughter was born blind.

As the year progressed, my Russian language skills increased and I developed a friendship with Kate and her blind daughter, Tanya. As I heard Kate’s concerns about educating Tanya and the struggles families with disabled children face in Russia, I could no longer ignore writing about this issue. Whereas in America we have toys and games and learning materials targeted toward different disabilities, most Russians make do with handmade or

English language-based tools. Kate wants Tanya to have access to the best materials available, but she knows she must create those tools herself if she plans to stay in Russia.

My year as an ETA shaped me in many ways I never expected. Practicing the Russian language, learning recipes, making friends and going on trips were all experiences I assumed would take place, and I am grateful that they did. But my exposure to underprivileged students and the teachers who are doing their best to provide helpful resources in a largely unsupportive environment proved to be the most significant experience during my time in Russia. Writing a feature-length article, “The Invisible Ones,” published on the culture and travel website MatadorNetwork.com, allowed me to give a voice to the blind community in Syktyvkar who taught me what it means to break through barriers and struggle for a worthwhile cause.

The Bees of Slovenia

MEREDITH TURK, University of Missouri

2011-2012 U.S. Student to Slovenia

I spent a year as a Fulbright student in Slovenia, a small country tucked next to Italy, Austria, Hungary and Croatia, and from which my ancestors came to America. Slovenia achieved independence just over 20 years ago. It was always defined by its membership to something larger: Yugoslavia, the Austrian Empire and now the European Union. Yet, a certain Slovenian-ness exists. I think I found it most in the bees and the bee houses that pepper the landscape. And the honey. There are no words to describe the honey in this country. Some varieties are so clear and sweet and liquid it seems like water. Others are so thick and bitter and earthy you think you are drinking straight from a dark forest tree. In a country that touches so many cultures and landscapes—sea to mountain—the bees show the variety in their honey.

The bees are sacred here. In a recent article, I described how Slovenians behold the bee: “In Slovene language there is a verb to signify the death of a human. This word is shared only with bees. For all other creatures there is a separate word.” And so, I set off to discover the beauty of this Balkan bee.

I traveled across the country meeting beekeepers. I tasted their honey and heard their stories, recording them as I went along with audio and photography. I met



Ambrožič works next to his apiary adorned with painted panels near Bled, Slovenia.

generations of beekeepers who have passed down this tradition. I saw beautiful painted bee houses that bring color to the rolling, rural landscape. In my free time, I joined a mountaineering club, which is a strong tradition in this alpine country. I learned how to scale mountains, ice climb and ski. I could rappel from a mountain with nothing more than a rope and an axe, if I really had to. I immersed myself in Slovenian, a painfully specific and beautiful language. I was even interviewed on national radio in Slovene after only four months of studying the language. I worked on a goat and sheep farm, learning about land use, agriculture and cheese making. I visited the beehive at my great grandmother’s home, and tasted the honey harvested by a distant cousin. I will go back to Slovenia. It will be impossible not to. I am tied to this place now—my friends, the bees, the mountains.

My Fulbright experience was a dream. It will be hard to ever match the learning and exploration I experienced last year, although I will try of course.



Bees swarm around a hive in Slovenia.

Middle East & North Africa

Fulbrighter Tackles Challenging Problems, Helps Improve Lives of Refugees

MITCHELL SUTIKA SIPUS, University of Cincinnati

2008 U.S. Student to Egypt

In 2007, while a graduate student in architecture and urban planning at the University of Cincinnati, I designed and implemented a research project in the Dadaab refugee camps, the largest refugee camp complex in the world, situated on the border of Kenya and Somalia. At the time, I wanted to create new solutions to refugee camp design to improve the quality of life for those who are stuck living in such severe circumstances. Working with international NGOs and UN bodies, my proposals for innovative planning schemes were rejected as quickly as I could create them, and I realized that the only way I could develop viable solutions was to acquire an understanding of the legal framework that determines and dominates refugee settlements.

My Fulbright experience in Cairo was truly life-changing. Beyond the academic experience, I had the fortune to meet a variety of people who have since become lifelong friends and was lucky to meet my future wife while attending a class in International Refugee Law. Shortly after arrival, I partnered with two colleagues to develop an NGO and create violence reduction programs for Sudanese refugee gangs in the outskirts of Cairo. With late nights, long hours and occasionally excessive risks, the project was difficult, yet became a total success. It also completely determined much of my future work, even leading to a job in Kenya.

In Egypt, Fulbright provided the leverage I needed to create the career I wanted, but more importantly it has remained a core component of my life. Today I work at the American University of Afghanistan (AUAF), where I teach courses in public policy and communications technology. Soon after starting work at AUAF, in 2011, I met with the Fulbright Committee at the U.S. Embassy



Mitchell Sipus cooks with no power in Kabul, Afghanistan.



Children play in a refuse site in Mogadishu, Somalia.

After a few days of online research, I found that the American University in Cairo in Egypt has a prestigious one-year diploma in forced migration and refugee studies. I knew this program would be a perfect way to advance my goals, but I didn't have the funding to cover overseas study. My architecture professor, Dr. Nnamdi Ellah, advised me to apply for a Fulbright. I prepared a serious application, knowing the competition was fierce, and so was completely shocked to learn later that I would soon be moving to Egypt as a Fulbrighter.

in Kabul with the goal of creating a positive relationship between the Fulbright Program and our students. The committee members have since visited our campus multiple times, and our university is already the top institution for Fulbrighters from Afghanistan.

The skills acquired during my Fulbright experience are also critical to my success as an entrepreneur. As CEO and Director of the strategic consulting firm Sutika Sipus LLC, I regularly provide guidance on post-war

reconstruction to the government of Somalia and have worked alongside many global leaders and agencies. With knowledge of international law and the determinants of migration and violence acquired during my Fulbright experience, I have been able to utilize the field of urban planning as a tool for conflict stabilization and community security in war-torn environments.

Today I write this from a café in Thailand as I return home to my wife in Afghanistan. This summer I will be working for three months in Somalia, and have no idea what comes next or where I will go. But I am not worried because Fulbright gave me the resources I need to create a career of innovative problem solving in some of the world's most difficult places. As a designer, entrepreneur and educator, I have been fortunate to live and work at the edges of our world, and it has been a wonderful experience. I am certain Fulbright will continue to be a presence in my life.

Fulbright Student Dedicated to Promoting U.S.-Israeli-Chinese Cooperation in Environmental Technology

SARAH HILZINGER, Colgate University

2011-2012 U.S. Student to Israel

Sarah Hilzinger came to Israel in the summer of 2011 on a Fulbright post-graduate student fellowship to conduct research toward an MA in Environmental Studies. By the summer of 2012 she found herself advising the Israeli government about how to conduct business with China.

Ms. Hilzinger was astonished by the ease of access to Israeli decision makers in both government and industry, noting that “if I were a 25-year-old Israeli trying to get access to movers and shakers in the United States, things would have looked completely different.” Her Unique Selling Point, borrowing a marketing term, was that she had lived in China for almost two years and had acquired extensive personal and professional experience working with China since her visit. Israelis, well aware of the magnitude and potential of the Chinese market, were eager to hear everything she had to say about Chinese needs and practices.

“I’m so fortunate that there’s been such an immense interest in my experience in China, and with local government institutions in China, that I haven’t had time to ask for help with my research, let alone need it. So many doors open.” She was invited to work with the



Sarah Hilzinger in Israel

Ministry of Industry, Trade and Labor to maximize their efforts to penetrate industrial markets in China.

“Since Israel is a country that suffers from a very limited water supply, and is not necessarily collaborating with its neighbors, it has to look into desalination very seriously. I think attempts to deal with lot of the problems that will be addressed around the globe in the coming decades, about the implications of desalination on the environment and on public health, can learn important lessons from Israel.”

With Ms. Hilzinger’s interest in water and irrigation technology growing, she quickly discovered Israel’s reputation as a leader in the field. Her initial Fulbright proposal was aimed at researching Israeli clean technology in general, but she quickly realized that in order to make the project manageable she would have to concentrate on water, which is one of Israel’s leading fields of expertise. Her main goal was to contribute to the creation of links between Israel and China in the field of water technology, since China has a real need which Israel can help to meet.

“More than anything, I am still interested in people,” she says. “Fulbright creates an unusual opportunity to spend time considering the big issues and global trends. But I think the value of looking at the big picture is to use that information to influence communities.”

“I want to be a responsible global citizen, and I’m mostly interested in global supply chains. I can see myself working, or possibly consulting, for a large manufacturing company in China. I care very profoundly about the environment, but I think that being a professional environmentalist is not necessarily the way to promote environmental goals. I’m a private sector person. I would like to work in an organization and influence it from within.”

Fruit Crop Training in Morocco: Berries for Export to Europe

MARK GASKELL, University of California

2011-2012 U.S. Scholar to Morocco



The objective of my Fulbright scholarship was to help the Moroccan Agronomic Research Institute (INRA) develop programs with small fruit berry crops, thereby contributing to long-term rural development in Morocco. I would continue to train Moroccan agronomic researchers in small fruit crops and assist them in establishing a network of berry field trial sites. My contacts and collaborators in Morocco helped me enormously in carrying out the program. For my wife and me, the opportunity to live and work in an Arab and Muslim culture has been an unforgettably enriching experience.

Morocco's proximity to Europe, a climate similar to California and manual labor supply enable Moroccan farms to supply many out-of-season fruits and vegetables for the European Union. However, for farmers to be successful with these new crops, they need sound technical advice based on knowledge gained from research under local conditions.

Morocco's INRA has developed field and laboratory research with traditional Moroccan crops such as wheat, barley, citrus, figs and olives, but it has lacked prior knowledge and experience with blueberries,

raspberries and blackberries. I was able to offer my knowledge and experience. I have seen beneficial effects also for my work with growers in California because my experience with small fruit crops in diverse conditions also improves my effectiveness with research and development of these crops in California.

For carrying out the work, I had a great ally in an INRA researcher who was completing a Ph.D. thesis on blueberries, who took charge of the field trials, helped put together training events and assisted in developing a network of research collaborators for the new berry crops. I worked closely with her on specific field and classroom training, selecting sites, designing and planning the field trials, and enlisting the collaboration of growers. In developing a three-day workshop for training INRA scientists and interested growers, I received assistance from the Agricultural Attaché at the U.S. Embassy in Rabat.

This initial series of training events fulfilled the objective of familiarizing Moroccan agricultural field technicians and researchers on essential aspects of production and post-harvest management of blueberries, raspberries and blackberries. Field visits enabled the Moroccans—some of whom had never had the opportunity to even taste the fruit—to feel comfortable about the growing requirements of these crops. As a result, more than 20 researchers and field technical personnel have formed a small fruit research network to



Mark Gaskell examines a ripening berry plant under protective tunnels in preparation for harvest.

continue to exchange information and expand involvement in research and training opportunities for small fruit crops. In addition, some successful strawberry producers are beginning to produce blueberries, raspberries and blackberries to export to the EU via established strawberry marketing channels.



A thriving horticultural crop specimen in Morocco.

Sharing Cultures and Learning about Community

HAIFA GHARBI, Tunisia

2011-2012 FLTA, Trinity College, Connecticut

The Fulbright Program succeeded in refining my skills as a Tunisian prep school English teacher while at the same time affording me the great pleasure of sharing my culture with American and international students. After participating in Fulbright workshops in Istanbul and Arizona, my amazing journey began last fall as a Fulbright Language Teaching Assistant (FLTA) at Trinity College in Hartford, Connecticut. As an FLTA teaching Arabic at Trinity, I played the role of an ambassador of my own language and culture inside and outside the classroom. I helped to drill students on materials covered in class and also introduced them to aspects of Arab culture and civilization through presentations and panel discussions. I was thrilled to notice the students' excitement and willingness to share their views of the Arab world. I also actively participated in conversation groups during the weekly Arabic roundtable, an occasion for students to improve their mastery of Arabic in a cozy, informal atmosphere. Moreover, I organized meetings focusing on major events that marked my country's recent history on its road towards democracy. As the leader of the Arab Spring, Tunisia was at the core of many discussions on campus. It was my pleasure to take part in the Democracy in Films movie series and to lead conversations with the community of Trinity and the city of Hartford at large.

Under the Fulbright Program, I also attended classes centered on American culture, increasing my understanding of American society while introducing students to my own background through group interaction and multimedia presentations. As an international student, I committed to take part in the events organized by the International House and proudly represented my country in the "diversity poetry section" of the second Annual International Cultural Show hosted by Trinity. Getting involved in extracurricular activities allowed me to integrate with students from different backgrounds within the Trinity community. Joining clubs like Green Campus or becoming an active member of the American Civil Liberties Union allowed more space to work to promote values of tolerance and understanding.

Being an FLTA for almost a year in the United States was truly a once in a lifetime experience that still fills me with pride. Indeed, self-reliance, commitment and openness to others strengthened my potential as an individual while working to serve the community. As a teacher of English, my language mastery improved dramatically from daily contact with native English speakers. I have



Haifa Gharbi (fourth from right) with friends and colleagues during a Green Campus service project in Hartford, Connecticut.

also been able to develop teaching techniques with new methods acquired at Trinity while teaching or taking classes. After returning home, I followed up the community service and humanitarian interests developed at Trinity by joining the local committee of the Tunisian Red Crescent in my hometown. I was really pleased to discover these vocations while in the United States and intend to pursue them throughout my life.

South & Central Asia

Fulbrighter Works to Strengthen Public Health in Afghanistan

MIRWAIS RAHIMZAI, Afghanistan

2008-2009 Fulbright Visiting Scholar, Tulane University, New Orleans, Louisiana



Mirwais Rahimzai (standing) of Afghanistan

“Afghanistan has made 50 years’ worth of progress in the last 10 years,” said Fulbright Visiting Scholar Mirwais Rahimzai, who is, himself, both a source and symbol of the

country’s renaissance as a nation and of its revitalized Fulbright Program. Suspended in 1979 and restarted just ten years ago, the Fulbright Program in Afghanistan has grown dramatically, from 20 students in 2003-2004 to 55 in 2012.

During 2008-2009, Dr. Rahimzai studied public health at Tulane University in New Orleans, Louisiana, and focused on monitoring, evaluation and policy formulation. He created an extensive network of professionals in the field of public health. These Fulbright experiences helped him to successfully lead a multi-million dollar project aimed at improving health care in Afghanistan. He also was appointed to a committee to develop a five-year strategic framework for the Ministry of Public Health of Afghanistan. He led the development of the National Strategy for Improving Health Care, then represented Afghanistan at the British Medical Journal Group Conference on Quality in Healthcare and at the fifth South Asia Economic Summit in Islamabad. He convened over 300 civil society networks under the umbrella of the Civil Society Coordination Center, where he is the executive board director. Dr. Rahimzai works closely with those networks and with the Afghan government to improve coordination and increase public participation in all political, social, economic and cultural events.

The most active member of the large and diverse Afghan alumni community, Dr. Rahimzai organizes alumni events and conferences, and dynamic outreach for the next generation of Afghan Fulbrighters. He is an advocate for keeping talented and educated young Afghans in the country, thus avoiding a crippling “brain drain,” while pressing for government expansion of opportunities for youth.

