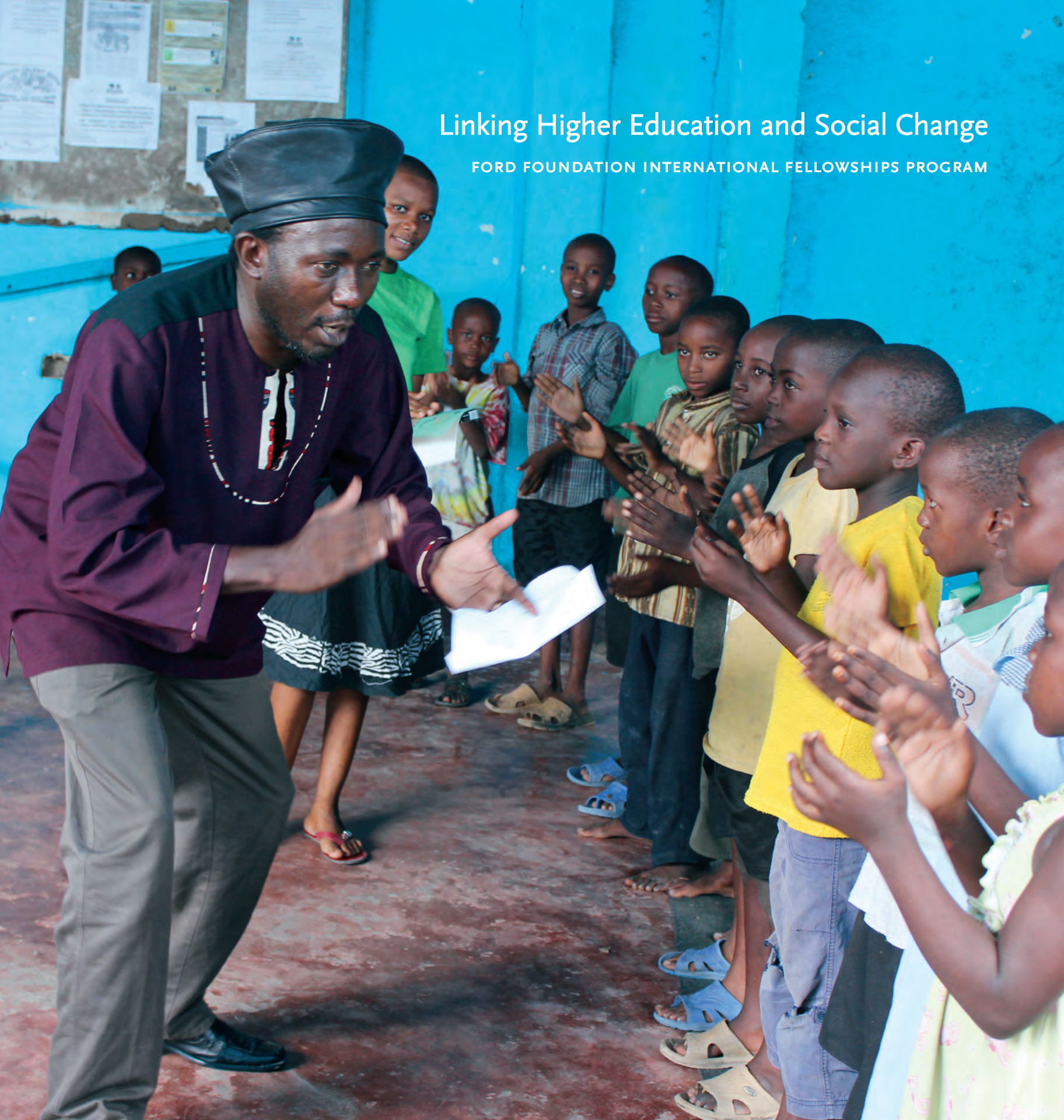


Linking Higher Education and Social Change

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM





The Ford Foundation International Fellowships Program (IFP) was created in 2001 to build social justice leadership by broadening access to international higher education. For over a decade, IFP worked to enable more than four thousand talented individuals from among the world's most marginalized populations to transform their own lives and foster social change, one community at a time.

Produced at the culmination of the program, this publication provides readers with an inside look at how IFP transformed a traditional fellowship model into a unique global network. Partner organizations and international staff worked together to support grassroots leaders and social innovators in seeking new knowledge at universities worldwide. IFP's success has created a powerful legacy that will continue to shape educational policies and practices in years to come.

COVER IFP Fellow Mgunga Mwamnyenyelwa established the Babawatoto Centre for Children and Youth in 2006 to empower young people through the performing arts. Mgunga received his master's degree in Fine and Performing Arts from the University of Dar es Salaam, Tanzania.

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM

Linking Higher Education and Social Change

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IFP Fellow Asiya Zahoor is the Head of the English Department at Baramulla College in Jammu and Kashmir, India. She founded the Kashmir Centre for Art, Culture and Languages, whose mission is to rejuvenate marginalized languages and regional art forms. Asiya earned a master's degree in Applied Linguistics and Second Language Acquisition from the University of Oxford in the U.K.



ADVANCED STUDY OPPORTUNITIES FOR LEADERS WHO WORK FOR SOCIAL CHANGE



4,314 FELLOWS FROM 22 COUNTRIES



INTRODUCTION

A Different Kind of Fellowship

“IFP represented new thinking about the way in which international aid could be used to help vulnerable groups reach their educational and leadership goals while giving back to their societies.”

CHINUA ACHEBE, NIGERIAN AUTHOR

IFP Fellow Gladys Bala Tzay currently works at the Facultad Latinoamericana de Ciencias Sociales in Guatemala. She earned a master's degree in Rural Development from Universidade Federal do Rio Grande do Sul, Brazil.

More than four thousand stories could be told about the remarkable individuals who received fellowships under the Ford Foundation International Fellowships Program (IFP) between 2001 and 2010.

Over the decade, the program enabled 4,314 emerging social justice leaders from Asia, Russia, Africa, the Middle East, and Latin America to pursue advanced degrees at more than 600 universities in almost 50 countries. By April 2013, nearly 4,000 Fellows had completed their fellowships, receiving degrees in development-related fields ranging from social and environmental science to the arts.

A survey done in early 2012 showed that 82 percent of more than 3,300 former Fellows were working in their home countries to improve the lives and livelihoods of those around them, while many of the rest were studying for additional advanced degrees or working in international organizations. The final group of Fellows enrolled in universities around the world will complete their fellowships by the end of 2013.

In 2001, the Ford Foundation funded IFP with a \$280 million grant, the largest single donation in the Foundation's history. The program was intended to provide graduate fellowships to individuals in countries outside the United States where the Foundation had grant-making programs. In 2006, the Foundation pledged up to \$75 million in additional funds, allowing IFP to award more than 800 fellowships beyond its original projections.

As extraordinary as the level and duration of funding, though, was IFP's singular premise: that extending higher education opportunities to leaders from marginalized communities would help further social justice in some of the world's poorest and most unequal countries. If successful, IFP would advance the Ford Foundation's mission to strengthen democratic values, reduce poverty and injustice, promote international cooperation and advance human achievement. It would decisively demonstrate that an international scholarship program could help build leadership for social justice and thus contribute to broader social change.

In striving toward its ambitious goals, the program would transform a traditional mechanism—an individual fellowship program for graduate degree study—into a powerful tool for reversing discrimination and reducing long-standing inequalities in higher education and in societies at large.

This book is the story of that transformation.



CHAPTER ONE

Linking Higher Education to Social Justice

Pre-academic training enabled Fellows to build their skills in foreign languages, research methods and computer technology. Training was offered to Fellows in-country and abroad, including at Maastricht University in the Netherlands.

From the beginning, IFP saw itself as much more than an international scholarship program. Rather, it was intended as a social justice program that would operate through higher education. How would this be achieved? The program worked on two fronts simultaneously. First, it would target students from marginalized groups—poor women, rural dwellers, racial, ethnic and religious minorities, or people with disabilities, among others—thereby broadening access to and equity in higher education. This in itself would contribute to social justice.

Second, IFP would require that successful candidates demonstrate not only academic achievement and potential but also leadership capacity and social commitment. The program's overall mission was to enable social justice leaders to develop their skills and capacities, and enhance their ability to contribute to social change.

Successful candidates for the fellowship had to hold an undergraduate degree but also be activists or practitioners. They would be steeped in their local context and culture yet eager to acquire new knowledge and perspectives. They would see the fellowship not only as an opportunity for personal gain but as a way to advance the public good. Above all, they would come from marginalized communities that by definition are far less likely to have access to advanced education than their more privileged counterparts.

Because they lived and worked in some of the world's poorest and most vulnerable communities, the Fellows would see their future role as finding solutions for poverty, discrimination, environmental devastation, lack of access to health and education, and other similar problems that they had personally experienced or witnessed at close range. The fellowship, we felt, would empower recipients to bring new knowledge, skills and social networks to solve problems they had faced—and struggled against—their whole lives.

ACCESS, EQUITY AND MOBILITY

IFP's founding ideas were grounded in broader thinking about the role of higher education in international development and social justice. The program came to fruition during a decade when higher education was re-established by the World Bank and other donors as a development priority. Once seen as a luxury for poor countries, investments in higher education are now widely recognized as producing both private and public gains. Individuals with higher education earn more than those with lower levels of education. Societies as a whole also benefit, since

highly skilled workers—and the countries where they live—are more competitive in today’s knowledge-based global economy.

Reflecting these powerful incentives, higher education has expanded rapidly around the globe. According to OECD (Organisation for Economic Co-operation and Development) data, the number of students participating in formal tertiary education rose from 100 million in 2000 to 177 million in 2010.

Rising expectations have also driven international mobility, fueling an explosive growth of foreign students at the tertiary level. Also according to OECD data, the number of foreign students enrolled in higher education institutions outside their country of citizenship more than quadrupled over the past three decades, rising to 4.1 million in 2010.

For IFP, the prevailing emphasis on the economic benefits of higher education, especially at the international level—personal gain for individuals and enhanced growth and competitiveness for their countries—is only part of the story. To promote economic growth with *equity*, which we believe is critical for sustainable development, higher education systems need to become more inclusive. The obvious benefits of an international educational experience need to be extended to talented individuals who lack systematic access to higher education in their own countries.

Yet looking at both national higher education systems and international student mobility, we found many types of inequality: within individual countries, among regions and in international student flows. Nearly all countries—whether high-, middle- or low-income—exhibit sharp disparities in access to higher education. These educational gaps reflect deep economic, social and political inequalities. Factors such as family income, gender and geographical location determine access to higher education and indeed to high-quality primary and secondary education, the building blocks for more advanced study.

Regional disparities also persist, despite the explosive growth of higher education around the world. According to World Bank data, Latin America and the Caribbean have the highest percentage of higher education students in the developing world, yet the enrollment rate is half of typical rates in Europe, the United States and the advanced Asian countries. At the other end of the spectrum, just 6 percent of Africans attend higher education institutions, even though enrollments have nearly doubled over the past ten years.

“Had there not been the IFP, individuals from communities who have lacked access to higher education opportunities would never be able to pursue a master’s degree program. Although the number of Vietnamese citizens who benefited is not a big sum, it has proved and demonstrated a philosophy of equality in education.”

PHAM SY TIEN, SENIOR ADVISOR, INTERNATIONAL EDUCATION AND DEVELOPMENT, MINISTRY OF EDUCATION AND TRAINING, VIETNAM



“I wanted to change the perception that people with disabilities were incapable, helpless and only a burden on society, but I did not know how. Then IFP came along, bringing me a great opportunity to study abroad, expand my knowledge and realize my dream.”

VO THI HOANG YEN, VIETNAM

Master’s in Community Development, University of Kansas, U.S.

Vo Thi Hoang Yen grew up in a remote village where families depend on rice farming and children often drop out of school. The youngest of five children, Yen was struck by polio and unable to walk before she turned three years old. Despite her disability and the painful discrimination she faced, Yen refused to give up on her education, earning a bachelor’s degree in economics and becoming a teacher while developing her passion for disability rights advocacy. After her IFP fellowship, Yen returned home and founded the Disability Research and Capacity Development Center in Ho Chi Minh City, a groundbreaking NGO and civil society initiative that now plays a national role in shaping disability law and policies in Vietnam.



“The education at a master’s level gave me an opportunity to explore new areas in my life for promoting social justice. Whenever I see a problem, I start imagining how that problem can become a solution.”

JAMES KITYO, UGANDA

Master’s in Health Management Planning and Policy, University of Leeds, U.K.

James Kityo grew up under difficult social and economic conditions in a large family in rural Uganda. With support from an adoptive father, he completed his secondary schooling, earned a bachelor’s degree in education and developed a career in public health. After completing his IFP fellowship, James won a Livable Cities Award from the Philips Company to launch Shade Stands, simple and affordable structures that offer Kampala residents protection from the elements and a public space for health-related information.



