

Fulbright Program

Institute for Global Studies & Affairs
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www.uc.edu/global

Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, postgraduate candidates, and developing professionals and artists to conduct career-launching study, research, and teaching abroad.

What is the Fulbright Program?

- 1946 by Sen. William J. Fulbright
- "...to foster understanding among nations through educational and cultural exchange."

Why would you want to do this?

- Prestigious award
- Live work and study abroad
- Learn about another culture
- Learn about yourself, as an American representing your country abroad
- Design your own program of study

Types of Grants Available

- Full
 - Airfare
 - Health insurance
 - Monthly Stipend
- In some cases,
 - Dependent support
 - Tuition
 - Language lessons
 - Research Allowances
- Travel Only- Italy, Hungary, Germany only
 - Airfare
 - Health insurance

Types of Grants Available

- Teaching Assistantships
 - Argentina
 - Belgium/Luxembourg
 - Chile
 - Czech Republic
 - France
 - Germany
 - Hungary
 - Indonesia
 - Korea
 - Romania
 - Taiwan
 - Turkey



The grant provides...

- Round-trip transportation
- Language training / orientation
- Tuition
- Book and research allowance
- Maintenance allowance
- Health and accident insurance



Since its inception

- Over 83,000 Americans
- 140 countries
- 140,000 international scholars
- Over 900 Americans each year
- Go to over 100 countries



Eligibility

- U.S. citizen
- B.A. in hand before you start
- 6-12 month program time frame
- Good health
- Specific country requirements
- Host country language usually required



Program Preferences

- Graduating seniors
- Have lived fewer than 6 months in the host country
- Education primarily U.S.-based (except for study abroad experience)
- Veterans



Qualifications

- High level of academic and/or professional achievement
- Demonstrated leadership ability
- Preference for those with minimal time spent in proposed host country
- A developed project that requires the applicant to spend time in the host country



Program Facts & Figures

- Competition opens May 1st and closes October 20, 2005
- IIE receives more than 5500 applications annually
- For the 2004/05 competition 5,720 applications were received from :
- 2188 men and 3532 women
 - 195 small and 329 large institutions
 - 3327 graduating seniors (58%) and 2393 graduate students (42%)



Program Facts & Figures (cont.)

For the 2003/04 Academic Year

1052 grants were awarded to:

- 592 graduating seniors
- 460 graduate students
- Regionally:
 - 57 grants to Africa
 - 139 to Western Hemisphere
 - 110 to Near East/South Asia/North Africa
 - 214 to East Asia/Pacific
 - 532 to Europe



Some Program Statistics

Total applications 2003-4: 4501; Total grants: 960

"Hard" Countries <10%

- India 13/142 – 9%
- Ireland 2/52 – 4%
- UK 20/484 – 4%

"Easy" Countries >50%

- France TA 50/84 – 60%
- Indonesia 15/20 – 75%
- Austria 22/42 – 52%



APPLICATION & SELECTION PROCESS

Application process

- Establish eligibility
- Discuss proposal with faculty advisor
- See Fulbright advisor
- Get forms → May 1
- Develop proposal



Your proposal

- What do you want to do?
- Why is this project and country important to you?
- What will you do with what you learn?

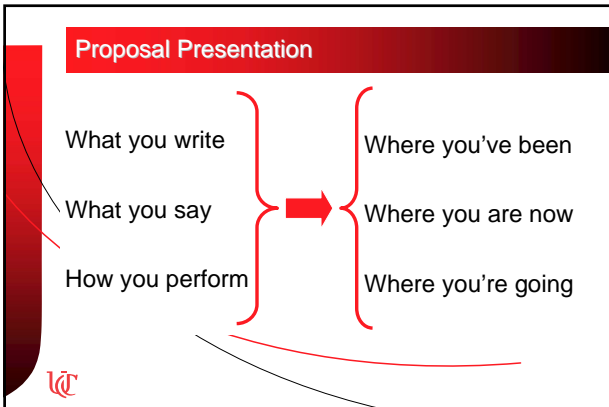


Proposal Preparation

Preparation

- Language
- References
- In-country contacts
- Transcripts
- Supplementary materials





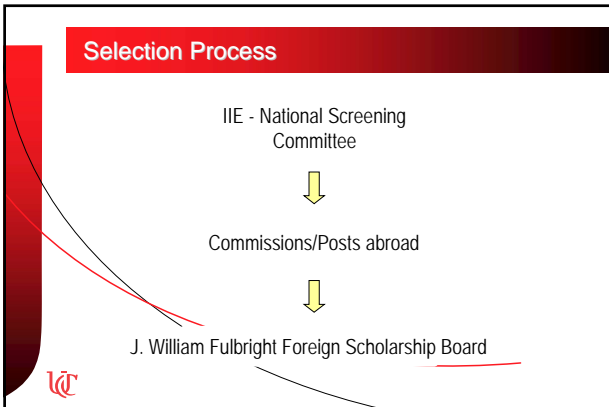
- ### How to Apply
- Online application: Go to: www.iie.org/fulbright/us and click on the "Application Center" link for instructions
 - Currently enrolled students **must** apply through campus FPA
 - If not enrolled, apply as "at-large" candidate
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- ### General Application Guidelines
- Project of applicant's own design
 - Include library or field research, taking courses, special projects in social or life sciences, or combination
 - Grants: 9 to 12 months in duration
 - Applications made to one type of country program only (either full or teaching assistantship)
 - Programs take place in one country – some multi-country proposals allowed, see Regional country summaries for details
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- ### Application Components
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- Application form
 - Curriculum vitae, not resume!
 - Three references
 - Affiliation in destination country
 - Statement of proposed study
 - Language report, if applicable
 - Transcripts
-

- ### Application Components
- Only artists may submit*
- Slides
 - Portfolio
 - CDs or tapes
 - Videotape or DVD
 - Photographs
-
-

- ### Factors Considered in the Selection Process
- How project advances Fulbright mission
 - Individual country requirements
 - Language proficiency
 - Feasibility of project
 - Previous time in country (excluding study abroad and military service)
 - Wide institutional and geographic diversity
-



Tips for Success

- Have a feasible project
- Make sure project **must** be done outside the U.S.
- Be selective with references
- Secure solid affiliation
- Choose destination country wisely
- Don't procrastinate
- Review "Tips for Completing the Application"

- January 31: IIE notifies applicants of their status (recommended or non-recommended)
- Mid-January: Applications of recommended students are sent to Commissions/Embassies and to the State Department for approval
- February-July (varies by country): Commissions/ Embassies notify IIE and State Department regarding their principals, alternates and non-selects

Notification Process (cont.)

Grantees notified of selection by letter from J. William Fulbright Foreign Scholarship Board
Health Certificate(s) provided to students for completion

Notification Process (cont.)

