Hubert H. Humphrey Fellowship Program

Evaluation Report

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GENERAL DYNAMICS
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Executive Summary

Hubert H. Humphrey Fellowship Program

In 1978, the U.S. Congress established the Hubert H. Humphrey Fellowship 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 Fellows' home countries in the developing world. The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State funds the program, and the Institute of International Education (IIE) implements it on the Department's behalf.[1] Annually, ECA invites Fellows, who are mid-career professionals, to live in the United States for one year so that they may engage in non-degree graduate-level study, leadership development activities, and develop professional collaborations with U.S. counterparts.

Over the past 40 years, more than 5,700 professionals from 172 countries in all regions of the developing world have served as Fellows. They represent 16 fields of study that fall into the categories of sustainable development, democratic institution building, education, and public health. Fellows are placed at host universities across the United States with a cohort of global peers in similar fields of work. During the program, Fellows participate in several components that enhance their academic studies: the Washington Global Leadership Forum, professional seminars and workshops, community service, and a variety of speaking engagements, including at community colleges. The program culminates in a 6-week professional affiliation at the end of the Program year.

Evaluation Overview and Methodology

In 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:

1. Fostering and strengthening the professional development of experienced mid-career professionals in critical fields.
2. Fostering change in the Fellow's sector whether in their individual country or geographic region, and/or globally.
3. 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 60 Fellows around the globe. In total, 1,042 Fellows and 323 American stakeholders—including academic and professional colleagues, host families, and others with whom Fellows interacted during their stay—responded to the surveys. The 2018 interviews were augmented by data from interviews conducted in 2012 with 80 Humphrey Fellows from Brazil, Czech Republic, India, and Kenya.

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[1] IIE, the current program administrator, was selected through a formal and open process. The grant for administration is re-competed at least every five years.

Findings: Changing Lives and Institutions

The Humphrey Program has been highly effective in empowering Humphrey Fellows to become leaders and agents of change. The Fellows have applied their new skills, advanced in their careers, developed capacity in their organizations, influenced national policies, and even advanced their fields internationally.

Developing and Applying New Skills

➢ **Networking skills.** Nearly three-quarters (73%) of surveyed Fellows reported that they have frequently used the networking skills gained from the Program. Interviewed Fellows explained that networking enabled them to make connections, which led to finding mentors, employment opportunities, and interdisciplinary collaborations. Upon returning home, Fellows organized regional and industry networks to help change practices.

➢ **Professional skills.** During the interviews, Fellows reported gaining and applying a diverse range of professional skills and knowledge, including new technologies, organizational structures, working with donors, policy implementation, and management. In fact, nearly 7 in 10 survey respondents (68%) reported frequently using management skills developed during their program.

➢ **Confidence and leadership skills.** Virtually all survey respondents (98% or more) agreed that the Program had changed their perceptions of their leadership abilities, including their ability to inspire confidence in others, to make a difference in their community, to influence people, and to solve problems.

Career Progression

➢ **Job mobility.** Nearly half (45%) of surveyed Fellows started a new job after returning from the Program, either within the same organization or at a different organization.

➢ **Enhanced responsibility and leadership.** Even among those who returned to the same position, Fellows reported that they were able to transform the role, take on new responsibilities, and effect change. In total, more than 75% of all surveyed Fellows agreed that their level of responsibility, leadership role, and frequency of being consulted for their expertise increased after returning from the United States.

➢ **Advanced education.** Nearly 8 in 10 Fellows (79%) agreed that their Program experience inspired or helped them to pursue further education. Fellows went on to pursue a Master's or PhD, as illustrated by the fact that the percentage of survey respondents reporting that they held an advanced degree jumped from 75% before the Program to 88% after the Program.

Institutional, National, and International Impacts

➢ **Capacity building in local organizations.** More than 80% of surveyed Fellows reported introducing new best practices and/or innovative methods to their organizations. During interviews, Fellows highlighted several ways that they were able to increase their organization's capacity: procuring and training colleagues in new technology; leading organizations through strategic planning and process mapping; establishing policies and procedures; introducing new curricula and teaching methods at universities; and training colleagues in new skills.

➢ **Championing diversity.** More than three-quarters of surveyed Fellows reported using their influence to promote diversity in their organization (76%) and/or in their field (79%). This figure is even higher (89%) among Fellows that work in NGOs. A subset of interviewed Fellows described working to further women's rights in the workplace or in their society at large.

➢ **National impacts.** Nearly half (46%) of interviewed Fellows reported making a national impact after returning home.[2] They have developed national policies, created national programs, served as national trainers, and advised government officials on legislation. In addition, 87% of surveyed Fellows reported that they had "influenced people to pursue a career in [their] field."

➢ **International impacts.** Fellows also have impacted their fields at an international level, often by serving on international boards or committees or by taking on jobs that allow them to have an international influence. For example, several interviewed Fellows who specialize in public policy have worked for the United Nations, the World Health Organization (WHO), or the World Bank. Others, after effecting policy change or initiatives in their own countries, have been hired for positions in other countries where they can replicate the initiatives.

➢ **Overcoming challenges at home.** Some Fellows returned home and dealt with personal and professional difficulties. Twelve percent of those interviewed in 2018 returned home to encounter significant organizational resistance or even to having lost their job. More than half of the survey respondents experienced some resistance to the changes they recommended implementing. Seventy percent of Fellows overall reported that securing funding for new initiatives was a challenge. To overcome these challenges, several interviewed Fellows reported applying the entrepreneurial skills developed during the Program to form their own organizations, such as a consulting business or a nonprofit.

Longevity of Program Impact

The vast majority of Fellows see the Program as having a lasting impact on their careers and communities throughout their lives. For those who completed the Program before 2010, 82% said the Program had retained relevance in their lives for more than five years; for those who completed the Program more recently, 89% reported relevance for at least 1-2 years.

Findings: Strengthening Ties and Benefitting Americans

Both American stakeholders and Fellows agreed that the Humphrey Program is effective building cross-cultural exchange and strengthening ties between the United States and the rest of the world. Among survey respondents, 96% of Fellows agreed that the Program strengthens ties with the United States, and 97% of American stakeholders agreed that the Program benefits American communities by encouraging cross-cultural collaboration and international exchanges and professional development. Furthermore, 94% of both groups felt that the Program strengthened ties and provided "cross-cultural exposure."

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[2] This figure represents 64 of the 140 total interviews conducted in 2012 and 2018.

Increased Understanding and Mutual Benefits

➢ **Fellows learn about the United States.** More than 90% of surveyed Fellows agreed that they had learned about U.S. society, culture, diversity, religion, government and policies, and the American people generally, and 85% of surveyed American stakeholders concurred that Fellows had learned about these areas.

➢ **Fellows become cultural interlocutors.** Their increased understanding of American society and people has enabled Fellows to serve as cultural interlocutors in their home countries. In the interviews, Fellows shared examples ranging from receiving a job due to their English competency to being consulted as the "America expert" to explain U.S. policies and values.

➢ **Americans gain cultural knowledge and professional benefits.** Approximately 85% of surveyed American stakeholders agreed that Fellows had effectively shared their cultures with their host communities. Furthermore, 54% of the American professional and academic contacts surveyed said that the Humphrey Program had relevance to their own careers for more than five years after their association with a Fellow ended.

Staying in Touch and Collaborating

➢ **Staying in touch.** Nine in ten surveyed Fellows (90%) reported staying in touch with contacts in the United States, and 7 in 10 (69%) surveyed American stakeholders reported maintaining contact with Fellows.

➢ **Returning to the United States.** More than a third of surveyed Fellows had returned to the United States for further professional or academic activities since the Program, for professional collaborations (35%), further academic studies (16%), research (13%), and/or business opportunities (11%).

➢ **Ongoing collaboration.** At least 30% of surveyed Fellows have collaborated with U.S. contacts in one or more of the following ways: joint training or seminar (41%), developing a project (35%), or joint conference presentation (30%). In addition, 20% have jointly applied for grant funding.

Engagement with U.S. Embassy and Exchange Participants

➢ **U.S. Embassy engagement.** Fellows reported strong levels of engagement with their local U.S. Embassy (at least 40% of surveyed Fellows in each region), especially in Africa (64%).

➢ **Hosting exchange program participants.** One in five surveyed Fellows (19%) have hosted a U.S. exchange program participant, and 85% said they would be interested if the opportunity were available. Of those who expressed interest, 62% said they lacked information on how to do so. In addition, during interviews, a few Fellows shared that security issues in their home country may prevent their ability to host.

Findings: Looking toward the Next Decade

Humphrey Fellows and American stakeholders were asked to rank order the priorities for the Program over the next decade across five areas: leadership development, expanding professional networks, professional and technical skills, cross-cultural exchange, and personal relationships. Both groups considered leadership development to be the most important area of focus. As the second priority, Fellows were keen on expanding professional networks, and American

stakeholders emphasized cross-cultural exchange (nearly on par with leadership development). While all of the categories held relevance for the Fellows, the in-depth interviews indicated that Fellows believe everything flows from enhancing leadership skills and expanding professional networks.

Recommendations

Several key recommendations emerged from the evaluation for the Program moving forward.

➢ **Alumni Engagement.** About three in four Fellows reported that they had at least some contact with the U.S. Embassy in their country, with 60% maintaining contact "a lot" or "somewhat." Additionally, 15% of Fellows interviewed asked for the Embassy to provide more alumni networking events that could potentially strengthen the overall impact of the Program.

➢ **Funding Opportunities.** Seven in ten survey respondents (70%) reported facing challenges in securing funding to implement what they learned during the Program. Educating participants on funding available to alumni, both before and after the Program, could boost engagement with embassies.

➢ **Career Reintegration.** One in ten interviewed Fellows (12%) reported that they either faced resistance in their workplace after returning home from the Program or even lost their former employment. Addressing these challenges during the Program itself through resilience training and career guidance and reintegration support would prepare Fellows to face this issue and give them tools that could be used to overcome it.

Conclusions

This evaluation assessed the effectiveness of the Humphrey Program in three main areas: strengthening fields of study and institutions, strengthening Fellows' professional development, and strengthening ties between Fellows and the United States.

➢ **Strengthening fields of study and institutions**. The Program gave Fellows the necessary tools and skills to influence their industries at home and open up new areas of research. Fellows reported that the Program provided them with the opportunity and the means to make significant change in their field.

➢ **Strengthening fellows' professional development**. The Program increased Fellows' leadership abilities and fostered a sense of openness to new ideas, practices, and norms that have helped them further their professional development once they returned home. Fellows also developed professional networks that included American stakeholders and other alumni, and have maintained contact with these networks since the Program ended.

➢ **Strengthening ties between Fellows and the United States**. Fellows and American stakeholders said that the Program was mutually beneficial in furthering cross-cultural understanding and exchange. American stakeholders reported learning a great deal from the Fellows, and the Fellows returned to their communities and shared what they learned about the United States.

1. Introduction

1.1.   What is the Humphrey Fellowship Program?

"It's fantastic, because it's like a present you receive in the middle of life."

-Communications and Journalism Humphrey Fellow, 2001

In 1978, the U.S. Congress established the Hubert H. Humphrey Fellowship 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. The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State funds the program and the Institute of International Education (IIE) implements the program on the Department's behalf.[3] Annually, ECA invites Fellows, who are mid-career professionals, to live in the United States for one year so that they may engage in non-degree graduate-level study and leadership development activities, as well as develop professional collaborations with U.S. counterparts.

1.2.   Who are the Humphrey Fellows?

"The Humphrey Fellowship allows you to be with people from many, many countries. So, they came with their own habits, cultures, backgrounds, ideas, ways of thinking, and ways of saying things."

-Agriculture and Rural Development Humphrey Fellow, 2004

The Humphrey Fellowship Program was established to build mutual understanding and strengthen U.S. engagement with professionals who are well-placed to address their countries' development needs in key areas including public health, education, sustainable development, and democratic institution-building. Over the past 40 years, more than 5,700 mid-career professionals from the developing world have been selected to serve as Fellows based on their potential for leadership and their commitment to public service in either the public or private sector. Fellows must be in a leadership position, have at least five years of professional experience, and demonstrate the appropriate skills for success. Fellows represent 16 fields of studies, which fall into four professional areas: sustainable development, democratic institution building, education, and public health. Fellows come from every region of the world to participate in the program and represent 172 different countries.

1.3.   What happens during the Program?

"And you start being much more aware of who you are and where you are. And as part of that learning experience ... you have to mold, to shape yourself and adapt yourself to every single situation and then ... to shape [your homeland] also according to the circumstances."

-Public Policy Analysis and Public Administration Humphrey Fellow, 2001

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[3] IIE is the current program administrator and was selected through a formal and open process. The administration grant is re-competed at least every five years.

Humphrey Fellows are awarded year-long Fellowships for non-degree study and professional development in their respective fields at host universities across the country. To ensure broader accessibility, qualified candidates, who may be limited only by their level of professional English skills, may be provided with pre-academic English training at the start of the Program. Fellows' study programs are self-directed, and are enhanced by the various components of the Program explained below:

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-sponsored seminar 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 Service. Fellows are encouraged to volunteer in the communities near 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.

2. Evaluation Overview and Methodology

In 2018, in advance of the Humphrey Program's 40th Anniversary, ECA's Evaluation Division commissioned an evaluation to assess the effectiveness of the Program in achieving its program goals:

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

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

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

The evaluation was carried out by General Dynamics Information Technology (GDIT), with input from the International Institute of Education (IIE).[4]

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[4] The contract for the evaluation was awarded to the DC Group – GDIT Partnership under the IIP Blanket Purchase Agreement for Research, but was implemented exclusively by GDIT.

Data for the evaluation were collected between January and May 2018 using three methods: a web-based survey of Humphrey Fellows, in-depth interviews with Fellows, and a web-based survey of American stakeholders. In total, 1,042 Humphrey Fellows[5] and 323 American stakeholders responded to the surveys, which were developed in collaboration with IIE and were designed to have overlapping themes and questions in order to compare perspectives from the two audiences. The 2018 in-depth interviews were conducted with 60 Humphrey Fellows across the globe. These were augmented by data from 80 interviews conducted with Fellows from Brazil, Czech Republic, India, and Kenya in 2012. (See Appendix A for complete details about the Evaluation Methodology, and Appendices B and C for the survey instruments.)

