

ASIA: PARTNERS IN GROWTH

EXPLORING COOPERATION ON A VARIETY OF FRONTS

Sponsors invested significantly in human-capacity development in Asia, to support rapidly growing market economies and manage the social and environmental consequences. IIE also convened a high-level symposium to explore closer economic cooperation among Pacific Rim nations.

IN EAST ASIA: REGIONAL TRAINING

IIE's Bangkok office relocated to larger quarters to support USAID's East Asia Regional Training Project (EARTP), created to increase the regional pool of professionally and technically trained people. IIE conducted an inventory of Asian training resources, assessed Mongolia's English-language-training needs, and designed and presented nine U.S.-based courses in environmental and natural resources management for Royal Thai Government officials. To provide perspectives on the rule of law, IIE arranged for justices of Mongolia's Supreme Court and Constitution Court to meet with U.S. Supreme Court Justice Sandra Day O'Connor, constitutional scholars, and U.S. university law faculty. To support USAID's humanitarian assistance for war victims, IIE also assessed the needs of NGOs working in Vietnam for staff training in prosthetics and orthotics.

IN VIETNAM: ACADEMIC TIES

To strengthen U.S.-Vietnam educational ties, IIE organized a delegation of U.S. college and university presidents who met with counterparts in Vietnam in November 1993. A high-level delegation of Vietnamese academics and ministry officials reciprocated with a U.S. visit in May 1994.

PACIFIC RIM LEADERS EXPLORE ECONOMIC COOPERATION

Asia-Pacific Economic Cooperation (APEC) is both the name and the goal of a group of government leaders from Pacific Rim nations. With USIA sponsorship, IIE arranged a symposium in San Francisco for USIA-sponsored Humphrey and Fulbright fellows from APEC nations, to explore key issues with U.S.

PHILIPPINES: INVESTING IN TECHNOLOGY AND PEOPLE

"DOING MORE WITH LESS. CUTTING COSTS. IMPROVING PERFORMANCE AND PRODUCTIVITY. CHANGING TECHNOLOGIES. ALL REALITIES IN THE PHILIPPINE RURAL ELECTRIFICATION SYSTEM. WE MUST GET MORE FROM OUR ORGANIZATIONS' INVESTMENT IN TECHNOLOGY AND PEOPLE."

THIS IS THE PHILOSOPHY BEHIND THE PHILIPPINES' RURAL ELECTRIFICATION PROJECT/TECHNICAL ASSISTANCE AND TRAINING (REPTAT). FOR USAID AND THE PHILIPPINES NATIONAL ELECTRIFICATION ADMINISTRATION, IIE PROVIDES TRAINING AND TECHNICAL ASSISTANCE TO RURAL ELECTRICAL COOPERATIVES THROUGHOUT THE NATION. IN 1994, IIE ASSESSED NEEDS, PREPARED A CATALOGUE OF TRAINING ACTIVITIES, AND CONDUCTED COURSES AND SEMINARS ON TOPICS RANGING FROM "STRATEGIC MANAGEMENT" TO "SAFE POLE-CLIMBING."

academic, business, and government leaders. Panelists from the Brookings Institution, Boeing Corporation, the National Academy of Sciences, the National Security Council, and the University of California at Berkeley led the discussions. Broad topics included the role of an Asia-Pacific economic community in the global economy, trade incentives and barriers, the roles of China, Japan and the U.S., and the potential effects of and upon telecommunications, environment, human resources, and energy.

IIE also arranged coast-to-coast site visits for 14 influential Pacific Rim writers, editors, economists, and government and labor representatives. They met with key figures in U.S. industry, banking and finance, and agriculture.

ENERGY MANAGEMENT

For USAID's Energy Training Program (ETP), IIE provided training in private-sector financing, resource planning, and demand-side management.

An IIE/ETP seminar in Manila on the Build, Operate, Transfer (BOT) method for private financing of infrastructure projects drew 54 government officials.

MALAWI HUMAN
RESOURCES AND
INSTITUTIONAL
DEVELOPMENT PROJECT

Maxwell Mkwelalamba is

putting his new Ph.D. in

public finance and mone-

tary economics to use as a

"HOW WONDERFUL IT IS TO BE IN SOUTH AFRICA. FOR THE FIRST TIME IN MY LIFE I CAN WALK TALL, FILLED WITH PRIDE AND JOY OF BEING A SOUTH AFRICAN. WE MIGHT HAVE FAILED TO EXPRESS OUR HEARTFELT GRATITUDE TO ALL YOUR NOBLE EFFORTS, BUT YOU HAVE EMPOWERED US WITH ALL THE ESSENTIAL SKILLS."

*Sizwe Mabizela,
SAEP alumnus who earned a
Ph.D. in mathematics at Penn State*

lecturer and consultant in

a newly democratized

Malawi. He is one of nearly

100 men and women for

whom IIE has arranged

training under this

USAID project.

MAKING A DIFFERENCE IN AFRICA

SAEP ALUMNI JOIN THE MAINSTREAM

When the April 1994 elections ended the apartheid era in South Africa, more than 1,300 black South Africans with U.S. academic degrees earned through IIE's South African Education Program (SAEP) were prepared to assume mainstream responsibilities. Together with alumni of IIE's other South African programs, they are making a difference.

Priscilla Naidoo, with a master's in film technology from New York University, is media liaison officer in the office of President Nelson Mandela. Monwabi Fandeso, with an MBA from the Wharton School, is managing director of New Age Beverages, Pepsi Cola's new division in South Africa. St. Peter's College alumnus Molefe Mokgatle is acting director of the South African Broadcasting Corporation (SABC). Job Mokgoro, with a University of Toledo M.A. in public administration, is director general of Northwest Province. Vincent Zulu, Ph.D., is minister of education of Kwazulu Natal; he earned his M.A. at Vanderbilt University through SAEP.

