

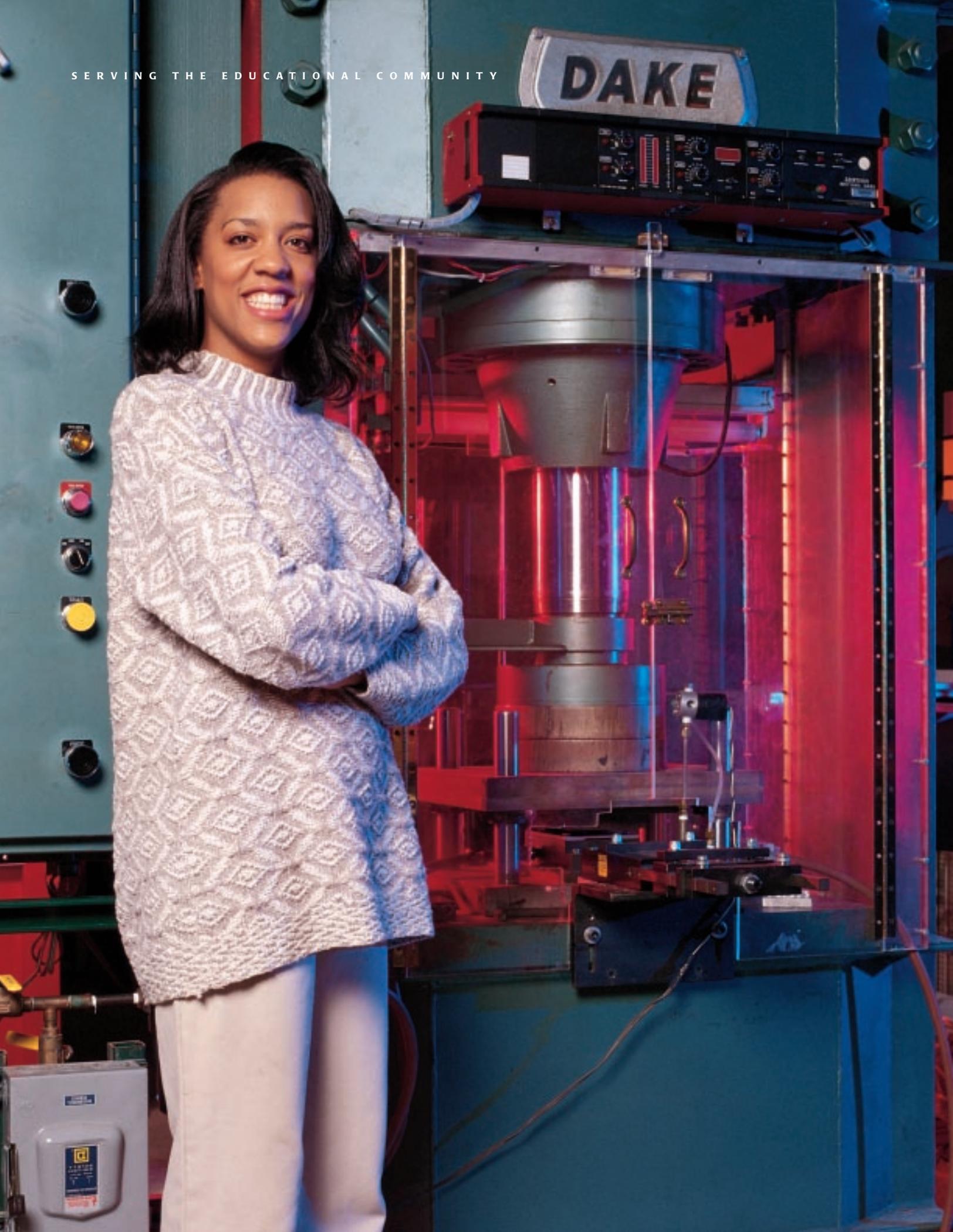


SERVING THE EDUCATIONAL COMMUNITY

Institute of International Education

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DAKE



The stunningly rapid changes of the last decade, in tandem with enormous expectations for the coming century, put a premium on education. As the recent UNESCO World Conference on Higher Education underscored, the educational demands placed on individuals, on institutions, and on nations will become even more intense in the future. More people will go to school in the 21st century than in all of human history. What they learn will determine the future of the planet.

