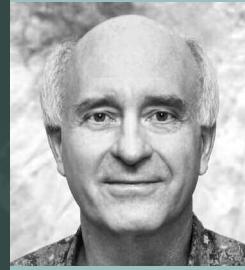


EDUCATION



■ *Terance W. Bigalke is director of the EWC Education Program.*

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. Last year, 432 students from 49 countries across the Asia Pacific region and U.S., as well as Central Asia, Europe, Canada, Latin America, the Middle East, and Africa, took part in EWC education programs. Professional development seminars, workshops, and field studies for K-12 teachers and college faculty 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 envisions new educational paradigms for the Asia Pacific region and U.S. that address the needs of an increasingly interdependent world. The Center's education programs are supported by diverse funding streams from public and private sources.



STUDENT PROGRAMS

DEGREE FELLOWSHIP PROGRAM

In 2005, approximately 77 percent of the Center's 432 students pursued degree programs, primarily master's or doctoral degrees. Approximately 33 percent of the degree 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 67 percent of degree students, a figure that has risen steadily since 2001. The three largest sources of this non-appropriated support are the International Fellowships Program, U.S.- East Timor Scholarship Program, and U.S.- South Pacific Scholarship Program.

■ *Mary Hammond is dean of education.*

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). Last year 59 IFP students from China, Indonesia, Thailand and Vietnam joined the Center to pursue advanced degrees, concurrent with intensive English language study, at the University of Hawai'i. This represents the largest concentration of IFP students studying at any single institution in the world. These 59 IFP Fellows also make up the second largest group of students in the EWC Education Program. 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 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 scholarship coordinator of the IFP.*

Members of the International Student Conference organizing committee.



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 Island 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. In 2005, the two grants were combined and the East-West Center was selected to jointly administer the programs. Undergraduate scholarship recipients may pursue studies at institutions in the continental United States through the National Student Exchange (NSE) program. Student educational programs have incorporated internships in Washington and community service projects in their home countries.

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

ASIA PACIFIC LEADERSHIP PROGRAM

The Asia Pacific Leadership Program is a five-month or optional nine-month graduate certificate program combining the development of regional expertise with the cultivation of individual leadership capacity using an experiential learning format. The APLP empowers future leaders with the knowledge, skills, and experiences needed to successfully navigate personal and regional change in the 21st century.

Each APLP cohort consists of exceptional early to mid-career professionals and graduate students with high leadership potential from all sectors. They engage in intensive coursework and field studies in Hawai'i, Washington, D.C. and Asia. Since the establishment of APLP in 2002, with generous funding from the Freeman

Foundation, more than 200 fellows from 40 countries have completed the program, creating a dynamic network of leaders committed to the future prosperity of the Asia Pacific region and trained to work collaboratively.

Class of 2005-06

In August 2005, 44 new fellows (29 females) from 21 countries joined the program. Participants included an NGO leader from Sri Lanka, a monk from Cambodia, a conflict resolution specialist from Mindanao, researchers from Bhutan and China, and a senior law enforcement officer from India.

During the field studies in Southeast Asia, Prince Norodom Sirivudh of Cambodia invited APLP participants to his residence to debate regional issues and leadership challenges together with the Secretary of State for Foreign Affairs, the U.S. Ambassador



APLP Fellow Chomrouen Sac (right) presenting gifts from the EWC to Prince Norodom Sirivudh of Cambodia during the Asia Pacific Leadership Program field studies segment.



Master navigator and APLP mentor Nainoa Thompson sharing his experiences with APLP students aboard the Hokule'a.

to Cambodia, Cambodia's Ambassador to the U.S., and the Director of the Cambodian Institute for Cooperation and Peace. In Thailand, following meetings at the United Nations office in Bangkok, APLP participants visited a rural elementary school, which runs a sustainable agricultural project. For the last two years, APLP fellows have raised funds for the school to provide scholarships and support this pioneering program.

A pilot internship program was launched in 2005, placing nine-month fellows at prominent institutions throughout the Asia Pacific region and the United States, including the World Bank, Asia Society, United Nations Population Fund in Thailand, U.S Mission in Vietnam, and the Chinese University of Hong Kong.