To address immediate human-resource needs, SAEP today is focusing on graduate rather than undergraduate training. Business, management, and public administration are among priority fields. Support for SAEP comes from a public-private partnership, including major funding by USAID, corporate and foundation support, and cost-sharing by U.S. colleges and universities.

IIE administers seven other programs for South Africa. They include linkages between U.S. and South African university departments in agriculture, policy studies, and mathematics; the Career Development Fellowship Program for midcareer training and practical experience;

the Church Leaders Development Project; the Archbishop Desmond Tutu Southern African Scholarship Fund; the South African Information Exchange; and a program at Williams College providing a one-year master's degree in macroeconomics. At the year's end, the Children's Television Workshop chose IIE to administer a program of practical training for six black South Africans, with the possibility of co-producing "Sesame Street" in South Africa.

USING ENERGY RESOURCES EFFECTIVELY

Elsewhere in Africa, IIE provided training and technical assistance in effective use of energy resources. In Botswana, for USAID's Energy Training Program (ETP), IIE conducted a workshop on renewable energy development in partnership with the Southern Africa Development community. It was designed to expand decision makers' energy options to include solar, wind, and hybrid systems.

With a project office in Cairo under the Egypt Energy Manpower Development Project (EEMDP), IIE organized training courses for the Egyptian Electricity Authority (EEA) in human resource development, resource planning, and economic and financial analysis of energy projects. IIE also organized a U.S. study tour for senior EEA executives, who examined the operations of profit-making electric utilities, senior-management development programs, and skills-training programs in U.S. utilities.

**BOOI THEMELI**

"The new South Africa needs more well-qualified black economists," wrote University of Cape Town economics lecturer Booi Themeli in applying to IIE's South African Education Program (SAEP). To prepare South African university students to shape their country's new economic future, he is earning his doctorate at Fordham University, concentrating on advanced economic theory and international economics. His goal: "to enrich my understanding of orthodox and emerging economic and political issues in the world."

CULTURE AND COMMUNICATION

THE FULBRIGHT ROAD TO MUTUAL UNDERSTANDING

With almost 3,200 Fulbrighters from 132 countries studying in the United States and 850 U.S. grantees abroad, the USIA Fulbright Program is the largest program IIE serves. It was created in 1946, initially with proceeds from the sale of World War II surplus equipment, to increase mutual understanding between the United States and other countries. IIE has worked with the U.S. Government in administering it since the beginning.

Increased Fulbright opportunities for U.S. students are described on page 12. For foreign students, 1994 saw greater emphasis on professionals in law, public administration, and business. A young Salvadoran, for example, is earning a master's in commercial law to contribute to the reconstruction of

her country. A Vietnamese is studying taxation law and tax policies to encourage foreign investment.

In East Asia, for the first time, there was Fulbright activity in every country except North Korea, including new initiatives in Cambodia, Laos, and Mongolia. Nearly 50 Vietnamese Fulbrighters have begun study in the United States since the program resumed there in 1992. For 15 Vietnamese Fulbrighters completing their studies in 1994, IIE arranged a seminar designed both to enable them to evaluate their U.S. experience and to prepare them for their return to a very much changed Vietnam.

IMPACT OF THE NEW TECHNOLOGY

HOW WILL TODAY'S SOPHISTICATED COMMUNICATIONS TECHNOLOGY AFFECT EDUCATION AND EDUCATIONAL EXCHANGE? AT IIE'S 75TH ANNIVERSARY FORUM, PANELISTS UNDERSTANDABLY RAISED MORE QUESTIONS THAN ANSWERS. HOW CAN THE MIRACLE OF VIRTUALLY INSTANT ACCESS TO INFORMATION WORLDWIDE — FOR THOSE IN A POSITION TO TAKE ADVANTAGE OF IT — BEST BE DEFINED AND SHAPED? WILL POOR COUNTRIES BE LEFT BEHIND? WHAT WILL BE THE IMPACT ON CULTURAL IDENTITY? ON LANGUAGES? WHILE TELEVISED DISTANCE EDUCATION HOLDS IMMENSE PROMISE, TO UNDERSTAND ANOTHER COUNTRY, IN THE WORDS OF FULBRIGHT ALUMNUS SENATOR DANIEL PATRICK MOYNIHAN, ONE MUST GO THERE AND "STUDY IT, AND SEE IT, TASTE IT, TOUCH IT, FEEL IT, BE PART OF IT."

Latin America's Fulbright programs are expected to expand in Argentina, Uruguay, and Colombia. For Mexico's Fulbright-Garcia Robles Program, 77 grantees began their studies in 1993, bringing the total in the United States to over 300. Support for Fulbrighters is also provided by CONACYT, Mexico's National Council on Science and Technology. USIA-funded IIE seminars gave Latin American students returning home an opportunity to examine the Fulbright experience in relation to home-country needs.

In Africa, there was increased funding for new students, and the Fulbright Program added newly independent Eritrea. IIE conducted workshops and consultations in seven Southern African countries.

Western Europe again had the greatest number of Fulbright grantees in the United States — 1,376. Spain initiated seven new programs; one provides U.S. professional affiliations of up to one year for key Spanish Government civil servants in public works and environmental agencies. In East Central Europe, a new Fulbright Commission was created in Slovakia. The 143 grantees from the former Eastern bloc concentrated on fields important to the transition to democracy and free markets.