Of his advocacy work, Dr. Rahimzai said: “The Fulbright experience taught me many things not only about health but also about real democracy, freedom of speech and citizens’ rights.”

Humphrey Alumna Appointed Bhutan’s First Female Supreme Court Justice

TASHI CHHOZOM, Bhutan

2005-2006 Hubert H. Humphrey Fellow, American University, Washington, D.C.

An alumna of the Hubert H. Humphrey Program, Ms. Tashi Chhozom was appointed Bhutan’s first female Supreme Court Justice on August 3, 2012. Justice Chhozom is also the youngest among the current Supreme Court members. Justice Chhozom was a 2005-2006 Humphrey Fellow at American University in Washington, D.C., where she studied Law and Human Rights.



Tashi Chhozom of Bhutan

Finding Identity through Music in India

JEFF ROY, University of California, Los Angeles (UCLA)

2012-2013 U.S. Fulbright-mtvU Fellow to India

The music and dance of lesbian, gay, bisexual, transgender, queer, Hijra, intersexed and straight ally (LGBTQHIA) communities in India express an important and essential feature of modern Indian identity. LGBTQHIA individuals perform music and dance in various styles, incorporating a mix of contemporary Bollywood, Western pop/rock, Indian classical and traditional Hijra (male-to-female transgender) acoustic music. These communities use music to construct and negotiate identities within the context of formal concerts, social gatherings, political protests and, in some cases, religious rituals, simultaneously contesting and reaffirming their marginalized statuses within mainstream Indian society. My project for Fulbright-mtvU is a documentary film that explores how music and dance performance signifies LGBTQHIA identity “performativity” as sites of resistance and self-affirmation. With specific attention

placed on video ethnography, and the development of a character-driven, feature-length documentary film, I further investigate how music and dance as performative expressions of identity empower and strengthen these diverse communities. The project incorporates musicians and dancers who openly and consciously identify as LGBTQHIA, and whose sexual and/or gender identities are incorporated in the larger fabric of their lives.

I am working with my affiliate at Solaris Pictures, Mumbai’s premier film production organization, which specializes in documentary and narrative films with LGBTQ themes, in order to arrange for community screenings of the films. My film project was recently accepted by the Kashish Mumbai International Queer Film Festival, as part of a work-in-progress screening for project participants to contribute their ideas towards the development of a larger film for and about them. The idea is not only in giving back to the LGBTQHIA communities here, but to involve them more directly in a democratic-style production of a feature film.

One of my proudest achievements has been assisting a lesbian rock duo, named “ZiaRes” (a combination of



Jeff Roy (front row, third from left) works with the Dancing Queens, a dance group that provides a safe space for local transgenders to meet and express themselves without ridicule from their gurus or family members.

two names: “Zia” and “Resil”), find their professional footing in Mumbai. They were interested in performing, but had few contacts to get them on stage. I arranged a concert and suggested they “write a song that you can perform together.” Their Mumbai debut ultimately brought them a magazine feature, a manager and a burgeoning gig schedule. Another performance group, the Dancing Queens, started as a means of raising money for their pride march, but later became a permanent fixture for the transgender community. Comprised largely of Hijras, the dance group also serves a more important role in providing a safe space for local transgenders to meet and express themselves without ridicule from their gurus or family members. I helped serve as their liaison for a project that an American photojournalist was directing. I organized their travel to the photo studio and spoke as their interpreter when needed. I also filmed the photo shoot, which will be used in the making of a larger documentary about them. Thanks to Fulbright-mtvU, production for the documentary film has made incredible progress and the experiences have been unforgettable.



Jeff Roy plays the violin in a performance with local musicians in Mumbai, India.

Humphrey Fellowship Alumna Earns International Women of Courage Award

ANEESA AHMED, The Maldives

1985-1986 Hubert H. Humphrey Fellow, Pennsylvania State University

Aneesa Ahmed, 1985-1986 Hubert Humphrey Fellow at Penn State, said, “My Humphrey year helped me believe in myself, not to quit, and to stay strong even in adversity.”



Jeff Roy photographs the Dancing Queens performance group in India, where he also served as their liaison in a project directed by an American photojournalist.

Ms. Ahmed was one of ten women from around the world selected for the 2012 International Women of Courage Awards. The award recipients have shown exceptional courage and leadership in advocating for women's rights and empowerment, often at great personal risk. Ms. Ahmed was honored, as a government official and a civilian, for her tireless work to deter gender-based violence, a taboo topic in the Maldives. After completing her Humphrey Fellowship, Ms. Ahmed founded a nonprofit organization called Hope for Women, which advocates for women and creates open dialogue with students, police officials and other groups. She has also worked to educate the public about the harmful effects of female genital mutilation in response to religious scholars who had deemed it an acceptable practice.



Aneesa Ahmed receives the 2012 International Women of Courage Award from Secretary of State Hillary Rodham Clinton and First Lady Michelle Obama.

Since receiving the award in March 2012, Ms. Ahmed has volunteered as the Chair of the Governing Board of the Family Protection Authority, which is a semi-autonomous statutory body in the Maldives created by the newly enacted Prevention of Domestic Violence Act.

for the teacher and students alike. Ms. Biswas also had the opportunity to attend several education conferences, see sites of national importance such as the Grand Canyon, and travel to major cities including New York and Chicago.

Teacher from India and California High School Students Gain Cross-Cultural Understanding

RATNA BISWAS, India

2012 Visiting Teacher, Fulbright Teacher Exchange Program, Temecula, California

Ratna Biswas, a national science teacher of the year in India, taught global sciences at Chaparral High School in Temecula, California, during fall 2012, as part of the Fulbright Teacher Exchange Program. She swapped classrooms with Chaparral teacher Lori Herrington, who taught at the Sushila Birla Girls' School in Kolkata, West Bengal, India. Ms. Biswas also taught her students at Chaparral about life and education in India, while she in turn learned from them about American culture and lifestyles. Mutual learning was a highlight



Fulbright Teacher Exchange Program participant Ratna Biswas of India (center) guides her students during a science experiment at Chaparral High School in Temecula, California.

Western Hemisphere

Teaching in Bolivia for a More Connected World

MONICA FLORES, Bolivia

2007 Visiting Student, University of North Carolina, Greensboro



Fulbright Alumna Monica Flores (first row, fourth from left) in La Paz with the 2012 U.S. Department of State Youth Ambassadors from Bolivia.

“Teaching completes my life and all my students inspire me to work for a more unified and connected world,” writes Monica Flores, an alumna of the Fulbright Foreign Student Program. “My

students made me understand the world better and confirmed that English is truly a language that unites people from developed and underdeveloped countries.”

After earning a bachelor’s degree in Linguistics and Foreign Languages from San Andres University in Bolivia, Ms. Flores received a Fulbright award in 2007. Subsequently, she was the first student to have the opportunity to pursue a master’s degree in Teaching English to Speakers of Other Languages (TESOL) at the School for International Training (SIT) Graduate Institute. There, she taught basic Spanish to first graders through songs, games and short activities. Ms. Flores believes that experience helped her understand American culture more deeply as she became part of it. She also felt her students became more aware of the importance of learning foreign languages and understanding other cultures. After graduating from SIT Graduate Institute, she applied for the Fulbright Academic Training Extension and moved to North Carolina to teach Academic English at the University of North Carolina at Greensboro.

Upon returning to Bolivia, Ms. Flores taught English at two prestigious universities in La Paz. In 2012, she received the Teaching Excellence Award from the Bolivian Catholic University. Since 2011, she has also been actively involved in a group that succeeded in receiving a grant from the U.S. Department of State

Alumni Engagement Innovation Fund. The project, “Bolivian Youth Building a Shared Vision,” consisted of a multi-day workshop with 36 young Bolivian leaders from diverse backgrounds who came together to discuss their country’s future. In 2012, Ms. Flores was hired to be the coordinator of the U.S. Department of State Youth Ambassadors Program in Bolivia, an opportunity which allowed her to work closely with the U.S. Embassy in La Paz and the five Bolivian-American binational centers.

“This youth program has had a big impact on these students’ lives,” she explains. “During their stay in the United States, the students realize that they have the power to change things for the better. Being part of such an important effort makes me really happy.”

At-Risk Youth Learn Life Skills through Circus Training: Documentary Film

KELLY RICHARDSON, University of California at Berkeley

2008 U.S. Student to Brazil

After graduating from UC Berkeley in 2006, I moved to Bahia, Brazil, and joined a local circus as an aerialist and acrobat, so it was perhaps not strange that two years later I received a Fulbright to make a documentary film of a circus in Rio de Janeiro. When I finished my degree at Berkeley, I trained and performed with the Bahia circus for five months. It was a thrilling, eye-opening experience all around, and I was particularly fascinated by one of the programs the circus offered specifically for children and teenagers at risk for joining the drug trade—a social project in which local youth could attend free classes



Circus performers prepare their acts during the shooting for Kelly Richardson's documentary.

on circus techniques and perform in quarterly shows. Through the circus training, young people could learn skills and problem-solving strategies that would be transferrable and helpful in other aspects of their lives. I was intrigued by the use of circus training as a tool for social change and delighted by the stories I heard under the tent as we all stretched and warmed up together. Hearing about the challenges, dangers and excitement of growing up in the slums of the city, and then watching the young people perform in their shows, I was struck by strong parallels between their precarious lives and the way they performed their acts in the circus. The parallel connections between their lives and their art created the spark that made me want to make a film. I applied to the Fulbright Program to explore the sociological dynamics of “Social Circus” and to make a feature-length documentary film following a few of the performers involved.

In 2008-2009, I began my Fulbright project in a circus in the Praça Onze district of Rio de Janeiro. I chose the Rio circus because it focused solely on its social project (rather than a variety of programs, as in the Bahia circus) and because I could see that the area would make for a vibrant setting, and the performers involved seemed like strong characters for a documentary. Getting to know the performers so well was one of the biggest joys and most intense challenges for me, and has greatly influenced my views on poverty, the drug trade, social projects, structural inequality, and issues concerning class and race, as well as personal motivation, determination and perseverance.

In March 2012, we completed the film and have been screening it in film festivals and theaters ever since. One



Kelly Richardson (far right) practices with performers in Brazil during her Fulbright grant in 2008.

festival run included screenings in Los Angeles, New York City, London, San Francisco, Austin, Atlanta and the Bahamas. The film has won several awards including “Best Documentary,” “Audience Award,” “Excellence in Documentary Filmmaking,” and “Festival Favorite,” and has been reviewed by the *Los Angeles Times*, *Variety*, *San Jose Mercury News* and *The Oakland Tribune*. We have also had educational screenings at UC Berkeley, Stanford and San Francisco State, among others. My Fulbright project launched my career as a filmmaker and storyteller and I have recently moved to Los Angeles to continue to pursue my path in film production.

My Fulbright project opened my eyes to structural challenges and barriers I had not previously understood as well. Since my Fulbright experience, I have become involved with local social change as a mentor in a project that supports academically motivated at-risk youth, Students Rising Above.



Left: A young circus performer prepares his makeup for the filming of Kelly Richardson’s documentary, “Without a Net.” Right: Kelly Richardson (left) talks with some guests after a screening of her documentary “Without a Net” in Los Angeles, California.

Searching for Black Holes in Quebec: Ultra-fast Imaging

ERIC BITTNER, University of Houston

2012 U.S. Scholar to Canada

You can tell something exciting is about to happen when multiple professors start popping by the lab to point at the computer display! Good science rarely occurs in a vacuum and great science requires a close collaboration between experimental and theoretical researchers. As a U.S. Fulbright scholar in Canada, I had the rare opportunity to see the results of two to three years of intense theoretical work come to fruition in the lab. Professor Carlos Silva's Ultra-fast Imaging Facility at the Université de Montréal is unique in its capabilities, and every indication is that we are at the point of discovering some really interesting effects of black holes in our solar system.

The image on the screen was a full momentum space image of the photons emitted from a Fabry-Perot microcavity containing an organic semiconductor. The image we were looking at shows clearly the photon mode of the cavity and a lower polariton branch due to the material in the cavity at room temperature. While we still have some challenges in seeing exotic effects like optical "black-holes on a chip" or Bose condensation, we are seeing the first evidence that the experiments are on the right track.

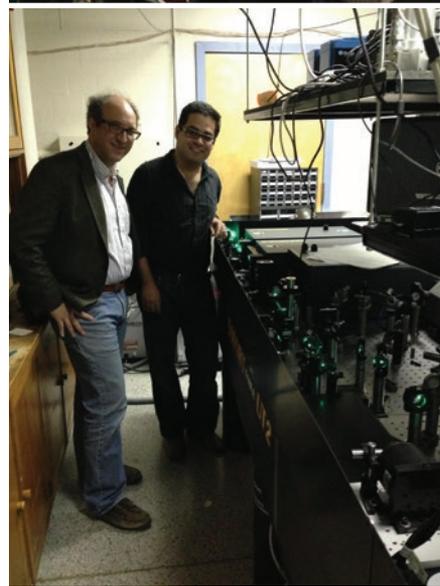
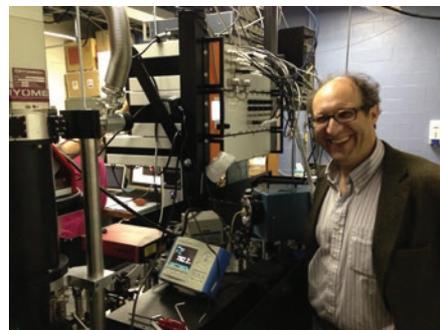
Understanding Health Needs of Migrant Communities in Mexico

ROBIN L. SHALLCROSS, Pacific University

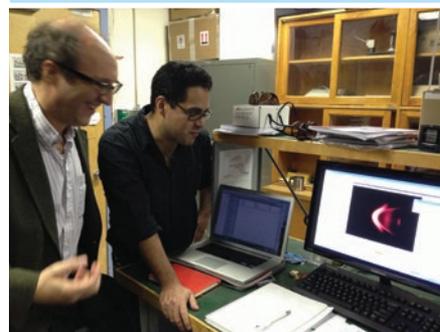
2012 Fulbright Specialist to Michoacán, Mexico

During our professional psychology immersion courses in Mexico, it became apparent that there are many stresses associated with migration. Close family ties is a high Latino value, and families often have deep-seated concern for the safety and well-being of their relatives in the United States. My Fulbright specialist project in the Mexican state of Oaxaca sought to shed light on Mexican culture and the treatments Mexican psychologists use, in order to improve our evidence-based interventions in the United States—with an emphasis on the mental health needs of family members who remain in Mexico. This objective was accomplished with classroom lectures, discussions, videos, panel presentations, and two separate interview days in the communities of Tarimbaro and LaNoria near Morelia, Mexico.

The capstone project for class members was to develop a job or a social service project for a Mexican psychologist using the class materials and the information obtained in the interviews. Proposals for five psychoeducational groups were developed, addressing a range of psychological needs identified, ranging from depression, anxiety, loneliness, trauma, women facing androgynous roles in raising their children as single mothers, jealousy, anger and low self-esteem. This project has been very personally and professionally gratifying. A goal has been to have our students return to Mexico, while Universidad Latina de América (UNLA) is working to facilitate Mexican students being able to study at Pacific University.



