



# Humphrey Fellowship

A Fulbright Exchange Program

**September 2018**

Bureau of Educational and Cultural Affairs  
U.S. Department of State



**T**he Hubert H. Humphrey Fellowship was established in 1978 under the Fulbright-Hays mandate with the mission to foster a mutual exchange of knowledge and understanding about issues of common concern in the United States and the Fellows' home countries in the developing world. Humphrey Fellows are awarded year-long Fellowships for non-degree study and professional development in their respective fields at host universities across the country. Fellows' study programs are self-directed, and are enhanced by various program components and represent 16 fields of study across four professional areas.

### English Language Courses

Extensive English Language training prior to Program start for select fellows



### Washington Global Leadership Forum

Seminar focusing on leadership and professional development



### Non-Degree Graduate Studies

Fellows audit classes and expand knowledge of their field



### Professional Seminars

University- organized seminars for Fellows to develop skills and gain a greater understanding of the United States



### Higher Education Engagement

Fellows have the opportunity to share their expertise and culture through outreach to higher education institutions in the United States, including at U.S. community colleges.



### Community Services

Fellows are encouraged to volunteer in the communities around their host university



### Professional Affiliation

Six-week, full-time, mutually beneficial placement at an organization related to the Humphrey Fellow's professional field



### Enhancement Workshops

Five to six professional development opportunities hosted at locations across the United States on topics of relevance such as disaster response and crisis management, social justice and human rights, and effective communications in the digital age.



# What are the Program's four professional areas and 16 fields of study?

## Sustainable Development



Agriculture and Rural Development



Natural Resources, Environmental Policy, and Climate Change



Economic Development/ Finance & Banking



Urban and Regional Planning

## Education



Educational Administration, Planning, and Policy



Teaching English as a Foreign Language



Higher Education Administration

## Public Health



HIV/AIDS Policy and Prevention



Public Health Policy and Management



Substance Abuse Education, Treatment and Prevention

## Democratic Institution Building



Public Policy Analysis and Public Administration



Communications/Journalism



Trafficking in Persons, Policy and Prevention



Law and Human Rights



Human Resources Management



Technology Policy and Management

**I**n 2018, in advance of the Humphrey Program's 40th Anniversary, ECA's Evaluation Division commissioned General Dynamics Information Technology (GDIT) to conduct an evaluation to assess the effectiveness of the Program in achieving its program goals :

**Fostering and strengthening the professional development of experienced mid-career professionals in critical fields.**

**Fostering change in the Fellow's sector whether in their individual country or geographic region, and/or globally.**

**Fostering an intellectual exchange that encourages networking and collaboration between Fellows and U.S. citizens and universities.**

Data for the evaluation were collected between January and May 2018 using three methods: a web-based survey of Humphrey Fellows, a web-based survey of American Stakeholders, and in-depth interviews with Fellows around the globe.

To download a copy of the full report and its executive summary, visit: <https://bit.ly/2OcFOgi>





**W**hen Fellows return to their home nations they have a new set of skills and experiences, which they use to advance their professional goals and careers, and have sustained impacts in their fields and organizations.

***What percentage of Fellows were able to apply skills after returning home?***



*“We were taught negotiation skills, we were taught cultural competency, leadership, team building, and completed a personality assessment. It was really good; it helped me know more about myself and have more leadership potential.”*

