The Power of International Education

Leaders, Contexts, and Complexities: IFP Impacts in Latin America

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM

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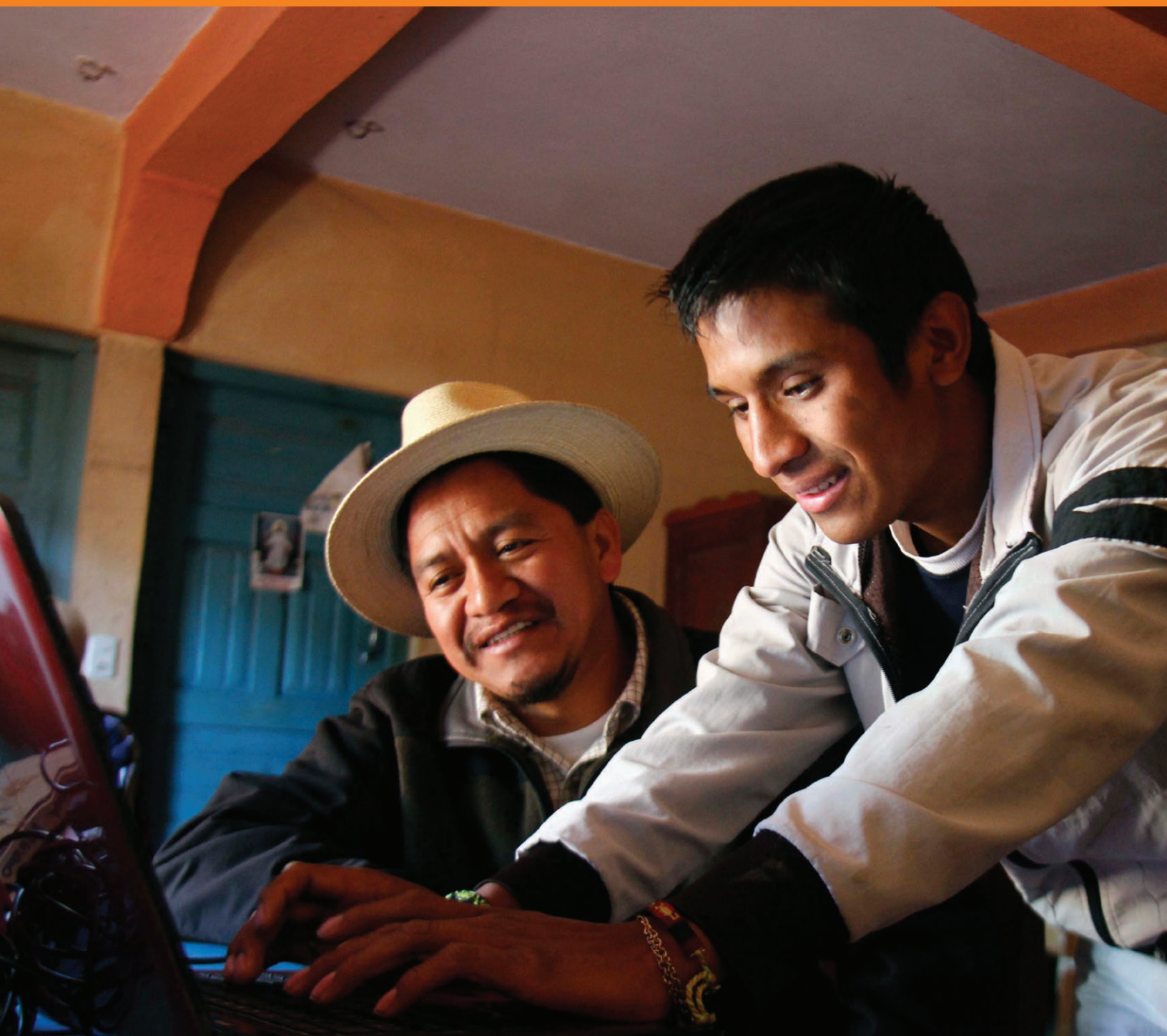

Leaders, Contexts, and Complexities: IFP Impacts in Latin America

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On The Cover: Guatemalan alumnus Pedro Mateo Pedro shows a fellow researcher how to use a software program to transcribe audio of a child's language acquisition in *Chuj,* one of Guatemala's Mayan languages. Pedro received an IFP fellowship to pursue a Master's in Linguistics from the University of Kansas in the U.S.

FOREWORD

Third in our series of reports from a 10-year tracer study of the Ford Foundation's International Fellowships Program (IFP), *Leaders, Contexts, and Complexities: IFP Impacts in Latin America* takes us into the lives of IFP's social justice leaders in a different world region—Latin America, specifically Brazil, Guatemala, and Mexico. The findings from our fieldwork paint a complex picture that highlights the opportunities of the IFP experience as well as the challenges posed by local social and political realities.

Drawing on tools of qualitative and participatory research, our researchers spoke with 268 alumni, community members, former IFP staff, and other key stakeholders to fully understand the pathways through which the IFP experience affected the personal and professional trajectories of alumni in these three countries.

The fieldwork in Latin America draws upon important lessons learned from prior research. We first collected data from this region in the 2015 IFP Global Alumni Survey, the results of which were shared in our first report, *Social Justice and Sustainable Change: The Impacts of Higher Education*. The findings in the report highlighted distinct characteristics of the IFP alumni from Latin America in comparison to the other two regions (Asia and Russia, and Africa and the Middle East). While the current report builds on these findings, it also offers different and nuanced perspectives on IFP outcomes and impacts.

Our second report in the series, *Social Justice Leaders in Action: IFP Impacts in Asia,* presented findings from fieldwork in Asia. Some overarching findings from Latin America as described in the current report are consistent with those that emerged from Asia. For example, alumni noted that the fellowship helped them gain theoretical and practical training that complements their grassroots experience. Many alumni also described their social change and advocacy efforts at the organizational, community, national, and even international levels.

But much like differences in IFP's implementation in each region, we found differences in Latin America that distinguish this report from the prior one for Asia. Four themes emerged as most salient and unique. It is important to note that some of these themes are not new; they were discussed by program staff and technical experts throughout the program's implementation. What is unique is that these themes have sustained and continue to affect the pathways of IFP alumni long after the end of the program.

- **The importance of home country context:** Home country contextual challenges have limited the extent to which some alumni have been able to advance their careers, their organizations, and social progress more generally. Several alumni have faced significant challenges because of continued discrimination and difficult labor market conditions in their home countries. In contrast, some alumni in Brazil have been able to leverage the introduction of affirmative action programs and other policies aimed at addressing inequities to advance their social justice aims. Taken together, these findings show that the home country context matters.
- **Negotiating privilege and identity:** There were many instances of colleagues and community members who had no knowledge that indigenous alumni from Guatemala and Mexico had received the IFP fellowship, obtained a graduate degree, or even studied overseas. These alumni downplay their graduate degrees because of the potential for the degrees to be a source of division. This reality is also reflective of conflicting attitudes about higher education among historically oppressed indigenous communities in the region.
- **Legacies in Latin America:** Brazil, Guatemala, and Mexico have shared colonial histories, and the experiences of alumni are grounded in the legacies of slavery, the exploitation of indigenous peoples, and colonial rule, as well as more recent U.S. and European influence. Alumni are well versed in discourses and debates about neocolonialism, the North-South divide, and critical theory.
- **The nuanced role of IFP:** The program was not a panacea. The impacts of IFP on the lives of alumni are often subtle and ultimately rooted in the fact that the fellowship supported emerging leaders already committed to social justice. These nuanced impacts also suggest that the program was adept at identifying and selecting the right people for the fellowship.

This report would not have been possible without the willingness of the IFP alumni to speak with us candidly and passionately about their experience, or without the knowledge and expertise of our local research partners in the three countries.

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Head of Research, Policy & Practice
Institute of International Education

INTRODUCTION

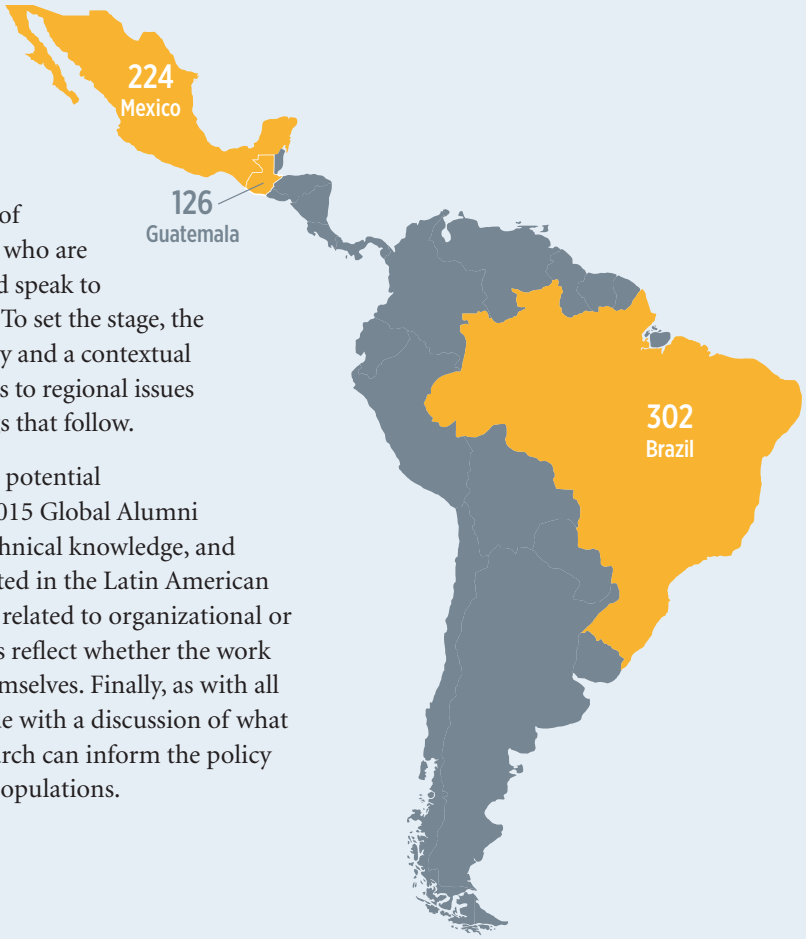
Since 2013, the Institute of International Education (IIE) has conducted a 10-year tracking study that follows the personal and professional trajectories of alumni of the Ford Foundation International Fellowships Program (IFP). Third in the IFP Alumni Tracking Study series, this report focuses on Latin America and the local impacts of IFP alumni in three countries: Brazil, Guatemala, and Mexico.

Through discussions with 268 IFP alumni and other community stakeholders, the report builds upon prior tracking study research. In 2016, we released our first report, which presented findings from a 2015 IFP Global Alumni Survey of more than 1,800 alumni in 22 countries, capturing 41% of the alumni population.[1] With a commitment to mixed-methods research that measures global "breadth" and local "depth," in 2016, we also began qualitative fieldwork in three IFP regions: Asia and Russia, Latin America, and Africa and the Middle East. Findings from our Asia fieldwork were published in 2017,[2] and we are currently conducting fieldwork in Africa and the Middle East. All reports in the IFP Alumni Tracking Study series are meant to complement each other to present a holistic picture of the potential outcomes and impacts of IFP.

ORGANIZATION OF THE REPORT

The sections of the report map the progression of social change from the individual to the communal, mirroring IFP's hypothesis about the longer term and broader impacts of the program. Fieldwork in Latin America focused on alumni who are currently in their home countries, and the examples provided speak to the work of alumni in their home communities and regions. To set the stage, the opening sections of the report present the study methodology and a contextual review of Latin America. The latter chapter specifically speaks to regional issues that are important to keep in mind when reading the findings that follow.

The individual findings presented in the report focus on the potential transformative effects of the IFP fellowship. Although our 2015 Global Alumni Survey revealed individual changes related to leadership, technical knowledge, and skills, reflections on individual change in this report are rooted in the Latin American context. The latter sections of the report focus on outcomes related to organizational or community change. The discussions related to these changes reflect whether the work of IFP alumni is making a difference beyond the alumni themselves. Finally, as with all reports of the IFP Alumni Tracking Study series, we conclude with a discussion of what we have learned in conducting this study, and how our research can inform the policy and design of future fellowship programs aimed at similar populations.



[1] Martel, M., & Bhandari, R. (2016). *Social Justice and Sustainable Change: The Impacts of Higher Education.* Ford Foundation International Fellowships Program Alumni Tracking Study, Report No. 1, April 2016. New York: Institute of International Education.

[2] Kallick, J. Martel, M., & Bhandari, R. (2017). *Social Justice Leaders in Action: IFP Impacts in Asia.* Ford Foundation International Fellowships Program Alumni Tracking Study, Report No 2, March 2017. New York: Institute of International Education.

ABOUT IFP

From 2001 to 2013, IFP provided graduate fellowships to 4,305 emerging social justice leaders in 22 countries, reflecting the Ford Foundation's focus on promoting social change in the developing world. The foundation provided $420 million in funding resources for IFP, the single largest program commitment in its history. Fellows were selected from marginalized communities that traditionally lacked access to higher education and who had demonstrated academic and leadership potential as well as a commitment to social causes. By investing in these individuals, IFP hypothesized that it had the potential to promote social change on a broad scale.

Two aspects of IFP's design are important to keep in mind while reading this report. First, in seeking to support individuals from marginalized groups, the program defined disadvantage according to each national context, with implementing International Partner organizations drawing on existing research and consulting with experts from higher education, government, and civil society to determine target groups in each country.[3] In Latin America, this approach produced a diverse group of Fellows, as noted in the country descriptions that follow.

Second, the fellowship was largely "portable" in that it allowed alumni to study in their home countries and regions as well as overseas. This second feature is especially relevant in the Latin American context, where many Fellows had limited command of foreign languages and, as a result, remained in-country or studied in other Spanish- and Portuguese-speaking nations.

IFP was implemented in five countries in Latin America: Brazil, Chile, Guatemala, Mexico, and Peru. The three countries discussed in this report—Brazil, Guatemala, and Mexico—were home to a total of 657 Fellows, accounting for 64% of all Latin American Fellows and 15% of the global IFP population.

IFP Alumni Population[4]

	Brazil	Guatemala	Mexico
% Women	68%	55%	40%
% First generation study	98%	89%	88%
% Low socioeconomic status	82%	80%	93%

[3] Bigalke, T. W., & Zurbuchen, M. S. (Eds.) (2014). *Leadership for Social Justice in Higher Education: The Legacy of the Ford Foundation International Fellowships Program.* Palgrave Macmillan.

[4] This table reflects final program data IIE received from IFP in 2013, as well as data from an IFP finalist survey gathered by the Center for Higher Education Policy Studies, University of Twente, the Netherlands in 2010.

[5] Unless otherwise indicated, the information in these sections is drawn from the final reports submitted by International Partner organizations in 2013, at the conclusion of IFP.