Once FSB clearance has been received, grant documents are issued to grantees with instructions to student to sign and return one each to the Commission, Department of State and IIE.

NOTE: SINCE MEDICAL CLEARANCE CAN BE A LENGTHY PROCESS, COMMISSIONS, AT THIS TIME, MAY ISSUE GRANT DOCUMENTS "CONTINGENT UPON MEDICAL CLEARANCE."

Other External International Scholarships

- National Security Education Program
- Rotary
- Bridging Scholarship
- Freeman-Asia
- Gilman

Resources to Assist In Grant & Scholarship Proposal Writing

- Basic steps to grant writing: http://www.npguides.org/guide/basic_steps.htm
- Three essays on how to write a fellowship proposal
<http://grad-affairs.uchicago.edu/handouts/essays.html>
- Foundation Center's Writing guide:
<http://fdncenter.org/learn/shortcourse/prop1.html>
- Catalog of Federal Domestic Assistance guide:
<http://www.cfda.gov/public/cat-writing.htm>
- Online grant writing tutorial from the Environmental Protection Agency:
<http://www.epa.gov/seahome/grants.html>
- Nonprofit writing guide: <http://www.grantproposal.com/>
- National Network of Grantmakers guide: <http://www.nng.org/resources/cga.htm>
- Writing guide from the *funder's* perspective:
<http://www.guidestar.org/news/features/grantadvice.jsp>
- Donor's Forum of WI guide: <http://www.dfwonline.org/resources-grantapp.asp>
- Writing grant proposals online: <http://www.tgcigrantproposals.com/>
- Michigan State University Guide: <http://www.learnerassociates.net/proposal/>
- Minnesota grant writing guide: <http://www.mcf.org/mcf/grant/writing.htm>
- Dept. of Health & Human Services guide:
<http://www.niaid.nih.gov/ncn/grants/default.htm>
- Grant proposal basics and resources: <http://www.proposalwriter.com/grants.html>
- Educator's guide to grant writing:
<http://www.uml.edu/College/Education/Faculty/lebaron/GRANTBEGIN/>
- Faculty & Research grant writing guide:
<http://cpmcnet.columbia.edu/research/writing.htm>
- Non profit grant writing steps, tools, and examples:
http://www.npguides.org/guide/full_proposal.htm
- Fundraising Dictionary:
http://www.afpnet.org/tier3_cd.cfm?folder_id=2205&content_item_id=11947
- National Science Foundation guide:
<http://www.nsf.gov/pubs/2004/nsf04016/nsf04016.pdf>
- University of Pittsburg writing guide:
http://ra.terc.edu/publications/TERC_pubs/TERCGrantManual/TOC.html
- Grant writing at Carolina guide:
<http://research.unc.edu/grantsource/grantwriting.html>
- University of Nebraska-Lincoln guide:
<http://www.unl.edu/nepscor/newpages/noframes/pubs/winners/writing.html>

**PROPOSAL WRITING:
THE ART OF PERSUASION**

Fulbright, Marshall and Rhodes

At various times in your life you will need to write a **proposal**, a statement or statements relating to a project you would like to accomplish. Such a proposal is an example of persuasive writing. It is addressed to the individual or agency whose resources can allow you to carry out your project. Your task is to convince them that your project deserves their support.

Not all proposals are in written form: you have undoubtedly had an idea, discussed it with someone in a position to help you, and off you went. Even then, though, you must have thought the idea through in enough detail that you could communicate effectively what you had in mind, to elicit the other person's support. A trivial example is a child's asking his or her parents for an increase in allowance. Ordinarily parents will want to know the answers to such questions as why the child needs the money, what it will be budgeted for, how they will know it was spent wisely, and what the child plans to do to earn it. The child is more likely to succeed if he or she has considered answers to these questions in advance. In a similar way, a written proposal works best if it tries to **anticipate the questions that the evaluator is likely to ask**.

How do you discover what those questions are? Most formal proposals are prepared in response to announced opportunities for which you want to be considered. More specifically, various grants, fellowships, and scholarships are awarded in competitions. Applicants are asked to write one or several statements that form the substance of their proposal. You can understand the sorts of questions you should address, even if they are not explicitly stated, by carefully reading published material describing the purpose of the granting agency and the kinds of statements requested. The statements are usually of a prescribed length and format (different for each competition). Frequently they also must fit into one of several categories, for example a personal statement, a project statement, and/or a public policy proposal. Formulating the appropriate response to these requirements can be difficult. The following information is designed to help you through the process. It is organized in terms of [general information](#) on the structure of a formal proposal followed by specific suggestions for the proposals demanded by various [graduate fellowships](#).

Ten easy steps toward a clear and effective proposal

1. Have an idea or a goal that you are excited about. Think about it, discuss it with friends and mentors, and modify your idea if it seems appropriate.
2. Consider alternative ways to accomplish the idea or goal; select several of the best to pursue.
3. Identify sources of support to help you achieve the goal.
4. Investigate in detail the groups granting the support, to see whether their goals match yours.

5. If so, look closely at the requirements for application and the criteria for success. For some organizations, the project proposal is the main thing. For others it is simply one among several attributes of the applicant that are weighed in the balance: proven scholastic ability, attested to by a high academic average; leadership ability; community service; involvement in athletics; geographical origin or ethnicity; the opinion of respected professors expressed in letters of recommendation.
6. Make a list of the components of a complete application so that none is overlooked.
7. Systematically undertake these components, paying close attention to detail at every step.
Neatness counts!
8. Keep your idea or goal at the forefront. Inevitably you will need to select what to include or what to emphasize. Do the selecting in such a way as to shine the most favorable possible light on the goal and on you as the person to accomplish it.
9. Do not hesitate to apply to more than one organization for support of the same idea (unless it is explicitly forbidden), but consider carefully how to tailor each application specifically to the organization.
10. Show your application, especially statements of the proposal, to as many people as possible before you submit it. If there are parts that need work, it is better to have friends point them out rather than selection committees! You do not have to accept their suggestions, but at least you can consider them. They may have arisen from a misreading that you can clarify. Among those who would appreciate seeing your proposal (or at least hearing about it) are those you have asked for letters of recommendation.

The structure of the formal proposal

The formal proposal will have various structures depending on its length and what other supporting material is being requested. At one extreme may be the proposal for a grant in support of scientific research that is submitted to an agency such as the National Institutes of Health. These documents are "limited to" 15 pages, and must follow a very particular order and format, designed for the convenience of the reviewers. I had trouble with this format until I realized that it answers a series of questions:

- What are you going to do?
- Why does it need to be done?
- Why should we think you can do it?
- How are you going to do it?
- Where have you gone for other information?

For most applications you can discover how the review will be carried out by noticing the questions asked. If they are not asked explicitly, you can anticipate them by imagining yourself as a reviewer.