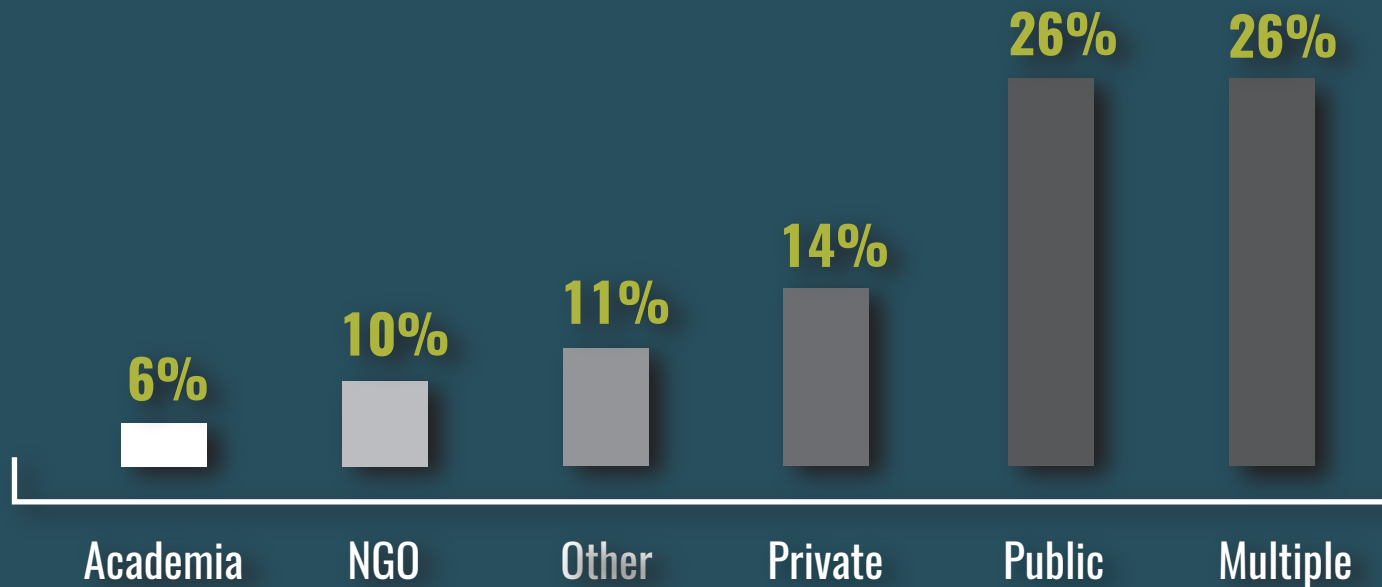
*-Substance Abuse Education Humphrey Fellow, 2015*

*“I have the self-confidence and tools to manage projects and manage staffs well and most of all, innovate new projects and approaches.”*

*-Public Policy Analysis and Public Administration Humphrey Fellow, 2007*

Fellows are able to affect change at a local, national, and even global scale through the variety of sectors in which they are currently working.

### ***What sectors do Fellows work in?***



### ***Where do most Fellows Work?***

A majority of Fellows are somehow involved with the public sector: 26% of Fellows work solely for the government, and of the Fellows working in multiple sectors, 61% reported working for the government in some capacity along with another sector. In these positions, Fellows have developed national policies, created national programs, served as national trainers, and advised government officials on legislation.