APLP ALUMNI COMMUNITY

The heart of the APLP is a vibrant, connected alumni community. Projects coordinated by APLP alumni in 2005 included:

- **Habitat for Humanity:** A team of APLP fellows (class of 2005) raised over \$10,000 to build houses in Sri Lanka as part of the East-West Center's post-tsunami relief efforts. The on-line APLP alumni Newsletter, *The Navigator* (Winter 2005), features tsunami-related articles by alumni in Indonesia, Thailand and Sri Lanka.

- **The Peace and Conflict Resolution Working Group:** Founded by APLP alumni (class of 2003), staged a policy dialogue at the Center on "The EU-PRC Weapons Ban Summit: What are the Implications for East Asia, Taiwan, and Cross-Strait Relations?"

- **The Nainoa Thompson APLP Alumni Scholarship Fund:** Founded on behalf of APLP alumni in honor of master navigator and APLP mentor, Nainoa Thompson. The inaugural recipient, Lhobsang Pandan, a headmaster and educational pioneer from Tibet, joined the APLP in August 2005.

- **Social Network Analysis:** Using innovative computer technology, relationships in the APLP alumni network were mapped to better disseminate information and ideas, connect people, and build community.

- *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: <http://www.EastWestCenter.org/aplp>

PROFESSIONAL DEVELOPMENT PROGRAMS

ASIAPACIFIED PROGRAM

The AsiaPacificEd Program provides elementary and secondary school teachers, together with their students, opportunities to gain essential Asia Pacific-related knowledge and skills. Program participants experience the region firsthand, collaborate internationally with scholars, colleagues, and peers, and explore "best practices" in education.

In 2005, AsiaPacificEd organized professional development programs involving approximately 250 U.S. and Asian educators in cities throughout the United States, Cambodia, Indonesia, Thailand, and Vietnam. Additional workshops, in-service courses, and school projects conducted by program participants have introduced thousands of teachers and students to the Asia Pacific region and to the resources of the East-West Center.

Best Practice Institutes

The summer Best Practice Institute, funded by the Freeman Foundation, brought together teachers from the U.S. and Asia Pacific region to develop meaningful, learner-centered approaches for infusing Asian topics into the curriculum. Participants developed follow-up projects using the arts to convey cultural themes from Southeast Asia.

Teachers at an AsiaPacificEd institute learning about the Schools-Helping-Schools initiative.



In the fall, teachers from Indonesia, Thailand, and the United States convened at the Center to share teaching strategies and develop personal connections. As part of the Center's Islam initiative, this institute aimed to help eliminate barriers in cross-cultural communication and understanding. Workshops focused on student-centered, inquiry-based learning strategies designed to assist students in heterogeneous classrooms develop skills in literacy, critical thinking, and cross-cultural awareness. The Asian teachers visited U.S. schools and stayed with American families, which provided further insights into each other's communities and cultures.

Southeast Asia Travel Seminar

U.S. teachers visited schools and culturally-significant sites in Cambodia, Vietnam, and Thailand through the Freeman Foundation funded Southeast Asia travel seminar. Participants witnessed the devastation of the Indian Ocean tsunami on Thai coastal areas and met with students aided by AsiaPacificEd's Schools-Helping-Schools initiative. Connections between participants and their host country counterparts sparked on-line project exchanges. Additional outcomes of the travel seminar include: a project aimed at integrating Southeast Asian content into the Massachusetts curriculum; a science unit exploring the impact of development on the Mekong River ecosystem; and an Internet-based project comparing communities along the Mississippi and Mekong rivers.



Pearl Harbor program participants discussing classroom applications.

Pearl Harbor:

History, Memory, Memorial

American and Japanese teachers convened at the Center for a program exploring the "living history" of Pearl Harbor within the context of U.S.-Japan relations, organized in partnership with the National Park Service with support from the Arizona Memorial Museum Association. 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 collaborative projects that connected public history with innovative and engaging classroom applications. Follow-up on-line exchanges between American and Japanese students examined the historical meanings of the event and its broader significance for American and Japanese postwar history, as well as present-day society.

