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**UNITED STATES**

**NATIONAL SECURITY EDUCATION PROGRAM (NSEP)**

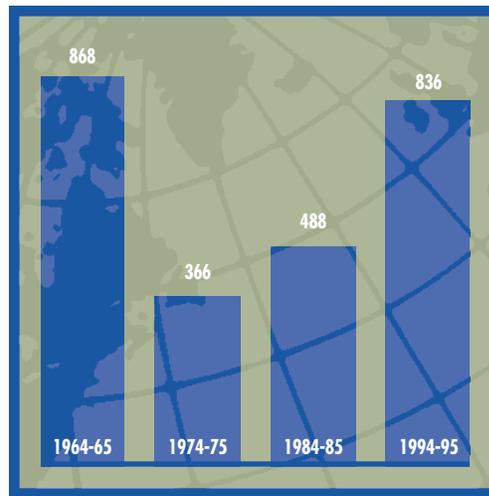
*George Bartlett and Amanda Greene were among the first 317 participants in the new National Security Education Program (NSEP), created to prepare young Americans for competitiveness in the global economy. Army veteran Bartlett, an economics major at Manhattanville College, studied Chinese in Taiwan and plans a career in international business and economics. Greene, majoring in East Asian languages and literature at New York University, studied Japanese in Kanazawa, Japan, and plans a diplomatic career.*

# Goal: To Prepare More Americans for the Global Future



**H**eading IIE's list of goals for the new century is to prepare far more U.S. students and young professionals for leadership and economic competitiveness in the global economy. We must reach beyond the traditional study-abroad fields. Our future business leaders, engineers, scientists, physicians, lawyers, and teachers will also need international perspectives. In 1995 IIE took significant steps toward this goal. Despite U.S. Government funding cuts and prospects of more to come, some 2,500 Americans studied, conducted research, provided business advice, and served as teaching assistants in other countries on IIE-administered programs.

The need for broad-based U.S. international competence is increasingly urgent. As the American Council on Education put it in a report on the subject a decade ago, "What We Don't Know Can Hurt Us."



U.S. FULBRIGHT GRANTS  
ROSE SHARPLY BUT STILL  
LAG BEHIND EARLIER TOTALS.

## Into the Mainstream

In 1995 IIE played a key role in enabling over 2,500 outstanding young Americans to broaden their international knowledge and perspectives. They studied in universities, conducted research, provided advice to small-business entrepreneurs, and served as teaching assistants in distant classrooms. They expanded their horizons in more than 60 countries, from Argentina to Zimbabwe. The languages they studied ranged from Akan to Zulu, with notable concentrations on such strategic ones as Arabic, Chinese, Japanese, and Russian.

The two-year-old National Security Education Program (NSEP) again included young Americans in every field of study and from two-year colleges as well as leading universities. With Ford Foundation support, IIE and the United Negro College Fund launched a three-year program to strengthen foreign study opportunities at historically black colleges and universities.

Through the Fulbright graduate-study fellowships, teaching assistantships, NSEP, the Professional Development Fellowships, the Free Market Development Advisers Program (FMDAP), the Regional Academic Mobility Program (RAMP), and Global Engineering Education Exchange (GE<sup>3</sup>) Initiatives, IIE pursued this goal for the coming century: to make international study part of the mainstream of education for Americans.



## Investing in U.S. Citizens

Despite budget-cutting pressures, the number of Fulbright grants for graduate study for U.S. students continued upward. There were 836 for 1994-95, up from 366 in 1974-75, though still below 1960s totals. Demand for international study opportunities continued to grow. Applications in 1995 totaled a record 4,395.

For the U.S. Information Agency, IIE conducts the national competition, arranges for panels of experts across the country to screen applications, and administers grants to countries without Fulbright Commissions.

## Exploring Today's Lessons

U.S. Fulbrighters are tomorrow's leaders exploring today's lessons. Two examples suggest their range.