*What did the Program influence  
Fellows to do?*

Build professional network

**88%**

Pursue new professional opportunities

**84%**

Pursue further education

**79%**

*How did the Program impact  
Fellows roles?*

More frequently consulted for opinion

**88%**

Offered more leadership roles

**81%**

Increased level of responsibility

**76%**

## How have Fellows contributed to their field and organization?

### Field

Introduced Best Practices



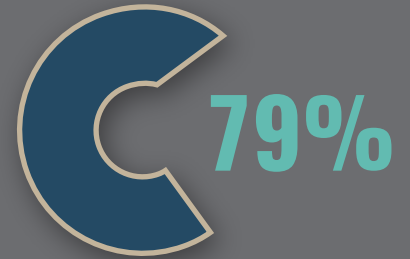
Created Innovative Methods



Influenced Careers



Promoting Diversity



### Organization

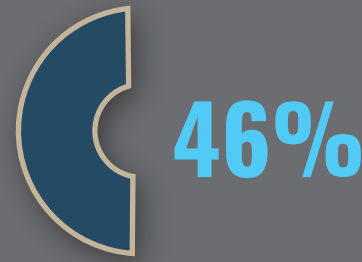
Introduced Best Practices



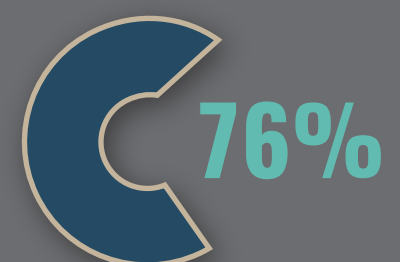
Created Innovative Methods



Hired Staff



Promoting Diversity



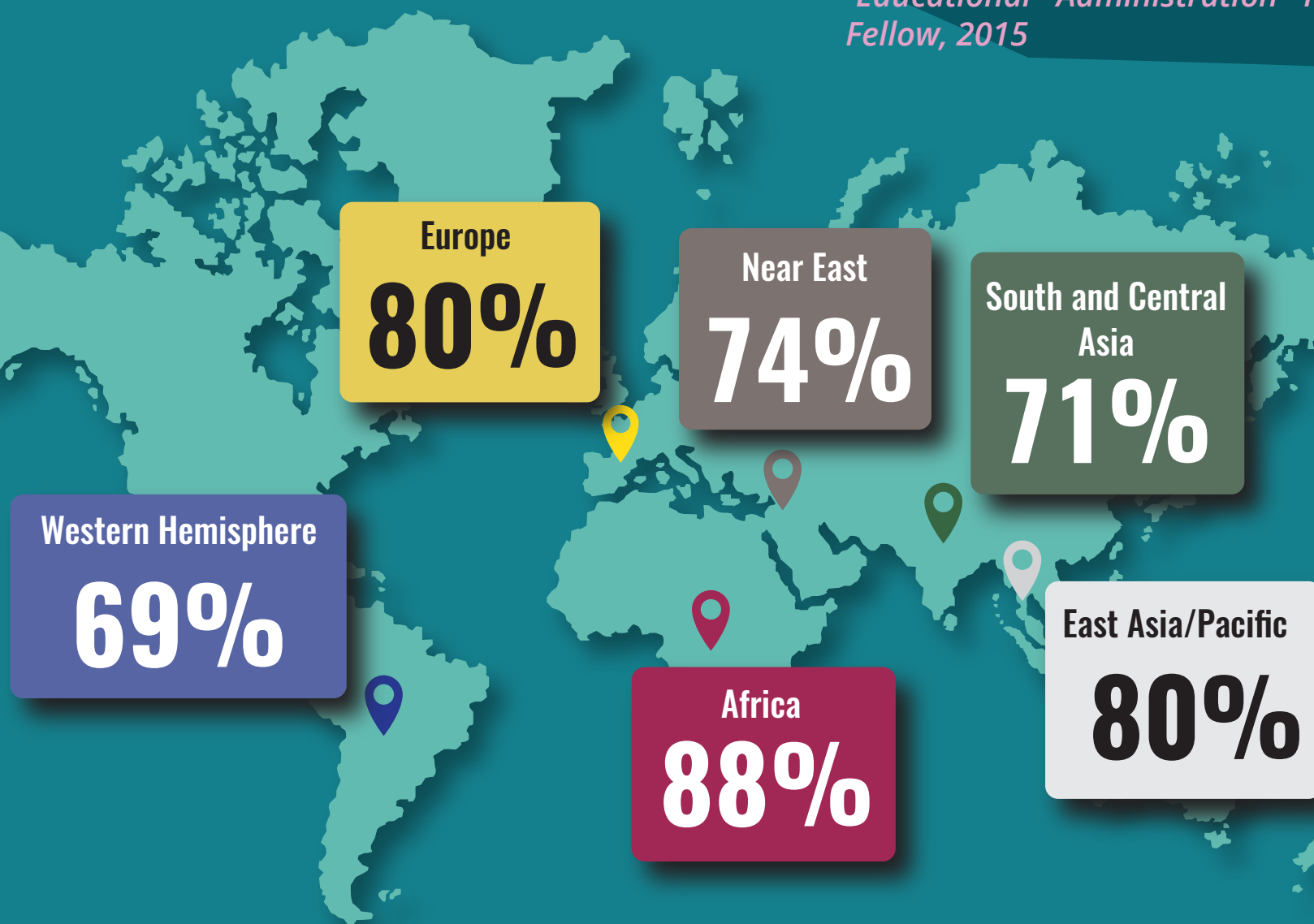
“People are the most important thing that I still remember {from the Program}...so meeting people, seeing how different they are, how similar we all are, respecting them, seeing that there are so many different ways of doing one and the same thing, and respecting this. This I think is very important for me, that I continue to share with whomever, with my students for example.”

-Teaching English as a Foreign Language Humphrey Fellow, 2014

**F**ellows reported strong levels of engagement with their local U.S. Embassies including attending Embassy events, serving on a Humphrey Fellowship Program application review committee, applying for grants and participation in other exchange programs.