All photos: Professors Eric R. Bittner and Carlos Silva observe the momentum distribution of exciton/polaritons from an organic Fabry-Perot microcavity captured in the ultra-fast spectroscopic imaging facilities at the Université de Montréal.



A small grant from the Oregon Community Foundation as a result of publicity generated about this project allowed me to return to Mexico for a week in April 2013 to help UNLA psychology faculty train the students in group facilitation and give them seed money to run the capstone groups in the following summer.



All photos: Fulbright Specialist Dr. Robin L. Shallcross with students, administrators and faculty at Universidad Latina de América participate in activities and interviews with community members who have migrant family members in the United States. These activities in Morelia, Michoacán, Mexico, are part of her Fulbright project on the Psychological Effects of Transnational Migration between the United States and Mexico.



Fulbright by the Numbers

OVERVIEW

This edition of the J. William Fulbright Foreign Scholarship Board Annual Report provides information on Fulbright grants awarded by the U.S. Department of State and U.S. Department of Education for Academic Year 2011-2012. The most current budget data available, however, are for Fiscal Year 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, artists and professionals to study, teach, lecture and conduct research in more than 155 countries worldwide and to their foreign counterparts to engage in similar activities in the United States.

International exchange contributed an estimated \$22.7 billion to the U.S. economy in fiscal year 2011-2012.* Among those exchanges, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), under policy guidelines from the J. William Fulbright Foreign Scholarship Board, the Fulbright Program is a model of international cooperation, cost-sharing and return on investment.

Even in today's difficult economic and fiscal climate, foreign governments value the Fulbright Program highly enough to increase their partner contributions. While the primary source of funding for the Fulbright Program is an annual appropriation made by the U.S. Congress, participating governments and host institutions, corporations and foundations in foreign countries and the United States provide nearly one-third of the Fulbright Program's direct and indirect support, such as salary supplements, tuition waivers and university housing. This cost-sharing model is unique in the U.S. government, and signals the value the United States and partner countries around the world place on educational exchange.

Several partner countries increased their contributions to the Fulbright Program during the 2011-2012 academic year. In the Western Hemisphere, the Government of Mexico doubled its annual allocation to Fulbright; the Government of Brazil cost-shared a significant expansion of the Fulbright Scholar Program; Colombia increased its contribution to Fulbright to permit more Colombian Fulbright students to engage in study and research in the United States; Canada launched its own Fulbright Science and Technology program, which funds U.S. students pursuing doctoral studies in STEM fields at Canadian universities; the Government of Uruguay entered into an agreement to provide a financial contribution to the Fulbright Program; and Argentina established new cooperation agreements that will allow the Fulbright Commission to increase professional development opportunities for Argentine students and scholars.

In other developments, in Europe, the Irish Fulbright Commission created a new summer program for U.S. students wishing to study Gaelic in Ireland, with the aim to promote the Irish language in the United States and create a stronger U.S.-Irish cultural connection. In Latvia, the Fulbright Memorandum of Understanding was renewed in order to continue cooperation between the two nations in the area of education and science. In the Middle East, the Fulbright Program in Libya resumed and doubled in size, with a particular focus on English language training.

Also included in this report are grants awarded by the U.S. Department of Education which 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 66 years ago, more than 318,000 Fulbrighters have participated in the Fulbright Program under both Departments.

** Click on your state in the online interactive map at <http://eca.state.gov/impact/state-state-data> to explore expert data on the contributions international exchange has made to American communities and the U.S. economy.*

PROGRAMS

U.S. DEPARTMENT OF STATE

The Fulbright Student Program

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

- In 2011, 1,852 Americans studied abroad with either full or partial support from the Fulbright Program. This figure includes the Fulbright English Teaching Assistant Program.
- In 2011, 3,623 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 2011, 1,424 Americans studied and taught or conducted postdoctoral research.
- In 2011, 960 visiting scholars came to the United States to lecture or conduct postdoctoral research for an academic year or term. Of these, 39 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

- The Fulbright Classroom Teacher Exchange Program is a direct, one-to-one exchange of teachers from the elementary through high school level. Teachers are matched based on the similarity of their teaching assignments. Exchanges are for one semester or an academic year in duration.
- In 2011, 62 U.S. and 68 international teachers participated in the Fulbright Classroom Teacher Exchange Program. Participating countries included: the Czech Republic, France, Hungary, India, Mexico, Switzerland and the United Kingdom.
- Started in 2009, the Fulbright Distinguished Awards in Teaching Program brings international teachers to the United States and sends U.S. teachers overseas for a semester of intensive research and professional development. Participants pursue individual capstone projects, take courses, and lead master classes and seminars at a host university and in local schools. Through the program, teachers learn best practices from other countries, develop global content, and build relationships to promote mutual understanding and enhance education in their home schools and communities.
- In 2011, 16 U.S. teachers and 20 international teachers participated in the Fulbright Distinguished Awards in Teaching Program. Participating countries included: Argentina, Finland, India, Israel, Mexico, Morocco, Singapore, South Africa and the United Kingdom.

The Hubert H. Humphrey Fellowship Program

The Hubert H. Humphrey Fellowship Program promotes leadership development in professional fields critical to U.S. relations with developing and transitioning countries. The Humphrey Program brings young and mid-career professionals from designated countries to the United States for a year of non-degree graduate-level study, leadership development and professional collaboration with U.S. counterparts. Applicants are required to have an undergraduate degree, a minimum of five years of substantial, full-time, professional experience, limited or no prior experience in the United States, demonstrated leadership qualities, a record of public service in the community and strong English skills. Grants are given in various fields, including, but not limited to, public health, economic development, finance and banking, environmental management, educational planning, higher education administration, and law and human rights. In 2011-2012, there were 201 Humphrey Fellows from 93 countries and locales.

The Humphrey Program is a Fulbright exchange activity. Its primary funding is provided by the U.S. Congress through the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Co-sponsors include other governmental agencies, multinational organizations and private donors.

PROGRAMS, cont.

U.S. DEPARTMENT OF EDUCATION

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

In 2011, the following two Fulbright-Hays programs supported a total of 812 American teachers and prospective teachers, who received their support through U.S. institutions of higher education, organizations or interagency agreements:

The Fulbright-Hays Group Projects Abroad (GPA) Program

The GPA Program provides grants to institutions of higher education (IHEs), state departments of education, private nonprofit educational organizations or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign language and area studies throughout the educational structure of the United States. Activities supported include: teacher seminars designed to provide a non-Western perspective on contemporary issues; curriculum teams to develop and field test instructional materials; group research by faculty, teachers and/or students on specific aspects of societies and cultures significantly underrepresented in the curricula of schools, colleges and universities; and advanced intensive language programs in the LCTLs. In 2011, grants for 42 group projects involving 678 participants were awarded.

The Fulbright-Hays Seminars Abroad Program

The Seminars Abroad Program provides four- to six-week summer seminars, designed by ED and Fulbright commissions, for K-12 teachers, administrators and curriculum specialists of state and local educational agencies, and college faculty in the fields of foreign languages, social sciences, arts and humanities. Upon their return, participants are expected to submit a curriculum project that demonstrates what they plan to implement in their 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 ED funds under the terms of interagency agreements between ED and the State Department. In 2011, 10 seminars involving 134 participants were funded.

PRINCIPAL ORGANIZATIONS

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

U.S. Department of State

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

Binational Fulbright Commissions

Binational commission boards are composed of equal numbers of resident Americans and partner nation nationals. There are currently 50 Fulbright commissions; Belgium and Luxembourg share a single commission in Brussels. Commissions plan and implement educational exchanges that best promote the Program's objective in a bilateral context, including selection of grantees, fundraising, 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. Generally the U.S. embassy's Public Affairs Officer and/or Cultural Affairs Officer serves as a member of the binational commission and is the U.S. government's liaison on policy and program matters.

U.S. Embassies

Where there is no bilateral commission, the U.S. embassy, commonly referred to as "the post," administers exchange program activities, with the Public Affairs Officer or a Cultural Affairs Officer assuming primary responsibility.

U.S. Department of Education

The 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.

COOPERATING ORGANIZATIONS

ECA is assisted by several organizations in the implementation of the Fulbright Program in the United States and abroad.

- The Institute of International Education (IIE) 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 and the Fulbright Teacher Exchange Program.
- The Council for International Exchange of Scholars (CIES), a division of the Institute of International Education, assists in the exchange of lecturers and research scholars and 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.
- Academic and Professional Programs for the Americas (LASPAU) administers the Fulbright Faculty Development Program and many cost-share programs for Latin America and the Caribbean.
- America-Mideast Educational and Training Services, Inc. (AMIDEAST), with field offices in the Middle East and North Africa, conducts recruitment and arranges study in the United States for graduate students from the region and handles the day-to-day supervision of these students.

Other Organizational Support

Fulbright Association

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

Fulbright Alumni Organizations Abroad

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

International Exchange Alumni: Inspire, Empower, Connect

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

BINATIONAL EDUCATIONAL FOUNDATIONS AND COMMISSIONS

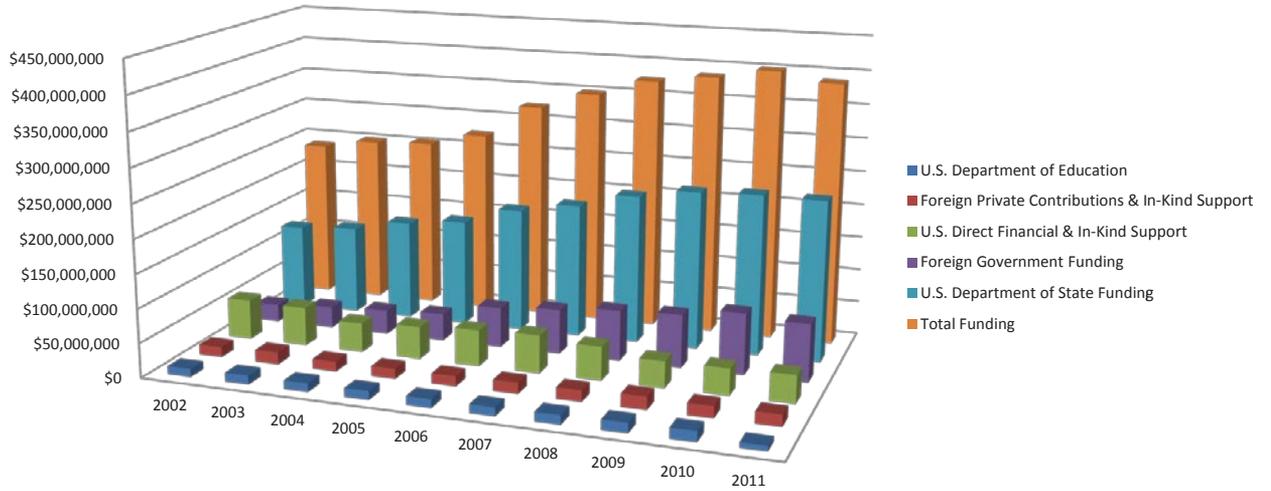
ARGENTINA	Commission for Educational Exchange Between the United States of America and Argentina
AUSTRALIA	Australian-American Fulbright Commission
AUSTRIA	Austrian-American Educational Commission
BELGIUM & LUXEMBOURG	Commission for Educational Exchange Between the United States, Belgium and Luxembourg
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 United States recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the United States maintains unofficial relations with the people of Taiwan.

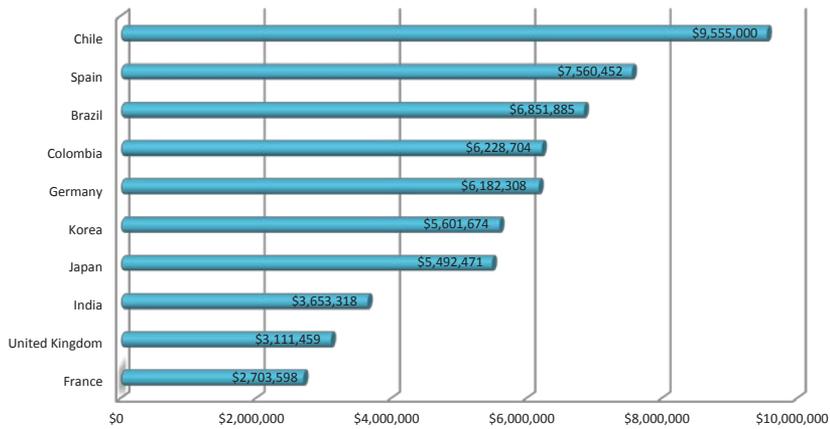
FULBRIGHT FACTS

- A total of 3,406 Americans studied abroad in FY 2011 as U.S. Fulbrighters, while 4,865 Visiting Students and Scholars studied in the United States.
- Germany (550) yielded the most Fulbrighters, including both U.S. and Visiting, of any country, followed by India (363), Chile (341), Brazil (309), Indonesia (297), South Korea (280), Pakistan (275) and Russia (237).
- Egypt (89), Israel (87), Morocco (77), Jordan (63) and Iraq (61) yielded the most total Fulbrighters in the Middle East and North Africa.
- South Africa (86) yielded the most total Fulbrighters in Sub-Saharan Africa, followed by Nigeria (39), Kenya (28) and Uganda (22).
- At nearly \$10 million, Chile contributed the most to the Fulbright Program in FY 2011. In the same year, more Fulbright Students from Chile (287) studied in the United States than from any other country.
- India sent the most Visiting Scholars to the United States (85), while being the highest contributor to Fulbright exchange programs (\$3,626,718) in South Central Asia.
- The United Kingdom (\$1,866,664), Finland (\$1,272,228) and France (\$1,245,636) are the highest contributors to the Fulbright Program in terms of private donations and in-kind support.
- Egypt (\$1,299,531), Jordan (\$1,209,563) and Israel (\$947,800) are the largest contributors to Fulbright exchange programs in the Middle East and North Africa.
- Namibia (\$376,318, in in-kind support) contributed more to Fulbright exchange programs than any nation in the Sub-Saharan Africa region.
- With 191 Visiting and 33 U.S. grantees, the District of Columbia yielded the highest number of Fulbrighters per capita, followed by Vermont (56 total) and Massachusetts (588 total).
- New York hosted more Visiting Fulbright grantees (689), while more Californians (385) studied abroad as Fulbrighters than any other state.
- Ohio hosted more Visiting Fulbright Scholars from the Middle East and North Africa (20) than any other state.
- More Floridians (11) traveled to Sub-Saharan Africa as Fulbright Scholars than from any other state.
- The Hubert H. Humphrey Program brought more Fellows from Pakistan (16) to the United States than any other country, followed by India (10), Brazil (8), China (6), Burma (6), Egypt (6) and South Korea (5).
- Germany (220) hosted the most U.S. Fulbright Students than any other country, followed by South Korea (132), Spain (93), Brazil (83), India (72), Malaysia (53), Indonesia (52), Mexico (52) and China (47).
- More Fulbright Students from Chile (287) studied in the United States than from any other country, followed by Pakistan (248), Germany (248), Indonesia (205), Colombia (176), Brazil (172) and Russia (114).
- India (81) hosted more U.S. Fulbright Scholars than any other country, followed by the United Kingdom (39), Germany (41), Chile (37), Russia (33), South Africa (32), China (31), Brazil (29) and Israel (28).
- More Fulbright Scholars from India (85) studied in the United States than from any other country, followed by China (39), Taiwan (36), Russia (36), Spain (35), South Korea (33), Argentina (33), Iraq (30) Czech Republic (23) and Mexico (21).

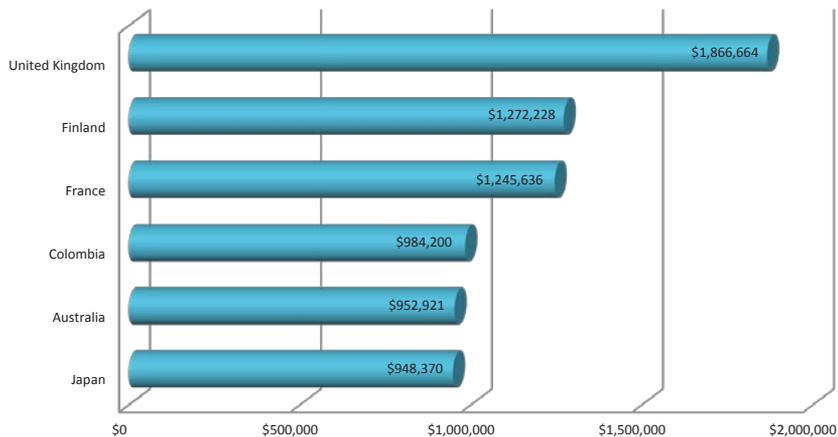
Fulbright Foreign Contributions by Source

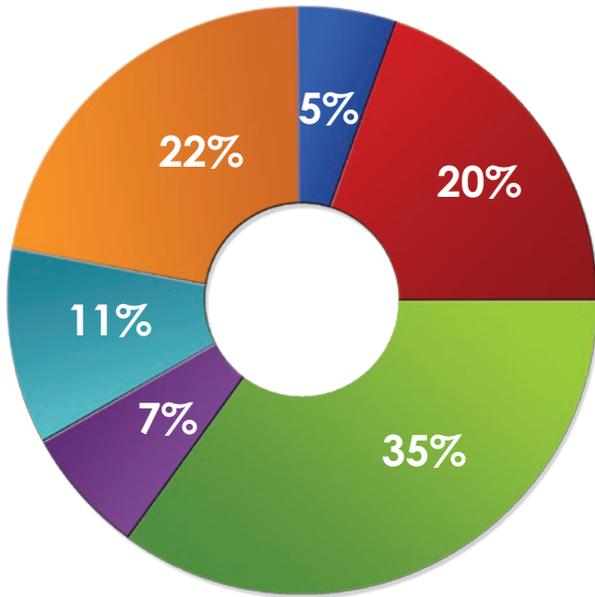


Top Foreign Contributions (Total: Government & Private)



Top Foreign Contributions (Private Donations & In-Kind Support)

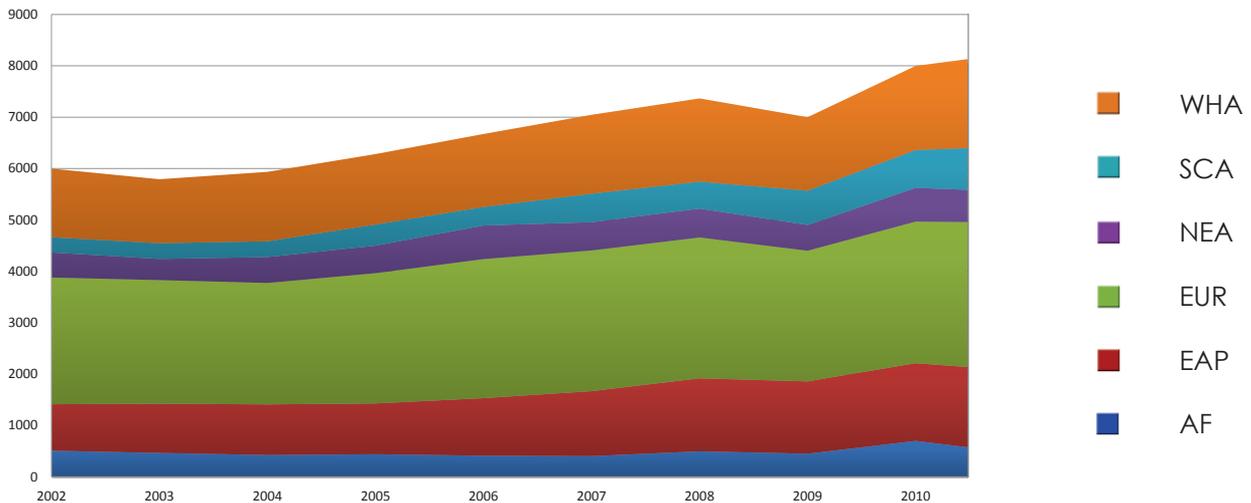




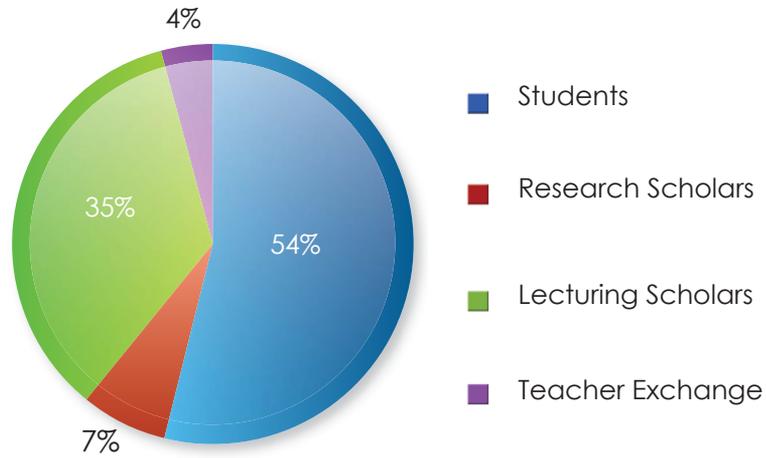
Fulbright Grantees by Region

- AF (Africa)
- EAP (East Asia & Pacific)
- EUR (Europe & Eurasia)
- NEA (Middle East & North Africa)
- SCA (South & Central Asia)
- WHA (Western Hemisphere)

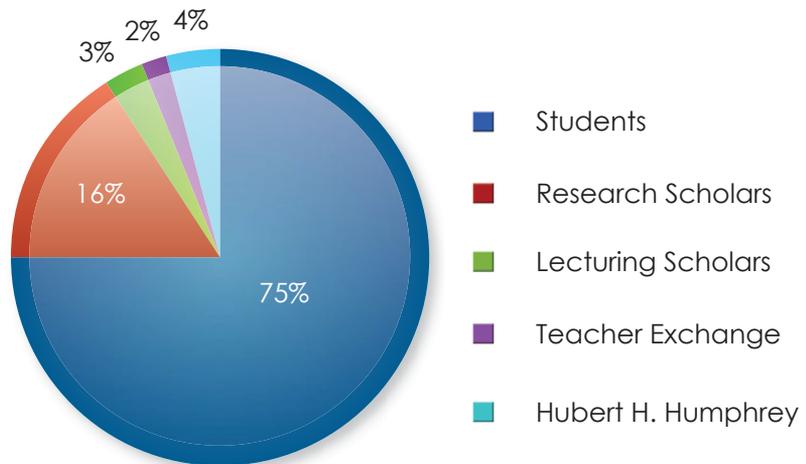
Fulbright Grant Trends by Geographic Region



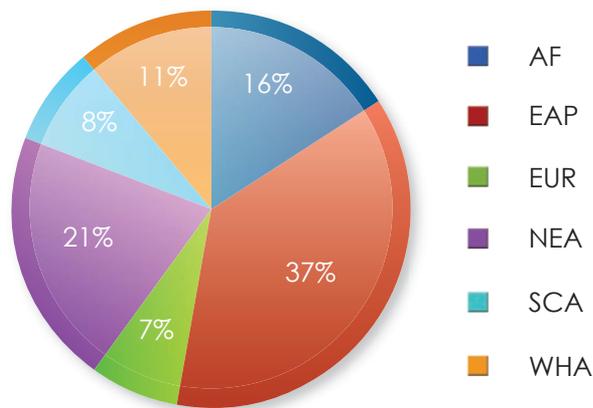
U.S. Grantees by Program



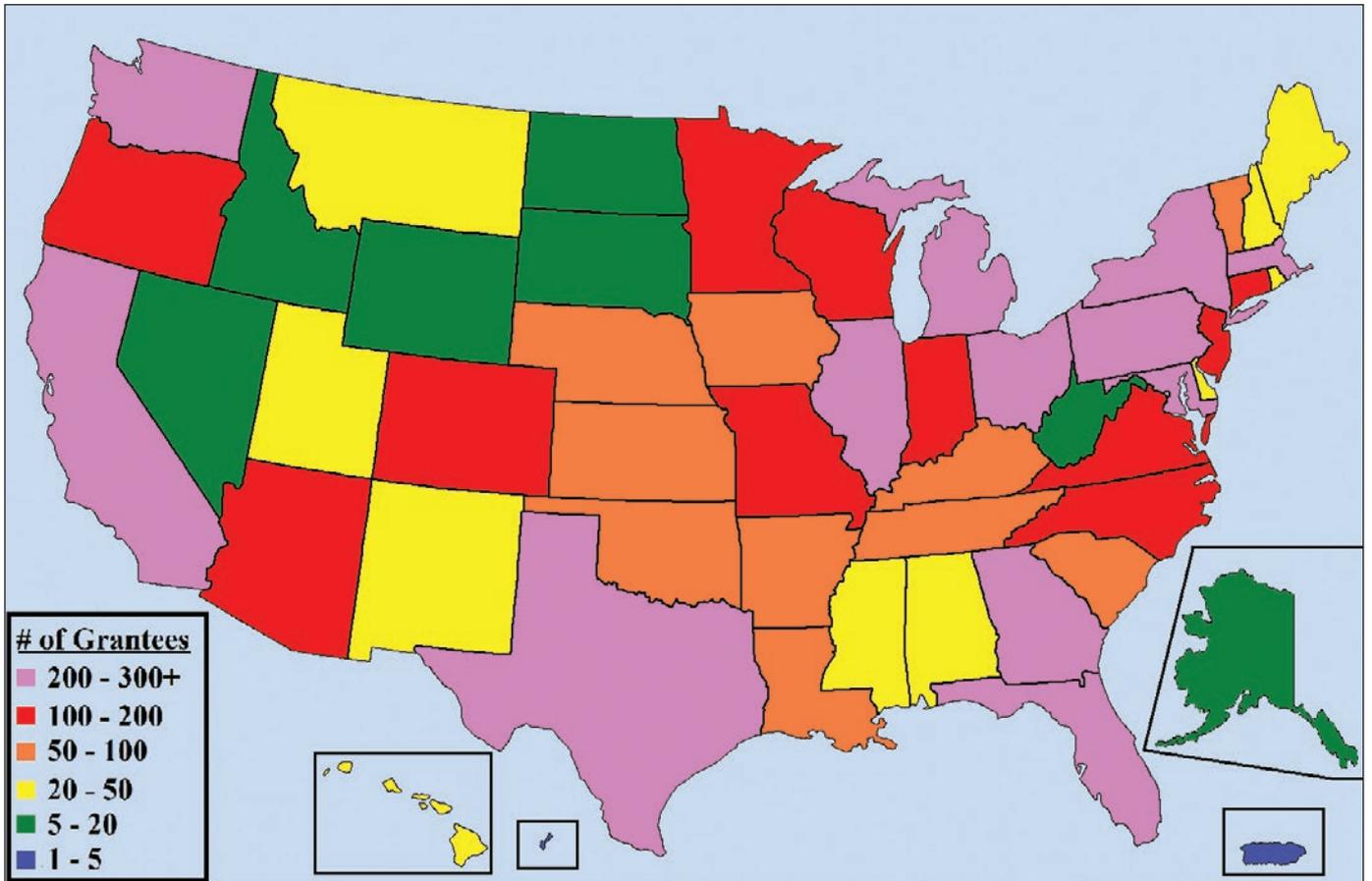
Visiting Grantees by Program



Fulbright-Hays by Region



FULBRIGHT EXCHANGES IN THE UNITED STATES



This map depicts the total number of Fulbright grantees (both Visiting and U.S.) who traveled to and from each state. Numbers include new and renewal grants awarded to individuals under the oversight of the FFSB for Student, Scholar, Teacher Exchange and Hubert H. Humphrey programs during academic year 2010-2011.

For more detailed information, please visit us online at <http://eca.state.gov/fulbright/grantees-us>.

FULBRIGHTERS BY STATE

Fiscal Year 2011

State	Foreign Grantees	U.S. Grantees	State	Foreign Grantees	U.S. Grantees
Alabama	16	22	Montana	12	24
Alaska	4	7	Nebraska	29	26
Arizona	102	75	Nevada	7	9
Arkansas	45	10	New Hampshire	18	17
California	542	385	New Jersey	83	91
Colorado	66	67	New Mexico	8	25
Connecticut	74	59	New York	689	335
Delaware	19	14	North Carolina	121	74
Dist. of Columbia	191	33	North Dakota	8	4
Florida	112	128	Ohio	167	130
Georgia	150	64	Oklahoma	41	22
Guam	0	1	Oregon	74	68
Hawaii	25	22	Pennsylvania	252	167
Idaho	3	9	Puerto Rico	0	4
Illinois	236	165	Rhode Island	29	17
Indiana	137	63	South Carolina	28	27
Iowa	61	36	South Dakota	5	8
Kansas	48	37	Tennessee	23	45
Kentucky	27	58	Texas	188	167
Louisiana	52	19	Utah	23	24
Maine	5	25	Vermont	22	34
Maryland	140	99	Virginia	92	98
Massachusetts	407	181	Washington	100	128
Michigan	131	89	West Virginia	10	9
Minnesota	90	68	Wisconsin	56	49
Mississippi	18	13	Wyoming	5	5
Missouri	74	50			
			Total	4865	3406
				U.S. and Foreign Total	8271

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

Grantees are included under Student, Scholar, Teacher Exchange and Hubert H. Humphrey programs.