Once considered a luxury, international education is rapidly becoming a necessity — the prerequisite for progress in an increasingly interconnected world. IIE's work in promoting study abroad for Americans and access to US higher educational institutions for citizens of every country spans most of the century.

Drawing upon this solid record of achievement, IIE is ensuring that its work will continue to set the standard in the next century through programs and services that are innovative, responsive, and effective. To enrich the Fulbright experience,

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TRACY MACK
GLOBAL ENGINEERING EDUCATION EXCHANGE ALUMNA

For example, the Institute offers regular opportunities for Fulbright students and scholars to interact with each other and with business and government leaders. IIE also designs programs to meet urgent student needs, such as ASIA-HELP (see next page).

The hundreds of opportunities available through IIE include traditional classroom-based academic study, hands-on internships, study tours, technical training,

IIE's Global E³ Program gave Tracy Mack of Rensselaer Polytechnic Institute the opportunity to study in Singapore.

arts and performance exchanges, leadership and professional development seminars, and conferences on all aspects of international education in the United States and abroad. IIE also offers educational testing and advising services that benefit tens of thousands of students around the world every year.

IIE is the source of first resort for those seeking information on international education. Every day last year more than 20,000 individuals visited the Institute's website, where they found everything from online program applications to the latest statistics in the field. Among IIE's eagerly-awaited annual publications are the USIA funded *Open Doors*, the census of international student mobility that is now in its 50th year, *Academic Year Abroad*, a comprehensive directory of overseas study opportunities, and materials on funding sources for both US and international students. Through its institutional membership program IIE also maintains active ties with more than 600 US and international colleges and universities. Among the benefits the Institute provides to its membership are regular newsletters, both traditional and online versions of various IIE publications, a special members-only area of the website, and regional internship and scholarship opportunities.

Almost half a million students from all over the world come to the United States to study. According to the most recent *Open Doors*, more than half come from Asia. This year a large number of these students faced an unprecedented problem — the Asian currency crisis. Due to plummeting currency values, many students and their parents, especially from Indonesia, Korea, Malaysia, and Thailand, were hard pressed to find the dollars needed for US study. The Institute recognized the gravity of this situation and, in collaboration with the Freeman Foundation, developed an innovative new program, **ASIA-HELP** (Asian Students in America-Higher Education Loan Program). With a \$7.75 million grant from the Freeman Foundation, ASIA-HELP provides zero-interest loans to qualified Asian students in the United States to help meet their academic financial needs. In announcing the program, Foundation Chairman Houghton Freeman said, "For these young people to abandon their US education would be deplorable. Their intellects and skills will be needed to help rebuild their countries' economies." ASIA-HELP, which will provide up to 1,400 loans to Asian students over the next two years, requires efficient — and timely — implementation. To ensure the program's rapid launch, the Institute mobilized its network of US and overseas offices to work with eligible host campuses. IIE also developed a paperless electronic application process through its website, and successful applicants were notified of their awards within one month.

IIE programs are also helping ever-growing numbers of US students and professionals study in Asia. One such program, the **FULBRIGHT MEMORIAL FUND TEACHER PROGRAM** (FMF), supported by the Government of Japan and sponsored by the Japan-US Educational Commission, offers intensive three-week study tours of the country. This program enables 600 primary and secondary school teachers annually to gain a more global perspective through meetings with educators and other professionals, as well as seminars and cultural programs in several Japanese cities. One recent FMF participant, Donal Leace, said that his experience changed his view of Japan. Donal teaches at the Duke Ellington School of the Arts, a public high school in Washington, DC. This program gave him the idea to develop a new course. "We will look at the different forms of theatre, costumes, music, makeup, dance, settings, and painting. Any introduction to Japanese culture will be new for my students, and I am really looking forward to the outcome since I typically teach theatre from a western, eurocentric perspective."