At the other extreme of length is an application requested by the St. Andrews Society of New York for students seeking to spend a year at a Scottish university. A four-page form is filled out listing things like your academic history, honors, extracurricular activities, and in what way you are of Scottish ancestry (a key issue for this organization). You then have 200 words to answer each of two questions:

- Why do you wish to continue your education beyond the present year?
- Why do you wish to study in Scotland?

Naturally, in this case successful students need to make every word count and count toward the obvious goal of the organization: to promote the understanding of Scotland by Americans of Scottish ancestry. An interview is part of the final selection process for this award (as for many others), so the wise applicant will make the responses to the questions open to further conversation in the interview.

While the form and style of proposals vary widely, they all seek to understand what motivates you to undertake the project you are describing. In many cases preparing the proposal will be an occasion to come to self-understanding that will be useful as you pursue future goals, no matter how the particular application is received.

Fulbright grants

These awards offer full support for a year of study or teaching in a foreign country. Research Fulbrights require a plan of study or research; Fulbrights in the creative or performing arts require documented artistic achievement; Fulbright teaching assistantships require an interest and ability in working with adolescent students as well as a project that you could pursue in your free time. The ultimate goal of all three is to introduce American college graduates to the excitement and experience of working and living in another country, an opportunity that is expected to improve the student's understanding of the larger world and to influence the opinion of American youth in other countries. These points should be kept in mind while preparing the application.

The form, among the most complicated of any of the undergraduate awards, is the same for all three kinds of grants. It begins with a four-page form asking for personal information, educational background, honors and extracurricular activities, future plans, work experience, experience living abroad, and an abstract of the proposal. Fill out the entire form, even when the information is duplicated elsewhere, since not all parts of the application end up in the same office. It must be typewritten or printed out from a computer file, provided to applicants on the web.

Then comes the **Statement of Proposed Study or Research**, in which you have two typewritten pages to "describe your study or research plans and your reasons for wishing to undertake them in the country of your choice. Outline a plan that realistically can be completed in one academic year abroad. Graduating seniors ... are not expected to formulate detailed research projects [but they] should describe the study programs they wish to follow in terms as specific as possible." You should include the proposed starting date and the total duration of the project.

Then comes a single-page **Curriculum Vitae**. This is not a resume, but rather a "narrative giving a picture of yourself as an individual. It should deal with your personal history, family background, influences on your intellectual development, the educational and cultural opportunities (or lack of them) to which you have been exposed, and the ways in which these experiences have affected you. Also include your special interests and abilities, career plans, and life goals, etc. It should not be a recording of facts already listed on the application or an elaboration of your statement of proposed study."

The rest of the application includes a Foreign Language Report, which you must have completed by a professional language teacher, three letters of reference (on forms provided), an evaluation form from the UC Fulbright Committee, and official transcripts.

Clearly you need to be on top of the details for this one, since the entire package has to be submitted through IGSA Office by the deadline.

A key question the Fulbright selection committee asks is "Is this project feasible?" In other words, you need to persuade the committee both that the project is worth doing, that you are the best person to do it, and that you must do it in the location you have selected. The single most persuasive thing you can provide is some evidence of "**affiliation:**" letters from faculty at the host institution expressing willingness to supervise your project (if you win the grant), documentation that you have begun to apply for admission to the university where you want to study, or other signs that you have seriously looked into the feasibility of the project you describe.

In addition to establishing some sort of affiliation, you should think about practical matters such as the scope of the study you plan to undertake, particularly if you are not yet completely prepared academically or linguistically. You should not plan to use archives without some advance assurance that you will be given access. You should not propose field research without a clear signal from someone at the site that such research is appropriate for the question you are investigating and that you have the proper preparation to undertake it. You should not plan to work in a scientific laboratory without a letter of commitment from the laboratory director confirming that you will be welcome. If you plan to study at a foreign university, you should investigate the requirements for admission and be sure that the program you seek to embark on can be completed in a year. (If not, have a plan for extending your stay with other funding).

Applicants for Teaching Assistantships should have a supplementary study in mind that they will undertake in their spare time. Its purpose is to demonstrate your interest in getting to know the people and culture where you will be living. The Project Proposal here would fall into two sections: first, what you would bring to the teaching of English to adolescents in that country; and second, what other interest you would develop when not in the classroom itself.

Crafting these two essays requires serious attention, since the space is so limited. Be as specific as you can, identifying key issues that might arise and suggesting ways you might deal with difficulties that you have anticipated. Be particularly careful to establish that your linguistic fluency is adequate to accomplish the project.

As John Wilson, former Graduate Studies Advisor put it,

"For research grants, the project essay might follow this format:

- 1) Specify the university or institution (museum school, etc.) you want to attend, the course of study you want to pursue there (also indicating the specific research topic or intellectual issue you might focus on) and explain why that course of study is especially suited to that institution in that country.
- 2) Explain why this course is worth pursuing and the "results you hope to obtain."
- 3) Explain why you are qualified to do it, on the basis of your undergraduate course work or other experience .
- 4) Describe steps you have taken or will take to investigate the program of study. (Have you written for or received information regarding faculty, courses, library or other facilities? Do you have an

application?) Include in your application any letter or e-mail documenting that you will be welcome to the institution.

5) Explain how the program of studies relates to your future career interests.

"For teaching assistantships 'candidates should indicate both their reasons for wishing to serve as teaching assistants and the supplementary study they would undertake in their free time.' Your essay might stress the following points:

1) Your interest in the culture and your knowledge of it, especially your facility with the language. If you have spent your junior year abroad in the country, or traveled extensively there, stress that experience. Although preference is given for all Fulbright awards to someone who has spent fewer than 6 months in the host country of the proposal, it is particularly helpful in application for a teaching position to be able to demonstrate knowledge of the host culture. The preference is applied only when "everything else is equal." If you have not had experience of the country, emphasize instead how important it is that you should improve your knowledge of its language and culture. (If you are applying to teach in France or Germany, you must have a command of the language already, but you do not have to have lived there.)

2) Stress any aspect of your academic background or extracurricular experience that makes you especially qualified for teaching in general and for teaching language in particular: advanced academic projects, tutoring English as a second language here or overseas, summer camp work, Big Brother/ Sister programs, etc. Stress the benefits you will derive from teaching. If you intend to be a language teacher, stress that career goal (prospective language teachers are given preference in the German and French competitions). If you are at all familiar with the educational system of the country, stress that as well. If you have taken courses in English or especially American literature or history, or if you have traveled widely in North or South America, mention this background. In sum, convince the reviewers (and yourself) that you are an interesting American who has much to offer the young people you will serve as a native English speaker. If you are interested in a career other than teaching such as international relations, diplomacy, or business, explain how the Fulbright grant will further that goal.