2.1. Who We Talked To: Humphrey Fellows

The demographic profile of the 1,042 survey respondents is similar to that of the Fellows as a whole, with just a few notable differences. First, the survey sample has a higher percentage of women (47% versus only 39% for the full Humphrey cohort), and is more representative of later cohorts. This may have been influenced by the fact that the survey was conducted online and individuals that participated most recently are more likely to have active email addresses on file with ECA. Additionally, as represented in Figure 1, there are a few regional disparities: Africa is underrepresented in the sample compared with the full cohort, while South/Central Asia and Europe/Eurasia are slightly overrepresented.
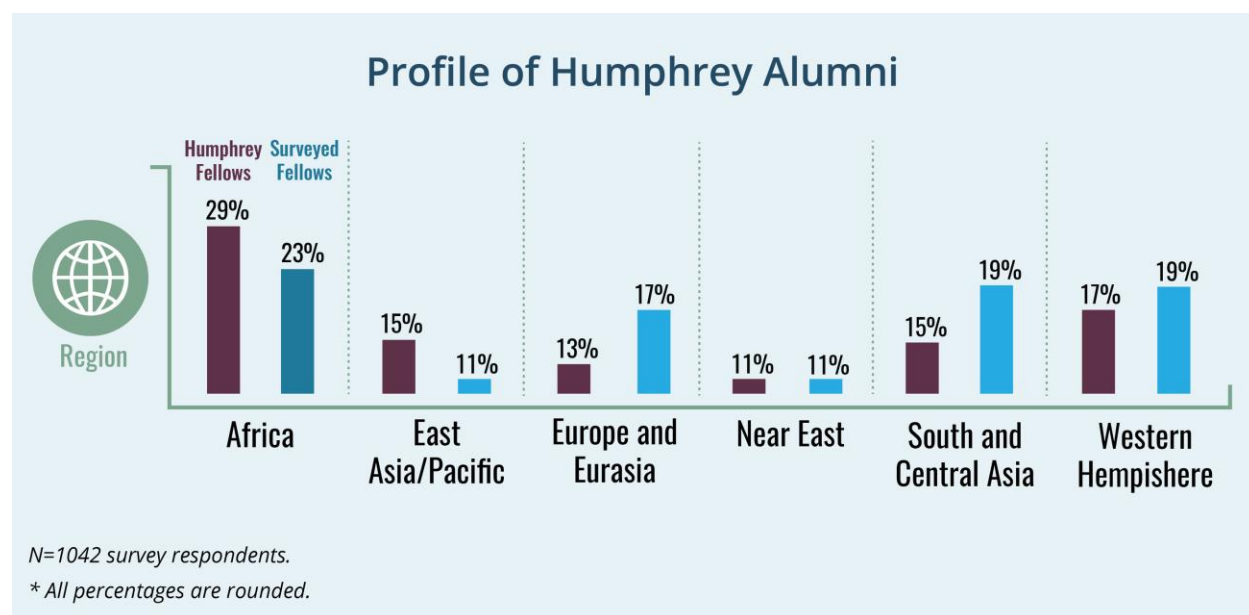
Figure 1: Demographic Profile of Humphrey Alumni

The surveyed Fellows also represent a range of work sectors, with 26% reporting that the public sector is the only sector in which they work, followed by the private sector (14%), NGOs (10%), and academia (6%). The 11% of Fellows that responded with "other" when asked about their current employment sector reported responses such as freelancer, self-employed and retired.

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[5] Although 1,042 Humphrey Fellows responded to the survey, only 890 completed every question. Therefore, the sample size for different data points (questions) varies throughout the report. Please see Appendix A for more information.

Of Fellows who reported that they worked in multiple sectors, 61% were involved in the public sector in some way. There is a plethora of possible sector combinations, but the combination that was most often cited was public/academia (14%), followed by public/private (11%), NGO/academia (8%) and private/academia (8%).

Fellow Survey Respondents by Sector
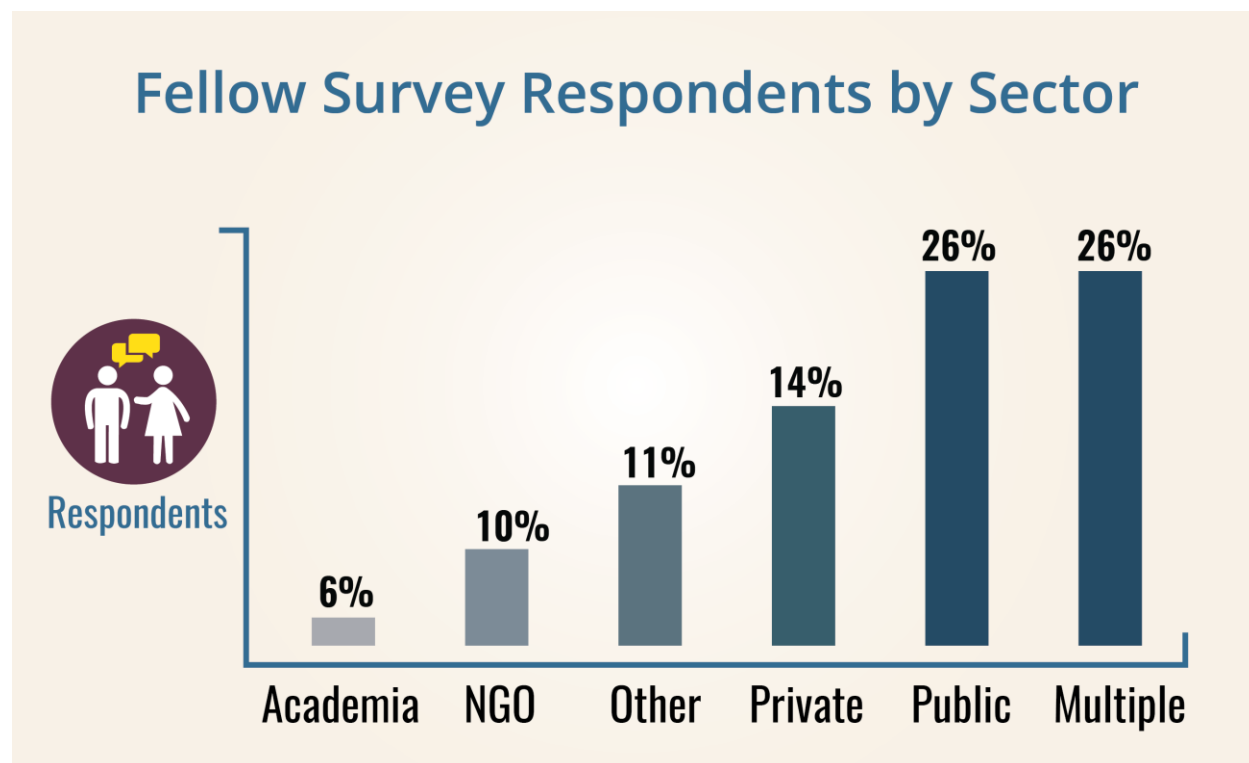
Figure 2: Sector Demographics

2.2. Who We Talked To: American Stakeholders

IIE sent the U.S. survey to a variety of stakeholders who knew Fellows during their stay in the United States, as shown in Table 1. The majority of the U.S. survey respondents were either host families/friends (27%) or academic advisors/mentors (24%).

Table 1. U.S. Survey Respondents: Relationships with Fellows

Relationship	Percentage (n = 323)
Host family, friendship family	27%
Faculty/academic advisor, mentor	24%
Host institution staff	16%
Other	10%
Professional affiliation	9%
Participated in one or more course(s)	6%
Conducted research and/or collaborated	2%
Community college host contact	2%
Community service (volunteer work)	2%
Attended presentation by Fellow	1%

2.3. Limitations

As with any research study, there are limitations in the data and overall design.

Time. GDIT and IIE were unable to conduct in-depth interviews of American stakeholders due to the need to gain Office of Management and Budget (OMB) clearance. Gaining OMB clearance is time-consuming and difficult, and did not align with the timeframe for the evaluation. Thus, U.S. data collection was limited to a survey instrument that was already covered by a clearance held by IIE. This clearance was not needed for foreign Fellows.

Contact information. GDIT and IIE were able to send surveys only to respondents for whom ECA had up-to-date contact information. As a result, more recent Fellows were more likely to respond to the survey invitation. This also limited representation for American stakeholders, as IIE only had contact information from administrative data regarding the Fellows' stay and had to rely on "word of mouth" contact strategies to try and reach other individuals that interacted with the Fellows.

Self-Selection Bias. Because Fellows were not required to participate in either the survey or the interview, there is the potential that Fellows who perceived the greatest impact of the Program on their life may have participated disproportionately.

3. Changing Lives and Institutions

> *"I have achieved the highest level of my office in term of position… and now I have my own foundation. The Fellowship has a big part in that journey and [is] still developing."*
>
> *-Public Policy Analysis and Public Administration Humphrey Fellow, 2007*

After their experience in the Program, Fellows are empowered to create change for themselves, their organization, their country, and internationally. They return to their home nations with a new set of skills and experiences, which they use to advance their professional goals and careers. They are drivers of institutional change, often overcoming difficult challenges to improve both their own organizations and building capacity in their communities and regions. They often go on to work for national and international organizations, conduct and publish research, and change national practices and policies. They build international professional networks that provide opportunities for expanding ideas into action. Finally, they use what they learned in the Program for years after they return home. Fellows reported that the Program gives them the tools to affect their fields at the national and international level as well as create change in the lives of family, peers, and communities in their immediate surroundings.

The immediate impact of the Program was that Fellows felt encouraged to advance their careers and influence their industries by pursuing new positions, building professional networks, and pursuing further education to help them achieve their goals, as shown in Figure 3. In addition to feeling inspiration to explore new professional opportunities, and as discussed in section 3.2, 45% of Fellows also reported finding a new job once the Fellowship ended.
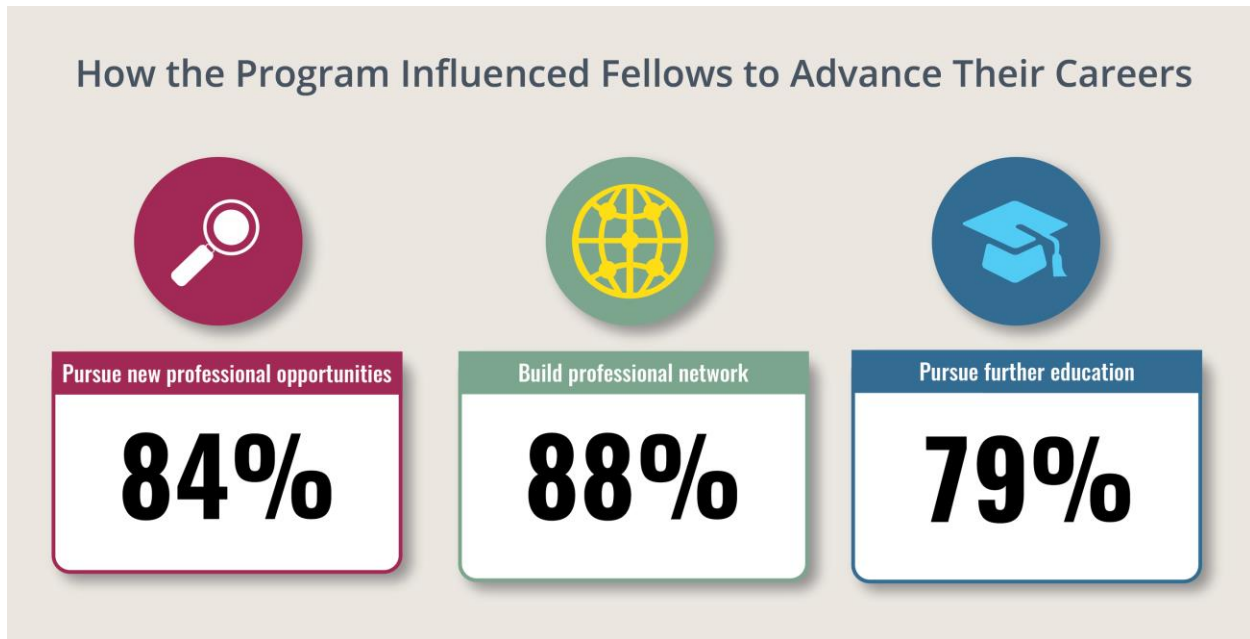
How the Program Influenced Fellows to Advance Their Careers

Figure 3: Career Impact

3.1. Developing and Applying New Skills

"We were taught negotiation skills, we were taught something like cultural competency, leadership, teambuilding, 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

The Humphrey Program focuses on developing key skills in Fellows, including: making presentations, networking, management, negotiation, technology, English language, and grant or proposal writing. Fellows reported that they not only learned these skills during the Program, but they applied them once the Program ended. As shown in Figure 4, no fewer than 84% of survey respondents said they were able to use the variety of skills they acquired during the Program. For many of the skills, the majority of Fellows reported that they were able to use their skills "a lot": English language skills (67%), presentation skills (72%), management skills (68%), and networking techniques (73%).
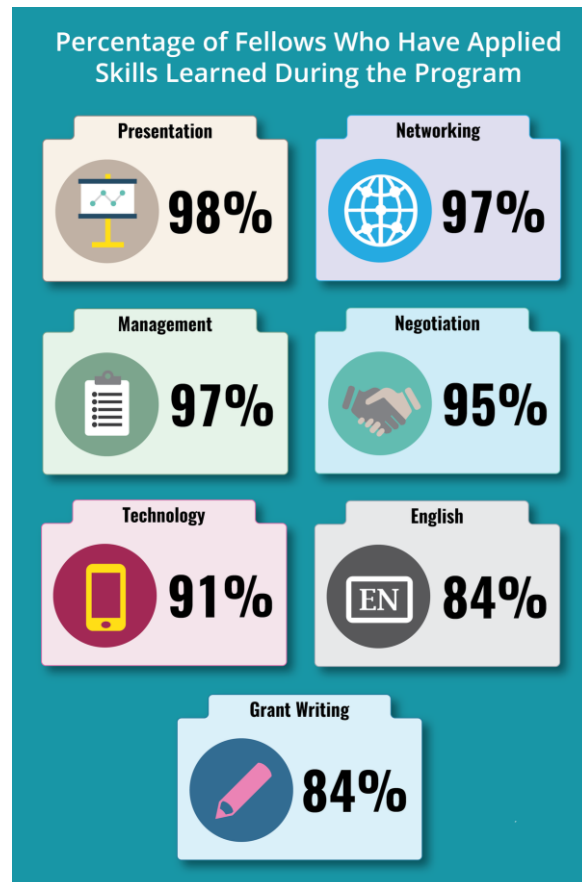

Figure 4: Applied Skills

3.1.1. Networking Skills

Just under two-thirds (64%) of Fellows interviewed reported gaining networking skills from the Program. Fellows explained that learning how to network appropriately helped them make connections, which led to finding mentors, employment opportunities, and interdisciplinary collaborations. Fellows reported not only maintaining the networks they established during the Program, but also that they were using this skill to build a network of peers and colleagues when they returned home. For example, they reported organizing regional and industry networks to help change practices or promote an initiative.

One Fellow explained that she was able to network with local health organizations across her country to help them develop budgets for funding that was allocated to them for the first time from the national government. Another Fellow shared that she served as a national trainer for addiction treatment policies, participating in a network of mentors on the topic.

> **Humphrey Highlight: Developing Networks to Effect Change**
>
> **Country: Bosnia and Herzegovina**
> **Program Year: 2016**
> **Field: Higher Education Administration**
>
> One Fellow utilized networks from his U.S. Host University to design and develop a mobile technology project to protect children who live near minefields and former battlefields. He developed working relationships with professionals at other U.S. universities to help advance his project in his home country of Bosnia and to expand his project through new networks in other Balkan countries, with the hope of expanding globally.

