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U.S.-East Timor Scholarship Program, and U.S.-South Pacific Scholarship Program.

A key component of the degree fellowship experience includes the option for involvement in the Center's research projects. The following two examples reflect the collaborative nature of the program:

## STUDENT PROGRAMS

### EAST-WEST CENTER GRADUATE DEGREE FELLOWSHIP PROGRAM

In FY2006, approximately 78 percent of the Center's 470 students pursued degree programs, primarily master's or doctoral degrees. Approximately 25 percent of the students were funded through the Center's congressionally appropriated scholarships, which are awarded annually on a highly competitive basis, with two-thirds of the recipients coming from the Asia Pacific region and one-third from the United States. Foundations, federal grants, alumni contributions, and self-financing, now support 75 percent of students, a figure that has risen steadily since 2001. The three largest sources of this non-appropriated support are the International Fellowships Program,

Jason Nam, a master's student in public health and first lieutenant in the U.S. Army, co-researched and co-authored a paper for a UNAIDS project with EWC Senior Fellow Tim Brown. By providing behavioral targets and outcomes, this project enables Asia Pacific countries to determine the necessary actions to avert or reverse the course of their epidemics.

Ashwin Sabapathy, a doctoral student in Urban and Regional Planning from India worked with EWC Research Fellow Sumeet Saksena on the use of GPS systems to track the movement of people in various microenvironments over a period of time, and to identify methods for delineating urban poor populations in Hanoi and Ho Chi Minh City.

Educational opportunities of the East-West Center prepare current and future leaders from the Asia Pacific region and the United States for a new era of increased social, economic and technological interdependence. Through degree and certificate programs, student participants develop a foundation to address the critical issues of the world's most dynamic region. Professional development programs for educators strengthen the capacity of individuals and institutions to cultivate in their students an appreciation and understanding of the histories, cultures, and contemporary issues of the Asia Pacific. An international forum on education explores new educational paradigms for the Asia Pacific region that address the needs of an increasingly interdependent world. Both public and private sources support the Center's education programs.

- Mary Hammond is dean of education.
- Mendl Djunaidy is associate dean of education.





## FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM

Exceptional men and women from marginalized sectors in developing Asian nations gained the opportunity for graduate study through the Ford Foundation's International Fellowships Program (IFP). In FY2006, 70 IFP students from China, Egypt, India, Indonesia, the Philippines, Thailand and Vietnam were in residence at the Center and pursued advanced degrees, concurrent with intensive English language study, at the University of Hawai'i and Hawai'i Pacific University. IFP students come from social groups and communities that have historically lacked systematic access to higher education such as ethnic minorities, indigenous peoples, women, non-urban residents, and the physically disabled. Participants are selected on the basis of leadership potential and commitment to community or national service, and who will use the knowledge and skills they gain to become leaders in their respective fields, further development in their own countries, and promote greater economic and social justice worldwide.

- *Kim Small is the IFP scholarship coordinator.*

**2006 IFP Fellow Sapril Akhmady's (M.A. in Asian Studies) pioneering work examines environment and cultural change among the Amma Toa People of Makassar in South Sulawesi, Indonesia, and will be featured at the 41st Annual Regional AAS Conference, "Asian Studies on the Pacific Coast."**



**In 2006, as an example of a community service project, USET Fellow Nelson De Sousa Carvalho Belo worked with the Judicial System Monitoring Program in East Timor to help develop and disseminate information on justice and fair elections to rural communities.**



*U.S.-South Pacific and East Timor fellows (including Nelson De Sousa Carvalho Belo, left) met with American Samoa Representative Eni Faleomavaega (back row, center) in his Congressional Washington office.*

## UNITED STATES-EAST TIMOR SCHOLARSHIP PROGRAM / UNITED STATES-SOUTH PACIFIC SCHOLARSHIP PROGRAM

The U.S.-East Timor Scholarship Program (USET) supports higher education of academically talented East Timorese, who are expected to contribute to their country's political, economic and social development through effective leadership and service.

The U.S.-South Pacific Scholarship Program (USSP) ensures that exceptional Pacific islands students have an opportunity to pursue a bachelor's or master's degree in the United States. Individuals from the South Pacific island nations of the Cook Islands, Fiji, Kiribati, Niue, Papua New Guinea, Solomon Islands, Samoa, Tonga, Tuvalu, and Vanuatu are eligible for the competitive, merit-based scholarships.

These Department of State funded programs each provide five scholarships annually and the East-West Center competed for and was selected to administer the programs. Undergraduate scholarship recipients may pursue studies at institutions in the continental United States through the National Student Exchange (NSE) program. These two programs include summer internships in Washington and community service projects in their home countries.

- *Eugene Vricella is scholarship coordinator for the USET and USSP programs.*

## ASIAN DEVELOPMENT BANK – GOVERNMENT OF JAPAN SCHOLARSHIP PROGRAM

The Asian Development Bank (ADB) scholarship program provides financial support for students to participate in EWC educational programs while pursuing post-baccalaureate study in ADB-approved fields at the University of Hawai'i at Manoa. In FY2006, 16 ADB students from Azerbaijan, Bangladesh, Bhutan, Indonesia, Kyrgyzstan, Nepal, Pakistan, Sri Lanka, and Vietnam pursued advanced degrees through this program. Additionally, ADB travel grants enabled students to advance their studies through field research, conference presentations, and other learning opportunities.

- *Mendil Djunaidy, associate dean of education, coordinates the ADB scholarship program.*

**2006 ADB Fellow Vanathy Kandeepan (M.S. in Natural Resources and Environmental Management) from Sri Lanka was awarded an ADB travel grant for her thesis research on "Willingness to Adopt Organic Farming in Jaffna District, Sri Lanka."**



## ASIA PACIFIC LEADERSHIP PROGRAM

The Asia Pacific Leadership Program (APLP) is a five-month or (optional) nine-month graduate certificate program focusing on regional issues and leadership training in an experiential format. Each APLP cohort consists of exceptional early to mid-career professionals and graduate students with high leadership potential from all sectors. Since the establishment of APLP in 2002, with funding from the Freeman Foundation, more than 240 fellows from 40 countries have completed the program, creating a network of leaders committed to the prosperity of the Asia Pacific region.

### Class of 2006-07

The sixth generation of the Asia Pacific Leadership Program consisted of 44 fellows (64% female) from 22 different countries with 80% from outside the U.S. Participants included an environmental engineer working on energy alternatives in Laos; a Burmese HIV/AIDS physician from Doctors Without Borders; a Chinese journalist; a women's rights activist from Vietnam; an NGO leader from Pakistan; a Samoan chief; and a Cambodian monk.

*“Each of us is but one of seven billion on this planet, but what we do as individuals can have a tremendous impact on the world.”*

ZARINA CHEKIRBAEVA,  
ASIA PACIFIC LEADERSHIP PROGRAM  
ALUMNA AND ADB SCHOLARSHIP  
RECIPIENT FROM KYRGYZSTAN

### Seminars and Field Study

The 2006 APLP consisted of three seminars — Regional Core Issues, Leadership, and Professional Development, as well as Field Studies in Molokai, New York, Washington, D.C., and Vietnam.

In October, the APLP fellows visited New York, meeting with officials from the UN, the Asia Society, and West Point's Center for Combating Terrorism. The Washington, D.C., segment of the field study included briefings from the Committee on Foreign Relations, the World Bank, and the IMF.

The Asian field study was held in Vietnam, which enabled the fellows to present panels on regional issues at the EWCA Conference in Hanoi. The field study featured a new “Group Independent Study Tour” program in which teams of participants from similar fields explored different regions of Vietnam, then presented their findings to the group in Saigon. The group also visited Hoi An and Sapa, and raised funds to support the education of a Vietnamese orphan.

*Asia Pacific Leadership Program participants engage in a wide range of learning activities from presenting at international conferences to community service and hands-on field study.*



## Projects

A new project was launched in December, in which APLP will coordinate educational outreach for the 2007 voyage of the Hokulē'a canoe to Micronesia and Japan, enabling students to follow the 7,200 mile journey via the Internet. The voyage celebrates the 30th anniversary of the Polynesian Voyaging Society, which the EWC helped establish.

## Internships

Internships are an increasingly important component of the APLP experience. In 2006, APLP Fellows provided humanitarian aide, conducted research, supported policy initiatives, and promoted business exchange at several institutions including: The Center for Strategic and International Studies in Washington, DC; National Workers' Congress in Sri Lanka; and the U.S. Commercial Service in Vietnam.

## APLP Alumni Community

The heart of the APLP is a vibrant, connected alumni community. In December, the APLP Alumni Chapter received the Distinguished Chapter Award at the EWCA Conference in Vietnam, where they also held an APLP alumni reunion to celebrate the fifth anniversary of the program. Through the creation of a new APLP Chapter intranet, the program's alumni network has been further strengthened.

- *Nicholas Barker is leadership education coordinator and program coordinator for the APLP.*
- *Scott MacLeod is senior education specialist and coordinator of the regional core issues seminar.*

For more information on the Asia Pacific Leadership Program, visit:

[www.EastWestCenter.org/aplp](http://www.EastWestCenter.org/aplp)

## STUDENT INITIATED PROJECTS

Creating, promoting, and encouraging opportunities for students to assume significant responsibility for their learning community helps to build leadership experience and capacity.



### 5TH INTERNATIONAL GRADUATE STUDENT CONFERENCE

Over 140 graduate students from 14 countries and more than 50 universities gathered at the EWC International Graduate Student Conference in February. This EWC student organized conference, on "Sustaining a Resilient Asia Pacific Community: Issues and Solutions," is considered the leading graduate student conference on Asia Pacific issues.

### EAST-WEST FEST

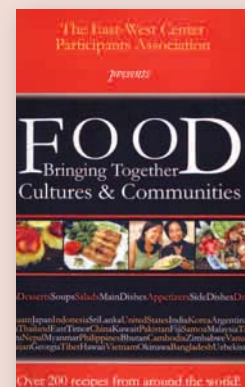
"Celebrating Peace Through the Arts of the World" was the theme of the 2006 East-West Fest, an EWC Participants Association sponsored annual cultural arts celebration, which regularly attracts hundreds of residents from the Hawai'i community.

### WEDNESDAY EVENING SEMINAR

In fall 2006, this student-led discussion group incorporated facilitator training to strengthen the learning and sharing experience, which examined the empowerment of people in the Asia Pacific.

### EWCPA COOKBOOK

A student fellow led initiative resulted in the EWC Participants Association publication of "Food: Bringing Together Cultures and Communities" comprising a compilation of recipes that celebrate cross-cultural sharing.



## FACULTY DEVELOPMENT PROGRAMS

Two signature education programs, AsiaPacificEd and the Asian Studies Development Program, advance U.S. engagement with the Asia Pacific region by working with educators. They address the strategic goal of expanding the reach of the Center's programs by promoting the study and understanding of Asia Pacific peoples and cultures at the K-12 and higher education levels.

### ASIAPACIFED PROGRAM

The AsiaPacificEd Program provides elementary and secondary school teachers, together with their students, opportunities to gain essential Asia Pacific-related knowledge and skills. In 2006, AsiaPacificEd organized professional development programs involving U.S. and Asian educators in cities throughout the United States, Cambodia, and Thailand. Additional workshops and school projects conducted by program participants have introduced thousands of teachers and students to the Asia Pacific region and to EWC resources. AsiaPacificEd continues to support teachers through follow-up activities, weblog discussions, and resource sharing, after participants return home.