3) Discuss briefly a specific program of reading, study, or other project you would pursue in addition to your teaching assignment. This is your chance to present yourself as a creative person with deep cultural interests in the host country. For Korea, Hungary, Turkey, stress that you want to learn the language and culture.

"The personal essay gives you the chance to present yourself as intellectually alive and culturally aware, a tactful person of goodwill who will make an excellent ambassador in the Fulbright year. Explain how your proposed program of studies or teaching assignment relates to your personal intellectual growth at the close of your undergraduate years. Stress any special intellectual interests, avocations, artistic or musical abilities that you could develop or contribute during your Fulbright year. Coordinate this personal essay with the project statement. Finally, your essay must display a graceful and concise command of your native language, so plan to revise, revise, and revise. Both Fulbright essays are subject to strictly enforced page limitations. They must be carefully composed and coordinated, without fluff or redundancy."

Marshall Scholarships

These awards are highly competitive, designed to honor the "best and brightest" American college graduates by providing funds for them to **spend two years** earning a degree at a British university. **All disciplines are eligible and the scholarship can be held at any British university.** Such an opportunity is not only one of the highest honors a student can receive, it also enables Marshall Scholars to significantly advance their education. In the available time a person with an American bachelor's degree can earn a second British bachelor's, or in some cases a master's degree. In some cases these degrees are transferable to graduate, medical, or law degree programs upon returning to the United States. Forty awards are made each year, distributed among 6 regions of the United States.

A key qualification for a Marshall Scholarship is high academic ability, to the point that applicants without at least a 3.7 grade-point average in the years after their first year of college are discouraged from applying. The stated **objectives** of the program are as follows:

- to express the gratitude of the British people to the American people for the Marshall Plan;
- to bring for study in the United Kingdom intellectually distinguished young Americans who will one day become leaders, opinion formers and decision makers in their own country;
- to enable them to gain an understanding and appreciation of the British way of life and British social and academic values;
- to encourage them to be ambassadors to the United Kingdom for their own way of life, and to establish long-lasting bridges and ties between the peoples of the United States and the United Kingdom, at a personal level; and
- to raise the profile of the United Kingdom in the United States, particularly among its young people.

The selection committee seeks "distinction of intellect and character as evidenced both by their scholastic attainments and by ... other activities and achievements. Preference will be given to candidates who combine high academic ability with the capacity to play an active part in the life of the United Kingdom university to which they go, and to those who display a potential to make a significant contribution to their own society. Selectors will also look for strong motivation and seriousness of purpose, including the presentation of a specific and realistic academic programme."

Applicants for British Marshall Scholarships are required to "outline their proposed field (and level) of study and to nominate a first- and second- choice university in the United Kingdom; they are further required to justify their choice of course and institution in a statement which forms part of the application process. Candidates are expected to prepare their application as fully as possible ..."

Thus preparation of an application requires the student to look carefully into the possible courses of study, and select among them those that match best the student's interests and goals. Then the proposal itself must persuasively justify the choices made. The two major statements to be submitted are

- a **statement of fewer than 1000 words describing the applicant's academic and other interests and pursuits, and**
- a **statement of fewer than 500 words identifying the proposed academic program, and giving the reasons for wishing to undertake the study proposed and for preferring the first-choice university as a location.**

In addition there are forms to be filled out (available on-line), and four letters of recommendation, which will be much more persuasive if you have discussed your plans with the recommender. The University Honors Scholars Program provides the institutional endorsement that must accompany each application. There are no limits on the number that we can submit.

As you prepare the Marshall statements, you should try to project yourself as destined for future leadership, in the broadest possible sense. A certain self-confidence (but not arrogance) is particularly effective. If you can identify instances where your actions have made a difference, try to work them into your personal statement. If you can identify a program at a British university that particularly extends your long-held and passionate ambitions for further study, that is ideal. And of course, the statements must be flawlessly written. What would impress a selection committee is a coherent picture that emerges of a disciplined and dedicated student, one who is confident to follow his or her own path and who exercises good judgment in choosing that path. This description is necessarily vague, since the hallmark of such a student is his or her individuality.

Again, John Wilson's words of advice are valuable:

"The **Personal Statement**, should put together 'a case on personal grounds why they should be awarded a Marshall. For students, the essay is perhaps the most challenging part of the application. What they use it for should provide selectors with a good sense of their personality and motivations.'

"For the second essay 'Candidates should describe ... their proposed academic programme, giving reasons for their choice of course and preferred university [in Britain]. Those hoping to read for a research degree should give an outline proposal of the research they wish to undertake.' (One page, single spaced.) For this essay you must be informed regarding faculty and courses in your subject at the two universities you select. The following reference works, available in most large public or university libraries, are recommended: *Commonwealth Universities Yearbook*, published by the Association of Commonwealth Universities and distributed in the US by Stockton Press, New York; *British Universities Guide to Graduate Study*, (Association of Commonwealth Universities); *Current Research in Britain* (The British Library). In addition most British universities maintain excellent web sites that you can consult."

Rhodes Scholarship

Like the Marshall Scholarship, the Rhodes rewards achievement at a very high level while providing the opportunity to study **in any field at Oxford University for two to three years**. The four criteria for selection of the 32 Americans each year, as specified by Cecil Rhodes in 1903, are as follows:

- literary and scholastic attainments
- fondness for and success in sports
- truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness, and fellowship
- moral force of character and instincts to lead, and to take an interest in one's fellow beings.

As an academic scholarship, the most important criterion is intellectual distinction, measured in large part (but not exclusively) by grades and academic honors. Letters of recommendation can provide

important supportive evidence of intellectual distinction. The criterion of success in sports is to show that you have the energy to use your talents fully. Thus other ways of demonstrating energy, physical vigor, and ambition besides participation in varsity athletics are acceptable. At the same time, leadership and teamwork are often well demonstrated in competitive sports, and unusual athletic distinction is a definite plus. The leadership sought is in any field, not simply political. The Rhodes seeks to identify and nurture those who will advance the course of human civilization in all its manifestations, a lofty goal indeed!

The application process requires an institutional endorsement (from the University Honors Scholars Program), between five and eight letters of recommendation, a list of principal activities and honors in college with dates (no more than two pages of at least 10-point type), and a **1000-word essay describing your academic and other interests, the specific area of proposed study, and why you wish to study at Oxford**. The selection committee will place special emphasis on this personal statement, so it should be the very best work of which you are capable. Since you will have already listed many of the qualifications that you believe to be most significant, this is an opportunity to describe how they relate to one another and to your long-term goals. Particular experiences connected with these or other incidents in your life can be described to the extent that they have shaped your development and the direction of your interests. To persuade the selection committee to choose you over the many other qualified candidates, you need to present yourself as a unique individual, competent, imaginative, ambitious, disciplined, with a vision for yourself and your place in the world, and with a particularly appropriate idea of how to further that vision by earning an Oxford degree.