3.1.2. Professional Skills

During the interviews, Fellows reported gaining a diverse range of professional skills and knowledge, including the following:

- ➢ The ability to implement new, field-specific technologies
- ➢ A greater understanding of business or nonprofit organizational structure
- ➢ How to work with donors
- ➢ The specifics of policy implementation and navigating complex legal issues
- ➢ A greater understanding of program management and leadership theories
- ➢ Strategies for implementing new professional conduct procedures (i.e. sexual harassment policies)

Fellows gave specific examples of how they were able to use the technical skills they learned in the United States to solve pertinent issues in their communities. One Fellow was able to use new technology and medicine to combat HIV/AIDS, while another was developing equipment to help protect people living near former mine fields.

3.1.3. Confidence and Leadership Skills

In addition to professional skills, Fellows also reported gaining soft skills such as confidence and leadership. In fact, virtually all survey respondents reported that the Program positively changed their perception of their abilities in each of the areas listed in Table 2.

Table 2. Changed Perceptions of Abilities: Soft Skills

Skill / Ability	Percentage (n=958)
Inspiring confidence	99%
Ability to make a difference in community	99%
Ability to solve problems	99%
Understanding others	99%
Respecting others with different beliefs	99%
Being open to new ideas	99%
Ability to influence people	99%
Assertive and confident	98%
Motivated by own agenda	96%

During interviews, Fellows most commonly referenced their increased confidence and leadership abilities when asked about their accomplishments following the Program. Half of all interviewed Fellows discussed the importance of leadership, while approximately one in three Fellows directly credited the program for improving their confidence.

> *"I am much more assertive as a leader, definitely. I can make things happen more efficiently now than I used to. I communicate better with adults, policy makers, and especially children, adolescents. I improved my managerial skills, from more assertive ways of writing an email to more effectively managing the money."*
>
> *-Substance Abuse Education Humphrey Fellow, 2009*

3.2. Career Progression

The impact of their experience and new skills is evident as soon as Fellows return home. More than a quarter (28%) of surveyed Fellows reported moving to a new organization immediately upon their return, and 45% reported taking on a new position (either within the same organization or at a different organization). Fellows articulated the same impact in the 2018 in-depth interviews; more than 50% shared that they received a promotion or new position because of the skills and knowledge they gained during the Program. Based on the survey and interview responses, it is clear that the Program provides incentive and inspiration for Fellows to advance their careers and develop professionally.

3.2.1. Enhanced Responsibility and Leadership

Not only have Fellows shown that their experience helped them move into new positions and roles, but their responsibilities at work increased. As shown in Figure 5, at least 76% of survey respondents agreed that their level of responsibility, leadership role, and how often they are consulted for their expertise increased after they returned home from the Program.

The prestige that results from participating in the Program and the skills that Fellows learn are valued by their colleagues once they return home. Fellows reported that, even when they returned to the same position they held before the Program, they were able to transform the role, take on new responsibilities, and effect change. For example, Fellows reported that after the Program, they pursued grants and projects that they would not have otherwise considered, including international opportunities.

> **Humphrey Highlight: Developing a New Role in an Old Position**
> **Country: Pakistan**
> **Program Year: 2015**
> **Field: Substance Abuse Education**
>
> This Fellow returned to her position as the Head of the Psychology Department at the hospital where she worked prior to the Program but focused on shifting her role from solely administrative responsibilities to one that focused more on capacity building, training, and service development. She was able to use what she learned during the Program to develop a recovery club where patients could go to talk with other peers in recovery, receive help from program staff, and learn life skills such as negotiation, conflict resolution, and outpatient transition. The recovery club started in 2017 with two patients but now regularly has more than ten patients participating. The recovery club has also encouraged patients to participate more in their formal aftercare at the hospital.
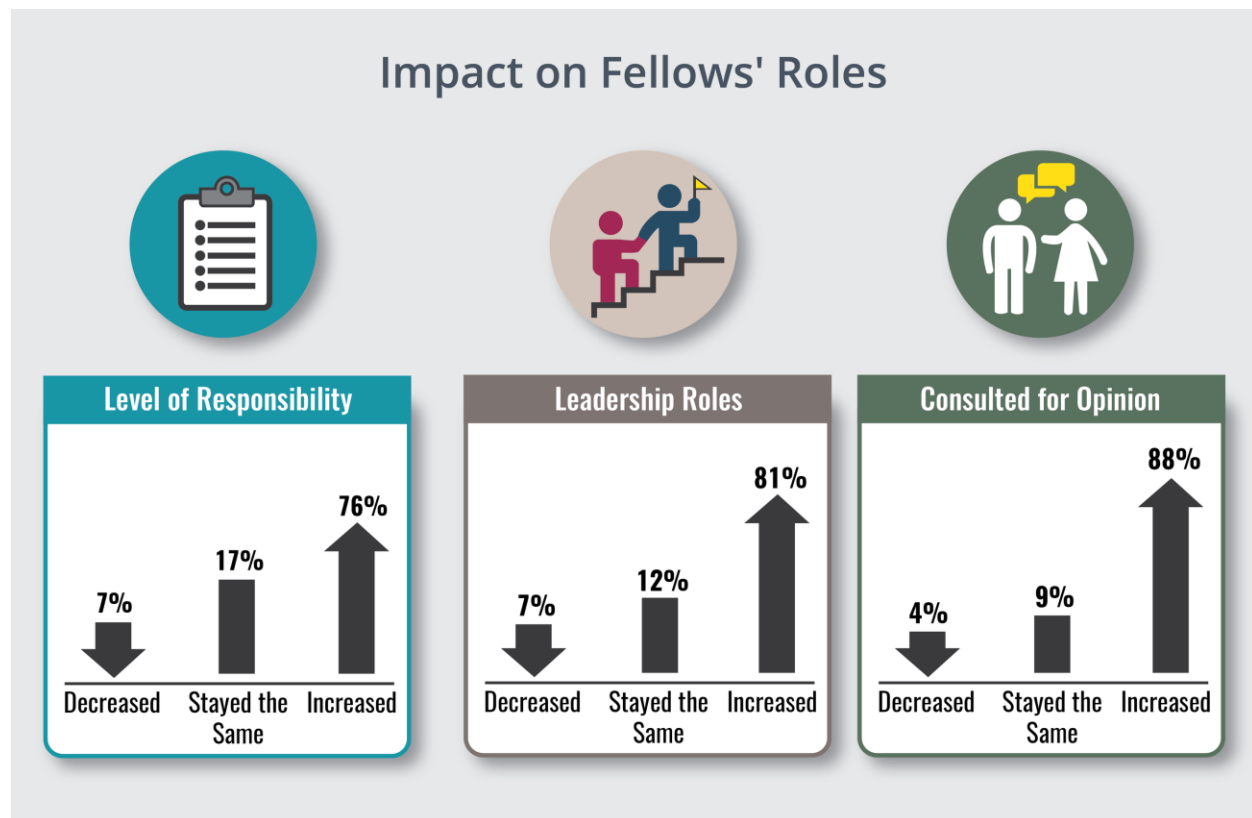

Figure 5: Impact on Roles

3.2.2. Continuing Education

As shown in Figure 3 on page 6, 8 in 10 Fellows (79%) reported that their experience in the Program inspired or helped them to pursue further education. Prior to their Fellowship, 75% of survey respondents reported having either a Master's Degree or a PhD. Following their Fellowship experience, that figure increased to 88%. Although not specifically asked in the interviews, approximately 10% of Fellows volunteered that their desire for further education stemmed from their experience with the Fellowship.

> *"I went back to [my Host University] Cornell after this Humphrey Fellowship program; I did my Masters at Cornell, so it really was a turning point in my life when I look back."*
>
> *-Educational Administration, Humphrey Fellow, 2003*

3.3. Institutional, National, and International Impacts

In addition to their own professional successes, Fellows reported that they have been able to significantly contribute to their organizations and fields. More than 80% of Fellows surveyed said that they have introduced new best practices and innovative methods. The survey results for each category can be found in Figure 6. During the 2018 interviews, Fellows shared examples of the following impacts:

- ➢ Developing the capacity of local organizations
- ➢ Encouraging more inclusive practices in their organizations and fields
- ➢ Developing national programs or trainings
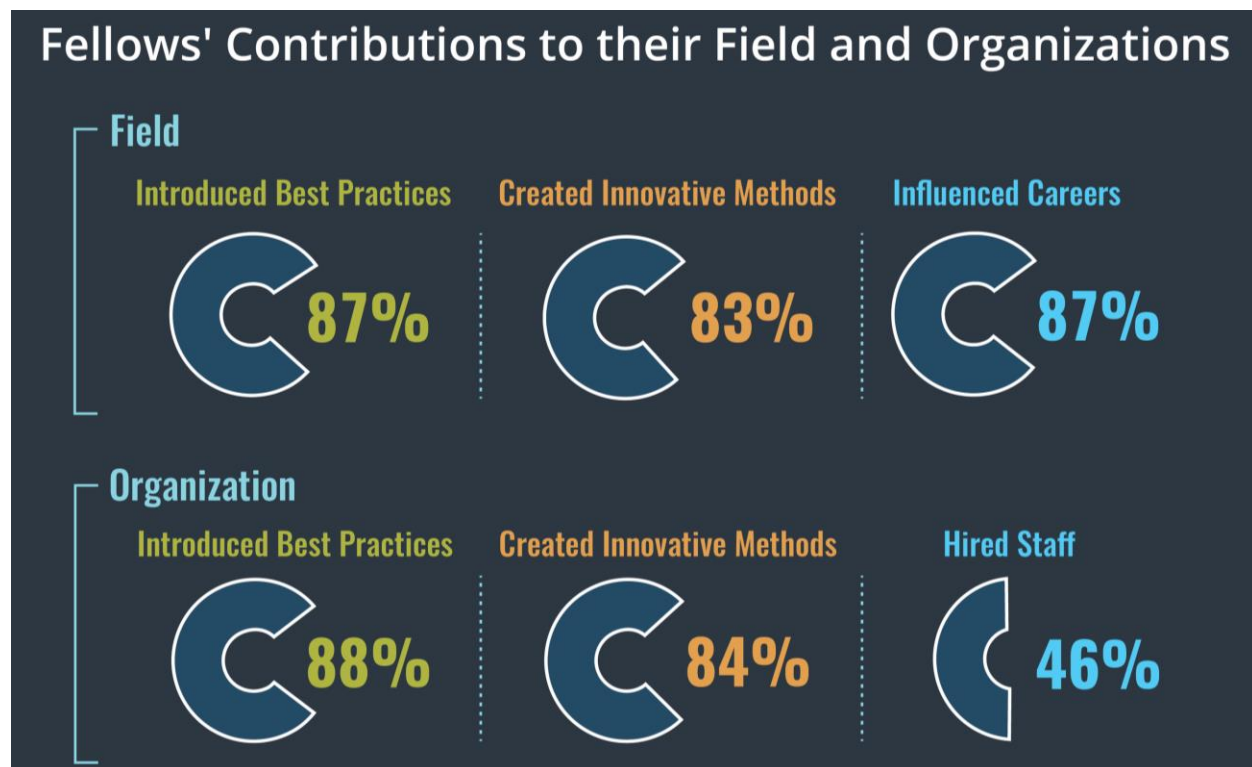- ➢ Scaling projects or methods to an international level

Figure 6: Contributions

3.3.1. Capacity Building in Local Organizations

Fellows believed the changes they were able to make in their organizations and fields resulted in increased local development capacity. During interviews, Fellows indicated that they learned the importance of collaboration, empowering community members and employees, and sharing their skills and knowledge. Fellows provided the following examples of ways they have contributed to increasing the capacity of their organizations:

Humphrey Highlight: Capacity Building

Country: Serbia
Program Year: 2015
Field: Higher Public Policy Analysis and Public Administration

This Fellow's experience gave him confidence in his data collection, analysis, and presentation skills. He was able to share what he learned with NGOs that needed the same skills to collect and present data to donors, which bolstered the capacity of the organizations.

➢ Procuring new equipment, software, or computer systems and training users on new technology

➢ Leading their organizations through strategic planning and process mapping

➢ Institutionalizing and documenting policies, guidelines, and procedures

➢ Introducing new curricula, teaching methods, and more interactive learning at the University level

One Fellow explained that prior to the Program, organizations in his country would always have to outsource research jobs because no one could do them. However, upon his return, he was trusted to conduct research for his organization. One of the topics he researched and published was instructions on how to successfully get research published. He explained that he wanted to make resources available to help build the national capacity for research.

Additionally, 18% of interviewed Fellows reported training colleagues and staff in skills they had learned during their Fellowship. For example, one Fellow shared that in order to build skills locally, he developed an entrepreneurship course that was taught in 43 schools in four provinces.

3.3.2. Championing Diversity

As seen in Figure 7, more than three-quarters of surveyed Fellows reported using their influence to promote diversity in their organization (76%) and/or their field (79%). This figure is even higher (89%) among Fellows that work in NGOs.

Thirteen percent of Fellows interviewed in 2018 specifically mentioned working to further women's rights in their field or organization, either by promoting women's work in their organizations or by focusing on programs that targeted empowerment for women and girls. Half of the individuals that discussed it were from the Near East.

Figure 7: Promoting Diversity

Humphrey Highlight: Promoting Women's Rights

Country: Ghana

Field: Law and Human Rights

Prior to the Program, this Fellow was working on a national initiative to prevent teenage pregnancy. However, after returning from the United States, she was able to look at the issue with a different perspective. She realized that a high rate of teenage pregnancy was a result of sexual assault, so she reshaped the entire design of the project to focus on preventing assault against women.

3.3.3. National Impacts

In the interviews, nearly half of Fellows (46%) reported that they made a national impact once they returned home, including developing national policies, creating national programs, serving as trainers, and advising government officials on legislation. The data below reflect Fellows' unsolicited comments on the impact of their Fellowship experience on national policy and programs.

Changing policies. Of the 64 Fellows who mentioned national-level impacts, 13 (or 20%) reported changing and implementing national policies in diverse areas such forest management, drug use treatment, HIV/AIDS testing, human trafficking, or technology, among others.

Creating new national programs. Some of these policy changes included the creation of new national programs, as mentioned by 12 Fellows (19% of those who made national-level impacts). For example, one Fellow established an organization to work with drug addicts and educate both policy makers and the public about addiction. In other cases, Fellows have developed programs that focus on nutrition, using technology for social impact, and training.

Serving as trainers. Of the Fellows that reported a national impact, nine served as trainers at the national level (14%). Some conducted trainings as part of their role in government or a nonprofit where they serve as policy experts training implementers or enforcers. In academia, two Fellows reported introducing new curricula after the Fellowship, subsequently training others on the material and formalizing it as a part of the national curriculum.

Serving as policy advisors. Finally, eight Fellows, or 13% of those who reported national impacts, had served in a policy-advising role, ranging from being a spokesperson for a lobbying NGO, to writing opinion papers or policy analysis, to directly advising high-level government officials.