Asia was also the region of choice for US engineering student Tracy Mack, who spent a semester studying at the Nanyang Technical University in Singapore through IIE's **GLOBAL ENGINEERING EDUCATION EXCHANGE** (Global E³). Commenting on the personal growth she experienced in Singapore Tracy said, "I will forever have an open mind and an open heart, open to different experiences, different people, places — everything." Tracy's studies in Singapore also, she said, increased her marketability with employers. "Employers need diversity — not just racial or gender diversity. They need [employees] with different ways of thinking, different ideas, creative innovation. I now have a new perspective that I can bring to my employers." Tracy, who is graduating from Rensselaer Polytechnic Institute in 1999, accepted a job offer from General Motors, where her international studies will be a real asset.



Cable Risdon

"I had Asia Pacific experience in my portfolio. That's one of the areas [GM] needs that I could bring to them." And GM is just the beginning. Tracy hopes one day to be the "CEO of a Fortune 500 company." Global E³ facilitates academic exchanges among engineering students at more than 70 universities in a dozen countries. The program received funding from the National Science Foundation, AT&T Foundation, the US Department of Education and, most recently, Ford Motor Company. Global E³ is also supported by participating US universities.

Learning to be "open to different people" is a common experience for many who take part in IIE-administered programs. Facilitating this kind of interpersonal understanding is, in fact, a major goal at the Institute. An especially dramatic illustration is found in the **CITY AT PEACE IN ISRAEL** project organized by IIE's **PROFESSIONAL EXCHANGE PROGRAMS** (PEP) and sponsored by USIA's Office of Citizen Exchanges. City at Peace (CAP), a US-based group, uses the performing arts to teach cross-cultural communication skills and violence-prevention strategies to young people from vastly different backgrounds in Washington, DC. To support the use of such techniques in an international context, IIE developed a

FMF alumnus Donal Leace (left) explains aspects of Japanese theatre to some of his students.

project to bring CAP to Israel. The three-phase program is designed to demonstrate how performing arts techniques can be used to overcome stereotypes and barriers among the diverse communities in Israel. CAP staff and volunteers traveled to the country and presented two intensive workshops for many individuals and organizations that share a commitment to establishing peace programs for young people. Among the topics covered were trust-building and conflict resolution through role-playing, as well as strategies for recruiting, retaining, and developing leadership in young men and women participating in the program.

The Israeli project is just one of dozens of professional exchanges PEP designs and implements every year. PEP programs benefit individuals in many fields, but one — higher education — is particularly important for IIE. This year PEP organized several programs on the subject, notably a specialized US study tour



Israelis join with US trainers to learn anti-violence techniques through the City at Peace Program.

for a select group of educators from the University of East Timor (UNTIM). UNTIM has built a reputation for successfully fostering its students' personal and social development despite continual staffing, facilities, and funding challenges. IIE designed the **EAST TIMOR EDUCATIONAL EXCHANGE PROGRAM** to create opportunities for linkages between US higher educational institutions and UNTIM. The delegation met with educators and administrators in five US cities to explore staff enhancement, technical resource improvement, and the possibility of faculty and student exchanges.

Higher education regionally — and globally — was also the topic for two IIE symposia this fall. As Secretariat to **ARTES LIBERALES** (a group of distinguished rectors and leading professors from East Central Europe and the NIS), the Institute's Budapest office convened a conference in October to discuss the theory — and to observe the practice — of liberal education. Traditionally post-secondary education in this region is weighted toward a highly compartmentalized technical or vocational curriculum. The integration of liberal education — which emphasizes concepts such as critical thinking, interdisciplinary work, and class participation — is thus proving to be a challenge. The conference gave participants a forum to share results

and ideas, as well as to address their problems in both small group discussions and during a plenary session. More than 100 educators and political leaders attended, including rectors and institute directors from such prestigious institutions as the University of Warsaw, Charles University in Prague, and St. Petersburg State University. Artes Liberales is funded by the Educational Leadership Program of the Christian A. Johnson Endeavor Foundation.