Advising for the Rhodes is through the University Honors Scholars Program.

Summary

Even when you submit essentially the same proposal to multiple funding agencies, you need to see each application as a specific, individual effort that addresses the boundary between your needs and those of the agency offering support. By thinking that through, and incorporating your understanding into your proposal, you will greatly improve your chances for success.

Information for this handout excerpted from **Holy Cross College**

<http://www.holycross.edu/departments/gradstudies/website/proposewrite.htm>

Edited, November 1, 2004



Personal Statement (This would have to be shortened for Fulbright)

I lived until the age of 18 in Lacey, Washington, a small town made up mostly of the strip malls and fast food restaurants that line Interstate 5 from Portland to Seattle. Very few of my high school classmates left this town, and instead moved back into the service industries and lower rungs of state bureaucracy where their parents had worked before them. For those of us who wanted to leave, the only routes, at the time, seemed to be the military or higher education. Since, by middle school, I had been tracked into college prep courses, I assumed that I would go to college but did not know where or what to study.

In our garage, my grandfather kept back issues of National Geographic dating to the 1920's. The summer before starting high school, he paid me to dust them and it was then that I discovered something called "Anthropology" which, when studied, appeared to lead to a more interesting life in a more interesting place. For my Freshman Physical Science course's "SCIENCE CAREERS DAY," I wrote "Anthropology" down as my career goal, though I knew nothing at the time about the discipline besides the name.

I likewise chose a college which I knew nothing about - Lewis and Clark in Oregon - because the brochure mentioned that there were several dozen overseas programs available through the school. Though I could have gone to India, Indonesia, Ecuador, Australia, Korea or many other countries, I decided to apply for Kenya because the year before I had read a book about nomads and the program included a unit on nomadic pastoralism and ecology.

After rereading this book much later, I discovered it to be an incredibly sappy, melodramatic and condescending account of the lives of indigenous Australians and other nomadic peoples. When I was seventeen, though, the plot of the book - mainly, that humans have an innate desire to wander the earth, in the same manner the Aborigines retrace the paths which their ancestors sung into existence at the beginning of time - seemed quite compelling and true. I was fixated on nomads for the rest of my undergraduate career; however after my stay in Kenya for 7 months in 1990, the nature of my interest changed.

The event that both altered my perspective on nomads, and also led to an eventual decision to pursue a graduate degree in Anthropology occurred while driving north past Mt. Kenya with an American instructor who had lived in Africa for 25 years. After descending from the rich, green highlands into a hot arid plain of acacia trees, scrub, and dry river beds, from the car window there appeared cattle kraals made of thin branches and thorn bush, small boys herding goats, sheep and cattle, and the squat, dung-walled, oval houses belonging to the Samburu communities who occupied the area. The instructor stopped the truck, took in the view, and then announced quite dramatically, "These people have lived like this for 6000 years."

Everything about that statement was false. The communities currently occupying that area had not been there 600 years, let alone 6000. Additionally, the people who I met in Northern

Kenya, though definitely poor, had fully "modern" lives. They wore jewelry reconstructed from 35 mm film canisters and shoes from old tire treads. They voted in elections and kept up with national news. I had watched men mix vats of fluorescent green chemicals with which to vaccinate their cattle. I had seen women cook with tin pots and tea kettles and kids on their way to school with exercise books and soccer balls made from plastic bags.

At that moment, I was confronted with a glaring contradiction between what I observed - that is, an encounter with modernity as complex and confusing as that which I had witnessed in my own culture - and what I, along with many other of my fellow travelers to Africa, often want to believe - that somewhere out in the world there are people who represent what humans beings were meant to be, what we used to be, and what we have lost. What I gained from that moment was ultimately an appreciation, instead, for what people really do with their lives - how they manage the economic, political and social transformations that are occurring, and have always occurred, in their local communities. Moreover, I developed an interest in how groups of people are made to stand for something else, like a concept, an ideal or, perhaps, a fear. This interest has switched over time from a focus on how Europeans and Americans use images of African communities representationally (the idea of the 'noble savage,' for instance) to, as I explain in my proposal, a concern about how communities use debates over children to represent conflicts in other areas of social life.

In the summer of 1994, I had the opportunity to travel to Tanzania on an SSRC Predissertation Grant to begin to establish affiliation, research clearance and possible fieldsites. I have also made contacts at the district level with officials and academics in the area. Though I already speak Kiswahili, the national language of Tanzania, I also have made arrangements to study Maa, the language of the Kisongo Maasai and WaArusha who live in the district in which I will be working. I am looking forward to working in Tanzania not only because of its political stability and unique history as a nation, but also because of the opportunity to generate information about children and education in pastoral communities there, a topic which is still under-researched despite the restructuring of national curriculum in recent years.

Proposal

This research begins with the assumption that communities often use children's activities as powerful symbols in larger debates over identity and social change. Despite their position at the very bottom of a social hierarchy based quite rigidly on age and sex distinctions, Maasai children in Monduli District, Tanzania contribute in important ways to Maasai economic life, not only in terms of the labor hours they provide towards production but also in their pivotal and unique position as learners and possible transformers of culture. As such, this research will show that implicit to the socialization of children is an often unspoken recognition *by local communities* of children as receptacles of tradition. This recognition often manifests itself in conflicts over how children are taught and what children do. My research will argue that, in many respects, conflicts over children's work and education are also conflicts over a community's self-definition and attempts at continuity.

The Maasai are a valuable case study for an analysis of the relationship between children's activities and larger forces. Often considered resistant to primary education, described as unwilling participants in the commercial and political life of the colony or nation-state, and held up as bearers of a "conservative commitment" to a cattle-keeping tradition (Gulliver 1969), the Maasai have long been a focus of academic, administrative, and fictional accounts of life in East Africa. In part, this literature suggests that Maasai identity is founded upon the premise of pastoral specialization - that is, being "people-of- the-cattle" in opposition to agriculturists or hunter-gatherers (for example, Jacobs 1965; Galaty 1982; Waller 1976).

Recent literature, however, has begun to emphasize the fluidity of the Maasai economy, pointing out that many Maasai are not now, nor have they ever been, engaged solely in pastoral production and consumption, especially during economic and ecological crisis (Spear & Waller 1993; Berntsen 1979; Knowles & Collett 1989). In the context of my case study, the ethnically mixed communities of Northern Monduli District are places in which the 'pawning' or loaning of children's labor between the Maasai and neighboring WaArusha farmers has been a common way of diversifying production, ensuring survival during crisis, and securing loans since the 19th century. Furthermore, in the 1990's, as Maasai lose grazing land through encroachment by cultivators and as terms of trade weigh more heavily in favor of agricultural production, impoverishment is leading to the sale of livestock and the inability to pursue cattle-keeping as a viable means of subsistence.

My research will straddle both sides of this debate, arguing that the Maasai have undergone profound socio-economic transformations, especially in the last century, but at the same time continue to maintain an understanding - though perhaps conflicting or contradictory - of what "being Maasai" means and how to ensure cultural continuity. Moreover, I assume that even if circumstances make it practically impossible to be pastoral producers, this economic ideal still plays a meaningful role in how Maasai see themselves and how they choose to raise their children.

I will therefore address the following questions: 1) What are Maasai conceptions of children and childrearing and how, if at all, are they transformed with changing adult livelihoods, inter-ethnic relations, and structures of education? 2) How and when do conflicts over Maasai children become metaphors for discussions of larger issues such as relations with other Maasai, non-Maasai or the State? 3) Finally, how can adult and non-Maasai accounts of Maasai children be set against a child's daily activities and behavior? What events, individuals, places and experiences shape children's days? What social or economic limitations do they face? What do children do (and think they are doing) versus adult depiction, opinion and reconstruction of child life?

This research, then, will be an attempt to address the issues of socialization, economic contribution and organization of production from the perspective of culture. These issues have been addressed on numerous occasions from a wide variety of perspectives: studies of socialization from cultural and social anthropology (Raum 1940; Read 1960; Levine & Levine 1977; Schildkrout 1979; Riesman 1992), quantitative accounts of children's economic and social 'value' (Aries 1962; Arnold 1971; Zelizer 1985; Reynolds 1991; Nieuwenhuys 1994) and structural analyses of cultural and social reproduction (Bourdieu & Passeron 1977; Willis 1977; Katz 1991; McGaffey 1982). All of this scholarship indicates

that children in and out of Africa are both important and active participants in the production and reproduction of their communities. Furthermore, it suggests that children's daily activities help to mediate social transformation (see, for instance, Katz's 1991 study of the changing nature of Sudanese children's environmental knowledge).

My research, then, treats organization of production as a key factor in the socialization of children and, additionally, assumes that while social categories of age help to manage production, other factors play an important role in what children learn about and through work. These factors include macro-level forces such as national education and incorporation into the market economy, but also, at the most micro-level, variance in the abilities and experiences of individual children.

At the same time, my research examines not just social institutions but ideas about those institutions. By focusing on the ways in which people teach their children about social life, the kinds of knowledge that communities deem crucial for children to learn, and the sorts of struggles that ensue when multiple parties are involved in the bringing up of children, I hope to touch upon such issues as the relationship between society and cultural forms and the ways in which local communities deal with tradition, modernity and change.

The methodology of this project will entail, first, a description of children's activities and environment through structured observations and an analysis of kinship and residential networks to describe the relationships that form the social parameters of a child's world. I will additionally carry out interviews with boys and girls, emphasizing how they describe their activities and how they actually carry out tasks and/or play. I will use this information, as well as baseline socio-economic data generated through a survey of households, as a context for describing the social and economic relationships that support both parental and community decisions about what children should do and how they should learn.

I will juxtapose these accounts of children's daily life with interviews of Maasai adults. These interviews will concentrate on understanding Maasai conceptions of childhood, socialization and tradition. Because the Maasai may not have terms for these specific abstract nouns, I will focus instead on their expectations of children, their portrayal of appropriate and inappropriate learning, their perceptions of boys and girls' activities, and their remembrances of their own childhood in order to understand what shapes adult decisions and discussions about children and cultural continuity. In addition, I will conduct interviews with teachers, administrators and local politicians about their views on education and socialization practices in Maasailand to help place local level discussions on childhood and child-rearing in the broader context of Maasai engagement with non-Maasai institutions.

Lastly, I will look historically at education and child life in Maasailand through archival research in relevant regional, national, and missionary archives. Here I will review pre-independence accounts of education in the former Maasai District, as well as attempt to locate possible court cases involving disputes over Maasai children. This archival research, as well as the interviews with Maasai adults about their own childhood, will help situate my study of socio-economic transformation in time. I am most interested in documenting changes in the formal and informal education of children beginning from the period of British colonial rule, since it was at this point when Maasai in Tanzania became more full

incorporated into the primary education system and other state and mission structures (Germany relinquished Tanganyika as a colony to Britain at the end of World War I).

As explained in my personal statement, I began making arrangements for research in Tanzania, as well as for the study of Maa (a language not taught in the United States), with the help of an SSRC Predissertation Grant during the summer of 1994. At the University of Dar es Salaam, I have spoken to the chair of the Department of Sociology, Dr. Maghrimbi, about affiliation with the department. Dr. Joe Lugalla has agreed to sponsor me and Dr. George Malekela has expressed interest in aspects of my project having to do with Maasai children and school absenteeism. Dr. Ndagal a, the Commissioner of Culture at the Ministry of Education and Culture, an anthropologist who has worked for fifteen years with Monduli Maasai, was extremely useful in helping me to clarify my project conceptually. Also, Reuban ole Kuney of the Training for Rural Development Center in Monduli will help me in establishing local connections in Monduli District. I hope that the fieldwork involved in this research will provide the base for an eventual career in research on children's issues for child advocacy and policy purposes.

Definition of a Personal Statement

Mary Hale Tolar¹

Deputy Executive Secretary, Truman Scholarship Foundation

If you are applying for nationally competitive scholarships, for graduate school, or for a number of post-graduate service or employment opportunities, you have seen the vaguely phrased request; in one form or another, it comes down to “tell us something about yourself.”

The Rhodes and Marshall competitions require a 1000-word personal essay: the Fulbright, a “*curriculum vita*.” You are asked to share your “academic and other interests.” A clearer charge might be: compose an essay that reveals who you are, what you care about, and what you intend to do in this life. Tell this story in a compelling manner, and do so in less than a thousand words. What’s so hard about that? Simply make sense of your life. (right.) But what does that mean? What will it look like?

Because personal statements are personal, there is no one type or style of writing that is set out as a model. That can be liberating; it can also be maddening. But while every personal statement is unique in style, it’s purpose is the same.

A personal statement is your introduction to a selection committee. It determines whether you are invited to interview; and if selected as a finalist, interview questions will be based on this material. **It is the heart of your application.**

A personal statement *is*:

- **A picture.** Your personal essay should produce a picture of you as a person, a student, a potential scholarship winner, and (looking into the future) a former scholarship recipient.
- **An invitation.** The reader must be invited to get to know you, personally. Bridge the assumed distance of strangers. Make your reader welcome.
- **An indication of your priorities and judgement.** What you choose to say in your statement tells the committee what your priorities are. What you say, and how you say it, is crucial.
- **A story, or more precisely, *your* story.** Everyone has a story to tell, but we are not all natural storytellers. If you are like most people, your life lacks inherent drama. This is when serious self-reflection, conversation with friends, family, and mentors, and permission to be creative come in handy.

A personal statement *is not*:

- **An academic paper with you as the subject.** The papers you write for class are typically designed to interpret data, reflect research, analyze events or reading—all at some distance. We are taught to eliminate the “I” from our academic writing. In a personal statement your goal is to close the distance between you and the reader. You must engage on a different, more personal level that you have been trained to in college.

- **A resume in narrative form.** An essay that reads like a resume of accomplishments and goals tells the reader nothing that they could not glean from the rest of the application. It reveals little about the candidate, and is a wasted opportunity.
- **A journal entry.** While you may draw on experiences or observations captured in your personal journal, your essay should not read like a diary. Share what is relevant, using these experiences to give a helpful context for your story. And include only what you are comfortable sharing—be prepared to discuss at an interview what you include.
- **A plea of justification for the scholarship.** This is not an invitation to “make your case.” Defending an assertion that you are more deserving of the scholarship than other candidates is a wasted effort—you’ve likely just accomplished the opposite.

Most importantly, a personal statement is **authentic**. Don’t make the mistake of trying to guess what the committee is looking for, and don’t write what you think they want to hear. They want to know you.

So, what must you include in the personal statement? An effective personal statement will answer the following questions:

- Who am I?
- Who do I want to be?
- What kind of contribution do I want to make, and how?
- Why does it make sense for me to study at Oxford (or York, LSE, Cambridge, Sussex)?

For the Rhodes, you will want to include a proposal of study, one or two paragraphs devoted to why Oxford makes sense to you. For the Marshall and Fulbright, your “proposed academic programme” is presented separately. Your proposal should be as detailed and specific as possible, including degree plans, course titles, and professors with whom you hope to study (especially if you have contacted them by email or letter). Why is this the right place and program? Is it consistent with your studies and activities to date? Draw connections.

Remember the goal: grab the readers’ interest, and make them want to meet you for an interview. Get a sense of the experiences and dreams you wish to share, then examine them for a helpful means of making sense of it all. You will find your story; and if you share it honestly, you will have written a personal statement.

Finally, know that writing a personal essay is hard and will take many drafts and much reflection. Don’t wait until you have it right to share it with others; their input will likely make it stronger, clearer, and tighter. Don’t put it off until you have it right ... just write!

¹Mary Tolar is a 1988 Truman Scholar and 1990 Rhodes Scholar; served as scholarships advisor at four institutions, and has served on a State Rhodes Committee of Selection. She has helped over sixty students win nationally competitive scholarships.

Getting Started....

The personal statement comes from inside you, passionate and gutsy. Its composition is organic, a natural growth dictated by an obscure, internal logic. You don't "make it up"; instead you listen. You "get it down."

First, you must trick your brain into letting you play. It wants everything nice and tidy, arranged in neat, labeled cubbyholes. Your artist brain is messy; like playing with finger paints. Lull your logic brain to sleep:

- ❖ Engage in mindless, repetitive activity. Turn off the TV and stereo; go for a run, do dishes, dig holes. Do anything that keeps you busy but allows your mind to wander. Be sure to keep a micro cassette recorder handy! Ideas may come thick and fast.
- ❖ Begin writing as soon as you wake up in the morning. Don't shower, don't eat (OK, you can have coffee), just turn on the computer. So you're not fully awake; that's good. Neither is your logic brain.

Now do this everyday. Well, maybe not every single day; make appointments with yourself. You won't have brilliant ideas each time. Some days you sit and stare at the computer screen. Nothing happens. You develop imaginary rashes that need immediate medical attention. You suddenly remember a test you should be studying for. But you sit there; you focus; eventually, an idea bubbles to the surface. You start writing.

From Getting Creative with the Truman Personal Statements, written by Jane Curlin, Ph.D.; Director of Student Academic Grants & Awards, Willamette University; writer and consultant.

An Exercise in Self-Reflection

Reflect on some specific questions that may lead you to a more general expression of yourself.

- What errors or regrets have taught you something important about yourself?
- When have you been so immersed in what you were doing, that time seemed to evaporate while you were actively absorbed?
- What ideas, books, theories or movements have made a profound impact on you – be honest.
- To what extent do your current commitments reflect your most strongly-held values?
- Where or how do you seem to waste the most time?
- Under what conditions do you do your best, most creative work?
- To what extent are you a typical product of your generation and/or culture? How might you deviate from the norm?

(Taken from From a Faculty Representative: The Truman and Marshall Scholarship Processes As Educational Experiences, by Cheryl Foster, Ph.D., Associate Professor of Philosophy and Scholarships Coordinator at the University of Rhode Island)

FREQUENTLY ASKED QUESTIONS

HOW DOES ONE APPLY FOR A GRANT?

Students enrolled in a U.S. academic institution at the time of application must apply through the Fulbright Program Adviser (FPA) on their campus. If you are unable to locate the FPA, IIE can provide you with his/her name.

CAN GRANTEEES OBTAIN CREDIT FOR THEIR YEAR ABROAD?

Applicants who are [not currently enrolled \(at-large\)](#) may obtain application forms and information directly from IIE.

ARE YOUNGER STUDENTS AT A DISADVANTAGE IN THE COMPETITION?

Because most foreign universities do not use the credit system, there is no guarantee that a student will receive credit for work done abroad. If a student desires credit for work done abroad, he or she must make arrangements with the home institution, preferably prior to departure.

WHAT TYPES OF FORMS ARE REQUIRED?

No. The J. William Fulbright Foreign Scholarship Board looks favorably on qualified graduating seniors, who are still in the process of developing specific career plans. In fact, such applicants benefit greatly from the international skills and awareness they gain as a Fulbrighter, which will be invaluable as they embark on their careers.

There is a single application form for all types of grants: Fulbright full and travel grants, teaching assistantships, etc. Since candidates may apply generally only to one country, one application suffices for all awards to that country for which an applicant is eligible.

WHEN IS THE APPLICATION DEADLINE?

For example, candidates applying to Germany will be considered not only for the Fulbright full and travel grants, but also for the Bavarian State Government Grants, or the Germanistic Society of America-Quadrille Awards, provided they meet all the qualifications for each of the awards. There is no need to file a separate application for each award.

HOW CAN ONE APPLY FOR SUMMER GRANTS?

The application deadline is October 21, 2004 for all grants for the 2005-2006 academic year.

There are no summer grants available under the IIE-administered portion of the Fulbright Program. IIE, however, does administer several non-Fulbright study abroad programs that are available during summer. Partial scholarships are available for some of these programs.

CAN IIE-ADMINISTERED AWARDS BE USED TO OBTAIN A MEDICAL DEGREE OVERSEAS?

No. However, if candidates already have an M.D. or the equivalent and wish to continue medical or hospital training or to obtain additional practical clinical experience abroad, they may apply for an award through IIE.

WHAT ABOUT CANDIDATES WHO HAVE A PH.D.?

Applicants who do not hold a Ph.D. degree by October 21, 2004 may apply for an IIE-administered award to any country, even though they may anticipate receiving the Ph.D. degree before taking up the grant.

Others who hold Ph.D.s should inquire about Fulbright Research Grants or Fulbright Scholar Grants through the [Council for the International Exchange of Scholars](#).

WHAT KIND OF SUPPLEMENTARY DOCUMENTATION MUST CANDIDATES IN THE ARTS PROVIDE?

Specifications regarding supplementary material are provided in the application form. These instructions should be followed closely, particularly with regard to numbers of slides to submit. If no specific instructions are provided for your particular field of study (e.g., electronic music), you are free to submit whatever material you feel is appropriate and will best illustrate your abilities.

WHAT DOES THE NATIONAL SCREENING COMMITTEE LOOK FOR IN REVIEWING APPLICATIONS?

The National Screening Committee looks very closely at all application materials. Specifically, the *Statement of Proposed Study* is reviewed very carefully. Considerations include the nature of the project, its originality, the academic preparation for completing the project described, and any additional investigation the student has undertaken to ensure that resources to accomplish the project are available in the proposed host country.

The screening committee also takes into account factors such as academic and professional achievement, demonstrated leadership potential, and community involvement. Successful grantees are expected to exhibit these and other related qualities that demonstrate their flexibility and aptitude for success in an unfamiliar environment abroad.

FULBRIGHT GRANTS FOR GRADUATE STUDY ABROAD

2004/2005 COMPETITION STATISTICS

This table provides statistics for the preceding year's competition. The statistics may assist you in selecting your country of application.

No specific number of grants are available for individual countries within Regional Programs.

	Applications Received 2004/2005	Grants Available 2004/2005	Grants Available 2005/2006
Regional Programs			
<i>Africa, Sub-Saharan</i>			
Benin	8		
Botswana	17		
Burkina Faso	1		
Cameroon	8		
Democratic Rep. of Congo	1		
Eritrea	3		
Ethiopia	9		
Gambia	2		
Ghana	49		
Guinea	6		
Ivory Coast	3		
Kenya	29		
Madagascar	7		
Malawi	11		
Mali	10		
Mauritania	1		
Mauritius	8		
Mozambique	4		
Namibia	3		
Niger	3		
Nigeria	14		
Rwanda	3		
Senegal	29		
Sierra Leone	2		
Tanzania	38		
Togo	1		
Uganda	23		
Zambia	12		
Zimbabwe	9		
Region Totals	306	50	50

Near East, North Africa and South Asia

Bangladesh	10		
Bahrain	5		
Kuwait	1		
Oman	1		
Qatar	3		
Syria	25		
Tunisia	13		
United Arab Emirates	11		
Yemen	7		
Region Totals	76	25	25

	Applications Received 2004/2005	Grants Available 2004/2005	Grants Available 2005/2006
Regional Programs			
<i>Western Hemisphere</i>			
Barbados	9		
Costa Rica	36		
Dominican Republic	17		
El Salvador	17		
Guatemala	25		
Haiti	7		
Honduras	9		
Jamaica	21		
Nicaragua	16		
Panama	7		
Trinidad and Tobago	23		
Region Totals	187	28	28

Eurasia

Armenia	5		
Azerbaijan	3		
Belarus	2		
Georgia	7		
Kazakhstan	8		
Krgyz Republic	6		
Moldova	2		
Uzbekistan	15		
Regional Total	48	10	10

Pacific Area

Hong Kong	8		
Mongolia	5		
Singapore	12		
Vietnam	28		
Region Totals	53	15	15

	Applications Received 2004/2005	Grants Available 2004/2005	Grants Available 2005/2006
Country Programs			
Albania	5	3	3
Argentina	<i>Full</i> 75	5	7
	<i>TA</i> 0	0	5
Australia	153	14	12
Austria	49	22	22
Belgium/ Luxembourg	<i>Full</i> 25	6	6
	<i>TA</i> 11	2	2
Bolivia	21	4	4
Brazil	103	14	10
Bulgaria	16	7	7
Canada	92	10	14
Chile	<i>Full</i> 41	7	7
	<i>TA</i> 74		5
China	<i>BA/MA</i> 73	10	10
	<i>PhD</i> 34	20	20
Colombia	28	10	10
Croatia	25	3	3
Cyprus	14	2	2
Czech Republic	<i>Full</i> 30	7	5
	<i>TA</i> 0	0	2
Denmark	34	8	8
Ecuador	63	7	8
Egypt	72	10	10
Estonia	10	3	3
European Union	25	4	4
Finland	30	6	6
France *	<i>Full</i> 208	21	24
	<i>TA</i> 89	50	50
Germany *	<i>Full</i> 351	107	107
	<i>TA</i> 162	80	80
Greece	41	9	14
Hungary	<i>Full</i> 45	10	10
	<i>TA</i> 8	2	2
Iceland	33	7	7
India	165	16	13
Indonesia	<i>Full</i> 25	15	15
	<i>TA</i> 0	0	5
Ireland	71	7	8
Israel	71	10	10
Italy	179	28	26
Japan	<i>BA</i> 49	13	14
	<i>MA/PhD</i> 49	18	15

	Applications Received 2004/2005	Grants Available 2004/2005	Grants Available 2005/2006
Country Programs			
Jordan	27	8	10
Korea	<i>Full</i> 33	10	10
	<i>TA</i> 142	50	75
Latvia	6	4	4
Lithuania	9	5	5
Macedonia	0	2	1
Malaysia	5	4	6
Mexico	<i>Full</i> 146	28	22
	<i>Business</i> 28	8	8
Morocco	32	9	9
Nepal	26	4	5
Netherlands	106	24	24
New Zealand	124	10	10
Norway	46	10	10
Pakistan	13	5	5
Paraguay	6	1	1
Peru	54	9	9
Philippines	41	10	10
Poland	48	12	12
Portugal	9	2	2
Romania	<i>Full</i> 21	7	7
	<i>TA</i> 14	2	2
Russia	82	20	20
Slovak Republic	6	3	3
Slovenia	5	2	2
South Africa	109	8	8
Spain	<i>Full</i> 145	32	32
	<i>Business</i> 22	2	2
	<i>TA</i> 67	9	0
Sri Lanka	17	3	3
Sweden	51	12	12
Switzerland*	21	7	7
Taiwan	<i>Full</i> 36	25	19
	<i>TA</i> 20	8	12
Thailand	40	7	6
Turkey	<i>Full</i> 44	10	10
	<i>TA</i> 13	2	2
Ukraine	35	10	10
United Kingdom	690	20	20
Uruguay	23	2	2
Venezuela	13	3	3
Region Totals	5,050	978	1,022
Totals Worldwide	5,720	1,106	1,152

* Includes non-Fulbright awards