Furthermore, Fellows also reported bringing attention to their field through recruitment, with 87% of survey respondents agreeing that they had "influenced people to pursue a career in [their] field."

3.3.4. International Impact

Fellows reported that what they learned not only helped them look at how they can influence their organizations and fields within their country, but it also opened them up to their role in a more integrated world. Fellows shared that getting to know individuals from other countries, religions, and cultural backgrounds helped them recognize the importance of acceptance and cooperation, which they brought back to their communities and countries.

"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*

By sharing ideas across borders, Fellows expand the ideas and possibilities available for developing their community. For example, Fellows reported encouraging collaboration between countries that face similar challenges to find solutions together. Some Fellows served on international boards or committees, while others networked with counterparts in other countries to expand a particular project. Other Fellows, especially those who specialize in public policy, also work in high-profile international organizations, including the United Nations (UN), the World Health Organization (WHO), or the World Bank. For example, one Fellow shared that he worked for the UN as a national trainer prior to the Program, but afterwards he received a new job to serve as an international trainer for several other countries in the region.

> **Humphrey Highlight: National and International Impact**
> **Country: Bolivia**
> **Program Year: 1991**
> **Field: Public Health Policy and Management**
>
> After returning to Bolivia, this Fellow used her experience and expertise to focus on policy and programs promoting breastfeeding and child health across her country. She helped rural communities understand how to best use first time national funds to address health issues. After taking a break to obtain her PhD, she obtained a position with the World Health Organization and oversaw a program for child and adolescent health in the Philippines. When she retired, she began teaching at a university in Bolivia, sharing her expertise. However, she still travels frequently to countries in South America, Africa, and the Middle East to teach hospital staff about promoting breastfeeding and its impact on child health.

3.3.5. Overcoming Challenges at Home

Some Fellows returned home and dealt with personal and professional difficulties. Most notably, 12% of the Fellows interviewed in 2018 reported returning home to no job or facing significant organizational resistance to their returning to work. These Fellows reported situations ranging from their organization not holding their position for them to government officials questioning their national allegiance. One Fellow summarized the reality some Fellows experienced upon returning home:

> *"I felt empowered and I felt like I was growing into a mature professional but that was a bit of a problem when I came back because I felt that I cannot practice the knowledge or skills in my workplace, and that was a bit shocking. Sometimes I felt, 'Oh my god, I could have made it better if I had never left,' because you don't know what you're missing. … Nobody can really prepare you for your life after because you are so different in many ways. This exposure of the international environment that you haven't had the chance [to experience] before really takes you in many different directions and plus professional skills."*

-*Communications and Journalism Humphrey Fellow, 2013*

Although Fellows' new knowledge helped them initiate changes in their organization and advance their careers, more than half of the survey respondents reported that their colleagues and organizations presented at least some resistance to changes they recommended. Many of the challenges identified by Fellows are common when a change is introduced, such as lack of

overall support, lack of funding, a scarcity of technological resources, or simply not enough opportunities to use their new skills.

In the survey, Fellows in African and Western Hemisphere countries most commonly cited an inability to secure funding for projects, with over 40% of Fellows in those regions reporting "a lot" of difficulty; whereas European Fellows have the least amount of difficulty. Fellows in Africa and South/Central Asia also reported difficulties with having appropriate technology (about 20% for each), and 24% of Fellows in the Near East said they faced a lack of opportunity to utilize their new skills.

As an example of the resilience and entrepreneurial approaches honed during the program, some Fellows have overcome these challenges by forming their own organizations. Almost half of those who came home to no job or resistance from their employers chose to start their own consulting business and provide services at both the national and international levels. Even when Fellows did not face adverse situations upon their return, they often established a new organization or nonprofit: in total, more than one in ten Fellows interviewed in 2018 reported creating a new organization.

3.4. Longevity of Fellowship Impact

Clearly, the Fellowship had a major immediate impact on Fellows' individual development, growth, and role in their communities, but surveyed Fellows reported that they carried with them the lessons and skills they learned, and drew upon their experience, long after the Fellowship ended. For those Fellows who completed their Fellowship prior to 2010, 82% said the Program retained relevance in their professional lives for more than five years. For Fellows who completed the Program more recently, 89% reported that the Fellowship stayed relevant for at least one to two years. The vast majority of Fellows see the Program as having a lasting impact on their careers and communities throughout their lives.

4. Strengthening Ties and Benefitting Americans

> *"I think it's very important to have this cross-cultural exchange, and to know more about each other deeply, not just from the media, or from videos, or from the TV, or the internet, even. Really having firsthand experience is a totally different thing."*
>
> *-Urban and Regional Planning Humphrey Fellow, 2016*

One of the key goals of the Humphrey Program is building cross-cultural exchange and strengthening ties between the United States and the rest of the world. Fellows are encouraged to bring back what they learned to their home communities and to share their experiences with their contacts in the United States. The survey results show that both American stakeholders and Fellows agreed that this was very successful, with 96% of Fellows saying that the Humphrey Program strengthens ties with the United States and 97% of Americans reporting that the Program benefits American communities.

As shown in Table 3, 94% of both Fellows and American stakeholders felt that the Program had strengthened ties in terms of cross-cultural exposure. Similar percentages of Fellows reported

benefiting from increased cultural understanding and professional relationships, although the rates varied among American stakeholders.

Table 3. Strengthened Relations between Fellows and the United States

	Fellows (n=938)	American Stakeholders (n=283)
Cross-Cultural Exposure	94%	94%
Increasing Understanding	95%	71%
Professional Relationships	94%	20%

Fellows also continue to interact with the U.S. Embassy in their home country once they return from the Program, and some even engage in hosting exchange program participants.

4.1. Increased Understanding and Mutual Benefits

Fellows learn about the United States. Over 90% of Fellows said that they learned about U.S. society, culture, diversity, religion, government and policies, and the American people generally, and 85% of American stakeholders concurred that Fellows had learned about these areas. Fellows also reported gaining a greater understanding of norms and professional practice in the United States.

Fellows become cultural interlocutors. Their increased understanding of American society and people has enabled Fellows to serve as cultural interlocutors in their home countries.

> *"I learned that Americans are people that are open to everything, that you can have different opinions and your opinions are respected, and those things were very useful to understand the United States but also help you to be able to exchange with people in other cultures and other places."*
>
> *-Public Health Policy and Management Humphrey Fellow, 1991*

In the interviews, Fellows shared examples ranging from receiving a job due to their English competency to explaining U.S. policy and practices to colleagues. A few Fellows even said that they are consulted as the "America expert" and are called upon to explain U.S. policies and values. For example, one Fellow explained that right after returning home to Israel, the United States sent military forces to a country in his region. He was able to help people in his community understand the reasons, background, and political discourse surrounding the conflict.

Americans gain cultural knowledge and professional benefits. Not only do Fellows gain knowledge about the United States, but their American colleagues and host communities learn about Fellows' cultures. In the survey of American stakeholders, the majority agreed that Fellows had the opportunities and skills to effectively share information about their culture and expertise with their host communities. More than 84% of American Stakeholders reported that Fellows had the opportunity to transfer knowledge to those around them and were successful and effective in that transfer.

When asked which activities Fellows engaged in to share information, 82% of American Stakeholders reported that the Fellow gave presentations on the Host University campus and

68% reported that Fellows gave presentations, attended meetings or engaged in collaborative work through their civic engagement activities. American Stakeholders also reported that Fellows shared information through presentations at community colleges, primary and secondary schools, and the professional affiliation as well as formal classes or lectures, but this was less common (32% - 46%). Almost 70% of American Stakeholders responded that Fellows increased interest in international exchange in their communities.

Furthermore, professional development is not a one-way street, as Fellows' American colleagues also benefited from their interactions with Fellows. Among all American professional and academic contacts surveyed, more than half (54%) said that the Program had relevance to their own careers for more than five years after their association with a Fellow ended.

4.2. Staying in Touch and Collaborating

As discussed earlier, Fellows are encouraged to develop their professional networks, and it is clear that they took this to heart. In fact, 90% of Fellows reported staying in touch with contacts in the United States, and 69% of American stakeholders reported maintaining contact with Fellows. As shown in Figure 8, among Ame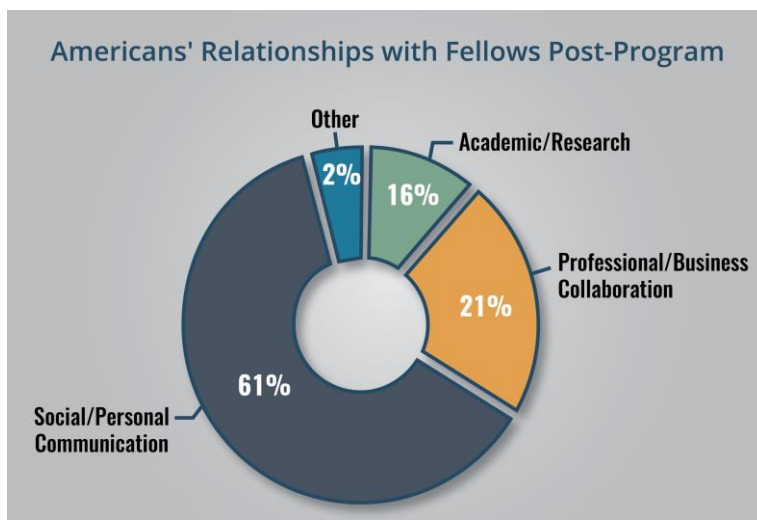rican stakeholders, 61% of survey respondents who maintained contact said the primary relationship with fellows is social or personal. This relationship was the most common with Fellows for both for host families (who mostly interacted with Fellows on a personal level) and for those that worked with Fellows in a professional or academic context. Among the latter group, a plurality reported that colleagues from their institution also remained in contact with Fellows—in this case, primarily for professional collaboration.

Figure 8: Post-Program Relationships

According to surveyed Fellows, most communication with U.S. contacts occurs over social media, email, or messaging services like WhatsApp or Skype. Nonetheless, about 35% of Fellows also said that they had in-person contact with a U.S. contact in the past year.

In fact, more than a third of Fellows have returned to the United States for further professional or academic activities since the Program. Most commonly, 35% of survey respondents went back to the United States for professional collaborations; 16% undertook

Humphrey Highlight: Collaborating Fellow

Program Year: 2003
Field: Public Health Policy and Management

This Fellow stayed in contact with peers from his Host University as well as other Fellows. This network enabled him to invite another Fellow to give talks and health trainings in Myanmar. The Fellow also established a national Academy of Medical Science where he was able to recruit an American doctor through his contacts to serve as an advisor to support health development in his country.

further academic studies; 13% conducted research; and 11% returned to pursue new business opportunities (such as projects with U.S. contacts).

In addition, Fellows have continued to collaborate with contacts they met in the United States. For example, 35% of survey respondents have developed a joint program or project with an American colleague; 30% have given a joint presentation at a conference; 41% offered joint trainings or seminars; and 20% jointly applied for grant funding for a project.

4.3. Engagement with U.S. Embassy and Exchange Participants

Fellows reported strong levels of engagement with their local U.S. Embassy. Figure 9 shows the percentage of Fellows engaged with their Embassy on any level. Additionally, one in five Fellows reported "a lot" of engagement with their Embassy. Only about 20% of Fellows had no involvement with the Embassy. African Fellows reported the most interaction with the Embassy by far, with 64% reporting that they are engaged "a lot" or "somewhat." In South and Central Asia, the Near East and the Western Hemisphere, more outreach may be necessary in order to keep Fellows engaged in other Embassy programs, informed on available resources and connected to other exchange alumni.
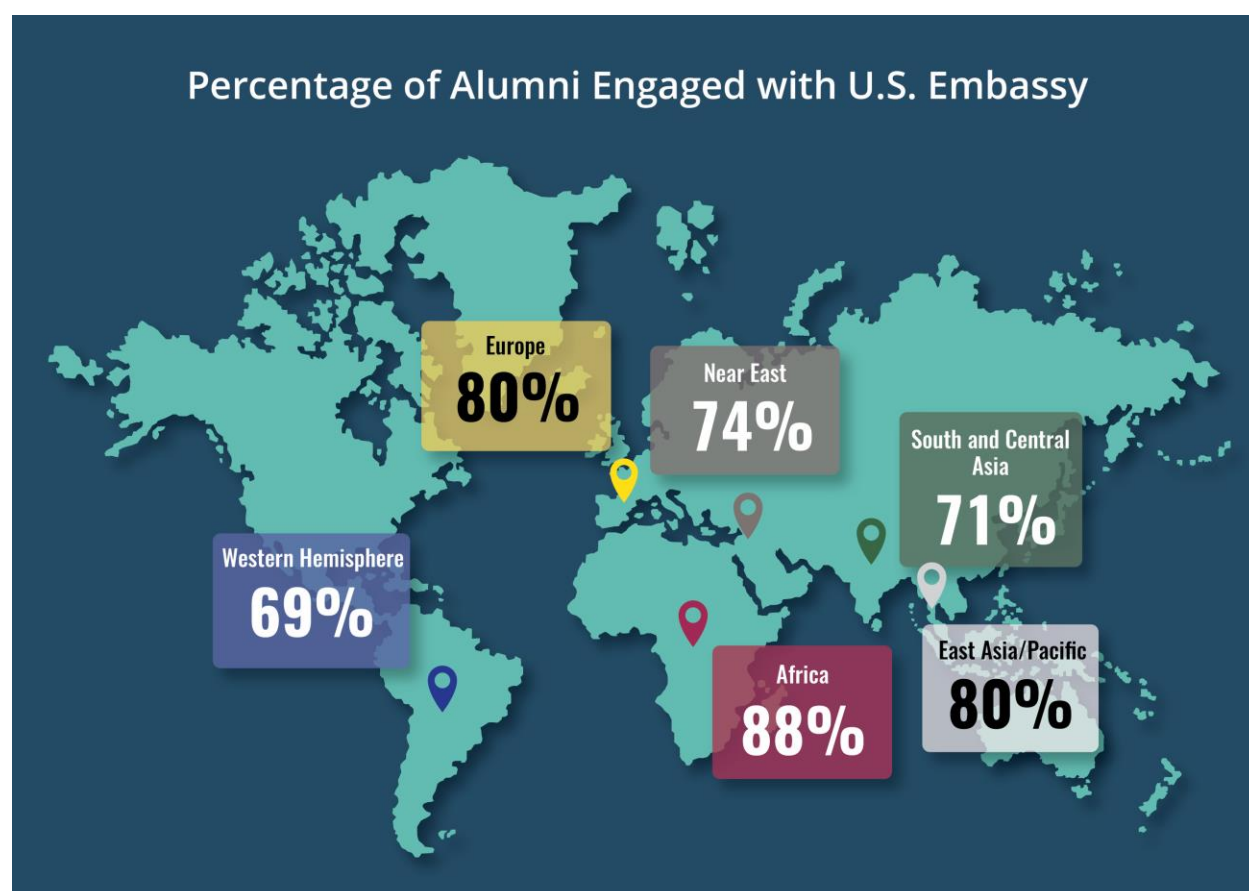

Figure 9: Embassy Engagement

Additionally, while it is not a requirement of the Program, the evaluation also sought to determine whether the Fellows themselves have interest in hosting exchange participants from

the United States. Although only 19% of respondents reported that they had hosted an exchange participant, 85% said they would be interested if the opportunity were available. Of these, 62% said that they lacked enough information on how they could do so. This indicates a high level of untapped interest in continual engagement with exchange program participants, as well as a potential opportunity for more Americans to interact with Humphrey Fellows and have an exchange experience.