“*{The Embassy} invites me to come, so I liberally attend activities at the Embassy. I will never forget what the United States has done for me.*”

*-Educational Administration Humphrey Fellow, 2015*



# 90% of Fellows reported staying in touch with contacts in the United States

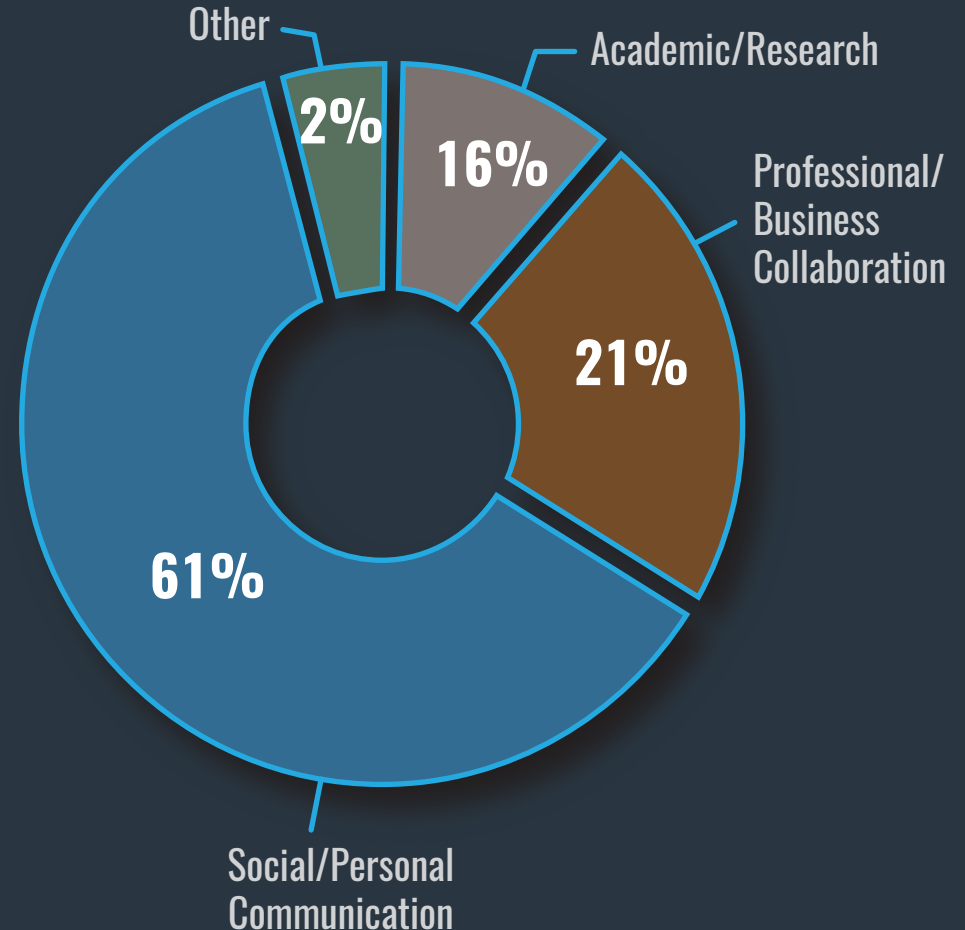
41% of Fellows offered joint seminars or trainings

35% of Fellows developed a joint program or project

30% of Fellows have given a joint presentation at a conference

20% of Fellows have jointly applied for grant funding for a project

*What type of relationships do Americans maintain with Fellows after the Program?*



“*{The Program is} fantastic, because it's like a present you receive in the middle of life... It is a combination of factors and influences. I think I had much more weight in terms of what I said... and I had so much more energy when I came back, which kept me going for another ten years. Because I had a senior position in my organization, I influenced other circles among my professional colleagues.*”

*-Communications and Journalism Humphrey Fellow 2001*

**The past 40 years of Humphrey Fellows have accomplished a great deal.** From founding NGOs to producing ground-breaking research to improving the lives of their community members, the culture of public service instilled during the program have a profound impact on those who came to the United States in search of skills that allow them to make a difference. Looking towards the future of the program, Humphrey Fellows see **leadership skills** and **expanding professional networks** as the most important priorities for the Program to continue its global impact.



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**Evaluation Division**  
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS