



learning | leadership | commmitment

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM

ANNUAL REPORT 2007-2008





learning | leadership | commitment

IFP in 2007-2008

This report tells the story of the Ford Foundation International Fellowships Program (IFP), originally envisioned as a decade-long effort to create new social justice leadership in developing countries. Launched in 2001, the program provides scholarships for post-graduate study to exceptional individuals from marginalized groups who have developed a deep commitment to improving the welfare of their communities. By supporting these leaders for up to three years of graduate-level study and then connecting them to alumni networks in their home countries and regions and around the world, the program itself has become a powerful force for social change.

We believe that IFP has been remarkably successful, starting with the numbers. Within just a few years, we have identified partner organizations and initiated IFP in Russia and 21 other countries in Asia, Africa and the Middle East, and Latin America. Worldwide, we have received more than 50,000 completed applications, and nearly three times that number of inquiries and preliminary applications. We have selected nearly 3,000 fellows, of whom more than 1,300 have already completed their fellowships at nearly 500 universities in 40 countries. More than 98% of IFP fellows have successfully completed their academic programs.

In the end, the greatest measure of the program's success is in the way it has changed lives. How has IFP enriched the lives of the fellows and enabled them to become more effective leaders? How have these leaders affected the lives of others in their communities and nations, and throughout the world? That is the most remarkable success story of all, and one that is best told in the words of the fellows themselves. In this report, we have asked the fellows to tell us what the fellowship has meant to them and to their work.

We have complemented the fellows' perspective with a brief analysis drawn from an ongoing formative evaluation, which has allowed us to track how well the program is meeting its goals—reaching the leaders for whom it was designed, helping to ensure their academic success, and encouraging the efforts of alumni as they return home and apply their new knowledge to improving the lives of those around them.

We invite you to learn more about IFP and the achievements of our fellows. We hope that you will be as moved by, and as proud of, their success stories as we are.

The Ford Foundation International Fellowships Program (IFP) was launched in 2001 to broaden access to higher education and help build a new generation of social justice leaders. Funded through the largest single grant ever made by the Ford Foundation, \$280 million over ten years, IFP provides fellowships of up to three years to pursue master's, doctoral, or professional postgraduate degrees in a broad range of academic disciplines and interdisciplinary fields in any country in the world. The program's New York City-based Secretariat works with partner organizations in Russia and 21 countries in Asia, Africa and Latin America to recruit candidates, convene independent selection committees, provide educational advising, support and monitoring to IFP Fellows. For more information about IFP, including how to apply for a fellowship, please visit: www.FordIFP.net.

the ifp alumni story



By **JOAN DASSIN, PhD**
 EXECUTIVE DIRECTOR,
 FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM

Although it is too early to capture the long-term experiences of the IFP Fellows, the trends are very promising. More than 1,300 IFP alumni have completed their fellowships and are re-establishing themselves professionally after up to three years of graduate study. More than three-quarters of 1000 alumni surveyed in February 2007 are currently living and working in their home countries. Nearly all IFP alumni who have remained abroad after studying outside their home countries are pursuing further studies or short-term professional training.

Connected through their
 fellowship experience,
 IFP alumni can individually
 and together become a
 powerful force for
 social change.

These data tell only part of the story. Many alumni remain actively involved in IFP, recruiting new candidates in remote areas in their home countries, serving on selection committees, and participating as trainers in IFP leadership conferences. Others are organizing alumni networks and strengthening their ability to carry out individual and group social justice projects. The program's International Partners—organizations that manage the selection, placement and monitoring of Fellows during their study periods—are assisting in the effort to keep alumni connected to IFP and to one another. The program's New York-based Secretariat provides information about learning and professional

opportunities, while the Ford Foundation's overseas offices are introducing the alumni to broader networks of grantee organizations.



Dennitah Ghati | Kenya

These efforts are helping to facilitate the re-entry of IFP alumni into the workplace after extended periods of study. Over time, we hope that many organizations will learn about, and draw upon, the vast reservoir of talent and commitment represented by the IFP graduates. When selections conclude in 2010, over 4,400 talented, committed individuals will have won IFP awards. Connected through their fellowship experience, IFP alumni can individually and together become a powerful force for social change.

The people you will meet in these pages illustrate the depth of commitment, talent, knowledge and passion of IFP alumni around the world. Literally hundreds of other similar stories also show that as community activists, academic and policy researchers, civil servants and volunteers, IFP alumni are addressing the most pressing problems in their home countries and communities and promoting international cooperation. The promise of the Ford Foundation International Fellowships program—that broadening access to higher education can foster development and social justice around the world—is starting to be realized.



Amirul Mukminin | Indonesia



Atef Bakhoum | Egypt



Olga Mironova | Russia

foreward

A foundation leader in Liberia; a field officer training women to become mediators for peace in Indonesia; an executive at the Peruvian Ministry of Health advancing the country's public health initiatives.

Each one of these exceptional men and women are alumni of the Ford Foundation International Fellowships Program. Their achievements illustrate aptly the purpose and success of IFP, which was launched in 2001 with a \$280 million investment, the largest grant in Ford Foundation history.