Some Fellows also reported that they were unable to host exchange participants due to a lack of institutional interest, lack of resources, or a lack of alignment between exchange programs and the organizational mission. During interviews with Fellows, some also shared that security issues in their home country may prevent their ability to host. These issues are certainly more difficult to overcome from a mission perspective, and it may simply be the case that some proportion of Fellows will always be limited in their ability to host exchange participants.

5. Looking Toward the Future

> *"[The Humphrey Program] is very good and it is adaptable because in fact it incorporates some responsiveness to how society is changing."*
>
> *- Public Policy Analysis and Public Administration Humphrey Fellow, 2016*

Fellows see the Humphrey Program as both a defining moment in their careers and as a springboard for future professional development. This theme comes through strongly in both the survey results and the in-depth interviews, but nowhere more clearly than when Fellows were asked to rank the priorities for the Program's next 40 years. Fellows were highly invested in the Program focusing on the promotion of leadership development, professional networking, and building professional and technical skills. American stakeholders concurred, seeing the Program's future as an engine for professional development.

The survey asked Fellows and American stakeholders to rank the Program's future priorities among five key areas: leadership development, professional networking, personal relationships, technical and professional skills, and cross-cultural skills and awareness. Of these, leadership development was cited both by Fellows and American stakeholders as the most important to promote. Importantly, the interviews with Fellows made it clear that *all* of these priorities are important and the program does a good job of exposing Fellows to each priority area. Although in the survey Fellows ranked personal relationships and cross-cultural skills lower than the professional development priorities, during the 2018 interviews, they explained that the exposure to new people and cultures occurred naturally through the interactions created by the professional development priorities.

5.1. Leadership Development

The most important guiding principle for the Program's next 40 years, according to survey respondents, is the development of leadership skills: 67% of Fellows ranked leadership as one of their top two priorities for the future with 41% of Fellows ranking it as their top priority for the future. Additionally, about 20% of Fellows interviewed in 2018 agreed that leadership development should be the Program's top priority in the future.

"Leadership should be described not only as a personal skill and objective, but also as a system. Leadership system, including followership, should be the main aspect for the Fellows' weekly seminars."

-Economic Development/Finance and Banking Humphrey Fellow, 2016

Similarly, 29% of American stakeholders ranked leadership skills the most important aspect of the Program in the future, slightly lower than the Fellows.

"When Fellows return to their home countries, they are held in esteem because of their Fellowship year in the United States. Building strong leadership skills among the Fellows helps them to assume broader leadership roles within their professional communities and also helps them to develop or implement policies and practices based on their newly acquired knowledge and skills."

-Program Director, American Stakeholder

5.2. Professional Networks

Building professional networks was identified as the second priority for the Program going forward, with more than half (55%) of surveyed Fellows ranking this as one of their top two priorities. Furthermore, only 6% of Fellows ranked it as the least important. During the interviews, Fellows reinforced the importance of networking in their life after returning from the United States. Nine percent of interviewed Fellows noted that they would like to see the professional affiliation component of the program expanded, particularly through longer job placement periods.

American stakeholders concurred that building professional networks is an essential component of the Program, with 20% ranking it as the most important focus going forward. This is true for stakeholders who interacted with Fellows primarily through work or academia and for host families, a finding that mirrors the leadership development results.

"Our Fellows have consistently stressed their desire to build their professional networks in the United States to strengthen their work back home. This is vital for long-term, sustainable U.S.-foreign relations, as well as having the Fellows implement practical knowledge and skills, while strengthening relations between their country of origin and the United States."

-Program Assistant, American Stakeholder

5.3. Technical and Professional Skills

Nearly 4 in 10 Fellows (39%) considered the development of technical or professional skills one of the top two priorities for the Program's future, but there was an equal distribution across each ranking. While Fellows are mid-career professionals who may already possess important technical skills, the interviews revealed that they wanted a greater programmatic emphasis on certain skills, such as writing (especially grant writing) and developing sustainable projects.

"[There should be] something with more emphasis on writing a grant or writing in general because when we come from developing countries, we are taught in different ways. Our writing skills are weaker than people from the United States or other parts of the world."

-Substance Abuse Education Humphrey Fellow, 2015

Among American respondents, 18% said that developing technical or professional skills should be the most important focus in the future, although nearly 20% considered these skills the least important priority.

> *"Professional/technical skill building is ranked highest because skills and knowledge are critical for community development and for improving the effectiveness of economic, health, and social interventions. Building one's professional/technical skills is the foundation for growing one's professional networks and for communication and negotiation within one's profession. Irrespective of which country in the world one resides, having professional skills enables one to reach across the world to identify lessons and models that could help improve the lives of poor people in low- and middle-income countries."*
>
> *-University Professor, American Stakeholder*

Fellows are not a homogeneous group, and as such may see different benefits from building professional skills. While it is clearly an area of importance for the Program, it does not have the same universal appeal as leadership development or professional networking skills.

5.4. Cross-Cultural Skills and Awareness

Building cross-cultural awareness is a central tenet of the Humphrey Program, but Fellows do not place the same emphasis on building this awareness as they do on professional development. While 20% of respondents ranked it as one of the two most important principles for the Program, 43% said it is the *least important* in the future. During interviews with Fellows, they shared that the cross-cultural aspect of the program is essential and extremely important as a component of the Program, but implied that it was something that occurred naturally through the other components of the Program such as networking, professional affiliation, and academics, and thus does not need to be a focus area in and of itself.

> *"Even the greatest leaders, or the leaders with the most power, with the greatest power, would not necessarily have the skills and intercultural sensitivity. But I would definitely make this particular field of expertise and competencies a priority, in the global world as such."*
>
> *-Educational Administration Humphrey Fellow, 2003*

On the other hand, 27% of American stakeholders ranked it as the most important area for the Program to develop, and 47% ranked it among their top two priorities, a figure surpassed only by leadership development.

> *"In our increasingly globalized society, I view intercultural skills and positive cross-cultural communication and social/global awareness as essential. I believe strongly in the benefits of international education and exchange opportunities and have found my interactions with the Fellows to be uplifting and eye-opening for our students and faculty and it is my sincere hope that the Fellows have experienced the same on their visits to us."*
>
> *-Director of International Education, American Stakeholder*

5.5. Personal Relationships

Similarly, only 18% of Fellows felt that building personal relationships should be at the forefront of the Program over the coming decades. As with cross-cultural skills and awareness, this may be an inherent and naturally occurring component of the Program.

> *"The relationships that we develop create greater awareness of each other's countries as a whole as well as of local news and community events (in our respective countries). This increases empathy and support of one another in the larger global community. The result is a stronger web of connection that transcends borders, political climate, and culture, promoting overall peace and understanding."*
>
> *-Host Family Member, American Stakeholder*

Among American stakeholders, building personal relationships also was ranked as the lowest priority, with more than 50% of survey respondents ranking it as the least or second least important focus area, by far the highest for any category. This, combined with the Fellows' response, indicates that all concerned view the Humphrey Program as a primarily professional, not personal, experience.

5.6. Other Areas of Focus

During the 2018 interviews, Fellows mentioned a few additional areas of focus or emphasis.

Pre-academic Courses. Fellows emphasized the value of these courses, which is where they learned the most about U.S. culture and politics, and stressed the importance of maintaining this component.

Greater Family Support. Fellows noted the benefits of being able to bring their children with them during their Fellowship. However, they explained that they were lucky to be able to do so financially and logistically since there is little family support built into the Program.

> *"I don't think that a person should spend a year without their family. Especially for a female to leave her kids, it's quite difficult."*
>
> *-Urban and Regional Planning Humphrey Fellow, 2016*

As the program is targeted at mid-career professionals, many of the participants and potential applicants have children and may desire family support. Family members who do accompany Fellows may themselves benefit from exposure to American norms and values, though it is important to note that there would be additional costs and logistics involved to provide this support for family members.

Earning Degrees. Fellows noted that they would like to see the opportunity for future Fellows to pursue a degree while participating in the Program. They explained that many participants do not have access to quality education options in their home country and the Program might be their only opportunity to obtain an advanced degree.

Improved Alumni Network. Fifteen percent of Fellows interviewed in 2018 would like to see more alumni engagement activities and efforts from the Embassy. Some Fellows felt that they

had no contact with the Embassy or other Fellows following their experience. Below are possible types of alumni engagement that already take place in some locations but Fellows mentioned during interviews were missing in their locations:

➢ Invite Fellows to contribute to the continuation and sustainability of the Humphrey Program, such as a Humphrey Fellow peer mentoring program

➢ Organize regional events for Humphrey Fellows from different cohorts and countries to meet each other

➢ Develop an alumni association or networking group in their country

➢ Conduct a Humphrey Program refresher course in Fellows' respective countries

6. Potential Areas of Action

While the Program clearly has tremendous impact on the Fellows both personally and professionally, and in turn on the organizations and countries in which they work and live, there is opportunity to amplify the impact through enhanced support for Fellows once the Fellowship is complete.

Alumni Engagement. As mentioned earlier, 15% of Fellows interviewed in 2018 would like the U.S. Embassy to arrange more alumni events and networking groups following program participation. More than half of the Fellows that made this request were from either the East Asia/Pacific or South/Central Asia regions. Additionally, survey results indicated lower engagement with the U.S. Embassy in the South/Central Asia, Near East, and Western Hemisphere regions. As noted earlier, Africa had the most reported alumni engagement in the survey, with 64% of respondents reporting "a lot" or "some" engagement with the Embassy. There may be lessons learned at the embassies in Africa in regards to alumni engagement and events that could be applied to increase the numbers in the other regions.

Post Program Resources. In two different areas, information shared by Fellows indicated a lack of awareness of opportunities available to them. Sixty-two percent of Fellows that had not hosted an exchange participant, but were interested, reported that they did not have enough information on how to do so. Additionally, 70% reported lack of funding as a barrier to implementing what they learned during their Fellowship, and 22% reported that they did not engage with the U.S. Embassy upon their return. Although the question was not asked directly, these data indicate that there is a potential gap in Fellows' awareness of project funding opportunities available through U.S. programs for exchange alumni. A way to boost awareness of hosting and funding sources for the Fellows could be to continue to educate Fellows before they return home on logistics and opportunities available to them because of their status as an exchange alumnus and place greater emphasis on these resources during the course of the Program.

Career Reintegration. As mentioned earlier, 12% of Fellows interviewed in 2018 either did not have a job or faced resistance from employers when they returned to their home country. Several Fellows explained that work in their former organizations or agencies kept moving without them, and they took a risk leaving their position to participate in the Fellowship since there was no guarantee their position would be held. Thus, providing Fellows with post-Fellowship support and incorporating more program elements designed to address the challenges of returning to their

professional careers following the Fellowship may be beneficial, as well as making Fellows aware of this potential issue.

7. Conclusion

> *"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*

By almost every measure, the Humphrey Fellowship Program has been a success, according to Program participants and those who worked and lived with them. Nearly to a person, the Humphrey Fellows to whom the evaluation team spoke and surveyed had glowing reviews about most aspects of their Fellowship. Likewise, American stakeholders said not only that they perceived that Fellows benefited greatly from the Program, but that they themselves experienced ongoing benefits from their experience.

This evaluation assessed the effectiveness of the Humphrey Program in achieving three key program goals: strengthening fields of study and institutions, strengthening Fellows' professional development, and strengthening ties between Fellows and the United States.

Strengthening fields of study and institutions. Humphrey Fellows reported that the Program gave them the tools necessary to influence their industries, organizations, sector, and fields of study. They highlighted the ability to apply their skills into practice to improve existing norms and procedures and to pursue new research opportunities. While some Fellows faced initial resistance from their organizations or colleagues upon returning home, the majority of surveyed Fellows felt they had agency to effect significant change. There will always be some level of resistance to change, but most Fellows reported that they were able to overcome these challenges.

Strengthening Fellows' professional development. Fellows had increased opportunities for leadership roles and an increased openness to new ideas and practices that they used to improve their professional lives. Fellows cited skills that they used to further their own professional development and career trajectories upon returning home. The networks that Fellows developed were also vital, both with the wider Humphrey community and with American contacts. Americans also saw these benefits, and many reported continuing to maintain contact and/or work with Fellows long after they had left the United States.

Strengthening ties between Fellows and the United States. Fellows reported the mutually beneficial and highly positive nature of cross-cultural exchange on multiple measures, and American stakeholders confirmed how much they learned from Fellows as well. Additionally, Fellows returned home and shared what they learned about the United States with their communities and were highly committed to this cultural exchange.

Humphrey Fellows have accomplished a great deal. From founding NGOs to producing groundbreaking research to improving the lives of their community members, the culture of public service instilled during the program clearly had a profound impact on those who came to the United States in search of skills that could allow them to make a difference. Program

candidates are already dedicated to public service at the time of application, and participation in the Program further strengthened both their knowledge and ability to lead on issues that are important to their home countries and to the United States. Americans, too, saw similar benefits, both personally and professionally, from their interactions with the Fellows.

The Humphrey Program has a worldwide scope and impact. It changes the lives of Fellows and those with whom they work, live, and socialize. It creates connections across borders, languages, and cultures. It encourages lifelong personal relationships and professional collaboration. It strengthens bonds and changes and challenges perceptions between the United States and other nations. Fellows depart the United States with a greater sense of confidence, leadership abilities, and professional skills, dedicated to sharing what they learned and to helping develop their own communities. The Humphrey Fellowship has been invaluable to professionals around the world for the past four decades. As such, the Program has served Fellows and advanced U.S. public diplomacy.

Appendix A: Evaluation Methodology

In 2018, in advance of the Humphrey Program's 40th Anniversary, ECA's Evaluation Division commissioned an evaluation to assess the effectiveness of the Program in achieving its program goals:

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

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

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

The evaluation was carried out by General Dynamics Information Technology (GDIT), with input from the Institute of International Education (IIE).[6] GDIT used a mixed-methods approach to address the following research objectives:

1. What was the impact of the Humphrey Program in fostering and strengthening the professional development of experienced mid-career professionals in critical fields?

2. Did the program serve as a catalyst for change in the Fellow's sector whether in their individual country or geographic region and/ or globally?

3. Did the program foster or mitigate an intellectual exchange that encouraged networking and collaboration between fellows and U.S. citizens and universities?