AsiaPacificEd Across America

The AsiaPacificEd program continues to support teachers through follow-up activities, weblog discussions, and resource sharing, even after participants return home. In 2005, the AsiaPacificEd

Across America mini-grant was established, enabling participants to share their program experiences and curriculum ideas with colleagues and students through in-service workshops, school-wide activities, and curriculum units. Grant sponsored activities included an "Asia Week" program that reached 500 teachers, students, and parents; and a course on Cambodia that addressed issues of memory, justice, and forgiveness through discussions of autobiographical essays and interaction with a "Killing Fields" survivor.

Schools-Helping-Schools

AsiaPacificEd together with its active teacher network launched the Schools-Helping-Schools initiative, partnering U.S. and tsunami-affected schools in support of recovery efforts and fostering school-to-school connections. More than 3,000 U.S. students in 11 states mobilized to raise nearly \$43,000 for tsunami-affected schools to purchase needed supplies and equipment. Funds were also used to provide meals, uniforms, and transportation for orphaned students. U.S. students bonded with students in the affected communities through exchange of letters and art, expanding their understanding of each other's culture.

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

For more information on the AsiaPacificEd Program, visit: <http://education.EastWestCenter.org/asiapacified>

Asian Studies Development Program's institute on Infusing East Asian Studies into the Undergraduate Curriculum featuring a presentation on "Chinese Musical Traditions."



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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 2005, ASDP co-hosted faculty development programs for more than 275 college and university instructors at affiliated North American institutions. Winter and spring workshops included: "India through Texts, in Context," held at Central Arkansas University; and "Russia in Asia," hosted by the University of Alaska on the theme of rethinking the Russian Far East. Additional workshops highlighting the diversity of Islamic cultures in Asia were hosted at Paradise Valley Community College, the University of Wisconsin, and North Central College in Illinois.

Fall sessions included four more workshops in the Islam in Asia series hosted at: Greenville Technical College in South Carolina; the California Institute of the Arts; the City College of San Francisco; and Tulsa Community College. In addition, ASDP celebrated the College of DuPage's 10th anniversary as an ASDP regional center with a two-day program focused on China and Japan.

The ASDP 2005 National Conference was held in Whittier, California, in conjunction with the annual conference of AsiaNetwork, a national initiative to enhance the teaching of Asia at American liberal arts colleges. This joint conference attracted an estimated 250 undergraduate faculty.

More than 75 college educators, including 20 from China, Indonesia, and Malaysia, participated in the 2005 ASDP summer institute programs. Programs included:

■ **Southeast Asia: Indigenous Cultures and Outside Influences** — A five-week residential institute funded by the National Endowment for the Humanities.

■ **Teaching About China and the United States: Trends in Higher Education in China and the U.S.** — A three-week field seminar culminating at the Center, brought sixteen professors and Ministry of Education representatives from China to Washington; Youngstown, Ohio; and San Francisco.

■ **Infusing East Asian Studies into the Undergraduate Curriculum** — ASDP's annual three-week institute, generously supported by the Freeman Foundation, included participants from Indonesia 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.

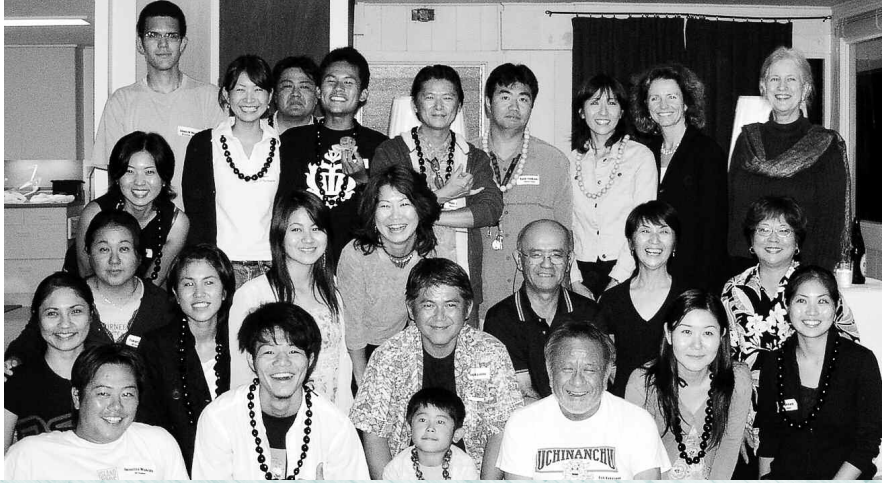
■ *Peter Hershock, educational specialist, is the ASDP coordinator.*