Brazil[5]

IFP in Brazil was implemented by the Carlos Chagas Foundation and supported 302 Fellows, more than any other country in Latin America. In Brazil, the program focused on recruiting Afro-Brazilian and indigenous Fellows, economically disadvantaged individuals (particularly those from the country's poor North, Northeast, and Central-West regions), and those who had few educational opportunities. As a result, 74% of alumni were Afro-Brazilian or indigenous, and just over half were born in the North, Northeast, and Central West. More Brazilian Fellows stayed in-country than any other IFP country, with 86% remaining in Brazil. 68% of Fellows were women.

Guatemala

IFP in Guatemala was implemented by the Mesoamerican Regional Research Center (CIRMA, in its Spanish acronym) and supported 126 Fellows. In addition to recruiting indigenous and Afro-Guatemalan Fellows, based on extensive research conducted by CIRMA, poor, non-indigenous Guatemalans from rural and urban areas were also included in the target group. Beginning in 2003, the program also focused its recruitment efforts on Guatemalans of African descent from the Atlantic coast, women, residents of marginalized urban areas, and "older" students (often older than 40 years old). As a result, nearly 40% of Guatemalan IFP alumni are non-indigenous, while the remaining 60% identify as indigenous, representing communities of Mayan origin in particular. In contrast with Brazil, all Fellows pursued their degrees outside Guatemala, most often in Spain (42%) and Mexico (22%). 55% of Fellows were women.

Mexico

IFP in Mexico was implemented by the Center for Research and Higher Education in Social Anthropology (CIESAS, in its Spanish acronym) and supported 224 Fellows. In contrast with the wide range of target groups identified in many other IFP countries, in Mexico the program determined that the most disadvantaged communities by almost every measure—including access to higher education—were members of Mexico's indigenous groups. As such, the program supported Fellows from 38 of Mexico's 62 official indigenous groups. 39% of Fellows studied in Mexico, while the other 61% studied primarily in Spain and Chile, as well as elsewhere in Latin America, Europe, and the United States. 40% of Fellows were women.

FIELDWORK IN LATIN AMERICA

Three local research teams in Brazil, Guatemala, and Mexico carried out the qualitative fieldwork, meeting with 268 alumni and other stakeholders between February and July 2017. Researchers used participatory approaches in conducting the data collection, relying on a combination of focus groups and interviews that encouraged reflection and dialogue and that echoed the collaborative ethos of IFP.

FIELDWORK PARTICIPANTS

In addition to speaking with alumni that represented various demographic characteristics, researchers were able to reach 58 alumni who had not participated in the 2015 Global Alumni Survey. To corroborate and enrich findings that emerged from conversations with alumni, researchers also met with their professional colleagues, community members, government officials, regional experts, and former IFP staff. Twelve alumni (four from each country) were also selected for in-depth case studies drawing upon the sum of these sources to illustrate the range of IFP experiences. Selections from six of these case studies are featured in the report, and examples from other case studies are included throughout.

Fieldwork Participants	Brazil	Guatemala	Mexico	Total
Alumni	66	31	67	**164**
Community members and leaders	23	5	34	**62**
Other stakeholders	11	11	14	**36**
Former IFP program staff	2	2	2	**6**
Total	**102**	**49**	**117**	**268**

ALUMNI DEMOGRAPHICS

Degree completion and fields of study

According to the 2015 IFP Global Alumni Survey, 95% of alumni from Brazil, Guatemala, and Mexico had completed their IFP-funded studies, most often pursuing degrees in the social sciences (27%); education and communications (23%); environment, health, and applied sciences (15%); law, governance, and human rights (11%); and the arts and humanities (10%).

Home Country Residence

In 2015, the vast majority of IFP alumni from Brazil, Guatemala, and Mexico were living in their home countries. As noted earlier, this majority includes the significant proportion of Mexican and, especially, Brazilian alumni who remained in-country. About half (47%) were living in their home communities, whereas the other half (46%) were residing elsewhere in their home countries. The remaining alumni were either in the country where they pursued their IFP fellowship (3%) or living elsewhere in Latin America, the United States, or Europe (4%).

Employment fields

Compared with IFP alumni globally, Latin American alumni are more likely to occupy positions in education, community development, and human rights, according to 2015 survey data. In fact, 71% of alumni from Brazil, Guatemala, and Mexico said they were working in education, and about half said their positions involved community development and human rights work.

ANALYSIS

The following IFP Alumni Tracking Study research questions reflect the overall vision of IFP in linking higher education to social change. The first question provides a foundation for analyzing change at various levels of impact. The study's qualitative fieldwork also focuses on research questions two and three, as these questions require a deeper analysis of IFP outcomes in the local context.

Research Questions

1. What have been the long-term impacts of the IFP experience on its alumni? How has the program enabled alumni to contribute to long-term impacts at the organizational, community, and societal levels?
2. What contributions to social justice have IFP alumni made as leaders in their communities as a result of their fellowship opportunity?
3. What is the link between higher education and social justice? How can higher education fellowship programs provide opportunities to address social inequalities?

Adaptation of the Kirkpatrick Model by IIE

1	REACTION	The participant's impression of the program. This includes the participant's level of satisfaction with their fellowship experience.
2	LEARNING	The acquisition of knowledge and skills from the intervention. Were the objectives of the program met? Did the participant indicate learning something from the intervention?
3	APPLICATION	The application of the participant's knowledge, skills, and attitudes (KSAs) in their home organization (whether work or volunteer). The ways in which behavioral changes are applied in his or her actions.
4	ORGANIZATIONAL RESULTS	The participant's behavioral changes lead to impacts at the organizational and community levels.
5	EXTERNAL RESULTS	The participant's behavioral changes lead to impacts at the communal/regional/national level, leading to changes in policy and social behavior. (Added by IIE)

In meeting with 164 alumni and 104 other stakeholders, the Latin American fieldwork generated a massive amount of data. IIE took an iterative approach to data analysis to ensure nuance and accuracy. Guided by a code system developed with the IIE team, local researchers conducted primary data analysis and summarized their findings in country-level reports. IIE then synthesized the country-level analyses into a regional report with input from the local researchers. This report thus combines findings from all three country reports, as well as other relevant sources of primary and secondary data, including quantitative findings from the 2015 Global Alumni Survey.[6]

Kirkpatrick's Levels of Evaluation

IIE relied on a modified version of the Kirkpatrick model to analyze mixed-methods data from the IFP Alumni Tracking Study.[7] IIE added a fifth level, "External Results," that considers the furthest potential reach of alumni impacts on policy and social behavior at the regional, national, and international levels.[8]

LIMITATIONS

As with any analysis of this kind, IIE is cognizant of the limitations of the report's conclusions. As a result of the qualitative and contextual nature of this research, it is not possible to extrapolate these findings to the Latin American or global IFP populations. The three countries chosen for qualitative fieldwork are not meant to be representative of the entire IFP Latin American region, which also includes Chile and Peru.

In addition, because the qualitative fieldwork focused on alumni living in their home countries, the outcomes and findings of the report only reflect the work of those who had remained in-country or returned home post-fellowship. According to the data from the 2015 Global Alumni Survey, 93% of alumni from Brazil, Guatemala, and Mexico were living in their home countries, a significantly higher proportion than the 84% of global IFP alumni who were in-country. This higher rate of home country residence is partly due to the fact that a significant number of alumni from the region—and from Brazil in particular—did not pursue their studies overseas. Alumni residing outside their home countries were not included in the population considered for fieldwork. The study team plans to conduct interviews with alumni residing outside their home countries in the next year to learn about their experiences and motivations for residing overseas, as well as the social justice impacts of their international careers.

[6] As with the qualitative findings, quantitative findings from "Latin American" survey respondents refer to those from Brazilian, Guatemalan, and Mexican alumni specifically, unless otherwise stated.

[7] Kirkpatrick, D.L. (1979). *Techniques for evaluating training programs.* Training and Development Journal, 33 (6), pp. 78-92.

[8] Adaptations of the Kirkpatrick model have been used in evaluations of several international scholarship programs, including the USAID ATLAS/AFGRAD program, which was the first to add a fifth level to measure impact beyond institutions.

SETTING THE STAGE: REGIONAL AND COUNTRY CONTEXTS

Brazil, Guatemala, and Mexico are distinct and diverse countries, yet they share historical, linguistic, and cultural ties that bind them together and that are important to consider in studying the personal and professional experiences of IFP alumni. This section presents several key contextual themes that provide further nuance to the findings that follow.

COLONIALISM AND INEQUALITY

All three countries are former Spanish or Portuguese colonies that received slaves from the African continent and experienced the exploitation of their indigenous populations. The historical legacies of colonialism continue to affect each country, particularly with regard to the ways in which economic and social development, including access to education, has often failed to benefit citizens of indigenous and African descent.[9] Within Guatemala—where indigenous peoples comprise 40% of the country[10]—the indigenous population often suffers from the worst poverty, discrimination, and exclusion.[11] Similarly, in Mexico—where 10% of the population is indigenous and 62% mixed Spanish and indigenous[12]—indigenous peoples are most affected by inequality and suffer from the lowest levels of well-being in terms of health, food, housing, and education.[13]

Although Brazil received more slaves than any other country in the Americas, throughout much of the 20th century a defining feature of its national identity was the idea that Brazil was a "racial democracy," a country so mixed that racial divisions had no real meaning. This ideology obscured the inequities experienced by *preto* ("black") and *pardo* ("brown" or mixed) Brazilians who, according to the 2010 census, now comprise 51% of the population. Smaller islands of indigenous populations predominate in the North and Central-West regions of the country. It was not until the counterculture and black movements of the 1970s and 1980s that the country experienced increasing acceptance of racial and ethnic distinctions, as well as recognition of the ways in which race has been inextricably linked to socioeconomic status. Subsequently, the early 2000s saw the introduction of a number of university affirmative action programs for Afro-descendant and indigenous Brazilians.[14] IFP was introduced during this period of burgeoning debate about racial identity and access to higher education, explicitly billing itself as an affirmative action program.[15]

ECONOMIC DEVELOPMENT AND NEOLIBERALISM

Since the 1970s, Latin America has experienced rapid economic expansion due in large part to neoliberal policies, which have opened countries to economic trade and growth, but have also increased gaps and disparities between the rich and poor. Despite some ebbs and flows over the past few years, Latin America remains the most economically unequal region in the world, and Guatemala, Brazil, and Mexico are ranked 11th, 19th, and 25th, respectively, in terms of the degree of inequality in their income distribution.[16] A conscious turn to free market policies of decentralization

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[9] Korzeniewicz, R.P. & Moran, T.P. (2009). *Unveiling Inequality: A World Historical Perspective.* New York, NY: The Russell Sage Foundation.

[10] CIA (2017). *The World Factbook: Guatemala.* Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html

[11] United Nations. (2009). *State of the World's Indigenous Peoples.* United Nations Publications.

[12] CIA (2017). *The World Factbook: Mexico.* Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html

[13] Navarrete, D., & Acevedo, A. (2009). "Mexico and Guatemala: Multiple Faces of Marginalization," in Volkman, T., Dassin, J., & Zurbuchen, M. (Eds.) (2009). *Origins, Journeys and Returns: Social Justice in International Higher Education.* New York, NY: Social Science Research Council.

[14] Telles, E. (2004). *Race in Another America: The Significance of Skin Color in Brazil.* Princeton, NJ: Princeton University Press.

[15] IFP Brazil International Partner Final Report (2013).

[16] CIA (2017). *The World Factbook: Distribution of Family Income – GINI Index*. Retrieved from https://www.cia.gov/library/publications/the-world-factbook/rankorder/2172rank.html

and privatization of all public sectors has also meant that limited funding and allocation of education resources favor the rich, urban, and non-indigenous centers.[17] Lower income areas, which often overlap with indigenous areas, receive less resources for education and as a result lack access to quality education.[18]

CONFLICT AND POLITICAL CHANGE

All three countries have experienced varying degrees of conflict and political turmoil, most notably Guatemala, a country that has experienced profound effects from a 36-year civil war that ended in 1996 and left 200,000 Guatemalans dead or missing (about 2% of the country's population). The legacy of this divisive and deadly conflict continues to be felt today, often polarizing poor, indigenous, and rural Guatemalans from *Ladino* (non-indigenous) citizens. A specific consequence of the war that is particularly relevant to IFP was the erosion of Guatemala's cultural and academic institutions. Many top intellectuals fled the country, and political protest was risky. These destabilizing issues notwithstanding, IFP was launched in Guatemala just a few years after the peace accords, during a period of renewed hope, dialogue about marginalization, and visibility for leaders of underprivileged social groups.[19]

In Mexico, political change coincided with the introduction of IFP. The program was launched during a transition in the country's social and political climate that aligned with the program's social justice aims. Coinciding with the county's acceptance into the OECD, the rise of the Zapatista movement in 1994 drew renewed attention to inequities faced by indigenous Mexicans. Later, in 2000, the first opposition government in 70 years came to power, a major shift in the country's social and political order. Taken together, these events highlighted deep divisions and disparities in Mexican society, and programs aimed at promoting equity in higher education—IFP among them—were launched during the early 2000s.[20]

GLOBAL INVOLVEMENT AND FOREIGN AID

The presence of the "Global North", including the United States and Europe, has been considerable throughout Latin America's history, and continues to be evidenced through the prominent role that Western donors have played in financing education and development programs in the region.[21] In education theory, academics such as Pierre Bourdeau and Paolo Freire have deconstructed the role of education in proliferating the power structures created during colonialism and made worse through the foreign aid structures that finance education and other social programs.[22] In IFP's case, the link to international scholarship education and the foreign funds offered to Fellows by an international foundation such as Ford, with its own institutional goals, comes to light.

Although not exhaustive, our research has shown that these themes are important to consider when reading the IFP findings, and are particularly informative to other stakeholders, including organizations and foundations working in international educational exchange in Latin America.

Schoolchildren in Guatemala.

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[17] Gacitúa-Marió, E., Norton, A., & Georgieva, S. V. (2009). *Building Equality and Opportunity through Social Guarantees: New Approaches to Public Policy and the Realization of Rights.* Washington, D.C.: World Bank Publications.

[18] Reimers, F. (2000). *Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas (Vol. 5).* Boston, MA: Harvard University Press.

[19] Navarrete, D., & Acevedo, A. (2009).

[20] Navarrete, D., & Acevedo, A. (2009).

[21] Adams, F. (2015). *Bilateral Aid to Latin America: Foreign Economic Assistance from Major Donor Nations.* Cambria Press.

[22] Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in Education, Society and Culture (Vol. 4).* Sage. Freire, P. (1996). *Pedagogy of the oppressed (revised).* New York, NY: Continuum.

INDIVIDUAL IMPACTS

The IFP fellowship had two central social justice goals: the first was to provide opportunities to people who traditionally lacked access to higher education, and the second was to advance social justice on a broader scale by selecting Fellows who had demonstrated community leadership and a commitment to social issues.

The individual-level impacts that emerged from the fieldwork speak to this latter aspect of the IFP model. Although the fellowship made a key difference in the lives of many Latin American alumni, it is clear that IFP was not a panacea. Rather, when IFP made a difference, the influence was often subtle, nuanced, and ultimately rooted in the fact that the people IFP supported were already committed to various causes and determined to make progress on their personal and social justice goals.

In addition to discussing personal and professional impacts of the fellowship, this section introduces challenges alumni have faced upon returning to their home communities and countries. These are challenges that many are working to combat but that, in the Latin American context, have clearly limited their individual lives and collective efforts to advance social change.

PERSONAL IMPACTS

Knowledge and Skill Gains

IFP sought to support emerging leaders with a grassroots background, and for many alumni, the fellowship was an opportunity to complement their practical, community-based experience with more academically oriented training. For some, this approach meant strengthening their research skills; for others, their academic training gave them a theoretical framework to better understand problems facing their home country.

Ursula Roldán, a Guatemalan alumna who spent many years working with peasant farmers before moving into academia, said that getting her Ph.D. strengthened her academic preparation and broadened her knowledge of agrarian issues, rural and territorial dynamics, and globalization. Her pre-IFP work also dealt with these subjects, as Ursula worked closely with civil society organizations on issues of agricultural development and land rights. Now, as the director of a university research center, she continues to engage with these issues, promoting a research agenda that is an extension of her prior grassroots work.

Ursula feels that her fellowship experience also gave her a better understanding of how to make progress on these issues. "If you have more information, of course you can understand contexts better," she said. "[…] studying abroad gives you the possibility of being more open and [identifying] new initiatives for your country." This sentiment is consistent with data from the 2015 Global Alumni Survey, where 88% of alumni from Brazil, Mexico, and Guatemala said they had a better understanding of what was needed to make improvements in their home countries and communities as a result of the fellowship.

For many alumni, the fellowship also gave them an opportunity to gain specialized technical training or field-specific knowledge. Several alumni noted the benefits of language training in particular, especially English, and the access this training in turn provided them to other ideas and worldviews. "[Learning a new language] opens you to other perspectives," said Guatemalan alumnus Jonatan Rodas. "The knowledge acquired allowed me to go into academic circles, […] understanding what it is they are referring to."

Often this specialized training began before alumni even began their graduate work, during a preparatory period called Pre-Academic Training. PAT was an important component of IFP, particularly given the disadvantaged backgrounds of alumni, such as an indigenous Brazilian woman whose digital literacy dramatically improved as a result of IFP. Before the program, the alumna "[…] couldn't even turn on a computer." Her PAT and subsequent graduate

Guatemalan alumna Elsa Hernández, one of several IFP alumnae (profiled on pg. 18) who are working at the Universidad de San Carlos (USAC) School of Social Work.

work helped her build her computer and writing skills, in addition to her overall confidence, and she now works as a university lecturer. "Sometimes I still don't believe I'm a university teacher […]," she said. Another Brazilian alumnus went as far as to say that he "learned more and felt more prepared by my Pre-Academic [Training] than by my undergraduate course."

Different and Deeper Perspectives

Another type of change many alumni experienced was a shift in the way they view themselves and the world around them. Many alumni—as well as some of their colleagues—described ways in which the IFP study experience expanded their worldview and "[opened] them up to other perspectives," particularly in the case of alumni who pursued their graduate work in new cultural and linguistic contexts. "I learned a lot of things that I would have never learned here in Mexico," said a Mexican alumnus. "[The experience] allowed me to compare, to realize a comparative study, from another part of the globe. [Without the IFP fellowship] maybe I would not have had that broader vision I obtained while being there […]."

In addition to being motivated by their exposure to different academic and cultural contexts, this shift in perspective was sometimes linked to knowledge and skill gains. A Brazilian alumnus who studied law, for example, noted that the program "impacted me more than I thought," because, in addition to improving his writing and mastery of the law, it changed his "way of thinking and seeing things." For other alumni, this change in perspective involved feeling a greater sense of possibility and inspired in them a belief that things could change. "Having this scholarship opportunity widened my scene a lot. It opened up a different world," said one Mexican alumnus. "[…] It made me realize that things can be achieved, so being provided with the scholarship was a game-changer."

Identity, Diversity, and Disadvantage

The IFP experience also led to changes in how alumni viewed diversity and disadvantage, often because of the cultural diversity and pluralism they observed overseas. Some alumni were surprised to learn of the discrimination faced by communities in their host countries, such as a Mexican alumna pursuing her Ph.D. in gender studies in Spain who eventually decided to conduct her dissertation research on the country's Roma women.

"[…] Me—from this tiny little town in the middle of Brazil, who has never been important—I felt like I was someone precious. And that impacted how I saw myself. There were people and institutions out there to support me into becoming someone who would support others."

– BRAZILIAN ALUMNA

For others, simply engaging with fellow alumni in their home country was illuminating and led to revelations about the disadvantages experienced by minority groups in other regions. An indigenous alumnus from northern Mexico, for example, was surprised to learn of the degree of prejudice faced by indigenous Mexicans elsewhere. "[…] Some towns […] in the mountain ranges of Oaxaca or Chiapas are still very discriminated against," he said. "Not to say that in [my state] they are not, but the way I see things are in the South and North [of Mexico], things are completely different, and realizing that surprised me."

In both of these instances and many others, the IFP experience involved a unique kind of cultural exchange among different minority groups, one that gave them a newfound appreciation of their own cultural roots as well as of diversity more broadly. For Afro-Brazilian alumni, for instance, studying outside Brazil gave them the opportunity to observe other Afro-descendant cultures and expressions of black pride that contrasted with their own. After returning from their studies in the United States, a number of Afro-Brazilian women chose to wear their hair naturally, a powerful outward manifestation of the internal changes they had experienced. "I saw a variety of black people, so many strong people, with roots and knowledge about our past," said one Brazilian alumna who embraced her natural hair texture after returning from Arkansas. "I identified with that."

Similarly, for indigenous alumni in Mexico and Guatemala, interactions with other indigenous communities in their home countries and elsewhere helped instill a newfound sense of pride in their indigenous background. "Before the scholarship, I hated myself," said one Mexican alumnus, voicing the self-loathing inculcated in many Latin Americans of color. "I refused to be identified as an indigenous person."

Confidence, Empowerment, and Self-Actualization

Closely linked with changes in identity, most alumni's IFP experiences resulted in greater self-esteem and a sense of empowerment. In discussions about how the fellowship had affected them, many alumni—as well as some of their colleagues—said they felt "stronger" and "more secure." One Guatemalan alumna said that without the fellowship "[…] I would not have had the change in self-esteem and confidence, having overcome the challenges I did. One of the benefits of the scholarship was that it strengthened me, because leaving the country and being able to do it made me believe in myself […]."

Because so many alumni have been marginalized and made to feel invisible their entire lives, these experiences of empowerment were often bound up with their minority status. An indigenous Mexican alumna, for example, said that her self-esteem "was strengthened," after the fellowship, after having been "damaged by the system of schools that denies identity and that is institutionalized in both schools and the national educational system."

Simply being awarded the fellowship was a boost to the confidence of some alumni, and affirmation that they had valuable contributions to make. "Being selected to the program reminded me I had much to say, much to do," said a Brazilian alumna who now works as a human rights project coordinator for the city hall in Olinda, Pernambuco. "[…] after getting my degree I was sure I could lead and contribute to changes through my work at different policy levels, beyond what I had been doing."

Commitment to Social Justice

IFP alumni were selected, in part, because they had already demonstrated a commitment to promoting social change. Because of this selection criteria, it can be difficult to tease out what additional impact, if any, their fellowship experience had on this sense of commitment and on their subsequent efforts. Their post-fellowship social justice efforts could just be evidence that "the Ford Foundation chose well," as a Mexican alumnus mused.

Yet although some alumni were ambivalent about whether their IFP experience made a difference, many felt that their studies reinforced or even strengthened their sense of commitment to the issues they care about. Indeed, 91% of 2015 survey respondents said the fellowship had strengthened their commitment to social justice.

As the earlier quote from the Brazilian alumna in Olinda suggests, for many alumni, this newfound resolve was tied to what they had learned during their graduate work and feeling better equipped to tackle the social problems they had long worked on. For example, Jonatan Mariano Rodas Gómez, a Guatemalan alumnus who pursued his master's degree in Brazil, said he felt a stronger commitment because "you get to know yourself and your surroundings better." An indigenous Pankararú Brazilian alumnus, Paulo Celso de Oliveira, discussed how the fellowship gave him a sense of intellectual autonomy and helped him focus his professional aspirations. He also became more comfortable "filtering out" potential employers who were "not coherent with my perspectives."

A specific aspect of this commitment to social justice was a desire among alumni to "give back" after their fellowship. Alumni described feeling a responsibility to continue their social justice work and to help others, although the specific reasons varied. For some alumni, this sense of responsibility was born out of gratitude for receiving the fellowship and for the opportunities it had afforded them. For others, there was a sense of duty to their home communities, particularly if they were one of the few from their group that had completed higher education. A Brazilian alumna who is the only linguist from her indigenous group to obtain a Ph.D. said she felt an obligation to leverage her degree for the benefit of her community. "[I feel obliged…] to generate practical results [for my people]," she said, "for the teachers at indigenous schools, who are always asking me about new incentives and projects to value our culture."

For other alumni, this sense of commitment was closely tied to a kind of personal motivation and resolve born of the adversities they had overcome with IFP support. For example, an Afro-Brazilian alumnus who had been raised in an orphanage and had experienced bouts of homelessness said the very fact that he had grappled with the problems that he did and overcame them through education made him feel an obligation to stay focused on addressing them. "I look at my life experience and I see that I cannot lose focus on the issues I've survived, of what I've had to do to change my life course, and I need to multiply this. Because I'm proof it's possible […]."

Cristiane attends a seminar on history and memory in Ferroviário, a suburb of Salvador, Bahia.

CRISTIANE SANTOS SOUZA

Brazil (2009 cohort)
Doctorate in Social Anthropology
Universidade Estadual de Campinas, Brazil

Cristiane was raised in the low-income suburbs of Salvador, an epicenter of black culture in the Northeastern state of Bahia. She excelled in school from a young age despite growing up in a challenging environment. Throughout her childhood and adolescence, several of her neighbors, friends and relatives succumbed to violence, either as perpetrators, victims, or both. "Education for me worked as the alternative to create new life possibilities and break the cycle of violence and vulnerability I grew up in," she explained.

Cristiane worked as a university lecturer for several years before IFP, and although her doctorate helped "widen [her] networks, references, and experiences," like other Latin American alumni her IFP experience reinforced a foundation that was already there. "The values and principles that guide me, that structure how I define what being a professor means, came from before," she said.

Cristiane's post-IFP trajectory is indicative of the way many Brazilian alumni have benefitted from a higher education climate that aligns with their social justice aims. Shortly after IFP, Cristiane found a teaching position at a local campus of the Federal University for International Integration of Afro-Brazilian Lusophony (Unilab). Boasting a unique pedagogical framework based on South-South cooperation with other Portuguese-speaking countries, Unilab has become a center of Afro-Brazilian heritage research.

At Unilab, Cristiane has been involved with two community extension projects. In addition to founding the Nyemba Study Group (discussed further on pg. 21), she runs The Nautical Library, which partners with local municipalities to promote Afro-Brazilian and indigenous culture and history. While the Library's programming includes teacher training and community seminars, its "main attraction" is a repurposed fishing boat that serves as a floating library, sailing around Bahia's Bay of All Saints to dock at different communities.

Several government officials have praised the library, noting that it has served as a catalyst for the documentation of oral histories and is helping to bridge the divide between the ivory tower and local communities. "There's a wall surrounding academia," said one official. "But in Unilab, you're breaking it […]. The connection, ethics, and work of professors like Cristiane […] are really what makes the difference."

Alumnus Daniel Aquino Lara discusses artifacts in Guatemala's National Museum of Archaeology and Ethnology. Daniel received a Master's in Cultural Heritage Management from the Universitat de Barcelona in Spain.

PROFESSIONAL IMPACTS

According to the 2015 global survey, IFP alumni in Brazil, Guatemala, and Mexico have generally had success finding work and advancing their careers after the fellowship. 70% of these survey respondents reported that they were employed following the fellowship, whereas another 13% were pursuing full-time academic study or professional training, most often Ph.D.s. Nearly a third of these alumni also reported that they had completed an additional degree or certification following the fellowship.

The Latin American fieldwork paints a more complex picture, however, of alumni career trajectories. A number of alumni in all three countries spoke of career-related challenges they had faced upon return, struggling to find stable jobs that paid well, were suited to their qualifications, and allowed them to work on the causes they were passionate about. Most alumni across all three countries were also forced to resign from their positions when they left to pursue their studies, making the struggle to regain their professional footing particularly frustrating. Alumni and former IFP staff described difficult labor markets in their home countries, particularly in fields like education, community development, and human rights that employ a majority of alumni. In Mexico and Guatemala, alumni and other stakeholders also cited declining public sector investment as a challenge. Even in Brazil, which appears to have had more favorable labor market conditions because of a growing number of policies and programs aimed at addressing inequity, a few alumni described having to make difficult choices between jobs that offered better financial security and those that allowed them to pursue their social justice goals. "It's hard to promote change when you're worried about surviving," said one Brazilian alumna.

In addition to difficult labor market conditions, another factor that emerged across all three countries—and in Brazil and Guatemala in particular—was the discrimination alumni continue to face, most often because of their race, ethnic identity, or gender. The challenges alumni faced as a result of workplace or institutional prejudices are discussed on page 19 of the Organizational Impacts section.

Career Advancement and Leadership Development

In spite of these professional challenges, the majority of Latin American alumni have been able to advance their careers following the fellowship. Although a number of the alumni researchers spoke to during the fieldwork said that their advancement was directly related to their IFP experience, others felt that their graduate work had not been a factor. For example, a Brazilian alumnus who has been able to rise rapidly through the ranks of his federal department said his advancement was the result of his undergraduate degree, and that his master's degree had little influence on his promotion.

By and large, however, alumni and other stakeholders felt that the graduate degrees supported by IFP had been a key reason for their career advancement. Many of the most salient examples of this advancement come from Brazil, where the professional trajectories of many alumni have been closely linked to the country's affirmative action policies and growing dialogue about race and exclusion. The introduction of racial quotas in the higher education and government sectors as well as the growing black pride movement have created an environment that Brazilian alumni have leveraged to advance their work in educational spaces. Indeed, several alumni secured jobs because of the passage of laws that require the teaching of Afro-Brazilian and indigenous culture, history, and language, and were able to move from positions as school teachers to project coordinator or teacher training roles. Other alumni were able to leverage their expertise on Afro-Brazilian and indigenous subjects to author textbooks.

Whether the advancement can be attributed to IFP, it is clear that many alumni across all three countries have been able to develop their leadership capabilities and assume positions of influence. 73% of Latin American alumni who responded to the 2015 survey said they held a senior leadership role in their paid positions or volunteer work. The Latin American fieldwork provides myriad examples of the ways alumni are serving in these leadership roles, most often in academia, government, and civil-society organizations. They are directing research centers, serving as vice ministers of education, and leading social service organizations that work on a wide range of social justice issues such as cultural preservation, indigenous human rights, and youth development. Moreover, alumni are working as leaders in different capacities, in both high-profile and at grassroots levels. For example, although he doesn't formally occupy a "leadership role," a Guatemalan alumnus noted the additional responsibilities and greater decision-making power he now has following the fellowship. "I was more of a fieldwork technician, and now I'm in a position where I can influence decisions on where to channel support and resources."

Increased Access and (Perceived) Credibility

An important kind of professional impact alumni experienced involves increased access and credibility as a result of their IFP experience. Several alumni noted that having a master's degree or a Ph.D.—and particularly one obtained overseas—gave them access to new spaces and opportunities. A Guatemalan alumnus, for example, noted that he had been invited to international conferences and has been able to collaborate with the ministries of education in Mexico and Peru because of his doctorate. This result is corroborated by 2015 survey data, where 90% of Latin American respondents said the fellowship had given a boost to their academic credentials, and 88% felt it had boosted their professional reputation.

This boost in credibility seemed most pronounced in Brazil, and for Afro-Brazilian alumni in particular. "[Having] a degree at the master's and especially doctorate levels makes people see and treat you differently," noted an Afro-Brazilian alumnus who now teaches at a private university. "It makes you a more valuable and valid interlocutor."

For other Brazilian alumni, their affiliation with the IFP fellowship or the Ford Foundation specifically was also a source of prestige. Among Mexican and Guatemalan alumni, however, the idea that their reputation increased because of their association with IFP was conspicuously absent. Moreover, a few alumni from Mexico and Guatemala noted that suspicion of the Ford Foundation's motives—and of U.S. involvement in the region more generally—meant that affiliation with the program could actually be a liability. At times, this suspicion was espoused by members of professional or activist circles, but in a few instances, alumni themselves questioned the motivations of IFP. Mistrust of the program has also been noted by Guatemalan IFP staff, who cited past nepotism and disregard for the neediest groups as the reason that many Guatemalans were wary about applying for the fellowship.[23]

[23] Navarrete, D., & Acevedo, A. (2009). "Mexico and Guatemala: Multiple Faces of Marginalization," in Volkman, T., Dassin, J., & Zurbuchen, M. Sabina (Eds.) (2009). *Origins, Journeys and Returns: Social Justice in International Higher Education.* New York, NY: Social Science Research Council.

ORGANIZATIONAL IMPACTS

In addition to providing educational access to individuals from marginalized groups, IFP sought to increase the knowledge, skills, and social capital of its Fellows so that they could promote social change in their home communities. A key aspect of exploring these potential multiplier effects involves looking at the influence alumni have at the organizational level through their paid and volunteer work.

It is evident that many alumni have been motivated and empowered by their IFP experience, guided by their new worldviews, and aided by their enhanced knowledge and skill gains to make changes at the organizational level. Indeed, 80% of 2015 survey respondents from Brazil, Guatemala, and Mexico felt they were able to make improvements in the organizations where they work and volunteer as a result of the fellowship. However, some alumni described obstacles to organizational change, obstacles that, in many ways, appear to stem from the same contextual constraints alumni have grappled with at the individual level, such as challenging labor markets and continued discrimination.

CAPACITY-BUILDING AND STRATEGY DEVELOPMENT

One benefit of the practical experience and academic training alumni have is that they are uniquely positioned to continue their work on the social justice issues they care about and to expand their efforts in new arenas. For example, aforementioned Guatemalan alumna Ursula Roldán spent many years working with peasants and farmers on issues related to land rights and agricultural development before becoming the director of a research center at Universidad Rafael Landívar. In this capacity, she has been able to not only advance research, training, and advocacy on issues of global and territorial dynamics but also expand the center's work into new areas such as migration and youth leadership. She sees the center's scholarship and action-oriented research as a progression of the social justice work she began at the grassroots level.

Professional colleagues also noted this winning combination of grassroots experience and academic training. A mentor and colleague of Brazilian alumna Maria Isabel "Mabel" de Assis noted that she hired Mabel for a managerial position not only because of her extensive field experience but also the technical expertise and increased intellectual capacity she gained from her IFP-funded master's degree.

As these examples illustrate, Latin American alumni are leveraging their leadership roles to help organizations develop their capacities, strengthening and scaling up their work. One aspect of this capacity development is the training and facilitation that many alumni provide to others on social issues. A good example is the aforementioned Brazilian alumna, Mabel, who works for the Coordination Office for Gender and Racial Equality in the city of Guarulhos, in Sao Paulo State. As part of her role as a technical manager, she designed and implemented an eight-hour intensive training for health workers and policy-makers on how to serve the needs of the Afro-Brazilian population. The program has certified more than 1,200 people since its inception in 2012.

A few alumni also cited organizational advances in terms of improved efficiency, often in more technical fields. For example, a Guatemalan alumnus involved in forest management has been able to apply lessons from his graduate work to increase production. "We have almost tripled the exporting standards and increased the commercial efficiency," he said. "With forest management, […] we see it as an intelligent use of the forest […]. From a sustainable management perspective, there is better execution and coverage of the areas communities oversee."

HIGHLIGHTING SOCIAL JUSTICE ISSUES AND FOSTERING DIALOGUE

Another way alumni have affected their organizations is by highlighting diversity and fostering dialogue about social issues. Although this type of impact may not be surprising given the social justice issues alumni work on, it is clear from the fieldwork that alumni have been aided by their increased skills, confidence, and conviction to raise awareness and create spaces for discussion about social justice. In Brazil, for example, an alumnus who serves as a Municipal Guard has been able to leverage his leadership role to foster discussions about LGBT guards and taking different approaches to engaging with the local community.

In Guatemala, a "healing space" launched by an alumna also exemplifies the comprehensive approach these organizations sometimes take to their programming. The space, *Casa Mujer*, means "house of women." In addition to serving women and girls, the space works with youth, local farmers, and even non-indigenous Guatemalans and men to "[recognize] the oppression of our bodies, in our psyche." Using alternative approaches such as Agusto Boal's Theatre of the Oppressed,[24] *Casa Mujer* works "with everyone who wants to recognize that the current system is killing us," said the alumna. "That is how we can contribute to social change."

As this example illustrates, a key way alumni are working to draw attention to social issues is by bringing diverse people together, liaising with different communities, and serving as a conduit and mediator. In this vein, another Guatemalan alumnus who works on environmental policy described how he works to reconcile the needs and rights of local communities and government with the demands of industry while educating stakeholders about waterways and ensuring environmental protections are in place. He describes his role as that of "a bridge or translator" between sugar and banana companies and local communities: "We work directly with communities and local governments, with water and rain collection, and also with companies so they make operative changes around water, understanding the behavior of rivers [and] underground water sources."

Another example of an alumnus who has brought his "people skills" to bear in his organization is Paulo Celso, the indigenous Pankararú lawyer from Brazil.

[24] Brown, R., The Guardian (2002). *Bums off Seats.* Retrieved from https://www.theguardian.com/culture/2002/jul/24/artsfeatures

Flora speaks to residents of the town of Santa Inés del Monte, Oaxaca, at the launch of a public works project.

FLORA GUTIÉRREZ GUTIÉRREZ

Mexico (2011 cohort)
Master's in Criminal Law
Instituto Nacional de Ciencias Penales, Mexico

Originally from a remote indigenous community in the Zapoteca region of Oaxaca, Flora's family struggled with poverty throughout her childhood. Although she helped her parents farm from a young age, had little to eat, and walked far to school, Flora studied diligently. Her interest in women's rights is rooted in her father's encouragement to study hard; he wanted his children—even his daughters—to get an education and have a better life than he did.

Growing up, Flora became more aware of everyday gender inequities affecting indigenous communities, like the fact that women were not allowed at her community's basketball court. By secondary school, she knew she wanted to study law. "I realized since then that some things were not OK," Flora recalled. "But I did not know how to respond to such situations. I was young."

Following her IFP fellowship, Flora returned to Oaxaca and helped establish and lead several indigenous lawyers' networks, from the localized Zapotecas and Chatinas Women Alliance of the South Mountains, to the nationally-oriented Indigenous Female Lawyers Network with members in other Mexican states. Flora offers workshops that teach indigenous women about their electoral and human rights and provides legal consulting, combining gender and indigenous perspectives.

Flora's fellowship reinforced her commitment to indigenous women's rights and prepared her to discuss broader human rights and social justice issues. "Without the scholarship, it would have been harder for her to organize us," said a colleague from Women Weaving Realities, another network that Flora helped establish, which serves as a bridge between the people and the government. "I see her more secured, empowered, and more convincing with certain things." Empowered by the scholarship, Flora has in turn enabled others with a can-do attitude. "She helps a lot," said a woman who has benefitted from Flora's activism. "She is always willing to help. She always said, 'Let's do this.'"

Paulo served for several years as the Ombudsman of Brazil's Federal Office for Indigenous Issues (FUNAI), and during his seven-year tenure, he devoted considerable efforts to participating in forums and meetings on indigenous issues, often welcoming indigenous representatives into the institution's headquarters. "When we got there, there was this great fear that went around over indigenous delegations and representatives occupying the building or damaging it somehow," said a FUNAI colleague of his approach. "Paulo worked on overcoming that and we would often host these delegations and try to mediate with FUNAI staff to allow their demonstrations to happen without the fearful fuss about it."

The promotion of equal educational opportunities for everyone, including minority and indigenous groups, is a key area of impact among alumni working in academia and education. Alumni across all three countries expressed concerns about racist tendencies in their nations' education systems, tendencies that many are actively working to combat. Many Brazilian alumni, for instance, felt they have had to work much harder than non-minorities to earn the credit and respect they deserve at academic institutions because those in powerful positions treated them differently from the start.

Left to Right: Marta Juana López, Gladys Bala, Magaly Arrecis, Elsa Hernández and Dina Mazariegos.

THE WOMEN OF USAC

Eugenia Magaly Arrecis López (2003 cohort)
Master's in Socio-Environmental Economy, Centro Agronómico Tropical de Investigación y Enseñanza, Costa Rica

Gladys Bala Tzay (2005 cohort)
Master's in Rural Development, Universidade Federal do Rio Grande do Sul, Brazil

Elsa Hernández (2007 cohort)
Master's in Social Anthropology, Universidad Iberoamericana, Mexico

Alicia Herrera (2006 cohort)
Doctorate in Education Diversity and Development Batzín, Universidad de Valladolid, Spain

Marta Juana López Batzín (2003 cohort)
Master's in Politics and Public Administration, Instituto Tecnológico y de Estudios Superiores de Occidente, Mexico

Dina Mazariegos Garcia (2007 cohort)
Master's in Social Anthropology, Universidade Federal de Santa Catarina, Brazil

Among several clusters of alumni discovered by researchers to be having a collective impact, one prominent example is a group of indigenous and mestiza alumnae at the Universidad de San Carlos (USAC), most of whom are situated at the university's School of Social Work. The experiences of these women are an excellent example of the nuanced role of the fellowship in the lives of alumni. Although IFP benefitted the women in key ways, boosting their self-confidence and feelings of empowerment, their commitment to social causes are long-standing, and indeed a central reason they were awarded the fellowship in the first place. "They capitalized people who already came with a political process or trajectory, with life commitments regarding social struggles," noted alumna Dina Mazariegos. "This makes it a different scholarship from any other [...]."

Although proud to be the first indigenous women to join the School of Social Work's faculty, some of their USAC experiences demonstrate "how the national, political, and educational system is racist, exclusionary, classist, colonialist, and patriarchal," said Alicia, who recommended some of the alumnae for their positions and was elected professional representative to the university's directive council. They lament that indigenous female researchers are sometimes seen as a threat or dismissed as overly resentful in a research climate with limited interest in indigenous issues.

Fortunately, IFP has given these women the opportunity to equip themselves with new knowledge to develop better activist strategies, a stronger understanding of political and social realities, a greater appreciation for the value of diverse epistemologies, and new methodological and theoretical tools. They believe these gains help advance their social justice advocacy objectives related to migration, youth, women's issues, indigenous peoples, and the environment. For example, they have advocated for the inclusion of indigenous rights in Guatemala's constitution and intellectual property protection for indigenous female weavers. In their USAC teaching roles, they go beyond theories in books to real-life applications, "talking about ourselves from our own voice, and not from [the voice] others who come to study us," said Elsa, who also volunteers as a teacher and with a community research group in her home community.

Afro-Brazilian and indigenous IFP alumni in Brazil have also been engaged in expanding institutional access for students and teachers of racial minorities. They have fought for appropriate application of quotas, positions on admission commissions, and opportunities and funding to promote racial or ethnic-related research, groups, and events. To help improve access to higher education for indigenous Brazilians, many of whom go on to teach in indigenous schools, two Brazilian alumni serve in coordinating and professor positions in a newly created undergraduate program for indigenous teachers to obtain an indigenous teaching license degree. Another alumnus, a tenured professor at the Computer Sciences Department of the Federal University of Bahia, described what this type of academic contribution means to him: "I know I was selected to teach there because I was the only candidate articulating computer sciences and education. From the inside, I understood that when the admission commission is predominantly white, the candidates selected are too. Now I actively participate in these commissions to guarantee opportunities, access, and diversity, and I think I'm doing a good job because I'm making some people uncomfortable."

LAUNCHING NEW ORGANIZATIONS AND INITIATIVES

As some of these examples illustrate, in many cases, alumni have launched new organizations and initiatives to fill a need or advance an area of scholarship or work that had previously received little attention. Indeed, 43% of 2015 survey respondents from Brazil, Guatemala, and Mexico said they had created a new organization or new program within an existing organization after their fellowship, and multiple examples of these organizations and programs emerged from the fieldwork. For example, in addition to teaching at various universities in Guatemala and Mexico, Guatemalan alumnus Domingo Yojcom Rocché, founded the Center of Scientific and Cultural Research in an effort to advance scholarship around Mayan mathematic epistemology and promote its legitimacy. In Brazil, an alumnus founded the Black Institute of Alagoas, which takes a politically-oriented approach to addressing issues of race in the northeastern state of Alagoas.

In Mexico, an alumnus originally from Oaxaca who relocated to Baja California created the Native Languages Academy of Baja California. Initially founded to focus on his native Mixtec language, he expanded it to include speakers of other indigenous languages when he realized the need for such a space. "We combine everyone," he said. "[…] We work with the Purépecha coworkers that live in Rosarito, we work with the Mazahua coworkers, with the Nahuatl coworkers, with the Mixteca coworkers from the different regions, etc."

ORGANIZATIONAL CHALLENGES

Despite the progress many alumni have had affecting change at the organizational level, several have also faced continued discrimination. Most often, alumni described confronting prejudice related to their race, ethnic identity, or gender. This discrimination manifested itself in two main ways, either impeding their ability to find work or, even when they were working, preventing them from advancing the kind of social justice programs and initiatives they had been building up to. A Guatemalan alumna noted that although higher education has allowed her to "participate in academic and/or political discussions that interest me because of my identity and struggle as an indigenous woman," she has still had to contend with prejudice and discrimination: "Many times, I have to justify or clarify that I studied a Ph.D., and deal with the mistrust of other professionals that feel threatened by my work."

Some alumni across the region also reported being stymied in their efforts to effect change by organizations that are excessively bureaucratic, rigid, motivated by corporate interests, or preoccupied with maintaining the status quo. These organizational obstacles, inertia, or reluctance to value social justice causes have been very frustrating for those like Mexican alumna Miriam Gamboa León, who earned her Ph.D. in pharmacology.

Voicing sentiments expressed by alumni across all three countries, Miriam spoke at length about her weariness with an academic system that does not value the kind of community-oriented work she is passionate about. She has developed an interest in traditional medicine and midwifery, interests she said former university colleagues described as a waste of time. And although Miriam has achieved success by many traditional academic standards (publishing in peer-reviewed journals like *PLOS Neglected Tropical Diseases* and *The American Journal of Tropical Medicine and Hygiene*), she has become so frustrated with academia that she is thinking about leaving it altogether so that she can work on translating her research into practice and empowering communities through knowledge. "[...] The system pulls you a lot to do research without asking 'where are we going?'" she said.

COMMUNITY IMPACTS

Because much of the work Latin American alumni do is community-oriented, in many cases, the advances they have made within the organizational sphere of influence have direct impacts at the community level. Latin American alumni are empowering members of the disenfranchised communities from which they hail and raising awareness about social and cultural diversity, political issues, and human rights. They are serving community members by leading university extension programs, participating in local meetings and policy-making, and engaging in direct advocacy. Indeed, 82% of alumni from Brazil, Guatemala, and Mexico who responded to the 2015 survey feel that they have been able to influence positive change in their home community as a result of their IFP fellowship.

It bears mentioning that for the purposes of the tracking study, an alumnus' "home community" is defined as the community the Fellow was associated with at the time of their application to the program. In this way, "community" can refer to a concrete geographic location—such as the village where an alumna was raised—or it can refer to the ethnic group the alumna identifies with. Ultimately, the community in question is defined by the alumni themselves.

EMPOWERING OTHERS

Alumni across all three countries have launched organizations specifically designed to empower disenfranchised groups through education, legal aid, advocacy, and other forms of community outreach. In Mexico and Guatemala, there were notable examples of alumni working in organizations and leading initiatives specifically designed to empower women. A Mexican alumna who studied community psychology and now works for an organization that counsels victims of domestic violence described her work as one that leads women through a "process of empowerment." An aforementioned Mexican alumna, university professor Miriam Gamboa, spoke of the responsibility she felt to motivate students—in her case, nurses—who might feel disenfranchised, and convince them they were capable of achieving more. "Nurses are not an empowered group," she said, "So I think that my role as a researcher is to show this group of professionals that research and graduate education can be a professional path for them."

Alumni are also empowering their communities by serving as public officials, engaging with policy-makers, and advocating for policies and laws that address injustices, protect vulnerable communities, and celebrate cultural diversity. For example, in Guatemala, an alumna helped to spearhead an initiative that steered 20% of public funds intended for infrastructure in a local indigenous community toward "more substantial and strategic projects like gender policies." "One of my biggest interests was to rethink political and social policy," she said of her motivation for these efforts.

One Guatemalan alumna noted that empowering members of communities goes hand-in-hand with the empowerment of alumni themselves. "It is not possible for others to devalue us anymore, to ignore us or make us invisible," she said. "I am able to support the training and empowerment of cooperative women so [that] they can identify the situations that we sometimes […] let pass."

Because alumni are minorities themselves, their very presence in spaces that have typically lacked representation from minority groups can also serve as a powerful example to members of these communities as well as those traditionally in power. A colleague of Mabel de Assis, the Afro-Brazilian alumna who works for the Guarulhos government, emphasized the importance of Mabel's presence among the lighter-skinned majority at community events, in particular, a public hearing to discuss racial quotas. "It was very empowering to see a black woman speak with propriety about the experience of Afro-Brazilians while mostly white men listened," she said.

PROMOTING EDUCATIONAL OPPORTUNITY

A key way alumni are affecting their communities is by promoting academic opportunities at all levels of education. A notable example from Brazil of ways alumni are providing educational opportunities to communities is that of the University for International Integration of Afro-Brazilian Lusophony (Unilab), in the Northeastern state of Ceará, which boasts six IFP alumni in its faculty. Founded 10 years ago, Unilab is a unique university that focuses on a curriculum grounded in South-South cooperation between Brazil and six other Portuguese-speaking countries, particularly those in Africa. IFP alumna Cristiane Santos Souza launched the Nyemba Study Group, which focuses on topics related to Afro-Brazilian memory, culture, and heritage and has resulted in community extension programs involving residents of local *quilombos*, traditional settlements formed by escaped slaves and their descendants. One quilombo resident who has participated in the study group, a 60-year old community leader, remarked on the ways her involvement had affected her. "All my life, my biggest dream was to go to college," she said. "[…] I'm old now, I never thought I would be able to, especially at my age," she said.

The Nyemba Study Group is not the only program alumni in Brazil have launched to serve members of quilombos. An alumnus in a midsized town of the state of Bahia founded and teaches the *Vestibular Quilombola*, which prepares high school students from *quilombos* for Brazil's university admissions exam. The program has successfully helped more than 100 students from these communities to access higher education.

In addition to formal education projects often carried out by organizations alumni have founded or advanced, many alumni are carrying out community work of a more informal nature or volunteering their time in their communities of origin. Indeed, 60% of 2015 survey respondents said they were engaged in volunteer work in 2015. In Guatemala, some alumni described commuting for several hours on the weekend to their home communities to offer mentorship, especially "guidance and support in professional and moral aspects to different groups of women, young people, artists, and former students." Aforementioned Guatemalan alumnus Domingo Yojcom Rocché spent time tutoring two first-grade teachers who had participated in a math training workshop implemented by the organization he founded, the Center of Scientific and Cultural Research (CICC).

Paulo celebrates Dia do Índio ("Indigenous Day") with a Kipaéxoti dancer in Aquidauana, Mato Grosso do Sul.

PAULO BALTAZAR

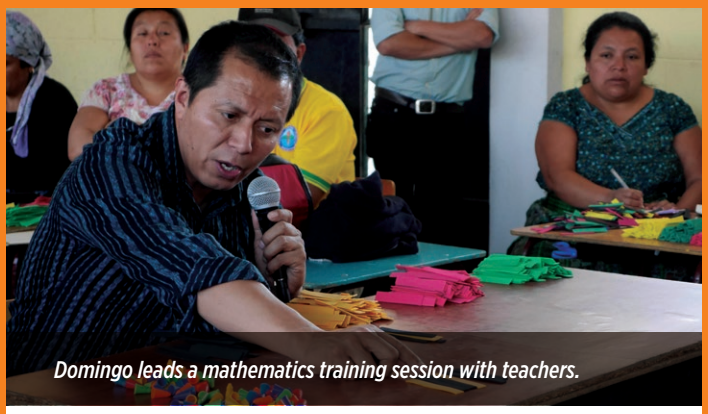
Brazil (2007 cohort)
Master's in Sociology
Pontifícia Universidade Catholica de São Paulo, Brazil

As a member of the Terena tribe, Paulo's childhood in Brazil's immense Pantanal wetlands could not have been more different from the modern city of São Paulo where he did his IFP fellowship. He embraced the opportunity, however, recognizing that in order to help his people he would need to become adept at navigating other contexts. "[IFP] taught us to live and succeed in another world, the non-indigenous and urban world in the country's economic capital," he said.

Paulo has been involved with several initiatives since IFP in addition to teaching at the Federal University of Mato Grosso do Sul. He and a fellow IFP alumna founded the Terena Institute for Intercultural Education, whose work to map indigenous lands has helped local tribes peacefully repossess ancestral territories and defend them from private encroachment and deforestation. These kinds of efforts are a critical aspect of cultural preservation. "Without our traditional land, we cannot maintain [our ways and traditions]," said a Terena community member. "We are being stripped of our eating habits, to our ancestors' graves, our water sources and sacred places."

Since IFP, Paulo has also become a liaison between indigenous and non-indigenous communities, fostering dialogue and cooperation to enact change. For example, he leveraged his network of local leaders, colleagues, and other experts to analyze the results of the mapping effort. "Since he came back, he's shown he can do more now that he has recognition," said a former tribal chief. "[He's] learned to promote projects with outside organizations that give us support that we don't have from the government."

Paulo's travels from his tribal home to a bustling metropolis and back again are a testament not only to the commitment IFP alumni have to their home communities, but the ways they leverage their fellowships to help them. Paulo recognized that São Paulo represented "another world" that he needed to access in order to return with the knowledge and skills "fundamental for our adequate qualification as both academics and indigenous leaders."



Domingo leads a mathematics training session with teachers.

DOMINGO YOJCOM ROCCHÉ

Guatemala (2009 cohort)
Doctorate in Educational Mathematics
Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional, Mexico

Domingo's inspiration for pursuing a career in Mayan mathematic epistemology occurred when he heard a 2003 conference speaker say Mayans had knowledge but lacked science. "I thought, 'If people think that way, then we have to do things on our own, from our communities, from our perspectives,'" Domingo recalled. "As a Mayan Tz'utujil, I realized that our culture has always been undervalued, so we have to show what we have."

IFP improved his credibility and self-esteem, augmented his leadership skills, and increased his global knowledge through interactions with international peers. It also strengthened his resolve to start the Center of Scientific and Cultural Research (CICC) in his home community to spread access to learning and show positive change can start anywhere.

CICC has researched Mayan mathematic epistemology, published bilingual teaching materials, and signed a 20-year agreement with the Ministry of Education to train and supervise the municipality's elementary teachers. To compensate for overreliance of memory-based learning, CICC promotes students' critical thinking, synthesis, and argumentative writing skills. Having tapped two IFP alumni to fill important CICC positions, they are together pushing to help redesign local math and environmental science curricula, emphasizing ancestral non-Western knowledge. "It is the children who are now recovering and maintaining the cultural identity and the original knowledge in the community," said local teacher Catherine Roxche.

Domingo believes recognizing cultural diversity exposes social injustices, so he encourages diversity of thought and epistemological relativism. IFP exposed him to diverse authors and theories that strengthened this appreciation for diversity. "If we talk about cultural diversity, it means that there is not only one way of multiplying," Domingo explains. "I can research how Egyptians did it, how Indians do it, how Mayans do it[...]. There are many ways of teaching a subject, and I tell my students if they find another way, to also share it with me because I want to learn." Domingo's commitment to social justice work that celebrates cultural diversity is a hallmark of IFP alumni throughout the world.

DEMONSTRATING COMMUNITY LEADERSHIP

It is clear from the fieldwork that many alumni are serving as leaders within their communities and networks, supporting and motivating others. Flora Gutiérrez Gutiérrez, an aforementioned Zapotec woman and human rights activist, exemplifies the ways in which many alumni are serving as leaders. Since completing her Master's in Criminal Law in Mexico City, she returned to her home state of Oaxaca and has either founded or become involved with no less than four networks of indigenous lawyers that provide legal services and consultation. The *Red de Abogadas Indígenas* ("Indigenous Female Lawyers Network") is key among them and has expanded to include members in other Mexican states. "She has worked to open routes to other people like we are doing from our own trenches [...]," said Flora's colleague from another indigenous women's network. "Her social project is growing and becoming a reference in the region and in the state."

A specific aspect of community leadership that alumni provide is serving as role models. 74% of 2015 survey respondents said they felt they are role models for members of their home communities, and 66% said others in their home communities look to them when advocating for social justice. In many cases, the individuals that look to IFP alumni as role models are members of their own families. "I was the first in my family to access higher education," said a Brazilian alumna. "Now I have nieces, nephews, and cousins who call me up to help them through the process."

NEGOTIATING PRIVILEGE AND IDENTITY

"In my community, I am simply me, and no one knows I went to study abroad and I have never introduced myself with a title."

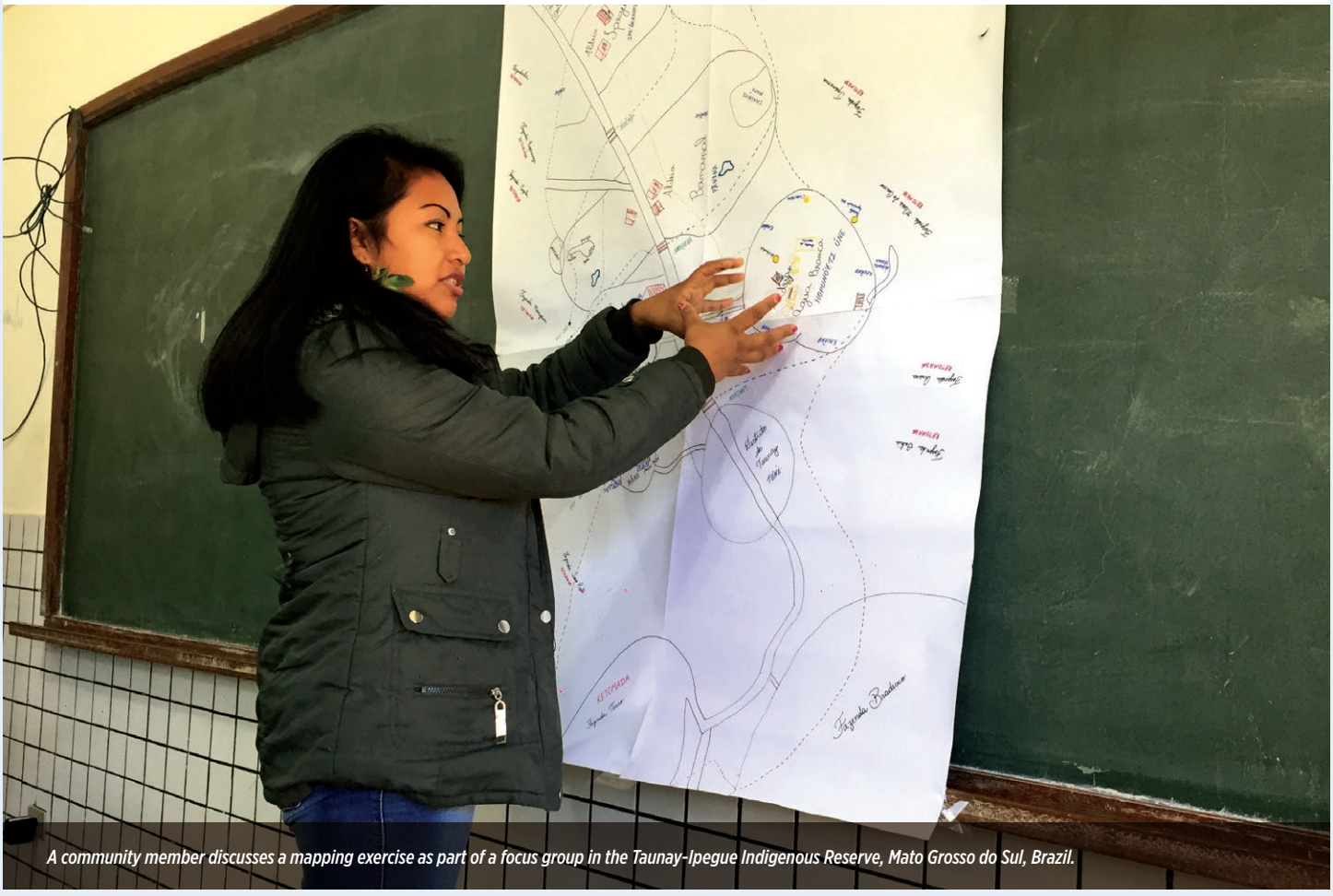
–GUATEMALAN ALUMNA

As this quote illustrates, an interesting theme to emerge from the Latin American fieldwork is the fact that many indigenous alumni from Guatemala and Mexico have not advertised the fact that they have received the fellowship or pursued graduate training. There were many instances of colleagues and community members who had no knowledge that alumni had received the IFP fellowship, obtained a graduate degree, or even studied overseas.

The reasons that indigenous alumni choose to downplay their graduate degrees are complex and speak to the challenges they face as a result of their "dual citizenship" in the tight-knit communities they are from and the more rarified circles they gained membership into through the IFP fellowship. A central factor seems to be the fact that, in the view of some indigenous alumni, higher education has sometimes been used as a tool for oppressing vulnerable communities and privileging non-indigenous knowledge and language. As a result (and as noted in the previous section), members of indigenous communities might view those who have received graduate training with caution or even suspicion. Obtaining a graduate degree—and especially one pursued overseas with the support of a U.S. foundation—can register as a sort of betrayal of one's indigenous roots.

Given the potential for their IFP-sponsored credentials to be a source of division, it is not surprising that indigenous alumni would actively downplay them, particularly if alumni see the credentials as an impediment to their ultimate social justice goals. Many indigenous alumni are also particularly motivated by the fact that their communities (and service to their communities) are of paramount importance. A Mexican alumnus from Oaxaca, for example, chose to omit information about his graduate degree in official community documents after his mother reminded him of where his priorities should lie. "This may mean something for you and the parents of the school where you teach," she said, "but if this document does not help you to serve your community, then [it] is worthless."

A Guatemalan alumna expressed a similar view, cautioning that the knowledge acquired through a fellowship like IFP "cannot be used to become superior. […] you cannot let yourself […] get separated or distanced from your communities." For IFP alumni to distinguish themselves or highlight their individual achievements would go against the collectivist and social justice ethos of their communities.



A community member discusses a mapping exercise as part of a focus group in the Taunay-Ipegue Indigenous Reserve, Mato Grosso do Sul, Brazil.

SOCIETAL IMPACTS

Although the IFP fellowship often sought to empower individuals who were working at local levels, the impacts of the fellowship have occasionally manifested at the national, regional, and international levels in various ways. Many alumni have left their marks in academia and education in particular, working in university and government spheres to promote equal access and opportunities for marginalized students. Others have an impact through influential positions in national and international organizations and on national government councils and commissions. Taken together, it is clear that many alumni are having ripple effects that go beyond the community level.

PROMOTING SOCIAL JUSTICE THROUGH EDUCATION

In line with the fact that 71% of 2015 survey respondents from Brazil, Guatemala, and Mexico are working as professors, teachers, and researchers, one of the most common spaces where Latin American alumni have advanced social justice is in academia and education. In many cases, alumni have been directly involved in developing curricula across multiple subjects that are more inclusive of minority and indigenous students. In Guatemala, Domingo Yojcom Rocché has collaborated with the Ministry of Education to ensure that education at the elementary and middle school levels is culturally sensitive. Another Guatemalan alumnus has helped reform art curricula at the secondary and higher education levels and teacher training at the elementary level while ensuring art receives more emphasis alongside traditionally dominant subjects like math. A Mexican alumnus has helped develop an alternative education model for bilingual students based on learning cards, which has been implemented in the states of Oaxaca and Chiapas, both of which have particularly high proportions of indigenous residents.[25]

Another societal impact by alumni in academia and education is in published research, such as a Guatemalan alumna's research on xenophobia, racism, and territory issues for the Latin American Council of Social Sciences, an international non-governmental organization (NGO) promoting academic research to address social, educational, cultural, and environmental challenges. In Mexico, a few indigenous alumni are members of the nationally renowned, peer-reviewed National System of Researchers, consisting of the most exemplary researchers in the country. Also

"[...] I think he realized that it was really very necessary to bring together so many people who share the same idea, and I think that in that we could see up front the commitment he has to share and teach, and also learn from other people, so everything we saw he does out of love to his language, his culture [...]."

– COLLEAGUE OF A MEXICAN ALUMNUS

in Mexico, a male alumnus has published two books on political pluralism. In some instances, published research has resonated among experts throughout the country, as is the case with a methodological paper on academic issues of the plastic arts by a Brazilian alumna.

Raising Awareness

In each country, alumni in all fields have worked to bring attention to social justice issues through published materials and direct advocacy. These efforts are contributing to larger discussions that can potentially increase public awareness of minority contributions to society, the existence of social injustices, and ideas for rectifying past injustices and preventing future ones. There have been notable examples of published works in Brazil, where one alumnus has published a popular encyclopedia-style book on science contributions from black men and women. In addition to being referenced by other IFP alumni, the book has gained increasing popularity and recognition on social media. Brazilian alumni in higher education have also published theses and dissertations exploring and arguing in favor of racial and social quotas that ensure university access and

[25] Aguilera, R. (2016, August 10). On the Margins: Why Mexico's Southern States Have Fallen Behind. Retrieved July 26, 2017, from http://www.huffingtonpost.com/rodrigo-aguilera/on-the-margins-why-mexico_b_7967874.html

Mexican Fellow and native Náhuatl speaker Sixto Martínez Cruz works to protect school children from bullying. He received a Master's in Diversity & Change in Education Policies from the Universitat de Barcelona in Spain.

financial support for marginalized students, a testament to IFP's place within the broader space of Brazilian affirmative action policy.

Other awareness-raising contributions have been more action-oriented. These contributions range from regional and national media interviews about the importance of indigenous education and language revitalization (by an alumna who became the first Brazilian indigenous person to earn a doctorate) to advocating for a migratory code protecting the rights of deported-then-returned migrants, in the case of a Guatemalan alumna. An alumna in Mexico is fighting for wider indigenous access to translators and translated books in indigenous languages.

Some alumni have used music and dance to raise awareness, such as the alumnus who is president of Olodum, an internationally acclaimed NGO that advocates on behalf of marginalized populations, builds Afro-Brazilian pride, and performs traditional dance and music throughout the world. Legal battles have also drawn attention to social injustices, as in the case of a Mexican alumnus who helped represent an indigenous community against two international companies for allegedly stealing a traditional design.

Influencing Policy

Alumni in every country have used the skills, knowledge, and perspectives they attained through their fellowships to influence public policy on social justice issues through advocacy, seats on policy-making commissions, public office, legal action, and more. In Mexico, there were many examples of alumni leveraging their connections and positions to influence policies on indigenous rights. For example, two female IFP alumnae have debated publicly with the highest electoral authorities of Mexico regarding their attempt to modify the electoral organization in states like Oaxaca, which affects the traditional indigenous organization of elections. One of these two alumnae is currently suing the Mexican State over the matter and for allegedly pretending to organize a popular consultation among indigenous populations that was actually not legitimate.

One alumnus, who received his master's degree in law, advised members of Mexico's Congress who were influencing a constitutional revision pertaining to indigenous rights. That same alumnus also sued a state university and state government to ensure indigenous graduate and undergraduate students could receive

scholarships, leading to the creation of a scholarship program for approximately 200 indigenous students. Another alumnus served as the main speaker before the Mexican Senate to defend the existence of indigenous radio stations. Other alumni have also led defenses against perceived injustices, such as attorney Flora Gutiérrez Gutiérrez, the aforementioned Zapotec woman and human rights activist, who even served as a substitute congresswoman.

In Brazil, alumni have been very active in promoting educational reform. In the case of two indigenous alumni, this manifested itself in their membership on Brazil's National Commission for Indigenous Education. Those two alumni include a former chief of the Ligeiro tribe representing the Kaingang people and other peoples from the South region as well as a member of the Mehinaku indigenous group who leads the High Xingu Land Association and was recently elected as a city councilor in his hometown in the state of Mato Grosso. The National Commission structures indigenous education in cultural and linguistic territories to make appropriate policies that account for ethnic diversity and provides a permanent scholarship for indigenous students admitted to higher education programs. A third Brazilian alumnus, a member of the Baniwa indigenous group who obtained his master's degree in social anthropology through IFP, has occupied the position of coordinator for indigenous education in the Ministry of Education, where he is responsible for organizing and systemizing the results of the National Commission for Indigenous Education. Other Brazilian alumni consultants or project coordinators for UNICEF, UNESCO, and other agencies, who work through or with the Brazilian government, have assisted with policy evaluations of the legal obligation to teach Afro-Brazilian and indigenous content in basic education.

Brazil wasn't the only country where alumni made strides in education reform. An alumna at Mexico's Institute of Educational Evaluation played a key role in her state's implementation of Mexico's 2013 education reforms. Those reforms curtailed corruption in the way the government and the teachers' union distributed teaching positions and improved teacher and school evaluations.[26]

Considering 83% of the more than 200,000 people killed in Guatemala's civil war belonged to Mayan indigenous groups, it is especially meaningful that some IFP alumni there have contributed to educational materials and reform following the 1996 peace accords. Others have served as cultural and gender experts in judicial cases related to the war's aftermath.[27] In Brazil, which has its own tragic history of violence during its period of military dictatorship, an alumnus has worked to identify grave sites and remains for Brazil's National Truth Commission.

Another social issue with tremendous relevance to Guatemala's indigenous community is climate change, where one alumnus is at the forefront of policy formation. Guatemala's susceptibility to frequent natural disasters makes it one of the top 10 countries affected by climate change, according to Germanwatch's Global Climate Risk Index.[28] Indigenous communities in Guatemala are considered to be among the most affected, facing heightened vulnerability as a result of poor housing conditions, malnutrition, and high unemployment.[29] Following a 2013 climate change law that established the National Council of Climate Change, this Fellow has served as a member on the Council to help develop a national climate change adaptation and mitigation plan.[30]

Some alumni found it easier to influence policy because the knowledge and skills they obtained through IFP helped them advance professionally to positions of greater impact. A non-indigenous Guatemala alumnus, for example, described his advancement after receiving his Master's in International Economics and Finance. While his current role as a USAID Agriculture Project Management Specialist is "[…] Similar to what I did before," he noted that "[…] Previously, I was more of a fieldwork technician and now I'm in a position where I can influence decisions on where to channel support and resources."

Global Impacts

In a small number of cases, alumni in Brazil, Guatemala, and Mexico have had impacts that go beyond state and national levels, with the potential for regional and even global effects. An aforementioned Mexican alumna, Miriam Gamboa, is working on the national patent of a new treatment for

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[26] Canedo, A. Georgetown Public Policy Review. (2016). *Mexico's Education Reform: What Went Wrong?* Retrieved from http://gppreview.com/2016/03/10/mexicos-education-reform-what-went-wrong/. The educational reform does not have a social consensus given its forms and propositions. Several alumni who work in education spoke very critically about the current Mexican educational reform.

[27] Miller, T. PBS Newshour. (2011). *Timeline: Guatemala's Brutal Civil War.* NewsHour Productions LLC. Retrieved from http://www.pbs.org/newshour/updates/latin_america-jan-june11-timeline_03-07/

[28] Bevan, A. The Tico Times News. (2013). *Guatemala: Adapting to Climate Change.* Retrieved from http://www.ticotimes.net/2013/08/13/guatemala-adapting-to-climate-change

[29] United Nations Development Programme. (2017). *Climate Change Adaptation: Guatemala.* Retrieved from http://www.adaptation-undp.org/explore/guatemala

[30] The London School of Economics and Political Science. (2013). *Framework Law to Regulate Reduction of Vulnerability, Mandatory Adaptation to the Effects of Climate Change, and the Mitigation of Greenhouse Gas Effects (Decree of the Congress 7-2013).* Retrieved from http://www.lse.ac.uk/GranthamInstitute/law/framework-law-to-regulate-reduction-of-vulnerability-mandatory-adaptation-to-the-effects-of-climate-change-and-the-mitigation-of-greenhouse-gas-effects-decree-of-the-congress-7-2013/

injuries resulting from Leishmaniasis disease, which affects many of the most vulnerable communities in Latin America and the Caribbean. Rodrigo Pérez Ramírez, a Mexican alumnus who left his work with a private energy company to reinvent himself as a cyber activist and was mentioned previously for his organizational impact, is helping translate open educational software into marginalized languages. Driven by his strengthened commitment to social justice and greater self-awareness of his indigenous identity, which he attributes to his IFP experience, this alumnus has worked directly with international tech companies like Mozilla and Wikipedia and has created a network of likeminded collaborators across Mexico, Peru, and Colombia. "Rodrigo is a leader, he is the person that motivates you by saying things such as: 'Hey, why we do not get together to work?' […] His work is pioneering in many ways with an important international impact," stated a colleague who works as a Mozilla representative in Colombia. "Currently, we are consolidating a group of people [who] have a lot of experience in the digital activism area."

Also, a number of alumni are working for international organizations, although not all necessarily have international influence. Rodrigo Pérez Ramírez has also worked to advance women's rights with UN Women, while two fellow Mexican alumni have worked at USAID, one as a consultant helping combat violence against women and another in renewable energy projects. Another Mexican alumnus who obtained his master's degree in management and conservation of tropical forest and biodiversity in Costa Rica works for an international consortium on sustainable development and defense of indigenous territories. A Brazilian alumnus works as an international representative for Brazil at the World Wildlife Fund (WWF) on issues of environmental economics. As part of his work with WWF, he has also negotiated with the German government to fund indigenous investment in education, professional training, materials, and equipment for sustainable environmental management, in addition to helping convene governments from Amazonian states to collaborate and discuss policies for their shared social-environmental issues.

NETWORKS

Non-IFP Networks

Alumni from across the region said the loss of networks they had before they left for their IFP study experience played a role in their employment challenges. Although about half of Latin American alumni who responded to the 2015 survey said they had no problems reconnecting to old relationships, 15% said reconnecting was a challenge. It seems that in Latin America particularly—and especially in more conservative fields like academia—contacts and networks are key, and

Alumna Ramona Pérez Romero works to encourage political engagement among youth in Guatemala's Western Highlands. Ramona received a Master's in Women's Studies from the Universidad Nacional de Costa Rica.

"I became more consistent on the use of Mayan language as a symbol of power. Nobody is going to do it for us unless we do it for ourselves. My priority became in giving value to the Mayan languages.

–GUATEMALAN ALUMNUS

many alumni simply lost touch with colleagues and saw their professional relationships wither. In Guatemala, the legacy of the civil war has made it particularly difficult to form and maintain networks. "Coming back was frustrating and continues to be frustrating," said a Guatemalan alumnus. "[…] it is hard to start again, from zero. It has been challenging to figure out how to make the connections to work in the country." Even in Brazil, where 86% of fellows remained in-country, the loss of prior networks was cited as a challenge.

Networks have been especially crucial for alumni in job environments where postgraduate degrees mattered less than political connections or carried little weight because of perceptions they were not applicable to professional settings. Many Guatemalan alumni, for example, reported having a wider group of professional contacts because of what they've learned about other countries and people from studying abroad. Some Guatemalan alumni reported that the gains from their IFP experience made it easier for them to participate in Latin America–wide collaborative academic and political networks, with various social focuses like immigrants (Latin American Network of Immigrants), racism (Latin American Network Against Racism), indigenous issues (Academic Studies of Indigenous Peoples Group), women's issues, and more. This participation allows alumni to establish new contacts across borders with others who share passions similar to their own. Indeed, the 2015 Global Alumni Survey found that 59% of alumni networked globally with public officials to advocate for social justice.

IFP Networks and Connections

The Latin American fieldwork suggests that formal IFP alumni associations have struggled to coalesce and sustain themselves since the program's conclusion in 2013, confirming difficulties cited by program staff while the program was still active. Although both Brazil and Mexico have formal IFP alumni associations, their activity appears to be sporadic and limited to a small group of alumni. For example, Brazil's Association of Brazilian Researchers to Promote Social Justice (ABRAPPS) has few active members, and has held only two meetings in eight years (one of which took place during the Latin America fieldwork).

In Mexico, no alumni spoke of activities involving the Interdisciplinary Network of Researchers of the Indigenous Peoples of Mexico (Red IINPIM), although former program staff noted that regional meetings had taken place in 2016. In Guatemala, despite alumni interest and encouragement from CIRMA, the international partner organization, no formal alumni association has ever been launched.

Various explanations for the lack of cohesion and sustainability of associations were cited by alumni and former IFP staff. In Mexico and Brazil, for example, some alumni felt that IFP and the international partner organizations could have provided more support. Brazilian alumni wished that IFP had provided more assistance for alumni networking, helping to establish a platform through which alumni could contact one another, for example. Mexican alumni also said more lasting support from CIESAS and IFP would be necessary to spur further development of the alumni association.

Across all three countries, geographic and logistical barriers like long distances and outdated contact information were also cited as obstacles. Moreover, as busy professionals with families and other commitments to attend to, many alumni simply find it difficult to carve out time for alumni association activities. Beyond these simple realities, however, deeper divisions of a more personal nature also appear to have played a role. In both Brazil and Guatemala, some alumni expressed the belief that prejudices and ethnic differences among alumni had hindered the development of a strong network. Guatemalan alumni also alluded to the legacy of the civil war as a potential obstacle to establishing alumni networks. "When privileges prevail among the members of a group, we cannot create networks," said one Guatemalan alumna.

Ideological and political differences between Brazilian and Mexican alumni also appear to have been a source of division. For example, some Brazilian alumni agree to work with governmental agencies, while others refuse on ideological and political grounds. In Mexico, even when alumni agree about the problems that need to be addressed, political affiliations and conflicting opinions about the best approach to take have inhibited collaboration.

Despite the absence of strong formal alumni associations, some alumni in these three countries have reported establishing informal contacts with alumni in their home countries and other countries to varying degrees and for various purposes. For example, informal networks were observed among alumni with academic careers in the state of Bahia, in the Northeastern region of Brazil. Brazilian alumni also reported having developed and maintained friendships with alumni from other nationalities during their programs. In some cases, they have engaged in professional collaborations, mostly through academic events, the joint production of articles, and research.

In Guatemala, some alumni maintain connections to support one another against academic and institutional racism, sometimes simply by recommending one another for positions. "I recommended two alumni for the school of social work. […] If you are not in those decision-making positions, even if the project is well presented, they do not include Mayans," said one Guatemalan alumna. This may also explain why indigenous alumni appeared to be more likely to collaborate than other alumni in Guatemala.

The existence of lasting friendships and familiarity with one another's professional lives was evidenced in the willingness of some alumni to provide information about other alumni interviewed for the Latin American fieldwork. One Mexican alumna was willing to speak on the record to researchers about the successes of a fellow alumnus even though she refused to be interviewed about herself for political reasons.

There is certainly room for developing stronger networks, even at the informal level. For example, although the Mexican community of Santa María Tlahuitoltepec is home to eight IFP alumni, they do not collaborate as a group or coalesce around a shared IFP identity. Despite their geographical proximity and common origins, their impacts have generally been individual rather than collective. The reasons for this lack of collaboration are unclear. This example notwithstanding, whether it is to maintain friendships or collaborate professionally because of shared interests or solidarity, informal networks remain the dominant manner in which alumni interact and actively collaborate on projects in each country and across countries.

Miriam celebrates Science and Technology Week with schoolchildren in San Luis Potosí, Mexico.

MIRIAM GAMBOA LEÓN

Mexico (2002 cohort)
Doctorate in Pharmacology
Universidad de Guadalajara, Mexico

Growing up in Yucatán, Miriam saw firsthand the need for equal access to education within vulnerable communities. Her father came from a poor family and was forced to abandon school at a young age so that he could work, whereas her aunts married young and "had a very bad time." As a result, Miriam's father pushed his daughters to be independent and excel in school.

Since completing her IFP fellowship, Miriam has set out to use her evidence-based scientific knowledge to educate communities about Chagas disease, which frequently affects rural, marginalized populations. For example, she has organized workshops educating 500 school children in Timucuy, Yucatán about the insect that causes the disease, offering tips for prevention. "If Miriam had not arrived, they would practically be stinging us already," said a community official of her impact. "We could already be having too many bugs, and we would not even know about the disease." And although Miriam's academic colleagues have not supported her community-oriented work, she has persisted because efforts like the Timucuy project have given her "so much satisfaction, more than other international projects that I have done before."

In San Luis Potosí, Miriam has continued her workshops and extended her community work to include lessons with children to disseminate indigenous knowledge of herbs and chemistry. After realizing the San Luis Potosí academic system has rendered some students ashamed of their indigeneity, Miriam has also taken to teaching them about their language and culture.

Miriam worries that the next generation won't have access to opportunities like IFP. So, whether researching disease treatments that complement rather than steal indigenous knowledge or supporting the career development of community nurses, Miriam helps others to be successful while embracing their indigeneity. Like many alumni, she wants to change the fact that her country's academic systems are not always inclusive of all ethnicities and socio-economic groups. "I want to empower the communities more, who are going to lose their traditional knowledge," she says.

HIGHER EDUCATION AND SOCIAL JUSTICE

The IFP fellowship's ultimate aim was to serve as a social justice program that would function through higher education. Given this objective, this section looks at reflections from alumni and other stakeholders on social justice and its relationship with higher education.

ALUMNI CONCEPTIONS OF SOCIAL JUSTICE

Alumni conceptions of social justice varied, although they often converged on similar themes. For some alumni, social justice was tied to access and equality of opportunity, be it to education, the labor market, or healthcare. For other alumni, social justice was closely linked to strongly held convictions about human rights. In the words of one Guatemalan alumnus, social justice is "equal to human rights, without limitations, and without discrimination." For many Afro-descendent and indigenous alumni from Brazil, as well as indigenous alumni from Guatemala, reflections on the meaning of social justice quickly turned to passionate discussions of the ways their countries lacked social justice and the associated feelings of frustration: "In order to talk about social justice, we have to also talk about the consequences of social injustice," said one Guatemalan alumnus.

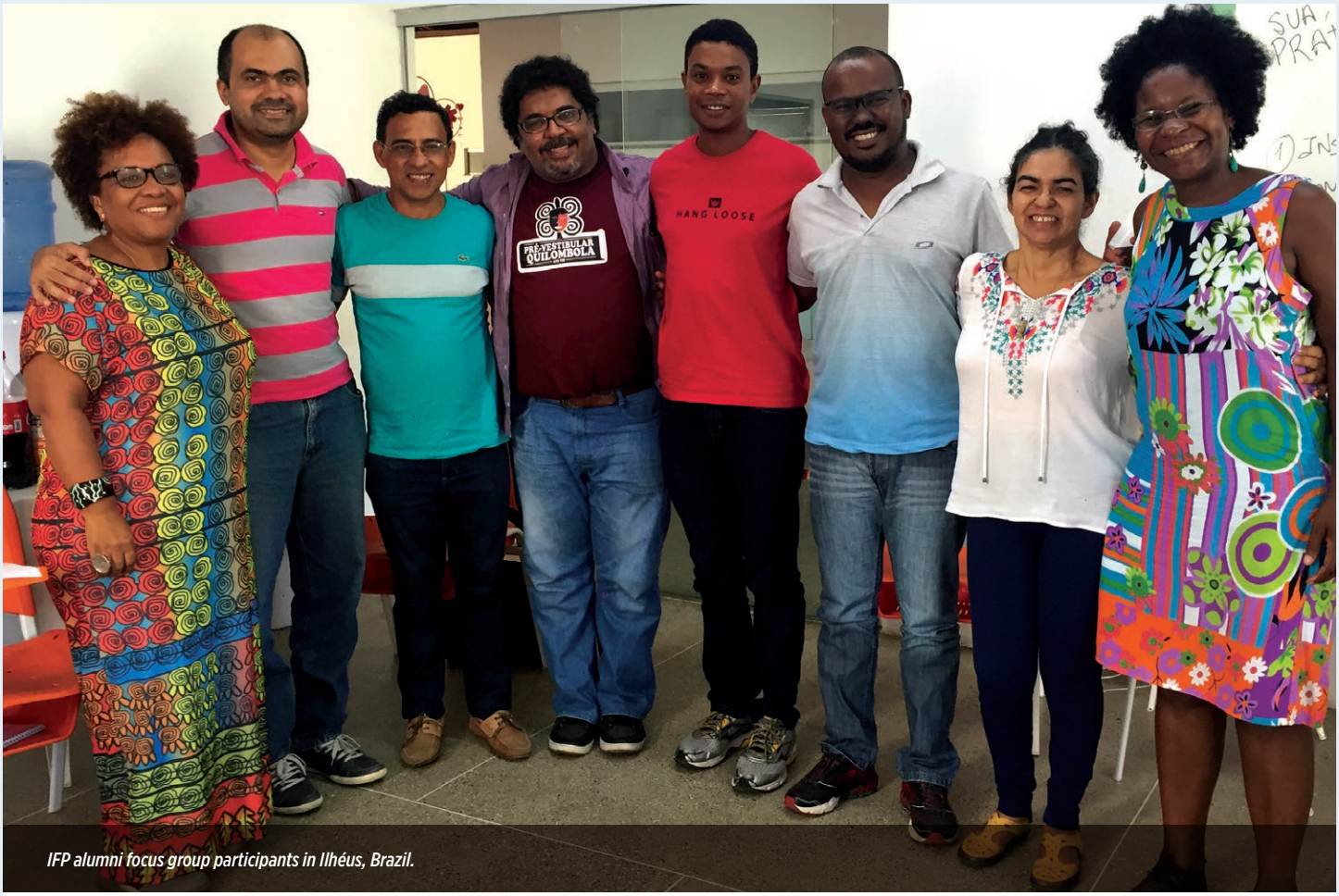
Reflecting on the meaning of social justice also led alumni to reflect on their responsibility to "give back," as discussed in the Individual Impacts section. For many alumni, a key aspect of social justice is one's responsibility to continue their work for social causes, even if it means sacrificing an easier and more prosperous life for themselves away from their home communities. "Having lived in the South region after leaving my hometown in the Northeast, people were shocked when I decided to come to the North and assume my professor position here," said a Brazilian alumna who left southern Brazil to take a position at the Federal University of Pará. "They don't see it like I do. [...] I deal with vulnerable students here every day and I need by academic trajectory to be multiplier of positive results. [...] That's why it was so easy for me to come to 'middle of nowhere,' as some say, because there's so much more I can do here than in the South."

This ability to give back, as noted earlier, was strengthened by the graduate training and programmatic components of IFP. Alumni were selected because they had the "seed" of a social justice agenda, in the words of a Mexican alumna, and the fellowship "enhanced" their commitment to social causes. "Education empowers me to continue doing what I was already doing or [do] things better," said another Mexican alumna. "I think that my ideas about social justice were not new, but they were reinforced."

LINKING HIGHER EDUCATION TO SOCIAL JUSTICE

To some extent, the relationship between IFP, higher education, and social justice that has been evident throughout our study remained true in the Latin American fieldwork. The fellowship was a singular opportunity for alumni in all three countries to advance their careers and their work in ways that would have otherwise been unlikely. Graduate education provided alumni who had spent much of their lives feeling powerless and discriminated against with knowledge and a kind of power to protect themselves and others like them. "The more informed you are, the less exploitation you allow and the less corruption," said one Mexican alumna. "I think this is the role of education, to remove the borders of the mind and to allow the access to knowledge."

However, other IFP alumni's reflections on the relationship between higher education and social justice sometimes stand in stark contrast to the sentiments that emerged from the IFP fieldwork in Asia and appear to at least partially reflect the home-country contextual challenges many Latin American alumni have faced. The popular and often prevailing notion is that higher education is a vehicle for social justice, but for some alumni in Latin America, this is not always the case. Rather, their experiences and comments sometimes suggest the opposite, highlighting the potential for higher education to perpetuate the inequitable status quo. They point to an academy that is sometimes rigid and discriminatory and gives privileges to certain types of knowledge (Western and neoliberal) over alternative



IFP alumni focus group participants in Ilhéus, Brazil.

schools of thought. For example, an indigenous Guatemalan alumna who is a university professor spoke passionately of the marginalization she continued to feel at her institution: "They disqualify me, devalue me, and destroy my dignity as a professional and an indigenous person. [The university] might be 300 years old but [is] still colonialist and elitist."

Guatemalan alumna Ursula Roldán and her colleagues at the research center she directs wrestle with the ways in which academics are caught between a desire to do action-oriented research that promotes social change and pressures to carry out more easily-funded research. Ursula's colleagues noted that given their different research expectations, they and like-minded academics have to consider working on social issues beyond the confines of the university, "[…] at least to accompany processes of social change even if the university does not make change happen," as one colleague said. Amid these struggles and uncertainties, alumni like Ursula have found ways to advance their social justice efforts, in part because of their increased capacity to navigate the complex and competing demands. "She has influence," Ursula's colleague said of her. "We do not know the dynamics of the discussion taking place at the top of management, but she has a way of influencing and strengthening what is being published."

Ultimately, alumni still seem convinced that education is a key vehicle for social justice, even if achieving progress also requires traction on other fronts. "What has kept the injustices against the indigenous peoples is the lack of educational and professional opportunities," said Paulo Celso, the indigenous Pankararú lawyer from Brazil. "That's why the IFP carries such a strong significance for me. It's important both in a personal perspective and as an example of the opportunities, public policies, and affirmative action that we need and defend to promote social justice."

STUDY REFLECTIONS AND LESSONS LEARNED

IIE is committed to learning from the results of the IFP Alumni Tracking Study, particularly how large-scale, longitudinal studies are implemented and how our findings can inform international fellowships and scholarship programs more generally. The Ford Foundation has supported IIE's research efforts to share our experiences and inform key stakeholders of our learnings throughout the study period. This approach allows us to reflect and consider the evaluation design as the study progresses. It also provides an opportunity for IIE to contribute to a body of research about longitudinal tracking studies in higher education, which are still fairly rare in international evaluations.

WHAT ARE WE LEARNING ABOUT ALUMNI TRACKING STUDIES?

- **Our findings in Latin America have shown the importance that context plays in analyzing the outcomes and impacts of a higher education fellowship program focused on social justice.** When we administered the IFP Global Alumni Survey in 2015, we identified outcomes based on themes that were crosscutting, albeit limiting and generalized to some degree. In 2016, our fieldwork in Asia revealed interesting nuances, yet most of the findings supported the main themes from the survey. In Latin America, however, our findings from the qualitative fieldwork reveal new themes and issues that had not surfaced before, such as the finding that social justice leaders' perspectives are rooted in their own views of their countries' roles in the global South, their region's roles vis-à-vis the United States, and issues of neocolonialism. Understanding this local context was possible only through qualitative research—it is a deep cultural finding that is incredibly important in gathering the full perspective of IFP's potential for impact in the region.

- **The challenge of attribution is real in both quantitative and qualitative analysis.** In interviews and focus groups, IFP alumni struggled with attributing both positive and negative outcomes to the program specifically, as opposed to a more general progression of their professional lives, or the general effects of their external surroundings. Our methodology in local fieldwork has emphasized the contribution that IFP has made, without discounting the external effects that have played a large role in shaping the alumni's lives. We have emphasized the fact that IFP may not be the sole factor influencing social change but rather a catalyst that contributes to the important work alumni are already doing and that allows them to fully realize their potential.

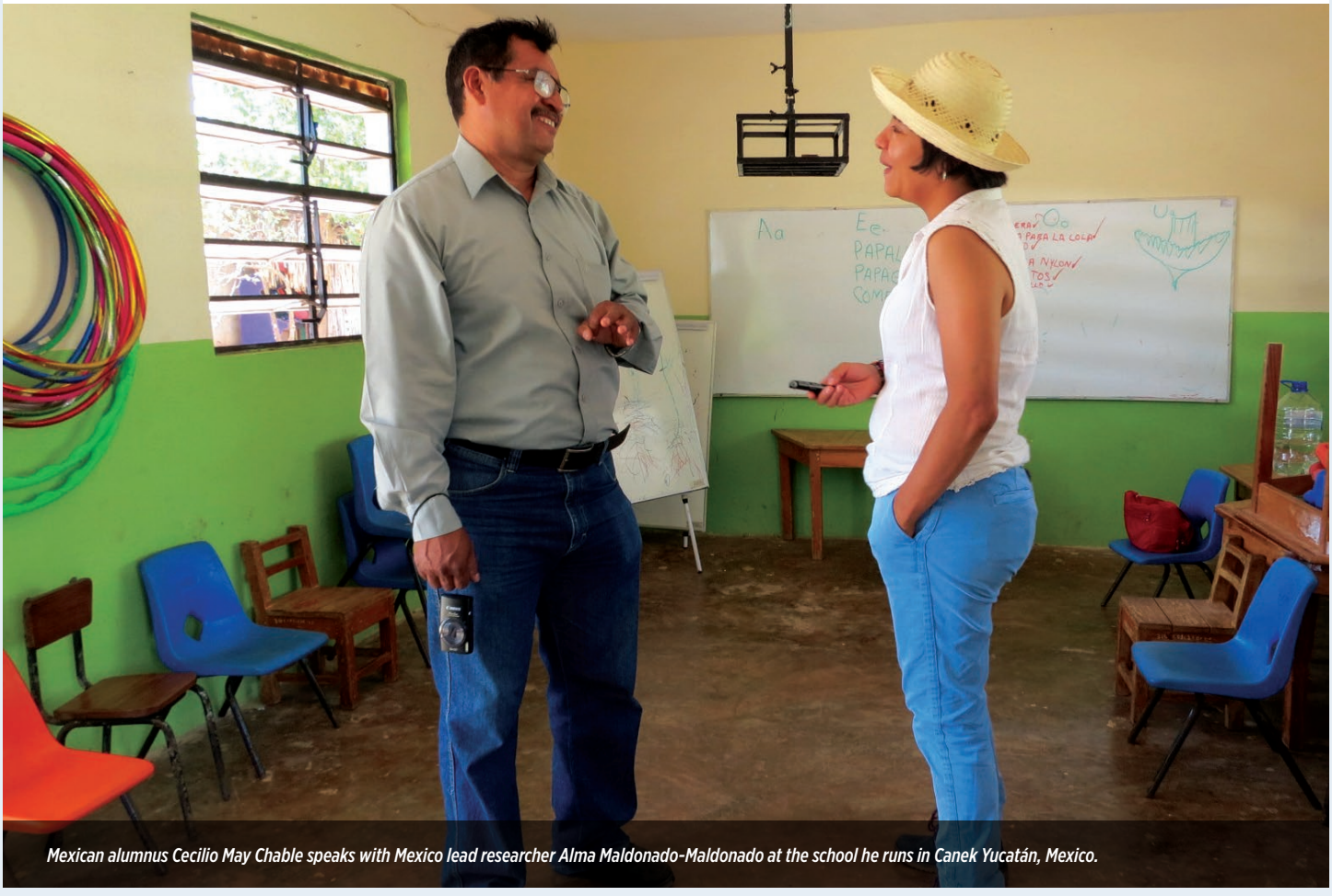
- **Qualitative fieldwork requires flexibility.** In each region, we have adapted our qualitative approach to the local context and interpretation of IFP. While the overarching framework in all countries is the same, we have found that qualitative methods need to be flexible given local realities. In Guatemala, for example, we found that our approach to alumni workshops was not yielding participation from IFP alumni. A combination of disenchantment in the IFP community and local context required us to shift course and prioritize individual and group interviews. Despite this adjustment in approach, we were able to collect rich data. Further, this reticence from alumni was seen as a finding itself and allowed us to probe the reasons behind it.

- **A cascade mixed-methods approach has allowed us to uncover possible reasons behind survey non-response.** IIE deliberately sequenced the qualitative fieldwork after the Global Alumni Survey to probe key themes but also to uncover ulterior themes missed by a survey. Our fieldwork focused, to some degree, on those IFP alumni who did not fill out the survey, mainly to understand whether there were any differences among this non-response survey population. In Brazil and Guatemala, the respondents who did not answer the survey varied, including those who had good and bad experiences with the program. In Mexico the non-response survey population had consistently more negative experiences with the program. It was important to collect data from this population, as it showed that some of the survey findings may reflect more positive reflections of IFP, while those who chose not to respond to the survey may have not felt favorably toward the program. In at least one case, the qualitative fieldwork confirmed this hypothesis.

HOW CAN THIS STUDY INFORM HIGHER EDUCATION SCHOLARSHIP PROGRAMS?

- **Leadership programs with a social justice focus must consider the recipient population and their context and identity.** As we have seen in Latin America, social justice leaders are deeply rooted in the key discourses in the region, including deep-seated and historical discussions about the role of the Global North and Global South in social justice issues. These discourses extend as far as some people seeing higher education—or, by extension, international scholarships by U.S. donors—as oppressive and part of the problem, not necessarily the solution. With this knowledge, programs can better prepare for key discussions about how their program fits into the greater context of leaders' own realities fighting for social justice and the rights of their communities.
- **Donors or organizations that select individuals into a scholarship program based on their leadership potential must consider this motivation when mapping the potential outcomes and impacts of the program.** It is problematic to think that the leaders' professional and personal outcomes will solely be attributable to the program. Rather, each program should consider the contribution that their academic degree, training, or workshop will have on the individuals and their skills and behaviors, and how the program may help clarify or accelerate scholars and practitioners on their leadership path.

IIE's contribution to furthering the study of international scholarship and fellowship program outcomes continues to present new findings that can help inform local and international donors interested in funding higher education scholarship or fellowship programs. We hope to stimulate thinking around these themes as new programs are created and evaluated.



Mexican alumnus Cecilio May Chable speaks with Mexico lead researcher Alma Maldonado-Maldonado at the school he runs in Canek Yucatán, Mexico.

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This report would not have been possible without the tireless efforts of three local research teams: Mauricio Blanco Cossío and Fabricia de Andrade Ramos in Brazil; María José Aldana Asturias and Miguel Domínguez in Guatemala; and Alma Maldonado-Maldonado, Rocío Rosas Escamilla, Humberto González Reyes, and Vania Bañuelos Astorga in Mexico. These three teams spent months meeting with alumni and other stakeholders, collecting mountains of data, conducting country-level analyses, and providing valuable input on the draft report. Their diligence, dedication and enthusiasm were matched only by their utmost regard for IFP alumni. We extend a warm *abrazo/abraço* to them in gratitude for all their hard work.

Over the course of the fieldwork, analysis, and report writing, we benefitted from the technical direction of Rajika Bhandari. Now four years into the study, we have been guided by her continued leadership and expertise. We also worked extensively with researcher Judith Kallick, who has provided insights in each of the two qualitative data collection cycles and conducted training workshops with the local teams.

At IIE, Corey Adwar provided extensive support for the data analysis and report writing, whereas Zehra Mirza contributed inputs from the 2015 IFP Global Alumni Survey results. Peggy Blumenthal also lent her keen eye to a review of the draft report.

Several other key individuals provided valuable feedback on report drafts, among them Jorge Balán from Columbia University and Amparo Hofmann-Pinilla from New York University. David Navarrete shared insights from his tenure as the former director of the IFP program in Mexico, and Yolande Zahler provided valuable comments drawing on her time as the IFP director at IIE.

The IFP Alumni Tracking Study benefits from the ongoing guidance of its Expert Working Group, a team of researchers who advise the study's methodology. In addition to Jorge Balán and Amparo Hofmann-Pinilla, current members include Ankita Suri, Benjamin Lough, Douglas Wood, Everlyn Anyal, Martha Loerke, Mary McDonnell, Patricia Rosenfield, Tamara Fox, and William Dant.

We are grateful to the Ford Foundation for supporting the IFP Alumni Tracking Study, and to Darren Walker, Hilary Pennington, and Kay Lee for their continued guidance. In preparing this report we also benefitted from prior discussions with the IFP Advisory Council, which in addition to David Navarrete includes Ambassador Donald McHenry, Barron M. Tenny, Francisco Cigarroa, Nancy Cantor, and Susan Berresford.

Last but not least, we extend a heartfelt thank you the 268 IFP alumni, former IFP staff, community members, and other individuals in Brazil, Guatemala and Mexico who made themselves available for our interviews and focus groups, often spending several hours with our local researchers and traveling long distances to share their experiences. We continue to be inspired and humbled by the triumphs of IFP alumni and are grateful to have the privilege of sharing their stories. We dedicate this report to them, *el pueblo IFP/o povo IFP.*

Andrea Brown Murga and Mirka Martel

Photography: María José Aldana Asturias (18); Paulo Baltazar (21); Fabricia de Andrade Ramos (23, 31); Miriam Gamboa León (29); Humberto González Reyes (33); Flora Gutiérrez Gutiérrez (17); Cristiane Santos Souza (13); Sandra Sebastián Pedro (cover, 11, 14, 25); Domingo Yojcom Rocché (22); IFP alumni (all others).

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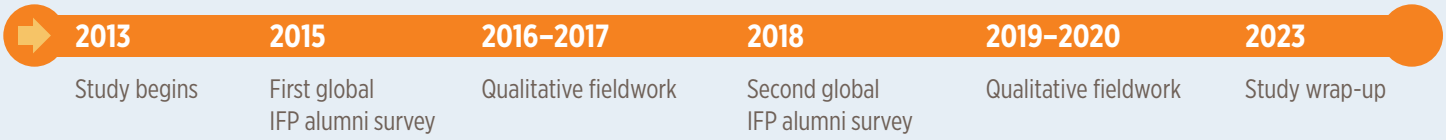
IFP ALUMNI TRACKING STUDY

The IFP Alumni Tracking Study explores the personal pathways and career trajectories of alumni of the Ford Foundation International Fellowships Program (IFP). Launched in 2013 with support from the Ford Foundation, the study is being carried out by the Center for Academic Mobility Research and Impact at the Institute of International Education (IIE). Between 2001 and 2013, IFP supported graduate-level education for 4,305 emerging social justice leaders from 22 countries in the developing world. IIE is collecting data at the global, regional, and country levels using a combination of surveys and local fieldwork. The Center plans to publish ongoing findings from the tracking study until the study concludes in 2023.

Study Timeline



The IFP Alumni Tracking Study contributes research to the field at large on how to design fellowships for maximum impact and how to carry out impact studies over an extended period of time. By studying the link between higher education and social justice, and the effect that higher education can have on marginalized populations and leadership, we are better able to understand the long-term effects of international higher education scholarship programs that seek to promote social change.

IN THIS SERIES

Report 1

Social Justice and Sustainable Change: The Impacts of Higher Education, April 2016

This report shares the results of the 2015 IFP Global Alumni Survey and the responses of 1,861 IFP alumni from 22 countries. The findings show that investing in higher education for individuals can have significant multiplier effects for communities, organizations, and societies. By studying the link between higher education and social justice and the effect that higher education can have on marginalized populations and leadership, Social Justice and Sustainable Change gives us a first look at the long-term impacts of international higher education programs like IFP.

Report 2

Social Justice Leaders in Action: IFP Impacts in Asia, March 2017

The second report from our 10-year impact study of the IFP provides an in-depth look at the lives and careers of IFP alumni in three Asian countries—India, Indonesia, and the Philippines—detailing the different pathways alumni have taken and the ways they have leveraged their skills and networks to effect change. Drawing upon focus groups and interviews with 274 IFP alumni and community stakeholders, this qualitative research highlights the stories behind the numbers shared in the study's first report. Findings from Social Justice Leaders in Action provide insights not only at how life-altering IFP was at an individual level, but how that transformative power extends through alumni to their organizations, communities, and societies.

INSTITUTE OF INTERNATIONAL EDUCATION

Center for Academic Mobility Research and Impact

For nearly a century, IIE has been a world leader in international education, working to build more peaceful and equitable societies by advancing scholarship, building economies, and promoting access to opportunity. As a not-for-profit with 19 offices and affiliates worldwide, IIE collaborates with a range of corporate, government and foundation partners across the globe to design and manage scholarship, study abroad, workforce training and leadership development programs. The IIE Center for Academic Mobility Research and Impact brings together IIE's in-house research expertise to conduct and disseminate timely research in the field of international student and faculty mobility. The Center is also a leader in the field of studying the impact of international exchange, leadership, and scholarship programs. The Center is currently carrying out a 10-year longitudinal impact study of the Ford Foundation International Fellowships Program (IFP), among other projects.

THE FORD FOUNDATION

The Ford Foundation is an independent, nonprofit grant-making organization. For more than 80 years it has worked with courageous people on the frontlines of social change worldwide, guided by its mission to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement. With headquarters in New York, the foundation has offices in Latin America, Africa, the Middle East, and Asia. The Ford Foundation International Fellowships Program (IFP) was initiated in 2001 through the single largest grant in the foundation's history, and was housed at IIE throughout its operation.