“I realized that the best way I could help improve the living conditions of local farmers was to increase my knowledge and skills. I am more committed than ever to helping improve the lives of people in rural communities.”

ANTÔNIO TEMBUE, MOZAMBIQUE

Master's in Parasitic Zoonoses Epidemiology, Universidade Federal de Pernambuco, Brazil

A member of the subsistence farming Shopi tribe, as a child Antônio Tembue walked twenty-four kilometers a day to attend primary school. He eventually left his village for Maputo City, where he worked as a domestic servant to support his evening classes. A government scholarship enabled Antônio to complete his secondary education and become a successful veterinarian. In 2001, he was appointed Head of the Department of Agriculture and Rural Development in the Moamba District. Now a Ph.D., he works for the national Ministry of Science and Technology, helping farmers improve the health of their livestock.



“The fellowship was an excellent opportunity to expand my knowledge to better serve my local community. It also provided me with cultural exposure through its leadership and English-language training programs.”

NADIA EL-ARABI MOHAMED, EGYPT

Doctorate in Education, Ain Shams University, Egypt

Nadia El-Arabi Mohamed was born into a poor family in Cairo; neither of her parents received an education past secondary school. Once Nadia entered primary school, she began to express herself through art. Today she is an experienced art therapist, educator and vocational rehabilitation counselor who leads creative workshops throughout Egypt for people with special needs. Nadia watched the 2011 Egyptian Revolution unfold from up close in Cairo, inspiring her to hold art workshops for youth and adults to help them express their reactions to this historical event.

“IFP shattered several destructive myths about brain drain and achievement. It confirmed that there are deep pools of people with untapped talent in marginalized communities, and that when given an opportunity for new levels of leadership, these men and women not only succeed in first-class academic settings, but often return to their home countries to build opportunity ladders for others.”

SUSAN BERRESFORD, FORMER PRESIDENT,
FORD FOUNDATION

At the global level, the OECD reports that more than half of all foreign students in higher education come from Asia, while Africa accounts for only 12 percent of students who study in developed countries. And even though the number of foreign tertiary students has increased nearly 100 percent since 2000, global flows are still largely from poor countries to richer ones. Some new host countries—Canada, Japan, Australia and Spain—have emerged in the international education market in the past few years. Nonetheless, the United States and the United Kingdom are still the most popular destinations for globally mobile students.

Early on, IFP understood that these inequalities were not inevitable. Successfully including marginalized groups within a global higher education program would demonstrate that national, regional and global disparities in higher education access and mobility could be reduced.

Yet we had many unanswered questions. Would we be able to recruit talented individuals with undergraduate degrees from poor and discriminated communities? And would we find candidates who combined social commitment and leadership skills with academic achievement and potential?

Would our Fellows gain admission and succeed academically in the high-quality degree programs that could actually deliver the kind of education they sought, enabling them to return home as more effective social justice leaders? And what kind of support system would best serve the educational needs of people from highly diverse countries and regions, speaking multiple languages and bringing widely divergent educational experiences to their graduate studies?

These were the challenges we faced as IFP began.



WANG XIMIN, CHINA
Master's in Environmental Science, University of Wisconsin-Stevens Point, U.S.

ALBERT CHAN DZUL, MEXICO
Master's in Management and Conservation of Tropical Forests and Biodiversity,
Centro Agronómico Tropical de Investigación y Enseñanza, Costa Rica



BREEZY MARTÍNEZ PAREDES, PERU
Master's in Business Administration, Pontificia Universidad Católica del Perú



Alumni at 2011 IFP Asia Conference on Social Justice Responses to Climate Change and Disaster Management in Jogjakarta, Indonesia, examining evidence of crop disease with a local farmer

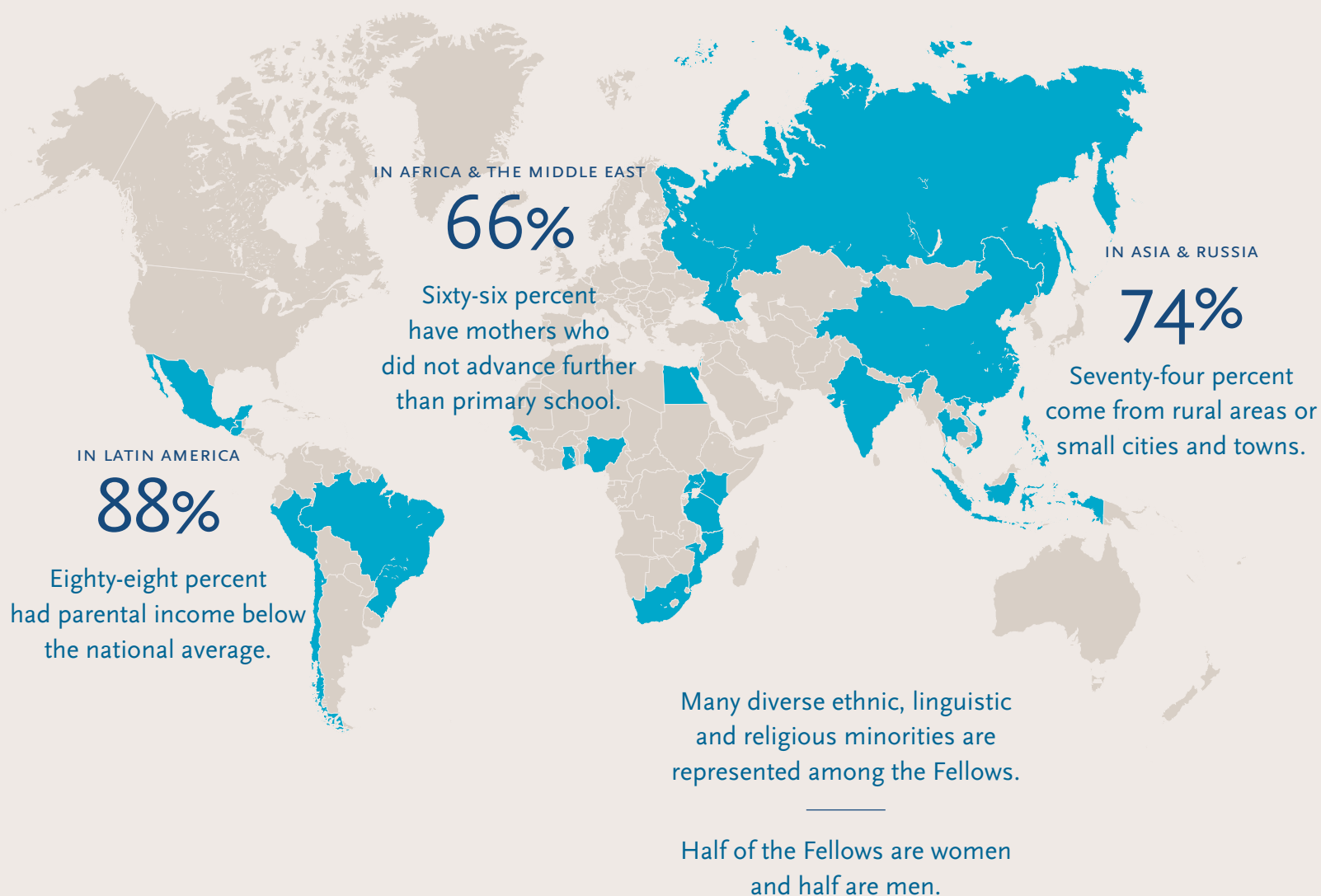


RAMONA PÉREZ ROMERO, GUATEMALA
Master's in Women's Studies, Universidad Nacional de Costa Rica

SHRIKANTA MOHANTA, INDIA
Master's in Environmental Science and Policy, Clark University, U.S.

EMMY WASSAJJA, UGANDA
Master's in Sustainable International Development, Brandeis University, U.S.

Who are the IFP Fellows?



SOCIAL BACKGROUND

Percentage of selected finalists 2003–2010



80%

FIRST-GENERATION
UNIVERSITY STUDENT



79%

PARENTAL INCOME BELOW
NATIONAL AVERAGE



66%

BORN IN RURAL AREA
OR SMALL CITY/TOWN



49%

MARRIED OR
IN A PARTNERSHIP



37%

OLDER THAN 35 YEARS
WHEN APPLYING

EXPERIENCES OF SOCIAL INJUSTICE

Percentage of selected finalists 2003–2010 answering 4 or 5 on a scale from 1 'not at all' to 5 'very much'



56%

POVERTY



39%

COMING FROM/LIVING IN
REMOTE/RURAL AREA



32%

ETHNICITY



31%

GENDER



27%

POLITICAL
DISCRIMINATION



24%

RACE



23%

VIOLENCE/WAR



23%

COMING FROM/LIVING IN
POLITICALLY UNSTABLE REGION



14%

RELIGION



10%

SEXUAL
ORIENTATION



CHAPTER TWO

Breaking New Ground: Innovative Models, Flexible Implementation

IFP Fellow Akmal Hanan is a filmmaker whose current work on behalf of India's University Grants Commission includes a time-lapse video of the Himalayan Mountains in Jammu and Kashmir. Akmal earned a master's degree in Imaging Arts from Rochester Institute of Technology in the U.S.

As the program rolled out in 2001, IFP's goals were clear: to identify thousands of exceptional and socially committed individuals from communities that typically lacked access to higher education, and to support their success in graduate degree programs in fields of the Fellows' choice at selective universities around the world.

Yet no blueprint existed for such an endeavor on a global scale. IFP needed to develop a framework of policies and practices even as implementation got under way. An experimental, flexible and iterative process was essential as the twenty-two country sites began operations in three successive selection rounds held in 2001 and 2002.

THE NETWORKED SYSTEM: MANAGING INNOVATION

Design and implementation unfolded simultaneously, with continuous feedback loops in a global, networked system. With the IFP Secretariat in New York as its anchor, the program chose one institution in each country to bear primary responsibility for recruitment, selection, preparation, placement and monitoring of Fellows throughout the fellowship period. Collaboration among these International Partners (IPs) and with the IFP Secretariat became the essential feature linking the whole system, with the ideas and insights of IPs informing early design decisions and helping to shape implementation policy throughout the decade of program operations.

The networked system was built on a unique organizational structure. The IFP Secretariat operated from the International Fellowships Fund (IFF), a separate legal entity with its own Board of Directors. Created as a supporting organization to the Institute of International Education (IIE) and based at IIE's headquarters in New York City, the Fund became the primary grantee organization for IFP. In turn, the Fund developed its own grant-making system, using a portion of the Ford funds to support International Partner operations in each country. The Fund also made grants to other organizations that provided services to IFP Fellows and to the program as a whole.

Within IFP's global framework, International Partners had the flexibility to modify practices and procedures as greater understanding was acquired, as well as the responsibility to ensure that program results maintained the highest level of quality, transparency and credibility. Early on, IFP incorporated additional partnerships with international education resource organizations (Placement Partners)

and, after 2003, with universities (University Partners) to streamline placements, enhance the Fellows' academic experiences and support collaboration between local education exchange professionals and IPs around the world.

IP organizations developed techniques and insights that brought IFP to life in their local settings, building and negotiating the program's national and regional contours within IFP's global objectives and policies. A key challenge for each IP was to build a team of local stakeholders—education specialists, civil society leaders, local Ford Foundation officers and others—to define IFP's target group in their country. IFP deliberately chose not to apply a universal definition of “marginalization,” instead asking each participating country to assess and define priority target groups in the context of local educational systems, cultures and histories.

In launching their recruitment and selection rounds, IP staff and advisors considered a broad range of socio-economic and demographic criteria specific to each country, including poverty measures, place of birth, current residence, parents' education, family structure and occupation. They analyzed experiences of social exclusion based on group identity (race, ethnicity, caste, religion) along with gender-based discrimination, physical disability and political factors such as armed conflict or forced migration. In each IFP site, decisions took shape as to which factors would function as major indicators of marginalization in that setting.

Once target groups were identified, IPs launched recruiting campaigns focused on geographical areas, organizations, or social and professional networks where these groups could be found. Recruitment often involved travel to remote regions. IPs developed innovative strategies such as advertising through vernacular language radio stations and newspapers, or using government district offices as distribution and pick-up points for applications. After 2004, returning alumni helped to recruit candidates from their home regions. Alumni were effective recruiters because they helped convince potential applicants that the fellowships were actually intended for people from their regions and social groups.

Applicants were assessed along the dimension of socio-economic disadvantage, and then scored for three other major selection criteria: academic achievement, social commitment and leadership potential. Short-listed candidates were interviewed, allowing personal trajectories to emerge and, with them, certain intangible details that underlined the value of “social merit” as a worthwhile consideration alongside merit defined in more conventional academic terms. Final



“I got to know many talented students, selfless professors and supportive IFP fellows from other countries, and had the unique experience of studying at two of the most famous universities in the field of global health.”

NUREYAN ZUNONG, CHINA

Master's in Health and Health Policy, Tulane University, U.S.

Nureyan Zunong came to IFP with a background in public health education and advocacy. Having worked with the Red Cross and Save the Children (U.K.) on a youth-centered HIV project, she was well prepared for her degree program at Tulane University. Then Hurricane Katrina hit, and Nureyan lost all of her belongings. Determined to finish her studies, she evacuated to Emory University where she successfully completed her degree. Nureyan returned home to Xinjian—and to Save the Children—and has since led projects in the U.K., Ethiopia and South Sudan, as well as an emergency relief effort following the 2008 earthquake in Sichuan.



“It was not possible for my family to afford higher education in a country like the U.S. Today I am using all the skills and knowledge I learned during my fellowship to improve health care services in rural and remote areas for poor and marginalized populations.”

SURYA BALI, INDIA

Master's in Health Administration, University of Florida, U.S.

Surya Bali was seven years old when his younger brother died because of poor health care. Determined to build a career in medicine, he left his home in Uttar Pradesh to pursue an education, writing poetry for magazines to cover his school fees. With the completion of his IFP fellowship, Surya became the first person in his family to obtain a university degree. He founded the Global Health Development Mission, an NGO based in Allahabad, and is now an Assistant Professor at the All India Institute of Medical Sciences. Surya is the first doctor to practice in Bairili Gaon, the tribal village in Uttar Pradesh where he was born.

selection decisions were vested in national panels of trusted figures representing varied social sectors and professional fields.

In each country, a strong sense of local ownership and accountability grew, with IPs bearing responsibility for sustaining IFP's credibility as an independent and transparent program in which neither Ford Foundation staff nor the International Partners themselves made selection decisions.

Adopting principles of decentralized implementation and local decision-making reflected IFP's belief that a "one size fits all" approach was not compatible with the program's global reach. The flexible, consultative and inclusive nature of IFP's program design enabled deeper and more informed targeting and selection formats to emerge in local settings. This commitment allowed IFP to chart new territory in shaping a model that differs from other international scholarships in important ways. Consider the following innovations.

By choosing not to have an age ceiling for applicants, IFP opened opportunities for people at different life stages. It did not require applicants to have prior university admission in hand, but instead assisted selected Fellows in identifying appropriate academic options and in navigating the actual admissions process. Those options widened because IFP fellowships were portable, and could be used in countries around the world; in addition, Fellows could opt for enrollments in home country institutions if personal circumstances required. Fellows studied in a wide range of disciplines related to social justice and were not limited to a predetermined list of priority fields.

Further, IFP recognized that because successful applicants had uneven academic backgrounds, many would need strong preparatory and support systems to close learning gaps and be successful in advanced study. IFP directly supported home country preparatory training for nearly all Fellows, as well as additional host university bridging programs for more than one-third of the Fellows. This supplemental training enabled hundreds of Fellows to achieve critical benchmarks in the form of foreign language, research and information technology skills.

Over time, we learned that there were many paths to academic success. Yet one constant was that the program would only work if our flexible policies were grounded in a "fellow-centered" ethos that engaged each Fellow in the process of defining his or her most appropriate course of study. Every organization in IFP's global network soon realized that enabling non-traditional students to earn



IFP Fellow Mourad Majed Alhousani works to reduce the impact of pollution on agricultural production and water supplies. He earned a master's degree in Water and Environmental Engineering from Birzeit University in the West Bank.

advanced degrees entailed a high level of risk and responsibility for the implementers; this risk and responsibility had to be shared by the Fellows as well.

Nor was it sufficient simply to select the most competent and appropriate candidates from the designated target groups. These diverse individuals came from difficult and marginal backgrounds, and lacked the financial and social capital of more privileged members of their societies. IFP needed to shape the “enabling conditions” that would assist Fellows to cross national and cultural boundaries and succeed in demanding and unfamiliar academic and social settings. Regardless of IFP’s groundbreaking effort in identifying talented individuals from marginalized populations, the program would not have been deemed a success had Fellows not attained their academic goals.

STRATEGIES FOR ACADEMIC SUCCESS

Development of a range of “pre-academic training” approaches for Fellows who needed to study in a second or third language environment turned out to be one

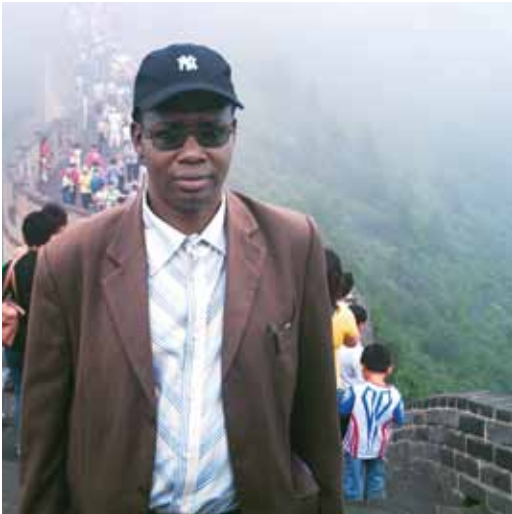


“I became a researcher in order to design educational strategies that result in better conditions and opportunities, especially for black children.”

CRISTINA TEODORO TRINIDAD, BRAZIL

Doctorate in Education, Pontifícia Universidade Católica de São Paulo, Brazil

Cristina Teodoro Trinidad was born in a low-income neighborhood on the periphery of São Paulo. Raised by an illiterate mother who inspired in her three children a dream to attend university, Cristina earned a doctorate in education at the Pontifícia Universidade Católica de São Paulo. Today, Cristina works with the United Nations Educational, Scientific and Cultural Organization (UNESCO) to implement Brazil's national curriculum on ethnic-racial relations, including how to teach Afro-Brazilian history in schools.



“My IFP experience was a dream come true when I least expected it. Canada’s quality of life and education are highly valued in Africa, and now I share a noble ambition with my IFP colleagues: to provide leadership for sustainable development.”

PAPA SÈNE, SENEGAL

Master’s in Educational Reform, Université Laval, Canada

Papa Sène was a dedicated schoolteacher before obtaining his current position as Coordinator of the Secondary Schooling Division for Senegal’s Ministry of Education. Born into a small farming community in the Kaolack region, Sène now uses his skills in planning and management to develop educational policies and curricula. He helps young graduates find employment and works with disadvantaged communities to improve retention rates for girls in secondary school. He is an active member of the Democratic Alliance of Teachers in Senegal.

“Each Fellow has gone through untold challenges in order to come to Arkansas. I hope they have seen similarities between the people and social issues in our community and their own, and that these parallels break down any misconceptions they may have had about the United States. Through my own experiences with the Fellows, my core beliefs about social justice have been strengthened and refined. They changed my life in ways I never could have expected.”

ALANNAH MASSEY, SPECIAL PROGRAMS
COORDINATOR, SPRING INTERNATIONAL
LANGUAGE CENTER, UNIVERSITY OF ARKANSAS,
U.S.

of the program’s most significant innovations. In practice, IFP’s flexible policy regarding study destination partially removed the critical “language bar” preventing many talented men and women all over the world from securing advanced study opportunities. But our emphasis on pre-academic training also reinforced the Fellows’ research and computer skills, and enhanced their academic writing abilities, whether or not they intended to study in a foreign language.

Applicants without mastery of a foreign language could qualify for a fellowship and remain in their home country or region, while those who needed to improve basic language skills to gain admission abroad were provided with required training opportunities. To ensure that all Fellows had access to some kind of international experience, those studying in their own country or region could attend a “sandwich program,” spending up to one academic year in a university abroad. Many Fellows from Brazil, Russia and South Africa who earned degrees in their home countries exercised this option. Fellows who studied at home were also eligible for an intensive English-language and leadership program offered by the Spring International Language Center at the University of Arkansas. In total, more than 200 Fellows took advantage of IFP’s “sandwich” option, and close to 525 attended the program in Arkansas.

Questions, hopes, expectations and anxieties abounded as newly selected Fellows participated in group orientation sessions, passed through academic assessment and counseling, and began the complex tasks involved in completing international graduate school applications. International and Placement Partners, along with academic mentors and pre-academic trainers, assisted Fellows at each stage leading up to academic enrollment, making sure that they understood their options and took responsibility for their own choices. Fellows signed an initial agreement specifying both the rights and responsibilities of becoming an IFP Fellow, as well as a contract once they had accepted a university placement. At any time after selection, Fellows could be dropped from the program if they did not fulfill certain academic or ethical conditions. The IFP Secretariat in New York monitored implementation and overall program consistency around the world, taking up requests for policy exceptions as required.

For individuals, the privilege of becoming an IFP Fellow was often accompanied by hard choices and a high degree of risk. The majority of IFP Fellows had not traveled outside their own province or country prior to the fellowship; most were

first-generation university degree holders in their own families. Many did not own personal computers or have access to quality health care; others were household income earners responsible for supporting children or extended families. A large number of Fellows left professional work and young children behind in order to seize what they felt would be a once-in-a-lifetime opportunity.

Locally based IPs played a key role in managing the Fellows' anxieties and expectations, accompanying them at every step of the fellowship cycle. As early as the recruitment stage, the local IPs began to forge relationships with potential candidates. After selection, the IPs worked with local advisors (often selection panel members) to assess the new Fellows' academic needs, help develop a pre-academic training plan and guide each Fellow through the placement process. Even after the Fellows enrolled in their graduate programs, the IPs monitored their academic progress. This was an administrative requirement, since the Fellows had to submit term reports, transcripts and funding requests to their local partner—not to the Secretariat directly—in order to renew their fellowships or receive certain benefits.

This close monitoring of the Fellows' academic performance made them more accountable to the IPs who tracked their progress; it also enabled the Fellows to take full advantage of the fellowship while complying with the program's policies and standards. And even beyond their formal role, partner insight into individual circumstances provided context and continuity when Fellows experienced personal or academic problems, when family emergencies arose, and as Fellows faced challenges of re-integration after finishing their studies.

Resources were thus allocated for on-the-ground activities such as intensive pre-academic preparation, inter-cultural training and group orientations that built bonds among members of annual Fellow cohorts. During the fellowship, special funds allowed Fellows to maintain family contacts, build professional links, conduct field research and purchase books and laptops. The program provided comprehensive health insurance policies and assistance with settling-in and repatriation at the beginning and end of the fellowship period.

IFP also covered tuition, living allowances and smaller pre-departure costs including fees for tests and applications, visas, medical examinations and local travel. Fellowships could be renewed for up to three years for doctoral students; most master's students received two-year contracts. The amounts for living expenses, tuition and certain allowances were adjusted depending on the country

“Affirmative action is not just about resources, sensitivity training, ordinances and decrees. Monitoring over the years cannot be reduced to simply passing on resources to those who don't have them, but requires strong guidance and accompaniment of those selected. This demands rigor, discipline and a lot of dedication.”

IVAIR AUGUSTO ALVES DOS SANTOS,
PROFESSOR AND ADVISOR, PRESIDENTIAL
SECRETARIAT FOR HUMAN RIGHTS, BRAZIL

and university where studies were undertaken. However, all Fellows received a comprehensive support package. This was critical because IFP required full-time study and Fellows had little or no access to additional financial resources.

While Fellows enjoyed wide leeway in deciding where to study, within a few years the program had identified key universities that shared IFP's vision for expanding access and equity. These institutions were especially qualified to partner with IFP. Over time, IFP's university partners attracted larger numbers of Fellows by virtue of their flexible admissions processes, strong academic mentoring and support systems, and responsive international student services. These institutions worked closely with IFP's network to shape new approaches to on-campus orientation, living arrangements, counseling and tutoring services, provisions for Fellows with disabilities and emergency support.

Partner universities were creative in supporting Fellows with unconventional academic backgrounds, identifying new ways to engage with broader issues of internationalization, mobility, inclusion and multiculturalism raised by the program. Fellows benefited from the IFP university partnerships in many ways, including more focused student services, special bridging and tutoring programs, and the invaluable support of an on-campus network of IFP Fellows.

By the end of the program, IFP had clustered nearly three-quarters of all Fellows at 110 universities worldwide. Clustering produced a powerful "cohort effect," strengthening support networks among Fellows studying at the same institution. It also had a financial benefit: IFP received approximately \$25 million in cost-sharing, mostly in the form of reduced tuition fees from partner universities that hosted large numbers of Fellows. More than one-third of Fellows received some kind of cost-sharing from their host universities.



JAY PRAKASH PANWAR, INDIA
Master's in New Media Arts, Australian National University



WANG XIAOMEI, CHINA
Master's in Community Development, Clark University, U.S.

HABIB HMIDAN AL DEEK, PALESTINE
Master's in Musicology and Music Education, Universidad Autónoma de Barcelona, Spain



VANESHRAN ARUMUGAM, SOUTH AFRICA
Master's in Theatre and Performance, University of Cape Town, South Africa

SANDRA SEBASTIÁN PEDRO, GUATEMALA
Master's in Visual Anthropology, Universidad de Barcelona, Spain



CLÉCIA MARIA AQUINO DE QUEIROZ, BRAZIL
Master's in Art History, Howard University, U.S.

ROSANA PAULINO, BRAZIL
Master's in Plastic Arts, Universidade de São Paulo, Brazil

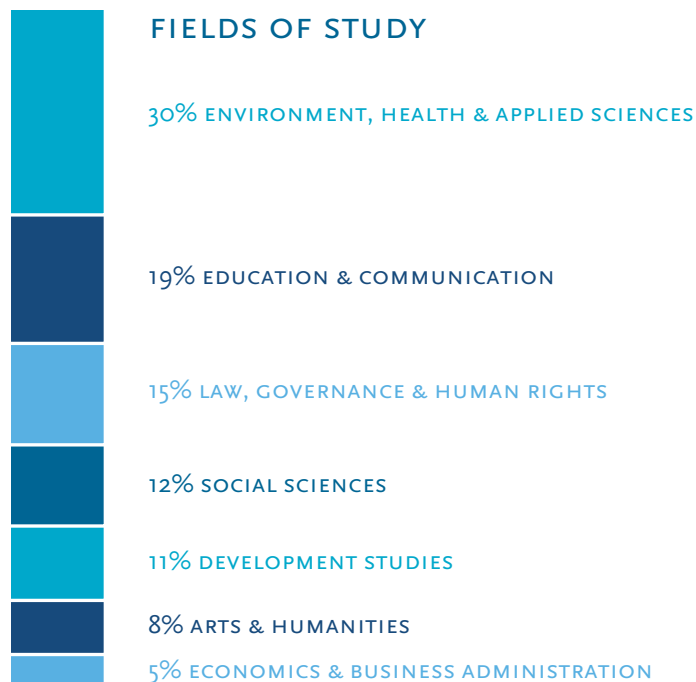
The Study Experience

HOST UNIVERSITIES

IFP Fellows studied in 615 different universities.
The institutions below hosted 30 or more Fellows:

University of Hawai'i at Mānoa, US	166
Brandeis University, US	155
University of Birmingham, UK	145
University of Sussex at Brighton, UK	95
University of Manchester, UK	82
Asian Institute of Technology, Thailand	80
Clark University, US	77
Pontificia Universidade Católica de São Paulo, Brazil	75
University of Leeds, UK	75
University of London, UK	75
Tulane University, US	71
Wageningen University, Netherlands	69
Columbia University, US	68
Universidad de Chile, Chile	64
University of Texas, Austin, US	62
Universidad Autónoma de Barcelona, Spain	61
School of International Training Graduate Institute, US	59
Institute of Social Studies, Netherlands	55
University of East Anglia, UK	52
Moscow State University, Russia	50
Universidad Iberoamericana Ciudad de México, Mexico	47
New York University, US	47
Mahidol University, Thailand	41
Centro Agronómico Tropical de Investigación y Enseñanza, Costa Rica	40
Ohio University, US	40
Hawai'i Pacific University, US	31
University of the Witwatersrand, South Africa	30

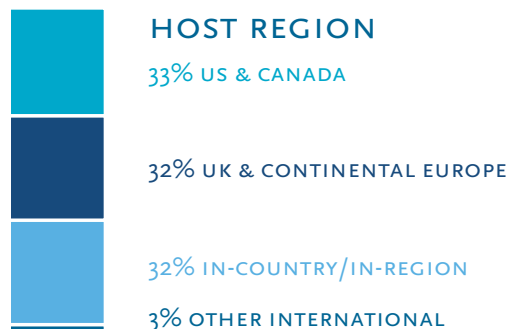
FIELDS OF STUDY



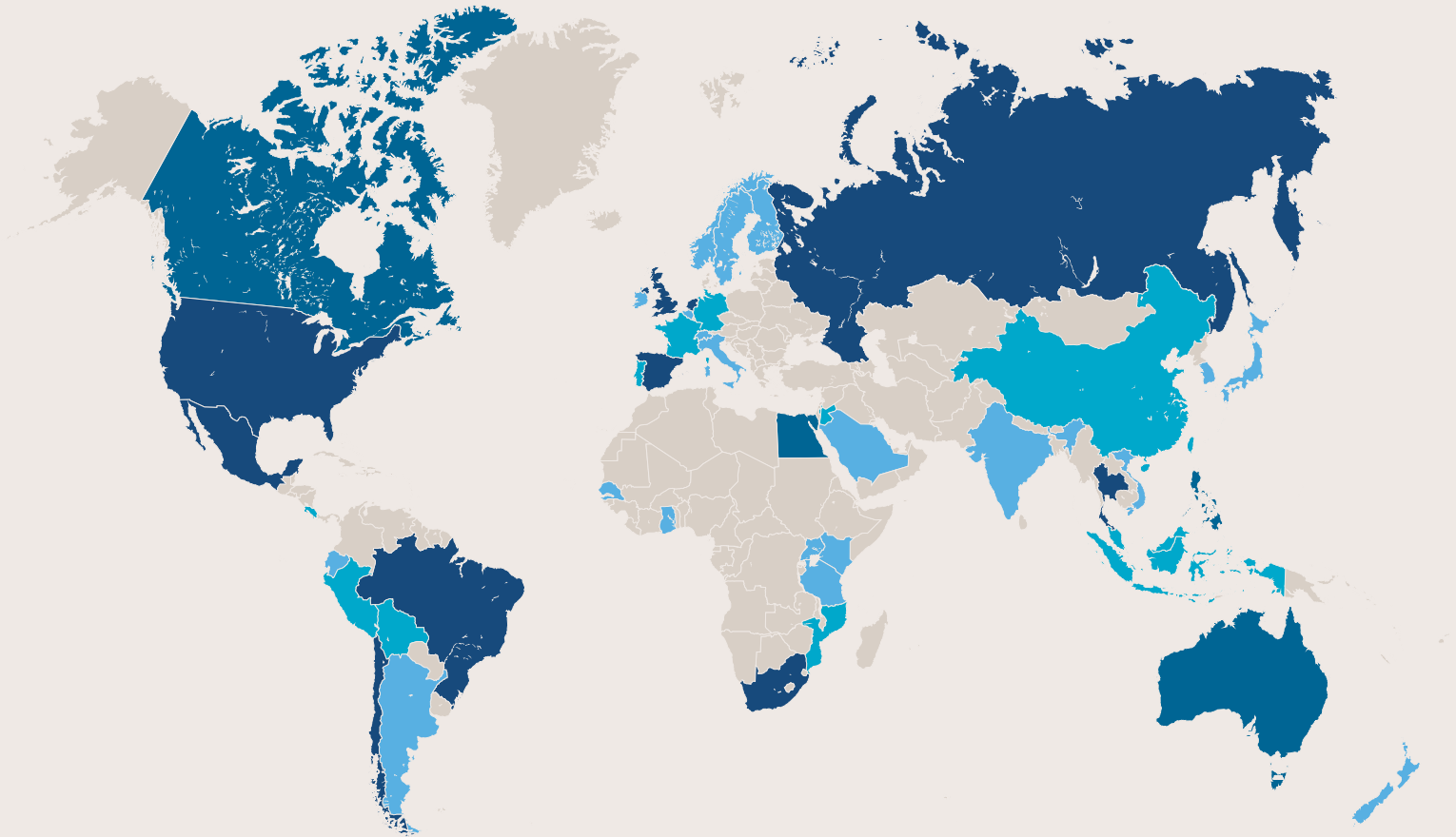
DEGREE PROGRAM



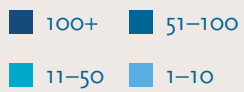
HOST REGION



HOST COUNTRIES



NUMBER OF FELLOWS:



IFP Fellows studied in 49 different countries.
The countries below hosted 100 or more Fellows:

US	1,343	Mexico	174
UK	866	Russia	161
Brazil	328	Thailand	142
Spain	249	South Africa	124
Netherlands	183	Chile	111



CHAPTER THREE

Evaluating a Multi-Actor System

IFP Fellow Luo Zhitie visits beekeepers in the Liangshan Yi ethnic region in Sichuan Province, China, helping them to modify and adapt traditional Yi beekeeping to modern markets. Luo Zhitie earned a master's degree in Natural Resource Management from the Asian Institute of Technology in Thailand.

When IFP launched the first rounds of selections in 2001, there was no road map pointing the way toward successful outcomes. The program's point of departure was a powerful vision: enhancing educational achievement to further the struggle for social justice. This vision was backed by the robust financial commitment of the Ford Foundation, whose experiences in the United States and abroad over half a century had built a compelling rationale for expanding access to higher education among under-represented groups as a strategy for development and social change.

But IFP's mandate was unusual and untested because of its size (more than 4,300 fellowships over ten years), its scope (twenty-two countries across three major world regions) and its substance (addressing "disadvantage" as a priority criterion for selection). To justify the Foundation's "big bet" on this new fellowship model, IFP would need to clarify ultimate objectives, define intermediate goals and assess results every step of the way. And to understand whether program outputs were headed in the right direction, IFP would need to build systems of indicators, feedback and evaluation.

This knowledge-building challenge was inherently complex because of diversity both within and among the countries where IFP would work. From post-Soviet Russia to post-apartheid South Africa, from industrializing China to dynamic Brazil, the points of departure for the fellowship program would be differently defined, involving over a dozen languages. Moreover, IFP's institutional partners in each country (the IPs) were themselves a varied group comprising research centers and development organizations as well as international exchange entities.

INTEGRATED KNOWLEDGE PRODUCTION

As the primary actors responsible for recruitment, selection and preparation of Fellows, IPs contributed directly to the detailed policies and procedures being defined in the program's early years. This approach led to the decision to start selections in phases, with just four pilot sites operating during the first selection in mid-2001. The Secretariat, responsible for defining policy and practice at the global level, channeled the IP experiences and insights from the pilot phase directly into the start-up process for other countries. The Secretariat also analyzed early results and started to develop a body of operational policy and practice that would guide the program overall.

The process accelerated quickly. Four more sites held selections in late 2001, tripling the initial number of Fellows to almost 300. By the end of 2003, all twenty-two sites had held at least one round of selections and over 1,000 Fellows had enrolled or were seeking university placements.

Internal knowledge production through the peer network became one of the crucial components of IFP's learning system. As new partners were identified—including the Placement Partners (PPs), which were specialized international exchange organizations—they too became part of the growing network. Because IFP Fellows could study in any major world region, the program drew upon these resource organizations, including the British Council for the United Kingdom; the Netherlands Organization for International Cooperation in Higher Education (Nuffic) for the Netherlands and continental Europe; and the Institute of International Education (IIE) for the United States and Canada. IPs handled placements for in-country Fellows or for others who wanted to study in their countries. South Africa, Thailand, the Philippines, Chile, Mexico and Brazil hosted Fellows from their respective regions; in addition, many Mozambican Fellows studied in Brazil.

A complex information exchange system emerged to handle these multi-directional interactions. The IFP Secretariat clarified overall priorities and policy objectives, while both IPs and PPs provided corrections, suggestions and alternative viewpoints in their respective roles. Characterized by its decentralized, multi-stakeholder format, IFP's networked community emphasized continuous information flows among multiple actors. While the Secretariat was responsible for global oversight, policy consistency and reporting to IFP's Board of Directors and the Ford Foundation, major decisions on IFP policies were preceded by consultations with partners on the ground.

At full capacity, IFP managed approximately 1,000 active Fellows per year with an additional several hundred in the pre-academic training and placement process. In most years, IPs initiated new selection cycles and simultaneously provided advising, pre-academic training and placement services to Fellows from the previous selection round. In total, the program held nearly 190 selections.

To maintain such a large-scale, far-flung and complex system, IFP devoted considerable time and effort to conciliating disparate views and differences of opinion. This kind of investment returned high rewards. The principles of participation and



“IFP provided me with the skills and knowledge—and, more importantly, the network—that led to a globally competitive, science-based conservation practice. I am able to translate science in a way that benefits the poor fisherman communities I serve.”

MARGARITA LAVIDES, PHILIPPINES

Doctorate in Marine Science, University of Newcastle upon Tyne, U.K.

Margarita Lavidés has established herself as a leading expert in marine conservation both at home and abroad. She received an award for Outstanding Scholarly Work for Science and Engineering from Ateneo de Manila University in 2010, and her article on finfish conservation in Bohol was published in the *Cambridge Journal of Environmental Conservation*. In 2012, Margarita won a grant for the Darwin Initiative, a project she co-founded with her former Ph.D. advisor that aims to preserve coral-dependent fish species in the Philippines.



“With my fellowship, I acquired very useful analytical tools for my profession and my life, generating a continuous learning circle that has allowed me to work locally without losing track of the global effect of my actions.”

ALBERT CHAN DZUL, MEXICO

Master’s in Management and Conservation of Tropical Forests and Biodiversity, Centro Agronómico Tropical de Investigación y Enseñanza, Costa Rica

Albert Chan Dzul is a Mayan agronomist specializing in community-based solutions to conservation in his home region of Yucatán. His grassroots approach to solving environmental issues reflects a strong commitment to preserving biocultural diversity, linking local biology, culture, language and modes of subsistence. Albert now coordinates all conservation and natural resource efforts on behalf of a regional council of indigenous groups. As a project manager, he integrates a wide variety of local perspectives into his work, including gender, ecotourism and indigenous land rights.

dialogue across many languages and cultures were highly valued and became the fundamental strengths of IFP's learning system.

FEEDBACK FROM THE FIELD

One of the key principles animating IFP's global knowledge system was the value of face-to-face interactions in shaping the collaborative process.

The program convened annual workshops, hosted by different IPs each year, in each of the three major program regions: Africa/Middle East; Asia/Russia; and Latin America. Regional IP groups became effective peer networks; their periodic interactions enabled closer cooperation on in-region placements and on cross-border orientation and alumni activities. Partners encouraged one another's creativity and guidance in strengthening program implementation. IFP also fostered international cooperation by convening three global partners' meetings over the course of the program.

The IFP Secretariat gleaned essential feedback on policy frameworks through these regional and global events, testing a range of communications and evaluation approaches in settings of peer-to-peer exchange. As Placement Partners were brought into the IFP community, representatives from IIE, the British Council and Nuffic joined regional and global meetings; Ford Foundation field office staff and IFP evaluators often participated as well.

Even with regular email communications and growth of social media channels, there was no substitute for direct engagement and real-time exchanges, which contributed in turn to an internal (and international) culture of collaboration and trust. In fact, the program's overall effectiveness and capacity to generate large annual cohorts—especially after the conclusion of the pilot phase in 2003—would have proved difficult if not impossible to achieve without this corresponding investment in relationships and team-building.

DATA COLLECTION

In addition to an interactive peer network, IFP established another important feedback mechanism: data collection on all of the program's finalist applicants, Fellows and alumni. Using a questionnaire system developed by the Center for Higher Education Policy Studies (CHEPS) at the University of Twente in the Netherlands, International Partners collected data from all finalists (selected and non-selected)



IFP Fellow Eugenia Magaly Arrecis López directs the Department of Socio-Environmental Analysis and Research at the Universidad de San Carlos in Guatemala. Magaly earned a master's degree in Socio-Environmental Economy from Centro Agronómico Tropical de Investigación y Enseñanza in Costa Rica.

in standardized categories. The IFP Secretariat reviewed the data on an annual basis to assess the profile of each selected finalist and the country cohorts. The assessments were made according to agreed-upon criteria, including socioeconomic background, gender, education, work experience, social commitment, relevance of preferred study field and experiences of discrimination.

Ongoing formative evaluation continued throughout the program, with various surveys gathering perceptions of the program from the Fellows, partners and, eventually, alumni. Tracking alumni was especially important to monitor program results. Between 2003 and early 2012, CHEPS carried out six global alumni surveys. By the end of that period, approximately three-quarters of more than 3,300 alumni had responded to at least one survey. CHEPS also carried out more than sixty in-depth alumni interviews. The results were remarkably consistent, showing that the vast majority of Fellows successfully completed their fellowships, earned their degrees and returned home while remaining engaged in social justice work.

The multiple, ongoing surveys enabled IFP to systematically collect information against which to measure progress toward program objectives. IFP continuously asked itself whether selected Fellows met the target group criteria; whether the academic advising, pre-academic training, placement and monitoring services met the needs of the Fellows; and whether they were successfully completing their academic programs. As more Fellows completed their programs, we carefully assessed the re-insertion challenges they faced after returning home, in order to improve alumni support systems and activities.

If particular country sites produced results falling outside an anticipated range of variation on any of these measures, multiple conversations took place to better understand, analyze and modify local practices in line with the program's broader international goals. When particular issues required external assessment and in-depth review, IPs were granted a "pause year" during which new selections were suspended in order to systematically evaluate and strengthen local practices. Individual IFP sites often commissioned country-level evaluations during the pause years.

CONTINUOUS LEARNING

Another important component of the knowledge system was a commitment to continuous learning and redesign, in acknowledgment of the innovative and untested aspects of IFP's basic model. Rather than designing an entire system and only then beginning to implement it, IFP employed a quick start-up methodology with multiple feedback channels. The objective was to get on the ground quickly, and then learn from real experience what adjustments needed to be made.

The program encouraged adaptation; for example, the Secretariat produced templates of basic documents such as application forms but asked IPs to translate and adapt them to the local context. IPs frequently adjusted selection screening techniques and interview protocols based on results in the field and comments from selection panel members, as well as from other IPs. They were encouraged to innovate in the search for more effective methods to identify and recruit the most promising fellowship candidates from the target groups.

External factors introduced new opportunities; for instance, nearly all local application processes became more web-based as internet penetration rapidly expanded in IFP countries. Returning alumni often helped with recruitment

"IFP provided staff at partner organizations with opportunities to learn new skills and gain valuable professional experience through their exposure to other International Partners, Placement Partners, academics and the Fellows themselves. Few programs require that administrative staff tackle such a wide range of activities. Although tasks were challenging and demanding at times, many staff members have expressed their gratitude for an experience that has been both humbling and exhilarating."

LOUISE AFRICA, IFP PROGRAM DIRECTOR,
SOUTH AFRICA

efforts in their home communities. The notion of “learning by doing”—even “learning by fixing”—was promoted through meetings, consultations and open communications throughout the network. The annual sub-grants received from the International Fellowships Fund provided another feedback system, since the partners, as grantees, were required to produce narrative and financial reports on a regular basis.

As the decade of program implementation unfolded, awareness grew among partners and Secretariat staff that recruitment and selection were the cornerstones of the program. If selection processes produced the kind of individuals the program was designed to serve, every other stage of the fellowship cycle, from university application to language training, academic study, graduation and repatriation, would have a greater chance of success.

Accordingly, IPs focused their efforts around establishing credible and transparent profiles for IFP’s local decision-making, recruitment and selection procedures each year, while the Secretariat prioritized observation and on-site assessment of selections along with an annual review of the individual and cohort data sets. The Secretariat’s endorsement of these data was the final step in the overall selection process.

Other assessment tools measured the experiences of the program’s partners and gathered data from universities where many of the Fellows were enrolled. As part of IFP’s final self-assessment, the Secretariat has worked closely with IPs as well as Placement Partners to produce extensive final reports. The reports include detailed information about the particular practices and innovations that distinguished IFP in each setting. Program materials and individual fellowship files from all IFP countries are being collected for the IFP Global Archives, a permanent repository based at Columbia University in New York. Once processing is complete, most program records will be available to the public online, while unrestricted portions of the Fellows’ files will be open for on-site consultation.

The information aggregated through these efforts will become a resource for interpreting the program’s outcomes, including its long-term impacts over time and across varied settings. Another valuable information source will be a ten-year alumni tracking project. This study, to be conducted by the Institute of International Education, will begin in 2013.



ARSHAD ALAM, INDIA
Master's in Sociology, Universität Erfurt, Germany

ROSE NANTABA, UGANDA
Master's in Education, University of Bristol, U.K.



DOAN THI KIEU DUNG, VIETNAM (right)
Master's in Applied Linguistics/Language Training and Learning, University of Liverpool, U.K.



MUHAMMAD JAILANI, INDONESIA
Master's in Sociology, University of Hawai'i at Mānoa, U.S.

DIPTI, INDIA
Master's in Social Development and Health, Queen Margaret University College, U.K.

ERZHENA BOUDAYEVA, RUSSIA
Master's in Public Policy, Syracuse University, U.S.

BRINDIS OCHOA MAMANI, PERU
Master's in Public Policy, Monterey Institute of International Studies, U.S.



CHAPTER FOUR

Building on IFP's Success

IFP Fellow Gladys Tzul Tzul helped start “Con Voz Propia” (With One’s Own Voice), a campaign to exhibit photography and traditional women’s clothing of the Maya K’iche’ community in Totonicapán, Guatemala. Gladys earned a master’s degree in Latin American Social and Political Studies from Universidad Alberto Hurtado in Chile.

PARTNER UNIVERSITIES

IFP was effective in identifying talented individuals from its target groups, but the program would not have been deemed a success had the Fellows not attained their academic goals. IFP’s results (a non-completion rate of 3 percent) indicate that only a small fraction of Fellows did not complete their fellowships. As of early 2012, among all Fellows who had completed their fellowships, a total of 91 percent had also received their degrees.

Given that IFP Fellows typically lacked elite education backgrounds, top test scores and other common predictors of academic success among international students, it is remarkable how many not only graduated on time, but also in many cases were judged as academically outstanding.

These results were not automatic but required both understanding of IFP’s special mission as well as bureaucratic flexibility on the part of the program’s major university partners. Indeed, there are many compelling stories to consider—told from the vantage points of the educational institutions that worked in partnership with IFP, as well as the resource organizations facilitating placement and monitoring of Fellows in host universities.

Partner universities agree that IFP, with its emphasis on social justice leadership, was a “different kind of fellowship.” On campuses around the world, the presence of IFP Fellows has affected life both within and beyond the classroom. IFP’s university partners were often required to be creative risk-takers in supporting Fellows with unconventional academic backgrounds, borderline foreign language skills, physical limitations, or those who faced major difficulties in adapting to cross-cultural experience. The “personalized support” strategies developed by the program’s broad group of partner organizations indicate that IFP was carefully tailored to address individual needs and objectives, and that a fellow-centered ethos was successfully integrated into the core of the program’s practices.

In many cases, IFP Fellows also took risks and moved far from their comfort zones in taking up the fellowship, regarding IFP as a precious opportunity for which they were willing to make extraordinary personal and professional sacrifices. Universities in turn valued the maturity, depth and unique perspectives that IFP Fellows brought to their academic work and departmental peers.

Fellows’ lived experiences before the fellowship reflected conditions in developing societies where poverty and discrimination are widespread and individual

opportunity is often hard-won. As community organizers, local leaders and social activists, many Fellows brought the expertise of real-life practitioners into the classroom. And according to many university partners and professors, what IFP Fellows may have lacked in academic tools or experience, they made up for with passion, commitment and a clear sense of purpose.

IFP's non-traditional students also posed a range of unfamiliar administrative and policy challenges to host universities. In cases where Fellows had unconventional academic backgrounds, had graduated from a remote or rural college or had completed their first college degree many years earlier, university departments would generally not be inclined to offer acceptance.

Working together, the International Partners—who knew the Fellows best—and the Placement Partners—whose knowledge of university systems and practices was essential in negotiating placement offers—fashioned approaches for presenting the strengths and the potentials of IFP Fellows. They identified interested administrative officers on university campuses, worked with Fellows to improve their applications and advocated modification or waiving of entrance requirements when justified.

Universities were encouraged in their admissions decisions by IFP's commitment to enable Fellows from non-traditional student backgrounds to close academic gaps through various kinds of pre-academic training; this was especially important in the case of foreign language requirements. The post-selection year spent in home countries allowed nearly all Fellows to strengthen language and other capacities to the point where they qualified for admission to their preferred programs.

For some Fellows requiring even further training, host graduate schools, international student offices and language centers on campus were receptive to working with IFP to modify, enhance or even create bridging programs to support smooth transitions of Fellows into the academic environment. IFP allocated approximately \$11 million for this type of training for more than a third of all Fellows.

IFP's placement partners and university officials worked together to manage the application, admissions, visa and orientation processes across different regions of the world and different academic systems—each of which had its own timetable, deadlines, requirements and protocols. Academic review and admissions processes were most effective when IFP could work with on-campus advocates (often

“Having classmates who struggled with issues of marginalization and limited educational access in their home countries was eye-opening for Native Hawaiian students and for local students in general. Our local and mainland students realized that the IFP Fellows did not take education for granted. They did not see education as a right but as a privilege.”

GAY GARLAND REED, PH.D., PROFESSOR
OF EDUCATIONAL FOUNDATIONS, COLLEGE
OF EDUCATION, UNIVERSITY OF HAWAII
AT MĀNOA, U.S.



“I have come to recognize my own identity while sharing studies with Mayan, Aztec, Mexican, Egyptian, African and European people during my fellowship. I finally identify myself as Quechua, a descendant of the great Inca civilization.”

SILVIA VALDIVIA YABAR, PERU

Doctorate in Education Reform, Universidad Nacional Autónoma de México

A Quechua linguist, Silvia Valdivia Yabar earned her living as a science professor and education consultant. After completing her doctorate with IFP support, she became a consultant to a rural education program in Peru developed by the Ministry of Education and the World Bank. Today, Silvia is a Professor at the Universidad Nacional del Altiplano, coordinating research on the relationship between language and learning. She has published widely throughout Latin America.



“I focus on youth development and civic engagement at the university and in Liberian society at large. I train graduates and help them find research-related job opportunities to build their own capacity for development. My transformative learning experience at IFP informs the work I do today.”

SAMUEL DUO, LIBERIA

Master's in Agriculture, Pennsylvania State University, U.S.

A Liberian refugee, Samuel Duo was selected to be an IFP Fellow while residing in Ghana. Soon after he completed his master's with IFP support, Penn State offered him a doctoral award, and Samuel earned his Ph.D. in Agricultural and Extension Education with an emphasis on leadership development. He then returned to Liberia and established the local Monrovia branch of the Social Enterprise Development Foundation of West Africa. Today he is a published author and member of the faculty at the College of Agriculture and Forestry at the University of Liberia.



“I have learned the value of networking with others worldwide, and I am now more knowledgeable, confident and equipped to serve my community and country.”

CAROLINE LENTUPURU, KENYA

Master's in International Development, Clark University, U.S.

Caroline Lentupuru campaigns in villages throughout her home region in Kenya's Rift Valley to ensure that young girls are not forced to undergo female genital mutilation and early marriage. Instead, she aims to inspire self-reliance and social change through educational opportunities. After her IFP fellowship, Caroline won an International Campaigner Award from the Sheila McKechnie Foundation for her work promoting girls' education, and was also the recipient of a Clinton Global Initiative University award for a school-based agricultural initiative that promotes sustainable food systems for her local community.



“Our new program is similar to IFP—we provide opportunities for the disadvantaged to achieve bachelor's degrees at domestic universities. My success has inspired them to succeed.”

MUHAMMAD FIRDAUS, INDONESIA

Master's in International Child Welfare, University of East Anglia, U.K.

Muhammad Firdaus is the founder of Remaja Masa Depan (Youth for the Future) Foundation, a shelter for street children in Jakarta. An ex-street child himself, he sold newspapers from village to village to pay for his secondary school fees. Muhammad went on to obtain a college degree, and in 1994 he co-founded a school for orphans and street children. The school enrolled forty students in its first year, and continues to expand its philanthropic activities.

“IFP dealt with applicants from marginalized and often remote parts of a country, and their academic preparedness was of concern to us. Yet almost all IFP students proved to be on a par intellectually with the best students from richer countries and backgrounds. Our staff provided intensive counseling and assistance when students encountered family problems in distant homes that would interfere with their academic performance. Academic programs receiving such students must be willing to invest in these services.”

LAURENCE R. SIMON, PH.D., DIRECTOR, GRADUATE PROGRAMS IN SUSTAINABLE INTERNATIONAL DEVELOPMENT, BRANDEIS UNIVERSITY, U.S.

in the form of student services and placement officers) who shared the program’s commitment to access and equity.

While many IFP Fellows were highly competitive candidates for admission, others had insufficient prior training in quantitative skills or lacked required prerequisites for a graduate-level program in their chosen field. In some cases, Fellows needed additional on-campus training to reach minimum required scores in English or graduate admissions examinations. Working closely with IFP, the on-campus advocates were gradually able to identify individual faculty who were willing to admit IFP Fellows who may have lacked formal qualifications but nonetheless had the potential to succeed in rigorous academic programs.

Based on their experience with IFP, some universities expanded services for international students and advocated new approaches to on-campus orientation, living arrangements, counseling services, tutoring and emergency support. For these institutions, the benefits—and challenges—posed by IFP Fellows became an important impetus to rethink how they recruit and enroll international students.

NEW PROGRAMS AND POLICIES

Just as IFP’s university partners developed innovative admissions procedures and bridging programs that can now serve other students, we hoped that IFP’s success would encourage other donors and universities to emulate our approach. The Ford Foundation invested hundreds of millions of dollars and a decade of work into research and development of the IFP model. Its ultimate success would be for others to build on and learn from that investment.

One source of funding for replication and scaling up of the IFP model turned out to be national governments, which are responsible for educating all their citizens. In early 2012, the Mexican government announced a new graduate-level scholarship program for indigenous students. Funded for an initial two years by two federal agencies, the new program was explicitly based on the IFP model.

In Peru, the national government recently launched Beca 18, a signature initiative that will provide 25,000 undergraduate scholarships for top performing students from the country’s poorest and most isolated regions. Beca 18 consciously incorporated aspects of IFP’s approach to recruitment, selection and academic monitoring. And, inspired by IFP’s selection model, Beijing Normal University has built China’s first international graduate degree program in development studies.

In other parts of the world, International Partners have worked with donors to build on their successful experience with IFP. In the West Bank, AMIDEAST has used its IFP alumni networks to recruit younger students from marginalized areas for English-language and undergraduate scholarships funded by the U.S. government. IFP's International Partner in Indonesia, the Indonesian International Education Foundation (IIEF), has also used IFP alumni networks to recruit candidates for U.S. government-sponsored programs. In East Africa, IFP has assisted DAAD, the German scholarship agency, to recruit candidates from marginalized areas for its scholarship programs.

These examples suggest that governments, international education organizations and donor agencies have incorporated elements of IFP's unique approach into their own programs. They are particularly interested in broadening their networks of beneficiaries. Some agencies have adopted IFP innovations such as focusing recruitment in rural areas or on marginalized social groups, eliminating the age limit for scholarship candidates and "untying" aid so that scholarship holders can study in a range of countries, including their own. IFP has shown the effectiveness of these measures for recruiting candidates who would otherwise not have the opportunity for advanced study.

IFP's influences and echoes are still evolving, catalyzing important institutional and policy changes beyond the immediate needs of IFP Fellows. For now, these are most visible in IFP's partner universities and in other scholarship programs. Among universities, some of the most important systemic changes are new admissions policies. One example is at the University of Chile, where IFP helped inspire a new preferential admissions policy enabling low-income students from poor public schools to compete on more equal grounds for admission with more affluent and often better-prepared students.

In Brazil, the Ford Foundation's Rio de Janeiro office is supporting the replication of IFP's pre-academic training program at a dozen federal universities, assisting low-income students from poor public school backgrounds to gain entry into graduate-level programs in Brazilian universities. Several IFP alumni, now faculty members at the participating universities, are involved in these successor programs. And among IFP partner universities in the United States, the United Kingdom and in Europe, we see continuing interest in maintaining the flow of students from marginalized communities, who bring so much lived experience

"As a Strategic University Partner of IFP, the University of Texas at Austin hosted sixty-two Fellows from fifteen countries. The impact that the program and the Fellows had on the university's campus was monumental. The needs of the program challenged the university's bureaucratic processes, pushed through barriers and set a course for how the ISSS office viewed its role."

TERI J. ALBRECHT, PH.D., DIRECTOR, INTERNATIONAL STUDENT AND SCHOLAR SERVICES [ISSS], UNIVERSITY OF TEXAS, AUSTIN, U.S.



IFP Fellow María Félix Quezada Ramírez researches indigenous cultural traditions in Mexico. María earned her master's degree in Migration Studies from El Colegio de la Frontera Norte in Mexico.

into the classroom. Some of these universities are actively seeking ways to build on IFP's recruiting networks.

At the technical and policy level, IFP's International Partners are routinely called upon by national and international agencies to share their outreach, selection and monitoring techniques, in countries as diverse as Vietnam and Kenya. Partners in Tanzania and Chile have conducted policy dialogues with national governments and local researchers to demonstrate the social returns of investment in higher education that flow from the IFP model. Private foundations, donor governments and international development agencies regularly seek out the IFP Secretariat for assistance in designing more socially inclusive scholarship programs; we participate frequently in academic and policy meetings where these issues are discussed and new approaches emerge. Because of our successful track record, IFP is recognized as an important voice on the broader questions of access and equity in higher education.

Results and Outcomes

FELLOWSHIP COMPLETION

97%

COMPLETED FELLOWSHIP

3%

WITHDREW/TERMINATED

DEGREE ATTAINMENT

91%

EARNED DEGREE

8%

HAVE NOT YET EARNED DEGREE
BUT PLAN TO FINISH IN NEAR FUTURE

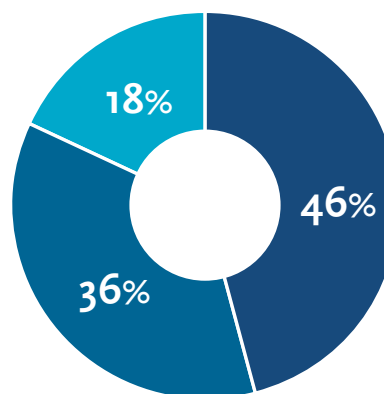
1%

HAVE INTERRUPTED STUDIES
BUT PLAN TO CONTINUE

<1%

HAVE DISCONTINUED STUDIES
COMPLETELY

CURRENT ALUMNI RESIDENCE

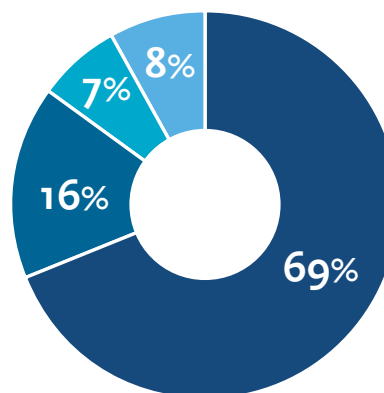


46% LIVING IN HOME COMMUNITY

36% LIVING IN HOME COUNTRY BUT NOT IN HOME COMMUNITY

18% LIVING IN ANOTHER COUNTRY

CURRENT ALUMNI MAIN ACTIVITY



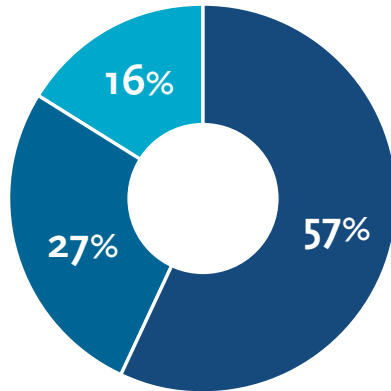
69% EMPLOYMENT/SELF-EMPLOYMENT/PROFESSIONAL TRAINING

16% EMPLOYMENT/SELF-EMPLOYMENT AND ADVANCED ACADEMIC STUDY

7% ADVANCED ACADEMIC STUDY

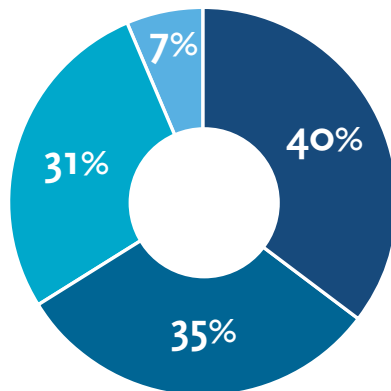
8% OTHER

CURRENT ALUMNI EMPLOYMENT



57% PUBLIC SECTOR
27% NOT-FOR-PROFIT SECTOR
16% PRIVATE SECTOR

TYPES OF ORGANIZATIONS



40% PRIMARY/SECONDARY/HIGHER EDUCATION
35% GOVERNMENTAL ORGANIZATIONS
31% NON-GOVERNMENTAL ORGANIZATIONS
7% BUSINESS

PROFESSIONAL/ VOLUNTEER ACTIVITIES

88%

POSITION RELATED TO
SOCIAL COMMITMENT/
COMMUNITY SERVICE

84%

APPLYING KNOWLEDGE
GAINED TO ACTIVITIES

75%

MORE AUTHORITY/
RESPONSIBILITY
THAN BEFORE

66%

SENIOR MANAGEMENT/
LEADERSHIP POSITION

62%

CURRENTLY ENGAGED IN
VOLUNTARY ACTIVITIES



CHAPTER FIVE

IFP Alumni: An Evolving Legacy

IFP alumni include grassroots organizers, environmental activists, NGO founders, higher education policy makers, youth advocates, public health campaigners, academics and multimedia artists, among others. They live in urban centers and isolated villages, and speak many languages. And while they may hold widely divergent views about the root causes and solutions for injustices in their countries, they have at least two things in common: the IFP fellowship and a deep commitment to social change. We knew early on that the alumni would become IFP's "living legacy."

Ever since the first graduates began returning to their home countries in 2003, we have supported continued alumni engagement, while also conducting research that would enable us to better understand the results of the program. Our hope was that by fostering local alumni interactions and providing resources for additional skills training and professional activities, we would see alumni listening to one another, forging new networks and defining new arenas for leadership in processes of social change.

As a fellowship program, IFP was largely focused on individual potential, life trajectories and personal achievement. Still, we knew that Fellows could form a unique and powerful collective resource once they had finished their studies. IFP thus decided to help fund continued interaction among program alumni in all twenty-two countries in coordination with local IPs. Ultimately, our substantial support—approximately \$6 million—for a diverse array of alumni activities became one of the program's distinguishing features.

Alumni groups held meetings, communicated through websites and social media, and developed IFP alumni directories. As time passed, networks developed and consolidated locally relevant approaches to national issues. The alumni drew on their individual talents and professional roles as social justice advocates, community development practitioners and policy specialists. The groups worked on local projects, led research or development dialogues, published books and built the IFP profile through local media. In turn, the IFP Secretariat provided funds for networking, capacity building, professional development, local initiatives and volunteerism, recognizing that each alumni group would have its own norms and characteristics. As time passed, some groups decided to formally register their organizations while others remained informal networks.

IFP Fellow Lai Dafu runs workshops and performances for schoolchildren in and around Beijing. He earned his master's degree in Music Education from New York University in the U.S.



“Because of our rehabilitation seminars, more than fifty youth — many of them former criminals — are now working independently as entertainers throughout Tanzania. I believe that through my work, IFP will leave an everlasting legacy.”

MGUNGA MWAMNYENYELWA, TANZANIA

Master's in Fine and Performing Arts, University of Dar es Salaam, Tanzania

Mgunga Mwamnyenyelwa was born into an impoverished community on the outskirts of Dar es Salaam. When he moved to a middle-class town in the Kilimanjaro region, Mgunga soon developed a passion for theater not only as a form of artistic expression, but also as a tool for grassroots social change. As a college student, he founded the Parapanda Theatre Lab, a program that has expanded throughout East Africa. In 2006, Mgunga established the Babawatoto Centre, a highly successful initiative that uses performing arts to empower youth.



“Through the IFP community, I had a chance to network internationally and gain the recognition of my peers. If I'm in doubt, I seek advice from the alumni to bring me up to date on the latest developments in their areas of expertise.”

ALLA NADEZHKINA, RUSSIA

Master's in Foreign Journalism, Moscow State University, Russia

Alla Nadezhkina is head of the Press Service at RIA Novosti, one of Russia's top news agencies. In 2011, she organized two highly successful media conferences, collaborating with IFP worldwide to ensure that alumni from other countries could participate. Originally from the industrial city of Barnaul, Alla earned her bachelor's and joined the faculty at Altai State University. As a correspondent for Altapress, her reportage consistently focused on stories related to social change. In 2011, Alla attended the IFP India Alumni Network's Social Justice Conference in Jaipur. Since then, she has been a regular speaker at international events.



“My experience as a Ford IFP Fellow transformed my career and made me a global citizen, with valuable professional contacts who have helped strengthen my capacity to hold leaders, governments and corporations accountable in my country and elsewhere.”

MUSIKILU MOJEED, NIGERIA

Master's in Journalism, City University of New York, U.S.

Musikilu Mojeed attended classes for the first time when a primary school opened ten kilometers from his family's farm in rural southwest Nigeria. In secondary school he was elected President of the Press Club, and has continued to win recognition for his journalism ever since. In 2011, Musikilu's series of articles on oil corruption earned him awards from the Forum for African Investigative Reporters and the Wole Soyinka Centre for Investigative Journalism. In 2012, Musikilu became a John S. Knight Journalism Fellow at Stanford University.



“The experiences I received from participating in the IFP program were life-changing. People at home never believed a woman could do it. Now the people come to me. I believe in the power of my own thinking.”

THEERADA NAMHAI, THAILAND

Master's in Development Management, Asian Institute of Management, Philippines

Theerada Namhai is from Plaboo, a farming village in the northeast region of Isan, Thailand. During her IFP fellowship, Theerada studied in Vietnam, the Philippines and the Netherlands. She returned to Plaboo and founded the Farmer Community School, an educational collective that encourages local farmers to share knowledge about sustainable practices. Theerada also runs a weaving collective that empowers women in her village to gain financial independence through income-generating activity.



EVOLVING TRAJECTORIES

IFP's ongoing support for alumni activities and interactions has been key in affirming its goal of enhancing social justice in developing country contexts. Keeping that goal in view throughout the life of the program encouraged a greater appreciation for the complexities and multiple factors often underlying the trajectories of IFP Fellows—and the choices they make after obtaining their degrees.

As more and more Fellows completed their studies, the program's International Partners and the Secretariat were able to gain detailed and nuanced perspectives on alumni experiences over time. As with so many aspects of IFP, there is no single model that explains the journeys taken after fellowships are completed, but individual testimonies and regional alumni group records highlight a series of phases through which many IFP alumni have passed. They point to several observations about the stages and transitions of the post-fellowship period.

The first stage tends to be dominated by the re-integration dynamic, involving the need to adjust and acclimatize to conditions in home communities and

In 2008, the Philippines Social Science Council and the British Council hosted a commencement ceremony at the National Museum of the Filipino People. Here, Assad Baunto receives an award as part of an event honoring the achievements of fifteen IFP Fellows who studied in the U.K. He earned a master's degree in Economics from the University of Oxford.

work environments. This phase is characterized by great enthusiasm as well as the potential for great disappointment. Ambitious and eager as they may be to apply their newly found skills and knowledge, alumni may realize that their former work is no longer satisfying, or that their scope of action and impact back home is smaller than they had imagined. They may become frustrated working with superiors who have limited appreciation for the new knowledge alumni have brought home. Securing full-time employment may also be difficult at first, especially for those from the NGO sector who relinquished their positions to accept the fellowship. Alumni may learn hard lessons as they are cautioned to be patient, to fit back in and to accept limitations.

As they move into the second phase of post-fellowship experience, some IFP alumni make choices to better balance their life and professional goals after carefully assessing the available opportunities. This can often involve shifting jobs several times, or moving from a community base to a larger urban center. In what many International Partners describe as the third or final phase of these transitions, alumni have dealt with challenges, changes, setbacks and major transitions of all kinds. At this juncture, they settle into their career roles, having made choices that enable them to demonstrate their full capacity to contribute to their work environment and their societies.

Today, our alumni are a busy group. IFP data show that two-thirds of alumni continue volunteer activities after completing their fellowships, and more than 90 percent of alumni are employed and/or continuing academic study. Most alumni are engaged in multiple activities, including further study, social and political activism, and public policy roles, not to mention family obligations. In case after case, the alumni report that the IFP fellowship opened new and often unanticipated opportunities including employment, research grants, doctoral-level degrees and increased visibility for social justice initiatives. Years after completing the fellowship, alumni continue to regard their IFP experience as transformational and a key factor in their subsequent life choices.



JACINTHA SALDANHA, INDIA
Master's in Audiology and Speech Language Pathology, Mangalore University, India



ASTRONAUT RUTENGE BAGILE, TANZANIA
Doctorate in Gender and Development, University of Dar es Salaam, Tanzania



ERNEST OGBOZOR, NIGERIA
Master's in Sustainable International Development, Brandeis University, U.S.



FERNANDO POBLETE ARRUE, CHILE
Master's in Public Health, Harvard University, U.S.



AGGREY WILLIS OTIENO, KENYA
Master's in Communication and Development, Ohio University, U.S.

SUSANA BOLOM MARTÍNEZ, MEXICO
Master's in Rural Development, Universidad Austral de Chile

ALEXANDER KERKETTA, INDIA
Master's in Social Development and Sustainable Livelihoods, University of Reading, U.K.



CHAPTER SIX

Drawing the Lessons of IFP

Blind and visually impaired students walked down a Ho Chi Minh City street on October 16, 2011 to mark the first International White Cane Safety Day in Vietnam. IFP alumni participation in this event was inspired by the late IFP Fellow Le Dan Bach Viet, who asked blind and visually impaired persons to use the white canes as a tool for safe and independent mobility.

IFP was based on the premise that extending higher education opportunities to leaders from marginalized groups would help to further social justice in some of the world's poorest and most unequal countries. Was our premise correct? We have measured our results along several key dimensions.

First, the backgrounds of the candidates show that IFP reached deep into marginalized groups with limited access to higher education. Two-thirds of selected finalists, for example, come from rural areas, small cities and towns. At age 16, almost 80 percent had parental income that was below the national average. And since parental education is a strong predictor of educational levels for the next generation, it is especially significant that four out of five IFP Fellows had parents who did not have higher education degrees. The majority of IFP Fellows experienced discrimination because of poverty, while nearly one-third or more reported experiences of social injustice based on living in or coming from remote regions, or because of gender or ethnicity, among other factors. Thus the Fellows' social and economic profile is highly consistent with IFP's mission to expand and broaden access to international higher education.

Second, despite a somewhat lower graduation rate among Fellows who studied in their home country, the Fellows' academic success is a matter of record. Working closely with IPs, Placement Partners and the Fellows themselves, the program developed creative strategies to place Fellows in hundreds of high-quality graduate programs. Pre-academic training both in their home countries and, for some, at their host universities, followed by close monitoring throughout the fellowship period, created favorable conditions for the Fellows to achieve their academic goals. A survey conducted in early 2012 showed that 91 percent of more than 3,300 alumni had earned their graduate degrees. Nearly all the rest planned to finish their degrees in the near future; fewer than 1 percent had discontinued their studies completely.

Finally, alumni surveys, personal interviews and country-level studies all show that the vast majority of alumni return to or remain in their home countries after completing their studies; the same 2012 alumni survey showed that 82 percent were living in their countries of origin. Most of those who stay abroad pursue further study or professional training, or find positions in international organizations. Although alumni may take some time to find regular employment and advance within their organizations, in 2012, two-thirds occupied senior management or leadership positions. Three-quarters report more authority and responsibility in



“I was on a path to corporate success but knew that there was something more out there for me. My economics background has given me the foundation I need to make a contribution toward building a society that we all deserve to live in.”

RÉJANE WOODROFFE, SOUTH AFRICA

Master’s in Development Economics, University of Sussex at Brighton, U.K.

Réjane Woodroffe is founder of the Bulungula Lodge and Incubator Project, a highly successful community development initiative that began as an experimental eco-tourism site on the Wild Coast section of the Eastern Cape. “We wanted to see whether backpacker tourism could be used as an effective poverty-fighting tool,” says Réjane. The result is a project that has created employment for local villagers, established locally owned businesses and now incorporates educational, agricultural and leadership development programs for residents.



“The support I received from Ford IFP enabled me to make contact with a multicultural community of scholars and figures of global significance in the fields of health and psychology. We all share the dream of leaving a better world than the one we received.”

RICARDO REY CLERICUS, CHILE

Doctorate in Psychology, Pontificia Universidad Católica de Chile

Ricardo Rey Clericus is a psychologist who began his career in teaching. He became a full-time public health practitioner for the Ministry of Health in the remote Biobio region of Chile, where he offered preventive psychological and clinical care for rural communities. Known for his groundbreaking work in mental health for the poor, Ricardo is particularly interested in the influence of culture, race and ethnicity on perceptions of illness and health. He encourages health workers to consider these contexts when designing and conducting health programs.

professional activities than before they held the fellowship. And increasingly, not only the alumni but their colleagues and community members attest to their transformative roles in a broad array of social justice and development fields.

What is the significance of these results?

Several critical lessons emerge from the IFP experience. First, as thousands of applications poured into IFP partner offices around the world, it became clear that the program could meet only a tiny fraction of the demand for fellowships. We received nearly 80,000 completed applications over the ten-year selection cycle—and tens of thousands of preliminary applications.

The high demand had a dual effect. On the one hand, although the number of applications varied from country to country, at the global level IFP selected approximately 5 percent of applicants. The deep candidate pools allowed us to be highly selective. On the other hand, there were many more viable candidates than the program could support. The fact that this demand exists is an important finding. Other international scholarship programs that seek to reach deeper into disadvantaged communities will find multitudes of qualified candidates.

Second, we now know that with proper support structures in place, talented individuals from marginalized communities can achieve academic success in a wide variety of higher education institutions. This is a powerful refutation of the often-repeated charge that affirmative action programs and other strategies for social inclusion “lower academic standards.”

One of IFP’s most important findings was that students who did not necessarily attain the highest grades in their undergraduate programs could nonetheless excel academically in highly competitive graduate programs. IFP’s experience raises the question whether selecting only the top academic performers for prestigious international scholarships unfairly excludes talented students whose prior schooling leaves them poorly prepared for further study.

Yet academic excellence is not automatic for non-traditional students, whose educational backgrounds almost certainly suffer from major gaps. In working with the Fellows across the world, IFP found that academic preparation for overseas study is a relatively low-cost, up-front investment that yields consistently high returns. IFP allocated \$11.6 million to home country pre-academic training, less than 3 percent of total program expenditures. Local providers can offer courses in foreign languages, especially English, academic writing, computer and research

skills, presentation skills, various intercultural competencies and even life skills training such as personal budgeting.

This preparation significantly improves academic performance, even in highly competitive graduate-level programs. With internet access steadily increasing, even in remote areas in developing countries, online courses can now be offered in a highly cost-effective way. Similarly, short-term bridging programs at host universities focusing on language, computer and research skills can further enhance students' academic readiness. Again, this is a cost-effective, up-front investment that produces academic gains and lowers the risk that non-traditional students will fail to complete their studies.

A third lesson is that both public and private universities can increase their proportion of non-traditional international students by adopting more flexible admissions policies, including conditional admissions. Support should not end there. Universities can also offer bridging programs and strong academic counseling that enable students to make timely transitions into their full-time academic programs as their skill levels improve. Beyond academic support, universities also need to provide easily accessible services to address students' practical, cultural and health issues. These needs can be particularly acute for students with no previous international experience or financial cushion.