*American students meet with their counterparts in Thailand in the "Building Disaster-Resilient Communities" exchange program.*



### Partnerships for Youth

Partnerships for Youth in Building Disaster-Resilient Communities (P4Y), a new exchange program supported by a \$245,000 U.S. Department of State grant, brought 24 American high school students from across the country to Thailand and 24 Thai students to the U.S. In July, the American youth visited Phuket, Phang Nga and Krabi, meeting with disaster management experts, government and civic leaders, and communities affected by natural disasters. At a press conference in Phuket, the students presented recommendations from a public policy report they developed on the role of youth in disaster education and planning.

In October, the Thai youth delegates, many coming from tsunami-devastated and Muslim majority provinces, convened in Hawai'i for an intensive training, administered by the Oahu Civil Defense Agency, on hazard mitigation, community preparedness, and response operations. These students also visited local schools and stayed with families in Honolulu, where they collaborated with U.S. youth delegates on an action plan to promote youth leadership in disaster management in both countries.



*High school students from Thailand present their disaster management plan to the Hawai'i community as part of the State Department-supported P4Y exchange program.*

*“Teenagers are an underutilized resource in disaster planning and response.... Young people can take important roles in their communities to increase public awareness, counsel their peers, and keep the memory of disasters alive, so that the important lessons learned from disasters such as the 2004 tsunami and Hurricane Katrina are not lost.”*

AN AMERICAN  
“PARTNERSHIPS FOR YOUTH” DELEGATE

### Best Practice Institute

The fall “Best Practice” Teaching Institute, funded through the Center's Islamic Initiative, brought together 22 teachers from Indonesia and Thailand's “Muslim South” with their American counterparts in AsiaPacificEd partner schools to explore best teaching practices and cross-cultural differences. Following workshops in Honolulu, the Asian teachers visited schools in seven U.S. states and stayed with host families.

### Experiencing Southeast Asia: Thailand and Cambodia

Sixteen teachers from across the U.S. visited schools and cultural sites and stayed with local families in Thailand and Cambodia, exploring the nature of change in each country, through this Freeman Foundation funded travel seminar.

### Pearl Harbor: History, Memory, Memorial

In July 2006, a total of 80 American teachers from 29 states worked with Japanese resource teachers in the two National Endowment for the Humanities “Landmarks in American History and Cultures” workshops, which examined the living history of Pearl Harbor. Through direct experience with Pearl Harbor attack survivors, Japanese American internees, and the USS Arizona Memorial (the historic site honoring those who died in the attack during WWII), participants developed projects that connected history with innovative classroom applications. This program was organized in partnership with the Consulate-General of Japan in Honolulu and the U.S. National Parks Service, with additional sponsorship from the Arizona Memorial Museum Association.

■ *Namji Kim Steinemann is director of the AsiaPacificEd Program.*



*A Pearl Harbor survivor participated in the NEH-funded AsiaPacificEd workshop.*



### ASIAN STUDIES DEVELOPMENT PROGRAM

The Asian Studies Development Program (ASDP) infuses Asian content and perspectives into the core curricula at American colleges and universities by helping educators expand and refine their knowledge of the region. Established in 1990, ASDP is a joint program of the University of Hawai‘i and the East-West Center.

In 2006, ASDP co-hosted faculty development programs, funded by the Freeman Foundation, for more than 275 college and university instructors at affiliated North American institutions. Spring workshops included: “Culture, Climate, and Change in East Asia,” hosted by Hobart and William Smith Colleges (NY); and two workshops highlighting the diversity of Islamic cultures in Asia held at Black Hawk College (Illinois) and Sam Houston State University (Texas).

Fall sessions featured: “Korea: Transitions and Transformations,” hosted by the Center for Asian Democracy and the Institute for Democracy and Development at the University of Louisville (Kentucky); “Religion in the Public Sphere,” held at Valparaiso University (Indiana); and the eleventh workshop in the “Islam in Asia” series, hosted by Morgan State University (Maryland).

In March, Belmont University, an ASDP Regional Center in Nashville, Tennessee, hosted the 2006 ASDP National Conference, which is coordinated annually by the ASDP Association of

Regional Centers (ARC). Regional Centers strategically extend the scope and frequency of ASDP program activities.