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

FOREIGN CONTRIBUTIONS TO FULBRIGHT EXCHANGE PROGRAMS

Fiscal Year 2011

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
Albania	0	500	Latvia	0	5,325
Andorra	100,000	0	Lithuania	0	15,560
Argentina	153,800	267,425	Luxembourg	30,000	800
Armenia	2,200	960	Macedonia	100,000	6,800
Australia	1,130,852	952,921	Malaysia	1,181,847	12,000
Austria	1,034,545	286,156	Maldives	10,000	0
Azerbaijan	136,415	2,500	Malta	0	19,425
Bahrain	40,000	1,300	Mauritius	12,342	0
Bangladesh	0	3,800	Mexico	2,002,300	377,433
Belgium	646,152	684,086	Mongolia	303,543	0
Bosnia & Herzegovina	2,400	12,379	Montenegro	0	1,428
Botswana	29,134	0	Morocco	337,500	38,818
Brazil	6,333,530	518,355	Namibia	337,500	38,818
Bulgaria	140,000	106,665	Nepal	16,463	0
Burkina Faso	9,700	0	Netherlands	550,800	215,500
Cambodia	1,980	0	New Zealand	964,810	220,431
Canada	909,524	680,000	Nigeria	13,750	17,565
Chile	9,536,800	18,200	Norway	1,863,870	93,085
China (PCR)	1,135,416	0	Panama	250,000	0
Colombia	5,244,504	984,200	Paraguay	150,000	0
Croatia	127,688	0	Peru	0	253,323
Cyprus	138,397	211,859	Philippines	622,779	0
Czech Republic	723,143	130,108	Poland	893,333	58,800
Denmark	519,300	44,762	Portugal	227,400	141,097
Dominican Republic	275,000	0	Qatar	89,285	0
Ecuador	511,726	472,530	Romania	569,667	823
Egypt	1,118,476	181,055	Russia	0	17,540
Estonia	27,790	16,788	Rwanda	19,500	0
European Union	441,824	30,328	Saudi Arabia	22,378	0
Finland	1,023,057	1,272,228	Serbia	0	2,175
France	1,457,962	1,245,636	Singapore	980,989	0
Georgia	0	3,400	Slovak Republic	254,639	18,230
Germany	6,056,848	125,460	Slovenia	98,425	0
Ghana	64,300	0	South Africa	24,000	24,225
Greece	135,030	526,501	Spain	6,697,709	862,743
Honduras	50,000	0	Sri Lanka	24,100	0
Hong Kong/Macau*	978,800	64,600	Swaziland	18,500	0
Hungary	218,500	160,116	Sweden	649,710	865,720
Iceland	101,419	1,013	Switzerland	452,003	114,438
India	3,350,000	303,318	Taiwan**	1,990,903	21,620
Indonesia	1,188,223	98,184	Tanzania	48,000	0
Ireland	539,917	624,820	Thailand	759,199	19,900
Israel	890,300	66,500	Tunisia	1,000	0
Italy	595,256	346,113	Turkey	1,957,723	46,221
Japan	4,544,101	948,370	Uganda	34,800	0
Jordan	1,192,834	16,729	Ukraine	0	15,792
Kazakhstan	600	3,300	United Arab Emirates	112,050	0
Kenya	54,866	0	United Kingdom	1,244,795	1,866,664
Korea, South	5,425,479	176,195	Uruguay	76,950	21,796
Kyrgyzstan	0	800	Vietnam	72,250	0

TOTAL **84,404,600** **17,004,255**

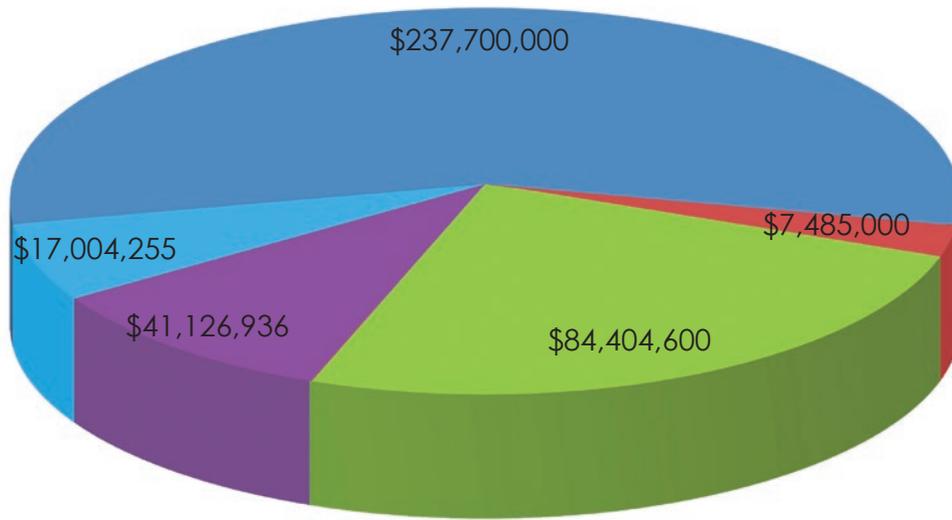
(in U.S. dollars)

*Special Administrative Region

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

Contributions include Student, Scholar, Teacher Exchange and Hubert H. Humphrey programs

FULBRIGHT FUNDING - FY 2011



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

U.S. Department of State	Congressional Allocation	\$237,700,000
U.S. Department of Education	Congressional Allocation	\$7,485,000
Foreign Government	Direct Financial & In-Kind Support	\$84,404,600
Private Sector	U.S. Direct Financial & In-Kind Support	\$41,126,936
	Overseas Private Contribution & In-Kind Support	\$17,004,255
TOTAL FUNDING		\$387,720,791

FULBRIGHT GRANTS

Administered by the U.S. Department of State

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2011-2012							GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012					
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	161	27	9	3	38	238	72	11	121	3	207	445
EAP	622	173	33	21	36	885	465	48	197	17	727	1612
EUR	994	311	60	34	26	1425	810	96	486	76	1468	2893
NEA	279	92	9	5	20	405	94	13	80	3	190	595
SCA	423	91	40	11	38	603	123	47	98	21	289	892
WHA	1144	105	10	12	38	1309	288	34	193	10	525	1834
Totals	3623	799	161	86	196	4865	1852	249	1175	130	3406	8271

FULBRIGHT GRANTS - HISTORICAL

Administered by the U.S. Department of State

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012								GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2012						
Region	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Hubert H. Humphrey Fellows	Practical Experience & Training	Study of the U.S.	Total Foreign	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Total U.S.	Total U.S. and Foreign
AF	6514	1378	328	1251	1419	31	146	11067	1712	544	2477	226	4959	16026
EAP	16945	6337	1180	2192	733	35	300	27722	6136	2517	5467	878	14998	42720
EUR	78904	25279	5379	18008	681	1539	328	130118	37560	9046	16772	16733	80111	210229
NEA	5714	2916	356	1009	540	157	52	10744	1754	804	2204	329	5091	15835
SCA	6549	2633	555	631	614	17	70	11069	1783	1071	2430	284	5568	16637
WHA	24002	3053	768	5916	868	28	266	34901	5398	1163	6011	1547	14119	49020
Totals	138628	41596	8566	29007	4855	1807	1162	225621	54343	15145	35361	19997	124846	350467

AF- Africa; EAP- East Asia and 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 FFSSB.

* This number includes new and renewal grants where applicable.

FULBRIGHT-HAYS GRANTS

Administered by the U.S. Department of Education

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012						GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1946-2012						
Region	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total	Region	Curriculum Consultants	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total
AF	0	0	130	0	130	AF	80	787	147	4342	335	5691
EAP	0	0	268	32	300	EAP	43	1282	364	7520	1279	10488
EUR	0	0	37	16	53	EUR	70	591	370	2682	546	4259
NEA	0	0	134	39	173	NEA	48	1052	330	9943	1429	12802
ERA	0	0	66	0	66	SCA	3	453	197	5306	0	5959
WHA	0	0	43	47	90	WHA	83	876	221	3181	690	5051
Totals	0	0	678	134	812	Totals	327	5041	1629	32974	4279	44250

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

AFRICA

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

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2011-2012

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				1	5	Angola					0	5
Benin	2				1	3	Benin	1		1		2	5
Botswana	3				1	4	Botswana	5		4		9	13
Burkina Faso	10	1			1	12	Burkina Faso	1		1		2	14
Burundi						0	Burundi			1		1	1
Cameroon	4	3	1		2	10	Cameroon	2		2		4	14
Cape Verde						0	Cape Verde					0	0
Central African Republic	4					0	Central African Republic					0	0
Chad	4				1	5	Chad					0	5
Comoros	1					1	Comoros					1	1
Congo (Democratic Republic of)	2				2	4	Congo (Democratic Republic of)		1			1	5
Congo (Republic of)	5				5	5	Congo (Republic of)	1				1	6
Cote d'Ivoire (Ivory Coast)	9	3			2	14	Cote d'Ivoire (Ivory Coast)					0	14
Djibouti					1	1	Djibouti					0	1
Equatorial Guinea						0	Equatorial Guinea					0	0
Eritrea						0	Eritrea					0	0
Ethiopia		1			1	2	Ethiopia	3		10		13	15
Gabon						0	Gabon					0	0
Gambia						0	Gambia					0	0
Ghana	2	2			2	6	Ghana	2	1	8		11	17
Guinea	3					3	Guinea					0	3
Guinea Bissau						0	Guinea Bissau					0	0
Kenya	5	2	2		1	10	Kenya	4	2	12		18	28
Lesotho	2					2	Lesotho	1	1			2	4
Liberia						0	Liberia			2		2	2
Madagascar	4				1	5	Madagascar					0	5
Malawi	2				2	4	Malawi	4		2		6	10
Mali	4	1				5	Mali	2		3		5	10
Mauritania	3				1	4	Mauritania					0	4
Mauritius	2	1			1	4	Mauritius	2		3		5	9
Mozambique	1					1	Mozambique	2		1		3	4
Namibia	5		1		1	7	Namibia	2		4		6	13
Niger	6	1				7	Niger					0	7
Nigeria	21	4	3		2	30	Nigeria	1		8		9	39
Rwanda	8					8	Rwanda	4		7		11	19
Sao Tome						0	Sao Tome					0	0
Senegal	5	1			1	7	Senegal	2	1	1		4	11
Seychelles						0	Seychelles					0	0
Sierra Leone	3				1	4	Sierra Leone		1	3		4	8
Somalia						0	Somalia					0	0
South Africa	17	5	1	3	3	29	South Africa	22	4	28	3	57	86
St. Helena						0	St. Helena					0	0
Swaziland	5					5	Swaziland	1		1		2	7
Tanzania	3		1		1	5	Tanzania	4	5	5		9	14
Togo	4				2	6	Togo	1				1	7
Uganda	4				3	9	Uganda	3		10		13	22
Zambia	4				1	5	Zambia	2		2		4	9
Zimbabwe	4				2	6	Zimbabwe			2		2	8
Multicountry						0	Multicountry					0	0
TOTAL	161	27	9	3	38	238	TOTAL	72	11	121	3	207	445

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 FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2012

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
Angola	66	2	0	17	7	2	4	98	Angola	3	1	3	0	7	105
Benin	81	10	2	23	28	0	1	145	Benin	29	6	27	18	80	225
Botswana	102	10	3	0	23	0	0	138	Botswana	53	21	86	0	160	298
Burkina Faso	98	23	1	20	32	1	2	177	Burkina Faso	17	5	33	0	55	232
Burundi	61	8	2	5	21	0	0	97	Burundi	8	1	27	2	38	135
Cameroun	152	62	17	13	63	1	9	307	Cameroun	54	5	68	1	128	435
Cape Verde	2	3	0	9	1	0	0	15	Cape Verde	4	0	1	0	5	20
Central African Republic	14	3	0	17	5	0	0	39	Central African Republic	8	0	3	0	11	50
Chad	55	1	2	8	11	0	1	78	Chad	2	1	9	1	13	91
Comoros	3	0	0	0	1	0	0	4	Comoros	0	0	0	0	0	4
Congo (Democratic Republic of the)	112	46	5	37	31	0	7	238	Congo (Democratic Republic of the)	22	24	34	0	80	318
Congo (Republic of the)	58	10	4	10	6	0	0	88	Congo (Republic of the)	8	3	14	0	25	113
Côte d'Ivoire (Ivory Coast)	149	70	4	16	41	0	2	282	Côte d'Ivoire (Ivory Coast)	32	29	43	0	104	388
Djibouti	5	0	0	1	12	0	0	18	Djibouti	0	0	0	0	0	18
Equatorial Guinea	1	0	0	0	1	0	0	2	Equatorial Guinea	0	0	1	0	1	3
Eritrea	26	2	0	0	5	1	0	34	Eritrea	10	0	14	0	24	58
Ethiopia	184	71	3	4	64	2	2	320	Ethiopia	43	10	111	0	164	484
Gabon	16	3	1	9	8	1	1	39	Gabon	9	1	18	0	28	67
Gambia, The	12	0	0	2	7	0	0	21	Gambia, The	7	1	3	0	11	32
Ghana	324	119	37	34	98	0	11	623	Ghana	122	35	177	16	350	973
Guinea	47	4	3	10	24	0	1	88	Guinea	18	3	23	2	46	135
Guinea-Bissau	1	2	0	2	3	0	0	8	Guinea-Bissau	4	1	0	0	5	13
Kenya	494	85	38	20	72	2	2	713	Kenya	110	39	150	3	302	1015
Lesotho	43	12	2	3	17	0	0	77	Lesotho	21	6	51	0	78	155
Liberia	182	4	2	41	43	3	34	309	Liberia	9	4	104	8	125	434
Madagascar	101	21	2	21	33	2	5	185	Madagascar	41	13	18	1	73	259
Malawi	107	11	6	14	52	0	0	180	Malawi	48	9	78	2	137	327
Mali	99	9	0	42	34	0	0	184	Mali	50	8	22	2	82	266
Mauritania	48	5	0	7	6	1	0	67	Mauritania	4	0	5	0	9	76
Mauritius	81	24	2	4	26	0	1	138	Mauritius	31	5	44	0	80	218
Mozambique	97	8	0	11	13	0	1	130	Mozambique	35	2	35	0	72	202
Namibia	110	6	2	4	21	0	0	143	Namibia	39	8	46	4	97	240
Niger	78	16	1	22	17	1	1	136	Niger	18	2	28	0	48	184
Nigeria	443	247	83	47	109	5	23	957	Nigeria	161	44	213	10	428	1385
Rwanda	102	15	2	25	29	1	2	176	Rwanda	18	5	52	1	76	252
São Tomé and Príncipe	1	0	0	0	1	0	0	2	São Tomé and Príncipe	0	0	0	0	0	2
Senegal	143	76	11	94	52	1	4	381	Senegal	116	18	79	44	256	637
Seychelles	0	0	0	0	0	0	0	0	Seychelles	1	1	0	2	4	4
Sierra Leone	92	10	7	8	42	0	0	159	Sierra Leone	24	8	38	3	73	232
Somalia	122	4	0	0	13	0	0	139	Somalia	1	5	8	3	17	156
South Africa	1255	151	27	548	75	3	12	2071	South Africa	219	47	289	68	623	2694
St. Helena	5	0	0	0	0	0	0	5	St. Helena	0	0	0	1	1	6
Swaziland	95	4	6	0	22	2	0	129	Swaziland	14	2	33	0	49	178
Tanzania	368	34	22	26	84	1	5	540	Tanzania	105	41	113	7	266	806
Togo	102	36	2	25	32	0	1	198	Togo	19	8	17	0	44	242
Uganda	332	66	9	12	58	1	6	484	Uganda	69	40	119	5	233	717
Zambia	227	29	7	16	42	0	8	329	Zambia	43	27	82	13	165	484
Zimbabwe	218	55	13	54	54	0	0	384	Zimbabwe	52	24	140	8	224	588
Multicountry	0	1	0	0	0	0	0	1	Multicountry	11	29	22	0	62	83
TOTAL	6514	1378	328	1251	1419	31	146	11067	TOTAL	1712	544	2477	226	4959	16026

Grants reported are those awarded to individuals under the oversight of the FFSS.
* 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 2011-2012 GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012

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	13	12				25	Australia	12	4	13		29	54
Brunei	2					2	Brunei					0	2
Burma (Myanmar)	17				6	23	Burma (Myanmar)			1		1	24
Cambodia	17				1	18	Cambodia	4		8		12	30
China (PRC)	53	37	9		6	105	China (PRC)	47	13	33		93	198
East Timor	3					3	East Timor					0	3
Fiji	2				1	3	Fiji	2				2	5
Hong Kong**	8	2				10	Hong Kong**	2	1	16		19	29
Indonesia	205	12	2		4	223	Indonesia	52	2	20		74	297
Japan	45	12				57	Japan	24	6	10	8	48	105
Kiribati	1					1	Kiribati					0	1
Korea, Republic of	67	23	10	18	5	123	Korea, Republic of	132	6	11	8	157	280
Laos	8				2	10	Laos	6		1		7	17
Macau**	0					0	Macau**	8		1		9	9
Malaysia	9	3				12	Malaysia	53	2	3		58	70
Mongolia	21				2	23	Mongolia	9		4		13	36
New Zealand	21	8	8			37	New Zealand	10	4	14		28	65
Pacific Islands						0	Pacific Islands						0
Papua New Guinea	2					2	Papua New Guinea	1		1		2	4
Philippines	22	16	1		4	43	Philippines	11	1	6		18	61
Singapore	7	2		3		12	Singapore	3		2	1	6	18
Solomon Islands						0	Solomon Islands					0	0
Taiwan***	26	36				62	Taiwan***	39	4	13		56	118
Thailand	28	6			2	36	Thailand	25	2	22		49	85
Tonga	1					1	Tonga	1				1	2
Tuvalu	1					1	Tuvalu					0	1
Vanuatu						0	Vanuatu	1				1	1
Vietnam	43	4	3		3	53	Vietnam	23	3	18		44	97
Multicountry						0	Multicountry					0	0
TOTAL	622	173	33	21	36	885	TOTAL	465	48	197	17	727	1612

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

* This number includes new and renewal grants where applicable.

**Special Administrative Region.

*** The United States recognizes the government of the People's Republic of China as the sole legal government of China. Within this context, the United States 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 U.S. CITIZENS ACADEMIC YEAR 1949-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

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	1242	1076	176	321	0	0	6	2623	Australia	688	456	705	155	2004	4827
Brunei	17	2	0	1	1	0	0	21	Brunei	0	0	4	0	4	25
Burma (Myanmar)	374	90	5	97	66	0	3	635	Burma (Myanmar)	19	27	93	50	189	824
Cambodia	385	1	2	12	13	1	5	419	Cambodia	25	4	47	42	118	537
China (PRC)	516	649	95	12	127	5	24	1428	China (PRC)	597	287	722	0	1606	3034
East Timor	17	0	0	0	0	0	0	17	East Timor	0	0	2	0	2	19
Fiji	41	3	1	10	21	0	0	76	Fiji	20	3	36	3	62	138
Hong Kong**	91	40	3	29	0	0	1	164	Hong Kong**	144	22	210	2	378	542
Indonesia	2005	113	100	86	71	4	20	2399	Indonesia	489	49	249	66	853	3252
Japan	4429	2044	252	503	1	8	60	7297	Japan	821	693	739	160	2413	9710
Kiribati	2	0	0	0	0	0	0	2	Kiribati	0	0	0	0	0	2
Korea, Republic of	1268	576	101	346	94	2	30	2417	Korea, Republic of	1334	195	435	82	2046	4463
Laos	174	1	2	66	23	1	1	268	Laos	15	0	10	58	83	351
Macao**	0	0	0	0	0	0	0	0	Macao**	33	0	4	0	37	37
Malaysia	466	245	88	125	40	1	22	987	Malaysia	233	47	281	4	565	1552
Mongolia	108	4	0	0	26	1	2	141	Mongolia	57	0	43	0	100	241
New Zealand	825	385	129	225	0	0	5	1569	New Zealand	454	276	396	106	1232	2801
Pacific Islands	31	5	1	2	4	0	0	43	Pacific Islands	14	4	13	3	34	77
Papua New Guinea	57	0	0	0	17	0	0	74	Papua New Guinea	11	9	13	2	35	109
Philippines	1831	181	68	112	104	5	59	2360	Philippines	311	112	383	17	823	3163
Singapore	200	82	9	32	4	0	0	327	Singapore	106	32	82	7	227	554
Solomon Islands	2	0	0	0	0	0	0	2	Solomon Islands	0	0	0	0	0	2
Taiwan***	614	623	55	66	20	3	36	1417	Taiwan***	346	185	383	3	917	2334
Thailand	1387	94	72	126	73	1	11	1764	Thailand	246	75	419	63	803	2567
Tonga	2	0	0	0	0	0	0	2	Tonga	1	0	0	0	1	3
Tuvalu	1	0	0	0	0	0	0	1	Tuvalu	1	0	0	0	1	2
Vanuatu	0	0	0	0	0	0	0	0	Vanuatu	2	0	0	0	2	2
Vietnam	860	99	10	21	28	3	15	1036	Vietnam	169	29	174	53	425	1461
Multicountry	0	24	9	0	0	0	0	33	Multicountry	0	12	24	2	38	71
TOTAL	16945	6337	1180	2192	733	35	300	27722	TOTAL	6136	2517	5467	878	14998	42720

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

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**Special Administrative Region.

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EUROPE AND EURASIA

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

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2011-2012

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	6	1				7	Albania	3		2		5	12
Andorra	1					1	Andorra	3				3	4
Armenia**	27	2				29	Armenia**	4		3		7	11
Austria	6	3	2			11	Austria	14	2	19		35	64
Azerbaijan**	2	3	2			7	Azerbaijan**	6		7		13	26
Belarus**	33	8	1			42	Belarus**	2		1		3	10
Belgium	4	3				7	Belgium	8	2	5		15	57
Bosnia & Herzegovina	7	7				14	Bosnia & Herzegovina	2		3		5	13
Bulgaria	6	5				11	Bulgaria	24	1	10		35	50
Croatia	9	1				10	Croatia	7	1	18		26	39
Cyprus	8	19	4			31	Cyprus	6	3	6		15	26
Czech Republic	14	6	1			21	Czech Republic	7	3	11	2	23	57
Denmark	2	3				5	Denmark	8	1	4		13	28
Estonia	248	3	3			254	Estonia	5		7		12	20
European Union	21	10				31	European Union	4	4			4	13
Finland	16	11				27	Finland	12	2	21	1	36	68
France	2	6	2			10	France	29	14	8	8	59	151
Georgia**	21	16	3			37	Georgia**	8		6		14	25
Germany	5	2				7	Germany	220	10	31	35	296	550
Gibraltar	14	7	1			22	Gibraltar	0				0	0
Greece	21	10				31	Greece	5	4	5		14	45
Hungary	16	11				27	Hungary	9	4	12	4	29	64
Iceland	5	2				7	Iceland	6		7		13	20
Ireland	14	7	1			22	Ireland	2		29		31	53
Italy	21	12	6			39	Italy	24	3	21		48	87
Kosovo	2	1	3			6	Kosovo	4		3		7	14
Latvia	4	3	1			8	Latvia	2		8		10	19
Liechtenstein	3	1				4	Liechtenstein	0				0	0
Lithuania	3	1				4	Lithuania	4		9		13	17
Luxembourg	4	2				6	Luxembourg	3	1			4	8
Macedonia	7	2				9	Macedonia	4		7		11	22
Malta	2	2	1			5	Malta	3		3		6	6
Moldova**	2	2	1			5	Moldova**	4		3		7	12
Montenegro	2	7				9	Montenegro	3		2		5	7
Netherlands	16	7	1			24	Netherlands	13	1	8		22	46
Norway	36	12				48	Norway	19	5	13		37	85
Poland	23	10	1			34	Poland	27	4	15		46	81
Portugal	12	5	1			18	Portugal	5		11		16	34
Romania	12	7	3			22	Romania	7	20	20		27	50
Russia**	114	35	1			150	Russia**	47	1	32	5	85	237
Serbia	3	4	1			8	Serbia	4		5		9	15
Slovakia	4	4	1			9	Slovakia	9	1	13		23	32
Slovenia	4	4	1			9	Slovenia	4		7		11	21
Spain	53	34	1			88	Spain	93	5	7		105	193
Sweden	11	4	2			17	Sweden	10	3	10		23	40
Switzerland	8	10	3			21	Switzerland	13		3	1	17	26
Turkey	82	17	1			100	Turkey	70	4	18		92	189
Ukraine**	31	17	6			54	Ukraine**	12	3	28		43	94
United Kingdom	24	9	6			39	United Kingdom	36	15	24	20	95	152
Multicountry***	994	311	60	34	26	1425	Multicountry***	0				0	0
TOTAL							TOTAL	810	96	486	76	1468	2893

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

* This number includes new and renewal grants where applicable.

**Formerly reported under the heading Eurasia.

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

EUROPE AND EURASIA - HISTORICAL TOTALS

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

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars	Humbert 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
Albania	297	79	2	0	15	0	0	393	Albania	41	2	70	0	113	506
Andorra	7	0	0	0	0	0	0	7	Andorra	26	0	0	0	26	33
Armenia**	0	62	8	0	17	7	4	98	Armenia**	28	1	62	0	89	187
Austria	3176	586	271	127	0	119	1	4280	Austria	1727	224	654	88	2693	6973
Azerbaijan**	32	68	6	0	10	0	0	116	Azerbaijan**	28	1	53	0	82	198
Belarus**	4	88	5	0	0	9	5	111	Belarus**	7	0	47	0	54	165
Belgium	1946	782	67	276	0	13	7	3091	Belgium	694	222	242	93	1251	4342
Bosnia & Herzegovina	26	148	9	0	41	0	5	229	Bosnia & Herzegovina	11	0	83	0	94	323
Bulgaria	409	369	106	58	30	0	13	925	Bulgaria	196	66	311	63	636	1561
Croatia	244	211	6	0	19	0	6	486	Croatia	112	10	213	0	335	821
Cyprus	3289	30	3	88	34	37	7	3468	Cyprus	99	34	178	25	336	3804
Czechoslovakia***	38	143	30	49	11	1	0	272	Czechoslovakia***	34	50	26	107	217	489
Czech Republic	1047	399	110	145	25	0	17	1743	Czech Republic	233	47	343	122	745	2488
Denmark	2062	501	117	135	0	98	2	2915	Denmark	573	177	379	118	1247	4162
Estonia	154	132	3	38	13	0	7	348	Estonia	83	0	121	38	240	585
European Union	11	85	94	0	0	0	0	190	European Union	55	36	24	0	115	305
Finland	2039	660	41	502	0	118	5	3365	Finland	505	194	739	243	1681	5046
France	6646	2163	718	1669	0	73	17	11286	France	5270	975	851	1081	8177	19463
Georgia**	6	72	11	0	10	2	4	105	Georgia**	39	0	50	0	89	194
Germany	22485	2158	730	2324	0	311	53	28071	Germany	11688	2486	2447	2431	19021	47092
Gibraltar	0	0	0	2	0	0	0	2	Gibraltar	0	0	0	0	0	2
Greece	2334	570	30	148	26	71	8	3185	Greece	514	222	361	393	1490	4675
Hungary	788	535	165	186	40	1	8	1715	Hungary	391	159	378	161	1089	2804
Iceland	950	154	6	69	0	42	4	1225	Iceland	301	89	180	15	585	1810
Ireland	962	152	106	429	0	22	2	1673	Ireland	160	84	459	15	698	2371
Italy	4277	2105	334	655	0	100	16	7487	Italy	3343	821	1084	1191	6439	13926
Kosovo	6	17	6	0	9	0	0	38	Kosovo	6	0	7	0	13	51
Larvia	212	139	7	69	7	0	5	439	Larvia	77	0	187	43	307	746
Liechtenstein	0	0	0	1	0	0	0	1	Liechtenstein	0	0	0	1	1	2
Lithuania	238	103	2	12	8	0	5	368	Lithuania	145	0	174	9	328	686
Luxembourg	57	7	0	23	0	4	1	92	Luxembourg	5	3	4	3	15	107
Macedonia	39	83	10	0	11	0	3	146	Macedonia	28	0	66	0	114	260
Malta	13	24	1	16	21	0	2	77	Malta	14	4	73	29	120	197
Moldova**	9	73	5	0	9	1	2	99	Moldova**	25	1	65	0	91	190
Montenegro	2	1	3	0	2	0	0	8	Montenegro	5	0	13	0	18	26
Netherlands	2202	933	152	341	0	80	4	3812	Netherlands	983	309	480	457	2229	6041
Norway	3105	1011	105	280	0	113	15	4609	Norway	765	399	452	124	1740	6349
Poland	1256	1063	63	77	31	5	14	2509	Poland	685	149	731	58	1623	4132
Portugal	2382	296	29	70	15	49	4	2825	Portugal	200	113	478	8	799	3624
Romania	969	716	154	87	34	0	16	1976	Romania	324	98	539	65	1026	3002
Russia**	686	663	82	77	38	6	13	1575	Russia**	356	30	516	25	927	2502
Serbia	0	21	3	0	11	0	0	35	Serbia	6	0	27	0	33	68
Serbia & Montenegro	0	30	5	0	22	0	5	62	Serbia & Montenegro	0	0	24	0	24	86
Slovakia	304	163	17	78	30	0	8	600	Slovakia	107	12	199	41	359	959
Slovenia	144	83	5	4	4	0	1	241	Slovenia	66	18	162	4	250	491
Spain	4109	2106	81	134	0	63	17	6510	Spain	2015	213	713	256	3197	9707
Sweden	1166	541	96	72	0	80	3	1958	Sweden	557	168	293	16	1034	2962
Switzerland	176	1	1	42	0	13	1	240	Switzerland	296	0	27	37	362	602
Turkey	2526	878	51	343	108	46	10	3862	Turkey	447	124	632	228	1429	5391
Ukraine**	252	332	17	54	26	3	5	689	Ukraine**	113	22	322	11	468	1157
United Kingdom	4637	2719	1074	6687	0	27	3	15347	United Kingdom	3901	946	846	6970	12095	27412
USSR****	403	426	333	319	0	0	0	1481	USSR****	449	574	373	34	1230	2711
Yugoslavia****	722	636	70	311	4	25	0	1768	Yugoslavia****	141	112	1	512	766	2334
Multicountry****	0	22	23	1823	0	0	0	1866	Multicountry****	16	52	11	1922	2001	3969
TOTAL	78964	25279	5379	18008	661	1839	328	130118	TOTAL	37660	9046	16772	16733	80111	210229

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

* This number includes new and renewal grants where applicable.

**Formerly reported under the heading Eurasia.

***Includes multicountry figures 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.

MIDDLE EAST AND NORTH AFRICA
FULBRIGHT GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF STATE

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2011-2012

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012

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	14	1			1	16	Algeria			1		1	17
Bahrain	12		1			13	Bahrain	4		2		6	19
Egypt	39	9	4		6	58	Egypt	16	4	11		31	89
Iran**						0	Iran**					0	0
Iraq	29	30			2	61	Iraq					0	61
Israel	24	17	2	1		44	Israel	13	5	23	2	43	87
Jordan	22	5			2	29	Jordan	28	6	6		34	63
Kuwait	1					1	Kuwait	3				3	4
Lebanon	19	4				23	Lebanon		1	3		4	27
Libya						0	Libya					0	0
Morocco	31	11		4	1	47	Morocco	21	1	7	1	30	77
Oman	15	2			2	19	Oman	5		3		8	27
Qatar						0	Qatar			4		4	4
Saudi Arabia	3	2			2	7	Saudi Arabia			1		1	8
Sudan						0	Sudan					0	0
Syria	16				1	17	Syria					0	17
Tunisia	22	7			1	30	Tunisia	1		9		10	40
United Arab Emirates	4					4	United Arab Emirates	3	1	5		9	13
West Bank & Gaza	20	2	2			24	West Bank & Gaza		1	5		6	30
Yemen	8	2			2	12	Yemen					0	12
Multicountry						0	Multicountry					0	0
TOTAL	279	92	9	5	20	405	TOTAL	94	13	80	3	190	595

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

*This number includes new and renewal grants where applicable.

**Formerly reported under the heading South Asia.

MIDDLE EAST AND NORTH AFRICA - HISTORICAL TOTALS

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

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2012

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	161	57	8	14	20	3	1	264	Algeria	7	1	46	25	78	342
Bahrain	95	16	5	0	16	3	1	138	Bahrain	25	2	60	0	87	225
Egypt	830	693	105	86	80	52	15	1861	Egypt	354	217	361	9	941	2802
Iran**	218	168	17	352	1	0	0	756	Iran**	24	39	162	68	293	1049
Iraq	422	66	34	3	22	4	1	561	Iraq	1	18	107	19	145	696
Israel	738	596	58	43	59	50	2	1548	Israel	288	224	481	15	1008	2354
Jordan	521	205	7	69	31	9	7	849	Jordan	299	30	210	3	542	1391
Kuwait	8	12	4	0	0	0	1	25	Kuwait	36	12	15	0	63	88
Lebanon	202	167	12	14	19	9	2	425	Lebanon	1	8	103	4	116	541
Libya	59	0	0	0	0	0	0	60	Libya	0	0	7	10	17	77
Morocco	747	291	37	152	43	0	3	1273	Morocco	307	72	158	138	675	1948
Oman	136	22	2	158	17	1	0	335	Oman	32	3	48	0	83	418
Qatar	1	12	2	0	2	0	0	17	Qatar	14	3	38	0	55	72
Saudi Arabia	40	88	6	1	15	5	1	156	Saudi Arabia	2	10	33	0	45	201
Sudan	120	83	3	2	27	0	0	235	Sudan	0	0	0	0	0	235
Syria	222	110	14	44	40	3	5	438	Syria	208	24	146	13	391	829
Tunisia	424	110	18	6	59	6	0	632	Tunisia	77	9	91	22	199	831
United Arab Emirates	10	24	2	0	2	0	0	38	United Arab Emirates	37	10	43	0	90	128
West Bank & Gaza	448	138	14	0	57	8	5	670	West Bank & Gaza	1	8	59	0	68	738
Yemen	305	56	5	65	27	4	0	462	Yemen	34	4	29	3	70	532
Multicountry	7	2	4	0	0	0	0	13	Multicountry	7	7	8	0	125	138
TOTAL	6714	2916	356	1009	540	187	82	10744	TOTAL	1754	804	2264	329	8091	18835

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

*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 2011-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 2011-2012

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	49					49	Afghanistan					0	49
Bangladesh	15	5	1		1	22	Bangladesh	12		8		20	42
Bhutan	1				3	4	Bhutan			2		2	6
India	71	51	34	11	10	177	India	72	43	50	21	186	363
Kazakhstan**	4	8			3	15	Kazakhstan**	8		6		14	29
Kyrgyzstan**	5	4			1	10	Kyrgyzstan**	4	1	5		10	20
Maldives	2				1	3	Maldives		2	2		2	5
Nepal	9				4	13	Nepal	12	2	6		20	33
Pakistan	248	9	1		9	267	Pakistan		8	8		8	275
Sri Lanka	5	4	3		3	15	Sri Lanka	9		10		19	34
Tajikistan**	5	2			2	9	Tajikistan**	6	1	1		8	17
Turkmenistan**	3	4			1	8	Turkmenistan**					0	8
Uzbekistan**	6	4	1			11	Uzbekistan**					0	11
Multicountry					0	0	Multicountry					0	0
TOTAL	423	91	40	11	38	603	TOTAL	123	47	98	21	289	892

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

* This number includes new and renewal 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 1949-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

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	419	26	27	31	35	0	0	538	Afghanistan	20	25	97	7	149	687
Bangladesh	267	96	16	0	77	2	7	465	Bangladesh	111	11	88	0	210	675
Bhutan	44	0	0	0	19	0	0	63	Bhutan	0	0	5	0	5	68
India	2798	1585	382	488	149	5	32	5449	India	1117	822	1291	243	3473	8922
Kazakhstan**	15	146	9	0	16	2	5	193	Kazakhstan**	44	2	88	0	134	327
Kyrgyzstan**	18	78	7	10	17	2	0	132	Kyrgyzstan**	29	3	64	2	98	230
Maldives	16	0	0	0	7	0	0	25	Maldives		2	14	0	16	41
Nepal	430	73	18	51	91	0	6	669	Nepal	169	40	155	3	367	1068
Pakistan	1955	328	44	5	105	3	16	2454	Pakistan	81	52	362	25	520	2874
Sri Lanka	509	161	29	16	65	1	3	784	Sri Lanka	178	16	202	0	396	1180
Tajikistan**	22	39	5	0	15	0	0	81	Tajikistan**	24	1	10	0	35	116
Turkmenistan**	11	30	6	0	9	1	1	58	Turkmenistan**		0	5	0	5	63
Uzbekistan**	43	73	8	20	9	1	0	154	Uzbekistan**	8	0	41	4	53	207
Multicountry	0	0	4	0	0	0	0	4	Multicountry	2	97	8	0	107	111
TOTAL	6548	2633	555	631	614	17	70	11069	TOTAL	1783	1071	2430	284	5588	16837

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

* This number includes new and renewal 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 2011-2012

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 2011-2012

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 and Barbuda						0	Antigua and Barbuda					0	1
Argentina	51	33		3	2	89	Argentina	28	1	22	2	51	140
Bahamas						0	Bahamas					0	0
Barbados	1	1				2	Barbados	2		3		5	7
Belize						0	Belize					0	0
Bolivia	14	1			2	17	Bolivia	2	1	2		5	22
Brazil	172	13	4		8	197	Brazil	83	9	20		112	309
Canada	15	14	2			31	Canada	15	5	16		36	67
Chile	287	2			4	293	Chile	11		37		48	341
Colombia	176	4			2	182	Colombia	25	4	21		50	232
Costa Rica	16	2			1	19	Costa Rica	6		6		12	31
Cuba						0	Cuba					0	0
Dominica	1					1	Dominica	1				1	2
Dominican Republic	34					34	Dominican Republic	4		3		7	41
Ecuador	53		1		3	57	Ecuador	15	2	7		24	81
El Salvador	19	2			2	23	El Salvador	3		2		5	28
French Antilles						0	French Antilles					0	0
French Guiana						0	French Guiana					0	0
Grenada	2					2	Grenada					0	2
Guatemala	18					20	Guatemala	6		3		9	29
Guyana						0	Guyana					0	0
Haiti	24				4	28	Haiti					0	28
Honduras	19	1			1	21	Honduras	3		4		7	28
Jamaica	13	3			2	18	Jamaica	3		4		7	25
Mexico	78	18	2	9	2	109	Mexico	82	8	15	8	83	192
Netherlands Antilles						0	Netherlands Antilles					0	0
Nicaragua	17					17	Nicaragua	2	1			3	20
Panama	30	1			1	32	Panama	5		1		6	38
Paraguay	15					15	Paraguay	1				2	17
Peru	34	2	1			37	Peru	11		11		22	59
St. Kitts and Nevis	1					1	St. Kitts and Nevis					0	1
St. Lucia	3	1				4	St. Lucia			1		1	5
St. Vincent and the Grenadines	2					2	St. Vincent and the Grenadines					0	2
Suriname						0	Suriname					0	0
Trinidad and Tobago	12	2			1	15	Trinidad and Tobago	2		4		6	21
Uruguay	17	1			2	20	Uruguay	7	2	9		18	38
Venezuela	20	2				22	Venezuela	3	1	1		5	27
Multicountry						0	Multicountry					0	0
TOTAL	1144	105	10	12	38	1309	TOTAL	288	34	193	10	625	1834

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

WESTERN HEMISPHERE - HISTORICAL TOTALS

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

GRANTS TO U.S. CITIZENS ACADEMIC YEAR 1949-2012

GRANTS TO FOREIGN NATIONALS ACADEMIC YEAR 1949-2012

Country or Locale	Students*	Research Scholars*	Lecturing Scholars*	Teacher Exchange or Seminars*	Habert-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 and Barbuda	2	0	0	0	3	0	0	5	Antigua and Barbuda	2	0	0	0	2	7
Argentina	2084	481	78	466	45	0	78	3228	Argentina	443	95	580	289	1407	4635
Bahamas	44	7	2	24	16	0	3	96	Bahamas	6	7	18	25	56	162
Barbados	167	31	6	10	16	0	0	230	Barbados	49	14	46	2	113	343
Belize	102	3	0	45	1	0	0	151	Belize	27	15	24	0	66	217
Bolivia	527	27	8	227	25	2	1	817	Bolivia	156	26	72	8	262	1079
Brazil	2469	671	123	578	145	6	30	4032	Brazil	728	177	973	150	2028	6880
Canada	330	142	50	196	0	0	3	721	Canada	281	122	100	190	673	1384
Chile	2274	185	75	343	46	0	6	2929	Chile	395	41	464	105	1005	3694
Colombia	2635	100	55	425	49	1	19	3484	Colombia	402	32	568	280	1282	4766
Costa Rica	873	100	36	151	22	1	2	1185	Costa Rica	157	51	155	11	374	1659
Cuba	64	2	1	46	0	0	0	113	Cuba	8	0	13	6	27	140
Dominica	7	0	0	0	1	0	0	8	Dominica	3	0	0	0	3	11
Dominican Republic	539	33	7	69	19	0	2	669	Dominican Republic	87	10	68	0	165	834
Ecuador	1401	46	33	321	33	2	9	1845	Ecuador	383	67	301	12	743	2588
El Salvador	608	33	7	115	31	1	4	799	El Salvador	50	6	87	2	145	944
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	4	0	0	0	2	0	0	6	Grenada	2	0	0	0	2	8
Guatemala	623	59	17	339	25	0	0	1063	Guatemala	182	31	128	1	342	1405
Guyana	105	20	2	19	19	0	0	165	Guyana	7	4	22	6	39	204
Haiti	398	3	2	65	31	0	1	500	Haiti	36	4	35	2	77	577
Honduras	613	45	7	153	20	1	5	844	Honduras	65	23	124	10	222	1066
Jamaica	250	74	7	31	58	2	7	429	Jamaica	74	32	102	7	215	644
Mexico	3385	362	130	957	48	4	10	4874	Mexico	865	152	736	251	2004	6878
Netherlands Antilles	1	1	0	5	3	0	3	13	Netherlands Antilles	0	0	2	0	2	15
Nicaragua	561	31	13	99	24	1	2	731	Nicaragua	86	27	69	18	200	931
Panama	795	43	14	154	38	0	0	1014	Panama	69	16	88	0	173	1187
Paraguay	323	18	10	131	6	0	11	489	Paraguay	42	9	72	6	129	628
Peru	1300	188	53	323	47	1	40	1952	Peru	408	88	528	57	1081	3033
St. Kitts and Nevis	1	0	0	0	1	0	0	2	St. Kitts and Nevis	2	0	1	0	3	5
St. Lucia	11	1	0	0	4	0	0	16	St. Lucia	1	0	4	0	5	21
St. Vincent and the Grenadines	3	0	0	0	0	0	0	3	St. Vincent and the Grenadines	1	0	0	0	0	3
Suriname	29	7	0	0	12	0	6	54	Suriname	2	1	6	0	9	63
Trinidad and Tobago	327	41	6	8	25	0	5	412	Trinidad and Tobago	69	9	96	1	175	587
Uruguay	459	199	9	404	31	3	11	1116	Uruguay	125	40	364	73	602	1718
Venezuela	508	93	19	199	23	3	9	854	Venezuela	198	19	151	1	369	1223
Multicountry	0	7	0	0	0	0	1	8	Multicountry	16	44	10	34	104	112
TOTAL	24692	3653	768	5916	568	28	266	34891	TOTAL	5398	1163	6911	1547	14419	49303

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

* This number includes new and renewal grants where applicable.