Conferees at a December IIE/CIES gathering, the **SYMPOSIUM ON GLOBAL HIGHER EDUCATION ISSUES**, broadened the discussion to encompass a number of challenges facing educators internationally. While there are certainly significant differences among the world's systems of higher education, there are also many areas of considerable convergence. Among them are: the effects of technology

IIE's assets — a pioneering history, many connections, extensive experience in exchanges, and leadership in the field — give it the sustainability needed to take a leadership role in international education.

ALICE ILCHMAN
CHAIRMAN OF THE BOARD, ROCKEFELLER FOUNDATION

on everything from teaching to learning to research; the growing demand for lifelong education and for non-traditional offerings such as short-term courses and certificate programs; the privatization of higher education; and issues of access and equity. This conference, which was funded by the Rockefeller Foundation, drew educators as well as policy and grant makers from nine countries on five continents. Alice Ilchman, President Emerita of Sarah Lawrence College, and Chairman of the Board of Trustees of the Rockefeller Foundation, commended IIE's leadership in convening the symposium, commenting that the Institute was particularly well-suited for this role in light of its "pioneering history, many connections, extensive experience in exchanges, and leadership in the field." Discussing the place and the role of the university she added, "The promise and achievement of the universities around the world and the extraordinary demand for their services command our attention to help make them more useful social institutions. In addition to the intellectual and character building attributes of liberal education, there is [also] a case for it as an essential and marketable education. Liberal arts, the arts of thought, perception, and judgment, are not a luxury for members of a society who must wrestle with the most difficult problems." Ms. Ilchman concluded that "universities prosper in free and open spaces, the space of civil society. Civil society, that space that is neither the government nor the marketplace, allows us to establish our identities and determine our purposes. Civil society prepares us to live and work successfully in a democracy, because it is there that citizens find their voice, determine goals and work toward their ends." The institute also flourishes in that space of civil society, its many programs and services serving the cause — and the necessity — of liberal education.

The Institute's work as a source of new ideas and a catalyst for action within the global higher educational community is in large measure due to its enduring and fruitful partnerships with dozens of foreign governments and international organizations. One of its most established relationships is with the **INSTITUTO BRASIL-ESTADOS UNIDOS** (IBEU) in Brazil. IBEU was founded in 1937 on the recommendation of the Institute's first president, Stephen P. Duggan, Sr., who wanted to strengthen political, cultural, and economic ties between the United States and Brazil. It has subsequently grown into one of Rio de Janeiro's most dynamic educational and cultural centers, providing a range of arts and cultural programs, including scholarships, educational advising, and English language training for over 20,000 students per year. Today IBEU and IIE are celebrating their 60th anniversary — six decades of close cooperation during



Richard Lord

This year, two dozen Brazilian engineering students studied at US universities through a new IIE program.

which the two institutes fostered opportunities for Brazilian undergraduates to study in the United States. This year, IIE provided placement and financial services to 28 IBEU-sponsored students.

Building upon this solid foundation, IIE this year helped develop a new program — the **BRAZIL-US EDUCATIONAL PARTNERSHIP**, sponsored by CAPES, a foundation under the Ministry of Education. This program grew out of the US-Brazil Agreement on Education Cooperation signed in 1997 by Presidents Clinton and Cardoso. Its goals are to encourage fruitful international discussion and linkages between US and Brazilian academic departments and to build up new undergraduate curricula at Brazilian universities. In this pilot year, 24 undergraduates in agriculture and engineering studied at six US universities. The program also includes summer internships following the students' academic work.

The Institute has been the source for many innovative, intercultural programs over its 80-year history. IIE founders envisioned an organization that would, through just such programs, help to serve the cause of peace and to internationalize higher education. By designing and implementing more than 200 programs annually, the Institute is continuing to realize this vision, one that is just as relevant for the coming century as it has been for the last.