Understanding the Program

GDIT conducted in-depth review of program documents and interviews with the Evaluation Division of the Bureau of Educational and Cultural Affairs (ECA), Humphrey Fellowship Program Office staff and managers, and staff of the Institute of International Education (IIE), to better understand the Program implementation and obtain key informants perspectives on the program outcomes and alumni activities. ECA and IIE staff provided GDIT with all relevant program documents.

As part of the document review, GDIT reviewed 87 interviews with Humphrey alumni and key informants conducted by ECA during site visits to Brazil, Czech Republic, Kenya, and India in 2012. Prior to the current evaluation, the interviews were utilized to identify potential areas of inquiry and guide instrument development.

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[6] The contract was awarded to the DC Group – GDIT Partnership under the IIP Blanket Purchase Agreement for Research, but was implemented exclusively by GDIT.

Data Collection

GDIT completed data collection with Humphrey Program Fellows, while IIE collected data from American Key Stakeholders. GDIT and IIE utilized the following data collection components: (1) a web-based survey of Fellows located abroad; (2) a web-based survey of American key stakeholders; (3) in-depth interviews with Fellows located abroad.

Verification of Contact Information

ECA and IIE provided GDIT with two separate contact lists of Fellows from their administrative databases. The lists from ECA and IIE varied slightly but GDIT was instructed to combine the lists and defer to the more up to date contact information from the ECA database. If an individual did not have any contact information in the ECA database, their information from the IIE database was used. Emails were also reviewed for validity, typos and duplication. After the complete contact review, GDIT was able to provide a verified updated contact list for 2,728 Program Fellows.

Program Fellow Survey

GDIT administered an on-line survey to all 2,728 Fellows with valid contact information inviting them to participate in the survey, using a Survey Monkey Link. The survey remained open from January 17, 2018 until February 28, 2019. Over 38% of all Fellows contacted participated in the online survey (1,042 total) while 33% of all Fellows contacted completed every question (890 total). The instrument mostly consisted of close ended questions, however a few open ended questions were included to gather more information on certain responses. The demographics of the respondents can be found in Table 1.

Table 1. Program Fellow Demographics

Variable	Total Alumni (n= 5,668)	Survey (n 1042)
Gender		
Male	61%	53%
Female	39%	47%
Other	<1%	<1%
Cohort Year		
1978 - 1989	21%	7%
1990 - 1999	29%	13%
2000 - 2009	25%	29%
2010 - Present	25%	51%
Region		
Africa	29%	23%
South and Central Asia	15%	19%
Western Hemisphere	17%	19%
Europe and Eurasia	13%	17%
East Asia and Pacific	15%	11%
Near East	11%	11%

U.S. Stakeholder Survey

IIE administered an online survey to 762 U.S. stakeholders identified through existing administrative data held by IIE and Host Universities. Stakeholders included faculty advisors/mentors, host university staff, host families, and colleagues who collaborated with Fellows on research projects. The survey remained open from January 17, 2018 until February 28, 2018. Forty-two percent of contact stakeholders participated in the survey (323 total). The demographics of the respondents can be found in Table 2.

Table 2. American Stakeholder Survey Demographics

Variable	Percentage (n 323)
Gender	
Female	60%
Male	38%
Prefer not to say/ identify	2%
Age	
18 - 44	22%
45 - 64	46%
65+	32%
Relationship	
Host family, friendship family	27%
Faculty/academic advisor, mentor	24%
Host institution staff	16%
Other	10%
Professional affiliation	9%
Participated in one or more course(s)	6%
Conducted research and/or collaborated	2%
Community college host contact	2%
Community service (volunteer work)	2%
Attended presentation by Fellow	1%

In-depth Interviews with Program Fellows

To complement the quantitative web-based survey of Program Fellows, GDIT conducted 60 interviews with Fellows living abroad. The interviews were approximately an hour long and were designed to gain more in-depth responses and reactions from Fellows to give greater context to the overall survey results. Fellows could volunteer to participate in an interview at the end of the online survey; 726 of the 890 fellows that completed the survey agreed to be contacted for an interview (82%). GDIT conducted interviews from March to May 2018 with Fellows from nearly every cohort and field of study represented. The demographics for in-depth interview participants can be found in Table 3.

Table 3. Program Fellow In-depth Interview Demographics

Variable	Percentage (n = 1042)
Gender	
Male	50%
Female	50%
Other	0%
Cohort Year	
1978 - 1989	7%
1990 - 1999	5%
2000 - 2009	28%
2010 - Present	50%
Region	
Africa	22%
Europe and Eurasia	18%
Near East	17%
Western Hemisphere	17%
South and Central Asia	13%
East Asia and Pacific	13%

Analytic Methods

Quantitative Analysis

STATA was used for all quantitative analysis of both the Fellow and stakeholder surveys. Before entering survey data into STATA, the data was de-duplicated on gender, program year, country of origin, field of study, and Host University. This was done as a result of respondents beginning the survey, not finishing, and then re-taking it. When de-duplicating, the most complete set of responses were kept.

New variables were created to analyze the survey data. These included sectors in which Fellows worked, cohort year, world region, etc. These variables were used in cross tabulations to provide additional insight into the survey responses.

Where appropriate, GDIT combined "positive data", in which respondents answered "A lot", "Somewhat", or "A little", as well as answers of "Agree" and "Somewhat Agree." This is the case for all graphical representations of data. This was done to make data easier to digest and to clearly distinguish between answers that were positive versus those that were negative.

In both the Program Fellow and the American stakeholders survey, a certain percentage of respondents either did not complete the survey or did not answer each question. A total of 1,042 Fellows began the survey, and 890 completed it. Similarly, 323 American stakeholders began the survey, with 277 completing it. Given the length of each survey and the fact that internet connections may not always be reliable, it is natural that respondents not complete every question or the survey in its entirety. As a result, the numbers of responses vary by question. GDIT performed numerous checks to ensure that the population of respondents who did not complete the survey did not differ significantly from those who completed each question.

Qualitative Analysis

NVivo was used for all qualitative analysis of the Fellow interviews from 2012 and 2018. Following the analysis of the in-depth interviews completed by GDIT, the interviews completed in 2012 were reviewed again to identify themes consistent with those that emerged in the current evaluation. Out of the 87 interviews completed in 2012, 80 were with Humphrey Program Fellows, with the remaining seven being key stakeholders who had ties with the alumni.

The interviews were coded using Nvivo, and GDIT employed a two-step coding process. First, each interview was coded to fit with the research questions approved by ECA. Second, the interviews were coded to identify themes and trends. Each of the 140 interviews were coded in this manner.

Where appropriate, the qualitative analysis was quantified to give a sense of the magnitude of opinions on particular questions. An important caveat, however, is that not every interviewee gave particular answers that were of interest. For example, if 20% of interviewees said they promoted better workplace practices regarding diversity, it does not necessarily mean that *only* that 20% did work around that issue. Rather, 20% of interviewees happened to mention it outside of the approved interview protocols.

Appendix B: Program Fellow Survey

Starter Questions- Can you please share some basic information about yourself.
1. Gender:

	Single Code
Female:	☐₁
Male:	☐₂
Other (Please specify):	☐₃

2. Age (drop down bar)
3. What year did you start your fellowship? (drop down bar)
4. What was your field of study? (Drop down with ECA fields)
5. What was your host University? (Drop down with all host universities)
6. What was your nationality when you started the Humphrey Program? (Drop down with countries)
7. What country do you currently live in? (Drop down with countries)
8. What was your highest level of education before the Humphrey Program? (Drop down)
9. What is your highest level of education now? (Drop down)
10. What organization do you currently work for?
11. What is your current job title? _____
12. Thinking back, immediately after you returned home from the Humphrey Program, did you …

		Yes	*No*
1.	Return to the same organization you had been working for before you left?	1	0
2.	Return to the same position (job) you held before you left?	1	0

13. How did your position change within twelve (12) months of completing the Humphrey Program?

		Significantly Decreased	*Somewhat Decreased*	*Stayed the Same*	*Somewhat Increased*	*Significantly Increased*
1.	Level of responsibility	1	2	3	4	5
2.	Leadership roles	1	2	3	4	5
3.	Consulted by colleagues for expert opinion	1	2	3	4	5

14. Has your participation in the Humphrey Program :

		Yes	*No*
1.	Inspired or allowed you to apply to or get a new or different position (job)?	1	0
2.	Helped you build a new professional support network that has assisted you in your career?	1	0
3.	Inspired or allowed you to pursue further academic or educational opportunities?	1	0

Professional Development Impact

15. In which sector(s) did you work right before your Humphrey Program? Select all that apply:

	Multiple Codes
Public	☐₁
Private	☐₁

NGO ☐₁
Academia ☐₁
Other ☐₁

16. In which sector(s) did you work in the <u>initial twelve (12) months</u> after you completed the Humphrey Program? Select all that apply:

	Multiple Codes
Public	☐₁
Private	☐₁
NGO	☐₁
Academia	☐₁
Other	☐₁
(specify)	

17. In which sector(s) are you <u>currently</u> working? Select all that apply:

	Multiple Codes
Public	☐₁
Private	☐₁
NGO	☐₁
Academia	☐₁
Other	☐₁

18. In which field do you currently work?

	Multiple Code
Agricultural and Rural Development	☐₁
Agricultural Development/Agricultural Economics	☐₁
Communications/Journalism	☐₁
Economic Development/ Finance and Banking	☐₁
Educational Administration, Planning and Policy	☐₁
Higher Education Administration	☐₁
HIV/AIDS Policy and Prevention	☐₁
Human Resource Management	☐₁
Law and Human Rights	☐₁
Natural Resources, Environmental Policy, and Climate Change	☐₁
Public Health Policy and Management	☐₁
Public Policy Analysis and Public Administration	☐₁
Substance Abuse Education, Treatment and Prevention	☐₁
Teaching English as a Foreign Language	☐₁
Technology Policy and Management	☐₁
Trafficking in Persons, Policy and Prevention	☐₁
Urban and Regional Planning	☐₁
Other: please specify _____	☐₁

19. How strongly do you agree or disagree with each of the following statements about your contribution to <u>your current organization or institution</u>?

	As a result of the Humphrey Program…	*Strongly Disagree*	*Disagree*	*Neither Agree or Disagree*	*Agree*	*Strongly Agree*
1.	I have introduced processes and best practices.	1	2	3	4	5
2.	I have created innovative methods that led to a positive impact.	1	2	3	4	5
3.	I have hired new staff.	1	2	3	4	5
4.	I have promoted diversity (age, gender, ethnicity, etc).	1	2	3	4	5

20. How strongly do you agree or disagree with each of the following statements about your contribution to your field or industry?

	As a result of the Humphrey Program…	*Strongly Disagree*	*Disagree*	*Neither Agree or Disagree*	*Agree*	*Strongly Agree*
1.	I have introduced processes and best practices	1	2	3	4	5
2.	I have created innovative methods that led to a positive impact	1	2	3	4	5
3.	I have influenced people to pursue a career in my field	1	2	3	4	5
4.	I have promoted diversity (age, gender, ethnicity, etc)	1	2	3	4	5

21. Please rate the usefulness of the different components of the Humphrey Program for your personal career development:

		Not at all useful	*A little useful*	*Somewhat useful*	*Very useful*	*Not Applicable*
1.	Academic Studies	1	2	3	4	9
2.	Community College Presentations	1	2	3	4	9
3.	Professional Affiliation	1	2	3	4	9
4.	English Language Courses	1	2	3	4	9
5.	Community Service (Volunteer Work)	1	2	3	4	9
6.	Professional Seminars	1	2	3	4	9
7.	Washington Global Leadership Forum	1	2	3	4	9
8.	Other (Please specify)	1	2	3	4	9

22. Overall, which component of the Humphrey Program was the most useful for your personal career development?

	Single Code
Academic Studies	☐1
Community College Presentations	☐2
Professional Affiliation	☐3
English Language Courses	☐4
Community Service (Volunteer Work)	☐5
Professional Seminars	☐6
Washington Global Leadership Forum	☐7
Other (Please specify)	☐8

23. Please rate the usefulness of the different components of the Humphrey Program for your ability to influence your field or industry:

		Not at all useful	*A little useful*	*Somewhat useful*	*Very useful*	*Not Applicable*
1.	Academic Studies	1	2	3	4	9
2.	Community College Presentations	1	2	3	4	9
3.	Professional Affiliation	1	2	3	4	9
4.	English Language Courses	1	2	3	4	9
5.	Community Service (Volunteer Work)	1	2	3	4	9
6.	Professional Seminars	1	2	3	4	9
7.	Washington Global Leadership Forum	1	2	3	4	9
8.	Other (Please specify)	1	2	3	4	9

24. Overall, which component of the Humphrey Program was the most useful for your ability to influence your field or industry?

	Single Code
Academic Studies	☐1

Community College Presentations ☐2
Professional Affiliation ☐3
English Language Courses ☐4
Community Service (Volunteer Work) ☐5
Professional Seminars ☐6
Washington Global Leadership Forum ☐7
Other (Please specify) ☐8

25. For how long has your Humphrey Program experience remained relevant in your professional life?

Single Code

Less than 12 months ☐1
One to two years ☐2
Three to five ☐3
More than five years later ☐4

26. To what extent did the Humphrey Program change your perceptions of yourself with respect to the following?

		Not at all	*A little*	*Somewhat*	*A Lot*
1.	Being assertive and confident	1	2	3	4
2.	Taking a firm stand and acting with certainty				
3.	Having the ability to influence people	1	2	3	4
4.	Inspiring confidence				
5.	Being able to make a difference in my community	1	2	3	4
6.	Being able to solve problems	1	2	3	4
7.	Understanding and appreciating the perspectives of others	1	2	3	4
8.	Respecting others with beliefs different from my own	1	2	3	4
9.	Being open to new ideas and new experiences	1	2	3	4
10.	Being motivated by my own agenda, as opposed to the agenda of others	1	2	3	4

27. To what extent have you been able to apply the skills you acquired during the Humphrey Program:

		Not at all	*A little*	*Somewhat*	*A Lot*	*Skill not acquired*
1.	English language	1	2	3	4	9
2.	Technology Skills	1	2	3	4	9
3.	Presentation Skills	1	2	3	4	9
4.	Grant or proposal writing	1	2	3	4	9
5.	Management skills	1	2	3	4	9
6.	Networking	1	2	3	4	9
7.	Negotiations	1	2	3	4	9

28. To what extent have you faced the following challenges when trying to apply the skills you acquired:

		Not at all	*A little*	*Somewhat*	*A Lot*

1.	Lack of support from colleagues and leadership	1	2	3	4
2.	Lack of funding	1	2	3	4
3.	Lack of appropriate technology	1	2	3	4
4.	Lack of opportunity to use the skill	1	2	3	4
5.	Other (Specify)	1	2	3	4

29. How have you shared the professional expertise you gained during the Humphrey Program with others? (Select all that apply)

	Multiple Code
Attended or presented a paper at a conference	☐1
Published an academic paper	☐1
Initiated trade of a product	☐1
Started an association	☐1
Established a business or an NGO	☐1
Implemented new approaches in your work	☐1
Collaborated on a project or research	☐1
Conducted business with a U.S. organization	☐1
Talked informally with others in small groups or one on one	☐1
Written opinion pieces, reports, articles, or books	☐1
Other	☐1

30. Please describe any professional accomplishments and progress you have achieved in your field that you attribute to your participation in the Humphrey Program. Where applicable please explain how you applied skills you acquired during the Program to reach these achievements.

31. Since you completed the Humphrey Program, have you returned to the United States for any of the following? (Select all that apply)

	I returned to the following to…	*Host University*	*Professional Affiliation*	*Other U.S. University or Organization*
1.	Undertake further studies (e.g. graduate studies)	1	1	1
2.	Teach a class	1	1	1
3.	Conduct research	1	1	1
4.	Pursue work opportunities	1	1	1
5.	Present on research/work	1	1	1
7.	Collaborate on professional activities	1	1	1
8.	Create business opportunities between the United States and my home country	1	1	1
9.	Other (please specify)	1	1	1

32. How much has the Humphrey Program helped strengthen relations between the United States and citizens of other countries in the following areas?

		Not at all	*A little*	*Somewhat*	*A lot*
1.	Building professional relationships	1	2	3	4
2.	Sharing ideas and values	1	2	3	4
3.	Promoting cross-cultural networks	1	2	3	4
4.	Contributing to the local economy	1	2	3	4
5.	Increased understanding of differences	1	2	3	4
6.	Other (specify)	1	2	3	4

33. To what extent did the Humphrey Program help you learn about the following:

		Not at all	*A little*	*Somewhat*	*A lot*
1.	U.S. Society, Traditions, and Culture	1	2	3	4
2.	U.S. Government and Policies	1	2	3	4
3.	U.S. People	1	2	3	4
4.	U.S. Religions and practices	1	2	3	4
5.	U.S. Multiculturalism and Diversity	1	2	3	4

34. Since returning home, how much have you shared your experiences from your time in the United States during the Humphrey Program?

	How much have you …	*Not at all*	*A little*	*Somewhat*	*A lot*
1.	Given talks or presentations in your community	1	2	3	4
2.	Given talks and presentations at work	1	2	3	4
3.	Talked informally with others in small groups or with others one on one about your experience in these activities/programs.	1	2	3	4
4.	Written opinion pieces, reports, articles, or books	1	2	3	4
5.	Shared information or experiences on social media (Facebook, Twitter, Instagram, etc)				
6.	Used some other method (specify)	1	2	3	4

Contact with U.S. counterparts

35. Are you still in contact with people you met during the Humphrey Program in the United States?

Single Code

Yes   ☐₁

No   ☐₀   Skip to Q42

36. How many times have you been in touch with these contacts in the past twelve (12) months?

		Not in Contact	*Once or twice*	*Three to five times*	*Five to ten times*	*More than ten times*
1.	Your Host University Contact	1	1	2	3	4
2.	An American colleague you conducted research or an academic study with	1	1	1	1	1
3.	An American peer from a course at your Host University	1	1	1	1	1
4.	An American professor from a course at your Host University	1	1	1	1	1
5.	An American colleague from your Professional Affiliation	1	1	1	1	1
6.	An American colleague from your Community Service	1	1	1	1	1
7.	Your Community College Host	1	1	1	1	1
8.	An American student that attended your public presentation at a Community College	1	1	1	1	1
9.	An American peer from your Community College experience	1	1	1	1	1
10.	An American met during your time in the U.S. that was not part of your Program	1	1	1	1	1
11.	A member of your Host Family	1	1	1	1	1
12.	A fellow in the same cohort as you	1	1	1	1	1

13.	A fellow at the same university as you	1	1	1	1	1
14.	A fellow from the same country as you	1	1	1	1	1
15.	A fellow in the same field of study as you	1	1	1	1	1

37. What was the nature of these relationships? (For each category, select all that apply)

		Academic /Research	*Professional /Business collaboration*	*Social/ Personal communication*	*Other (specify)*	*Not in Contact*
1.	American Colleagues	1	1	1	1	1
2.	Colleagues from your home country	1	1	1	1	1
3.	Colleagues from other countries	1	1	1	1	1

38. What methods do you use to stay in contact (Select all that apply)

Multiple Code

Email $\square_1$
Telephone call $\square_1$
Internet phone/chat service (e.g. Skype, Whatsapp) $\square_1$
Social media sites (e.g. Facebook) $\square_1$
Face to face $\square_1$
Other (specify) $\square_1$

39. Did the Program result in any of the following types of professional collaboration, either with-in academia or within other sectors (Business, NGOs, Government) , between you and contacts you made while in the U.S. following your program participation? (Select all that apply)

		Within Academia	*Within Other Sectors (Business, NGO, Govt)*
1.	Visit to Fellow's home country and/or workplace	1	1
2.	Developed a joint program or project	1	1
3.	Signed MOU between home and Host University	1	1
4.	Joint publication of articles or research	1	1
5.	Coordinated travel for group of American students to Fellow's home country	1	1
6.	Commercialization of a product resulting from joint research	1	1
7.	Collaboration with industry	1	1
8.	Request for additional funding for a collaborative project	1	1
9.	Joint presentation at a conference	1	1
10.	Hosted Americans in workplace	1	1
11.	Collaborated on curriculum development	1	1
12.	Offered joint seminars, courses, training	1	1
13.	None *(Exclusive response option)*	1	1

40. Have you helped your current organization host a U.S. exchange participant?

Single Code

Yes $\square_1$
No $\square_0$ Skip to Q42

41. Please share what exchange program the participant was involved with (Go to Q44 when finished):

42. Would you be interested in hosting a U.S. exchange participant?

Single Code

Yes $\square_1$
No $\square_0$

43. What has prevented you from hosting a U.S. exchange participant? (Select all that apply)

	Multiple Code
Lack of institutional interest	☐₁
Lack of resources	☐₁
Lack of information about hosting an exchange participant	☐₁
Exchange programs do not fit with institutional mission	☐₁
Other (Please specify)	☐₁

44. To what extent are you engaged with the following?

		Not at all	*A little*	*Somewhat*	*A Lot*
1.	Your local Humphrey Fellowship Alumni Association	1	2	3	4
2.	Alumni from other U.S. exchange programs in your home country	1	2	3	4
3.	The U.S. Embassy	1	2	3	4

Looking Forward

45. Please rank the following programmatic guiding principles by level of importance, from 1 (least important) to 4 (most important) for future Humphrey Program Implementation.

		Least Important				*Most Important*
1.	Leadership development	1	2	3	4	5
2.	Professional Networking	1	2	3	4	5
3.	Personal/social relationship-building	1	2	3	4	5
4.	Professional/technical skill building	1	2	3	4	5
5.	Building broader cross-cultural awareness and communication skills	1	2	3	4	5

46. Please explain why you selected your top ranked focus area: (Open Ended)
47. Are there other areas on which there should be a focus?: (Open Ended)
48. In addition to the survey, we will be conducting interviews to gain further insight into the Humphrey experience. Would you be willing to participate in a telephone or skype interview regarding your participation in the Humphrey Program?

Single Code

Yes ☐₁
No ☐₂ End Survey

49. Please confirm the best telephone number and email address at which to reach you:

Thank you for your time and participation in this survey.

Appendix C: U.S. Stakeholder Survey

Dear Humphrey Fellowship Program partner,

Thank you for your interest in and continued support for the Humphrey Program. To assist the U.S. Department of State in tracking the longterm impact of the Humphrey Program, the Institute of International Education (IIE) invites you to take a short survey about your exposure to and experience with Humphrey Fellows. Your responses to this survey will help guide the resources offered by the Program to past, present, and future Fellows.

Disclaimer: By completing the survey, you are providing consent to the Humphrey Fellowship Program to use the data collected to demonstrate impact to U.S. and foreign governments and their constituents. Your responses will allow us to better understand your experience and how to improve the Humphrey Fellowship Program.

The survey will take about 20 minutes to complete.

Please complete this survey by Wednesday, February 28th. Should you have any questions about the questions and data collected through this survey, or encounter any technical difficulties in completing this survey, please contact evaluation@iie.org.

To begin the survey, click "Next" below. You can use the "Back" button throughout the survey to review your responses.

Sincerely,

Monitoring, Evaluation, and Learning

Demographics

Gender. Gender
- ❍ Female
- ❍ Male
- ❍ Non-binary/third gender
- ❍ Prefer to self-identify _____
- ❍ Prefer not to say

Age. Age

_____

Location. Current location (city, state)

_____

Title. Current title

_____

Relationship to fellow

1. Have you directly interacted with a Humphrey Fellow or Fellows in the United States?
○ Yes
○ No

Destination: **Ineligible** (Set in 1 (No))

(End of Page 2)

Engagement with Fellow(s)

2. How many unique Fellows have you interacted with over time?
_____

3. Are you currently hosting or involved with hosting one or more Fellows?
❍ Yes
❍ No

This Question is Conditionally Shown if: (3 = No)

3a. Most recent year in which you interacted with one or more Fellows:
_____

4. From which country/countries did the Fellow(s) originate?
❑ Afghanistan
❑ Albania
❑ Algeria
❑ Angola
❑ Anguilla
❑ Antigua and Barbuda
❑ Argentina
❑ Armenia
❑ Azerbaijan
❑ Bahamas
❑ Bahrain
❑ Bangladesh
❑ Barbados
❑ Belarus
❑ Belize
❑ Benin
❑ Bhutan
❑ Bolivia
❑ Bosnia and Herzegovina
❑ Botswana
❑ Brazil
❑ Bulgaria
❑ Burkina Faso
❑ Burma (Myanmar)
❑ Burundi
❑ Cabo Verde
❑ Cambodia
❑ Cameroon
❑ Central African Republic
❑ Chad
❑ Chile
❑ China
❑ Colombia

❑ Comoros
❑ Congo, Republic of the
❑ Costa Rica
❑ Cote d'Ivoire
❑ Croatia
❑ Cuba
❑ Cyprus
❑ Czech Republic
❑ Democratic Republic of the Congo
❑ Djibouti
❑ Dominica
❑ Dominican Republic
❑ Ecuador
❑ Egypt
❑ El Salvador
❑ Equatorial Guinea
❑ Eritrea
❑ Estonia
❑ Ethiopia
❑ Fiji
❑ Gabon
❑ Gambia
❑ Georgia
❑ Ghana
❑ Greece
❑ Grenada
❑ Guatemala
❑ Guinea
❑ Guinea-Bissau
❑ Guyana
❑ Haiti
❑ Honduras
❑ Hungary
❑ India
❑ Indonesia
❑ Iran
❑ Iraq
❑ Israel
❑ Jamaica
❑ Jordan
❑ Kazakhstan
❑ Kenya
❑ Kosovo
❑ Kyrgyzstan

- ❑ Laos
- ❑ Latvia
- ❑ Lebanon
- ❑ Lesotho
- ❑ Liberia
- ❑ Libya
- ❑ Lithuania
- ❑ Macedonia
- ❑ Madagascar
- ❑ Malawi
- ❑ Malaysia
- ❑ Maldives
- ❑ Mali
- ❑ Malta
- ❑ Mauritania
- ❑ Mauritius
- ❑ Mexico
- ❑ Micronesia
- ❑ Moldova
- ❑ Mongolia
- ❑ Montenegro
- ❑ Morocco
- ❑ Mozambique
- ❑ Namibia
- ❑ Nepal
- ❑ Nicaragua
- ❑ Niger
- ❑ Nigeria
- ❑ Oman
- ❑ Pakistan
- ❑ Palestinian National Authority
- ❑ Panama
- ❑ Papua New Guinea
- ❑ Paraguay
- ❑ Peru
- ❑ Philippines
- ❑ Poland
- ❑ Portugal
- ❑ Qatar
- ❑ Romania
- ❑ Russia
- ❑ Rwanda
- ❑ Saint Kitts and Nevis
- ❑ Saint Lucia

- ❑ Saint Vincent
- ❑ Sao Tome and Principe
- ❑ Saudi Arabia
- ❑ Senegal
- ❑ Serbia
- ❑ Sierra Leone
- ❑ Singapore
- ❑ Slovakia
- ❑ Slovenia
- ❑ Solomon Islands
- ❑ Somalia
- ❑ South Africa
- ❑ South Korea
- ❑ South Sudan
- ❑ Sri Lanka
- ❑ Sudan
- ❑ Suriname
- ❑ Swaziland
- ❑ Syria
- ❑ Taiwan
- ❑ Tajikistan
- ❑ Tanzania
- ❑ Thailand
- ❑ Togo
- ❑ Tonga
- ❑ Trinidad and Tobago
- ❑ Tunisia
- ❑ Turkey
- ❑ Turkmenistan
- ❑ Uganda
- ❑ Ukraine
- ❑ United Arab Emirates
- ❑ Uruguay
- ❑ Uzbekistan
- ❑ Venezuela
- ❑ Vietnam
- ❑ Virgin Islands, British
- ❑ Yemen
- ❑ Yugoslavia
- ❑ Zambia
- ❑ Zimbabwe
- ❑ Other _____

5. With which university was your Fellow(s) primarily affiliated? You may select more than one option, if applicable.

- ❏ American University
- ❏ Arizona State University
- ❏ Auburn University
- ❏ Boston University
- ❏ Brandeis University
- ❏ Colorado School of Mines
- ❏ Colorado State University
- ❏ Columbia University
- ❏ Cornell University
- ❏ Emory University
- ❏ George Washington University
- ❏ Harvard University
- ❏ Howard University
- ❏ Hunter College, CUNY
- ❏ Johns Hopkins University
- ❏ Massachusetts Institute of Technology
- ❏ Michigan State University
- ❏ Pennsylvania State University
- ❏ Princeton University
- ❏ Rutgers, the State University of New Jersey
- ❏ Stanford University
- ❏ Syracuse University
- ❏ Texas A&M University
- ❏ Tufts University
- ❏ Tulane University
- ❏ University of Arizona
- ❏ University of California, Berkeley
- ❏ University of California, Davis
- ❏ University of Chicago
- ❏ University of Maryland, College Park
- ❏ University of Massachusetts, Amherst
- ❏ University of Miami
- ❏ University of Michigan
- ❏ University of Minnesota
- ❏ University of Missouri-Columbia
- ❏ University of North Carolina, Chapel Hill
- ❏ University of Pittsburgh
- ❏ University of Southern California
- ❏ University of Texas, Austin
- ❏ University of Washington
- ❏ Vanderbilt University
- ❏ Virginia Commonwealth University

❑ West Virginia University
❑ Williams College
❑ Other _____

6. If able, please select the field(s) of study in which the Fellow(s) was pursuing their fellowship. You may select more than one.

❑ Agricultural and Rural Development
❑ Agricultural Development/Agricultural Economics
❑ Communications/Journalism
❑ Economic Development/Finance and Banking
❑ Educational Administration, Planning and Policy
❑ Higher Education Administration
❑ HIV/AIDS Policy and Prevention
❑ Human Resource Management
❑ Law and Human Rights
❑ Natural Resources, Environmental Policy, and Climate Change
❑ Public Health Policy and Management
❑ Public Policy Analysis and Public Administration
❑ Substance Abuse Education, Treatment and Prevention
❑ Teaching English as a Foreign Language
❑ Technology Policy and Management
❑ Trafficking in Persons Policy and Prevention
❑ Urban and Regional Planning
❑ Other _____
❑ I don't know

7. Please select the primary capacity in which you have interacted one or more Humphrey Fellows.

○ Faculty/academic advisor, mentor
○ Host institution program management staff (Program Director, Campus Coordinator, Assistant Coordinator, etc)
○ Conducted research and/or collaborated on joint research
○ Participated in one or more course(s) together (instructor or peer)
○ Professional affiliation
○ Attended presentation by Fellow at community college
○ Community college host contact
○ Community service (volunteer work)
○ Host family, friendship family
○ Other _____

(End of Page 3)

Faculty/academic advisor, mentor is Conditionally Hidden if: (7 = Faculty/academic advisor, mentor)
Host institution program management staff (Program Director, Campus Coordinator, Assistant Coordinator, etc) is Conditionally Hidden if: (7 = Host institution program management staff (Program Director, Campus Coordinator, Assistant Coordinator, etc))
Conducted research and/or collaborated on joint research is Conditionally Hidden if: (7 = Conducted research and/or collaborated on joint research)
Participated in one or more course(s) together (instructor or peer) is Conditionally Hidden if: (7 = Participated in one or more course(s) together (instructor or peer))
Professional affiliation is Conditionally Hidden if: (7 = Professional affiliation)
Attended presentation by Fellow at community college is Conditionally Hidden if: (7 = Attended presentation by Fellow at community college)
Community college host contact is Conditionally Hidden if: (7 = Community college host contact)
Community service (volunteer work) is Conditionally Hidden if: (7 = Community service (volunteer work))
Host family, friendship family is Conditionally Hidden if: (7 = Host family, friendship family)

7a. Please select the secondary capacity, if any, in which you have interacted with one or more Humphrey Fellows.

○ Faculty/academic advisor, mentor
○ Host institution program management staff (Program Director, Campus Coordinator, Assistant Coordinator, etc)
○ Conducted research and/or collaborated on joint research
○ Participated in one or more course(s) together (instructor or peer)
○ Professional affiliation
○ Attended presentation by Fellow at community college
○ Community college host contact
○ Community service (volunteer work)
○ Host family, friendship family
○ Other _____
○ N/A

(End of Page 4)

Skill acquisition

8. In your experience, to what extent do you believe that the Humphrey Fellowship helped Fellows develop <u>personally</u> in the following areas?

	Not at all	A little	Somewhat	A lot	I'm not sure
Leadership	❍	❍	❍	❍	❍
Self-confidence	❍	❍	❍	❍	❍
Independence	❍	❍	❍	❍	❍
Motivation, ambition	❍	❍	❍	❍	❍
Interest in world issues, global perspective	❍	❍	❍	❍	❍
Cultural tolerance, multi-cultural view	❍	❍	❍	❍	❍

9. In your experience, do you believe that the Humphrey Fellowship helped Fellows increase <u>their skills</u> in the following areas?

	Not at all	A little	Somewhat	A lot	I'm not sure
English language	❍	❍	❍	❍	❍
Technology skills	❍	❍	❍	❍	❍
Presentation skills	❍	❍	❍	❍	❍
Grant or proposal writing	❍	❍	❍	❍	❍
Management skills	❍	❍	❍	❍	❍
Communication skills	❍	❍	❍	❍	❍
Networking	❍	❍	❍	❍	❍
Negotiations	❍	❍	❍	❍	❍

Knowledge production

10. **To what extent do you agree or disagree with each statement as it pertains to Fellows in their <u>workplace or academic institution</u> *following* their Fellowship?**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I'm not sure
Humphrey Fellows introduced processes and best practices.	❍	❍	❍	❍	❍	❍
Humphrey Fellows created innovative methods that led to a positive impact.	❍	❍	❍	❍	❍	❍
Humphrey Fellows hired new staff.	❍	❍	❍	❍	❍	❍
Humphrey Fellows promoted diversity (age, gender, ethnicity, etc).	❍	❍	❍	❍	❍	❍

11. As a result of your interactions with Humphrey Fellow(s), did your workplace or academic institution take action on any of the following?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A

Changed workplace processes and best practices	❍	❍	❍	❍	❍	❍
Created innovative methods that led to a positive impact	❍	❍	❍	❍	❍	❍
Changed recruitment practices to promote diversity in hiring	❍	❍	❍	❍	❍	❍

(End of Page 5)

Transfer of knowledge

12. Based on your experience with the Fellow(s), to what extent do you agree with the following statements about knowledge transfer <u>with the U.S. host community</u>?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I'm not sure
The Fellow(s) made an effort to transfer their knowledge to those around them.	❍	❍	❍	❍	❍	❍
The Fellow(s) had the opportunity to effectively transfer their knowledge.	❍	❍	❍	❍	❍	❍
The Fellow(s) was/were capable of sharing knowledge and skills.	❍	❍	❍	❍	❍	❍

13. Based on your experience with the Fellow(s), to what extent do you agree with the following statements about knowledge transfer <u>among the Humphrey Fellows Cohort</u>?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I'm not sure
The Fellow(s) made an effort to transfer their knowledge to those around them.	❍	❍	❍	❍	❍	❍
The Fellow(s) had the opportunity to effectively transfer their knowledge.	❍	❍	❍	❍	❍	❍
The Fellow(s) was/were capable of sharing knowledge and skills.	❍	❍	❍	❍	❍	❍

14. Based on your experience with the Fellow(s), please rank from 1 (None) to 5 (High) the impact of the following areas of knowledge transfer:

	1 (None)	2	3	4	5 (High)	I'm not sure
The quality of the knowledge transferred from Fellow(s)	❍	❍	❍	❍	❍	❍

to U.S.
community

The value
created by
the
knowledge
transferred ⭕ ⭕ ⭕ ⭕ ⭕ ⭕

15. Please select activities in which you know the Fellow(s) engaged while in the United States.

Select all that apply.
- ❏ Led presentations at host institution campus
- ❏ Led presentations at community college affiliate
- ❏ Led presentations within primary/secondary schools
- ❏ Engaged with local civic groups (presentations, meetings, collaborative work, etc)
- ❏ Led presentations in workplace of work affiliation
- ❏ Instructed formal classes and/or lectures
- ❏ Other _____
- ❏ I'm not sure whether the Fellow(s) engaged in any of the above activities.
- ❏ The Fellow(s) did not engage in any activities outside of the Fellowship.

This Question is Conditionally Shown if: (15 (Led presentations at host institution campus) = Selected)
15a. How many people would you estimate attended the presentation(s) at the host institution campus?

_____

This Question is Conditionally Shown if: (15 (Led presentations at host institution campus) = Selected)
15b. Please select the primary content area for the presentation(s) at the host institution campus?
- ⭕ Cultural
- ⭕ Professional/academic
- ⭕ I'm not sure.

This Question is Conditionally Shown if: (15 (Led presentations at community college affiliate) = Selected)
15c. How many people would you estimate attended the presentation(s) at the community college affiliate?

_____

This Question is Conditionally Shown if: (15 (Led presentations at community college affiliate) = Selected)

15d. Please select the primary content area for the presentation(s) at the community college affiliate.
- ❍ Cultural
- ❍ Professional/academic
- ❍ I'm not sure.

This Question is Conditionally Shown if: (15 (Led presentations within primary/secondary schools) = Selected)

15e. How many people would you estimate attended the presentation(s) at primary/secondary schools?

_____

This Question is Conditionally Shown if: (15 (Led presentations within primary/secondary schools) = Selected)

15f. Please select the primary content area for presentation(s) at primary/secondary schools.
- ❍ Cultural
- ❍ Professional/academic
- ❍ I'm not sure.

This Question is Conditionally Shown if: (15 (Engaged with local civic groups (presentations, meetings, collaborative work, etc)) = Selected)

15g. How many people would you estimate the Fellow(s) engaged with through civic group participation?

_____

This Question is Conditionally Shown if: (15 (Led presentations in workplace of work affiliation) = Selected)

15h. How many people would you estimate attended the presentation(s) at the Fellow(s) work affiliation?

_____

This Question is Conditionally Shown if: (15 (Led presentations in workplace of work affiliation) = Selected)

15i. Please select the primary content area for presentation(s) at Fellow(s) work affiliation.
- ❍ Cultural
- ❍ Professional/academic
- ❍ I'm not sure.

This Question is Conditionally Shown if: (15 (Instructed formal classes and/or lectures) = Selected)

15j. How many people would you estimate attended the classes and/or lectures?

_____

This Question is Conditionally Shown if: (15 (Other) = Selected)

15k. How many people would you estimate attended these other activities?

_____

(End of Page 6)

Collaboration

16. Did you remain in touch with a Humphrey Fellow following their program participation?
　❍ Yes
　❍ No

This Question is Conditionally Shown if: (16 = Yes)
16a. What was the primary nature of this relationship?
　❍ Academic/research
　❍ Professional/business collaboration
　❍ Social/personal communication
　❍ Other _____

This Question is Conditionally Shown if: (16 = Yes)
16b. Have you been in touch in the past year (12 months)?
　❍ Yes
　❍ No

This Question is Conditionally Shown if: (16b = Yes)
16c. Please indicate the frequency with which you have been in touch with the Fellow(s) in the past 12 months.
　❍ 1-2 times
　❍ 3-5 times
　❍ 5-10 times
　❍ More than 10 times

17. Did your colleagues at your institution remain in touch with a Humphrey Fellow following their program participation?
　❍ Yes
　❍ No
　❍ N/A

This Question is Conditionally Shown if: (17 = Yes)
17a. What was the primary nature of this relationship?
　❍ Academic/research
　❍ Professional/business collaboration
　❍ Social/personal communication
　❍ Other _____
　❍ I'm not sure.

18. To your knowledge, please indicate whether the Fellowship resulted in any of the following types of collaboration between personnel from your

institution and Fellows, either within academia or other sectors (business NGOs, government) following their participation in the Humphrey Program.

Select all that apply. If you are unsure, you may leave them blank.

	Within academia	Other sectors
Visit to Fellow's home country and/or workplace	❑	❑
Developed a joint program or project	❑	❑
Signed MOU between home and host institutions	❑	❑
Joint publication of articles or research	❑	❑
Coordinated travel for group of American students to Fellow's home country	❑	❑
Commercialization of a product resulting from joint research	❑	❑
Collaboration with industry	❑	❑
Request for additional funding for a collaborative project	❑	❑
Joint presentations at a conference	❑	❑
Hosted Americans in workplace	❑	❑
Collaborated on curriculum development	❑	❑
Offered joint seminars, courses, trainings, etc	❑	❑

(End of Page 7)

This Question is Conditionally Shown if: (18 (A) [Within academia] Count > 0 OR18 (A) [Other sectors] Count > 0)

18a. Please provide examples of the collaborations or others of which you are aware.

_____
_____
_____

19. Are you aware of a Humphrey Fellow who (if applicable) did the following, as it pertains to binational collaboration with the United States?

Select all that apply.

❑ Returned to immigrate
❑ Included your institution in their professional activities
❑ Created business opportunities between the U.S. and their home country
❑ Other _____
❑ I'm not sure.

20. Are you aware of a Humphrey Fellow who (if applicable) engaged in the following with the listed institutions in the United States?

Select all that apply.

I know of a Fellow who returned to _____ institution in order to...

	Host institution	Other U.S. university/college/organization	Professional affiliation
Undertake further studies (e.g. graduate studies)	❑	❑	❑
Teach a class	❑	❑	❑
Conduct research	❑	❑	❑
Pursue work opportunities	❑	❑	❑
Present on research/work	❑	❑	❑
Collaborate on professional activities	❑	❑	❑

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This Question is Conditionally Shown if: (20 (A) [Host institution] Count > 0 OR20 (A) [Other U.S. university/college/org…] Count > 0 OR20 (A) [Professional affiliation] Count > 0)
20a. Please elaborate on activity(ies) through examples.

_____
_____
_____

(End of Page 9)

U.S. benefit

21. How did the Fellow(s) benefit your community?
Select all that apply.
❑ Cross-cultural exposure and promotion
❑ Increased interest in international exchange among host community
❑ Contributed to local economy
❑ Increased understanding of difference among host community
❑ Professional collaborations resulting in binational products
❑ Academic collaborations resulting in knowledge products
❑ Other _____
❑ I do not believe the Fellow(s) benefited my community.

22. In your opinion, has the Humphrey Program helped strengthen relations between the U.S. and citizens of other countries?
○ Not at all
○ Not that much
○ Neutral
○ Somewhat
○ A lot

This Question is Conditionally Shown if: (22 ≥ Somewhat)
22a. In what areas do you think relations were strengthened as a result of the Humphrey Program?
Select all that apply.
❑ Building professional relationships
❑ Sharing ideas and values
❑ Promoting cross-cultural networks
❑ Contributing to the local economy
❑ Increased understanding of difference
❑ Other _____

23. In your opinion, does the Humphrey Program benefit U.S. communities?
○ Not at all
○ Not that much
○ Neutral
○ Somewhat
○ A lot

This Question is Conditionally Shown if: (23 ≥ Somewhat)
23a. In what areas do you think U.S. communities benefited as a result of the Humphrey Program?
Select all that apply.
❑ Building professional relationships
❑ Sharing ideas and values

❑ Promoting cross-cultural networks
❑ Contributing to the local economy
❑ Increased understanding of difference
❑ Other _____

24. To what extent do you think Fellows learned about the following areas through the Fellowship?

	Not at all	A little	Somewhat	A lot
U.S. society, traditions, and culture	❍	❍	❍	❍
U.S. government and policies	❍	❍	❍	❍
U.S. people	❍	❍	❍	❍
U.S. religions and practice	❍	❍	❍	❍
U.S. multiculturalism and diversity	❍	❍	❍	❍

25. For how long has the Humphrey Fellowship Program experience remained relevant in your professional life?
❍ Less than 12 months
❍ One to two years
❍ Three to five years
❍ More than five years
❍ The Program was not relevant to me.

(End of Page 10)

Overall Impact

26. Please rank the following programmatic guiding principles by level of importance, from 1 (least important) to 5 (most important) for future Humphrey Program implementation.

	1 (least important)	2	3	4	5 (most important)
Leadership development	❍	❍	❍	❍	❍
Professional networking	❍	❍	❍	❍	❍
Personal/social relationship-building	❍	❍	❍	❍	❍
Professional/technical skill building	❍	❍	❍	❍	❍
Cross-cultural communication awareness, cross-cultural communication skills	❍	❍	❍	❍	❍

26a. Please explain why you ranked the above category highest.

_____
_____
_____

26b. Are there other areas on which you think the Humphrey Program should focus in the future?

_____
_____
_____

26c. If able, please provide one personal anecdote of the impact of hosting a Humphrey Fellow in your community.

_____
_____
_____

Thank you for completing the survey!

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