From the start, IFP has represented our belief that an investment in international education is ultimately an investment in international development. By recruiting students from some of the world's poorest communities, IFP is building the skills of the people most familiar with the greatest development challenges facing the world. The alumni profiled in this report show the great promise of this approach. Driven by a personal knowledge of poverty and marginalization, these newly skilled leaders are now at work across the globe, applying lessons learned at top universities to the challenges facing their home countries and communities.

In my last year as president of the Ford Foundation, I have immense pride in reflecting on the success and achievements of this groundbreaking program that, in the early days, was not without its doubters. People said you'll never find the hidden talent or warned that these students



wouldn't cope with the rigors of top academic institutions, and that those who did succeed wouldn't return home.

In fact, the fellows have exceeded our expectations. Eighty-five percent of masters candidates selected so far have completed their degrees within the expected time frame. Seventy-five percent are now living and working in their home countries — turning brain drain into brain gain — and nearly all the others are pursuing additional advanced degrees or professional training.

By 2014, approximately 4,400 men and women around the world will have participated in the program and many more will have reaped the benefits of their studies. We are building a pool of motivated, inspirational leaders with a keen appreciation of the task at hand. People who come from very poor and marginalized circumstances approach leadership with a very strong sense of urgency about getting things done. Our IFP fellows past, present and future exemplify this.

SUSAN V. BERRESFORD
PRESIDENT, FORD FOUNDATION

from its inception, the Ford Foundation International Fellowships Program was ambitious. It reached out to talented individuals from among some of the most disadvantaged populations in developing countries. Its goal, first and always, has been to cultivate local leadership in the worldwide struggle for social justice.

Today it is clear IFP is reaching its goal. The vast majority of the 1,300 IFP fellows who have completed the program have returned home, equipped with new knowledge and experience and linked with like-minded leaders, as determined as before and now better able to improve the social welfare of their communities and to stir the conscience of the world.

IFP alumni are leaders in their fields, many of them working at a high level in universities and international and non-governmental organizations. The stories of their achievements so far, and of their ambitions for the future, are inspiring. Some of their stories are included in this report.



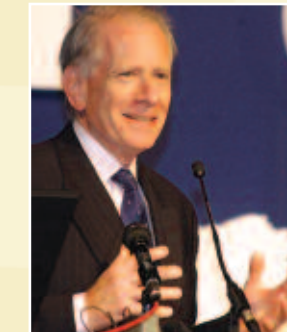
All of their stories are worth listening to, and learning from. For these stories speak of new promise for a more just world.

It is a privilege to work with IFP in a program that has from the beginning promised so much. Few work experiences have been so rewarding as seeing such great promise honored with such outstanding results. Now, seven years into the program, that is what we are seeing in IFP, and what we are so pleased to convey in this report.

DONALD MCHENRY
CHAIR, INTERNATIONAL FELLOWSHIPS FUND
BOARD OF DIRECTORS

to build leadership skills and enhance the capacity of individuals and organizations to address local and global challenges. That's a core component of our mission, and it has helped to guide much of our work at the Institute for International Education since the organization was founded nearly 90 years ago. During that time, IIE has been engaged with a great variety of education programs worldwide. Our collaboration with the Ford Foundation International Fellowships Program stands out as one of the most innovative and effective ways in which we now fulfill the heart of our mission.

The Institute works closely with IFP on several aspects of its operation. We help to place fellows from many countries and regions in universities and programs best suited to their needs. We assist in the placement process in China, Indonesia, and Russia. We manage financial and administrative arrangements for more than 1,000 active fellows studying around the world. And in partnership with IFP, we help to keep alumni networks vital and connected, ensuring that fellows who have completed their studies can become even



more powerful voices for social change.

The goal that we share with IFP is the cultivation of socially committed leaders through education. As we see in this report, those leaders are now emerging from the IFP program in significant numbers. Strengthened by their learning and experience, fortified by bonds of friendship and commitment with other leaders, they are now developing, promoting, and achieving new goals of their own to advance the cause of social justice in their communities and throughout the world.

ALLAN GOODMAN
PRESIDENT, INSTITUTE OF INTERNATIONAL EDUCATION



in their own words

Reylia Maimaiti | China

My home is in Urumqi, Xinjiang Uygur Autonomous Region, People's Republic of China, where I have lived since I was born. Through IFP, I studied international environmental issues at Tokyo University of Agriculture and Technology, in Japan. My master's thesis was on women's status and reproductive health in Xinjiang, China. From then on I have been seeking greater knowledge in the field of reproductive health. I have been working in my home region, at the Population Research Institute and Economics and

Through my research my final purpose is to serve all mankind, but especially women in China.

Management College, Xinjiang, in the field of demography, teaching and researching on women's health issues. I visit rural areas to investigate induced abortion, common among minorities; the death rate of women of childbearing age; and the high infant mortality rate. I am continuing my research in my field of study. My goals are to gain a deeper

understanding of the state of women's reproductive health in general, and in Xinjiang in particular, and to create workable systems to improve women's reproductive health in Xinjiang. In my opinion, promotion of the Chinese women's cause and research on the reproductive health of women in Xinjiang are critical issues. The Chinese govern-

ment has given a positive, promising response to these issues. Through my research my final purpose is to serve all mankind, but especially women in China. I will do my best for the cause of minority women in Xinjiang. I thank IFP for helping me progress in gaining the knowledge that will allow me to achieve my purpose.

Breezy Martínez Walls | Peru

I am a native of the district of Oropesa, high in the Andes, in Cuzco, Peru. My early training and profession was as an industrial engineer, but I have long been involved, on a voluntary basis, in rural development. In my native area, poverty and unemployment are widespread, and I have always



believed that social justice in my country is tied to greater economic equality.

Through IFP, in 2005 I earned a master's degree in business administration at the Catholic University of Peru, specializing in economic development. With the new knowledge I have gained, I have established a number of commercial development projects in my home region. These include programs to promote and sell native crafts, encourage tourism, raise and sell guinea pigs, improve the local stock of cattle, and genetically strengthen a strain of indigenous camellias for growth and export. This work fills me with great satisfaction, because it allows me to help defeat poverty and inequality in my country. It has all been made possible because of the skills I learned and the different ideas I was exposed to through IFP.



Samuel Loyiso Gqibani | South Africa

I am a South African by birth, black, and a member of the Xhosa people. I live in the Eastern Cape, a province struggling with issues of poverty, social injustice, and illiteracy. My parents never went to school. I traveled long distances to get to school, about 2 hours on foot each way. My mother looked after sheep while my father worked in the mines about 1,000 kilometers away. We would meet my father once a year for about a week only. Many a time I had to go to school without food, because there was nothing to eat at home.

passion to work with farm implements, and this study gave me a deeper understanding of the technology used in the manufacturing of these implements. Now I have returned home, working as a lecturer at Walter Sisulu University. But it worries me to see people not doing anything with their hands. So I have begun a program to train men and women, both old and young, in how to repair, service, and care for farm implements. They can use these skills to make money to support themselves.

I studied to be a teacher, taught for about 10 years, then got my bachelor's degree in technology. With the help of IFP, I got a master of science degree in advanced mechanical engineering, at the University of Sussex, United Kingdom. It has long been my

I encourage students to follow their dreams, which they can make come true with hard work. IFP has helped me to do more for my people. I am prepared to stand for what IFP stands for: social justice and the alleviation of poverty.



Erzhena Budaeva | Russia

In 1984, already in a wheelchair, I finished my undergraduate studies in history at Buryat State University, Russia, and received a degree with honors. I then worked as head of a non-governmental organization and was elected a member of a local government council. With my IFP fellowship, I was able to earn a master's degree in public administration at Syracuse University, in the United States.

I am a member of an ethnic minority group in the Ulan Ude region of Russia, and it is there I returned in 2005, when my IFP fellowship was completed. I also returned to the NGO that I had led; but now, with the new knowledge I had gained in my post-graduate studies, I was able to work on a different, higher and broader level. In Ulan Ude, we were able to create a non-barrier environment for wheelchair users throughout the region. I now want to create that same environment in the nearby regions of Irkutsk and Altai. I am also organizing a coalition of NGOs working with people with disabilities to combine our efforts and build strength for our common causes through collaboration. I am actively working with the media, publishing a number of articles and interviews in the local press about my IFP experience. I am confident that my IFP experience will help me to realize all my plans.

Faisal Akbaruddin Taqwa | Indonesia

I have pursued my lifelong passion for human rights in two ways: through the law and through journalism. After receiving my bachelor's degree in law, I became an advocate for equitable land-distribution policies in my country and helped to draft laws to keep marginal people from being evicted from their lands. As a journalist, I worked to counter government policies that infringed on people's basic rights.

In 2005, I was sworn in as a judge in the District Court of Tual, one of the conflict areas in the province of Maluku, in the eastern part of Indonesia. Supported by the IFP fellowship, I continued my studies in a master's degree program in the field of human rights at Utrecht School of Law, Utrecht University, The Netherlands, and was awarded an LL.M. degree with honorable mention. Having completed my studies, I returned

to my former job and community. I dedicate all the knowledge and skills that I have gained from this program to my community and to my beloved country, Indonesia. I think the time has come and the door has been opened to start to rebuild my Indonesia by sharing and spreading the knowledge and skills that I have. I plan to set up a small group of high school and university students in my community to discuss human rights. I also will share some new ideas I learned through my fellowship with my fellow judges. My most ambitious plan is to establish a permanent court in Indonesia dealing with human rights.



Sakuda ole Nkitoria | Kenya

I was born sometime around 1962, but I have no idea what specific day, month, or year. My father is an illiterate Maasai herdsman who never thought of writing dates for the births of his children. My late mother was a Maasai woman who, like many others, counted birthdays by seasons. When young, I performed well in school, but I was sent home due to lack of school fees. My family was poor and my father had very few cows, which he preferred not to sell to purchase an education that he did not value. I therefore dropped out of school and stayed for years looking after cows and also living as a warrior, protecting our livestock from wild animals.

In 1982 I decided to go back to school, although I was illiterate. Many people discouraged me from this, as I was already a grown-up who

needed to start working. After many starts and stops, I registered and sat for my A-level examination and was admitted to Moi University in the School of Socio-culture and Development Studies. I wanted to create development programs that would change my life and that of my people.

When I was offered an IFP scholarship, I decided to study at home, at the United States International University, Kenya, since I did not want to detach myself from the local people whom I intended to serve. After completing my education, I went to the United States on a fund-raising mission. With the money we raised, a total of 500 Maasai families received water cisterns to collect rain water.

With the money we raised, a total of 500 Maasai families received water cisterns to collect rain water. We were also able to fence fifty farms, where we are now training the Maasai to harvest grass and raise hay to be used in the dry season.



We were also able to fence fifty farms, where we are now training the Maasai to harvest grass and raise hay to be used in the dry season. I was also able to convince a firm in the US to buy items from the Maasai women, who are very good artisans, making beads and jewelry. The women formed Oloirien Self Help Group, which will be exporting beadwork items to the US.

I am now the director of the Simba Maasai Outreach Organization. In the past year, we have developed 13 small earth dams for watering Maasai cattle; sponsored 45 pupils in elementary school with uniforms, bags, and shoes; and paid fees for 68 high school students. I am very happy that my education has led to many people's lives being improved.

Clécia Queiroz | Brazil

I have built a career combining arts performance with social activism. After studying dance at the Federal University of Bahia, I trained as an actress and singer. Before receiving the IFP fellowship, I coordinated a volunteer theater program for young Brazilians from poor neighborhoods. In 2006, I completed work for my master's degree in performing arts at Howard University, in Washington, DC. There, I explored ways in which Yoruba/Candomblé religious mythology can be used in contemporary performance to reaffirm the black identity of Afro-Bahian young adults. After completing my IFP fellowship, I returned to Brazil, where I started an organization that uses traditional Afro-Brazilian performance—including singing, dancing, and drama—as a vehicle to empower young Afro-Brazilian girls.



Bishoy Lamie Mansi | Egypt

There is a wise saying: *The honor of one is the honor of all, and the hurt of one is the hurt of all.* That has been the basis of my life's mission. I have for many years worked with the United Nations Commission on Human Rights to care for children and refugees. Through my IFP study for a master's degree in development, I have learned a great deal about participation, power, and social change. Currently I work with Coptic orphans as an area program manager for the Greater Cairo Region. I have also introduced active learning methods to Sudanese refugee children and developed a process to integrate refugees into Egyptian society. Furthermore, I developed a system that helps the victims of sexual violence gain access to diagnostic and therapeutic assistance. I want to use all that I learned in my studies to help vulnerable groups.



Rosario Santiago | Mexico

Except for the time when I was away at school, I have lived all my life in Ixtlán, a Zapotec community in Oaxaca, Mexico. I have dedicated my life and work to the indigenous peoples of this area. With the support of IFP, I studied for my master's degree in the field of biodiversity in tropical forests. Now I have been able to design and implement programs that encourage the development of indigenous regions while preserving their natural patrimony. In that way, previously marginalized indigenous people will be better able to support themselves and to remain, like me, in their cherished native land.

Hilel Ahmed | India

In general, historical monuments and politics are seen as belonging to two very distinct spheres. I, on the other hand, wanted to study the political perception of Indo-Islamic historic architecture as a vantage point from which to view contemporary Muslim political discourse in North India. I always knew this was not going to be an easy task. There were intellectual and political pressures opposed to such research. In addition, there was socio-economic pressure. I was a lower-class, unemployed Muslim male. My most immediate need was to secure a job for the survival of my family. And then something extraordinary happened. I saw an advert for the IFP fellowship, an opportunity for marginalized individuals like me. I applied, was fortunate enough to receive a fellowship, and was admitted to the School of Oriental and African Studies, University of London, to study for a Ph.D. under the supervision of one of the greatest Indian experts. The last four years have been the most productive years of my life. I finished my Ph.D., published two articles in scholarly journals, was approached by three leading academic publishers for my thesis and am in the process of finalizing the manuscript of that book, presented six papers in various international conferences, prepared the manuscript of another book based on my Hindi poems, and produced a short documentary video on the political images of the Jama Masjid of Delhi. All this happened because of the IFP fellowship. I dedicate all of my work to the IFP community to symbolically recognize the struggle of all communities who are trying to make an egalitarian society based on a creative interpretation of justice.



a question of success

In developing the International Fellowships Program more than seven years ago, we had to ask, and begin to answer, some difficult questions. What is the best way to reach the talented, committed people from marginalized communities who will meet the eligibility criteria for the fellowship? What kind of training and support will the fellows need to reach their own goals and fulfill the goals of the program? How can we sustain and amplify the efforts of individual fellows to foster development in their own countries and to promote economic and social justice worldwide?

The evolving answers to these questions are now embedded in the structure of the program, thanks in large measure to the tireless efforts of IFP's partner organizations to monitor results and continually build on the breakthroughs and learning of previous years. We have also drawn heavily on a formative evaluation conducted since 2004 by the Center for Higher Education Policy Studies (CHEPS), based at the University of Twente in the Netherlands. The CHEPS data and analysis, based on surveys and interviews of nearly 2,000 fellows and alumni, has enabled IFP to make improvements while the program is still in operation, thereby increasing our prospects for success.

Here are some of the important questions that we ask ourselves on an ongoing basis:

I was born and raised in Ibadan, Oyo State, in a family of nine. When my parents died months after I graduated from college, I lost hope in my ability to become somebody in life. I struggled to be a parent to my little siblings when I was a child myself. Through IFP, I obtained a master's degree in public health at Tulane University. I chose this field because of the deteriorating health of most women, young girls, and their babies in many African countries. They need a voice and better quality of life. Thanks to IFP for assisting an orphan to fulfill her dreams.
Clara Omogbai, Nigeria

Q Is IFP able to reach and select fellows from among its target groups in the context of diverse national and regional circumstances?

IFP is successful in recruiting and selecting candidates from disadvantaged communities with limited access to higher education. For example, 70% of IFP Fellows were born in, and 49% currently reside, outside metropolitan and urban areas. 58% of IFP fellows have mothers and 45% have fathers who did not progress beyond primary school.

Nearly 90% of IFP fellows are first generation university students who attended public universities in their home countries. IFP does not utilize a single definition of what constitutes "disadvantage," since local contexts vary so widely. Still, nearly all IFP fellows report experiences of social injustice because of poverty or discrimination based on factors such as violence, war, political instability, religion or sexual orientation. Almost all selected fellows have demonstrated their social commitment and leadership through a broad array of voluntary and paid community services and activities.

Before beginning work on my master's degree through IFP, I took a six-month pre-master's training at University of Indonesia and a three-month pre-academic training in Maastricht University in The Netherlands. It made me open my mind and broaden my knowledge, ability, skill and experience. I got my master of science degree in education from Groningen University, in The Netherlands. I now direct The Guru Foundation, a non-governmental organization working in education, in Jambi, Indonesia; I lecture in the English Department, Jambi University; and I am writing a book, *Transformational Leadership in Higher Education*. I believe that better education will make better life for all people. Everything I have done could not have happened without support from IFP.

Amirul Mukminin, Sumatra, Indonesia

Q Do IFP's educational advising, orientation, and pre-academic training programs prepare Fellows for academic success?

The program's International Partners (IPs) have established various ways to assess and address fellows' training needs. Working with local universities and other educational and cultural institutions, the IPs connect new fellows to academic mentors who assist them in defining their study objectives. New fellows have access to a range of pre-departure training programs, including extensive language preparation and training in research methods, academic writing and computer skills. Surveys have found that the vast majority of IFP fellows find this home country pre-academic training extremely useful. Many IFP fellows also complete up to six months of further preparatory training at their host universities, particularly those who require intensive language instruction.

The University of London offered a one-stop shop for all academic needs, with free computer trainings and free English language support sessions. I had never touched a computer before. How could I have done so in Marsabir? IFP helped me to gain skills that would have been extremely difficult for me to acquire because of the huge fees for training compared with my meager salary and my many dependents. I cannot fail to mention the parties both for Christmas and New Year where the director of my institute invited all the international students to celebrate with his family. The coming together of students inspired confidence and the belief that we can make change possible wherever we are.

Yattani Dido Buna, Kenya

Q Are IFP fellows placed in institutions and study programs that meet their expectations and lead to successful post-graduate experience?

An underlying assumption of IFP is that fellows should have a broad array of study options to achieve the best possible "fit" between their interests and their post-graduate program. This philosophy has led IFP to develop partnerships with higher education institutions around the world. IFP fellows can study in any world region, and the data show that IFP fellows take advantage of this choice, with about one-third selecting to study in North America, one-third in the United Kingdom and continental Europe, and about one-third in their own countries and regions. More than eight out of ten former fellows would strongly recommend their host program, institution or country to other fellows. Equally important, former fellows report that participation in the program enhances competencies and skills that are central to IFP's goals: leadership and strengthened commitment, and capacity to contribute to social justice in their home communities and countries.

Throughout my life I have learned to overcome obstacles and to reach my goals. In Mexican society, I faced triple discrimination: being poor, indigenous, with no professional background. Through IFP, I earned a post-graduate degree and demonstrated that people like me can achieve much when given the opportunity. Today I am working in my native state, Oaxaca, at the National Institute for the Development of the Rural Sector, where I oversee the design and implementation of programs in 12 municipal regions.

Gregorio Zárate Carmona, Mexico

Q Does the fellowship and the IFP post-graduate experience lead alumni into successful professional careers? Does the fellowship help recipients overcome barriers due to discrimination and marginalization?

Almost without exception, IFP alumni say that the fellowship experience plays an important role in their lives. About 75% of IFP alumni are currently employed, and surveys show that many former fellows combine further studies, work, and volunteer activities in their chosen field. Most fellows are employed in non-governmental organizations, universities, and international/inter-governmental organizations.

I am from one of the highest towns in the world, Nagchu (14,790 feet), in Tibet. Through my IFP fellowship, I studied development and obtained a master's degree in international affairs at Columbia University. I returned to my hometown after I finished my IFP Fellowship. I applied for a small grant to fund my development projects including a motorcycle-repair skills-training program for young nomads in my prefecture. I implemented the program in a very poor community. I was really happy that I had been able to install the training program in local Tibetan-run repair shops. The rural population of Tibet has not benefited much from the rapid economic growth of Tibet over the past decade. I hope that local government organizations will initiate similar off-farm income-generation programs in my prefecture in the near future, and that local people will become aware of these new opportunities and of the importance of basic education and vocational skills to sustainable development in rural Tibet.

Yonton Nyima, Tibet, China

Q Are IFP alumni motivated and enabled to use their education and career for the betterment of their communities?

One of the fellowship's key goals is to fight "brain drain," the global problem of the most talented, highly skilled individuals in developing countries migrating to wealthier parts of the world. The program has been resoundingly successful so far in achieving that goal. After the end of their fellowships, about three-quarters of former fellows reside in their home countries. Most of the alumni who remain abroad continue with advanced

Before I received the IFP fellowship, I worked with indigenous people in rural conflict areas in Aceh Province. In my studies, I gained new learning and greater experience in development. Through the IFP program, I had an opportunity not only to improve my skills and knowledge, but to work with a new network of friends. Following the tsunami, I worked on village reconstruction and the restoration of peace in Aceh Province. I am now assisting rural communities to achieve social justice, which is, in my opinion, the most basic need of people throughout the world.

Sanusi Syarif, Aceh Province, Indonesia

academic study, for the most part working toward Ph.D. degrees. Alumni doing further study often indicate that their academic success and the encouragement of advisors and peers have led them to pursue this option. Nearly all alumni, whether at home or abroad, are involved in some kind of social activism. The most important areas of commitment are community development and education, followed by human rights, children, youth, family, and the environment.

Q How can the goals of the fellowship be sustained among alumni in the future?

IFP occupies a unique position among international fellowships in that it consciously targets members of marginalized communities in developing countries; it enables fellows to acquire knowledge and skills in places of their own choosing; and it does not require English language fluency. All of these strategies serve one overarching goal: to cultivate leaders who will use their education and training to improve conditions and promote social justice in their home communities, countries and regions.

IFP has developed a number of means to help support and advance alumni work at home. The program has created a searchable database of alumni to keep them in touch with one another. Fellows are given free access to online services of the Foundation Center, a leading clearinghouse for philanthropic resources. And the program actively promotes alumni networks, which strengthen individual fellows' capacity to work for social justice.

global program | local knowledge



The Ford Foundation International Fellowships Program is a global endeavor that engages partners around the world who ground the program in local realities. IFP's International Partners have multiple roles. They recruit independent selection committees comprised of academics, NGO leaders and members of other social sectors. The International Partners help place newly selected fellows in appropriate university programs, and then mentor and monitor Fellows during their studies. The International Partners also help to maintain networks of IFP Fellows during and after their fellowship period. IFP's decentralized structure is one of its key features, and allows IFP to meet the very real challenge of assuring that this global program is relevant to local needs.

Our International Partners Around The Globe

Brazil | The Carlos Chagas Foundation (FCC) is a Brazilian non-profit institution dedicated to human resource development and scientific investigation that manages IFP in Brazil. Research is mainly focused on following areas: childhood and youth; gender relations; race relations; work and education; school and social inequality; and evaluation of educational systems. | www.programabolsa.org.br

Chile and Peru | Fundación Equitas was founded in 2005 to contribute to the process of greater cultural and social integration through research, development and increased access to education for marginalized communities. Fundación Equitas coordinates the IFP program in both Chile and Peru, in conjunction with the Institute of Peruvian Studies (IEP) in Peru. | www.fundacionequitas.org. Prior to 2005, IFP in Chile and Peru was administered by the Santiago office of the Latin American Faculty of the Social Sciences (FLACSO).

China | The Institute of International Education (IIE) Beijing Office, responsible for managing IFP in China, seeks to promote mutual understanding between the people of China and other nations by providing China-based liaison and coordination for cross-cultural academic programs and competitions. | www.china-ifp.org

Egypt and the Palestinian Territories | America-Mideast Educational and Training Services, Inc. (AMIDEAST) is a private, nonprofit organization seeking to strengthen mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa. Founded in 1951, AMIDEAST represents IFP in Egypt and the Palestinian Territories. | www.amideast.org/programsservices/exchange_programs/ifp/default.htm

Ghana | The Association of African Universities (AAU) was created in 1967 by African universities to promote cooperation among themselves and the international academic community. AAU has 171 member institutions in 43 countries and oversees IFP activities in Ghana, Nigeria and Senegal. | www.aau.org/ifp

Guatemala | The Center for Mesoamerican Studies (CIRMA), based in Antigua, Guatemala, contributes to the reconstruction and vitalization of the Central American intellectual community through social science research, expansion of higher education opportunities, access to learning materials relating to Central American society and history; and creating spaces for dialogue across ethnic, national, and disciplinary frontiers. CIRMA manages IFP in Guatemala. | www.cirma.net.becas.htm

India | The United States Educational Foundation in India (USEFI) in New Delhi, formed through a bi-national agreement on educational exchange in 1950, hosts IFP in India and the Fulbright Program in India as well as fellowships funded by other organizations. | www.ifpsa.org

Indonesia | The Indonesian International Education Foundation (IIEF) is a non-profit Indonesian organization dedicated to international education development and exchange, with strong commitment and efforts to promote peace and understanding. Founded in 1992, IIEF works to provide opportunities for Indonesians to further development in their country, and cooperates with the Institute of International Education on many programs. IIEF manages IFP in Indonesia. | www.iief.or.id/ifp/ifp.html

Kenya | Forum for African Women Educationalists (FAWE) was created in 1992 as a response to the slow pace of implementation of Education for All goals in sub-Saharan Africa. Since then, FAWE has grown into a network of 33 national chapters. FAWE represents IFP in Kenya. | www.ifpeastafrica.org

Mexico | The Center for Research and Higher Studies on Social Anthropology (CIESAS) was created in 1980 in order to contribute to the better understanding of Mexico's social and cultural phenomena through anthropological research, specialized anthropological training and related sciences. Based in Mexico City, CIESAS has teaching and research units in five regions of Mexico. CIESAS manages IFP in Mexico. | www.ciesas.edu.mx

Mexico | The Institute of International Education Latin America-Mexico City offers educational programs throughout the Latin American region including student advising, scholarship management, leadership training and standardized test preparation. As an IFP partner, IIE Latin America-Mexico City assists with placement of the Mexico Fellows. | www.iielatinamerica.org

Mozambique and South Africa | The Africa-America Institute (AAI) is IFP's partner in Mozambique and South Africa. Active since 1987, AAI manages several programs in addition to IFP aimed at cultivating new and committed African leaders. | www.aaisa.org.za | www.ifpmoz.co.zm

Nigeria | Pathfinder International Since 1957, Pathfinder International has supported high quality family planning and reproductive health services that improve the lives of women, men, and children throughout the developing world. Pathfinder International manages IFP activities in Nigeria. | www.pathfind.org/ifp

Philippines | The Philippine Social Science Council (PSSC) is a private, not-for-profit organization of professional social science associations in the Philippines established in 1968 to advance the generation and use of social science knowledge and expertise in various areas of national life including public policy-making. PSSC manages IFP in the Philippines. | www.pssc.org.ph

Russia | The Institute of International Education (IIE) Russia & Eurasia Office is based in Moscow and manages IFP in Russia, among other programs. Its goals include: increasing the number of students, scholars and professionals who have the opportunity to study, teach and conduct research outside of their own country; strengthening and internationalizing institutions of higher learning throughout the world; and fostering sustainable development through training programs in energy, environment, business management, and leadership development. | www.iie.ru/IFP

Senegal | The West African Research Center (WARC) promotes academic exchanges between American and West African scholars and develops research focused in the West African Region. WARC manages the IFP Program in Senegal. | www.warc-croa.org/

Tanzania | Economic and Social Research Foundation (ESRF) hosts the IFP program in Tanzania. The primary objectives of the ESRF are to strengthen capabilities in policy analysis and to enhance the understanding of policy options in the government, public sector, civil society, donor community and the growing private sector. | www.ifpeastafrica.org

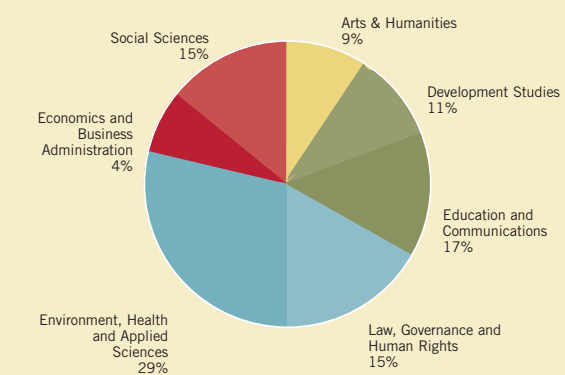
Thailand | The Asian Scholarship Foundation (ASF), based in Bangkok, aims to increase overall awareness of the intellectual resources in the countries of South and Southeast Asia, and the People's Republic of China. ASF manages IFP in Thailand. | www.asianscholarship.org/otfp/ifp.html

Uganda | Association for the Advancement of Higher Education and Development (AHEAD), the IFP partner in Uganda, "fosters excellence in higher education" by offering capacity building projects, project management services, and quality assurance activities to the NGO and donor community, including universities and research centers. | www.ifpeastafrica.org

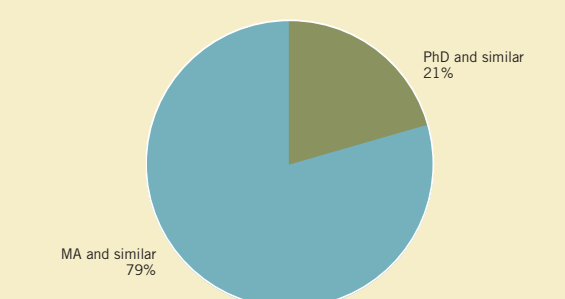
Vietnam | The Center for Educational Exchange with Vietnam (CEEVN), established in 1990 and since 1994 affiliated with the American Council of Learned Societies, focuses on developing diverse methods and strategies to expand access to higher education for talented individuals from communities that typically lack educational opportunities. CEEVN administers IFP in Vietnam. | www.alcs.org/ceeavn.ifpguidelines.htm

Since the Ford Foundation IFP Program was launched in 2001, more than 1,300 alumni have completed their fellowships. Approximately 4,400 fellows are expected to earn graduate degrees throughout the life of the program. Forty-nine percent of all IFP fellows are women. IFP fellows study in a range of academic fields, earn masters, doctoral and professional degrees and attend universities around the world.

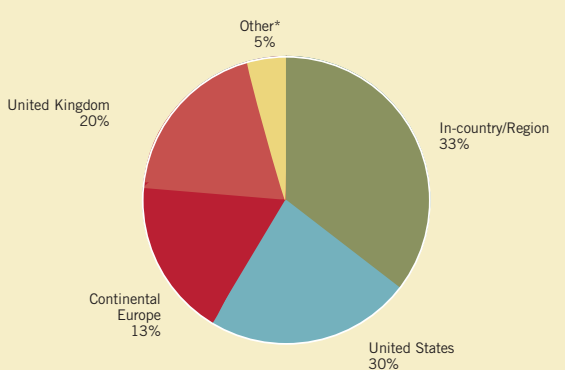
IFP ACADEMIC AREAS



IFP ACADEMIC DEGREES



IFP HOST REGIONS



* Includes Fellows in Canada, Australia, New Zealand, Ireland; and Mozambican Fellows studying in Brazil.

Data as of October 1, 2007.



Ambassador Donald McHenry (Chair) | Alison R. Bernstein | Pablo Farias | Victor J. Goldberg | Karen A. Holbrook | Sabine O'Hara | Barron M. Tenny

IFF Board of Directors

IFF is a program of the New York City-based International Fellowships Fund (IFF), an independently incorporated supporting organization of the Institute of International Education (IIE). The Fund is the recipient of a major Ford Foundation grant for IFF, and is accountable to its own board of directors and advisory committees for finance and investment. The IFF Secretariat, housed at IIE headquarters in New York, is responsible for developing and coordinating IFF programs and policies at the global level and makes grants to partner organizations to implement the program in diverse regional settings and cultural contexts.

INTERNATIONAL FELLOWSHIPS FUND BOARD OF DIRECTORS

The International Fellowships Fund (IFF) Board of Directors actively oversees all aspects of the International Fellowships Program. Chaired by Ambassador Donald McHenry, the IFF Board includes senior officers and trustees of the Ford Foundation and the Institute of International Education who possess a broad range of experience in the field of global higher education.

Pictured above, left to right, are:

Ambassador Donald McHenry (Chair)
Distinguished Professor in the Practice of Diplomacy School of Foreign Service Georgetown University

Alison R. Bernstein
Vice President, Knowledge, Creativity and Freedom Ford Foundation

Pablo J. Farias
Vice President, Asset Building and Community Development Ford Foundation

Victor J. Goldberg
Vice Chairman Board of Trustees Institute of International Education

Karen A. Holbrook
Immediate past president of The Ohio State University

Sabine O'Hara
Executive Director Council for International Exchange of Scholars (CIES) and Vice President Institute of International Education

Barron M. Tenny
Executive Vice President Secretary and General Counsel Ford Foundation

Joan Dassin (not pictured)
Executive Director International Fellowships Fund board member ex-officio

IFP FINANCE AND INVESTMENT ADVISORY COMMITTEE

The IFP Finance and Investment Advisory Committee reviews IFF investment and financial policies and assists the IFP Secretariat with budget planning. The committee makes recommendations to inform IFF Board decisions regarding investments and resource allocation.

Barron M. Tenny (Chair)
Executive Vice President Secretary and General Counsel Ford Foundation

Nicholas M. Gabriel
Treasurer, Director, and Comptroller Ford Foundation

Victor J. Goldberg
Vice Chairman Board of Trustees Institute of International Education IFF Board

Nancy Kong
Chief Financial Officer Institute of International Education

Linda B. Strumpf
Vice President and Chief Investment Officer Ford Foundation

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM SECRETARIAT

The Ford Foundation International Fellowships Program Secretariat in New York City is led by Executive Director Joan Dassin. The IFP Secretariat designs and implements IFP activities in close coordination with IFP's International Partners and other organizations worldwide.

Front row, from left: Audrey Nedermann, Administrative Assistant, Mary Zurbuchen, Director Asia/Russia, Joan Dassin, Executive Director of the IFP Program, Adriana Thoen, Administrative Manager. Back row, from left: Rob Oppgaard, Director of Finance and Administration, Damtew Tefera, Director Africa/Middle East, Tricia A. Callender, Program Officer for Fellow Affairs, Jean-Claude LeBec, Program Assistant.



INSTITUTE OF INTERNATIONAL EDUCATION IFP UNIT

A special unit at the Institute of International Education is dedicated to working with the Ford Foundation International Fellowships Program. Headed by Yolande Zahler, the IIE/IFP team collaborates closely with IFP Secretariat staff, IFP International Partners, and IFP Fellows to oversee the administration of Fellows' grants worldwide. The IIE/IFP team also works with International Partners to secure university placements for those choosing to study in the United States and Canada.

Front row, from left: Maura Cassells, Program Officer for Placement and Monitoring, Tina Sze, Program Administrator, Yolande Zahler, IFP-IIE Unit Director, Tammy Langan, Senior Program Officer, Placement and Monitoring. Back row, from left: Danielle Marino, Senior Program Officer, Fellow Grant Administration, Donovan Carpenter, Program Administrator, Kristine Gansico, Program Administrator.



IFF fellows on the cover:
Sakuda ole Nkitoria | Kenya
Reylia Maimaiti | China
Ezequiel Zárate | Mexico



FORD FOUNDATION
INTERNATIONAL
FELLOWSHIPS PROGRAM

809 UN Plaza, 9th Floor | New York, NY 10017 USA | +1-212-984-5558 | www.FordIFP.net