Fulbrighter Ted Amley, at age 22, set out to explore the successful UN efforts to bring peace, stability, and free elections to Namibia in Southern Africa — lessons that could be applied to such other conflicts as those in the Balkans, saving U.S. lives and treasure.

To analyze the process at the grassroots level, he conducted interviews country-wide. He was also part of the process, working with staff to accredit, coordinate, and deploy 154 domestic and international observers who monitored Namibia's first elections. His sophisticated analysis of the political currents at work, and how they were defused, is the subject of his very absorbing final report.

Catherine Ann Scanlon, 27, used her Fulbright grant to explore and document how Bangladesh's Grameen Bank micro-loans worked to improve the lives of poor women and children.

Grameen makes small loans — most are between \$50 and \$100 — to the rural landless, especially women. The loans finance such micro-enterprises as handicrafts and poultry raising. Clients are required to form groups and borrow as a team, taking collective responsibility for repayment. The repayment rate is 90 percent.

The loans are intended to serve as catalysts for change. For her Fulbright project, Scanlon undertook a systematic analysis of the impact of the Grameen approach on recipients' children, especially their education. She first analyzed Grameen records and annual reports, then conducted structured interviews with Grameen Bank workers, ranging from top officials to grassroots field workers, in three areas of Bangladesh. The result: a valuable analysis of the effects a microenterprise can have on social change.

## Breaking the Language Barrier

Ninety-eight young native speakers of French, German, Spanish, Italian, Mandarin Chinese, and Japanese did their part in 1995 to make the monolingual American a thing of the past. In classrooms across the country, they taught, animated conversation groups, supervised language laboratories, and coordinated language tables, clubs, and houses. Most host institutions are small colleges; simply sharing campus life has proved a mutual benefit.

IIE's Foreign Language Teaching Assistantship Program made it possible. Primary funding comes from the participating institutions, with added support from the Fulbright Program, the German Marshall Fund, and participating home-country organizations. IIE is working to expand the program to include more languages less commonly taught in the United States and has developed new working relationships with the Foundation for Scholarly Exchange in Taiwan and the Bunsai Intercultural Foundation in Japan.

*“It is altogether unrealistic — and probably undesirable as well — to aspire toward a single, universal community of humankind with common values and common institutions.... The rapprochement of peoples is only possible when differences of culture and outlook are respected and appreciated rather than feared or condemned, when the common bond of human dignity is recognized as the essential bond for a peaceful world.”*

SENATOR J. WILLIAM FULBRIGHT

## International Study for More, and More Diverse, Americans

IIE programs for Americans in 1995 reflected growing emphasis on serving a broader spectrum of participants — future engineers, physicists, health professionals, and business leaders as well as political science and liberal arts majors. For the National Security Education Program (NSEP), IIE recruited undergraduates from a nationwide range of U.S. colleges, junior colleges, and universities. All studied the languages and experienced the cultures of countries outside the traditional study-abroad mainstream. Two other innovative programs enabled students of engineering and business administration to study abroad for home-institution credit.

### NSEP: SERIOUS ABOUT GOALS

“This nation needs goal-oriented individuals who take seriously the need to develop in-depth expertise...to communicate and compete in an interdependent world.”

This is the challenge set forth in the application form for the National Security Education Program. In the program’s first year, 317 undergraduates went to 48 countries to study languages and cultures less commonly studied by Americans. In 1995 IIE recruited 300 more to study abroad in 1995-96.

They are as diverse as NSEP’s requirements suggest. One, for example, is a California Air National Guard member who studied in Japan and plans a career in artificial intelligence. Another studied the Malagasy language along with the endangered species of Madagascar and

plans a career in natural resource management and biodiversity preservation.

The program is funded by the U.S. Department of Defense; IIE administers the grants for undergraduate study. Its goal is to strengthen future national security and economic competitiveness by preparing a broad spectrum of U.S. students for leadership roles in foreign policy and global business. In conducting the competition, IIE made a special effort to reach students and advisers in community colleges, to include ethnic minorities, and to reach students in such fields as engineering, computer science, and health care.

### PIONEERING IN ACADEMIC MOBILITY

To prepare more Americans for tomorrow’s increasingly global technology, markets, and environmental challenges, IIE coordinated two innovative inter-university exchanges, one in the Western Hemisphere and one aimed at engineering students worldwide.

The North American Regional Academic Mobility Program (RAMP) is an informal consortium of Canadian, Mexican, and U.S. universities. RAMP enables advanced undergraduates to study engineering, business administration, or environmental studies in a participating university in Mexico, Canada, or the United States. Students pay tuition to and receive credit from their home universities. To date, 54 universities and 170 students have participated. IIE coordinates the program with support from the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) and scholarships from the Mexican Government.

With support from the AT&T Foundation and the National Science Foundation, IIE implements the Global Engineering Education Exchange (GE<sup>3</sup>) in cooperation with a consortium of U.S. universities. It was created to place advanced undergraduate U.S. engineering students in overseas educational institutions and industrial internships while placing similarly qualified foreign students in the United States. The program began with a consortium of Western European universities and is expanding to the Pacific Rim, Latin America, and Eastern and Central Europe.



REPRESENTATIVES OF THE U.S. CONSORTIUM FOR THE GLOBAL ENGINEERING EDUCATION EXCHANGE (GE<sup>3</sup>) PROGRAM CONFERRING AT THE MINISTRY OF EDUCATION IN BONN, GERMANY.



AMERICAN UNDERGRADUATES MET A KEY NSEP GOAL: DIVERSITY IN FIELDS OF STUDY.



## For Free-Market Advisers, Benefits are Mutual

USAID and IIE share the conviction that human-resource development is essential to sustainable economic growth. Over the past three years, the U.S. Agency for International Development's innovative Free Market Development Advisers Program (FMDAP) has demonstrated some far-reaching benefits.

Under FMDAP, graduate business students — all with prior business experience and relevant language skills — serve ten months between their first and second MBA years as advisers to small and medium-sized businesses in USAID-assisted countries. IIE conducts an open, nationwide competition, provides a rigorous predeparture orientation including cross-cultural training, arranges in-country monitoring of assignments, and publishes the case studies required of each participant.

USAID missions identify the advisers' assignments. In 1995 they ranged from advising on setting up business support centers in Russia to advising clients of USAID's-sponsored Black Entrepreneurship and Enterprise Development project in South Africa. Financial planning and cost control, production efficiency and quality control, marketing and import-export, and human resource development are the areas for which advice is most often sought. The first volume of case studies, *Portraits of Small Business from the Developing World*, provides new perspectives in U.S. business school classrooms.

The program is small — only 44 alumni so far. The benefits, however, are extensive. The host company receives valuable management assistance. The advisers hone skills while learning about emerging markets first hand. Business schools gain knowledge of emerging market practices. The U.S. business community receives employees with unique experience — all of the graduated advisers have obtained positions related to international business or development. And USAID fulfills its mission of contributing to sustainable economic growth.



FREE MARKET DEVELOPMENT ADVISER JOHN ROUNTREE (L.) SHAKES HANDS WITH IDRIS JETTOU, MOROCCO'S MINISTER OF COMMERCE. INTRODUCING THEM IS ABDELA JABRI, OWNER/FOUNDER OF THE PAPER-MANUFACTURING PLANT TO WHICH ROUNTREE WAS ASSIGNED.

## Life After Communism: Exploring the Dynamics

"Modernization of telecommunications," wrote computer scientist Tomas Vagoun in his report to IIE, "can change the way affairs are conducted; it creates new industries and necessitates changes in laws pertaining to banking, computer crime, privacy, copyrights, and so on."

He was one of 16 young Americans chosen to conduct research on the rapidly changing societies of Eastern Europe and the former Soviet Union. Congress created the Soviet-Eastern Europe Research and Training Act (Title VIII)

in the 1980s to replenish the dwindling supply of U.S. experts on the region. IIE was chosen by the U.S. State Department to administer the Title VIII Professional Development Fellowships for research in law, business, economics, journalism, international relations, and public administration.

Vagoun studied the impact of new telecommunications technology in the Czech Republic to deepen his understanding of the dynamics of current reforms. He conducted his research in affiliation with Charles University in Prague. Other Professional Development Fellows explored aspects of the current reforms ranging from the status of ethnic minorities to the development of business journalism.

“International exchanges are not a great tide to sweep away all differences, but they will slowly wear away at the obstacles to peace as surely as water wears away a hard stone.”

PRESIDENT GEORGE BUSH

## New IIE Awards Honor Kenneth Holland

Four Fulbright grantees are recipients of IIE’s first annual Kenneth Holland awards. They honor the memory of the leader and statesman who served as IIE’s president from 1950-1973 and who worked with Senator Fulbright in developing the Fulbright program. The awards consist of four \$2,500 scholarships competitively granted to Fulbright students in each of IIE’s four U.S. regions: West Coast, Southern, Rocky Mountain, and Midwest. Their purpose is to support innovative home-country projects.

The goals of the four winning projects are to multiply teaching effectiveness in South Africa through the use of technology, strengthen the stock market in Costa Rica, protect Cambodia’s poultry industry from a deadly disease, and promote literacy through a street library for at-risk children in Manila.

# The Fulbright Program at 50



SENATOR J. WILLIAM FULBRIGHT (R.) WITH KENNETH HOLLAND, IIE PRESIDENT FROM 1950-73, THE FULBRIGHT PROGRAM’S PERIOD OF GREATEST GROWTH.

## A Long-Term Investment in Leadership

In the waning days of World War II, the United States Congress was taking unprecedented steps to build postwar world peace, order, justice, and economic prosperity. The Fulbright Program was one of these. Congress conceived it as an investment in informed leadership. International scholarships would enable future U.S. leaders to understand other countries and cultures and would give leaders of other countries first-hand experience of U.S. institutions and values.

From the beginning in 1946, IIE has assisted the U.S. Information Agency and its predecessor agencies in administering the Fulbright Student Program. In that time, almost 72,000 U.S. Fulbright graduate students, artists, and professionals have studied in other countries. Nearly 130,000 of their peers from 160 other countries have studied in U.S. colleges and universities. The Humphrey Fellowship Program has added over 2,000 midcareer professionals. A remarkable number of these men and women have gone on to become leaders in every field.

This anniversary year, IIE salutes all who support the program in Congress, USIA, U.S. Embassies, Fulbright Commissions, participating foreign governments, and the private sector.

We want to thank former President George Bush for agreeing to chair IIE/Houston’s March 1996 event honoring volunteers.

We reserve special thanks to those outside government who maintain the Fulbright Program’s unique private-public character as a merit-based, truly national effort that rewards the hard work and commitment of tomorrow’s leaders.

Volunteers — from academic representatives to community and business leaders and host families — make the Fulbright Student Program unique, here and abroad. They convey real understanding of our society to university students, artists, and professionals from all over the world. Fulbright selection panels — distinguished authorities in their fields — volunteer to identify the young Americans best able to benefit responsibly from the investment that U.S. and other countries’ taxpayers and private donors make in them.

Nongovernmental support augments U. S. taxpayer dollars. In 1995, U.S. universities committed over \$3.5 million in first year scholarships and assistantships for Fulbright grantees. Private donors committed over \$685,000. Corporations recognize the program’s value both for good will and future leadership.

We must continue to build expertise and international cooperation to meet the challenges of the next 50 years. This program is an educational and foreign-policy priority for the United States and our friends around the world. We must preserve it!