AFRICA

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

U.S. GRANTEEES 2011-2012

HISTORICAL TOTALS 1964-2012

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					0	Angola	4	1	0	0	0	5
Benin					0	Benin	6	0	28	0	1	35
Botswana			13		13	Botswana	14	2	42	0	1	59
Burkina Faso					0	Burkina Faso	10	1	0	0	1	12
Burundi					0	Burundi	3	0	0	0	0	3
Cameroun					0	Cameroun	11	3	194	0	1	209
Cape Verde					0	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 the)					0	Congo (Democratic Republic of the)	21	2	0	0	1	24
Congo (Republic of the)					0	Congo (Republic of the)	2	0	0	0	0	2
Côte d'Ivoire (Ivory Coast)					0	Côte 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					0	Ethiopia	12	11	130	0	8	161
Gabon					0	Gabon	5	0	0	0	0	5
Gambia, The					0	Gambia, The	6	0	83	0	1	90
Ghana			16		16	Ghana	29	8	691	16	18	762
Guinea					0	Guinea	6	1	24	0	0	31
Guinea-Bissau					0	Guinea-Bissau	2	1	0	0	0	3
Kenya					0	Kenya	99	19	280	0	3	401
Lesotho					0	Lesotho	5	1	22	0	0	28
Liberia					0	Liberia	3	0	42	43	2	90
Madagascar					0	Madagascar	10	3	0	0	0	13
Malawi					0	Malawi	12	2	52	0	0	66
Mali					0	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					0	Mozambique	12	1	0	0	0	13
Namibia					0	Namibia	4	1	74	0	0	79
Niger					0	Niger	23	1	12	0	0	36
Nigeria			19		19	Nigeria	73	16	457	0	21	567
Rwanda					0	Rwanda	3	1	16	0	0	20
Senegal			14		14	Senegal	47	3	212	46	5	313
Sierra Leone			13		13	Sierra Leone	11	3	80	14	5	113
Somalia					0	Somalia	1	0	0	0	1	2
South Africa			28		28	South Africa	47	17	553	146	1	764
Sudan					0	Sudan	9	2	0	0	0	11
Swaziland					0	Swaziland	2	1	63	0	0	66
Tanzania			27		27	Tanzania	90	11	465	0	3	569
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					0	Multicountry	79	16	627	0	0	722
TOTAL	0	0	130	0	130	TOTAL	787	147	4342	335	80	5691

EAST ASIA AND PACIFIC

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

U.S. GRANTEES 2011-2012

HISTORICAL TOTALS 1964-2012

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
Australia					0	Australia	4	2	12	33	1	52
Burma					0	Burma	6	2	12	0	0	20
Cambodia			14		14	Cambodia	10	0	122	0	0	132
China (PRC)			123	16	139	China (PRC)	184	46	2438	619	3	3290
Fiji					0	Fiji	3	0	0	0	0	3
French Polynesia					0	French Polynesia	3	0	0	0	0	3
Hong Kong**					0	Hong Kong**	23	15	14	0	0	52
Indonesia			12		12	Indonesia	176	23	614	72	3	888
Japan			54		54	Japan	405	147	1832	56	16	2456
Korea, Republic of					0	Korea, Republic of	44	22	148	167	3	384
Laos					0	Laos	3	0	37	0	0	40
Malaysia					0	Malaysia	34	11	101	56	0	202
Micronesia					0	Micronesia	1	0	15	0	0	16
Mongolia					0	Mongolia	4	0	13	0	0	17
New Caledonia					0	New Caledonia	1	0	0	0	0	1
New Zealand					0	New Zealand	4	0	0	69	1	74
Papua New Guinea					0	Papua New Guinea	24	3	0	0	0	27
Philippines			14		14	Philippines	35	17	266	0	1	319
Singapore					0	Singapore	4	0	149	20	0	173
Taiwan*					0	Taiwan*	141	47	998	62	10	1258
Thailand			8		8	Thailand	86	14	405	83	4	592
Tonga					0	Tonga	2	0	0	10	0	12
Vietnam			29		29	Vietnam	42	1	259	0	1	303
Western Samoa					0	Western Samoa	2	0	7	0	0	9
Multicountry			14	16	30	Multicountry	41	14	78	32	0	165
TOTAL	0	0	268	32	300	TOTAL	1282	364	7520	1279	43	10488

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

**Special Administrative Region.

EUROPE & EURASIA

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

U.S. GRANTEES 2011-2012

HISTORICAL TOTALS 1964-2012

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					0	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					0	Bulgaria	15	7	14	61	0	97
Croatia					0	Croatia	4	1	0	0	0	5
Cyprus					0	Cyprus	3	0	30	32	0	65
Czech Republic					0	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
Finland					0	Estonia	4	0	36	0	0	40
France					0	Finland	32	14	43	0	5	94
Germany					0	France	15	51	125	0	24	215
Greece					0	Germany	21	24	162	0	6	213
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					0	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					0	Norway	7	1	13	0	0	21
Portugal					0	Poland	75	32	820	62	11	1000
Romania					0	Portugal	8	6	12	0	0	26
Serbia					0	Romania	22	15	28	0	0	65
Slovakia					0	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			37		37	Switzerland	0	2	0	0	0	2
United Kingdom					0	Turkey	119	21	450	47	2	639
Multicountry				16	16	United Kingdom	8	15	0	0	0	23
TOTAL	0	0	37	16	53	Yugoslavia*	67	59	436	16	8	586
						Multicountry	28	22	69	48	0	167
						TOTAL	591	370	2682	546	70	4259

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

MIDDLE EAST & NORTH AFRICA AND SOUTH & CENTRAL ASIA

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

HISTORICAL TOTALS 1964-2012

U.S. GRANTEES 2011-2012

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
Alghanistan					0	Alghanistan	10	3	0	0	2	15
Algeria					0	Algeria	6	2	14	0	0	22
Bangladesh					0	Bangladesh	5	4	0	0	0	9
Bhutan					0	Bhutan	1	0	0	0	0	1
Egypt			51		51	Egypt	140	48	2409	245	10	2652
India			58	16	74	India	454	144	5527	647	26	6798
Iran					0	Iran	36	7	31	0	1	75
Iraq					0	Iraq	1	0	0	0	0	1
Israel					0	Israel	46	21	134	232	4	437
Jordan					0	Jordan	18	3	401	23	2	447
Kuwait					0	Kuwait	7	0	0	0	0	7
Lebanon					0	Lebanon	26	14	100	0	1	141
Libya					0	Libya	1	2	0	0	0	3
Maldives					0	Maldives	1	0	0	0	0	1
Morocco			12		12	Morocco	56	17	223	96	0	392
Nepal					0	Nepal	70	10	81	0	0	171
Oman					0	Oman	4	1	12	0	0	17
Pakistan					0	Pakistan	27	16	530	136	1	710
Saudi Arabia					0	Saudi Arabia	2	1	0	0	0	3
Sri Lanka					0	Sri Lanka	19	11	117	0	1	148
Sudan					0	Sudan	4	0	0	0	0	4
Syria			13		13	Syria	41	6	75	0	0	122
Tunisia					0	Tunisia	21	10	215	18	0	264
United Arab Emirates					0	United Arab Emirates	1	1	0	0	0	2
Yemen					0	Yemen	18	1	14	0	0	33
Multicountry				23	23	Multicountry	37	8	50	32	0	127
TOTAL	0	0	134	39	173	TOTAL	1052	330	9943	1429	46	12802

EURASIA*
FULBRIGHT-HAYS GRANTS ADMINISTERED BY THE U.S. DEPARTMENT OF EDUCATION
HISTORICAL TOTALS 1964-2012

U.S. GRANTEEES 2011-2012

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
Armenia	0				0	Armenia	2	1	0	0	0	3
Azerbaijan	0				0	Azerbaijan	4	0	0	0	0	4
Belarus	0				0	Belarus	2	0	0	0	0	2
Georgia	0				0	Georgia	3	1	1	0	0	5
Kazakhstan	0				0	Kazakhstan	5	0	17	0	0	22
Kyrgyzstan	0				0	Kyrgyzstan	3	0	36	0	0	39
Moldova	0				0	Moldova	2	0	0	0	0	2
Russia	66		66		66	Russia	133	26	1224	0	0	1383
Tajikistan	0				0	Tajikistan	1	0	2	0	0	3
Turkmenistan	0				0	Turkmenistan	0	0	0	0	0	0
Ukraine	0				0	Ukraine	15	6	0	0	0	21
Uzbekistan	0				0	Uzbekistan	4	0	17	0	0	21
Multicountry	0				0	USSR**	279	163	4009	0	3	4454
TOTAL	0	0	66	0	66	TOTAL	453	197	5306	0	3	5959

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

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

WESTERN HEMISPHERE

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

HISTORICAL TOTALS 1964-2012

U.S. GRANTEES 2011-2012

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	Seminars Abroad	Group Projects	Faculty Research	Country or Locale	Doctoral Dissertation	Faculty Research	Group Projects	Seminars Abroad	Total		
Argentina				16	16	Argentina	50	9	141	84	288	4	84	141	9	Argentina	50	9	141	84	288	4	
Bahamas				0	0	Bahamas	0	0	7	0	7	0	0	7	0	Bahamas	0	0	7	0	0	7	0
Barbados				0	0	Barbados	1	0	0	0	1	0	0	0	0	Barbados	1	0	0	0	0	1	0
Belize				0	0	Belize	3	4	38	0	45	0	0	38	4	Belize	3	4	38	0	0	45	0
Bolivia				0	0	Bolivia	49	7	14	0	76	6	0	14	7	Bolivia	49	7	14	0	0	76	6
Brazil				15	15	Brazil	166	59	524	206	962	7	206	524	59	Brazil	166	59	524	206	7	962	7
British West Indies				0	0	British West Indies	1	1	0	0	4	2	0	0	1	British West Indies	1	1	0	0	0	4	2
Canada				0	0	Canada	3	2	0	0	5	0	0	0	2	Canada	3	2	0	0	0	5	0
Chile				0	0	Chile	39	10	247	0	305	9	0	247	10	Chile	39	10	247	0	0	305	9
Colombia				0	0	Colombia	32	6	48	32	139	21	32	48	6	Colombia	32	6	48	32	21	139	21
Costa Rica			13	0	13	Costa Rica	14	5	418	0	440	3	0	418	5	Costa Rica	14	5	418	0	0	440	3
Cuba				0	0	Cuba	17	2	0	0	19	0	0	0	2	Cuba	17	2	0	0	0	19	0
Dominica				0	0	Dominica	1	0	0	0	1	0	0	0	0	Dominica	1	0	0	0	0	1	0
Dominican Republic				0	0	Dominican Republic	12	2	70	0	86	2	0	70	2	Dominican Republic	12	2	70	0	0	86	2
Ecuador				0	0	Ecuador	45	13	216	16	291	1	16	216	13	Ecuador	45	13	216	16	1	291	1
El Salvador				0	0	El Salvador	14	3	0	0	17	0	0	0	3	El Salvador	14	3	0	0	0	17	0
Falkland Islands				0	0	Falkland Islands	1	0	0	0	1	0	0	0	0	Falkland Islands	1	0	0	0	0	1	0
French Antilles				0	0	French Antilles	1	0	0	0	1	0	0	0	0	French Antilles	1	0	0	0	0	1	0
French Guiana				0	0	French Guiana	2	0	0	0	2	0	0	0	0	French Guiana	2	0	0	0	0	2	0
Grenada				0	0	Grenada	1	0	0	0	1	0	0	0	0	Grenada	1	0	0	0	0	1	0
Guatemala				0	0	Guatemala	51	8	92	15	167	1	15	92	8	Guatemala	51	8	92	15	1	167	1
Guyana				0	0	Guyana	0	1	27	0	28	0	0	27	1	Guyana	0	1	27	0	0	28	0
Haiti				0	0	Haiti	2	1	17	0	20	0	0	17	1	Haiti	2	1	17	0	0	20	0
Honduras				0	0	Honduras	12	0	48	0	60	0	0	48	0	Honduras	12	0	48	0	0	60	0
Jamaica				0	0	Jamaica	5	0	48	0	55	2	0	48	0	Jamaica	5	0	48	0	0	55	2
Martinique				0	0	Martinique	2	2	0	0	4	0	0	0	2	Martinique	2	2	0	0	0	4	0
Mexico				16	16	Mexico	172	48	847	305	1387	15	305	847	48	Mexico	172	48	847	305	15	1387	15
Montserrat				0	0	Montserrat	1	0	0	0	1	0	0	0	0	Montserrat	1	0	0	0	0	1	0
Netherlands Antilles				0	0	Netherlands Antilles	1	0	0	0	1	0	0	0	0	Netherlands Antilles	1	0	0	0	0	1	0
Nicaragua				0	0	Nicaragua	8	2	43	0	53	0	0	43	2	Nicaragua	8	2	43	0	0	53	0
Panama				0	0	Panama	5	1	24	0	30	0	0	24	1	Panama	5	1	24	0	0	30	0
Paraguay				0	0	Paraguay	4	1	47	0	52	0	0	47	1	Paraguay	4	1	47	0	0	52	0
Peru			15	0	15	Peru	121	20	162	16	325	6	16	162	20	Peru	121	20	162	16	6	325	6
St. Lucia				0	0	St. Lucia	2	0	0	0	2	0	0	0	0	St. Lucia	2	0	0	0	0	2	0
Suriname				0	0	Suriname	1	0	0	0	1	0	0	0	0	Suriname	1	0	0	0	0	1	0
Trinidad and Tobago				0	0	Trinidad and Tobago	3	0	32	0	36	1	0	32	0	Trinidad and Tobago	3	0	32	0	0	36	1
Uruguay				0	0	Uruguay	2	1	0	0	5	2	0	0	1	Uruguay	2	1	0	0	0	5	2
Venezuela				0	0	Venezuela	16	4	33	0	54	1	0	33	4	Venezuela	16	4	33	0	0	54	1
Multicountry			15	0	15	Multicountry	16	9	38	16	79	0	16	38	9	Multicountry	16	9	38	16	0	79	0
TOTAL	0	0	43	47	90	TOTAL	876	221	3181	690	5051	83	690	3181	221	TOTAL	876	221	3181	690	83	5051	

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More Fulbright Connectedness Around the Globe (p. 5)



1. Fulbright Foreign Language Teaching Assistant Jucilea Oliveira of Brazil in her office at Davidson County Community College, where she teaches Portuguese and attends courses on teaching and U.S. culture.
2. Fulbright Students paint a house with the St. Bernard Project, as part of their Fulbright Enrichment Seminar in New Orleans, Louisiana.
3. Fulbright grantee Jonathan Henn investigates the potential for active restoration of forests destroyed by invasive beavers in Argentina.
4. U.S. Student to Lithuania Christine Beresniová speaks at the Holocaust Museum in Vilnius about education and outreach programs for students.
5. Irish Fulbrighters Daniel Forde, who studied jazz performance and composition in Boston, and Daniel Ryan, who undertook research at NASA's Goddard Space Flight Center in Maryland, relax on the rooftop garden of The Ark in Dublin, Ireland.
6. Yadhu Sumeja of India takes notes at the College of Agriculture and Life Sciences' feed mill at North Carolina State University during a Fulbright Global Food Security Seminar.
7. Celia Evans, U.S. Fulbright Scholar to Russia, hosts a party for her daughter Willa's 10th birthday in Gorno-Altai, Russia.
8. U.S. Embassy Regional English Language Officer Rebecca Smoak points to U.S. destinations where Tanzanian Foreign Language Teaching Assistants will teach Kiswahili: (from left to right) Lugiko Lugiko (Michigan State University), Paul Kinunda (Bowling Green State University, Ohio) and Innocent Julius Materu (Southern University and A & M College, Louisiana).
9. Fulbright English Teaching Assistant Tina Lee teaches Malaysian students to do the Electric Slide.
10. U.S. Fulbright Research Fellow to Spain Juan Duran visits the Spanish city of Avila during his grant.
11. Fulbright Binational Business Fellow Cynthia Villamizar celebrates with a group of fellow Fulbrighters after running the El Reto Vikingo, the first ever mud run in Mexico.
12. U.S. Fulbright Student Alexis Baxter atop Preikestolen with Norwegian Fulbright Students.
13. Sixteen Afro-Colombian Fulbright grantees in Master's and Ph.D. programs attend a leadership workshop at the Colombian Embassy in Washington, D.C., hosted by Ambassador Gabriel Silva and ex-Minister of Culture and Fulbright Alumna Paula Moreno, with guest Congressman Gregory Meeks of New York's 5th district.
14. Fulbright English Teaching Assistants in Sri Lanka study Sinhala language.
15. Kristina Domazetoska, Visiting Fulbrighter from Macedonia, joins a local celebration of Holy—the Indian festival of colors—at the University of Dallas.
16. Inanc Ortac, Fulbright Alumnus from Turkey, winner of the grand prize in the graduate student category in the 2012 Collegiate Inventors Competition for his "Nano-Wiffle-Balls for Cancer Therapy" project.



The 48th Annual Report

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