■ *Elizabeth Buck, special assistant for education to the EWC president, and Roger T. Ames of the University of Hawai'i are ASDP co-directors.*

For more information on the Asian Studies Development Program, visit: <http://www.EastWestCenter.org/edu-ct.asp>



An American teacher on AsiaPacificEd's Southeast Asia Travel Seminar interacting with tsunami-affected students in Thailand aided by the Schools-Helping-Schools initiative.



Obuchi Program participants with EWC staff.

SPECIAL INITIATIVES

INTERNATIONAL FORUM ON EDUCATION

The International Forum for Education (IFE) 2020 was created to address the need for new paradigms in education that will respond to the rapidly changing economic, social, and cultural conditions in the Asia Pacific region. IFE 2020 provides a setting for current and potential leaders from the region to work collaboratively in developing new strategies for innovation in education.

In 2005, IFE 2020 staff partnered with institutions in China, India, Thailand, the Philippines, and the United States, conducting workshops in each country on global interdependence and education. From these workshops, 22 educational pioneers were selected to participate in the September education leadership institute at the Center, which was modeled on the principles generated by the 2004 Senior Scholar Seminar.

Following the four-week institute, participants and staff continue to work together as a virtual community. In spring 2006, institute staff will conduct workshops in each country to assist participants in developing action plans that address a vital educational issue within their country. Participants will

return to the Center in September 2006 to present their action plans and meet the next cohort. Planning is underway for a six-year cycle of seminars, institutes, and publications, positioning the East-West Center on the cutting-edge of analysis of future educational developments in the Asia Pacific region.

■ *Deane Neubauer and John Hawkins are consultants to IFE 2020.*

THE OBUCHI PROGRAM

The Obuchi Program, now in its fifth year, provides study and research opportunities for Okinawan students at the East-West Center as a means to advance the future outlook for Okinawa. In 2005, Obuchi program administrators from the Okinawa International Exchange and Human Resources Development Foundation in Okinawa visited the Center to discuss options for program improvement and observe a student orientation to gain a deeper understanding of the EWC student experience.

Obuchi Fellows Program

Participants in the 2005 Obuchi Fellows Program came from The University of the Ryukyus, Meio University, and Okinawa International University to conduct research on a broad range of topics. Beginning in 2006 the program will include at least one non-academic fellow from business, media, non-profit, or government sectors.

Obuchi Scholarship Program

Nine Obuchi Scholarship recipients pursued their graduate studies at the East-West Center and University of Hawai'i in 2005. To provide an alternative international education experience, in 2006, the Obuchi program will include a scholarship designated for a student to take part in the Asia Pacific Leadership Program.

Obuchi Video-conference

A video-conference united former Obuchi fellows at the University of the Ryukyus (UR) in Okinawa with current fellows and Obuchi Scholarship students at the EWC. The fellows presented their research and messages were exchanged by EWC President Charles E. Morrison and UR Vice President Hiroshi Kakazu, an EWC alumnus. Representatives from The University of Hawai'i's School of Law, Travel Industry Management, American Studies, Japanese Studies and PEACESAT programs together with their counterparts at UR also engaged in the dialogue. This initial video-conference was a catalyst prompting two more video-conferences — the first, between the EWC and the UR Okinawa Student Club, and the later between students of Punahou School's elementary division and UR primary school.

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