A new two-week institute for university faculty and administrators from Latin America was conducted in April at the Center. This program focused on the histories, cultures, and contemporary interactions of Japan and Southeast Asia and was created at the request of the Inter-American Development Bank.

### Summer Institutes

More than 75 college educators from the United States, Thailand, Indonesia, and Malaysia, participated in the 2006 ASDP summer institute programs. Programs included:

***The Silk Road: Early Globalization and Chinese Cultural Identity*** — A five-week residential institute funded by the National Endowment for the Humanities.

For more information on the AsiaPacificEd Program, visit:

[www.EastWestCenter.org/asiapacificed](http://www.EastWestCenter.org/asiapacificed)



*Asian Studies Development Program seminar participants at the Doris Duke Foundation for Islamic Art's Shangri La estate in Honolulu.*

***Traditions and Modernity: Performing Arts and Cultural Representation*** — This three-week China field seminar, funded by the Freeman Foundation and the Chinese Ministry of Education, brought 14 American and two Malaysian professors to Beijing, Xi'an, Urumqi and Shanghai, to explore Chinese history, contemporary issues, and diverse cultural practices. This seminar, co-hosted with Beijing University, is part of a series aimed at improving how Chinese and American faculty teach about each other's cultural traditions and social issues.

***Infusing East Asian Studies into the Undergraduate Curriculum*** — ASDP's annual three-week institute, generously supported by the Freeman Foundation, included 35 participants from the United States, Thailand, and Malaysia.

The ASDP network now includes nearly 500 colleges in 48 states, with 20 schools designated as ASDP regional centers. Outreach services to ASDP alumni and other interested faculty are provided through the ASDP newsletter and an Internet discussion list.

- *Peter Hershock, educational specialist, is the ASDP coordinator.*
- *Elizabeth Buck, special assistant for education to the EWC president, and Roger T. Ames of the University of Hawai'i are ASDP co-directors.*

## SPECIAL INITIATIVES

### INTERNATIONAL FORUM ON EDUCATION

The International Forum for Education (IFE) 2020 was created to address the need for new conceptual approaches to education that respond to the rapidly changing economic, social, and cultural conditions in the Asia Pacific region. IFE 2020 provides a setting for leading scholars and practitioners from the region to collaboratively explore emerging issues in education and disseminate this work through a series of publications and short-term programs. In 2006, IFE 2020 staff partnered with institutions in China, Thailand, and the Philippines, conducting

workshops in each country on educational leadership and curricular reform. In September, educators and researchers from the Asia Pacific convened at the Center for the IFE 2020 Senior Seminar, which focused on the growing privatization and commercialization of higher education throughout the region.

### THE OBUCHI PROGRAM

The Obuchi Program provides educational opportunities at the EWC for Okinawan students and researchers as a means to advance Okinawa's future. In FY 2006, eight Obuchi Scholarship recipients pursued their studies through the EWC, including the first from the Asia Pacific Leadership Program. A highlight of the year included the 4th Worldwide Uchinanchu Festival in Okinawa, which featured an EWC Obuchi conference segment organized by the EWC Okinawa alumni chapter together with our Obuchi partner institution, the Okinawa International Exchange and Human Resources Development Foundation (OIHF).

- *Robert Nakasone is coordinator of the Obuchi Program.*



*EWC President Charles E. Morrison (center) and EWC Project Specialist Robert Nakasone, (first row, left) received Certificates of Appreciation from the Governor of Okinawa for their contribution to the Obuchi Program at the 4th Worldwide Uchinanchu Festival in Okinawa. Also pictured: Carol Fox, EWC director of Strategic Planning and Partnerships (back row, right); and (front row, R to L) the President of WUB (World Uchinanchu Business Association) International, Shinji Yonamine; EWCA Okinawa Chapter President Choko Takayama; and EWC Obuchi program partner representative Akira Yamauchi, Executive Director of OIHF.*