A fourth lesson based on the IFP experience is the importance of working with local organizations to identify candidates who authentically represent marginalized or excluded groups. Even universities with limited recruiting budgets can draw on local expertise to help them reach international candidates other than the usual urban elites. The importance of local knowledge in international recruitment cannot be overstated.

Finally, on the policy level, many donor countries provide individual scholarships as part of their foreign assistance programs. Yet donors often find it difficult to demonstrate a direct connection between scholarships and overall foreign assistance goals like poverty reduction. Targeting fellowships to talented leaders living and working with vulnerable communities and committed to solving their problems will increase the chances that these beneficiaries will return home after their studies. And once they reintegrate into their societies, they are likely to advocate for equitable development and advance social change themselves, in myriad ways.

“IFP created a community of like-minded individuals and institutions who share similar values and believe in the role of education for social change. This informal IFP network survived the life of the program itself, and could be seen as one of its major impacts.”

OKSANA ORACHEVA, IFP PROGRAM DIRECTOR,
RUSSIA



“The IFP scholarship strengthened my public policy and social advocacy skills. Now I’m an expert in conflict mediation processes, training civic and political actors at different levels. I am a human rights activist.”

MARTA JUANA LÓPEZ BATZÍN, GUATEMALA

Master’s in Politics and Public Administration, Instituto Tecnológico y de Estudios Superiores de Occidente, Mexico

Marta Juana López Batzín is a member of the Kaqchiquel indigenous group. She founded a women’s political association, where she was an active participant in the peace process following Guatemala’s thirty-six-year civil war. In 2010, she returned to Guatemala with her degree and was appointed Vice-Minister of Education. Today Marta is an independent consultant and continues to defend indigenous rights.



“For me, ‘human rights’ is not just an academic major or a career. My people dream of a future with good governance, justice and equality. I am now intensely involved in the change I always wanted to be part of.”

MOHAMMED ABUHASHEM, PALESTINE

Master’s in International Human Rights Law and Practice, University of York, U.K.

Mohammed Abuhashem was born in Cairo, and spent his first fifteen years as a refugee living in Egypt. After the establishment of the Palestinian Authority, he moved with his family to Gaza, completed secondary school and earned a bachelor’s degree in Military Science. He then obtained a second bachelor’s degree in Law and worked as a military prosecutor for the Palestinian Authority. Mohammed’s international fellowship experience motivated him to specialize in human rights. Today, he is a researcher and trainer at the Palestinian Center for Human Rights in Gaza and a lecturer at the University of Palestine.



QUESTIONS FOR THE FUTURE

Among the important outcomes of IFP are the ways its model suggests new directions for policy makers at both the national and global levels. Yet at a time when public resources are limited, leaders may be unsure whether investing in higher education for community leaders or grassroots change agents helps them meet and measure progress toward national and international development targets.

Can the changes IFP helped engender within partner universities be institutionalized over the long term, especially without a major donor-supported program such as IFP? Are international exchange programs, national governments, or bilateral or multilateral donors ready to take the lead in enabling greater access and opportunity for advanced degree study? Are institutions promoting greater global access to higher education willing to change their policies and practices to reach this goal? And are they willing to affirm that higher education, just like other levels of education, can help promote not only better-educated and more economically competitive societies, but ones that are more equitable and just?

We stated at the outset that the program sought to transform a traditional fellowship mechanism into a tool for reducing social inequality. This transformation was not easily achieved; it took deep commitment and substantial resources, as well as great flexibility and imagination to continuously find solutions to new problems encountered as barriers were broken. Yet IFP was highly successful, not only in supporting thousands of Fellows to pursue their educational dreams but also in building a global community united around a shared aspiration for more equitable and just societies.

This is the enduring value of the IFP legacy.

IFP Fellow Raphael Onyango Obonyo, from Kenya, shakes hands with United Nations Secretary-General Ban Ki-moon at the UN General Assembly. During his master's program in Public Policy at Duke University in the U.S., Raphael completed an internship with the UN Youth Advisory Board.

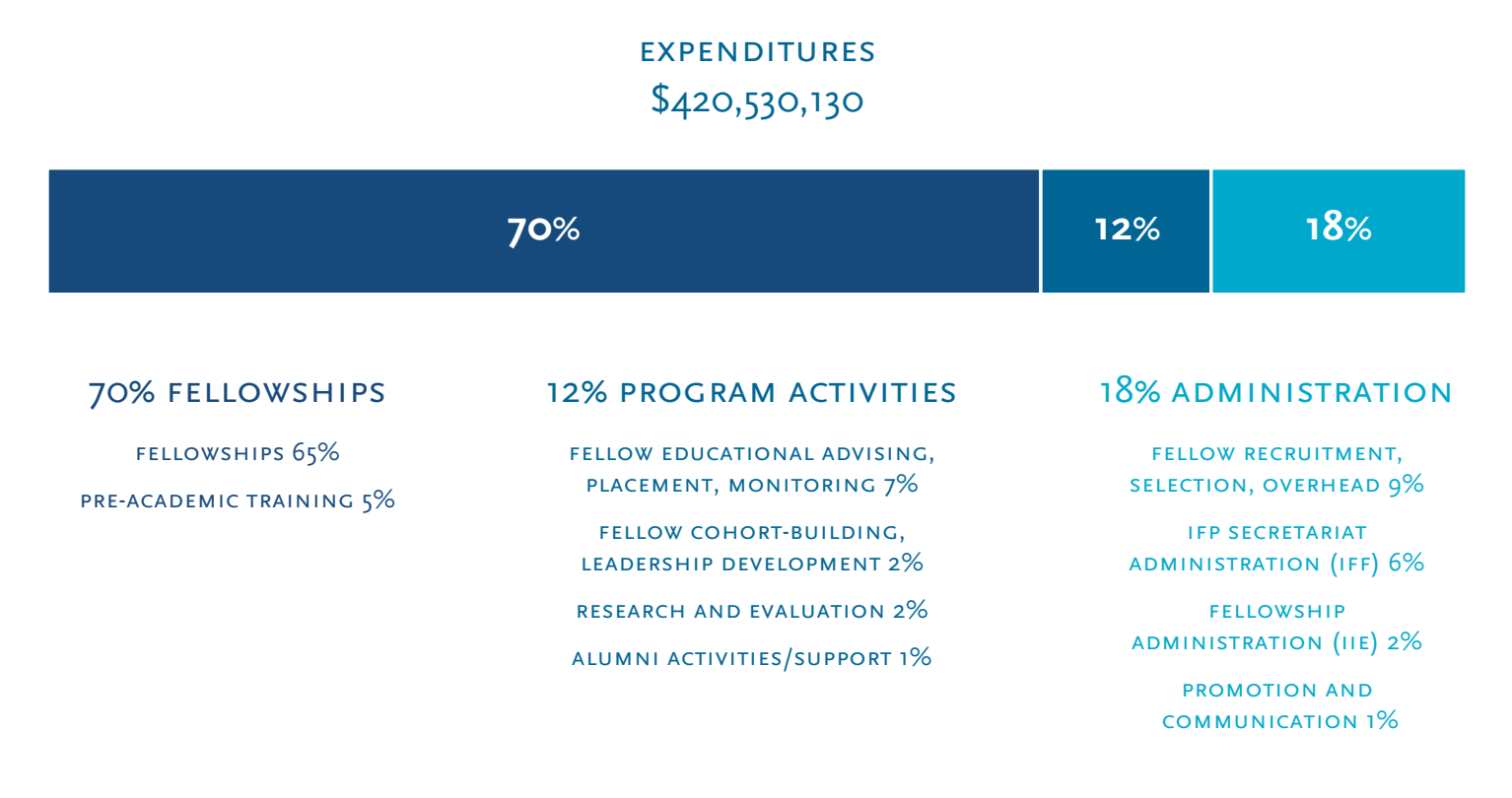
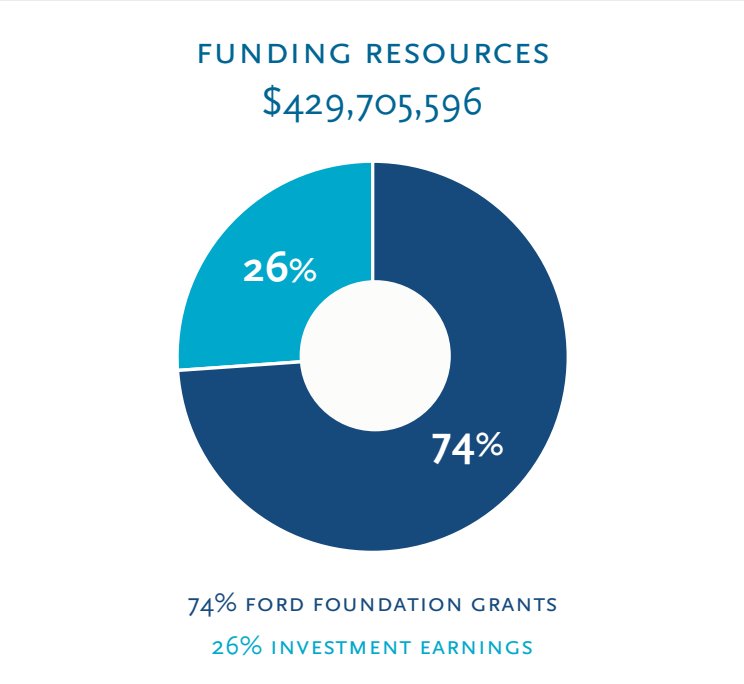


IFP Fellow Richa Ghansiyal works in her home state of Uttarakhand, India, training young apprentices to design and produce craft items with local raw materials. Richa received her master's degree in Rural Development from the University of Sussex at Brighton in the U.K.

How the Finances Worked

The Ford Foundation disbursed its initial grant of \$280 million to IFF in a lump sum in 2001. Subsequent grants from Ford totaled \$40 million and were received in several annual installments starting in 2006. IFF's investment earnings by the end of the program are expected to total approximately \$110 million, net of fees, and IFP's expenditures are expected to total approximately \$420 million. Approximately 82 percent of expenditures will have gone toward fellowships, program services to Fellows after selection, and program research and evaluation. Fellowship costs varied greatly, especially due to academic program length and study location.

Investments and expenses through September 2014 are included. Surplus funds will be returned to the Ford Foundation.



Acknowledgments

It would take many pages to thank the hundreds of talented and committed people around the world who helped turn IFP’s vision of social justice in international higher education into reality. Indeed, we often speak of the IFP family—a diverse, inclusive group of Fellows, alumni, international partners, university faculty and administrators, selection panel members, program advisors and countless others who gave generously of their time, expertise, dedication and imagination so that this ambitious enterprise could succeed. Without reservation, we thank them for their unstinting efforts.

We would also like to offer special thanks to our oversight bodies: the IFF Board of Directors, chaired with a firm and steady hand by Ambassador Donald McHenry, and IFF’s Finance and Investment Advisory Committee (FIAC), chaired in succession by two Ford Foundation Executive Vice Presidents: Barry Gaberman and Barron Tenny. Nicholas Gabriel, the Treasurer of both Ford and IFF, has kept a vigilant eye on the program finances since we began operations in 2000. Over the years, the Board and FIAC members have continually challenged us to plan carefully and use our resources as strategically as possible. For their part, staff members at the New York-based IFP Secretariat, as well as Yolande Zahler and her fellowship administration team at IIE, literally built the program Fellow by Fellow, partner by partner, grant by grant.

Finally, we would like to express our deep gratitude to Allan Goodman, President of the Institute of International Education, for hosting IFP and its supporting organization, IFF, at the Institute for more than a decade.

And to former Ford Foundation President Susan Berresford, we want to say how glad we are that she was willing to make one of her famous “big bets” on IFP. It has brought bigger rewards than we could have imagined.

*Joan Dassin, Executive Director
Ford Foundation International Fellowships Program*

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VIETNAM
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with Vietnam (CEEVN)

This publication is dedicated to the IFP partners around the world,
who embraced the vision of IFP and made it their own.

If you do anything just for money you won't succeed

IFP Fellow Sakilahmed Abdulrafik Makarani teaches high school students in Gujarat, India. Sakilahmed earned a master's degree in Curriculum Studies from the University of Hawai'i at Mānoa in the U.S.





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See also: Toby Alice Volkman, ed., with Joan Dassin and Mary Zurbuchen, *Origins, Journeys and Returns: Social Justice in International Higher Education* (New York: Social Science Research Council, 2009).

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IFP Fellow Theerada Namhai founded the Farmer Community School in her village of Plaboo, Thailand. She earned a master's degree in Development Management at the Asian Institute of Management in the Philippines.

BACK COVER This triptych painting by IFP Fellow Jagmohan Bangani was commissioned by IFP India for the exhibition “Ten Years of IFP India,” 2013. Jagmohan received a master’s in Fine Arts and Theory (Painting) from University of Southampton, U.K.



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